



UNIVERSIDAD BOLIVARIANA DE ECUADOR

**MASTER'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGE
PEDAGOGY**

RESEARCH WORK

**PRESENTED TO OBTAIN THE ACADEMIC TITLE OF MAGISTER IN
PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE**

TITLE

Application of the storytelling strategy for the Improvement of the speaking skill
in A1 students

AUTHOR

Narcisa de Jesus Manobanda Sisa

TUTOR

Phd. Rodrigo Antonio Guerrero Segura

DURAN - ECUADOR

2025

AVAL DEL TUTOR DE LA TESIS

Fecha: Febrero 20 del 2025

Siendo designado como tutor del programa de MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA de la Universidad Bolivariana del Ecuador (UBE) se avala el trabajo titulado **Application of the storytelling strategy for the Improvement of the speaking skill** que ha sido elaborado por MANOBANDA SISA NARCISA DE JESUS bajo mi tutoría, y que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

MSc Rodrigo Guerrero Segura, PhD (c)



La Universidad para todos

DEDICATION

This thesis is dedicated to my husband and my children. Thank you so much for their unconditional love and moral support. To my husband for his love, patience and faith in me, even in the most difficult moments. My children who supported me during this achievement.

Narcisa de Jesus Manobanda Sisa



La Universidad para todos



ACKNOWLEDGEMENT

I would like to express my gratitude to Dr. Rodrigo Guerrero Segura, my thesis director, for his guidance, patience and invaluable comments to this research, his support and knowledge help me to success. To all who have greatly enriched the quality of this thesis.



RESUMEN

Título: Aplicación de la estrategia de storytelling para la mejora de la habilidad de expresión oral en estudiantes de nivel A1.

Autora: Manobanda Sisa Narcisa de Jesús

Tutor: PhD (c). Rodrigo Antonio Guerrero Segura

El presente trabajo de titulación explora el impacto de la implementación del storytelling para mejorar las habilidades orales en los estudiantes de noveno grado del nivel A1 en inglés. Se reconoce que el storytelling es una técnica efectiva en la adquisición de idiomas, proporcionando momentos memorables y atractivos que incrementan el interés de los estudiantes y sus habilidades productivas orales. La investigación identifica los desafíos significativos que enfrentan los estudiantes de nivel A1 en el desarrollo de habilidades de expresión oral, tales como la falta de confianza, el miedo a cometer errores y la exposición limitada a situaciones de comunicación auténtica. El propósito principal de esta investigación es analizar cómo la integración del storytelling en el aula puede superar estos desafíos y fomentar un aprendizaje significativo que involucre tanto el desarrollo cognitivo como emocional de los estudiantes. El estudio se realizó con 38 estudiantes de noveno grado de la Unidad Educativa Juan Montalvo en Ambato, Ecuador. La metodología utilizada fue un enfoque mixto, integrando técnicas cuantitativas y cualitativas. Los datos cuantitativos se recopilaban a través de pretests y post-tests para medir las habilidades orales de los estudiantes antes y después de la intervención con storytelling. Los datos cualitativos se obtuvieron mediante cuestionarios abiertos y listas de verificación para explorar las percepciones de los estudiantes y los beneficios potenciales del storytelling. La propuesta sugiere la incorporación regular del storytelling en el currículo de inglés, proporcionando orientaciones prácticas para los docentes sobre cómo implementar esta estrategia de manera efectiva. En conclusión, el storytelling se presenta como una herramienta pedagógica valiosa para mejorar el aprendizaje del idioma, promoviendo un entorno de aprendizaje interactivo y colaborativo que facilita el desarrollo de habilidades orales en estudiantes de nivel A1.

Palabras clave: storytelling, speaking skills, language acquisition



ABSTRACT

Título: Aplicación de la estrategia de storytelling para la mejora de la habilidad de expresión oral en estudiantes de nivel A1.

Autora: Manobanda Sisa Narcisa de Jesús

Tutor: PhD (c). Rodrigo Antonio Guerrero Segura

This thesis explores the impact of implementing storytelling to improve the speaking skills of ninth-grade A1-level English students. Storytelling is recognized as an effective technique in language acquisition, providing engaging and memorable moments that enhance students' interest and oral productive skills. The research identifies significant challenges faced by A1 students in developing speaking skills, such as lack of confidence, fear of making mistakes, and limited exposure to authentic communication situations.

The main purpose of this research is to analyze how integrating storytelling in the classroom can overcome these challenges and foster meaningful learning that involves both cognitive and emotional development of the students.

The study was conducted with 38 ninth-grade students from Juan Montalvo School in Ambato, Ecuador. The methodology used was a mixed-methods approach, integrating quantitative and qualitative techniques. Quantitative data was collected through pretests and post-tests to measure students' speaking skills before and after the storytelling intervention. Qualitative data was obtained through open-ended questionnaires and checklists to explore students' perceptions and the potential benefits of storytelling.

The proposal suggests the regular incorporation of storytelling into the English curriculum, providing practical guidance for teachers on how to effectively implement this strategy.

In conclusion, storytelling is presented as a valuable pedagogical tool to enhance language learning, promoting an interactive and collaborative learning environment that facilitates the development of speaking skills in A1-level students.

Key words: storytelling, speaking skills, language acquisition



INDEX

<i>FICHA SENESCYT PARA EL REPOSITORIO</i>	ii
<i>COPIA INFORME DE SIMILITUD (ANTIPLAGIO)</i>	iii
<i>CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR</i>	iv
<i>AVAL DEL TUTOR DE LA TESIS</i>	v
<i>DEDICATION</i>	vi
<i>ACKNOWLEDGEMENT</i>	vii
<i>RESUMEN</i>	viii
<i>ABSTRACT</i>	ix
<i>INDEX OF FIGURES</i>	xii
<i>INDEX OF TABLES</i>	xii
<i>INTRODUCTION</i>	1
CHAPTER I	8
THEORETICAL FRAMEWORK.....	8
1. Research background	8
Independent Variable: Storytelling	14
Organization	14
Student engagement during language teaching	17
Speaking	23
CHAPTER II.....	35
2.1. Overview	35
2.2. Conceptualization and operationalization of variable and categories.....	35
2.4. Scope of the research.....	37
2.5. Research purpose	38



2.9 Research context	42
2.10 Limitations and research stages	42
Planning stage - September.....	42
Implementation stage – October to December	43
Analysis stage – January.....	43
2.11 Instruments Derived from the Selected Methodology	43
Checklist.....	43
Pretest - Posttest.....	44
Survey.....	44
Data processing and statistical analysis.....	45
Analysis stage	45
15. Data Analysis and Ethical Considerations.....	48
CHAPTER III.....	50
VALIDATION OF THE PROPOSAL AND RESULTS.....	50
a. Presentation.....	Error! Bookmark not defined.
b. General and specific objectives of the proposal	Error! Bookmark not defined.
c. Theoretical foundation for the proposal.....	50
d. Characteristics of the proposal.....	51
e. Validation of the proposal.....	Error! Bookmark not defined.
f. Research question.....	52
CONCLUSIONS	58
RECOMMENDATIONS	59
REFERENCES.....	60
APPENDICES	69



INDEX OF FIGURES

Figure 1. Mean scores of pre-tests and post-test.....	55
--	----

INDEX OF TABLES

Table 1. Sample Population.....	40
Table 2. Percentage of pre-test by students' vocabulary	Error! Bookmark not defined.
Table 3. Percentage of post-test by students' vocabulary	Error! Bookmark not defined.
Table 4. Percentage of pre-test by students' fluency	Error! Bookmark not defined.
Table 5. Percentage of post-test by students' fluency	Error! Bookmark not defined.
Table 6. Percentage of pre-test by students' effective communication.....	Error! Bookmark not defined.
Table 7. Percentage of post-test by students' vocabulary	Error! Bookmark not defined.
Table 8. Measures of dispersion of pre-test and post-test	Error! Bookmark not defined.

INDEX OF APPENDIXES

Appendix 1. Presentation and design of the investigation	69
Appendix 2. Pre project.....	70
Appendix 3. Designation of tutor	74
Appendix 4. Letter to request permission to the school principal.	75
Appendix 5. Authorization to conduct the research.....	76
Appendix 6. Parents' legal representative consent.	77
Appendix 7. Certificate of validation of instruments by experts.....	78
Appendix 8. Chart of Variables, Dimensions, and Indicators	80
Appendix 9. Intervention Plan Schedule	81



Appendix 10. Hutchinson and Waters (1987) Needs Analysis Model.	83
Appendix 11. Direct Observation Checklist.....	93
Appendix 12. Diagnostic Test	94
Appendix 13. Lesson Plans applied during the diagnostic stage.....	95
Appendix 14. Lesson Plans and activities at investigation stage.....	99
Appendix 15. Lesson Plans applied after the investigation stage.....	102
Appendix 16. Pretest and Posttest.....	103
Appendix 17. Students survey	112



INTRODUCTION

1. Description of the general background and analysis of the situation that justifies the presentation of the proposal

According to Rezende (2018), storytelling is claimed to be one of the most effective techniques in the language acquisition process. The effectiveness of storytelling relies on the fact that its implementation is a synonym of fun, engaging, highly remarkable moments. They allow learners to have the chance to increase their interest in stories as a different pattern to improve their oral productive skills.

In fact, through the application of storytelling students can develop and enhance their speaking abilities in a foreign language.

2. Brief analysis and description of the situation that justifies the presentation of this proposal

Developing speaking skills remains a challenge for many students, particularly those at the A1 level of the CEFR scale. While traditional teaching methods focus on grammar and vocabulary, research shows that implementing active learning strategies like storytelling can greatly benefit students' speaking abilities and confidence. Due to it is a pedagogical approach that employs narrative techniques to enhance student engagement, creativity, and language development (Dillingham & Stanley, 2011).

3. Problem to be Investigated

Despite efforts in teaching English as a foreign language, many students at A1 level encounter significant difficulties in developing effective speaking skills. The lack of confidence, fear of making mistakes, and limited exposure to authentic



communication situations contribute to their inability to express themselves fluently and coherently when learning English. These challenges persist despite traditional instruction. It is necessary to explore alternative pedagogical methods that foster a more engaging and effective learning environment. That is the cause why in this project it is important to analyze the impact of storytelling in developing students' speaking skills and its influence to advance and improve students' vocabulary.

4. Elements that Justify the Problem

There are several difficulties and factors in developing speaking skills in students, like lack of confidence, fear of making mistakes, and limited exposure to authentic communication situations. Therefore, developing speaking skills plays a key role in the acquisition of a second language. It is a complex process that students need to be leading. So, to enhance and develop speaking skills, it is crucial to use effective learning strategies that cater to the specific needs and difficulties of the learners.

5. Precision of the Topic

This educational proposal implies the application of the storytelling strategy for the improvement of speaking skills in A1 Students. It directly aligns with the research lines of pedagogy, didactics, management of education as well as with the research topic for pedagogical innovations. Besides, this proposal contributes to language acquisition and pedagogy by exploring the benefits of storytelling strategies for the improvement of speaking skill. In addition, this proposal also relates to language teaching methodologies research, highlighting the effectiveness of narrative-based methods in enhancing speaking ability.

6. Research object



The research object of this study includes storytelling and speaking skills. Storytelling is the oral activity to draw audience's attention by using multisensory emotion in a story, it involves improvisation in telling story, facial gestures, and body movement (Dillingham & Stanley, 2011). In addition, it is also the vivid description of ideas, beliefs, personal experiences, through stories or narratives that evoke emotions and insights (Siavichay & Guamán, 2022). Speaking or oral production involves using language to communicate using verbal or nonverbal symbols orally in different contexts that can be improved through learning language. As a skill, speaking is part of the four modes of communication and known as a productive skill where the main point of this skill is to effectively communicate orally (Sharma, 2019).

7. Research aim

In this context, it is relevant to figure out that the main purpose of this educational proposal is to analyze the impact of implementing storytelling for improving the speaking skills in students of ninth grade.

8. Specific objectives

- To diagnose strengths and weaknesses of the students through a checklist.
- To determine the impact of storytelling on speaking skills by using pretest and post-test.
- To explore the potential benefits of integrating storytelling in the classroom by using a survey.

Independent variable: Storytelling.



It is the art, in which a teller conveys a message, truths, information, knowledge, or wisdom to an audience in an entertaining way, using whatever skills, (musical, artistic, creative) or props he chooses; to enhance the audience's enjoyment, retention and understanding of the message conveyed (Arrobaa & Acosta, 2021). Storytelling is an oral activity to take audience's attention by using multisensory emotion in a story, it involves improvisation, facial gestures, and body movement (Dillingham & Stanley, 2011). The variable constitutes the method which could benefit and improve the speaking skills in the learners. Storytelling requires a certain level of interaction between storyteller and audience and between individual and listener (Serrat, 2018).

Dependent variable: Speaking.

According to Sakti et al., (2023) it is a skill of using language to communicate using verbal or nonverbal symbols orally in different contexts that can be improved through learning language. The capability of students to express themselves orally in the target language, showing appropriate levels of fluency, accuracy, and linguistic complexity. This skill is essential for effective communication and is a key outcome of language learning. It is a productive skill where the main point of it, is to communicate orally (Juhansar, Rahmawati, Alamsyah, Mawar, & Sudiro, 2022). Therefore, speaking is an oral productive skill that involves creating systematic verbal utterances to convey meaning, and it is a production skill that allows communicating ideas through spoken expressions (Idrees , 2022).

10. Description of the research approaches and methodologies



This research used a mixed approach to set up the efficacy of using storytelling to enhance speaking proficiency in A1 students. This was possible due to the fact that, integrating quantitative and qualitative techniques allowed to have a comprehensive understanding of the issue under study (Sampieri , 2020). Firstly, the quantitative component entailed gathering and analyzing numerical data for statistical purposes. It included administering pre-and post-assessments to gauge students' speaking skills before and after storytelling intervention. On the other hand, the qualitative aspect involved collecting and evaluating non-numerical information, centered on words, depictions, ideas, and concepts to comprehend storytelling's influence on improving speaking ability in the target A1 population with open-ended questions and check list to explore the potential benefits of incorporating storytelling pedagogically.

11. Description of the research instruments

The research instruments used in this study consist of a check list, pretest-posttest, and lastly an open-ended questionnaire. The quantitative instruments pre and posttest used in this study were designed to evaluate the effectiveness of the storytelling strategy objectively and measurably in developing the speaking skills of A1 level students. Otherwise, the qualitative instrument included an open-ended questionnaire that focused on exploring the potential benefits of integrating storytelling and a check list to identify strengths and weaknesses of pupils.

12. Description of the beneficiaries and the research context

The beneficiaries of this research were 38 ninth grade students at the A1English level from Juan Montalvo School in Ambato, Ecuador. Their ages range from 13 to



15 years old. Some students who come from rural areas have speaking competence relatively low in terms of pronunciation, and it is entirely different from urban area learners. Addressing their specific needs through an innovative approach such as storytelling reduces gaps, improving communicative self-confidence to improve oral skills.

13. Description of the practical contributions of the proposal, its importance, and its social need

The results of this research offered practical guidance for teachers on how to effectively implement storytelling in the English classroom for the development of oral skills in A1 level students. The activities, materials, and pedagogical approaches derived from the study can be adapted and replicated in other educational contexts with similar needs.

In addition, this contributed to the design of English teaching strategies based on active and student-centered methods to address communicative difficulties. This encourages meaningful and lasting language learning. In fact, the implementation of storytelling in the English language learning process for A1 level students addresses various social needs related to accessibility, communication, critical thinking, by exposing students to narratives in a safe environment. Furthermore, storytelling boosts confidence and fluency in self-expression, preparing students for academic and professional success.

14. Description of the contents of each chapter

Introduction: The educational proposal count with different sections, the introductory section provided an overview of the research. It presented the



background, problem statement, research questions, and aims. In addition, it highlights the significance of investigating the impact of storytelling related to the improvement of speaking skills in English as a Foreign Language (EFL) students.

The proposal is divided into three main chapters:

Chapter 1: Theoretical Framework: The chapter reviewed existing literature on storytelling in language education and its influence on students' development of their speaking skills. It explored relevant studies on storytelling materials and their application in language learning contexts. The review also delved into theories of speaking and their connection to language learning, providing a theoretical framework for the research.

Chapter II: Research Methodology: This chapter outlined the research design, population, and sample selection. It described the data collection methods, including surveys, pre-tests, and post-tests, questionnaire used to assess students' speaking skills and language proficiency. The chapter also detailed storytelling strategies implemented in the language learning process.

Chapter III: Data Analysis and Results: In this chapter, the collected data was analyzed using appropriate statistical methods. The results were presented, including students' scores, and responses to pretests and posttest. The analysis addressed the research questions and hypotheses.

Conclusion and Recommendations: This section provides a summary of the research, restating the main findings and their implications. It offered conclusions drawn from the study's outcomes and discussed the limitations of the research. It concluded with practical recommendations for educators and institutions.



CHAPTER I

THEORETICAL FRAMEWORK

1. Research background

Firstly, Arroba and Acosta (2021) conducted a study aimed at evaluating the effectiveness of authentic digital storytelling as an alternative strategy to enhance oral expression in university-level English as a foreign language classes. The research adopted a quantitative paradigm and initially employed a survey to explore participants' perceptions of the common linguistic activities used in the classroom. While most participants acknowledged the significance of authentic communication strategies for the development of oral language skills, in practice, both teachers and students expressed that the strategies employed in classrooms are neither authentic nor communicative.

Based on the survey results, authentic digital storytelling was introduced to determine whether it could improve students' oral language skills, specifically their speaking abilities. To assess the effectiveness of digital storytelling as a communicative strategy, pre- and post-tests were administered, utilizing a rubric that included elements such as organizational coherence, quality of language used, method of delivery, aids employed, content quality, and clues.

Nair and Yunus (2022) argue that students in rural schools often encounter challenges in communicating in English due to a lack of adequate opportunities or engaging environments for language practice. According to the results of the School Assessment (SSA), students displayed limited fluency, accuracy, and pronunciation. Consequently, this quasi-experimental study seeks to examine the



use of Toontastic 3D, a digital storytelling application, as a means of improving students' oral skills. Data collection methods included pre-tests, post-tests, and questionnaires.

The findings demonstrated that the potential benefits of digital storytelling had a positive impact on students' oral language skills. Moreover, the results indicated that digital stories not only sustain students' interest in the narrative content by fostering motivation and curiosity but also confidence in their ability to speak English. Survey results further revealed that digital storytelling supports 21st-century learning by facilitating interactive and collaborative learning, which encourages students to speak English. Additionally, students became more engaged, confident, and motivated when communicating in English. Thus, digital storytelling can serve as an effective teaching tool to create a dynamic learning environment that actively encourages students to participate in speaking activities.

Therefore, Kallinikou & Nicolaidou (2019) state that digital storytelling, such as text, images, audio, music, and video, has been explored to enhance student motivation, autonomy, engagement, and verbal skills in foreign language learning. This study investigated the relationship between adult participation in digital storytelling, their speaking skills, and their motivation to learn a foreign language. The 12-hour intervention included technological support exclusively for the experimental group.

Although a comparison of the participants' recorded speech before and after the intervention revealed a statistically significant reduction in the number of speech errors in both groups, an independent samples t-test demonstrated a



significant reduction in errors following the intervention. A comparison of the groups' oral speech revealed a statistically significant difference in favor of the experimental group ($t(38) = 4.05, p < 0.05$). Analysis of the motivational questionnaires conducted before and after the intervention showed a statistically significant increase in motivation only in the experimental group. The findings suggest that digital storytelling, supported by an interactive learning environment, fosters the development of foreign language speaking skills in adults and enhances their motivation.

Karpovich *et al.*, (2021) note that their research contributes to addressing the issue of first-year students' academic performance within the context of foreign language learning by focusing on oral monologue tasks. The study offers an analysis of academic performance improvement in this specific type of linguistic activity. Conducted at Saint Petersburg State Polytechnic University (Russia), the research involved 274 first-year students enrolled in postgraduate programs. Mixed qualitative and quantitative methods were employed to collect and analyze the study's data. The research included a qualitative content analysis of oral monologue tasks. The study's findings conclude that the use of oral monologue tasks, accompanied by peer interaction and assessment, can enhance first-year students' English-speaking skills.

Huda *et al.*, (2022) focused on explaining the storytelling method to enhance language skills and instill character values in children. By using inspiring stories of characters who embody positive values, children can learn both language skills and character development. The research methodology employed was Classroom



Action Research (CAR). A descriptive qualitative method was used for data analysis and presentation. Data was collected through observation, interviews, and documentation.

The study's findings revealed that the use of storytelling methods in childhood had a significant impact on improving language skills and instilling character values. Additionally, children were motivated to learn language skills such as speaking, listening, reading, and writing, which influenced their formal language development. Therefore, the use of storytelling in the learning process not only enhances language abilities but also positively impacts a child's character development, as real-life human stories provide children with exemplary models for cultivating good character traits.

Rachmijati *et al.*, (2019) suggest with the advent of new technologies and the evolving ways students learn, vlogging presents an effective method for improving students' oral skills. This study explores the potential of spoken language through vlogs to enhance students' oral abilities and creativity. A mixed-methods approach was used in the study. The focus was on 13 vlogs created by students on the topic of tourism, following a rubric developed by Dan Rooney and Eliza Punzalan.

The results showed that the highest blog score was 84, while the lowest was 74, overall increasing the students' creativity. The most common errors, on average, included issues with presentation style or weak introductions, the ability to conclude or summarize, and accuracy in grammatical structure. Growth in oral language skills was observed in vocabulary, fluency, pronunciation, and intonation,



with respective increases of 2.8 points for vocabulary, 7.9 points for fluency, 10.9 points for pronunciation, and 2.1 points for intonation. The findings also indicated that using YouTube for speaking in a blended learning environment was successful in improving students' oral skills.

Mujahidah et al., (2021) asserted that the use of hand puppets in storytelling as a learning tool offers numerous benefits. This is why the present study seeks to determine the role of the hand puppet storytelling method in early childhood language development. The research employs a type of library research, specifically a Systematic Literature Review (SLR), which involves studying various relevant scientific studies to draw conclusions in the form of new findings that can be replicated. The data sources utilized were secondary data, previously published in the form of books, journals, and prior studies. The data collection technique used in this research was documentation, while the data analysis technique involved content analysis, a research method for drawing replicable inferences.

Thi and Yen (2022) conducted an experimental study aimed at investigating the impact of integrating technological approaches, particularly English conversation rooms on Google Meet and English chat, in English as a Foreign Language (EFL) education, with a specific focus on enhancing students' English communication skills. A mixed-method approach was adopted, involving 120 first-year EFL students at Van Lang University (VLU) who participated in an experimental study, followed by interviews with some of the participants. Both quantitative and qualitative methods were used to collect data. The findings revealed that learning speaking skills through the Google Meet platform and



English text messaging can significantly improve students' communicative abilities in English. Additionally, texting in English and practicing with peers via the online application proved to be effective ways of reviewing their English communication skills during the COVID-19 pandemic, when social distancing measures were in place.

Hamid and Sofyan (2020) undertook their research with the primary objective of acquiring empirical evidence regarding the impact of the Community Language Learning (CLL) method and Emotional Intelligence (EI) on the speaking skills of eighth-grade students at SMP Darussalam Ciputat. The study employed a quasi-experimental factorial design, involving a sample of 60 students, equally divided into an experimental group of 30 students and a control group of 30 students. The sample was chosen through a purposive sampling technique. The data collection involved an initial oral proficiency test conducted before the intervention, followed by a conversational speaking test administered after the intervention.

Additionally, a questionnaire was used to assess the students' emotional intelligence. Two preliminary tests were conducted, namely, a normality test using the Kolmogorov-Smirnov test and a homogeneity test using Levene's test. Subsequently, the data were analyzed using factorial ANOVA with SPSS version 22. The findings of the study indicated that, firstly, the CLL method was significantly more effective in improving students' English-speaking skills than the conventional method. Secondly, students with higher levels of emotional intelligence demonstrated better speaking proficiency compared to those with lower levels of emotional intelligence. Lastly, no interactional effect was found between



the teaching method and emotional intelligence on students' speaking abilities. This implies that students with high levels of emotional intelligence benefited more from the CLL method than those with lower levels of emotional intelligence. Similarly, students with high levels of emotional intelligence also performed better when taught through conventional methods compared to their peers with lower emotional intelligence.

Independent Variable: Storytelling

Storytelling is an anglicism referring to stories told through digital media. This can be also succinctly defined as the art of language, communication, emotion, intonation, the psychology of movement (gestures, body language, and expression), and the abstract creation of elements and narratives within a story, specifically tailored for an audience with common interests, such as in the context of learning (Alcantud, Ricart, & Gregori, 2014). It can be said that this creates a more familiar environment for students, encouraging them to be more attentive to the learning context and thus improving their academic performance. According to Tendero (2006), this strategy, considered a concrete methodology with effects, narrative voice, timing, and empathetic positioning, is employed to present ideas and knowledge in a dynamic, multimodal, and interactive manner.

Organization

According Aysegül (2020) organization in language teaching and learning plays a crucial role in the ability to structure thoughts, both in oral and written discourse. In the context of storytelling, this association manifests in the logical



sequence of events and the clarity with which students can present a story. English students at A1 level (basic level of language learning) often face challenges in structuring complex sentences and delivering fluent narratives.

However, when introduced to storytelling activities, they are presented with a tool that naturally guides them to organize ideas by following a chronology or narrative structure (beginning, development, conclusion) (Arrobaa & Acosta, 2021). This not only enhances their communication skills but also strengthens their ability to clarify thoughts and express them coherently. Within this context, Sweller's Cognitive Load Theory (1988) is examined, which suggests that the use of narrative structures reduces cognitive load for students by providing a natural organizational framework (Firman, Mirnawati, Sukirman, & Aswar, 2020). This approach also helps students to better understand syntax and grammar in the target language.

Coherence in language teaching

Coherence refers to the students' ability to maintain a logical progression of ideas within their oral discourse. In storytelling, this skill is strengthened as students are required to connect events, characters, and situations in a way that the listener can follow the plot without difficulty (Hung, Chena, & Carolyn, 2022). The use of narratives in class compels students to link words, sentences, and paragraphs into a story that makes sense overall. For beginner-level students, this can be challenging, yet at the same time motivating, as storytelling provides a real-world context in which to apply the language structures, they are learning (Zuhriyah, 2017). This process improves their fluency and ability to connect thoughts, thereby



strengthening coherence in their discourse. Halliday and Hasan (1976) cited in Bavli & Madalińska (2018), in their work on cohesion and coherence in language, emphasize that cohesive elements, such as conjunctions and pronouns, are essential to ensure that a text (or oral discourse) maintains coherence. It, pertains to the logical and structural organization of discourse, allowing ideas to develop clearly and understandably. Without cohesion and coherence, a text or conversation would appear fragmented, making it difficult for the reader or listener to comprehend (Putra, Samudra, & Susanti, 2022).

In an educational context, teaching these cohesive elements is crucial, particularly for students in the early stages of language learning, such as at A1 level in English. Initially, students may struggle to link sentences and thoughts in a meaningful way, often limiting themselves to constructing simple, isolated sentences. However, the use of cohesive elements such as conjunctions ("and," "but," "because") and pronouns ("he," "she," "it") enables them to begin weaving these sentences into a more fluid and coherent discourse (Bashir, Azeem, & Hussain, 2011).

Cohesion in language teaching

Storytelling in an educational context provides an ideal environment for students to practice and develop their use of cohesive elements. Narratives require students to connect events, characters, and situations sequentially, which in turn forces them to use connectors that ensure the story flows naturally. When narrating a story, a student needs to link events and describe the relationships between



different ideas, such as explaining how one action led to another or justifying a character's decisions (Melati, Faridi, & Sakhiyya, 2022). This process offers multiple opportunities to use causal ("because"), sequential ("then," "after that"), and adversative conjunctions ("however," "but"), among others. By practicing storytelling, students not only learn to use these cohesive elements but do so in a more engaging and meaningful way, rather than merely through abstract grammar exercises. The importance of using pronouns in narrative discourse is also relevant in terms of cohesion. Pronouns allow reference to characters or elements in the story without constantly repeating their names, facilitating a more fluid and less redundant discourse. This practice is essential for improving both fluency and accuracy in communication, as incorrect use or omission of pronouns can cause confusion and affect the understanding of the story (Imro'athush, Wahyu, & Srinawati, 2021).

Student engagement during language teaching

Student engagement is essential for success in any learning process, and within storytelling, as it involves creativity, imagination, and emotions, it generates a higher level of engagement among students, particularly at A1 level, where the content must be sufficiently engaging to sustain interest. This promotes active and authentic participation by placing students in the role of content creators. This, in turn, fosters engagement, as students feel a personal connection with the stories, they are telling (Yaxshilikova, 2022). According to Deci and Ryan (1985), self-determination theory holds that students are more motivated and engaged when they have autonomy and are able to participate actively in their own learning, something



that storytelling facilitates by allowing students to control their narratives (Sergis, Sampson, & Pelliccione, 2018).

In fact, this theory is influenced by the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for well-being and intrinsic motivation, meaning that individuals engage in activities because they find satisfaction and pleasure in them, rather than for external rewards. When these needs are met, individuals tend to be more motivated and engaged in their tasks, promoting personal growth and development (Al-Jubari & Liñán, 2018).

Active participation

Active participation is a crucial component in the acquisition of oral skills, as it implies that students are not only passively exposed to language but are constantly involved in its production. Storytelling requires students not only to receive information but also to process and reproduce it in the form of stories, thus promoting continuous verbal interaction (Vattøy & Smith, 2019). Additionally, the use of storytelling fosters a collaborative and participatory learning environment where students can practice pronunciation, intonation, and fluency naturally. Moreover, they become emotionally engaged with the content, increasing their willingness to speak. According to Vygotsky (1978), learning takes place in a social context, and storytelling activities provide an interactive environment that allows students to learn actively through interaction (Biterkinha, 2018).



According to Vygotsky, students do not learn in isolation; rather, knowledge is constructed through collaboration and the exchange of ideas within a cultural and social context. Language plays a central role in this process, as it is the primary medium through which individuals communicate, share knowledge, and develop more complex cognitive skills (Dong, Yung, & King, 2020). One of Vygotsky's most important concepts is the Zone of Proximal Development (ZPD), which refers to the gap between what a student can do independently and what they can achieve with the help of a more competent peer or adult.

Interaction in language acquisition process

Soliman (2013) claimed interaction is essential in language learning, especially at early levels such as A1, where students need opportunities to communicate to practice and strengthen their oral skills. Storytelling is a strategy that facilitates such interaction, both among students and with the teacher. Through storytelling, dialogue is encouraged, as students not only tell their own stories but also must listen to those of their peers, ask questions, respond, and discuss the narratives. According to Long (1996), interaction in the classroom is key to language development, and storytelling provides multiple opportunities for students to engage in meaningful communicative exchanges (Papagno, Gathercole, & Baddeley, 2017).

Michael Long's (1996) interaction theory posits that language development is closely tied to students' active participation in meaningful communicative exchanges. According to Firman *et al.*, (2020) Long argues that beyond mere exposure to the language, students must engage in dialogues and discussions that



require negotiation of meaning. Language learning is enhanced when students encounter misunderstandings, ask questions, and clarify their ideas during interaction, which forces them to adjust their language use to be understood. This active interaction reinforces the acquisition of new linguistic structures and the development of communicative skills (Huda, Ridwanulloh, Khasanah, Eko, & Donasari, 2022).

Creativity

Storytelling is grounded in creativity, an element that drives learning, particularly at beginner levels where students need stimuli that allows them to express themselves in new and different ways (Alcantud, Ricart, & Gregori, 2014). The act of creating a story forces students to use their imagination, which not only improves their oral skills but also helps them to use and apply the vocabulary and grammatical structures they have learned in a more personalized way. Aysegül (2020) asserted that creativity within this learning method encourages the unique and original expression of each student, giving them the freedom to experiment with language. According to Guilford (1967), creativity is a cognitive process activated when students must think flexibly and divergently, which is especially valuable in language acquisition.

Divergent thinking involves generating multiple solutions or ideas in response to a problem or challenge, rather than seeking a single correct answer. In the context of language learning, this ability to explore different ways of using the language is essential. Creativity allows students to experiment with new grammatical structures, vocabulary, and expressions, thus developing greater



fluency and versatility in language use (Hamid & Sofyan, 2020). In the classroom, creativity can be fostered through activities that challenge students to think outside habitual patterns, such as storytelling. Storytelling requires students to create and organize ideas in original ways, using language to communicate their thoughts coherently and engagingly (Dong, Yung, & King, 2020). This task activates divergent thinking, as students must find various ways to narrate, describe, and express their ideas, promoting greater cognitive and linguistic flexibility. Furthermore, storytelling provides a context where students can freely apply the language, allowing them to develop increased confidence and creativity in its use (Firman, Mirnawati, Sukirman, & Aswar, 2020).

Originality

Originality in the context of storytelling means that each student creates a unique narrative, allowing them not only to practice the language but also to foster individuality and self-expression. At beginner levels like A1, where students often feel limited due to their linguistic competence, storytelling can be a tool for them to develop their own voice in the language, experimenting with novel ways of using vocabulary and grammar. Storytelling encourages a form of self-expression that gives students confidence and autonomy. According to Amabile (1983), originality is a central component of creativity, and storytelling provides a space in which students can explore new ways of thinking and communicating in a new language.

According to Huda *et al.*, (2022) storytelling in the classroom provides an ideal environment for students to explore and develop originality. By creating their own stories, students can use language in a creative and personal way, applying



what they have learned in new and diverse manners. Narratives allow them to experiment with grammar, vocabulary, and idiomatic expressions in a real and meaningful context (Firman, Mirnawati, Sukirman, & Aswar, 2020). Moreover, each story is unique, reinforcing originality and self-expression, and helping students build confidence in their ability to communicate in the new language.

Comprehension

Comprehension in language learning involves both the ability to understand what is heard and what is expressed. Storytelling, by offering a real and meaningful context, enhances students' listening comprehension, as they are faced with narratives they must follow and in which they must participate. The use of storytelling improves comprehension, as students are not only passively listening but also processing, interpreting, and responding to the stories they hear (Lestari & Nirmala, 2020). According to Krashen (1982) and his theory of comprehensible input, students learn best when the language they are exposed to is understandable but slightly above their current level, something that storytelling activities can provide.

Storytelling embodies this principle by providing a rich, contextualized environment where students can engage with the language in an immersive learning setting. By listening to and creating stories, students encounter narratives that include linguistic structures and vocabulary slightly above their current level, yet still comprehensible due to the context and familiarity of the content. This type of language exposure helps students understand and retain new expressions and linguistic concepts more effectively (Davis, Gaudiano, & McHugh, 2021).



Communication

The central goal of learning a language is to improve communication, and storytelling is a strategy that focuses on effective communication through oral narratives. For A1 students, it allows them to practice verbal expression in real and meaningful situations, improving both their fluency and accuracy. Storytelling enables students to practice all components of communication: speaking, listening, interacting, and responding (Lucarevski, 2016). According to Hymes (1972), communicative competence includes not only knowledge of the language but also the ability to use it appropriately in social contexts, something that storytelling facilitates by providing authentic communicative scenarios.

Storytelling provides an ideal setting for developing this communicative competence. By engaging in storytelling activities, students encounter situations that mirror real-life communication contexts (Biterkinha, 2018). They create and listen to narratives where they must consider the appropriateness of language, narrative structure, and audience interaction. This practice allows them to apply language in a contextualized manner, adapting their language use to meet the specific communicative goals of each story, whether it is to inform, entertain, or persuade (Hung, Chena, & Carolyn, 2022).

Speaking

Speaking is a productive English skill that uses language to communicate ideas orally. Speaking in English involves delivering messages with good pronunciation, intonation, fluency, and grammar. Activities aimed at developing students' speaking skills should be conducted clearly and meaningfully through the



teacher's communicative strategies and techniques, which help reduce the anxiety associated with speaking in a foreign language (Taçi, 2021).

To develop and improve this skill, it is important for the teacher to create a receptive experience that provides ample opportunities for the student to model and practice, guiding them gently. Repetition of words helps to retain information and strengthens the student's auditory memory. Additionally, audiovisual materials should be used, as they are highly effective in the teaching and learning process. When teachers use audiovisual media to convey, create, interpret, and evaluate experiences, they spark students' interest in learning English (Bavli & Madalińska, 2018).

Fluency

Fluency refers to the ability to speak at a reasonable pace, without excessive pauses, and in a manner that sounds natural to native speakers. In the context of A1 students, fluency is a central goal, as they often have a limited vocabulary and difficulties in structuring complex sentences. Storytelling promotes continuous oral practice, helping students improve their fluency through the repetition of linguistic structures and continuous exposure to the language (Omer, Tamimi, & Ahmed, Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English, 2014).

Biterkinha (2018) emphasizes that the development of fluency in a language depends not only on the repetition of grammatical structures but is also deeply linked to the meaningful use of the language in communicative contexts. According to Nation, fluency improves when students are allowed to use the language naturally



and consistently, without excessive concern for accuracy, enabling them to focus on expressing ideas and interacting with their peers. This approach helps speech become faster and less hesitant, which is an essential characteristic of fluency.

Storytelling is a powerful tool for developing fluency because it provides an environment where students can communicate meaningfully and coherently. By telling a story, students practice organizing their thoughts, delivering a coherent narrative, and speaking in real-time. This allows them to use the language consistently, enhancing their ability to speak without interruptions and with greater confidence. The descriptive context helps them focus on effective communication rather than grammatical correctness, which promotes greater fluency (Davis, Gaudiano, & McHugh, 2021).

Speech rate

According to Alcantud *et al.*, (2014) speech rate refers to how many words a student can say within a given time. In A1 level students, speech rate tends to be slow due to the lack of automatization in language production. However, storytelling provides a comfortable environment where students can practice and gradually improve their speech rate while focusing on the narrative.

Bavli & Madalińska (2018) state repeated practice in natural communication contexts is essential for improving speech rate and fluency. This repetition allows students to internalize language patterns and automate their use, reducing the need to consciously plan each word or phrase. Rather than focusing on producing detailed sentences, students can concentrate on communicating ideas, resulting in faster and more natural oral production. This process of automatization is more



effective when the language is practiced in situations that require authentic and meaningful interactions, such as those found in storytelling activities. By repeating structures in a narrative context, students gain confidence and an improved ability to speak without pauses or hesitations.

Due to the need for students to tell stories in a coherent and engaging manner, storytelling creates a real communication environment where they must continue to produce language continuously. This repeated practice within a narrative framework not only helps to automate language but also enables students to speak more fluently and rapidly as it reduces the cognitive load associated with consciously planning each word (Pourhosein , 2017).

Smoothness

Speech fluency refers to the ability to speak without interruptions or hesitations. Storytelling helps A1 level students overcome the fragmentation of their speech as they immerse themselves in a narrative that requires them to maintain the flow of the story. Structured stories make it easier for students to organize their ideas and present them in a more fluid and sustained manner (Qaid, 2019). Peter Skehan (1998), in his theory of fluent performance, argues that tasks requiring fluency and smooth speech, such as storytelling, provide an important foundation for the development of advanced language processing. Skehan asserts that when students engage in storytelling tasks, they must organize and express ideas in real-time, resulting in a more efficient use of cognitive and linguistic resources. These activities require students to prioritize fluency over accuracy, allowing them to practice clear language continuously and without interruption.



When telling stories, students are compelled to transition from one idea to the next more easily, enhancing their ability to process and produce language quickly and confidently (Cambridge University Press, 2020).

According to Dillingham and Stanley (2011) storytelling provides students with a structured framework within which they must balance speech planning with the need to maintain a continuous flow of communication. According to Skehan, this creates the necessary scaffolding for students to develop greater competence in language processing, as they could practice mentally organizing their speech while producing fluent language. Stories compel students to process linguistic information more automatically, thus reducing cognitive overload and improving their ability to speak more coherently and fluently.

Accuracy

Accuracy refers to the correct use of grammatical structures, vocabulary, and pronunciation. At the A1 level, accuracy is a challenge as students often make mistakes due to their lack of language proficiency. Storytelling helps improve accuracy because it provides a natural context in which students can practice and receive immediate feedback on their errors (Arrobaa & Acosta, 2021). Gilead (2018) highlights that practice in meaningful communication contexts, such as storytelling, is essential for improving students' linguistic accuracy because these environments provide real-time feedback. In storytelling activities, students not only focus on communicating ideas but also receive immediate messages or corrections from peers or the teacher. This immediate feedback is crucial for students to recognize and correct their speaking errors, facilitating more effective



and dynamic learning. By being involved in a context where the language is used authentically and meaningfully, students can adopt corrections and gradually improve the accuracy of their linguistic production (Zakirovich, 2023).

Storytelling is particularly effective because it creates an environment where language practice is continuous, with an emphasis on both fluency and accuracy. According to Dong *et al.*, (2020), when students receive feedback during these activities, they have the chance to reflect on their mistakes and make immediate adjustments in their linguistic production. Furthermore, repeating these practices in a meaningful communication environment reinforces learning and helps to consolidate improvements.

Grammar use

The use of grammar is fundamental for oral production in all languages. Through storytelling, A1 students can apply grammatical rules in a practical and relevant way. The grammatical structures taught in class can be naturally integrated into storytelling, making these rules easier to assimilate (Hung, Chena, & Carolyn, 2022). Larson-Freeman (2003) notes that grammar learning is significantly more effective when students practice linguistic structures in real communication contexts, such as stories, rather than in isolated mechanical exercises. She argues that although traditional exercises help students remember grammatical rules, they are insufficient for developing a deep understanding of how these rules apply in everyday situations. Storytelling provides an authentic context in which students not only use grammatical structures more naturally but also adapt them to the needs of real-time communication. This contextual approach facilitates a more dynamic



and flexible understanding of grammar, as students see how the rules function in practice (Desta, 2021).

It is also important to note that this type of practice enhances retention and application of grammatical rules as students connect the language with their personal experiences and stories. Furthermore, using grammar in meaningful contexts helps to consolidate learning as students relate grammatical rules to real-life situations, making it easier to use them later.

Pronunciation

Pronunciation is a key aspect of developing oral competence, especially at early levels such as A1. Storytelling exposes students to repeated practice of sounds and intonation patterns, helping them to gradually improve their pronunciation. By repeating words and phrases in their stories, students become more familiar with the correct articulation of sounds (Hamid & Sofyan, 2020). Derwing and Munro (2005) cited in Idress (2022) accentuate the importance of consistent oral practice in real-world communication contexts, such as storytelling, for improving students' pronunciation. They argue that repeated practice of words and phrases in authentic situations allows students to naturally identify and correct their pronunciation errors, thereby facilitating better speech expression.

Linguistic complexity

Linguistic complexity refers to students' ability to use more varied and advanced linguistic structures. Although A1 students have limitations in this regard, storytelling provides them with a space where they can practice and experiment



with more complex language forms as they become more comfortable (Gilead, 2018).

Skehan (1996) explains that linguistic complexity develops when students face tasks that require them to establish and produce language in sophisticated ways. This type of complexity goes beyond simply learning new words or grammatical rules, as it includes the ability to combine multiple linguistic elements coherently and fluently (Heng, 2022). In this sense, storytelling is an effective tool because it requires students to manage multiple dimensions of language simultaneously: they must describe characters, recount events in a logical order, and structure their discourse according to grammatical rules while adjusting it to meet the expectations of their audience. These tasks require higher levels of linguistic processing, leading students to develop greater complexity in their language use (Imro'athush, Wahyu, & Srinawati, 2021).

Body language

Body language is an integral part of effective communication, even in storytelling. A1 students can use gestures and facial expressions to complement their speech, which not only helps them convey ideas when vocabulary is limited but also facilitates clearer and more understandable communication (Mohsine, 2024). McNeil (1992) highlights the importance of gestures and body language as essential components of the communication process, especially in contexts where oral language proficiency is limited, as is the case with A1 students (Aysegül, 2020). McNeil cited in Heng (2022) argues that gestures not only accompany



speech but also complement and reinforce it, allowing speakers to convey more complex meanings or clarify their message when words alone are insufficient.

Moreover, using gestures in a learning context can help students better assimilate and remember new vocabulary and grammatical structures. McNeil suggests that gestures are closely related to cognitive language processes and that their use while speaking can facilitate access to the correct words and sentences, thereby promoting greater fluency and confidence. In the context of storytelling, gestures not only reinforce the meaning of words but also add vividness and clarity to the narrative, making the story more comprehensible and engaging for listeners (Firman, Mirnawati, Sukirman, & Aswar, 2020).

Vocabulary

According to Davis *et al.*, (2021) vocabulary is the underpinning of language, and storytelling offers an ideal context for A1 students to expand their lexical range. As students narrate stories, they are compelled to use new words to describe situations, characters, and events. This allows them to integrate and apply the vocabulary they are learning in a practical manner.

Huda *et al.*, (2022) state, vocabulary is learned more effectively when students acquire it in meaningful contexts, as this enables them to connect words with real and relevant situations. Rather than memorizing separate lists of vocabulary, students should experience language use in a coherent environment that allows them to see how words interact with each other in sentences and complete discourses. Storytelling is an ideal approach to achieve this, as it provides a structured thematic framework that gives meaning to new vocabulary. By telling or



listening to stories, A1 students could learn words in a clear and understandable context, making it easier to remember and use them later. Words become associated with characters, actions, and events, creating connections that help students recall their meaning and proper usage (Qaid, 2019).

Effective communication

It is important to notice, effective communication involves the clear and understandable transmission of ideas. Storytelling promotes effective communication because students must be able to narrate a story that makes sense to their listeners. This compels them to use language in a comprehensible, clear, and logical manner (Dong, Yung, & King, 2020). Hymes (1972) asserts in his theory of communicative competence that to communicate effectively, it is not enough to know the grammatical rules of a language; it is also important to know how to use this knowledge appropriately in different social contexts. This includes understanding cultural norms, social expectations, and the ability to adapt language according to the situation, interlocutors, and the purpose of the communication. In this sense, mastering grammar or vocabulary does not guarantee that a person can communicate effectively in real-life situations (Chin, Hsien, & Shan Fu, 2022).

Storytelling serves as an ideal framework for students to practice and develop these communicative skills. By engaging in storytelling activities, students not only practice language structure but also adapt their speech according to the characteristics of the listener, the situation, and the content of the story.



Clarity

Clarity in oral expression is crucial to ensure that the message is understood by the listener. In the context of storytelling, A1 students benefit from the need to be clear and specific when narrating a story. This means they must organize their ideas effectively and select appropriate vocabulary to convey the message without ambiguity (Heng, 2022). Brown (2007) cited in Mun (2009) emphasizes that clarity in speaking is important for effective communication, especially at the early stages of language learning. At these levels, where students are still developing their language skills, vocabulary or grammatical errors can easily interfere with the understanding of the message. Students may experience considerable difficulties in accurately expressing their ideas, which can lead to misunderstandings or confusion. Therefore, it is essential to express oneself verbally with clarity to ensure that listeners correctly comprehend the message. Communication clarity not only improves understanding but also instils confidence in students regarding their language skills.

Coherence

Coherence is the ability to present ideas in a logical and connected manner. In storytelling, students must follow a narrative structure (beginning, middle, and end), which helps them develop coherence in their speech. This practice is especially useful for A1 students, who tend to fragment their speech due to a lack of fluency and vocabulary. Halliday and Hasan (1976) cited in Kallinikou and Nicolaidou (2019), in their study on coherence and cohesion, emphasize that coherence is essential for making discourse understandable and meaningful to the



listener. Coherence refers to the ability of a text or speech to present its ideas in a prearranged and logical manner so that the recipient can follow the flow of information without difficulty. According to Halliday and Hasan, coherence is achieved through the correct integration of cohesive elements such as pronouns, conjunctions, and transitions, which help connect ideas and maintain the continuity of the discourse. Without coherence, messages can become confusing and difficult to understand, hindering effective communication (Heng, 2022).



CHAPTER II

METHODOLOGY FOR RESEARCH AND DIAGNOSIS

Overview

Storytelling is an oral activity to attract the audience's attention by using multisensory emotion in a story, it involves improvisation, facial gestures, and body movement (Dillingham & Stanley, 2011). This author also stated that storytelling enables articulation of emotional aspects, provides a broader context in which knowledge develops, also grounds facts in a narrative structure. The variable constitutes the method which could benefit and improve the speaking skills in the learners, also storytelling requires a certain level of interaction between storyteller and audience and between individual and listener (Serrat, 2018).

2.2. Conceptualization and operationalization of variable and categories

2.2.1. *Independent Variable: Storytelling*

Following this vein, storytelling is the independent variable among this educational research. By means of this educational strategy to seek to prove its effectiveness at improving speaking skill. Moreover, storytelling has been established as an educational strategy that facilitates the creation of experiential and immersive learning using digital stories or anecdotes. This is achieved by transitioning from an explanatory and scientific teaching approach to an educational model based on real-world elements and concrete experiences applied to everyday life in real contexts. Storytelling strategies assist in better interaction between students and their environment, thereby providing meaningful feedback on learning (Chin, Hsien, & Shan Fu, 2022).



Dependent Variable: Speaking Skill

Inside this educational research the dependent variable is the Speaking skill. According to Sakti et al., (2023) it is a skill which uses language to communicate using verbal or nonverbal symbols orally in different contexts that can be improved through learning language. The capability of students to express themselves orally in the target language, demonstrating appropriate levels of fluency, accuracy, and linguistic complexity. Speaking and oral communication is essential for effective transmission of any message and is a key outcome of language learning. Productive skill refers as a main point, of the ability to efficiently communicate orally (Juhansar, Rahmawati, Alamsyah, Mawar, & Sudiro, 2022). Consequently, speaking is an oral productive skill that involves creating systematic verbal utterances to convey meaning, and it is a production skill that allows communicating ideas through spoken expressions (Idrees , 2022).

Research approach and design

This research used a mixed approach to establish the efficacy of using storytelling to enhance speaking proficiency in A1 students. This was possible due to the fact that, integrating quantitative and qualitative techniques allowed to have a comprehensive understanding of the issue under study (Sampieri , 2020). Firstly, the quantitative component entailed gathering and analyzing numerical data for statistical purposes, including administering pre-and post-assessments to gauge students' speaking skills before and after storytelling intervention.

The quantitative approach allowed for the collection and analysis of numerical data on students' performance in oral skills tests and self-assessment



questionnaires Mikkonen (2018). These quantitative data were analyzed using statistical techniques to determine the effectiveness of the storytelling strategy.

On the other hand, the qualitative approach was used to obtain a deeper understanding of students' perceptions, experiences, and behaviors during the storytelling activities (Phillippi & Lauderdale, 2018). Structured observations and interviews with students were conducted, providing rich and descriptive data about their participation, motivation, and challenges faced during the process

Moreover, the qualitative aspect involved collecting and evaluating non-numerical information centered on words, depictions, ideas, and concepts to comprehend storytelling's influence on improving speaking ability in the target A1 population with open-ended questions and check list to explore the potential benefits of incorporating storytelling pedagogically.

The research instruments used in this study consist of a check list, pretest-posttest, and lastly a survey. The quantitative instruments pre and posttest used in this study were designed to evaluate the effectiveness of the storytelling strategy objectively and measurably in developing the speaking skills of A1 level students. Otherwise, the qualitative instrument included an open-ended questionnaire that focused on exploring the potential benefits of integrating storytelling and a check list to identify strengths and weaknesses of pupils.

Scope of the research

This research had a descriptive and exploratory scope. Firstly, it aimed to describe and characterize the current level of English oral skills of ninth-grade A1 students, as well as their attitudes and motivations towards language learning. This



allowed for establishing a baseline to evaluate the impact of the intervention. Additionally, the study had an exploratory component by implementing and evaluating an innovative storytelling strategy in English teaching. While there are previous studies on the use of storytelling in language teaching, its specific application in the development of oral skills at the A1 level has not been widely explored. Therefore, this research sought to generate preliminary knowledge and findings about the effectiveness and implications of this strategy in a particular context.

Research purpose

The beneficiaries of this research were 38 ninth grade students at the A1 English level from Juan Montalvo School in Ambato, Ecuador. Their ages range from 13 to 15 years old. Some students who come from rural areas have speaking competence relatively low in terms of pronunciation, and it is entirely different from urban area learners. The beneficiaries make up a diverse group where different degrees of preparation, motivation, and attitudes towards English coexist. Addressing their specific needs through an innovative approach such as storytelling reduces gaps, improving communicative self-confidence, and developing solid oral skills that will allow them to reach their maximum academic and personal potential.

Research questions

1. What are the main strengths and weaknesses in the speaking skills of A1 level students prior to the implementation of the storytelling strategy?
2. To what extent does the implementation of the storytelling strategy improve speaking skills in A1 level students, as evidenced by the differences between



the pre-test and post-test?

3. What potential benefits do students and teachers perceive in integrating the storytelling strategy for the development of speaking skills in the A1 level English classroom?

These questions are aligned with the specific objectives of this research, and it will help guide to evaluate the effectiveness of the storytelling strategy in improving the speaking skills of A1 level students.

2.7. Research proposal justification

The results of this research provided practical guidance for teachers on how to effectively implement storytelling in the English classroom for the development of oral skills in A1 level students. The activities, materials, and pedagogical approaches derived from the study can be adapted and replicated in other educational contexts with similar needs. Therefore, the relevance of this research goes beyond the fact of giving a clear pathway and useful guidance to introduce, apply and get effective learning outcomes using storytelling to improve the speaking skills of A1 learners, it also gives the learners the chance to increase their creativity and confidence to develop their own story while the learners got their own language. Which is one of the most challenging steps at the learning acquisition process.

In addition, this contributed to the design of English teaching strategies based on active and student-centered methods to address communicative difficulties. This encourages meaningful and lasting language learning. In fact, the implementation of storytelling in the English language learning process for A1 level



students addresses various social needs related to accessibility, communication, critical thinking, and tackling educational constraints by exposing students to narratives in a safe environment. Furthermore, storytelling boosts confidence and fluency in self-expression, preparing students for academic and professional success.

Delimitations of population, sample, and sampling

The present work was carried out at Unidad Educativa Juan Montalvo, located in Ambato, Province of Tungurahua, in the afternoon shift. This school offers to the educational community all levels of education from initial 1 to bachillerato. The population for this work was students from the ninth grade of Educación General Básica, class B, from the afternoon shift at Unidad Educativa Juan Montalvo. There are 38 students; 18 girls and 20 boys whose ages range from 11 to 13 years old.

Table 1. Sample Population

Participants	Sample population	Percentage
Girls	18	47,37%
Boys	20	52,63%
Total	38	100%

Elaborated by: Manobanda, N. (2024).

To determine the sample of this research, the convenience sampling was selected, it is described as a type of sample selection that does not follow a probabilistic or random method. In this approach, members of the population of interest are chosen based on practical criteria such as accessibility, geographic proximity, availability at a specific time, or willingness to participate in the study



(Thomson, 2020), all of 38 students participated in this research.

“Convenience sampling defines a process of data collection from a population that is close at hand and easily accessible to the researcher” (Obilor, 2023). This method involves selecting individuals or elements from the population based on their convenience rather than through random selection. While convenient, this approach may introduce bias into the sample, as it may not accurately represent the entire population. Despite its limitations, convenience sampling is often utilized in situations where time, resources, or logistical constraints make other sampling methods impractical.

The students' openness to new learning approaches and their genuine interest in improvement were crucial factors in their selection. In keeping with the commitment to transparency and research integrity, it was ensured that the selection process was based on objective criteria, primarily focusing on the pre-test results and the students' demonstrated motivation to participate. This approach guaranteed that the research findings would provide valuable insights into the effectiveness of storytelling as a strategy for developing speaking skills in A1 level students.

It is important to mention that the sample group was not a new grade for the researcher. Therefore, there were some previous approaches that let the researcher determine the learning needs and specific adaptations for the implementation of storytelling. In that line, the researcher could establish that among the sample group most of the learners were visual and auditory, which means an advantage for the strategy to be implemented. Besides, most of the learners had a normal average of development and were able to put into practice clear instructions.



Research context

Before starting any procedure, a letter was sent to the principal of the High School to request permission (**Appendix 4**) to do research at Juan Montalvo - Educational on the afternoon shift, with the students of ninth grade. Then, a written answer was received from the principal, who allowed the beginning of the research (**Appendix 5**). The class selected for this educational research was ninth grade class “B” from the afternoon shift. First, it is important to mention that this class was selected due to the level of oral skills of the students. Also, they because most of the students were willing to collaborate with the research and seemed to be motivated from the first day. There was a preliminary description to give a general view about the research and its implications for the sample group participants. Besides, the learners attend this meeting with their representatives to receive an explanation to be aware of the purpose of the study and get parent consent of the student that voluntary accepted to be part of this research.

It was necessary to clarify that the research aimed to demonstrate how the implementation of this study in the teachers’ lesson plan could contribute to developing students’ speaking skills. Parents signed and delivered the consent form (**Appendix 6**). They were informed that data will be treated confidentially.

Limitations and research stages

This study is divided into stages, each of which is allocated specific months:

Planning stage - September

During this stage the researcher design the research plan, ask the approval to carry the research proposal in the high school and developed the intervention



plan, which was reviewed by experts and approved by the tutor who oversaw this educational proposal.

Implementation stage – October to December

During this stage the researcher apply the intervention plan and have a close approach to the sample group to apply the research instruments, pre-test, post-test and open questionnaire to determine the impact of the implementation of storytelling to improve speaking skill

Data collection stage, during this phase the researcher applies the rubric to get all the instruments scored and introduced all the data into an excel spreadsheet to organize it according to each research question.

Analysis stage – January

This is the last period where the researcher analyzes the collected data, compares the results and creates graphics along with theoretical and fundamental explanation about the results. Then, answers to the research question give conclusions and recommendations for further projects on the same topic.

It is important to let know that the first stage was done at the first chapter, where an extensive review of academic literature was conducted focusing on storytelling strategies, speaking skills development, and A1 level English teaching methodologies.

Instruments Derived from the Selected Methodology

For this study, some instruments were necessary to collect data that help identify the problem and gather information that contributes to modeling a proposal to develop students' speaking skills using this strategy.

Checklist



Structured observations were conducted in the classroom during the storytelling sessions and regular classes. A checklist (**appendix 15**) was used, which included specific criteria related to student participation, engagement, interaction, and use of English. The purpose of these observations was to collect qualitative data on student behavior and attitudes in a natural learning environment. These checklists included elements such as student participation, target language use, peer interaction, classroom management, teaching strategies used, among others.

Pretest - Posttest

These tests (**appendix 16**) consisted of various oral expression tasks, such as descriptions, role-plays, and open-ended questions. The responses were evaluated for fluency, pronunciation, grammar, and vocabulary. The purpose of these tests was to measure the students' initial level of oral proficiency and, subsequently, to evaluate the changes and progress achieved after the intervention with the storytelling strategy.

At the end of the academic period, the posttest was administered to collect data and determine if the application of this strategy was beneficial for students' speaking skills development.

Survey

This survey (**appendix 17**) is designed to provide valuable insights into the effectiveness of storytelling strategies in improving speaking skills among A1 students. By collecting and analyzing the responses, you can better understand how these activities impact various dimensions of language learning, such as fluency, pronunciation, grammar, vocabulary, and listening comprehension. Self-



assessment questionnaires were administered to students before and after the intervention.

Application of the instruments

On Wednesday, September 20, 2023, at 14:30, the diagnostic test for the ninth grade "B" of Juan Montalvo Educational Unit in Ambato was conducted. It was necessary to wait for the students as there was a time change, and the test began when the students were already present and organized at their desks.

It started by explaining the purpose of the test and indicated that they should not worry, as this assessment was only for diagnostic purposes to identify their strengths and areas for improvement in the English language. Then, a student of each column distributed the tests. The test consisted of two sections: fluency and effective communication.

In the first part, students had to use some pictures as a visual aid to describe them. The students had 5 minutes to prepare and 2 minutes to speak, they could use present simple tense.

Next, in the effective communication part, some images were shown and the students were provided with a list of vocabulary words, they were asked to form sentences using the present simple and past simple tense.

Data processing and statistical analysis

Analysis stage

At the end of the implementation stage, During January the collected data was organized and processed, from pre and post-tests. Various mathematical and statistical methods were employed for the analysis of the collected data. These methods allowed for an effective assessment regarding the effectiveness of using



storytelling with the students.

The measures of central tendency provided a summary of the typical or central values in the data sets (Chakrabarty, 2021), while the measures of dispersion indicated the spread or variability of the data points around the central values (LI, 2020). Graphs facilitated the visualization and interpretation of data distributions, patterns, and potential relationships between variables (Unwin, 2020).

Diagnosis stage.

During the test, it was observed that the majority of students had difficulties in listening and understanding English audio. Additionally, many had problems with pronunciation, stress, and intonation when speaking English. It was also noted that some lacked extensive vocabulary and solid grammatical skills.

Results of the diagnostic test

After grading the tests and analyzing the results, the following conclusions were reached:

Most students have deficiencies in oral listening and expression skills in English, evidenced by the low scores obtained in those sections. There are weaknesses in areas such as pronunciation, stress, and intonation, hindering effective communication in English. Some students lack extensive vocabulary and a solid command of basic grammatical structures. A more practical and communicative approach is required to strengthen oral skills. These conclusions highlight the need to implement effective strategies to improve oral skills in English, especially in expression, pronunciation, vocabulary, and grammar use.

Validation of the research proposal

The process of elaboration, revision, and approval of instruments was directed by



two experts who worked along with the researcher to make the application of the intervention possible. The expert was Ph.D.(E) Rodrigo Antonio Guerrero Segura provided guidance and approved the instruments which were a diagnostic test, a pretest, a posttest, and a survey.

The intervention plan

This study was carried out firstly by identifying the problem, so a class observation was done to perceive the academic process and know how learners react to the lesson prepared. The class observation took place at Unidad Educativa Juan Montalvo, located in Ambato, in the afternoon specifically at 14:30 on Wednesday, September 20th, 2023 in the ninth grade “B”.

On Wednesday, September 20, 2023, at 14:30, the test for the ninth grade "B" of Juan Montalvo Educational Unit in Ambato was conducted. It was necessary to wait for the students as there was a time change, and the test began when the students were already present and organized at their desks.

It started by explaining the purpose of the test and indicated that they should not worry, as this assessment was only for diagnostic purposes to identify their strengths and areas for improvement in the English language. Then, a student of each column distributed the tests. Then, a student of each column distributed the tests. The test consisted of two sections: fluency and effective communication.

In the first part, students had to use some pictures as a visual aid to describe them. The students had 5 minutes to prepare and 2 minutes to speak, they could use present simple tense. Next, in the effective communication part, some images were shown and the students were provided with a list of vocabulary words, they were



asked to form sentences using the present simple and past simple tense.

Over the subsequent three months, storytelling sessions were meticulously planned and implemented, aligning them with the objectives of the English curriculum. Support materials such as scripts, images, and audiovisual resources were developed to enhance these sessions. During this period, classes were held two days a week, focusing on various storytelling activities. These activities included an introduction to basic narrative structures, simple exercises aimed at vocabulary development, and practice with basic narrative sequences using visual aids. Students also engaged in the development of more complex narratives, fostering creativity and active participation. Group storytelling activities and peer feedback sessions helped improve the cohesion and clarity of students' narratives.

At the end of the intervention period, a post-test like the initial diagnostic test was administered to measure oral expression skills after the storytelling implementation.

At the end of January, qualitative data were collected through surveys and open-ended questionnaires to explore students' perceptions of the use of storytelling in the classroom. These tools allowed for the evaluation of students' confidence, motivation, and perceptions of their oral skills in English.

Data Analysis and Ethical Considerations

The data analysis in this research was carried out using quantitative and qualitative methods. The data obtained from the standardized oral skills tests, self-assessment questionnaires, and structured observations were analyzed as follows:

- The numerical data from the standardized tests and questionnaires were processed using statistical techniques.



- Pre-tests and post-tests were conducted to determine the existence of significant differences between groups and evaluation times.
- The qualitative data collected from the structured observations were coded and analyzed using a content analysis approach.

Approval was obtained from the ethics committee of the educational institution involved, and established ethical protocols were strictly followed.

Anonymity and confidentiality of participants were ensured by using codes instead of names. Additionally, written informed consent was obtained from the parents or guardians of the participating students, explaining the objectives, procedures, and benefits of the research.



CHAPTER III

VALIDATION OF THE PROPOSAL AND RESULTS

This educational research is directed to the implementation of the use of storytelling to improve speaking skill abilities. This skill was selected due to the number of students that found difficulties among this ultimate skill. In addition, the necessity of the oral production led to the focus on this specific skill for this proposal. The application of storytelling can increase the vocabulary, fluency and effective communication of the learners involved in this research and lead a clear path for future generations at improving speaking skills.

Theoretical foundation for the proposal

Some authors as Dillingham and Stanley (2011) have already stated the importance of storytelling as a practice and valuable tool to increase oral production among EFL learners. Besides, Dillingham and Stanley (2011) affirm that storytelling provides students with a structured framework within which they must balance speech planning with the need to maintain a continuous flow of communication. In addition, Skehan (2016) has enumerated the benefits of applying story telling at improving speaking skills.

When telling stories, students are compelled to transition from one idea to the next more easily, enhancing their ability to process and produce language quickly and confidently (Cambridge University Press, 2020)



Therefore, it warrants that the application of the story telling will have effective language outcomes, in terms of improving speaking skills.

a. Characteristics of the proposal

This research proposal tries to prove the effectiveness of storytelling at improving speaking skills on EFL learners. Tendero (2006) considers that the use of storytelling is not only a effective measure but also an essential tool to develop oral production among the learners. Traditional methods cannot always achieve the goal and improve fluency and effective communication.

Storytelling enables students to practice all components of communication: speaking, listening, interacting, and responding (Lucarevski, 2016).

According to Hymes (1972), communicative competence includes not only knowledge of the language but also the ability to use it appropriately in social contexts, something that storytelling facilitates by providing authentic communicative scenarios.

Storytelling provides an ideal setting for developing this communicative competence. By engaging in storytelling activities, students encounter situations that mirror real-life communication contexts (Biterkinha , 2018)

This proposal was developed and implemented with 38 ninth grade students at the A1 English level from Juan Montalvo School in Ambato, Ecuador. Their ages range from 13 to 15 years old. Some students who come from rural areas have speaking competence relatively low in terms of pronunciation, and it is entirely different from urban area learners. The beneficiaries make up a diverse group where different degrees of preparation,



motivation, and attitudes towards English coexist. Addressing their specific needs through an innovative approach such as storytelling reduces gaps, improving communicative self-confidence, and developing solid oral skills that will allow them to reach their maximum academic and personal potential, to validate the proposal, statistics were applied and determined:

The mean scores of the pre-test ($\bar{x} = 5.8$) and post-test ($\bar{x} = 7.9$) demonstrated a significant improvement in students' speaking performance after the implementation of the storytelling strategy.

The median values showed that 50% of students scored above 5.5 in the pre-test and above 7.5 in the post-test, indicating a positive shift in overall performance.

The mode revealed that the most frequent score increased from 5.0 in the pre-test to 8.0 in the post-test, suggesting a general improvement across the student population.

The standard deviation decreased from 1.8 in the pre-test to 1.2 in the post-test, indicating that students' performance became more homogeneous after the intervention.

The range of scores narrowed from 6.5 points in the pre-test to 4.2 points in the post-test, suggesting that the gap between highest and lowest performing students decreased.

The variance analysis showed a reduction from 3.24 to 1.44, supporting the observation that student performance became more consistent.

b. Research question



- 1. To what extent does the implementation of the storytelling strategy improve speaking skills in A1 level students, as evidenced by the differences between the pretest and posttest?**

Summary of Pre-test Results

N	Criteria	Min	Max	M	SD
38	Vocabulary	0.5	2.5	1.2	0.6
	Linguistic Complexity	0.5	2.0	1.0	0.5
	Fluency	0.5	2.5	1.5	0.7
	Effective Communication	0.5	2.0	1.1	0.6

Interpretation: The pre-test results indicate that the lowest-performing component was linguistic complexity ($M = 1.0$, $SD = 0.5$), demonstrating that students struggled to construct grammatically correct and structured sentences. Vocabulary ($M = 1.2$, $SD = 0.6$) and effective communication ($M = 1.1$, $SD = 0.6$) were also areas of difficulty, as students had limited lexicon and faced challenges expressing their ideas clearly. Fluency showed a slightly better performance ($M = 1.5$, $SD = 0.7$), indicating that students were more comfortable with basic conversational structures.

Research Question 2



To what extent does the implementation of the storytelling strategy improve speaking skills in A1 level students, as evidenced by the differences between the pre-test and post-test?

The post-test results show a significant improvement in all evaluated dimensions after the intervention.

Summary of Post-test Results

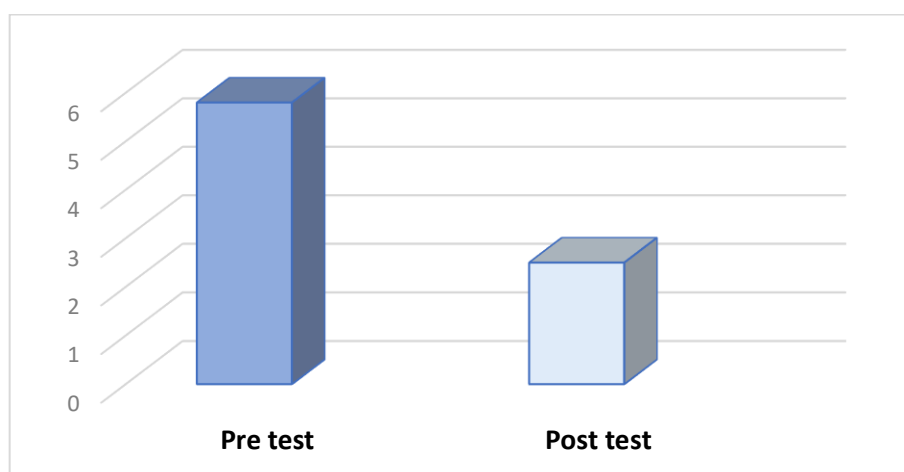
N	Criteria	Min	Max	M	SD
38	Vocabulary	1.5	2.5	2.0	0.5
	Linguistic Complexity	1.5	2.5	2.1	0.4
	Fluency	1.5	2.5	2.3	0.5
	Effective Communication	1.5	2.5	2.4	0.4

Interpretation: The post-test results indicate notable improvements in all dimensions. The most significant increase was observed in effective communication ($M = 2.4$, $SD = 0.4$), showing that students became more capable of expressing their thoughts clearly. Fluency ($M = 2.3$, $SD = 0.5$) also improved significantly, suggesting that students developed greater confidence in their speaking abilities. Vocabulary ($M = 2.0$, $SD = 0.5$) and linguistic complexity ($M = 2.1$, $SD = 0.4$) saw moderate yet meaningful improvements, demonstrating that students expanded their lexicon and improved sentence structure.

To illustrate the progress between the pre-test and post-test, the percentage of improvement per category is displayed below.

Mean scores of pre-tests and post-test.

Figure 1. Mean scores of pre-tests and post-test



Elaborated by: Manobanda, N. (2024). The researcher

Figure 1 illustrates the mean score of the learners during the pre-test ($\bar{x} = 5.8$) and post-test ($\bar{x} = 7.9$) demonstrated a significant improvement in students' speaking performance after the implementation of the storytelling strategy. Besides, the median values showed that 50% of students scored above 5.5 in the pre-test and above 7.5 in the post-test, indicating a positive shift in overall performance. In addition, the mode revealed that the most frequent score increased from 5.0 in the pre-test to 8.0 in the post-test, suggesting a general improvement across the student population.

Percentage of Improvement by Speaking Dimension



La Universidad para todos

Dimension	Pre-test M	Post-test M	Improvement (%)
Vocabulary	1.2	2.0	66.7%
Linguistic Complexity	1.0	2.1	110%
Fluency	1.5	2.3	53.3%
Effective Communication	1.1	2.4	118.2%

These findings indicate that the storytelling strategy contributed positively to the development of speaking skills among A1-level students.

Survey Analysis

The perceptions of students were assessed using a survey with Likert-scale responses (1 = Never, 2 = Sometimes, 3 = Most of the time, 4 = Always). The survey focused on multiple dimensions, including organization and coherence, active participation, originality, comprehension, fluency, grammar, body language, and vocabulary.

Students' Perceptions of the Storytelling Strategy

Dimension	Never (%)	Sometimes (%)	Most of the Time (%)	Always (%)



Could you organize your ideas better than before?	2%	8%	35%	55%
Did you participate actively in class?	0%	5%	40%	55%
Did storytelling improve your vocabulary?	0%	10%	38%	52%
Could you use appropriate grammar structures?	5%	15%	50%	30%
Did storytelling encourage creativity?	0%	8%	42%	50%
Could you connect ideas coherently?	2%	12%	45%	41%

Interpretation: The results from the survey confirm that storytelling positively impacted students' perceptions of their speaking skills. A large percentage (90%) felt they could organize their ideas better, and 95% reported active participation during storytelling activities. Regarding vocabulary, 90% of students recognized an improvement in their lexicon. Grammar showed slightly lower scores, with 30% always using appropriate structures, indicating an area for continued reinforcement. Creativity and coherence also showed strong positive responses, with 92% and 86% of students respectively agreeing that storytelling helped improve these aspects.



CONCLUSIONS

- The implementation of storytelling strategies had a significant positive impact on ninth-grade students' speaking skills development. The pre-test and post-test results demonstrate a notable improvement in students' fluency, accuracy and linguistic complexity. The mean scores increased from 5.8 in the pre-test to 7.9 in the post-test, indicating considerable progress in oral expression competencies.
- The incorporation of storytelling in English classes fostered greater participation and motivation among students. Narrative activities created an interactive and collaborative learning environment, which increased students' confidence and interest in communicating in English.
- Storytelling stimulated students' creativity and critical thinking by allowing them to create and tell their own stories. This not only improved their language skills but also provided them with a platform to explore and express ideas in an innovative and personal way.
- Through storytelling practice, students significantly improved in organizing and presenting their ideas logically. The use of narrative structures helped them develop greater coherence in their speech, facilitating the clarity and comprehensibility of their messages.



RECOMMENDATIONS

- The regular incorporation of storytelling activities into the English curriculum is recommended, as they have proven effective in improving students' speaking skills. These activities should be well-structured and aligned with learning objectives to maximize their impact.
- It is essential for teachers to receive training in storytelling techniques to implement this strategy effectively. The training should include methods for selecting and adapting stories, as well as techniques for encouraging active participation and creativity among students.
- It is recommended to develop and use specific support materials for storytelling activities, such as scripts, images, and audiovisual resources. These materials can help students better understand the stories and participate more actively in the activities.
- It is important to conduct continuous assessments of students' progress in their speaking skills and provide constructive feedback. This will allow for adjustments in teaching strategies as needed and ensure that all students are making progress in their learning.
- Storytelling activities should be designed to be inclusive and accessible to all students, regardless of their skill level. This includes adapting stories and activities to meet individual student needs and ensuring that everyone could participate and improve their language skills.



REFERENCES

- Alcantud, M., Ricart, A., & Gregori, C. (2014). 'Share your experience'. Digital storytelling in English for tourism. *Ibérica*, 8(27), 185-204. Retrieved from <https://www.redalyc.org/pdf/2870/287030196005.pdf>
- Al-Jubari, I., & Liñán , F. (2018). Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior. *International Entrepreneurship and Management Journal*, 15(1), 1323–1342. Obtenido de <https://link.springer.com/article/10.1007/s11365-018-0529-0>
- Arroba, J., & Acosta, H. (2021). Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. *LEARN Journal*, 14(1), 317-343. Obtenido de <https://eric.ed.gov/?id=EJ1284456>
- Arrobaa, J., & Acosta, H. (2021). Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1). Obtenido de <https://files.eric.ed.gov/fulltext/EJ1284456.pdf>
- Aysegül, O. (2020). The Perceptions and Preferences of 8th Grade Students in Digital Storytelling in English. *International Online Journal of Education and Teaching*, 7(2), 585-604. Obtenido de <https://eric.ed.gov/?id=EJ1250579>
- Bashir, M., Azeem, M., & Hussain , A. (2011). Factor Effecting Students' English Speaking Skills. 2(1). Retrieved from https://www.researchgate.net/profile/Marriam-Bashir/publication/228840274_Factor_Effecting_Students'_English_Speaking_Skills/links/5588f15708ae8c4f340668ba/Factor-Effecting-Students-English-Speaking-Skills.pdf
- Bavli , B., & Madalińska, J. (2018). Challenges in teaching English as a foreign language at schools in Poland and Turkey. *European Journal of Teacher Education*, 41(2). Obtenido de <https://www.tandfonline.com/doi/abs/10.1080/02619768.2018.1531125>



- Biterkinha, N. (2018). Integration of Education Technologies (Digital Storytelling) and Sociocultural Learning to Enhance Active Learning in Higher Education. *Journal of Education in Black Sea Region*, 3(2). Obtenido de <https://jebs.ibsu.edu.ge/jms/index.php/jebs/article/view/136>
- Cambridge University Press. (2020). *Oral fluency in a second language: A research agenda for the next ten years*. Obtenido de <https://www.cambridge.org/core/journals/language-teaching/article/abs/oral-fluency-in-a-second-language-a-research-agenda-for-the-next-ten-years/9C05358121F94757BE14049B2F4887FC>
- Chin, H., Hsien, S., & Shan Fu, J. (2022). Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence. *Journal of Research on Technology in Education*, 54(2). doi:<https://doi.org/10.1080/15391523.2021.1911008>
- Davis, C., Gaudiano, B., & McHugh, L. (2021). Integrating storytelling into the theory and practice of contextual behavioral science. *Journal of Contextual Behavioral Science*, 20(1), 155-162. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S2212144721000351>
- Desta, B. (2021). *Exploring the Implementation and Challenges of Communicative Grammar Teaching in EFL Classes with Reference to Aferwanat General Secondary and Preparatory School*. Obtenido de <https://ir.bdu.edu.et/handle/123456789/12896>
- Dillingham, B., & Stanley, N. (2011). *Culturally responsive performance literacy through storytelling*. Autumn Leaves: Performance literacy in Halifax. Obtenido de https://www.researchgate.net/publication/236596390_Culturally_responsive_performance_literacy_through_storytelling
- Dong, A., Yung, M., & King, R. (2020). How Does Prior Knowledge Influence Learning Engagement? The Mediating Roles of Cognitive Load and Help-Seeking. *Sec. Educational Psychology*, 11(1). Retrieved from



<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.591203/full>

- Firman, F., Mirnawati, M., Sukirman, S., & Aswar, N. (2020). The Relationship Between Student Learning Types and Indonesian Language Learning Achievement in FTIK IAIN Palopo Students. *KOSEPSI*, 9(1). Retrieved from <http://www.p3i.my.id/index.php/konsepsi/article/view/24>
- Gilead, Y. (2018). Developing communicative competence: The role of handover in scaffolding oral communication. *New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education*, 12(1). Obtenido de <https://www.degruyter.com/document/doi/10.1515/9781501505034-010/pdf?licenseType=restricted>
- Hamid, F., & Sofyan, A. (2020). *The effect of community language learning and emotional intelligence on students' speaking skill*. UIN Syarif Hidayatullah Jakarta. Obtenido de <https://repository.uinjkt.ac.id/dspace/handle/123456789/54693>
- Heng, D. (2022). Examining the Effect of Digital Storytelling on English Speaking Proficiency, Willingness to Communicate, and Group Cohesion. *Tesol*, 57(1), 242-269. Obtenido de <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesq.3147>
- Huda, S., Ridwanulloh, U., Khasanah, M., Eko, A., & Donasari, R. (2022). Improving Language Skills and Instilling Character Values in Children Through Storytelling. *Perma Pendis*, 13(2). Retrieved from <https://ejournal.radenintan.ac.id/index.php/tadzkiyyah/article/view/13880>
- Hung, H., Chena, Y., & Carolyn, Y. (2022). Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking. 35(4), 840-862. doi:<https://doi.org/10.1080/09588221.2020.1750431>
- Idrees, A. (2022). The effect of storytelling as a teaching method on speaking skills in efl programs: an action research. 7(3). Obtenido de <https://oapub.org/edu/index.php/ejel/article/view/4247>



- Imro'athush, H., Wahyu, A., & Srinawati, W. (2021). What linguistics advice on teaching English as a foreign language learning using blended learning system. *Linguistics and Culture Review*, 5(1). Retrieved from <http://lingcure.org/index.php/journal/article/view/1620>
- Juhansar, J., Rahmawati, D., Alamsyah, K., Mawar, A., & Sudiro, S. (2022). EFL Students' Perceptions on the Use of Storytelling towards English Speaking Proficiency. *Jurnal Pendidikan*, 6(2). Retrieved from <https://ummaspul.e-journal.id/maspuljr/article/view/3308>
- Kallinikou, E., & Nicolaidou, L. (2019). Digital Storytelling to Enhance Adults' Speaking Skills in Learning Foreign Languages: A Case Study. *Multimodal Technol*, 3(3). doi:<https://doi.org/10.3390/mti3030059>
- Karpovich, I., Sheredekina, O., Krepkai, T., & Voronova, L. (2021). The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills. *Educational Science*, 11(6). Obtenido de <https://www.mdpi.com/2227-7102/11/6/298>
- Lestari, R., & Nirmala, D. (2020). Digital storytelling of English advertisement in ESP teaching in Indonesia. *Edulite*, 5(1). Obtenido de <https://jurnal.unissula.ac.id/index.php/edulite/article/view/4595>
- Lucarevski, C. (2016). *The role of storytelling on language learning: A literature review*. Obtenido de <https://journals.uvic.ca/index.php/WPLC/article/view/15309>
- Melati, P., Faridi, A., & Sakhiyya, Z. (2022). The Use of Cohesive Devices in Research Paper Conference to Achieve Texts Coherence. *English Education Journal*, 12(1). Retrieved from <https://journal.unnes.ac.id/sju/eej/article/view/53228>
- Ministerio de Educación. (2018). *Ley Orgánica de Educación Interculturalidad*. Obtenido de https://educacion.gob.ec/wp-content/uploads/downloads/2017/02/Ley_Organica_de_Educacion_Intercultural_LOEI_codificado.pdf
- Mohsine, B. (2024). *Transformative Teaching: A Self-Study of 3S Understanding from Theory to Practice*. Obtenido de



- <https://www.proquest.com/openview/c48c9cff8404f89765081e732966666e/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Mujahidah, N., Damayanti, E., & Afif, A. (2021). The Role of Storytelling Methods Using Hand Puppets in Early Children's Language Development. *Child Education Journal*;, 3(2). Obtenido de <https://journal2.unusa.ac.id/index.php/CEJ/article/view/2129>
- Mun, K. (2009). The Relationship between the Sub-components of English Writing and Speaking Skills among Hong Kong Primary Students. *International Conference on Primary Education*, 23(12). Obtenido de <https://www.eduhk.hk/primaryed/eproceedings/fullpaper/RN217.pdf>
- Nair, V., & Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability*, 14(15). Obtenido de <https://www.mdpi.com/2071-1050/14/15/9215>
- Omer, N., Tamimi, A., & Ahmed, R. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4). Obtenido de https://d1wqtxts1xzle7.cloudfront.net/75354013/pdf_116-libre.pdf?1638162664=&response-content-disposition=inline%3B+filename%3DEffectiveness_of_Cooperative_Learning_in.pdf&Expires=1724785491&Signature=Y25nthvHjggtyPiQr9XkvP-7KDUasfuqavJerwJNejV6FyqJP5BDKw
- Omer, N., Tamimi, A., & Ahmed, R. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4). Retrieved from https://d1wqtxts1xzle7.cloudfront.net/75354013/pdf_116-libre.pdf?1638162664=&response-content-disposition=inline%3B+filename%3DEffectiveness_of_Cooperative_Learning_in.pdf&Expires=1724785491&Signature=Y25nthvHjggtyPiQr9XkvP-7KDUasfuqavJerwJNejV6FyqJP5BDKw
- Papagno, C., Gathercole, E., & Baddeley, A. (2017). *The phonological loop as a language learning device*. Retrieved from



<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315111261-14/phonological-loop-language-learning-device-baddeley-gathercole-papagno>

- Pourhosein , A. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*. Obtenido de <https://www.semanticscholar.org/paper/A-Review-of-the-Literature-on-the-Integration-of-of-Gilakjani/fdb53756a6484da8d7310a593e124c187dc5d67f?p2df>
- Putra, E., Samudra, H., & Susanti, A. (2022). Cohesion and Coherence: An Analysis of the Students' Narrative Writings. *Acitya: Journal of Teaching and Education*, 4(1). Retrieved from <https://journals.umkt.ac.id/index.php/acitya/article/view/2287>
- Qaid, A. (2019). *Speech and Articulation Rates of Speaking Fluency by Yemeni EFL Learners*. Taiz University. Obtenido de https://www.researchgate.net/profile/Abeer-Al-Ghazali/publication/333658501_Speech_and_Articulation_Rates_of_Speaking_Fluency_by_Yemeni_EFL_Learners/links/5cfab2754585157d159b01d1/Speech-and-Articulation-Rates-of-Speaking-Fluency-by-Yemeni-EFL-Learners.pdf
- Rachmijati, C., Anggraeni, A., & Listia , D. (2019). Implementation of Blended Learning through Youtube Media to Improve Students' Speaking Skill. *Bahasa dan Sastra*, 13(2). doi:<https://doi.org/10.19105/ojbs.v13i2.2424>
- Rahi, S., & Ghani , M. (2019). Integration of DeLone and McLean and self-determination theory in internet banking continuance intention context. *Emerald logo*, 15(1). Obtenido de <https://www.emerald.com/insight/content/doi/10.1108/IJAIM-07-2018-0077/full/html>
- Reza, M. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of research in English Education*,



- 3(2). Obtenido de <http://ijreeonline.com/article-1-120-en.html&sw=Mohammad+Reza+Ahmadi>
- Rezende, C. (2018). *The role of storytelling in language learning: A literature review*. University of Victoria. Obtenido de <https://journals.uvic.ca/index.php/WPLC/article/view/15309/6820>
- Rizqiningsih, S., & Sofian, M. (2019). Multiple Intelligences (MI) on Developing Speaking Skills. *English Language in Focus*, 2019(2). Obtenido de <https://jurnal.umj.ac.id/index.php/ELIF/article/view/4521>
- Sakti, G., Eliza, E., Roza, V., & Kardena, A. (2023). Students' Perception on Using Storytelling in Developing Socio-Cultural Competence. *Binus Journal Publishing*, 17(1). doi:<https://doi.org/10.21512/lc.v17i1.8498>
- Sampieri, R. (2020). *Metodología de la Investigación*. McGrawHill. Retrieved from <https://www.esup.edu.pe/wp-content/uploads/2020/12/2.%20Hernandez,%20Fernandez%20y%20Baptista-Metodolog%C3%ADa%20Investigacion%20Cientifica%206ta%20ed.pdf>
- Sergis, S., Sampson, D., & Pelliccione, L. (2018). Investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. *Computers in Human Behavior*, 78(1), 368-378. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S074756321730479X>
- Serrat, O. (2018). Storytelling. *Asian Development Bank*, 12(1). doi:10.1007/978-981-10-0983-9_91
- Sharma, D. (2019). Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy. *NELTA Surkhet*, 5(1). Obtenido de <https://www.nepjol.info/index.php/JNS/article/view/19495>
- Siavichay, A., & Guamán, M. (2022). Storytelling to Improve Speaking Skills. *Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes*, 5(9). doi:<https://doi.org/10.35381/e.k.v5i9.1665>



- Soleimani, H., & Akbari, M. (2013). The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran. *International Research Journal of Applied and Basic Sciences*, 4(11), 4005-4014. Obtenido de https://d1wqtxts1xzle7.cloudfront.net/32177380/Soleimani_Akbari-libre.PDF?1391521831=&response-content-disposition=inline%3B+filename%3DSoleimani_H_and_Akbari_M_2013_The_effect.pdf&Expires=1724713238&Signature=KOZdD3CnnQ0NSiGTwQJrB~vxp5h5yWv5J5p2uA28u1Iq~
- Taçi, J. (2021). Teaching English as a Foreign Language in Pandemic Times. *European Journal of Social Science Education and Research*. Obtenido de <https://www.semanticscholar.org/paper/Teaching-English-as-a-Foreign-Language-in-Pandemic-Ta%C3%A7i/2e0d0e775ad0e8401a6d7a1f4a7831b17d790ac9?p2df>
- Tendero, A. (2006). Facing Versions of the Self: The Effects of Digital Storytelling on English Education. *Contemporary Issues in Technology and Teacher Education*, 6(2), 174-194. Obtenido de <https://www.citejournal.org/wp-content/uploads/2016/04/v6i2languagearts2.pdf>
- Thi, T., & Yen, N. (2022). The integration of English conversation rooms and chatting to enhance English communication skills for EFL students. *International Journal of TESOL & Education*, 2(5). Obtenido de <https://ijte.org/index.php/journal/article/view/262>
- Vattøy, K., & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education*, 23(2), 260-268. Obtenido de <https://www.sciencedirect.com/science/article/abs/pii/S0742051X18320110>
- Yaxshilikova, N. (2022). Teaching English as a foreign language. 4(1). Obtenido de <https://phys-tech.jdpu.uz/index.php/fil/article/view/3322>
- Yoon, T. (2013). Are you digitized? Ways to provide motivation for ELLs using digital storytelling. *The learning and Technology Library*, 2(1). Obtenido de <https://www.learntechlib.org/p/49787/>



- Zakirovich, G. (2023). *Accuracy and fluency in language teaching*. Journal of Social Sciencie. Obtenido de <https://www.gejournal.net/index.php/IJSSIR/article/view/1743>
- Zuhriyah, M. (2017). Storytelling to Improve Students' Speaking Skill. *Jurnal Tadris Bahasa*, 10(1). Obtenido de <https://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/879>



Appendix 2. Pre project



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@ube.edu.ec - Web: www.ube.edu.ec

UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Title of the proposal: "Application of the storytelling strategy for the improvement of the speaking skill in A1 students".

Author: Narcisa de Jesús Mandabanda Sisa

1. Description of the general background and analysis of the situation that justifies the presentation of the proposal

According Rezende (2018), storytelling is claimed to be one of the most effective techniques in the language acquisition process, in comparison with other traditional teaching materials, such as textbooks, lesson plans, flashcards and charts. The effectiveness of storytelling relies on the fact that its implementation is a synonym of fun, engaging, highly remarkable moments that allow learners to have the chance to increase their interest in stories as a different pattern to improve their oral productive skills.

In fact, through the application of storytelling students can develop and enhance their speaking abilities in a foreign language, if they count with the correct materials in terms of their learning needs and objectives for each class. Besides, the material should be carefully analyzed to be a perfect match with learner's specific parameters such as the age, vocabulary, level and needs and materials available at the educational environment. Once it is done, scholars can use it to learn more about life, culture, among other specific topics, marking a new pathway to enhance the way to learn English.

2. Brief analysis and description of the situation that justifies the presentation of this proposal

Developing speaking skills remains a challenge for many students, particularly those at the A1 level of the CEFR scale. While traditional teaching methods focus heavily on grammar and vocabulary, research shows that implementing active learning strategies like storytelling can greatly benefit students' speaking abilities and confidence. Due to it is a pedagogical approach that employs narrative techniques to enhance student engagement, creativity, and language development (Dillingham & Stanley, 2011).

Therefore, that is the reason why storytelling strategies can be used to create meaningful learning experiences that foster both cognitive and emotional involvement related to the learning process. Therefore, it has the potential of fostering meaningful learning, helping pupils gain insight into human behavior and enriching their vocabulary.

3. Problem to be Investigated



La Universidad para todos



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@ube.edu.ec - Web: www.ube.edu.ec

Despite efforts in teaching English as a foreign language, many students at A1 level encounter significant difficulties in developing effective speaking skills, such as, lack of confidence, fear of making mistakes, and limited exposure to authentic communication situations contribute to their inability to express themselves fluently and coherently when learning English. These challenges persist despite traditional instruction, suggesting the need to explore alternative pedagogical methods that foster a more engaging and effective learning environment. That is the cause why in this project it is important to analyze the impact of storytelling in developing students' speaking skills.

4. Elements that Justify the Problem

There are several difficulties and factors in developing speaking skills in students. The lack of confidence, fear of making mistakes, and limited exposure to authentic communication situations create a tricky situation to enhance and improve English language acquisition. Therefore, developing speaking skills plays a key role in the acquisition of a second language due to it is a complex process that students need to be leading. So, to enhance and develop speaking skills, it is crucial to use effective learning strategies that cater to the specific needs and difficulties of the learners.

5. Precision of the Topic

This educational proposal implies the application of the storytelling strategy for the improvement of speaking skills in A1 Students, which directly aligns with the research lines of pedagogy, didactics, and management of education as well as with the research topic for pedagogical innovations. Besides, this proposal contributes to language acquisition and pedagogy by exploring the benefits of storytelling strategies for the improvement of speaking skill as a research topic. In addition, this investigative proposal also relates to language teaching methodologies research, highlighting the effectiveness of narrative-based methods in enhancing speaking ability.

6. Research object

The research object of this study includes storytelling and speaking skills. Taking into consideration that storytelling is the oral activity to draw audience's attention by using multisensory emotion in a story, it involves improvisation in telling story, facial gestures, and body movement (Dillingham & Stanley, 2011). In addition, which is also the vivid description of ideas, beliefs, personal experiences, through stories or narratives that evoke emotions and insights (Slavichay & Guamán, 2022).

7. Research aim

In this context, it is relevant to figure out that the main purpose of this educational proposal is to analyze the impact of implementing storytelling for improving the speaking skills in students of ninth grade.

8. Specific objectives

- To diagnose strengths and weaknesses of the students through a checklist.





UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@ube.edu.ec - Web: www.ube.edu.ec

- To figure out the impact of storytelling on speaking skills by using pretest and post-test.
- To explore the potential benefits of integrating storytelling in the classroom by using an open-ended questionnaire.

9. VARIABLES OF THE RESEARCH

Independent variable: Storytelling.

Storytelling is an oral activity to take audience's attention by using multisensory emotion in a story, it involves improvisation, facial gestures, and body movement (Dillingham & Stanley, 2011). This author also stated that storytelling enables articulation of emotional aspects, provides a broader context in which knowledge develops, also grounds facts in a narrative structure. The variable constitutes the method which could benefit and improve the speaking skills in the learners, also storytelling requires a certain level of interaction between storyteller and audience and between individual and listener (Serrat, 2018).

Dependent variable: Speaking.

According to Sakti et al., (2023) it is a skill of using language to communicate using verbal or nonverbal symbols orally in different contexts that can be improved through learning language. The capability of students to express themselves orally in the target language, showing appropriate levels of fluency, accuracy, and linguistic complexity. This skill is essential for effective communication and is a key outcome of language learning. It is a productive skill where the main point of it, is to communicate orally (Juhansar et al., 2022). Therefore, speaking is an oral productive skill that involves creating systematic verbal utterances to convey meaning, and it is a production skill that allows communicating ideas through spoken expressions (Idrees, 2022).

10. Description of the research approaches and methodologies

This research used a mixed approach to set up the efficacy of using storytelling to enhance speaking proficiency in A1 students. Firstly, the quantitative component entailed gathering and analyzing numerical data for statistical purposes, including administering pre-and post-assessments to gauge students' speaking skills before and after storytelling intervention. The qualitative aspect involved collecting and evaluating non-numerical information centered on words, depictions, ideas, and concepts to comprehend storytelling's influence on improving speaking ability in the target A1 population with a checklist and a survey to explore the potential benefits of incorporating storytelling pedagogically.

11. Description of the research instruments

The research instruments used in this study consist of a check list, pretest-posttest, and lastly a survey. The quantitative instruments pre and posttest used in this study were designed to evaluate



Appendix 8. Chart of Variables, Dimensions, and Indicators

<i>Independent Variable: Storytelling</i>	<i>Dependent Variable: Speaking Skill</i>
<i>Dimension 1: Narrative structure</i>	<i>Dimension 1: Fluency</i>
1. Learners are capable to organize their ideas to communicate a story.	1. Learners are capable to fluently communicate their ideas.
2. Learners are capable of present a story using the proper structures and organization.	2. Learners are capable of creatively join their ideas to create a smooth transition while they describe their story
<i>Dimension 2: Student Engagement</i>	<i>Dimension 2: Accuracy</i>
1. Learners are capable to attract and mantain the attetion of the audience	1. Learners are capable to sucessfully communicate their story using the propper pronunciation.
2. Learners chose smartly and creatively the topic and trama of the story as a consequence the participants of the group actively.	2. Learners are able to correctly use the grammar structures to express their ideas.
<i>Dimension 3: Creativity</i>	<i>Dimension 3: Linguistic complexity</i>
1. Learners are capable of use their creativity and imagination.	1. Learners are capable of use their body language while they describe the ideas and tell the story.
2. Learners are capable of use their abilities and develop an authetic and creative story.	2. Learners are capable of effectively use the vocabulary to describe the ideas.
<i>Dimension 4: Cognitive and emotional development</i>	<i>Dimension 4: Effective Communication</i>
1. Learners demonstrate the ability to organize and create a story that is well designed, and it is easy to understand	1. Learners demonstrate the ability to communicate their story with clarity, cohesion and clearness.
2. Learners are capable of successfully communicate their story	2. Learners are capable of successfully matching the ideas to create a story.

Appendix 10. Hutchinson and Waters (1987) Needs Analysis Model.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to ‘ <i>what the learner needs to do in the target situation</i> ’. To answer this statement, practitioners should gather information about the learners’ necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
General Questions	Answers	What procedures or instruments did you use to answer these questions?

Why is the English language needed here?	The English language is needed here because it is compulsory since “English is mandatory from second year of EGB to third course of bachelor in all institutions, publics, privates, fiscomissionary and municipals” 7(Ministerio de Educación 2016) English is also necessary here because most of the students study English because the English language is a requirement to be promoted to the next level. Some of them will travel abroad and they will need the language to communicate with others. English is useful in both personal and professional fields.	Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test Syllabus / Curriculum /Ministry of Education
How will the English language be used?	The proposal is necessary to develop speaking skills also spelling, accuracy, fluency. Formal context. The students of high school will be able to apply the use of the four skills in English, through the activities developed in the classroom like. Reading	Diagnostic test Speaking (low scores) Checklist

	comprehension, writing short paragraphs, listening for specific information and speaking in short dialogues or roleplays using the given grammar and prompts.	
What will the content areas be?	The English areas contents are focused on writing, reading and grammar activities to teach English. General English in Ninth graders students is A1 specially in speaking skill.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	General English: other students, teacher, friends from other countries or relatives English language will be used in the school in the classroom in a formal and informal way. In the school setting the primary focus will be enhancing oral proficiency	Curriculum & syllabus

Where will the English language be used?	An A1 level of English is sufficient for in understanding of everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. An A1 level of English also allows to understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. English language will be used in the Juan Montalvo school in the classroom activities in a formal and informal way with students of ninth grade.	Descriptors of the level CEFRL A1 Parent's and Legal Representative Consent Form Authorization to conduct the research
When will the English language be used?	They will use the language every day. In the school setting the primary focus will be enhancing oral proficiency by means of English as a Foreign language instruction. It will be used with students of ninth grade.	Timeline and lesson plans

LEARNING NEEDS

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
----------------------	--------------------	---------	--

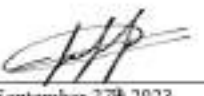
Why are the learners taking the course?	Compulsory or optional?	They are studying English because	Checklist-direct observation
	Apparent need or not?	they like to continue studying and	Survey
	Are status, money, and promotion involved?	would feel more comfortable and confident with their English	
	What do students think they will be able to do when they acquire the knowledge?	speaking skills. They show a positive attitude to work with motivational activities to improve	
	What would be the attitude of the students towards the course?	their speaking skills in English.	
	Do they really want to improve their English?		

How do the learners learn?	What is their learning background?	They are students who are in ninth grade in high school, which shows that their knowledge of English is basic. Teaching -learning process is only one. Teachers and students learn at the same time. The students find work in pairs and in groups attractive to develop their communicative skills.	Observation
	What is their concept of learning and teaching?		Checklist
	What methodology will be attractive to them?		Survey
What resources are available?	Number of teachers with an international certification?	In Juan Montalvo school there are eight English teachers with an International certification B2. All of them use a positive and interactive methodology which is necessary to work with students.	Consulting to experts
	The attitude of teachers towards this group?		

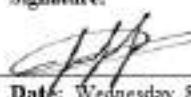
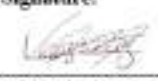
	Knowledge and attitude of teachers towards the content of the subject?	All of us learners and teachers have enough open spaces to do activities inside and outside of the class.	
	Knowledge and attitude of teachers towards the resources for the subject?		
	Opportunities for activities outside of class?		
Who are the learners?	Age/Sex/Nationality?	The learners of this research are 40 ninth grader students at the A1 English level from Juan Montalvo School in Ambato, Ecuador. Their ages range from 13 to 15 years old, 24 women and 26 men, with inclinations typical of	Surveys
	What do they already know about English?		
	What knowledge do they have of the matter?		
	What are their interests?		

	What teaching styles are they used to?	adolescence such as music, movies, social media, and video games. They	
	What is their attitude towards English?	all are Ecuadorian; their mother tongue is Spanish, and they are learning English as a second language	
	What is their attitude towards the cultures of the English-speaking world?	at school since second grade of EGB. They consider that English is not an easy subject, but they need to learn for approving the year.	
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	The course will take place in the ninth-grade classroom at Juan Montalvo School, which is a pleasant and quiet place.	Parents' and Legal Representative Consent Form Authorization to conduct the research Survey

When will the	Time of day?	Schedule
course take place?	Every day once a week?	The proposal will take place
	Full-time, part-time?	during the months of September to
	Concurrent with need or pre-	January two times a week. The
	need?	learners have three hours of
		English classes per week.

		UNIDAD EDUCATIVA JUAN MONTALVO			
		CÓDIGO AMIE: 18H00157 DISTRITO: 18D01 CIRCUITO: 18D01C01_02_03_06 ROCAFUERTE 0922 Y ESPEJO AMBATO-ECUADOR Teléfono 03-2820043-03-2422817		SCHOOL YEAR: 2023_2024	
LESSON PLAN 3					
INFORMATIVE DATA:					
TEACHER:		Dra. Narcisa Manobanda Sisa		GRADE/COURSE:	
LEVEL/AREA:		English as a Foreign Language/ <u>Básica Superior</u>		SUBJECT:	
DATE:		Wednesday, September 27 th 2023		TIME:	
DIDACTIC UNIT:		Module 3		TRIMESTER:	
TOPIC:		Pretest		Third	
OBJECTIVE:		To apply storytelling strategy to improve the students speaking skills.			
CONTENT		ACTIVITIES		Materials	
				INSTRUMENTS	
		1. Brainstorm about "personal data" 2. Ensure a suitable environment (quiet and good lighting classroom) 3. Provide enough information to do the activity ➤ Introduce the scientific content- Using the pictures as a visual aid, describe each picture. ➤ <u>Speaking</u>		Markers Blackboard worksheets	
				Pretest	
OBSERVATIONS					
ELABORATED BY:		CHECKED BY		APPROVED BY	
TEACHER: Dra. Narcisa Manobanda Sisa		AREA COORDINATOR: Lic. Myriam Núñez		VICEPRINCIPAL: Mg. Anita Villafuerte	
Signature: 		Signature: 		Signature: 	
Date: Wednesday, September 27 th 2023		Date: Wednesday, September 27 th 2023		Date: Wednesday, September 27 th 2023	

Appendix 14. Lesson Plans and activities at intervention

 Ministerio de Educación ECUADOR		UNIDAD EDUCATIVA JUAN MONTALVO CÓDIGO AMIE: 18H00157 DISTRITO: 18D01 CIRCUITO: 18D01C01_02_03_06 ROCAFUERTE 0922 Y ESPEJO AMBATO-ECUADOR Teléfono 03-2820043-03-2422817		 SCHOOL YEAR: 2023-2024
LESSON PLAN 5				
INFORMATIVE DATA:				
TEACHER:	Dra. Narcisca Manobanda Sisa	GRADE/COURSE:	Ninth EGB "B"	
LEVEL/AREA:	English as a Foreign Language/ Básica Superior	SUBJECT:	English	
DATE:	Wednesday, 8 th October 2023	TIME:	90 minutes	
DIDACTIC UNIT:	Module 3	TRIMESTER:	Second	
TOPIC:	About myself			
OBJECTIVE:	To improve students speaking skills by engaging them in activities related with their interests.			
CONTENT	ACTIVITIES	MATERIALS	EVIDENCE	
Present simple tense	1. Play a game "Ask questions about yourself" 2. Choose a topic to talk 3. Provide information about the activity. > Introduce the scientific content. > Give enough instructions. - Listening a story about yourself - https://www.youtube.com/watch?v=xUs2e4HAzI0 > Speaking practice. In pairs talk about yourself	Markers Blackboard	 Checklist	
OBSERVATIONS				
ELABORATED BY:		CHECKED BY:		
TEACHER: Dra. Narcisca Manobanda Sisa		AREA COORDINATOR: Lic. Myrian Núñez		
Signature: 		Signature: 		
Date: Wednesday, 8 th October 2023		Date: Wednesday, 8 th October 2023		
		APPROVED BY:		
		VICEPRINCIPAL: Mg. Anita Villafuerte		
		Signature: 		
		Date: Wednesday, 8 th October 2023		

Appendix 15. Pretest and Posttest

Application of the storytelling strategy for the Improvement of the speaking skill in A1 students Pretest (2A)

Goal: To determine the impact of storytelling on speaking skills by using pretest and post-test

Demographics

Participant:

Age:

Gender:

Education:

Employment:

CEFRL level:

Semester:

Course:

"JUAN MONTALVO" EDUCATIONAL UNIT		
ENGLISH PRE-TEST Level A1		
Researcher: Dra. Narcisa Manobanda	Date:2024	SCORE /10
Student's Name:	Year: 9 th "....."	
General Instructions: • Complete the informative data, parallel and date. • Read each question carefully, reflect according to the development of skills and evaluation • indicators of the First Quarter. • The evaluation will be of a personal nature and will be annulled in the event that academic dishonesty is evidenced, and a report will be prepared to communicate to the highest authority • The evaluation will last 15 minutes and will be graded out of 10 points. • Go ahead		
FLUENCY 1. Using the pictures as a visual aid, describe each picture; for this activity, you will have 5 minutes to prepare and 2 minutes to speak. Use simple present tense.		

(It will be recorded on an audio) 5 points



EFFECTIVE COMMUNICATION

2. Students use the following pictures, and a word box to describe what is happening at every picture and create a short story using these pictures, for these activity you will have 6 minutes to prepare and 2 minutes to speak. Use present simple and past simple tense. It will be recorded on an audio.
(5 points).

dog

cat

steal

surprised

angry dog



Researcher	TUTOR	COORDINATOR	DEPUTY HEADMASTER
Narcisa Manobanda	Narcisa Manobanda	Lic. Miryan Nñez	Mg. Anita Villafuerte
Signature: 	Signature 9 th B 	Signature: 	Signature: 



La Universidad para todos

**Application of the storytelling strategy for the Improvement of the
speaking skill in A1 students
Posttest (3)**

Goal: To determine the impact of storytelling on speaking skills by using pretest and post-test.

"JUAN MONTALVO" EDUCATIONAL UNIT ENGLISH PRE-TEST Level A1		
Researcher: Narcisca Manobanda	Date:2024	SCORE/10
Student's Name:	Year: 9 th "....."	
<u>General Instructions</u> - Complete the informative data, parallel and date. - Read each question carefully, reflect according to the development of skills and evaluation indicators of the First Quarter. - The evaluation will be of a personal nature and will be annulled in the event that academic dishonesty is evidenced, and a report will be prepared to communicate to the highest authority - The evaluation will last 15 minutes and will be graded out of 10 points. - Go ahead		
<u>FLUENCY</u>		
1. Using the pictures, describe each one of them. Use present simple tense. For this activity, you will have 5 minutes to prepare and 2 minutes to speak. (It will be recorded on an audio) 5 points		
 		

Appendix 16. Rubric to evaluate (2A)

RUBRIC TO EVALUATE THE PRETEST- POST TEST				
	Date:	Start time:	Stop time:	
Research Title “Application of the storytelling strategy for the Improvement of the speaking skill in A1 students”				
No.	Criteria	Yes	No	Observation
1. Rate of speech	Did the student maintain an adequate speaking speed?			
2. Smoothness	Did the student use fluent and natural smooth?			
3. Grammar use	Did the student describe a personal experience using the grammatical structures we have learned?			
4. Pronunciation	Did the students make minor or no errors in pronunciation, great articulation in target language?			
5. Body language	Did the learner use gestures, facial expressions and eye contact to support their speech?			

6. Vocabulary	Did the student describe a personal experience using the vocabulary learnt in class?			
7. Clear	Was the structure of the discussion clear and well organized?			
8. Coherence	Were the ideas presented coherently and skillfully developed?			

Adapted from (Roller & Lavrakas, 2015) Applied qualitative research design:

Author: (MANOBANDA. N, 2023).

**Application of the storytelling strategy for the Improvement of the
speaking skill in A1 students**

Posttest (3)

Goal: To determine the impact of storytelling on speaking skills by using pretest and post-test.

“JUAN MONTALVO” EDUCATIONAL UNIT ENGLISH PRE-TEST Level A1			
Researcher: Narcisa Manobanda	Date:2024	SCORE /4	
Student's Name:	Year: 9 th “.....”		
<u>General Instructions</u> • <i>Complete the informative data, parallel and date.</i> • <i>Read each question carefully, reflect according to the development of skills and evaluation indicators of the First Quarter.</i> • <i>The evaluation will be of a personal nature and will be annulled in the event that academic dishonesty is evidenced, and a report will be prepared to communicate to the highest authority</i> • <i>The evaluation will last 15 minutes and will be graded out of 10 points.</i> • <i>Go ahead</i>			
FLUENCY			



1. Using the pictures, describe each one of them. Use present simple tense.

For this activity, you will have 5 minutes to prepare and 2 minutes to speak. (It will be recorded on an audio) 5 points



EFFECTIVE COMMUNICATION

4. Students use the following pictures, and a word box to describe what is happening at every picture and create a short story using these pictures, for these activity you will have 5 minutes to prepare and 2 minutes to speak. Use present and past tense. (It will be recorded on an audio) (5points).

Appendix 17. Students survey**Application of the storytelling strategy for the Improvement of the
speaking skill in A1 students****Survey**

Demographics

Participant:

Age:

Gender:

Education:

Employment:

CEFR level:

Semester:

Course:

Goal: To explore the potential benefits of integrating storytelling in the classroom by using an open-ended questionnaire.

Instructions:

Please answer the following questions based on your experience with storytelling activities in your English class. Select the option that best represents your opinion or experience.

APPLICATION OF THE STORYTELLING STRATEGY FOR THE IMPROVEMENT OF THE SPEAKING SKILL IN A1 STUDENTS				
(PAST TENSE)				
Nº	Dimension	Assessment		Observation
		Yes	No	
Organization and Coherence				
1.-	Could you organize your ideas orally better than before the intervention?			
Active Participation and Interaction				
2.-	Did you participate actively with your teacher and classmates during the classes?			
Originality and Creativity				
3.-	Could you introduce new elements in your narrations and descriptions?			
Comprehension and Communication				
4.-	Could you tell the main ideas of your classmates' narratives?			

5.-	Did you improve your pronunciation and intonation when you were speaking?			
Speech Speed and fluency				
6.-	Could you orally complete sentences or follow the story's ideas?			
Grammar use and Pronunciation				
7.-	Could you use orally appropriate grammar structures and intonation to express emotions?			
Body Language and Vocabulary				
8.-	Did you use appropriate gestures, facial expressions and eye contact to support your speaking?			
9.-	Did you incorporate new words and expressions learnt in class?			
Clearness and Coherence				
10.-	Could you connect the ideas coherently, using appropriate connectors?			