

**Storytelling in the speaking skills development in third grade students at
Unidad Educativa “Fray Alvaro Valladares”**

**Narración de historias en el desarrollo de la destreza oral de los
estudiantes de tercer grado de la Unidad Educativa “Fray Alvaro
Valladares”**

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Resumen

Este trabajo pretende determinar la efectividad de la narración de historias en el desarrollo de la habilidad de hablar en estudiantes de tercer grado de la UE Fray Álvaro Valladares. Este estudio aplicó el método cuantitativo con diseño cuasi-experimental donde participaron cuarenta estudiantes de tercer grado. Se recopilaron datos cualitativos a través de una encuesta para analizar las percepciones de los estudiantes sobre las actividades de narración que les ayudan a desarrollar habilidades para hablar. Luego, tanto el grupo control como el experimental realizaron una prueba previa y una prueba posterior para evaluar el habla de los estudiantes. Esta acción se desarrolló para evaluar el desempeño oral de los estudiantes antes y después de una intervención en el aula. El análisis de los datos fue realizado en dos partes. Primero, se aplicó la encuesta a la población objetivo; en segundo lugar, para el pre-test y post-test se realizó una comparación de medias mediante el software Statistics Package for Social Sciences (SPSS) para ver si hubo mejora o no. De esta manera, el estudio contribuyó a la educación primaria ecuatoriana porque los estudiantes habían mejorado su desarrollo del habla. Palabras clave: historia, cuentos, habla, pronunciación, mejora.

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Abstract

This work aimed to determine the effectiveness of storytelling on the speaking skills development in third grade students of Unidad Educativa Fray Alvaro Valladares. This study applied a quantitative method with quasi-experimental design where forty third graders participated. Qualitative data was gathered through a survey to analyze students' perceptions towards storytelling activities that help them to develop speaking skills. Then, both the whole population had a pre-test and a post-test to evaluate students' speaking. This action was developed to evaluate students' speaking performance before and after a classroom intervention. Data analysis was implemented in two steps. First, the survey was applied to the target population; secondly, for the pre-test and post-test, there was a comparison of means through Statistics Package for Social Sciences (SPSS) software to see if there was improvement or not. In this way, the study contributed with Ecuadorian primary education because students had improved their speaking development.

Keywords: Improvement, Pronunciation, Story, Tales, Speaking

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO), since 1999, during the 30th session of the General Conference, states the need to improve learning outcomes and to give life to cultural diversity. This resolution established the expression plurilingual education (UNESCO, 2023). It refers to the peoples' ability to communicate in within the educational context through their mother tongue and other languages for international relationship such as English.

Therefore, learning the English language in Latin America is necessary. Students must learn English and give it actual use; however, in practice, this may not always occur. According to Cronquist and Fiszbein (2017), national strategies have been developed in Ecuador, Mexico, and Uruguay, but they need more vital elements for success. Ecuador's Project to Strengthen the Teaching of English as a Foreign Language includes a mission statement, specific objectives related to curriculum, textbooks, teacher training, mastery goals, and vague actions to achieve such objectives (Ministerio de Educación del Ecuador, 2016). Nevertheless, those objectives are not always achieved at the end of secondary education. Ecuador is among the counties with a low score in English proficiency levels (Education First, 2021). One of the reasons for those results is the lack of teachers' preparation (Machado, 2019). Furthermore, teachers work with an imposed book, and sometimes they feel that the topics are not according to the age of the students, and the learning process becomes boring. At Unidad Educativa "Fray Alvaro Valladares" in the third grade, it was observed that teachers do not openly handle motivating ways of teaching like storytelling. It prevents students from learning the language skills and performance criteria are not achieved either, mainly because there is a divorce between them and the students' domains. Therefore, the scientific problem was: How effective is storytelling in developing speaking skills in third-grade students in UE Valladares? Therefore, this research aimed to determine the effectiveness of storytelling on the speaking skills development in third grade students of UE Valladares.

1.1. Theoretical framework

This project is framed in the field of English as a foreign language teaching; as well as, the students with whom this proposal is carried out are in the Early Childhood Education stage. For this reason, starting with how children develop language is essential.



According to Yule (2010), language is the human beings' ability to express his thoughts and communicate through the exchange of information through written, oral or gestural language. In turn, Brown (1994) points out that in addition to the auditory and nervous systems, it is necessary to have a set of knowledge systems or representations related to linguistic sounds (phonological component), the vocabulary of a language (semantic lexical component), rules of combination of words (grammatical component) and the use of words and expressions depending on the context and interlocutor (pragmatic component).

Furthermore, language is, among other things, an instrument for communication, it implies going beyond said communication skills. Learning a language means learning many different things, although related as they are: the sounds that make it up, how these sounds are grouped into words, what the words mean, what types of words there are, and how they are combined to give rise to sentences that express ideas about objects, people, what happens or happened, etc. And all this constitutes a child's task from birth or perhaps even before (Yule, 2010).

The first five years of life are when language development occurs. Different theories for language acquisition are supported by authors such as Vygotsky, Brunner, Chomsky, and Piaget.

According to Piaget (1974) and Piaget and Inhelder (1964), it is not language that structures thought, which gives its form to the logic of the subject, but, on the contrary, it is thought that directs speech. This author defends that language is a manifestation of thought that as the child evolves. Therefore, language is built and its symbolic or semiotic function is found in the origins of language in the child and is developed prior to the linguistic phenomenon. Furthermore, Piaget defended the idea of thought development, first individual and then social, in such a way that individual cognitive development is a prerequisite for the development of social interactions.

On the other hand, Vygotsky (1978) proposes social interactionism. In this regard, language is acquired through interactionism, already mentioned by Piaget, where the child mentalizes language as the primary vehicle in developing the mind. In contrast to Piaget, the development of thought consists of a progressive individualization; that is, an internalization of social processes. In this way, his theory focuses on a sociocultural approach, opposing Piaget's theory since he does not believe in the difference between egocentric and socializing language.

Otherwise, as Vygotsky (1978) pointed out, in the children's development of culture, every function appears in the social sphere; then, on an individual scale; first among people and then the child himself.

In addition, Bruner (1996) continues in Vygotsky's line of socialism. For this author, language is acquired by using it for communication purposes; for example, when the child interacts with his mother, then, to the linguist. During interactions, the child learns about routines in which he or she incorporates other's actions and learns to reply to them repeatedly, giving rise to formats. For this reason, Bruner introduces the concept of scaffolding by referring to the value of the mother's role in the language acquisition process. On the other hand, he considers the linguistic and the cognitive as two coinciding simultaneous processes in which both are necessary for language acquisition, in contrast to the theories of Piaget and Vygotsky.

On the other hand, there are theories related to second language learning which constitute the basis for the current research project such as the meaningful input hypothesis and the comprehensible output hypothesis since children will receive information from a story and they will retell that one.

Firstly, the meaningful input hypothesis is a crucial theory in the area of second language acquisition proposed by Krashen. Krashen (1985) places the input hypothesis in a framework made up of five hypotheses in an attempt to ground a theory of SLA:

1. Acquisition-Learning Hypothesis: It is a subconscious process similar to the one when a child acquires his or her first language. Learning, on the contrary, is conscious because it gives rise to language knowledge. Moreover, Krashen ensures that information that has been consciously learned cannot be switched into acquired or vice versa.
2. Natural Order Hypothesis postulates that speakers acquire the regulations of language in a foreseeable order.
3. Monitor Hypothesis: It defends that the ability to produce the language is typical of acquired competence, conscious learning functions, self-corrections to the output.
4. Input hypothesis, which ensures that language learning progresses when learners comprehend language input that is significantly more complex than their current proficiency level.

5. Affective Filter Hypothesis must be down since it motivates the language user to acquire language without problems. It provides opportunity to receive appropriate input. When affective filter is high, the language user understands but does not acquire it.

In consequence, students' motivation and self-confidence are crucial for students to learn successfully depends to a large extent on these issues.

Secondly, Swain (1995) states that comprehension is not enough for language acquisition. Output should be understandable. Therefore, learners must use the target language for a purpose and collaborate in the resolution of problems. To do it, he must produce precise, coherent, and appropriate education through the application of appropriate strategic channel to produce the language.

Swain claims that the chances of producing comprehensible output are just as crucial to developing interlanguage as those of comprehending adducts. Understandable education is caused by support the interlocutor provides before presentations that he has yet to understand. Support helps to improve statements to be understood better.

1.2. Conceptual framework

1.2.1. Storytelling

Storytelling is a form of communication which has been used throughout generations (White & Sabarwal, 2014). People have used oral tradition to preserve their cultural beliefs, customs, and histories (Bakar & Nizza, 2019). Additionally, narration is the tool used by human beings to express their ideas, convince others to accept them, and understand the world (Butcher, 2006). Storytelling is in the day to day; therefore, it constitutes a cultural value.

On the other hand, English became the lingua franca (Crystal, 2003); and, due to this, it is necessary to learn. With respect to learning English, its final objective is for the subjects to communicate fluently and accurately within a social context (Ministry of Education of Ecuador, 2016). For that reason, speaking is an important communication competence (Aisyah, 2021).

This paper centered on the use of storytelling like an English teaching method, and within this teaching, on more specific factors such as the role and benefits of stories in the development of the speaking skills. Therefore, theoretical review must be addressed based on these research variables.

1.2.2. Use of storytelling to teach English



Throughout history, people have transmitted traditional stories from generation to generation. At present, multiple studies have been carried out on the teaching of English. Considering storytellers, it must be used as a way of teaching English. Furthermore, storytelling is used in education to share knowledge and motivate learning; since, the use of storytelling is very enriching. (James et al., 2019; Niswatin, 2019; Ramalingam et al., 2022; Mujahidah et al., 2021; Ramalingam & Jiar, 2022; Temiz, 2019; Wright & Dunsmuir, 2019).

1.2.3 Benefits of storytelling in teaching languages

Stories include myths, legends, tales, and fables originating orally. But stories also include written fictional narratives, and particularly in some short stories, film and theater (Abdel Haliem, 2020).

According to Butcher (2006), in relation to the teaching of English, there are three main reasons for using storytelling. Firstly, stories provide wealth in language teaching and learning. Here, the choice of stories plays a crucial role with respect to the students' language level and in relation to the contents to be treated. Secondly, learning a language provides the learner the opportunity to be able to produce the language by himself. Furthermore, stories develop the internalization of expressions and communication channels in students through storytelling. And the third is the usefulness of the stories in the development of values, perceptions, identities, and interrelationship.

In addition, James et al. (2019) argues that storytelling provides several benefits such as:

- a) Encourage students to tell a story on their own.
- b) Promotes creativity. In this way, children learn to associate the language with the feelings they experience.
- c) Children improve their fluency gradually from basic forms to difficult ones.
- d) Motivates the learning of vocabulary in a significant and lasting way.
- e) Promotes the development of cultural values through reflection.
- f) They develop abilities to organize texts in a coherent way to transmit them to others.
- g) Promotes students' cultural awareness.
- h) Develop values like empathy.
- i) Develop language skills.

1.2.4 Elements of a story

Stories are everywhere; therefore, they are the pillar of communication. It is the best way that people have to understand themselves and the reality that surrounds them (Abdel Haliem, 2020). But not everyone tells stories in the same way; some do it better than others. In this framework, there are some elements of a story.

Storyteller

The storyteller or narrator is the person who writes and tells the story. It is not necessarily the same as the author. That is, it can be the voice of one of the characters or even of someone who observed the events or knows them, without having to be involved in them. The story is retold in first person verbal (I) or in third person (he, she, they). However, in some cases it can be in the second person (you) (Temiz, 2019).

Characters

The characters in a story can be represented by people, animals, or things. In the case of the latter two, they acquire human characteristics and behave like people. Through them the facts and events of a narrative are developed. They can be real or fictional. During the play, the narrator is introduced to the characters giving physical and psychological characteristics. In this way, the reader can create an idea of each of them (Butcher, 2006). Here are some of the different characters that can appear within a narrative text:

Main characters

There are two types of main characters:

Protagonists: Their function integrates the organization of events. Therefore, they are the part that structures the action. They form the nucleus in which the actions of the story will revolve.

Antagonists: They are in charge of opposing the actions of the protagonist.

Secondary characters

Secondary characters are those who support or support both the protagonists and the antagonists. Therefore, they help to complete the main characters (Serrat, 2008).

Actions

The actions of a narrative story are everything that is told. That is, it is the plot that occurs by scenes and episodes. And it is organized in a basic structure: the beginning, the middle and the end (Ramalingam & Jiar, 2022).

Space



Space is the place where the events of a story take place (Butcher, 2006).

Time

Time can refer to both the time or moment in which the narrative is located or, to the amount of time the story takes, either to develop its scenes or actions (Wright & Dunsmuir, 2019).

Plot

The plot is a chronological order of all the anecdotes that make up the story, presented by a narrator to a reader (Serrat, 2008).

1.2.5. Language skills

Speaking is a basic skill. It requires a process which involves pronunciation, intonation, grammar, and vocabulary improvement (Common European Framework of Reference for Languages, 2001).

1.2.6. Productive language skills

As its name indicates, the productive skills, or also called active ones, are those where the student produces their own sentences both in speech and in writing (Harmer, 2001). They are considered the most complex, since they require greater control and knowledge on the part of the student and less command of the language (Husain, 2015). It is in these skills where students can control the messages they produce since they are the ones who choose the linguistic forms. In general, this is where the most difficulty arises since second language learners are capable of producing less than they understand (Ramalingam et al., 2022).

Writing or written expression is the ability to produce a coherent and relevant text. Spelling and grammatical structures are the biggest obstacles to overcome and are carried out when students write summaries, text comments, messages, notes or letters (CEFRL, 2001).

Finally, and the one that is going to be developed the most in this study, the ability to produce complete, relevant and meaningful oral texts, is known as Speaking. The student can reasonably and fluently sustain a direct description by presenting his ideas. It includes interactive communication in conversations, in which listening and speaking alternate (CEFRL, 2001). Its greatest complication lies in its immediacy and pronunciation, which is why it is the most complex skill for students (Ramalingam et al., 2022).

1.2.7. Speaking skills



The Common European Framework of Reference for Languages (2001) states that there is a differentiation between oral production and oral interaction. Oral expression is the act of producing a verbal text. For example:

- Making public speech (information, instructions, etc.).
- Directing an audience (speech, lectures, sermons, shows, commentaries, presentations, etc.).
- Reading aloud, role playing, singing, speaking spontaneously, taking turns, and using notes (diagrams, images, graphs, etc.)

Some oral interaction tasks include: casual or informal conversation, formal discussion, debate, interview, negotiation, and goal-focused practical cooperation.

1.2.8. Speaking sub skills

Fluency. It refers to the agility of words, phrases and sentences which the speaker uses during oral communication, avoiding stutters, unnecessary pauses, and introducing mother tongue (Derakhshan et al., 2016).

Pronunciation. It is the result of producing the sounds of the language, accent, intonation correctly during spoken English (O'connor, 1998).

Accuracy. It corresponds to the correct use of Grammar in spoken English (Busse et al., 2021).

Vocabulary. Vocabulary or terminology inherent to the topic of discussion or content about the topic (Alharbi, 2015).

1.2.9. Speaking skills and storytelling

Storytelling is applied through numerous ways to enhance speaking skills. After hearing a story, children are eager to discuss about its meaning and compare it with their lives. According to Butcher (2006), children have the opportunity to engage in interviews with family members or individuals in their immediate surroundings as a means of acquiring knowledge about the experiences of others. By actively listening to these narratives, children can be inspired to generate their own tales.

Narratives have consistently had a significant position in the cognitive and emotional growth of young individuals. Mujahidah et al. (2021) claim that stories have a crucial role in fostering children's imaginative faculties and enhancing their comprehension of the surrounding environment. Moreover, engaging with stories facilitates the acquisition of linguistic

proficiency and cultivates an appreciation for literary works. Additionally, storytelling should be used in speaking ESL classes because they are motivating and immensely interesting. They can more easily engage listeners and promote communication since the emotion and drama of storytelling provide context that holds attention (Niswatin, 2019).

1.3. Literature review

The current research focused on the application of storytelling to develop speaking skills in EFL young learners. When carrying out the state of the art, information was collected from authors who have contributed to education by applying storytelling speaking skills growth. During this revision, some findings appeared. First, most of the researchers applied storytelling because of the students' deficiencies, in this case, primary education. According to James et al. (2019), young children are not able to speak English fluently. In addition, speaking English results extremely difficult for beginners (Ramalingam et al., 2022). On the other hand, children show a low vocabulary, lack of speaking opportunities and engaging instructional methods (Ramalingam & Jiar, 2022). Those are the reasons why; intervention processes are needed.

Some authors consider that storytelling is a beneficial classroom approach since stories must be transmitted generation by generation (Temiz, 2019). Ramalingam and Jiar (2022) consider stories as the heritage of future generations. Therefore, children would be the most appropriate transmitters for times to come (James et al., 2019).

Moreover, the most common ways of research were quasi-experimental design. Authors have developed classroom treatments by applying the storytelling strategy to improve children's speaking skills (Mujahidah et al., 2021; Vilà-Giménez et al., 2019; Temiz, 2019). These classroom interventions focused on the use of puppets (Mujahidah et al., 2021), beat gestures (Vilà-Giménez et al., 2019), problem-solving activities (Temiz, 2019), and retelling stories (Wright & Dunsmuir, 2019) to improve children speaking skills and build values and morals. After treatments, authors concluded that storytelling was effective for students' speaking skills improvement (James et al., 2019; Niswatin, 2019; Ramalingam et al., 2022; Mujahidah et al., 2021; Ramalingam & Jiar, 2022; Temiz, 2019; Wright & Dunsmuir, 2019). Those authors highly recommend teachers to apply storytelling to improve students' oral abilities since fluency, pronunciation, vocabulary, classroom engagement, and motivation are included in improvement.

Nevertheless, a gap was encountered. It was regarding the way teachers apply storytelling. Authors do not include guidelines to apply in the classroom; therefore, it is essential to provide this information to be put into practice in the classroom.

Material and methods

Material

Two techniques were used. The initial assessment consisted of a pre-test, while the subsequent evaluation involved a post-test and the administration of a survey. The instrument was the questionnaire for each technique. The pre-test and post-test corresponded to the A1 Movers (speaking part) test from Cambridge Assessment (2023). This instrument was piloted by five students from the parallel C who did not participate. Numerical data was acquired by utilizing a rubric sourced from the official Cambridge website specific to the corresponding academic level. Following the completion of the pilot study, the students expressed that they comprehended each question when their instructor provided translations in Spanish.

On the other hand, the survey was also piloted by two students who freely answered questions in their mother tongue. The survey was validated by two fellow teachers who considered that questions were feasible.

Methods

This study focused on quantitative research methods. This choice of design was determined because there is a quantitative data collection instrument (pre and post-test) (Hernández et al., 2014) and a survey (Bueno Sanchez, 2003). Furthermore, it applied a quasi-experimental design because there was an intervention in the classroom (White & Sabarwal, 2014) through Storytelling to improve students' speaking skills. Moreover, the study consisted of two distinct research groups: the control group and the experimental group. The implementation of the classroom intervention will be conducted inside the experimental group.

Participants



The selection of the target population was conducted using a non-probabilistic convenience sampling approach, mostly based on the accessibility and convenience of the participants (Showkat & Parveen, 2017). Students in the third grade of basic education took part in the whole process. They are eight years old and beginners in language learning. It means that they are in the Pre-A1 level according to the Ministry of Education of Ecuador (2016).

Table 1.
Participants

Participants						
Group	Male	Percent	Female	Percent	TOTAL	
Third A	9	23%	11	28%	20	50%
Third B	7	25%	13	25%	20	50%
	16	40%	24	60%	40	100%

Forty third graders participated who were mainly girls. They belonged to parallels A and B in the morning section.

Results

Survey

In this section, results are presented according to the research instruments. Firstly, the entire population responded to a survey which was addressed to the whole population. It was written in Spanish and was directed by the teacher due to their age. The results are presented according to each item or question. The first item was related to children's feelings towards the use of stories.

Table 2.

Students' feelings towards telling stories		
Do you feel happy when you tell a story?		
	Fr.	%
Always	8	80%
Sometimes	32	20%
Never		
Total	40	100%

The first findings indicate that a majority of the students experience a sense of happiness when engaging in storytelling. This phenomenon may arise as a result of individuals' age and the specific learning environment in which they are situated. On the other hand, the second question asked about students' preferences on their use of stories which is showed in Table 3.

Table 3.

Students' preferences

	What do you prefer about a story:							
	Listening		Reading		Watching		Creating	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Always	35	88%			40	100%	2	5%
Sometimes	5	13%	2	5%			13	33%
Never		0%	38	95%			25	63%
Total	40	100%						

In this question, all students prefer watching a story. They also like listening to a story; however, they do not like reading it, not creating a story. It is considered that these responses obey the students' level of education because they do not manage the English language at all since, they are beginners. Furthermore, this information is valuable because the teacher has a clear idea about what to do in the classroom.

Table 4.

Classroom materials when learning through a story.

	What classroom material do you like the best when learning through a story?									
	Flashcards		Finger puppets		Hand puppets		Own drawing		Tape recordings	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
Always	9	23%	18	45%	40	100%	3	8%	22	55%
Sometimes	31	78%	22	55%			33	83%	14	35%
Never							4	10%	4	10%

Students prefer learning stories by using hand puppets. These materials are followed by recordings. Another children's preference is the use of flashcards and their own drawings. In this case, students from the target population prefer puppets, flashcards, tape recordings, and their drawings. This fact also provides valuable information for the intervention process. The

next question of the survey was about the students' stories preferences. This information is in Table 5.

Table 5.

Stories preferences

	What kind of stories do you prefer?							
	Tales		Legend		Horror		Adventure	
	Fr	%	Fr	%	Fr	%	Fr	%
Always	40	100%					40	100%
Sometimes			2	5%	25	63%		
Never			38	95%	15	38%		

According to what is displayed in question five, students prefer tales followed by adventure stories. This information is beneficial for the teacher's ideas about what sort of stories to use during the intervention process.

Table 6.

Students' perceptions about using stories in the class

Does your teacher say stories in the English class?		
	Fr	%
Always		
Sometimes	2	5%
Never	38	95%

Moreover, in Table 6 students argue that their English teacher never says stories in the classroom. This indicates that stories are not used in the English class, therefore, the necessity exists. The last question is displayed in Table 7; it refers to the students' motivation to learn English by telling stories. In this context, learners would prefer learning English through stories. It means that students are pretty motivated.

Table 7.

Students' encouragement to learn English by telling stories

Would you like to learn English through stories?		
	Fr	%
Yes	40	100%
I don't know		
No		

All of these data were collected from children who were helped and monitored by two teachers who provided enough support while marking their answers without making inferences at the moment of deciding.

Pre-test and post-test

Children took the preliminary evaluation which consisted of three questions. The first was about personal information. In the second question, students had to look at two pictures and point out their differences. In the last question, students had to say an idea to continue the teacher's story according to a set of pictures. Numerical data was obtained through a speaking rubric which had three criteria such as vocabulary, pronunciation, and interaction. It was taken from the A1 Movers test. Once data was gathered from the pre-test, the teacher arranged a set of 15 English classes which lasted 3 hours each one. This classroom treatment was applied to students from parallel A who actively participated as the experimental group; while students from parallel B continued with their regular classes. Subsequently, children were evaluated with the post-evaluation. The data were consolidated and subjected to statistical analysis in order to compare means and draw conclusions.

Table 8.

Pre-test and post-test

Reading comprehension performance results		
	Pre-test	Post-test
Control group	3.7	4.15
Experimental group	3.6	7.4

The rubric was designed with a maximum average score of 5. However, the whole population achieved scores of 3 and 4 on the pre-test. It means that they produced some basic vocabulary words with certain difficulty, their pronunciation was sometimes intelligible, and responded to tasks with support. On the other hand, results from the results of the post-test indicated that the scores of students in the control group were unchanged but those from the experimental group had improved. It signifies that they produced certain vocabulary words with occasional mistakes. Furthermore, their pronunciation is usually intelligible with some mistakes, and generally responded appropriately. These results were statistically compared through a T student test.

Table. 9.

Independent Samples T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal -test variances assumed	.770	.386	-4.679	38	.000	-3.250	.695	-4.656	-1.844

According to the data shown in Table 8, the average score earned by students in the experimental group was 7.40. The observed score exhibits a greater magnitude in comparison to the control group. In contrast, Table 9 displays a value of 0.000 in the column representing two-tailed significance. This implies that there exists a substantial disparity in the outcomes observed between the control group and the experimental group. In consequence, the intervention period was beneficial for the students' speaking skills improvement.

Discussion

Based on the findings of this study, it was determined that educators at Unidad Educativa "Fray Alvaro Valladares" do not incorporate the use of storytelling within the context of English language instruction. Nevertheless, it has been seen that students exhibit high levels of motivation and derive enjoyment from the process of learning when narratives are incorporated into their educational experiences. The aforementioned difficulties were identified in the survey administered to the designated group. Additionally, the findings from the preliminary assessment indicated that the pupils had a limited proficiency in oral communication abilities. Similar results were found by James et al. (2019). Speaking skills for the target population was found extremely difficult for the target population as stated by Ramalingam et al. (2022). Hence, it was imperative to implement a novel approach in the pedagogical process to facilitate pupils' language acquisition from a young age.

As a result, a classroom intervention was designed to mitigate this challenge and provide youngsters with a solid foundation for their future educational endeavors. According to the data presented in the survey, the researcher implemented listening to tales and making some classroom tasks combined with pictures to understand the story. Then, children had to retell the stories based on teachers' cues. In addition, reading tales through pictures was combined with games, this motivated them to continue learning during the whole process. This evidenced the necessity to change the teaching approach to new, practical, and active ones like is said by Niswatin (2019); Ramalingam et al. (2022). Additionally, the researcher implemented the use of puppets to tell tales which constituted a really motivational material that was previously used by Mujahidah et al. (2021) likewise animated cartoons (Vilà-Giménez et al., 2019).

The treatment phase lasted 15 classes during the same number of weeks (three hours per week). This period was practical to practice speaking skills. The classes focused on activities to learn vocabulary, pronunciation and oral interaction. on completion of the post-test, it was seen that students belonging to the experimental group exhibited advancements in both vocabulary acquisition and pronunciation skills. Students improved in pronunciation and vocabulary which was evidenced in the post-test results. These were similar to research works recently developed by Ramalingam et al. (2022); and Niswatin (2019).

There was a limitation during the whole process. Students had extreme difficulty to understand tales; therefore, it was necessary to use their mother tongue, similarly to Ramalingam et al. (2022). Questions had to be translated into Spanish for the students to understand them. Consequently, the responses were displayed in Spanish as well. It is necessary to use English for students to be accustomed to the new language, in this way, English learning would be easier.

Conclusion

Upon careful analysis of the obtained data, it can be deduced that the utilization of storytelling has a significant impact on the enhancement of speaking abilities in third grade students at Unidad Educativa Valladares. In this context, the effectiveness was statistically proved by comparing means before and after a classroom treatment. Furthermore, students

expressed their encouragement to participate in each class and learning turned into a meaningful experience.

Therefore, the use of Storytelling is highly recommended to develop children's speaking skills and to contribute with primary education.

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