



**UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE
EDUCATION SCHOOL OF LANGUAGES AND LINGUISTICS**

EDUCATIVE PROJECT

TOPIC:

**THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF
SPEAKING SKILLS**

PROPOSAL:

**DESIGN OF A DIDACTIC GUIDE
DIRECTED TO THE TEACHER**

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GUAYAQUIL-ECUADOR

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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
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**UNIVERSITY OF GUAYAQUIL
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DIRECTED TO THE TEACHER

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TRIBUNAL N°2

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- La propuesta presentada es pertinente.

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- El trabajo es el resultado de una investigación.
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DEDICATION

There are some people that encourage me to improve in my life this thesis is for them for their help like financially, emotionally, and those people who have given me a hand when I have needed it.

CARMEN PAULETTE QUINTO TUAREZ

I am pleased to write two these words, I should have written them 36 years ago, "THANKS GOD" for allowing me to accomplish a university degree. the experience of these 8 semesters was incredible, sometimes hopeless and other happy sharing unforgettable moments, thank you all that made it possible.

SANDRA MARITZA ALVARADO VILLEGAS

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SANDRA ALVARADO

I think that in this life all that we have is thanks to God, first God! Thanks for allowing me to end this process that has been full of stress and wonderful days with my classmates and teachers.

I am really grateful to my mom she was the first person that encouraged me to study at the university and she supports me all the time, then I got married and my husband took this responsibility.

Thanks to my husband for supporting me, understanding me, and always encourage me to continue my career.

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PAULETTE QUINTO

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UNIDAD DE TITULACIÓN

“THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS.
PROPOSAL: DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER”

Authors: QUINTO TUAREZ CARMEN PAULETTE
ALVARADO VILLEGAS SANDRA MARITZA

Tutor: MIRNA ROMERO COLOMA

ABSTRACT

This research revealed how oral skills interrelate with stories in helping with the acquisition of a second language. The basis of this work is to examine how stories can influence oral communication which requires a lot of practice to develop.

Stories with activities enable the development of speaking fluency in class. They also contribute in the effective teaching-learning process and the improvement of skills and strategies when communicating orally. Teachers and students have limited didactic resources and this guide can help students express themselves orally and interact with their classmates in a motivating social environment. Due to the Covid 19 emergency worldwide, education became virtual. Only two instruments, a survey in google forms and an interview via zoom were used in this project.

Finally, teachers require ongoing training on the different activities, techniques, and strategies related to speaking skills to assign students to effective tasks in the English classroom.

Keywords: storytelling, Speaking skill, Methodology, Strategies.



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ESCUELA DE LENGUAS Y LINGÜÍSTICA**

UNIDAD DE TITULACIÓN

LA INFLUENCIA DE LOS CUENTOS EN EL DESARROLLO DE LA HABILIDAD DE HABLAR. PROPUESTA: DISEÑO DE GUÍA DIDÁCTICA DIRIGIDA AL DOCENTE”

Autoras: QUINTO TUAREZ CARMEN PAULETTE
ALVARADO VILLEGAS SANDRA MARITZA

Tutor: MIRNA ROMERO COLOMA

RESUMEN

Esta investigación reveló la interrelación entre las habilidades orales y las historias en la adquisición de un segundo idioma. La base de este trabajo es examinar la influencia de las historias en la comunicación oral, lo cual requiere práctica para desarrollarse.

Historias con actividades permiten desarrollar fluidez oral en clase. También contribuyen al proceso eficaz de enseñanza-aprendizaje y mejora de habilidades y estrategias de comunicación oral. Profesores y estudiantes tienen recursos didácticos limitados y esta guía ayudara a la expresión oral e interacción de estudiantes en un entorno social motivador. Debido a la emergencia mundial por Covid 19, la educación se volvió virtual. Este proyecto solo utilizo dos instrumentos, una encuesta en formularios google y una entrevista vía zoom.

Finalmente, los docentes requieren capacitación continua sobre las diferentes actividades, técnicas y estrategias relacionadas con la habilidad del habla para asignar a los estudiantes tareas efectivas en el aula de inglés.

Palabras clave: los cuentos, habilidades del habla, metodología, estrategias.

INTRODUCTION

In an Educational System is not easy to establish the adequate effectiveness of the curricular analysis and evaluation within this field. When there is an opportunity to exercise the role of teacher, the needs for improvement can be evidenced, for this reason it is necessary to investigate and establish adequate methods to implement quality education in accordance with the demands of society based on cultural values and professional training of high level.

In Ecuador, through the National System of Evaluation and Social Responsibility, the performance of teachers and students is evaluated, which the National Curriculum of English (2016) of the Ministry of Education establishes that "throughout the country, students of higher level must develop an understanding of skills and demonstrate their ability to communicate with other cultures where English is spoken ", where these policies establish the improvement of the teaching-learning process within the educational system.

For this reason, it is necessary to strengthen the basic skills of the students, the same ones that will help them to be an active and positive part of society. With these detected needs, it was sought that students improve their verbal fluency, their vocalization that also includes coherence and cohesion, the correct use of language, mastery of discourse in front of the public and the proper handling of non-verbal elements.

In order for the quality of the Ecuadorian Educational System to be strengthened with factors associated with learning this foreign language through the implementation of new techniques that increase knowledge in class and are

supportive for the teacher. In advance, a brief description of the content of this research work is established:

Chapter I: THE PROBLEM

In this chapter several aspects will be covered. The first one is the context of the analysis which will lead to identify the conflict situation in the educational institution where the project was done.

Additionally, scientific facts will be mentioned to guide the researchers. Moreover, the causes and formulation of the problem will be presented, so that they can generate the objectives of this study—general and specific, finally a justification will present to strengthen the proposal to be presented at the end of the project.

Chapter II: THEORETICAL FRAMEWORK

This chapter will develop the background of the research, the foundations that support this thesis and a description of the two variables with their dimensions and indicators that will give a better understanding of what the central axis of this research is about.

Chapter III: METHODOLOGY

This chapter develops the methodological design of the research project, the types of methods, techniques and instruments applied to obtain and analyze the data that will allow a clear scope for the development of the proposal.

Chapter IV: THE PROPOSAL

This chapter describes the subject of the proposal, the justification, the objectives of the proposal and the theoretical aspects based on the authors of the theoretical framework, and finally, there are the conclusions, bibliography and annexes.

CHAPTER I

THE PROBLEM

1.1 CONFLICT SITUATION

The development of the English language today has become an important factor worldwide and it is necessary that the students of the country can reach a good level. Since English has been able to become the lingua franca of the world and one looks back in time, the English have been one of the groups that has emigrated the most. Therefore, the natives have been able to put their seed where they have inserted their language in many places. Today in this modern world, English has become an essential factor for international communication, interconnecting ideas and culture and even in most of the world English is considered as a compulsory subject and no social or economic elite is excluded from learning.

The purpose of providing a great contribution to education arises, this research has been carried out in the Educational Unit "Francisco Huerta Rendón", where there are 46 teachers, attended by 1,394 students. It is a Regular Education school located and financed by government economic support with a face-to-face modality of afternoon shift and educational level of EGB and Baccalaureate. It is located in the province of Guayas, canton of Guayaquil, in the parish of Tarqui.

It is well-known that in institutions around the country the vast majority of students tends to have poor English-speaking skills. With this in mind, something that should be taken into consideration is that generalizations should be avoided. There are cases of students who are good in English for different reasons such as

video games, English courses, opportunities for travel, and practice with foreigners in their Mormons churches, foreign friends, and family members who speak only English, etc.

In addition to having speaking skills that still require a lot of practice for their development, certain students experience difficulties in oral productions practices done in class. Some students are unable to construct their own criteria and think critically and use their reasoning skills properly, consequently they use Spanish all the time when addressing both the teacher and classmates. In conclusion, enthusiastic students unfortunately cannot carry on a conversation in class because the majority of their classmates only possesses basic information about themselves and little vocabulary to handle that challenging task.

Combining all the factors mentioned above, there is not active class participation because the techniques in speaking skills are not effective due to the fact that teachers do not have access to constant training opportunities for personal, professional and academic growth. If teachers had a pedagogical update within the teaching-learning process, their class sessions would probably be enhanced.

Another reason that hinders the proper teaching -learning process and training of speaking skills and strategies on the teachers' and students' part are the limited teaching resources in which students can practice emulating a real social context and therefore interact with their peers in a motivating social class environment. Finally, teachers need a didactic update on the different speaking activities, techniques and strategies that they can assign to students to carry out in the English classroom.

1.2 Scientific Fact

Struggling with speaking skills in the students of 8th Grade of Basic Education at Educational Unit "Francisco Huerta Rendón", in the School year 2020-2021.

1.3 CAUSES

- Inappropriate use of participatory techniques that enhance oral interaction.
- Need of a previous training with clear guidelines and practice for the application of the technique of telling stories.
- Limited use of storytelling as a participatory technique to develop speaking skills.

1.4 PROBLEM FORMULATION

How do storytelling as a participatory technique influence in the development of speaking skills in the students of 8th Grade of Basic Education at Educational Unit "Francisco Huerta Rendón", in the School year 2020-2021.

1.5 INVESTIGATION OBJECTIVES

1.5.1 General Objective

To examine the influence of storytelling as a participatory technique in the development of speaking skills through a field and statistical study to design of a didactic guide directed to the teacher.

1.5.2 Specific Objectives

- To analyze the impact that storytelling as a participatory technique has in the development of English speaking skills through a bibliographic study, statistical analysis, and field research.
- To describe the use of storytelling to develop English speaking skills through a bibliographic study, statistical analysis, and field research.
- To establish the factors that hinder the development of students' English language speaking skills through a bibliographic study and statistical analysis.
- To design a didactic guide directed to the teacher to develop English speaking skills through the data collected.

1.6 RESEARCH QUESTIONS

- ✓ What are the didactic processes that teachers apply to develop speaking skills?
- ✓ What factors prevent the development of speaking skills in students?
- ✓ What is the impact of storytelling as a participatory technique in the development of speaking skills?
- ✓ What level of importance does the didactic guide directed to the teacher have on the development of the speaking skills?
- ✓ What knowledge do teachers possess in the processes with interactive techniques?
- ✓ What pedagogical theories support the development of speaking skills?

1.7 JUSTIFICATION

This research project is convenient because storytelling as a participatory technique can promote learning due to the importance of reading skills today in the lives of students. Therefore, it is convenient to work from all its dimensions, since storytelling is considered as a literary form that allows the student to learn infinite grammar structures. In addition to the reinforcement of grammar, everything that surrounds creativity and imagination is evidenced and storytelling transports students to other realities for a moment allowing them to become other people and represent themselves through different characters. Most importantly, the use of storytelling gives a change in the monotonous spaces in the classroom environment turning it into unique and fun experiences, enriching oral expression.

Likewise, it is necessary to consider that speaking skills have interactive and dynamic operations in which students take alternative roles of sender and receiver of information that include verbal and non-verbal communication whose main objective is teaching based on communicative interaction with participatory techniques so that students can express themselves in a reasonable, understandable, accurate, and fluent way.

In relation to the above benefits mentioned about the storytelling technique, this work is of utmost importance in the processes that must be proposed about the storytelling, that is, that the teacher has access to a training, preparation and orientation to develop speaking skills that can allow students be part of an approach to recall and rely on previous knowledge or familiar information and carry out training in their social and family environment.

Therefore, this research project is essential, since it will fulfill the objectives pursued because they are based on objectives and expectations proposed in the English Education Curriculum of Ecuador and most importantly on the Constitution of the Republic where everyone must have access to education.

The educational processes are harmonized in terms of exit profiles, abilities, skills and learning outcomes for the effective promotion of students of different educational levels, who find teaching and learning as a way of life.

This means that this research project would strengthen knowledge as a permanent and daily process, emphasizing the individual and social freedom through the autonomy of thought.

According to the National Development Plan "A lifetime" in Objective 2, paragraph 5, stated that "it is necessary to guarantee the preservation of traditional languages, multilingualism and the maintenance of intercultural education systems and knowledge of diversities". Relating this research project to the objective described earlier, it will contribute to the development of the student's potential as an active part of the community, harmonizing its environment to achieve effective learning skills and results within each educational level of the teaching-learning process.

In addition, this research project is based on the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) where it specifies that the teaching, learning and development of students are measured in common standards for content and methods from A1 to B1 level, with the understanding of simple words that are acquired during the educational process.

According to the Ministry of Education (2016), "English language learning standards are developed taking into account the components of communicative language and language skills as a central part of the program: (a) listening, (b) speaking, (c) reading and (d) writing, and that at the end of the baccalaureate, students must leave with a B1 level of proficiency ", which means that students at the higher level are developing oral discrimination, since this allows them to learn a second language effectively.

In order to develop language communication skills and speaking skills, the Organic Law of Intercultural Education (LOEI, 2019) established in Article 57 the rights of communities, peoples and nationalities. Point 14 establishes that it is important "to develop and strengthen the bilingual intercultural education system with quality criteria for the care and preservation of identities in line with its teaching and learning methodologies". All these laws are related to this research project, since it guarantees equality in learning and the social inclusion of education as an essential condition, in order to achieve several academic objects which will result in having productive people within society, since students will develop and strengthen the criteria through teaching and learning strategies.

Considering the above descriptions and benefits, from the storytelling can be carried out many activities that will help to work with motivated students who are building their learning and thus achieve the learning objective focused on communication and speaking skills by creating a didactic guide with the storytelling as a participatory technique, so that the students are taken as direct beneficiaries. Furthermore, the indirect beneficiaries will be parents and the community in general, since they are also part of the teaching-learning process.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

Several years ago, the Ecuadorian government became really concerned about improving the educational curriculum at all levels. A main part of this reform focused on the analysis, development and improvement of the English language teaching-learning process; however, there are still evident deficiencies in learning, since the educational process and its stakeholders are not equipped with adequate resources to improve and develop the speaking ability which is one of the skills that student must acquire with enough practice and the use of meaningful techniques and strategies in the teaching-learning process.

For this reason, following the regulations established at the University of Guayaquil, Faculty of Philosophy, Letters and Educational Sciences, a previous bibliographic investigation was carried out among the existing works uploaded in the repository to verify if there were research projects that referred to the two variables that are part of this investigation. Since, there was no evidence of similar works done previously, the theme of this proposal: "Influence of storytelling in the development of speaking skills ", was considered relevant and a great contribution to the improvement of speaking skills in students.

Therefore, when referring to the first variable the student has several strategies and linguistic resources so they can express themselves orally, however, vocabulary as teaching resource is the backbone of communicative competence that has its active side (expression) and passive side (comprehension). While the second variable represents the language skills related

to oral discourse in order to achieve the requirement of a number of paralinguistic resources in order for the communication process to be carried out efficiently.

Hence, the two variables would have great importance in the teaching-learning process and that is why they have determined the question of this project and the Influence of storytelling in the development of speaking skills in the students. Thus, this investigation aims to determine the relevance that storytelling has as a medium of teaching. In addition, this proposal intends to provide the necessary tools for teachers to guide their students in the process of acquiring knowledge to improve their speaking skills. According to Krashen (1981) referred that:

Due to importance of speaking skills the teacher must be competent in the teaching-learning process in the pedagogical, didactic and linguistic areas when learning a new language. Unfortunately, it been detected that techniques and resources are not applied in class sessions to create an environment which encourages students to acquire knowledge and take risks to practice speaking skills.

From the information mentioned above, the speaking skills serve as a communication tool between students where teachers must encourage them to communicate with the acquired knowledge, this means that through the storytelling students can demonstrate their communicative expression in their environment. According to Aguilera (2012) who made reference to Barnes (2007) about Language Strategies in Learning, stated that “the main way through which learners explore what is already familiar to them and make new interpretations and observations of the reality they experience is through talking. In fact each person is able to explain one’s thoughts by talking to oneself”.

In conclusion, the use of storytelling has a main foundation in the structure of language learning, which is essential for communication and development of students' speaking skills.

2.2 THEORETICAL FOUNDATIONS

2.2.1 PHILOSOPHICAL FOUNDATION

This research work is based on the philosophical foundation because it is the beginning of the educational practice to develop from different disciplinary perspectives such as sociology, psychology, and educational didactics. According to the Swedish philosopher Cassirer, E. (1993) referred to a definition of knowledge as a "process by which we raise to consciousness, reproductively, a reality that already exists, ordered and structured", to which the author refers that people find themselves in an apparent antithesis in which reality is on the one hand and consciousness on the other.

Therefore, philosophy is interpreted as the main part of education, since it can be found in the understanding of the teaching of philosophical thought within the educational context in the teaching-learning process, it means that since the teacher is enlightened with theoretical bases when he / she organizes his / her class activities he / she achieves educational significance, this is to entail a discipline that links education with the social system.

Lipmann (1995), who established "the philosophy of education as a branch of reflection that would help in everyday life. The philosophical-critical activity should not be revanchist or selfish but should be oriented towards goodness and truth to carry lives more humanly possible".

It is understood that the beginning of the philosophy arises from the transformation of society to both intelligence and thought, making a more effective and critical educational system, which would allow students to effectively develop their intellectual functions and thus increase skills, so that the student feeling motivated will be more confident to express their critical thoughts.

In conclusion, speaking skills guarantee the development of skills where students acquire knowledge through storytelling in order for them to be more competitive and confident.

2.2.2 PSYCHOLOGICAL FOUNDATION

In fact, the psychological foundation is reflecting on the values and goals of education, which establishes the dimensions of learning: being, knowing, doing and living. Moreover, psychology represents human knowledge in order to increase it, as it establishes a relationship between the practical and the theoretical giving way to evaluative, cognitive and communicational aspects.

Finally, the development of speaking skills is an important factor in the English language acquisition process, along with this the students' speaking abilities increase through exercises that involve storytelling.

2.2.3 PEDAGOGICAL - DIDACTIC FOUNDATION

Padilla (2003) argued that "the significance of learning depends on student's cognitive resources that facilitate the acquisition of new knowledge related to the previous one, as being clear in the cognitive structure of the new content". This means that the assimilation will depend on the activities and the understanding on the part of the students with a greater retention of information

where it relates the new information with the previous one and stores it in the long-term memory.

Learning is part of this foundation due to the fact that skills and knowledge are part of a learning procedure which involves a series of ordered and completed actions and the teacher must make sure that students construct knowledge through techniques and instruments. (Silvestre, 2012)

In conclusion, pedagogy arises from the need to train students under a constructivist paradigm so that they are more socio-cognitive and analytical, as established in the Basic General Education Curriculum document (2016) which has its conceptions of the theory of educational work to be part of social innovation within the educational system.

2.2.4 LINGUISTIC FOUNDATION

Mendoza (1991) argues that “the global domain of language skills and abilities, the domain of communicative pragmatics, encyclopedic, linguistic, paralinguistic, intertextual and intertextual knowledge and the extralinguistic experience that the reader possesses are the fundamental elements that make reading a complex activity”. It is essential that students follow the steps so that reading through storytelling achieves critical understanding to be effective, but understanding the full text will be necessary to decipher the meaning of unknown words, to understand it is necessary that the reader has linguistic skills and knowledge.

Since this is the only way to understand the various lexical and grammatical elements, it should be noted that if the reader does not recognize the explicit idea of the text, they will not be able to understand the implicit idea either.

2.3 CONCEPTUAL THEORETICAL FRAMEWORK

2.3.1 STORYTELLING

Farran (2015) defined that “the world of storytelling is a vast one. It covers the entire world and everything in it, and every century in which there is a record of storytelling having taken place”

The main objective of this research is to highlight storytelling as an ability to improve the English language, since students are able to acquire new meanings, identify words, articulate and pronounce correctly in order to express their own ideas, thus developing the speak skills.

Hamilton and Weiss (2005) stated that “Storytelling or the art of telling stories is the oldest form of teaching. Throughout history, all the cultures of the world have told stories with the aim of passing on their history, beliefs and traditions to subsequent generations”. “The world of storytelling is a vast one. It covers the entire world and everything in it, and every century in which there is a record of storytelling having taken place” (Hutton et al., 2008).

In conclusion, the purpose of storytelling is mainly to promote the habit of reading, for the students to whom the texts they wish to read are selected enjoying total freedom in order to improve speaking skills.

2.3.1.1 IMPORTANCE OF STORYTELLING

Storytelling is a vitally important tool when trying to really connect with the public. The art of storytelling is the key for a person to share an emotional bond with fiction and the social environment.

Regarding storytelling, it represents a strategic opportunity that motivates the application of concepts related to the reading process in problematic teaching situations because it has a meaning that promotes the interactive and

autonomous role of the reader in the process of construction of meanings and senses of communication for the permanent improvement of fluency in oral and written comprehension. That is, when storytelling is used as a learning strategy, it focuses on the understanding of general ideas and language awareness.

2.3.1.2 GENRES OF STORYTELLING

Traditional stories and great literary works are the main sources of a storyteller, but any story can be used for the practice of storytelling. According to Hutton et al. (2008) established that: "the stories are divided into many different categories, but they are all organized into four genres: real stories, folklore, literature and fiction, and fairy tales.

- Real stories: They can tell personal experiences or historical events. The narrative may be embellished or exaggerated, but the facts are often not altered. News fall into this category, so news anchors are considered storytellers.
- Folklore: This genre precedes written literature and encompasses the following categories: folktales, nursery rhymes and songs, nonsense rhymes and songs, myths, religious tales, epics, ballads, fables, and legends.

* Folktales or popular stories: They group the stories of the people or the town and are by unknown author. Folklorists divide folktales into different categories, such as marvelous stories, moral stories, tales of fools (tales of fools), and stories that explain the how or why of something that exists (pour quoi tales and how-and- why tales). Wonderful stories are generally magical and adventure stories with recurring themes.

- Literature and fiction: Storytellers often turn to fiction when looking for reference material. This genre includes both totally fantastic novels and novels based on historical events.

- Fairy tales: These are stories generally with a happy ending in which fantastic events that happen to a protagonist are narrated. They have a relatively fixed structure and starting and ending formulas.

In conclusion, the student has more freedom to choose the storytelling genre himself, he will have more concentration in the text. This means that the student will feel motivated to be able to make an oral report.

2.3.1.3 STAGES OF STORYTELLING AS LEARNING TECHNIQUES

In the stages of storytelling as learning techniques the teacher develops the activities with absolute validity and consistency. During the process of teaching reading, students are actively associated with the text with skills of thought and expression are activated according to each of the following stages:

- Pre-activities: This is the stage that generates interest in the text to read to review the previous knowledge that it is acquired within a motivated environment. According to Solée (1994) mentioned that “it is an opportunity to motivate and generate curiosity”, besides that:

Pre-activities stage shows the pre-conditions and such dynamics enriches the language, the questions and hypotheses, memories evoked, familiarization with the written material and with other substantive elements, they have a need and an interest target of reader for presenting the ideas (text), to provide prior knowledge motivated by self-interest.

- While- activities: Solée (1994) mentioned that “As a matter of fact, while reading is necessary because the students do a reading recognition, individually, to become familiar with the general content of the text. Then they can read in pairs or small groups, and then exchange views and knowledge according to the purpose of the reading activity”.
- Post- activities: Solée (1994) mentioned that “In fact, after reading is stage which remains valid with the use of the interaction and language, when the teacher proposes to students preparing Schemes, summaries, comments, etc., here the

work is more reflective, critical, generalizing, metacognitive and metalinguistic; this means that learning comes to a level intrapsychological”.

2.3.1.4 BENEFITS OF STORYTELLING AS PARTICIPATORY TECHNIQUES

According to Ruiz (2011), “storytelling as an autonomous student reading provides multiple benefits” . Moreover Ruiz (2011) mentioned that: these benefits are considered subjective, since they vary depending on the type of reader, their interests and needs. This type of reading represents for the reader/student a chance to:

- Incorporate vocabulary
- Persuasive argumentation and syntax
- Literary analysis.
- Pedagogical benefits
- Moral education

In summary, the main purpose of storytelling is to promote the students’ interest and pleasure. In practice, students are encouraged to move forward on level of proficiency and confidence to express the ideas and improve speaking skills.

2.3.1.5 STORYTELLING IN THE CURRICULUM

Hamilton and Weiss (2005) stated that: “Storytelling can be smoothly integrated into the school curriculum. A wise teacher will think about the most effective integration of stories into the school day” . According to Hamilton and Weiss (2005) mentioned that there are different ways of using storytelling for each of the subjects:

- Social Sciences: To learn about a specific country, folktales from the place can be read or told, or the children can be asked to document and tell those stories.

On the other hand, when students collect and tell family stories (such as, for example, how their grandparents suffered the Civil War).

- History: The stories are essential to ensure that history is remembered. When starting a new teaching unit, a culminating event or character can be taken as a reference point.
- Geography: Many students are not interested in knowing where a place is on the map or what its population is like unless they have a reason for it. In this sense, the stories can arouse their interest and favor the memorization of data and information that a priori were not attractive or significant to them.
- Science: The most important skill for children to learn in any science class is how to solve a problem using the scientific method.
- Astronomy: The teacher can introduce these stories at the beginning of the didactic unit, or can also ask students to create their own stories that explain the existence of celestial bodies, as well as their characteristics.
- Math: Storytelling can become a determining tool for students to become interested in mathematics and find it useful. You can tell a story and work on mathematical content from it depending on the age of the children.
- Art: Storytelling brings to mind very vivid images that serve as inspiration for art. Children can draw, paint, or model the pictures they imagine while listening to a story.
- Music: A story can be told and then sing a song of the same theme; incorporate music or songs into a story; or even match the characters in the story with the musical instruments that are most appropriate.

2.3.2 SPEAKING SKILLS

For many centuries, English has been the medium of communication between speakers of different first languages. The purpose of English as a lingua franca for communication must be applied as a foreign language in the classroom as a consequence of globalization, that is, English as a lingua franca is not owned by its native speakers, but English as a lingua franca is democratized and universalized within a linguistic process for international use. According to Moreno and González (2013), “communicating means to share information with others as a specific, radical, and emotional quality of human beings that arises from the need to contact others. Ideas acquire significance or meaning according to familiar previous experiences”.

In the same way, speaking skills are fundamental on the communication process. They already provide a strong foundation for developing other skills for the study of language. Orwell (2013) stated that “the most important aim of spoken languages relies on the objective reality of nature as a social phenomenon and uses verbal communication at all times. Moreover, there is a great necessity to give priority to the creation of mechanisms or strategies for listening and speaking”. In this process the oral language comes before the written language due to the fact that students first acquire what they have learned orally.

Similarly, Cassany (2010) stated that “when learners participate constantly in real situations of interactions such as debates, discussions, role-plays and other similar activities their comprehension is strengthened. In these interactions students develop their ability to express feelings, ideas, and needs making use of their foreign language in a more fluent and precise way”.

According to the author communication has as objective to increase the knowledge of activities through the comprehension and interaction with the usage of debates, discussions or role-plays in order to improve speaking skills.

2.3.2.1 CHARACTERISTICS OF SPEAKING SKILLS

According to Moreno, F. 2002, "speaking is communication skills created and developed by man to create concepts, ideas and terms of meaning" , this means that speaking skills establish contact between humans and connections with others.

Therefore, Moreno, F. (2002) stated that "speaking has to be spontaneous, natural and emotion, which depend on the tone and the gestures used; it has proposed the following three characteristics: 1. Oral competence is focused on the personal expression of the speaker and transmits a great quantity of ideas through words without the necessity of writing them. 2. Allows the speaker to measure the kind of audience he is talking with and to know exactly the target of person who he is communicating with. 3. The speaker uses an authentic and special mean to engage the attention from others.

In summary, speaking skill is the ability that all people have to communicate for transmitting ideas without the need to write these ideas in a strong tone so that the interaction have to flow normally.

2.3.2.2 IMPORTANCE OF SPEAKING SKILLS

In oral communication, the person has the support of the facial expressions, the effects of the change in tone of voice, gestures and mannerisms, and according Fernández (2007) referred to in Garcia, Lopez, Hernandez, et al (2008)

expressed that the importance of speaking skills in communication is a process that allows interaction between people, to achieve different purposes by a common language. It is the way of sharing personal meaning, in order to influence behavior, share information or achieve understanding of a message in which the following elements are vital for communication:

- Volume and intonation.
- Message speed and silence.
- Nonverbal behaviors: facial expression, gestures.
- Body language and spatial condition.

Besides this, the need to develop speaking skills Cohen (2014) stated that “The child learns to handle the language to behave in society and to express concepts about reality; therefore, the fundamental content area of primary education will be to develop essential communication skills”.. Similarly, in the curriculum reform in the English area states:

It is important to develop speaking skills because it is necessary to know to express themselves, not only refer to the grammatical parts of speech, but the fact is to communicate appropriately for them to be taken into account:

- Understand and express the natural and symbolic world.
- Use language as a means of democratic participation.
- Understand and give answers to critical messages transmitted by the media.

Ultimately, the use of speaking skills is important because the type of competences of the speaker could express what they need. When exchanging information the speaking skills allow to clear the ideas of different people through

the speaker visual communication which makes ideas more effective in improving personal life.

2.3.2.3 TECHNIQUES OF THE SPEAKING SKILLS

The teacher should show an active and creative environment and find a fun way to teach appropriately to motivate students in particular class techniques. According to Gross (2008) discussion, progressive learning, Criss crossing, talks, exhibitions, feedback, face to face, pair work, drama, collage, exhibitions, role play, and talking parrot are some recommendations and techniques to teach speaking.

Below are presented several teaching techniques that can be used to develop oral expression in English:

➤ INDIVIDUAL:

CASE STUDIES: Are studies where the speaker can show a problem of study and research and make a detailed examination of the case and relate contextual conditions. This resource could be used on a formal research method.

CHAPTER/ARTICLE REVIEWS AND SUMMARIES:

It is a common resource in Oral expression in class. In this technique the student relates the most important characteristics after reading an article or a chapter of a book, the performance of the student is presented through a summary.

INDIVIDUAL PRESENTATIONS:

In this activity the student performs an individual presentation in front of the class, it is the most common resource at the beginning of a school

year and it is important to help develop confidence of the student and introduces himself with his partners.

LANGUAGE DEVELOPMENT (PROGRESSIVE LEARNING) is to receive the highest content and vocabulary for the specified, period then referring to anything related to the immediate environment and it increases in complexity. Aims require greater interaction and the development of the four skills of listening, reading, writing, and speaking.

➤ **GROUPS:**

ROLE PLAY: It is a practical resource to develop the oral expression in students because using it the students could exercise their own lexical accuracy through a dialogue with other partners.

DEBATES: Making a debate in class is a practical way to improve the students' opinion about any topic and share their points of view explaining the pros and cons, contrasting the list of theories previously shown in class.

DELIBERATIONS: Are decisions taken in groups where the students present a lot of ideas to be discussed and reach a general consensus according to what they could take as a resolution about any problem presented in class.

CRISS CROSSING: is an activity where students interact spontaneously and naturally using content from several lessons. It aims to promote the speed of response during the observation sessions, developing two essential language skills of listening and speaking.

FACE TO FACE: Clearly the way to improve oral communication in students is to speak or maintain direct contact with a native speaker of

English. This presents a great opportunity to exchange communication in the foreign language they are learning. It's a great way to improve their fluency and increase their confidence which yields a lot more precise results in communication.

EXHIBITIONS: They are manifestations of a public nature in which they exhibit a researched topic or point of view, samples of artistic or natural specimens facilitating observation and feedback provided by other students.

FEEDBACK: This is important to clarify the issue and make sure that the student has correctly understood the technical issue, but feedback should not prohibit students from trying to communicate with others.

CONSTRUCTIVE CRITICISM

The constructivist learning environment according to Hernandez (2008) mentioned that it can be differentiated by characteristics such as the learning environment that provides the person to have contact with reality, the multiple representations that represent the complexity of the real world, constructivist learning takes hold when knowledge is built within reproduction, constructivist learning highlights authentic tasks in a meaningful way from context, constructivist learning provides learning environments as environments of daily life, learning environments encourage reflection on experience, constructivist learning environments allow contexts and content dependent on the construction of knowledge, constructivist learning environments support the collaborative construction of learning, through social negotiation.

PAIR WORK: In this technique the intensive pair work is used. This gives the student an opportunity to practice with his or her partner and think individually; yet it will maximize the amount of English speaking practice.

COLLAGE: A plastic graph technique to create something with two- and three-dimensional materials using recyclable materials. The main objective of using collages is to leverage the resources of the environment through the development of creativity and motor skills.

In conclusion, the teaching techniques of oral expression are important for the academic and language preparation of students because they help improve and enhance their knowledge which is reflected in a clearer meaning of discourse.

2.3.2.4 TYPES OF THE SPEAKING SKILLS

In order to determine the type of speaking skills it is necessary to measure the productive capacity in oral form. According to Orwell (2013) the skills of order and pronunciation of words determine the types of situations in which people are talking about. He describes the following contexts:

1. One-on-One Speaking (Student-Student or Student-Teacher): Can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.
2. Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

3. Full-Class Discussions (Teacher- or Student-Led): Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times this type of discussions have the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate are a good way to encourage active learning.

4. In-Class Debates and Deliberations: A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. Can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production. Can range from two participants to a lecture hall.

5. Speeches and Presentations: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

6. Oral Examinations: Can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

2.4 CONTEXTUAL FRAMEWORK

Educational Unit "Francisco Huerta Rendón" is located Av. Raúl Gómez Lince between Av. Las Aguas and Av. Juan Tanca Marengo of Guayaquil city in the parish of Tarqui, where there are 46 teachers, attended by 1,394 students. It is a Regular Education school located and financed by government economic support with a face-to-face modality of afternoon shift and educational level of EGB and Baccalaureate. Educational Unit "Francisco Huerta Rendón" is attached to the Faculty of Philosophy, Letters and Education Sciences.

The educational unit is named in honor of the professor, historian, archaeologist, journalist, writer and lecturer born in Guayaquil on April 15, 1908 FRANCISCO HUERTA RENDÓN, son of Mr. Clemente Huerta Gómez and Mrs. Raquel Rendón. Due to his undoubted talent and his constant efforts, step by step he climbed the highest positions of the teaching profession, culture and journalism, thanks to his vast knowledge and erudition he enjoyed the admiration and respect of all citizens; and the Faculty of Philosophy and Letters of the University of Guayaquil awarded him the title of "Doctor Honoris Causa".

This has a vision that in the span of five years is projected as a high-level educational unit. The educational unit would involve innovative methodology based on the theory of multiple intelligences in the development of thought for the education of adolescents. In addition, the scientific-methodological orientation of the teaching practice and the training of highly qualified techniques and technology, with a sense of social, critical, supportive and democratic responsibility committed to socio-economic development at the local, regional and national levels.

This educational unit has its mission oriented to the scientific and technological training of students at the levels of basic, middle and higher education and to the conduction of teaching practice through suitable educational work, based on a framework of principles and values that contribute to the training of students with personal, regional and national identity; aimed at covering the higher level, the labor demands of the productive sector with the capacity to contribute to the socio-economic well-being of the country.

It is evident that due to the health emergency, the institution has been forced to change the blackboard for a computer screen, the books for an electronic tablet and the classes by videoconference or directed tasks, complying with the isolation measure, the students must continue with their studies from home and if they don't understand or have questions, students can write to teachers via email or WhatsApp.

2.5 LEGAL FOUNDATION

This investigative work has its legal basis on the Ecuadorian laws and regulations, as the Constitution of the Republic, the Organic Law of Intercultural Education (LOEI) and the National Development Plan "A lifetime":

The new Constitution of the Republic of Ecuador (2010) says the following article:

Art. 26.- Education is a right of people throughout life and an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantees equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and responsibility to participate in the educational process.

This concept of a whole life comes from the worldview of people before the crisis of a territory how to evaluate the state and society, considering the indicators in a wider context that seeks to take care of the balance and harmony that is life.

Art. 27.- The Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, environment and sustainable democracy; It will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical culture, initiative, individual and community, and the development of skills and abilities to create and work.

In conclusion, based on these articles is intended by this investigative work the students ensure their holistic development in order to stimulate their critical sense, the initiative, individual and community, and the increasing of skills and abilities.

The Organic Law of Intercultural Education, Title I, of the General Principles, only chapter of the space, principles and inventions provides in article 2 in paragraphs b and f refer the educational activity is developed based on the following general principles which are the philosophical, conceptual and constitutional foundations define and regulate government decisions and activities in education and the formation of expansion to be adapted to life cycles of people, their cognitive, effective and psychomotor development, skills, cultural and linguistic environment, their needs and those of the country, attending particularly true equality of groups population historically excluded or whose disadvantages

still they exist as individuals and groups provided in the Constitution of the Republic where permanent education must develop over lifetime.

Therefore, National Development Plan "A lifetime" in Objective 2, paragraph 5, "it is stipulated that it is necessary to guarantee the preservation of traditional languages, multilingualism and the maintenance of intercultural education systems and knowledge of diversities". In conclusion, National Development Plan "A lifetime" strengthens and harmonizes the capacities and potentialities of citizenship for improving the quality of education under the principles of equality, social equity and territoriality.

Finally, children and adolescent have the right a quality education from basic education to completion of the school in order to guarantee access and permanence at the top level because of this that this investigation will give a teaching material to increase speaking skills in students.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1 METHODOLOGICAL DESIGN

This research work has a mixed method approach, since it is considered to be quantitative and qualitative. It is considered quantitative because this research uses a random sampling by means of data collection through direct observation as a measurement instrument, whose data are analyzed, interpreted and its results represented in statistical tables and graphs, which allows the examination of data from scientific form in numerical form. On the other hand, this project is considered qualitative because from the theoretical data the information is interpreted and analyzed with an understanding of the behaviour demonstrated by the theories.

3.2 TYPE OF INVESTIGATION

The types of research refer to the degree of depth with which an object is approached, according to the types used in this investigative work are in the field because it is applied in the Superior Basic of the "Francisco Huerta Rendón" Educational Unit, where it is analyzed the current situation of eighth graders regarding speaking skills.

According to its objective, the research investigative is descriptive, explanatory and purposeful. Descriptive because first of all discovers the homogeneous sets of phenomena, using systematic criteria to put its behavior and structure manifest in order to describe the situation each student according to speaking skills. Explanatory because it is evidence the few of materials as storytelling that affect the development of speaking skills whose main causes that affect the conflict situation that students have with regard to the development of

storytelling, these causes are: - Inadequate use of participatory techniques that enhance oral interaction - Need for prior guidance for the application of the storytelling technique - Limited use of the storytelling technique to develop speaking skills.

In addition, this research work aims to design a didactic guide aimed at teachers with storytelling and activities, which will improve the current situation of students, according to the control of variables, it is considered that the research work is non-experimental because the proposal does not apply only remains in its design.

3.3 RESEARCH METHODS

The scientific methods used in this project are of various characters. Of a theoretical nature:

Analytical-synthetic: This method refers to two inverse intellectual processes that operate in unity: analysis and synthesis. Analysis is a logical procedure that makes it possible to mentally decompose a whole into its parts and qualities, in its multiple relationships, properties and components. It allows studying the behavior of each part. Synthesis is the inverse operation, which mentally establishes the union or combination of the previously analyzed parts and makes it possible to discover relationships and general characteristics between the elements of reality. It works on the basis of the generalization of some characteristics defined from the analysis. It must contain only what is strictly necessary to understand what is synthesized.

Historical-logical:

The historical refers to the study of the object in its real trajectory through its history, with its social, economic and political conditions in different periods. The logical interprets the historical and draws conclusions. The combination of the historical with the logical is not a repetition of history in all its details, but reproduces only its essence. The historical and the logical are closely linked. The logical thing to discover the essence of the object requires the data that the historical provides. Otherwise, it would be simple speculative reasoning. However, the logical must reproduce the essence and not limit itself to describing the historical facts and data. These ideas are summarized in that the logical is the historical liberated from the historical form.

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Statistical in nature:

Statistical-descriptive, this method allows to understand and detect a more general behavior pattern of all the data obtained. Such results can be projected using graphs that allow a more visual interpretation and at the same time draw conclusions that lead to more complete predictions and estimates.

3.4 RESEARCH TECHNIQUES

This research project as techniques the survey that was applied to the students to collect real data, according to

Grasso (2006) stated that "through the survey it is possible to find out the opinion of the citizens, the values that govern a community, as well as scientific and important issues for society".

In addition, the application of the interview to the teacher in charge of the 8th grade students, this allowed the collection of important data that confirms the shortcomings within a conflict situation, said interview consisted of a questionnaire of six questions that will be used as a guide.

3.5 RESEARCH INSTRUMENTS

Within this research, the survey instrument was applied, said survey had a previous preparation with the realization of fifteen closed questions related to the two variables, with a scale of one to five, where one means never, two means almost never, three sometimes four almost always and five meant always.

Likewise, a questionnaire with six questions was applied for the teacher in charge, whose questions were open and referred to speaking skills and storytelling, on the development of the teacher's professional training.

3.6 POPULATION AND SAMPLE

The population of third-year students of the Educative Unit "Francisco Huerta Rendón" is 328. Being over 100 the following statistical formula is applied to determine the sample.

Graphic 1: Sample Calculator

Calculadora de Muestras

Margen de error: 10%
 Nivel de confianza: 99%
 Tamaño de Poblacion: 328
 Calcular

Margen: 10%
Nivel de confianza: 99%
Poblacion: 328
Tamaño de muestra: 111

Ecuacion Estadística para Proporciones poblacionales

n= Tamaño de la muestra
 z= Nivel de confianza deseado
 p= Proporción de la población con la característica deseada (éxito)
 q= Proporción de la población sin la característica deseada (fracaso)
 e= Nivel de error dispuesto a cometer
 N= Tamaño de la población

$$n = \frac{z^2 \cdot p \cdot q}{e^2 + \frac{z^2 \cdot p \cdot q}{N}}$$

Table 1: Distribution of population and sample

DETAIL	POPULATION	SAMPLE
Students	328	111
English Teacher	1	1
TOTAL	329	112
Source: Educative Unit "Francisco Huerta Rendón" Elaborated by: •QUINTO TUAREZ CARMEN PAULETTE ALVARADO VILLEGAS SANDRA MARITZA		

The type of sample is non-probabilistic, in which a conventional sampling was selected since the elements have been based on pre-established judgments.

3.7 CHART OF OPERATIONALIZATION OF VARIABLES

Matrix: Operationalization of Variables

THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS

VARIABLES	DIMENSIONAL	INDICATORS
STORYTELLING (IV) “The world of storytelling is a vast one. It covers the entire world and everything in it, and every century in which there is a record of storytelling having taken place” (Farran, 2015)	1. IMPORTANCE OF STORYTELLING	<ul style="list-style-type: none"> •Motivation •Meaning •Fluency in oral and written comprehension •Fluency in written and oral expression •Language awareness •Communication
	2. GENRES OF STORYTELLING	<ul style="list-style-type: none"> • Real stories • Folklore • Literature and fiction • Fairy tales
	3. STAGES OF STORYTELLING LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pre-activities • While- activities • Post- activities
	4. BENEFITS OF STORYTELLING AS PARTICIPATORY TECHNIQUES	<ul style="list-style-type: none"> •Incorporate vocabulary •Persuasive argumentation and syntax •Literary analysis. •Pedagogical benefits • Moral education
	5. STORYTELLING IN THE CURRICULUM	<ul style="list-style-type: none"> • Social sciences • History • Geography • Science • Astronomy • Math • Art • Music
SPEAKING SKILLS (DV) “When referring to oral expression it should be emphasized that also develop the ability to listen, because we need to understand what others say and to speak.” (Patricio, M.; Maia, F. J. y Bezerra, C., 2015)	1. CHARACTERISTICS OF SPEAKING SKILLS	<ul style="list-style-type: none"> •Oral competence •It allows the speaker •The speaker uses a special and authentic means
	2. IMPORTANCE OF SPEAKING SKILLS	<ul style="list-style-type: none"> • Volume and intonation. • Message speed and silence. • Nonverbal behaviors: facial expression, gestures. • Body language and spatial condition.
	3. TECHNIQUES OF SPEAKING SKILLS	<ul style="list-style-type: none"> • The discussion • Progressive learning • Criss crossing • Conversation • Explanation • Face-to-face • Work in pairs • Collage • Role play
	4. TYPES OF THE SPEAKING SKILLS	<ul style="list-style-type: none"> • Speak one on one • Oral work in small groups • Full-class • Debates • Speeches and presentations • Oral exams

3.8 ANALYSIS AND INTERPRETATION OF DATA SURVEY TO THE LEARNERS

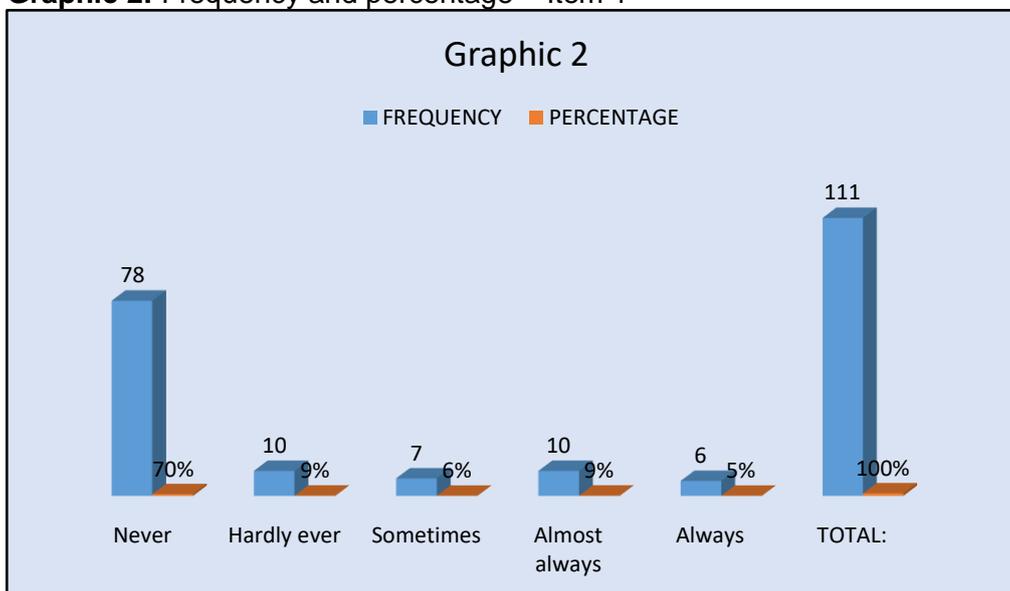
Table 2: Item 1. I am motivated to participate orally in the English class.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 2		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	78	70%
Hardly ever	10	9%
Sometimes	7	6%
Almost always	10	9%
Always	6	5%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 2: Frequency and percentage – Item 1



COMMENT:

According to the results, the practice during classes of orally in the English class is not frequent but not absent. 70% of the students answered that they are never motivated to participate orally in the English class during classes, 9% expressed that they hardly ever practice, a total of 6% stated that they sometimes practice orally in the English class, only 9% considered that they almost always practice orally in the English class, and finally, 5% mentioned that they always motivated to participate orally in the English class. In conclusion, it is necessary to reinforce the practice of this essential skill.

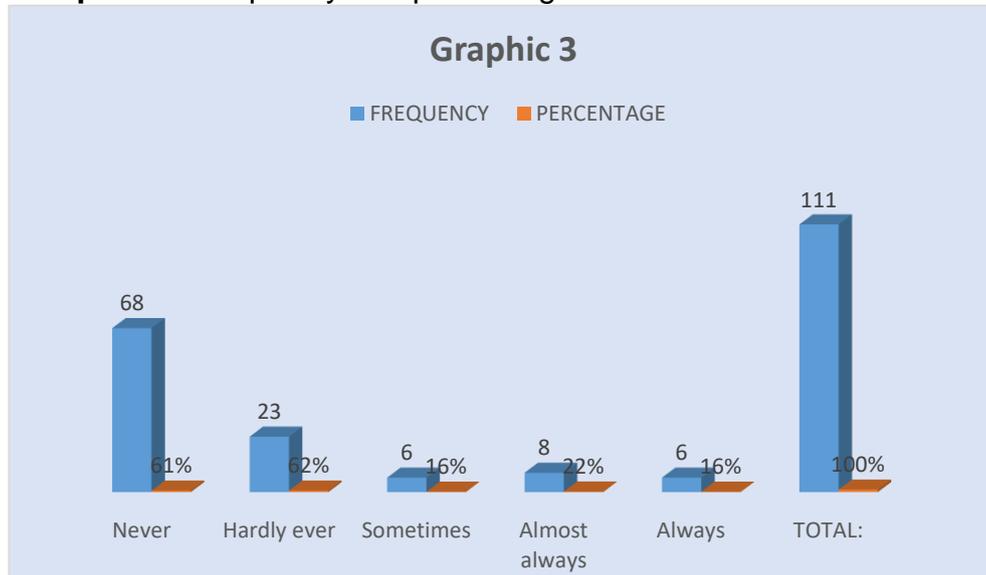
Table 3: Item 2. In my classes, specific activities are carried out that motivate me to develop oral communication skills.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 3		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	68	61%
Hardly ever	23	62%
Sometimes	6	16%
Almost always	8	22%
Always	6	16%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 3: Frequency and percentage – Item 2



COMMENT:

More than the half of the students (68%) assures that in the classes, specific activities are never carried out that motivate to develop oral communication skills, but a considerable percentage of students (62%) considered that specific activities are hardly ever carried out that motivate to develop oral communication skills. 16% of students recognize that specific activities are sometimes carried out that motivate to develop oral communication skills. Only the 22% of the students said that these are carried out that motivate and 16% said that these are always carried out that motivate to develop oral communication skills.

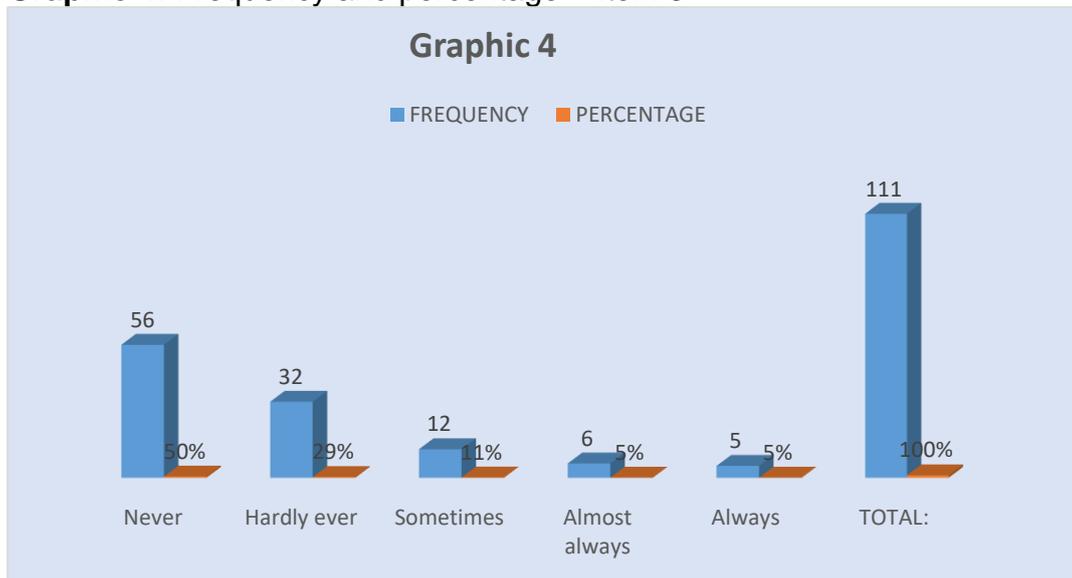
Table 4: Item 3. I participate in dramas, skits or dialogues in my English class.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 4		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	56	50%
Hardly ever	32	29%
Sometimes	12	11%
Almost always	6	5%
Always	5	5%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 4: Frequency and percentage – Item 3



COMMENT:

More than the half of the students (56%) assures that in the classes, they never participate in dramas, skits or dialogues in my English class, but a considerable percentage of students (29%) considered that they hardly never participate in dramas, skits or dialogues in my English class. 11% of students recognize that they sometimes participate in dramas, skits or dialogues in my English class. Only the 5% of the students said that they almost always participate in dramas, skits or dialogues in my English class and 5% said that they always participate in dramas, skits or dialogues in my English class.

Table 5: Item 4 I receive prior instructions to tell stories and develop my ability to speak English.

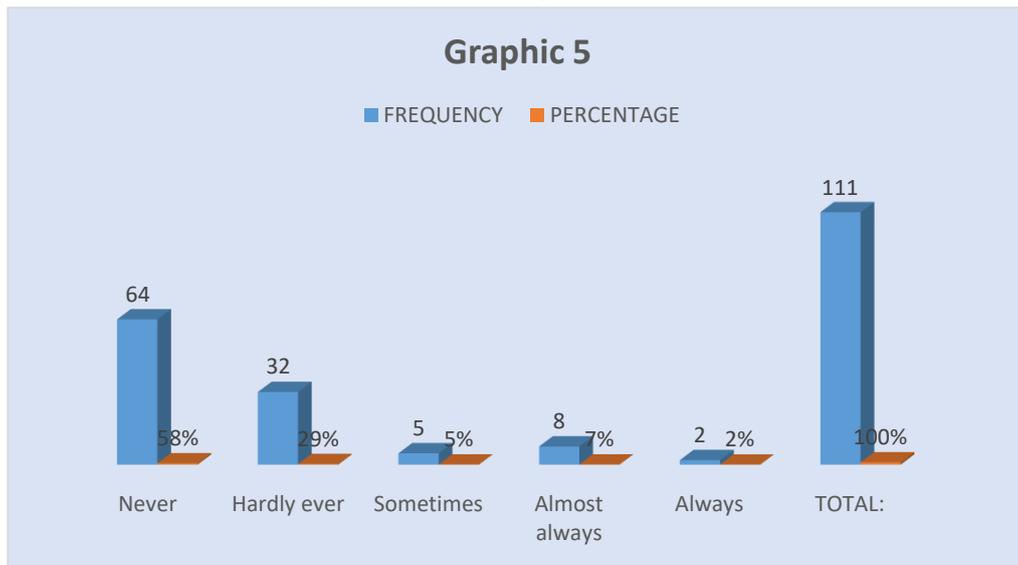
SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 5		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	64	58%
Hardly ever	32	29%
Sometimes	5	5%
Almost always	8	7%
Always	2	2%
TOTAL:	111	100%

Source: Data collected from 8th Grade
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA

Graphic 5: Frequency and percentage – Item 4



COMMENT:

According to the results, the practice during classes to tell stories and develop the ability to speak English, it is not frequent, 58% of the students answered that they are never motivated to develop the ability to speak English, 29% expressed that they hardly ever develop the ability to speak English, a total of 5% stated that they sometimes develop the ability to speak English, only 7% considered that they almost always develop the ability to speak English and finally, 2% mentioned that they always motivated to develop the ability to speak English.

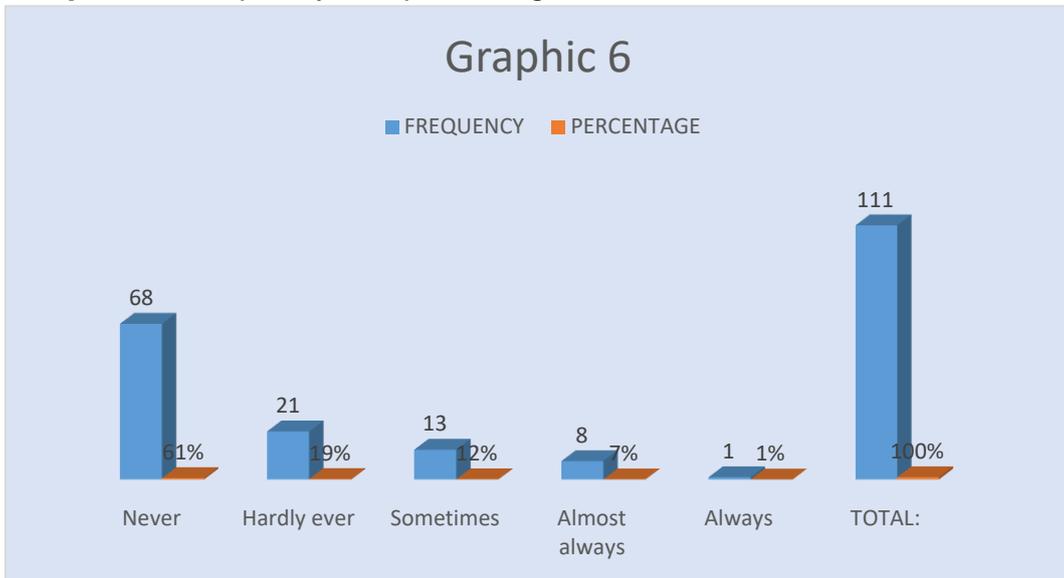
Table 6: Item 5. I watch videos of stories in my English class.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 6		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	68	61%
Hardly ever	21	19%
Sometimes	13	12%
Almost always	8	7%
Always	1	1%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 6: Frequency and percentage – Item 5



COMMENT:

More than the half of the students (61%) assures that in the classes, they never watch videos of stories in my English class, but a considerable percentage of students (19%) considered that they hardly never watch videos of stories in my English class. 12% of students recognize that they sometimes watch videos of stories in my English class. Only the 7% of the students said that they almost always watch videos of stories in my English class and 1% said that they always watch videos of stories in my English class.

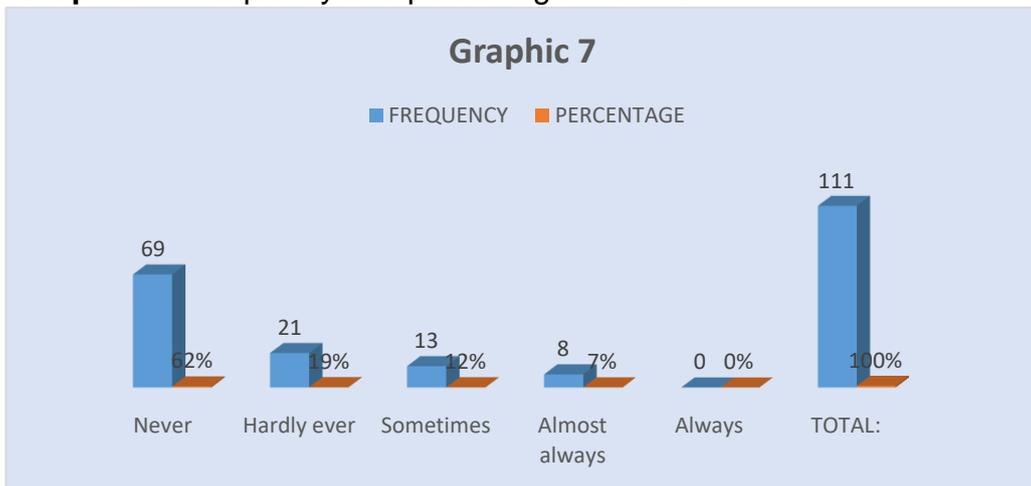
Table 7: Item 6. The contents or topics presented in my English book motivate me to communicate orally.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 7		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	69	62%
Hardly ever	21	19%
Sometimes	13	12%
Almost always	8	7%
Always	0	0%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 7: Frequency and percentage – Item 6



COMMENT:

More than the half of the students (62%) assures that in the classes, the contents or topics are never presented in my English book to communicate orally, but a considerable percentage of students (19%) considered that the contents or topics are hardly never presented in my English book to communicate orally. 12% of students recognize that sometimes the contents or topics are presented in my English book to communicate orally. Only the 7% of the students said that the contents or topics are almost always presented in my English book to communicate orally. No students chose the answer always in this question.

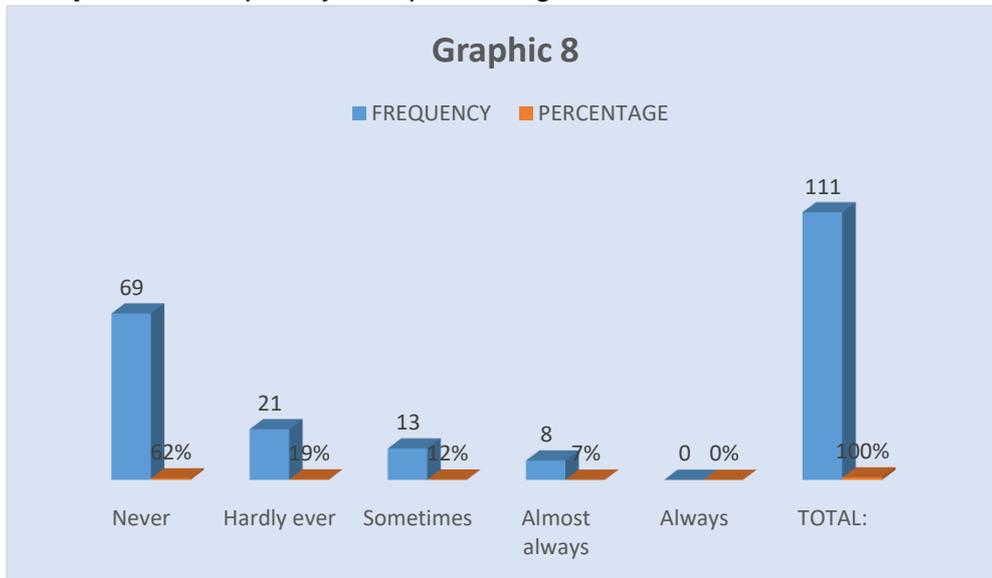
Table 8: Item 7. I use the English language to create stories with my classmates.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 8		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	36	32%
Hardly ever	19	17%
Sometimes	54	49%
Almost always	2	2%
Always	0	0%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 8: Frequency and percentage – Item 7



COMMENT:

According to the results, the practice during classes to use the English language to create stories with the classmates, it is not frequent, 62% of the students answered that they never use the English language to create stories with their classmates, 19% expressed that they hardly ever use the English language to create stories with their classmates, a total of 12% stated that they sometimes use the English language to create stories with their classmates, only 7% considered

that they almost always use the English language to create stories with their classmates. No students chose the answer always in this question.

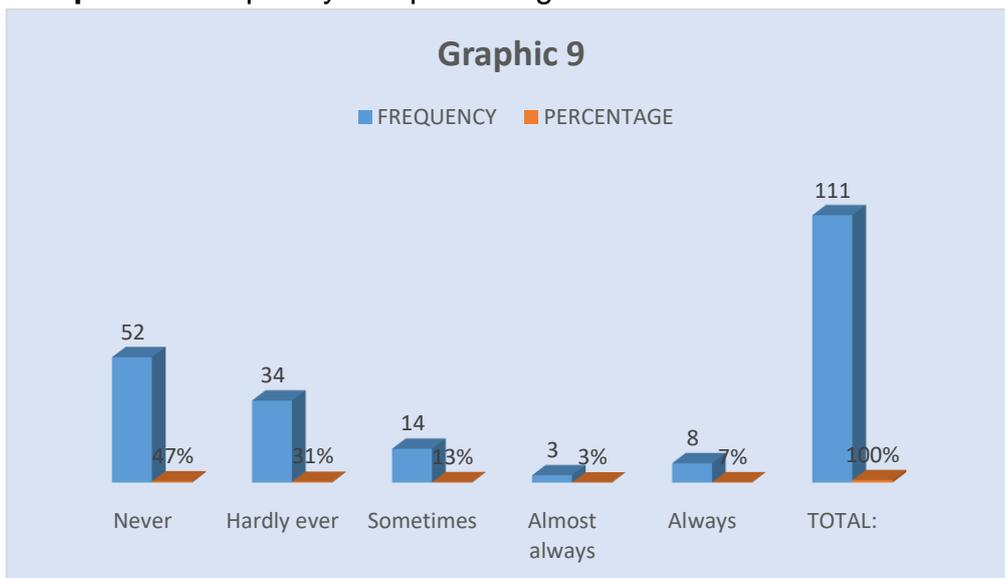
Table 9: Item 8. I get discouraged when they tell me stories in class.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 9		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	52	47%
Hardly ever	34	31%
Sometimes	14	13%
Almost always	3	3%
Always	8	7%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 9: Frequency and percentage – Item 8



COMMENT:

More than the half of the students (47%) assures that in the classes, they never get discouraged when they tell me stories in class, but a considerable percentage of students (31%) considered that they hardly never get discouraged when they tell me stories in class. 13% of students recognize that they sometimes get discouraged when they tell me stories in class. Only the 3% of the students said

that they almost always get discouraged when they tell me stories in class and 7% said that they always get discouraged when they tell me stories in class.

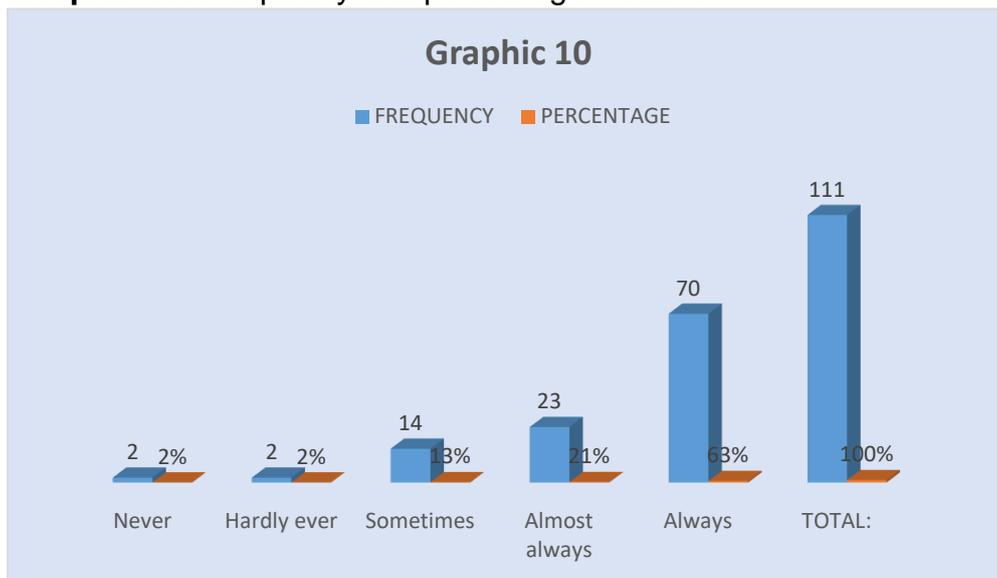
Table 10: Item 9. I use materials such as stories to enhance my oral communication skills in English as a foreign language.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 10		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	2	2%
Hardly ever	2	2%
Sometimes	14	13%
Almost always	23	21%
Always	70	63%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 10: Frequency and percentage – Item 9



COMMENT:

More than the half of the students (2%) assures that in the classes, they never use materials such as stories to enhance their oral communication skills in English as a foreign language, but a considerable percentage of students (2%) considered that they hardly never use materials such as stories to enhance their oral communication skills in English as a foreign language. 13% of students recognize that they sometimes use materials such as stories to enhance their oral

communication skills in English as a foreign language. Only the 21% of the students said that they almost always use materials such as stories to enhance their oral communication skills in English as a foreign language and 63% said that they always use materials such as stories to enhance their oral communication skills in English as a foreign language.

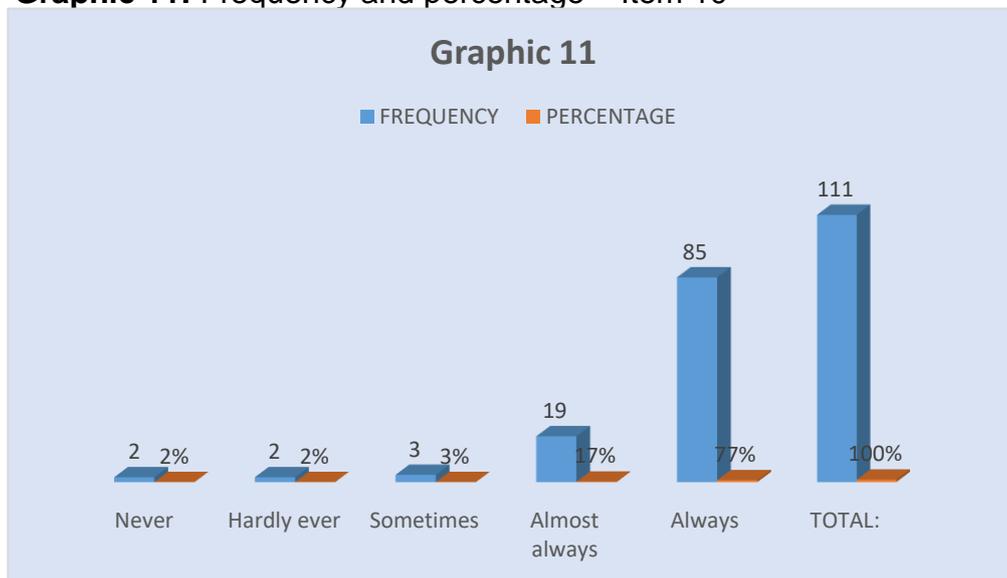
Table 11: Item 10. I believe that storytelling helps me develop and improve oral communication skills in English.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 11		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	2	2%
Hardly ever	2	2%
Sometimes	3	3%
Almost always	19	17%
Always	85	77%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 11: Frequency and percentage – Item 10



COMMENT:

More than the half of the students (2%) assures that in the classes, they never believe that storytelling helps me develop and improve oral communication skills in English, but a considerable percentage of students (2%) considered that they hardly never believe that storytelling helps me develop and improve oral communication skills in English. 3% of students recognize that they sometimes

believe that storytelling helps me develop and improve oral communication skills in English. Only the 17% of the students said that they almost always believe that storytelling helps me develop and improve oral communication skills in English and 77% said that they always believe that storytelling helps me develop and improve oral communication skills in English.

Table 12: Item 11. I like to give life to characters and participate in class.

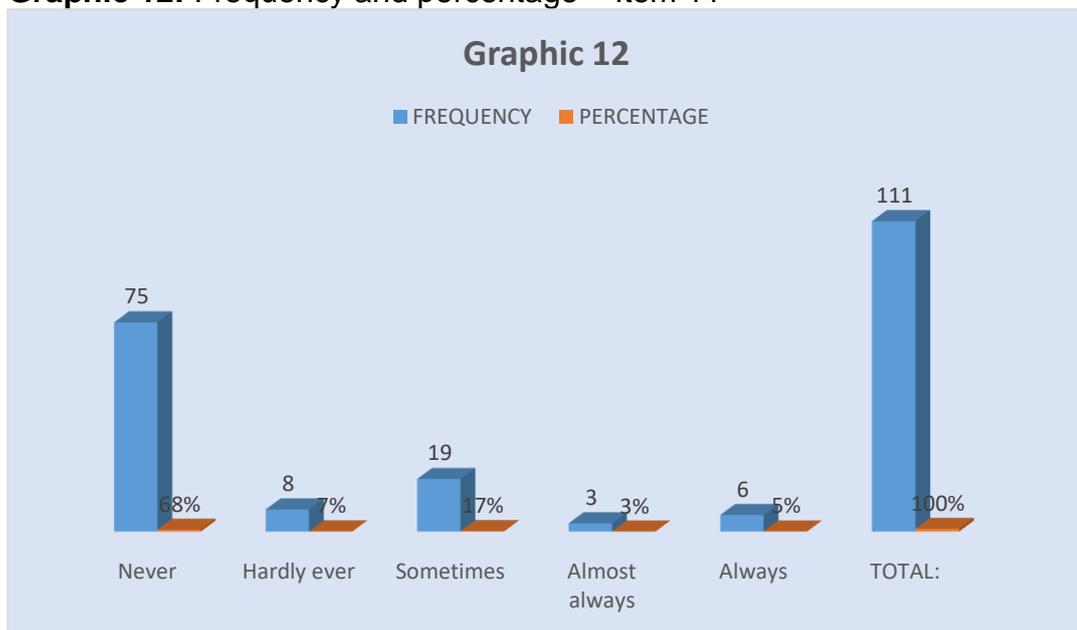
SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 12		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	13	12%
Hardly ever	8	7%
Sometimes	45	41%
Almost always	22	20%
Always	23	21%
TOTAL:	111	100%

Source: Data collected from 8th Grade
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA

Graphic 12: Frequency and percentage – Item 11



COMMENT:

More than the half of the students (12%) assures that in the classes, they never like to give life to characters and participate in class, but a considerable percentage of students (7%) considered that they hardly never like to give life to

characters and participate in class. 41% of students recognize that they sometimes like to give life to characters and participate in class. Only the 20% of the students said that they almost always like to give life to characters and participate in class and 21% said that they always like to give life to characters and participate in class.

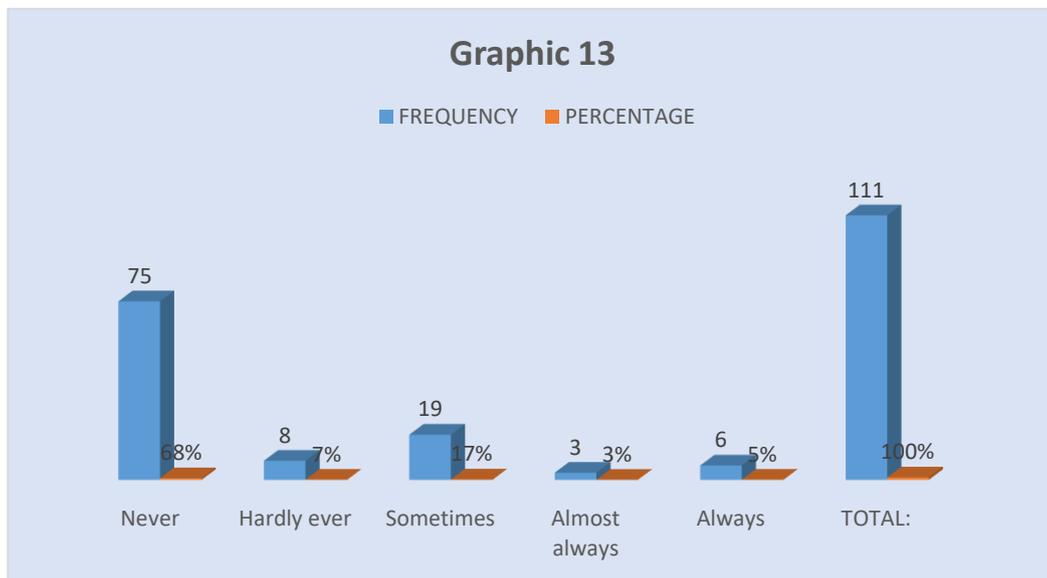
Table 13: Item 12. I am motivated to participate in class when I hear a good story.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 13		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	12	11%
Hardly ever	8	7%
Sometimes	13	12%
Almost always	13	12%
Always	65	59%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 13: Frequency and percentage – Item 12



COMMENT:

More than the half of the students (11%) assures that in the classes, they are never motivated to participate in class when they hear a good story, but a considerable percentage of students (7%) considered that they are hardly never motivated to participate in class when they hear a good story. 12% of students

recognize that they are sometimes motivated to participate in class when they hear a good story. Only the 12% of the students said that they are almost always motivated to participate in class when they hear a good story and 59% said that they are always motivated to participate in class when they hear a good story.

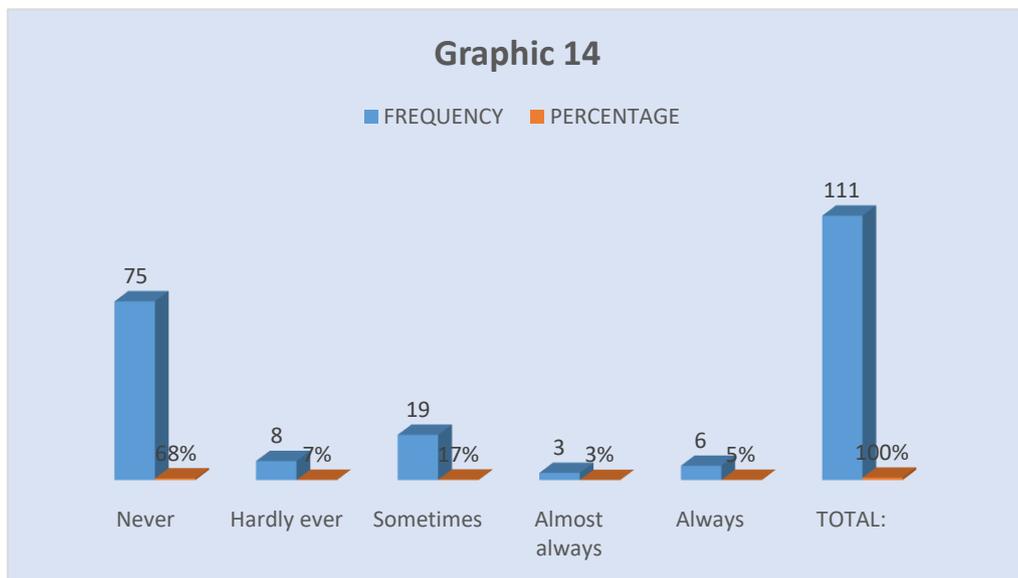
Table 14: Item 13. I enjoy stories that create suspense.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 14		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	75	68%
Hardly ever	8	7%
Sometimes	19	17%
Almost always	3	3%
Always	6	5%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 14: Frequency and percentage – Item 13



COMMENT:

More than the half of the students (68%) assures that in the classes, they never enjoy stories that create suspense in class when they hear a good story, but a considerable percentage of students (7%) considered that they hardly never enjoy

stories that create suspense in class when they hear a good story. 17% of students recognize that they sometimes enjoy stories that create suspense in class when they hear a good story. Only the 3% of the students said that they almost always enjoy stories that create suspense in class when they hear a good story and 5% said that they always enjoy stories that create suspense in class when they hear a good story.

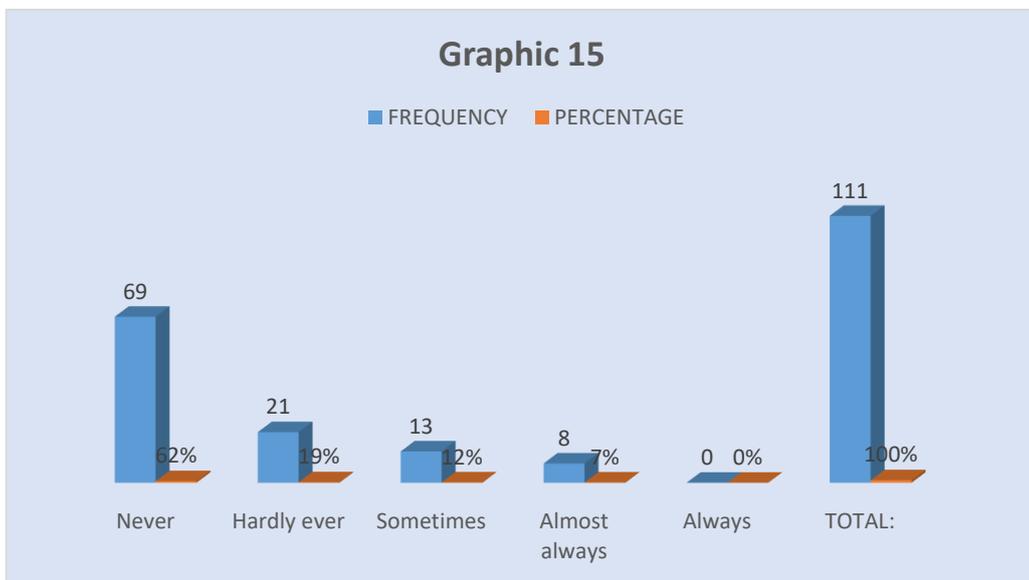
Table 15: Item 14. I use objects in class to create original stories.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 15		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	69	62%
Hardly ever	21	19%
Sometimes	13	12%
Almost always	8	7%
Always	0	0%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 15: Frequency and percentage – Item 14



COMMENT:

More than the half of the students (62%) assures that in the classes, they never use objects in class to create original stories, but a considerable percentage of

students (19%) considered that they hardly never use objects in class to create original stories. 12% of students recognize that they sometimes use objects in class to create original stories. Only the 7% of the students said that they almost always use objects in class to create original stories. No students chose the answer always in this question.

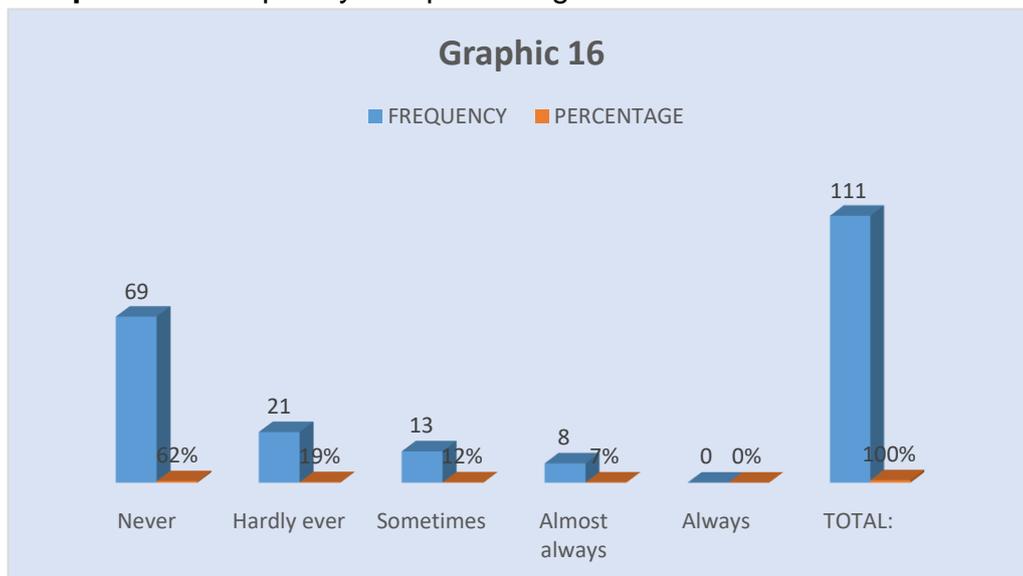
Table 16: Item 15. I create, invent and use basic dialogues in English and express myself fluently.

SAMPLE: 111 students

SCHOOL YEAR: 8th Grade

TABLE 16		
ALTERNATIVE	FREQUENCY	PERCENTAGE
Never	80	72%
Hardly ever	13	12%
Sometimes	13	12%
Almost always	3	3%
Always	2	2%
TOTAL:	111	100%
Source: Data collected from 8th Grade		
Elaborated by: QUINTO CARMEN AND ALVARADO SANDRA		

Graphic 16: Frequency and percentage – Item 15



COMMENT:

More than the half of the students (62%) assures that in the classes, they never create, invent and use basic dialogues in English and express themselves fluently, but a considerable percentage of students (19%) considered that they hardly never create, invent and use basic dialogues in English and express themselves fluently. 12% of students recognize that they sometimes create, invent and use basic dialogues in English and express themselves fluently. Only the 7% of the students said that they almost always create, invent and use basic dialogues in English and express themselves fluently. No students chose the answer always in this question.

3.9 TEACHER INTERVIEW

1. Do you consider that the oral communication skills (speaking skills) in English of your students is in accordance with the level that the National Curriculum raises? Explain what the curriculum says or leave it open with a phrase like... oral communication is evident or is practiced daily in your classes...

I believe that yes, at the beginning of the school period some shortcomings were noted in the students but as the classes are given they are improving the level and I believe that they should continue to improve.

2. What are the main techniques that have given you the best results to develop oral communication skills (speaking skills) in students?

Work on reading and image with which they can develop creativity and encourage oral participation.

3. Do you consider that storytelling as a technique influences the development of oral communication skills?

Yes, I think it is very important. Since through a story we can develop the imagination of the students and encourage them to create and tell a good story.

4. Do you know the phases that are used to tell stories so that your students can develop or improve oral communication skills (speaking skills)?

They are not very clear to me, but I consider that they should be very necessary for the proper development of oral communication skills.

5. What types of activities do you use in your class to develop oral communication skills?

I greatly encourage reading, analyze new words, active participation among students and small dialogues.

6. Do you think that a teaching guide with the storytelling technique would help you develop and improve your oral communication skills?

Yes, I consider very important a didactic guide with the storytelling technique in this way we can teach in a better way and thus the student has a better oral participation in classes.

COMMENT:

The interview showed the development of the class process and how the teacher to seek effective teaching techniques to work on reading and image with which they can develop creativity and encourage oral participation. The teacher stated that he considers oral expression to be a main skill due to the demands of this globalized world with respect to a more fluid communicative dynamics, and that at the beginning of the school period some shortcomings were noticed in the

students but as it progressed By giving the classes, they improve the level and I believe that they should continue improving.

He said that he considers it very important, since through a story we can develop the imagination of the students and encourage them to create and tell a good story, but he found the number of students per classroom (approximately 36) and the main problem also the time (40 minutes) per class), which makes it difficult to concentrate on individual development and also on long and complex speaking activities.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

Design of a didactic guide directed to the teacher.

4.2 JUSTIFICATION

This proposal is to solve the lack of English learning directed both to the teacher and the 8th Grade students of "Francisco Huerta Rendón". Likewise, this proposal has the purpose of providing various strategies for the use of storytelling with ease according to the text of a high educational level, the same that may be implemented during the development of the class, since they are linked to the development of speaking skills that will improve their learning and communication in English.

On the other hand, this proposal will be useful to methodologically motivate teachers to learn to use storytelling in a satisfactory way for adequate communication because it contains the solutions to the problem presented in the

educational field, that is, the proposal was designed methodological strategies to incentivize students to improve students' speaking skills.

In conclusion, this proposal was designed to strengthen the learning of speaking skills in order to achieve the academic and personal improvement of each student. It seeks to obtain positive results in the students and that the teacher can properly use the guide in each development class to increase the knowledge of the students in order to encourage them to participate and communicate orally.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

- To provide the teaching of the English language with a didactic guide aimed at teachers with storytelling as a participatory technique in the development of speaking skills 8th Grade of Basic Education at Educational Unit "Francisco Huerta Rendón", in the School year 2020-2021.

4.3.2 SPECIFIC OBJECTIVES

- To show positive results in students through methodological strategic activities of the didactic guide in speaking skills by teachers in the teaching of the English language.
- To motivate students to learn English through the use of the didactic guide, for adequate speaking skills but according to their needs and those of society in general.
- To provide teachers with a didactic guide that strategically helps to improve the English learning process.

4.4 THEORETICAL ASPECTS

This research work is based on the **philosophical foundation** because it is the beginning of the educational practice to develop from different disciplinary perspectives such as sociology, psychology and educational didactics because speaking skills guarantee the development of skills where students acquire knowledge through storytelling in order for them to be more competitive and confident. In addition, the **psychological foundation** is reflecting on the values and goals of education, which establishes the dimensions of learning: being, knowing, doing and living because the development of speaking skills is an important factor in the English language acquisition process, along with this the students' speaking abilities increase through exercises that involve storytelling.

Moreover, **pedagogy** arises from the need to train students under a constructivist paradigm so that they are more socio-cognitive and analytical, as established in the Basic General Education Curriculum document (2016) which has its conceptions of the theory of educational work to be part of social innovation within the educational system.

Finally, **linguistic foundation** is the only way to understand the various lexical and grammatical elements, it should be noted that if the reader does not recognize the explicit idea of the text, they will not be able to understand the implicit idea either because the proposal emphasizes communicative competencies such as linguistic, pragmatic and cultural competencies.

4.5 FEASIBILITY OF THE STUDY

4.5.1 FINANCIAL

This simple material can be very useful and easily accessible; the budget used for the design of this proposal is not so significant in terms of cost.

4.5.2 LEGAL

This investigative work has its legal basis on the Ecuadorian laws and regulations, as the Constitution of the Republic, the Organic Law of Intercultural Education (LOEI) and the National Development Plan "A lifetime":

Finally, children and adolescent have the right a quality education from basic education to completion of the school in order to guarantee access and permanence at the top level because of this that this investigation will give a teaching material to increase speaking skills in students.

4.5.3 TECHNICAL

The use of technological equipment is not required for this proposal to be feasible to apply.

4.5.4 HUMAN

To carry out this research it was necessary the participation of several collaborators such as the authorities, teachers and especially the eighth grade students of the "Francisco Huerta Rendón" Educational Unit.

4.6 DESCRIPTION OF THE PROPOSAL

This didactic guide has all the necessary information on how to develop the English classes as: content, objectives, methodology, evaluation criteria, etc., as well as necessary to successfully develop the understanding of reading guidelines through storytelling, same that will help teachers to guide student studying dynamic way.

To carry out this didactic guide homing plan English national curriculum guidelines as a foreign language, what is sought is to help optimize every part of the book containing the storytelling of Level 1 for students of Basic Education to improve their speaking skills. In addition, this didactic guide contains several elements designed to support and enrich the educational strategies that could be implemented every day, therefore the teacher will use as it sees fit depending on the needs presented their class group.

This educational proposal explains briefly the theoretical basis are behind, which has been driven primarily contribute the new curriculum reform rests; foundations of constructivism, the notions of competition, among others. The didactic guide is designed to take the following aspects:

- The proposed content is to practice weekly readings; the teacher must organize and adjust the needs and characteristics of the group. The format is very simple and practical to facilitate planning the work in class.

- The complete reproduction of readings makes the student can consist of additional useful features including the all activities and teaching to guide the work of each reading through storytelling for development of speaking skills.

Methodological recommendations

- Obtain general and specific information in reading.
- Understanding reading instructions.
- Read every word in reading and instructions thoroughly.
- Linking the meaning, pronunciation and graphic representation of the words that are related to reading.

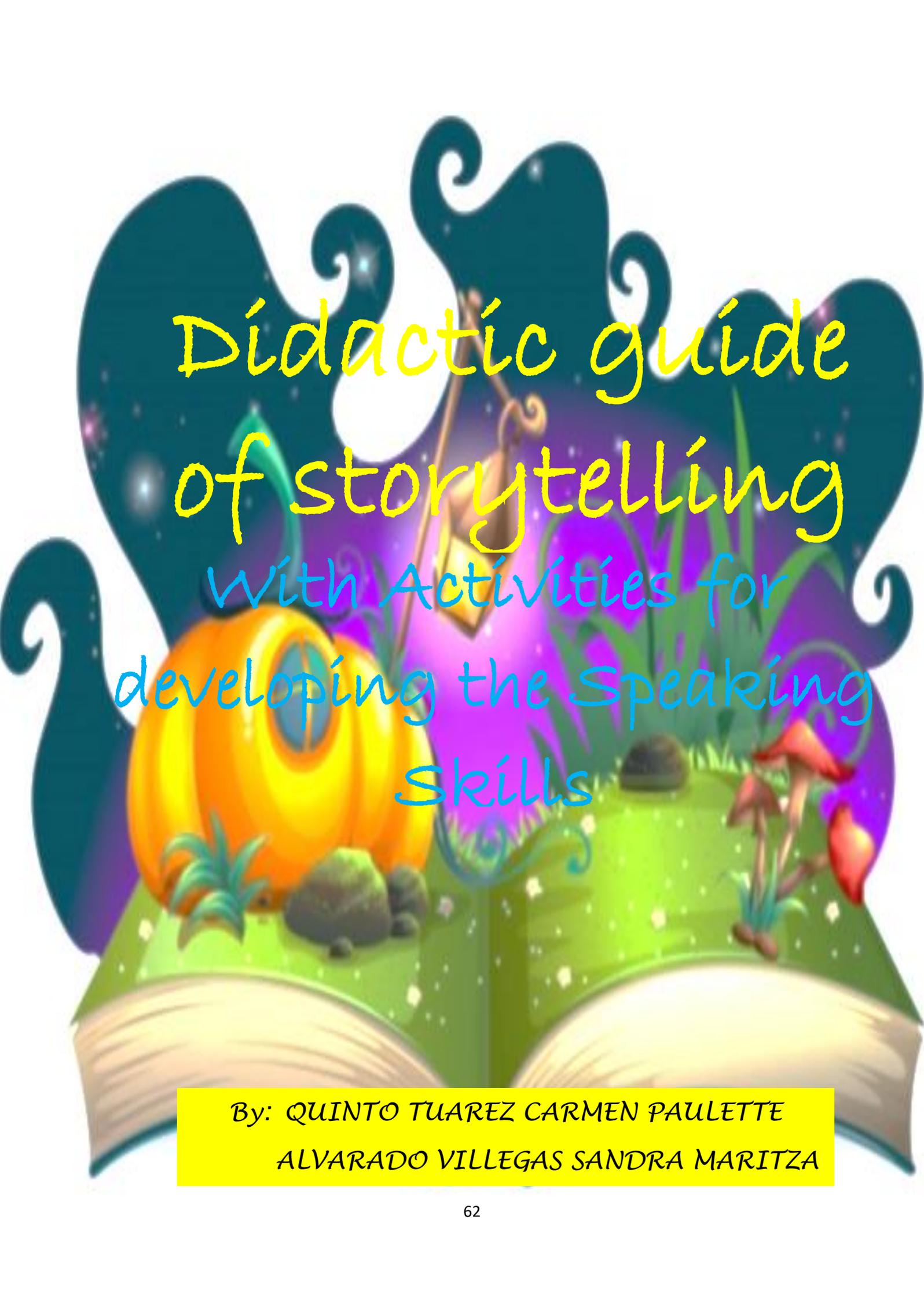
- Show open attitudes of comprehension of cultural differences of the environment.
- Transfer to the knowledge of the foreign language that students have on the organization of their own ideas about the text read.

A method for working

This method, which is widely used by some teachers, consists of the following steps:

1. The teacher performs the motivation phase, with great suspense in his words begins: "once upon a time.... "
2. The teacher works orally previous ideas that students have about some concepts that appear in the reading: "What happens if?"
3. As from the title of reading the teacher asks to the students to make predictions about what they will try and pass on it.
4. The teacher will ask silent and read the reading putting the best emphasis and attitude (learning by models). The teacher will brighten the vocabulary and expressions of particular difficulty.
5. The teacher will ask the students to proceed to a silent reading the text. (The teacher can use to make personalized reading with those who need it).
6. Reading in a loud voice by part of the students that watching fluency (accuracy, intonation, speed ...). Error correction.
7. Then the teacher will go under "Checks if you understand" (questionnaire) where students will respond to appropriate questions. (Teacher will work the Reading comprehension for development speaking skill).

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Didactic guide
of storytelling
With Activities for
developing the speaking
skills

By: QUINTO TUAREZ CARMEN PAULETTE

ALVARADO VILLEGAS SANDRA MARITZA

This didactic guide is aimed to increase the speaking skills, relating to the storytelling with the students of Eighth Grade. In addition, this didactic guide will favor as a teaching resource with activities that will be applied to improve the speaking skills.

The activities were created considering the storytelling as a technique to develop the imagination and creativity of the students, telling stories that ensure a meaningful and fun learning experience with simple and clear activities.

The strategies were designed taking into account the items found during the investigation without neglecting the speaking skills. Therefore, the didactic guide will support teachers to increase the speaking skills so students are able to express emotions, feelings, describe orally.

In conclusion, this methodological didactic guide allows the teacher to update the knowledge of learning techniques to develop in students the skills of comprehension and good use of them to improve the ease and fluency of English.

Here is the didactic guide with techniques that develop capacity, the same as when applied in a planned and allow students' growth expressive form systematic and critical.



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Story 1: The Cunning Fox and the Clever Stork



The Cunning Fox and the Clever Stork

Once upon a time, there lived a very cunning and mischievous fox. He used to speak to other animals sweetly and gain their trust, before playing tricks on them.

One day the fox met a stork. He befriended the stork and acted like a very good friend. Soon, he invited the stork to have a feast with him. The stork happily accepted the invitation.

The day of the feast came, and the stork went to the fox's house. To her surprise and disappointment, the fox said that he could not make a big feast as promised, and just offered some soup. When he brought the soup out of the kitchen, the stork saw that it was in a shallow bowl!

The poor stork could not have any soup with its long bill, but the fox easily licked the soup from the plate. As the stork just touched the soup with the tip of its bill, the fox asked her, "How is the soup? Don't you like it?"

The hungry stork replied, "Oh it is good, but my stomach is upset, and I can't take any more soup!"

"I'm sorry for troubling you," said the fox.

The stork replied, "Oh dear, please don't say sorry. I have some health problem and cannot enjoy what you offer."

She left the place after thanking the fox, and inviting him to her house for dinner. The day arrived and the fox



reached the stork's place. After exchanging pleasantries, the stork served soup for both of them, in a narrow jar with a long neck. She was able to have the soup very easily with her long bill, but the fox obviously could not.

After finishing hers, the stork asked the fox if he was enjoying the soup. The fox remembered the feast he himself had given the stork, and felt very ashamed. He stammered, "I...I'd better leave now. I have a tummy ache."

Humiliated, he left the place running.

Retrieved from:

http://www.kidsworldfun.com/shortstories_foxandstork.php

Story 1: Activities

1. Tell your own predictions about the text.

2. According the title of the text, what do you think the main topic is?

Tell your partner.



Folklore ()



Fantasy ()

3. Describe the characters of the picture that are related to the story.



4. Work in pairs.

Discuss with your partner what would be the best answer

-Is there a moral message in this storytelling? If so, what is it?

-What's the author's intention?

-Do you think this story was real? Why? Or Why not?

STRATEGIES FOR IMPROVING ENGLISH

SPEAKING



Linguistic factors. Linguistic factors that inhibit students to speak include (1) difficulties in transferring from the students' first language to the sounds, rhythms, and stress patterns of English, (2) difficulties with the native speaker pronunciation of the teacher, (3) lack of understanding of common grammatical patterns in English and how these may be different with from their own language, (4) lack of familiarity with the cultural or social knowledge required to process meaning.

1. Have students talk about any unfamiliar words found in the text.
2. Vocabulary words Map - Have students say "Vocabulary Words Map" graphic organizer.
3. Have students share their results with the rest of the class.
4. To complement and reinforce the understanding raises the question:

How is it done?

- It meets the class into small groups to work with Vocabulary Words MAP reading.
- Each participant is free to present any idea related to the subject, it may seem logical.
- The conclusions are drawn together by the entire group, according to the obtained material.

Story 2: King Midas



King Midas

Once upon a time there was a very good king called Midas. He only had a defect, that he wanted for him all the gold in the world.

One day he made a favour to a god. The god told him:

-I'll grant you what you ask me.

- I want that everything that I touch would be turn into gold.

-What an stupid desire, Midas! That can bring you a lot of trouble. Think it, Midas, think it.

-That's the only thing I want. -Let it be that way, then.

And the dresses that Midas was wearing turned into gold as well as a branch he touched or the doors of his house. Even the dog who went to say hello turned into a golden statue.

And Midas started worrying. The most serious thing was that when he wanted to eat, all the food turned into gold. Then Midas could not stand any more. He went running horrified looking for the god.

-I told you, Midas- said the god- I told you. But now I can't free you from the gift I gave you. Go to the river and enter in the water. If when you go out you are not free, then there will be nothing to do.

Midas ran to the river and went into the water. He was there for a long time. Then he went out quite scared. The branches of the tree he touched, remained green and fresh.

Midas was free! From then, the king lived in a hut that he had made by himself in the wood and there he died quietly as the humblest of the peasants.

Retrieved from: <http://www.conmishijos.com/ocio-en-casa/cuentos/cuentos-eningles/cuento-king-midas.html>

Story 2: Activities

1. Ask the class their own predictions about the text.

2. What is this text about? Mark (x) the options that you consider correct.

Tell the class why your answers are right

- a) It is the biography of a fantasy character. ()
- b) It is about discovering a great fortune. ()
- c) It tells the story of a king who wants all the gold in the world. ()
- d) King Midas was a very kind man who ruled his kingdom fairly. ()

3. How many main ideas can you find in the text? Tell with your partner.

_____	_____
_____	_____
_____	_____
_____	_____

4. Discuss the following questions, and choose the correct answer.

a. What do you think is the purpose of this text?

b. King Midas was which: thoughtful, stingy, kind and fair, or wicked and cruel.

c. What does “the Midas touch” mean?

d. Why do you think King Midas is a bad reference for us?

STRATEGIES FOR IMPROVING ENGLISH SPEAKING



Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants face to face): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

1. Organize the class, then use the strategy of face to face in role play for the activity.
2. Characters are designated for interpretation.
3. Develop the dialogue with the students' own words according to the story read.

Story 3: The Canary and the Prophecy



The Canary and the Prophecy

THERE was another boy, a little older. He was very fond of birds and felt willing to do anything he was able to perform, to earn money enough to buy himself a canary and a cage. Very soon he managed to find employment, sometimes one thing and sometimes another, always so prompt, faithful and cheerful that he soon found persons inquiring after him, instead of having to hunt work.

After what seemed a very long time, for birds used to be very dear in those days, my little friend had a sum sufficient, and started out, as happy as could be, to make his purchase. The bird was selected ; the price was \$5.00, and the cage was \$1.50. He then bought ten cents' worth of seed to feed it, intending to soon purchase more. The merchant began laughing and ridiculing him about the small package of feed. The poor boy left the store with his treasure, but far from being as happy as when he entered

it, and going home with burning cheeks and heavy heart, he told his gentle mother.

The father arrived and was informed and immediately started down town. When he entered the store, the merchant knew something was coming, and soon found out what it was. "Where was your man- hood when you could ridicule a little child that had worked for weeks and weeks to pay you a high price for a bird and cage? I promise you here that that boy will rise and have name and wealth when you are down and poor! You may watch him and I will watch you!"

The man of avarice shrank before the eye and voice of the man who uttered those significant words.

Within ten years the merchant had lost his fine store, his comfortable home property, and was scarcely earning a living, besides being an object of sympathy, from his altered health and dejected appearance. Two years later, and while he still lived, the boy had realized the fulfillment of that portion of his father's prophecy which related to him, by an office of trust and emolument, which his proven integrity and ability had qualified him for, being conferred upon him.

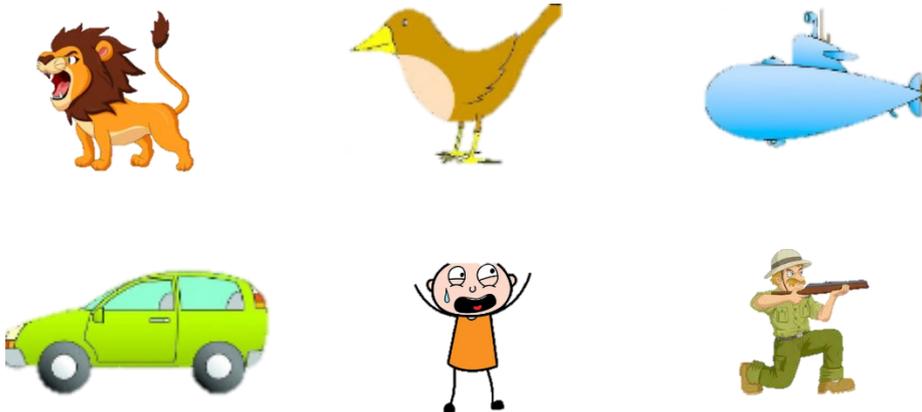
Retrieved from: http://www.kidsworldfun.com/shortstories_lionandmouse.php

Reading 3: Activities

1. Look at the pictures and tell what are the best description related to the text.



2. Look at the pictures and tell some qualities of the images that appear in the reading.



3. talk to your partner and choose the option that you consider correct.

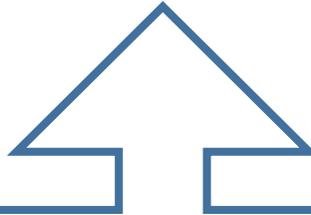
- a) It is A boy who wants a canary and a cage whatever. ()
- b) It tells the events that occurred in an accident. ()
- c) It describes about a merchant who ridicules a boy who had worked for weeks and weeks to pay a high price for a bird and a cage. ()

4. Discuss about the following questions.

- a. What is the intention of the author of this text? _____
- b. Do you believe that the animal described in the story exists?

 If you mock or curse a person, can it come back to you?
 Why? _____
- c. Should people believe in luck charm? Why?

STRATEGIES FOR IMPROVING ENGLISH SPEAKING



Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

1. Read the story.
2. Draw what happens first. Make a note telling about your drawing.
3. Add sketches and notes until you have included four of the most important or main events describing what happens at the beginning, middle, and end.
4. Organize the students for a debate using their sketches.

1. NOTE: _____	2. NOTE: _____
3. NOTE: _____	4. NOTE: _____

Sum it up with Storyboards

Story 4: The hungry fox who got caught in the tree trunk



The hungry fox who got caught in the tree trunk

Once upon a time, there was a hungry fox that was looking for something to eat. He was very hungry. No matter how hard he tried, the fox could not find food. Finally, he went to the edge of the forest and searched there for food. Suddenly he caught sight of a big tree with a hole in it.

Inside the hole was a package. The hungry fox immediately thought that there might be food in it, and became very happy. He jumped into the hole. When he opened the package, he saw slices of bread, meat and fruit in it!

An old woodcutter had placed the food in the tree trunk before he began to cut down trees in the forest. He was going to eat it for his lunch.

The fox happily began to eat. After he finished eating, he felt thirsty and decided to leave the hole and drink some water from a nearby spring. However, no matter how hard he tried, he could not get out of the hole. Do you know why? Yes, the fox had eaten so much food that he became too big to fit through the hole!

The fox was very sad and upset. He told himself, "I wish I had thought a little before jumping into the hole."

Yes children, this is the result of doing something without thinking about it first.

Story 4: Activities

1. Imagine you get stuck in a very small place, how would you feel?

2. Ask a couple to perform a short dramatization of the story.

3. Create a different ending than the text

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4. Discuss in class the following questions.

a. What do you think is the purpose of this text?

b. Fox was which: thoughtful, stingy, or guzzler

c. What is the meaning of this story?

d. Do you think that this story has a moral? Can you express it?

STRATEGIES FOR IMPROVING ENGLISH

SPEAKING

Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

Let us practice speaking skills

-pick out the adjectives and adverbs used in the story and tell in the class a short story with the words that you choose.

-Adjectives are words that describe/qualify a noun, and adverbs are words that describe/qualify a verb.

-There are a few words from the story below, state in class the synonym of each one.

1. hungry
2. carefully
3. big
4. large
5. juicy
6. happily
7. upset
1. gloomily

Practice with your partner: tell if the following words are adjectives or adverbs.

1. hungry - adjective
2. carefully - adverb
3. big - adjective
4. large - adjective
5. juicy - adjective
6. happily- adverb
7. upset – adjective
8. gloomily - adverb

Chat in group of 3 people

More stories with 'fox' as the main character

Do you know that the fox is an animal that appears in many popular English stories for children?

One story that immediately comes to mind is the fox that said the grapes are sour, when he could not get them, as they were too high for him to reach.

Another is the famous story of the Gingerbread Man, in which the fox is portrayed as a very cunning animal. The Gingerbread Man, freshly baked, was running away from both humans and animals alike, who wanted to eat him. Finally, a fox, pretending to help him by carrying him on his shoulders across a river, showed his true colors by tossing him into his mouth and swallowing him!

Story 5: A Hole in the Fence



A Hole In the Fence

In a small village, a little boy lived with his father and mother. He was the only son. The parents of the little boy were very depressed due to his bad temper. The boy used to get angry very soon and taunt others with his words. His bad temper made him use words that hurt others. He scolded kids, neighbors and even his friends due to anger. His friends and neighbors avoided him, and his parents were really worried about him.

His mother and father advised him many times to control his anger and develop kindness. Unfortunately, all their attempts failed. Finally, the boy's father came up with an idea.

One day, his father gave him a huge bag of nails. He asked his son to hammer one nail to the fence every time he became angry and lost his temper. The little boy found it amusing and accepted the task.

Every time he lost his temper, he ran to the fence and hammered a nail. His anger drove him to hammer nails on the fence 30 times on the first day! After the next few days, the number of nails hammered on the fence was reduced to half. The little boy found it very difficult to hammer the nails and decided to control his temper.

Gradually, the number of nails hammered to the fence was reduced and the day arrived when no nail was hammered! The boy did not lose his temper at all that day. For the next several days, he did not lose his temper, and so did not hammer any nail.

Now, his father told him to remove the nails each time the boy controlled his anger. Several days passed and the boy was able to pull out most of the nails from the fence. However, there remained a few nails that he could not pull out.

The boy told his father about it. The father appreciated him and asked him pointing to a hole, "What do you see there?"

The boy replied, "a hole in the fence!" He told the boy, "The nails were your bad temper and they were hammered on people. You can remove the nails but the holes in the fence will remain. The fence will never look the same. It has scars all over. Some nails cannot even be pulled out. You can stab a man with a knife, and say sorry later, but the wound will remain there forever. Your bad temper and angry words were like that! Words are more painful than physical abuse! Use words for good purposes. Use them to grow relationships. Use them to show the love and kindness in your heart!"

Story 5: Activities

1. Identify each image and tell your classmates what they mean according to the reading.

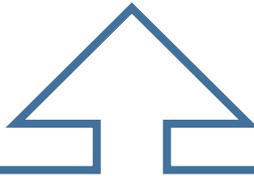


2. What would be your opinion regarding the bad behavior of young people today. Discuss with your partners.



3. Discuss with your classmate any anger situation due to temper, can real or an invention.

STRATEGIES FOR IMPROVING ENGLISH SPEAKING



The teaching of speaking in target language should enable the students through a round table.
to use the language orally for many purposes.

1. Have the students make paragraphs of the events the last story.
2. Have the students share their chain of events with the rest of the class.
3. Organizes the class to form a round table, choose six students and assigns each student places that make up the panel, the remaining students will be the audience.
4. The teacher is the facilitator who guides the discussion.

Remember that the goal of a Round Table is to identify and clarify a theme parks is presented to an audience also analyzing a situation from different angles, identifying advantages and disadvantages of a process and stimulate interest in a topic. But consider the following:

- Not supported speeches but short interventions.
- Roundtable can last between 15 and 45 minutes.
- It is up to the moderator to introduce the topic, coordinating the discussion and finally to summarize.
- The audience should have a basic knowledge of the issues and interest in deepening.

Story 6: The Lion and the Mouse

The Lion and the Mouse



Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awakened the lion, who placed his huge paw on the mouse, and opened his big jaws to swallow him.

"Pardon, O King!" cried the little mouse. "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!"

The lion was so tickled by the idea of the mouse being able to help him that he lifted his paw and let him go.

Sometime later, a few hunters captured the lion, and tied him to a tree. After that they went in search of a wagon, to take him to the zoo.

Just then the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound him, the king of the jungle.

"Was I not right?" said the little mouse, very happy to help the lion.

MORAL: Small acts of kindness will be rewarded greatly.

Story 6: Activities

1. What do you think about the message of the story?

2. Dramatize the story with your classmates.

3. Discuss in class and create a tree with main ideas can you find in the text.

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4. In pairs create a dialogue about the benefits of helping others.

STRATEGIES FOR IMPROVING ENGLISH SPEAKING



The teaching of speaking in target language should enable the students through a round table.

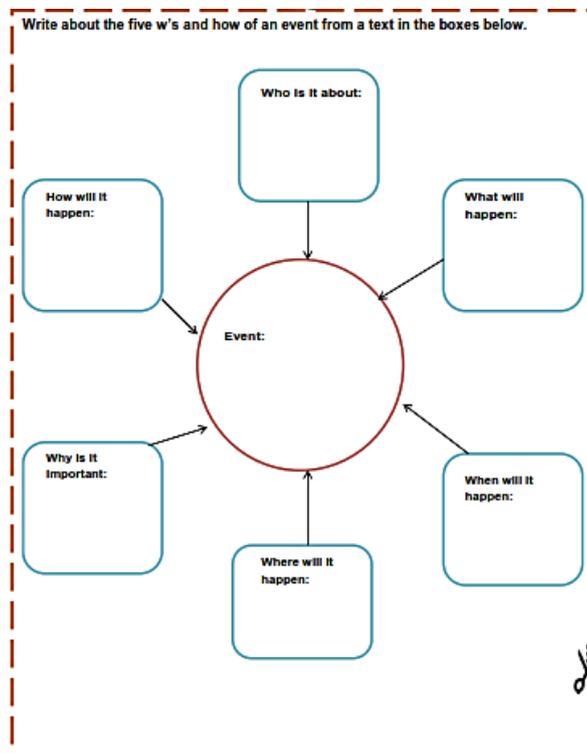
1. Tell students that events happen in stories about people, things or countries. Problems come up and solutions are tried. It is important for the reader to be able to tell about these events.

The “Five W’s and How Map” can help with this. The five w’s are who, what, when, where, and why. The five w’s tell who is the event about, what will happen in the event, when the event will happen, where will the event happen, and why the event is important. The “How” tells how the event will happen.

2. Remind the students that a text must read until to obtain the comprehension. Make a copy of the graphic organizer. Have the students help you fill in the boxes for the five W’s and How of one event from the text.

3. Tell the students that they will be reading a text and looking for the five w’s and how of an event in a text for checking their predictions.

The Five W’s and How Map





CONCLUSIONS

- Participatory techniques used appropriately enhance oral interaction.
- The statement of the problem has allowed to establish the dimensions of this investigation, to define the activities based on scientific theories.
- The theories and support of the authors argue that the strengthening of speaking skill techniques have allowed knowing and correcting the appropriate applications so that students improve their performance.
- To improve communicative skills in students, it is necessary for the teacher to properly apply activities to strengthen oral expression.
- The methods and techniques have allowed to establish timely information to design the proposal in a way that helps to improve the speaking skills of the students.
- The proposal could improve the problem if applied properly because the activity-based storytelling will be the powerful tool to help the development of the speaking skills.

RECOMMENDATIONS

- The teacher is required to do storytelling activities at least once a week to develop a form of speaking skills.
- If teaching techniques and strategies are applied to meet the needs of students in some way, their performance will improve and they will be able to have better communicative skills.
- The teacher should encourage the students from the beginning of the class so that they show interest in the English class.
- Students need the vocabulary to be presented clearly and if it is possible with some illustrations for better understanding.

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A N N E X E S

ANNEX:

I



ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	<i>Tema: The influence of storytelling in the development of speaking skills Propuesta: Desing of a didactic guide directed to the teacher</i>		
Nombre del estudiante (s)	<i>Carmen Paulette Quinto Tuarez Sandra Maritza Alvarado Villegas</i>		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sub-línea de investigación	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
Fecha de presentación de la propuesta de trabajo de titulación	<i>6 de Julio del 2020</i>	Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NO APROBADO

Firma del Presidente del Consejo de Facultad
 CC: MSc. Sara Anaguano - Directora de Carrera
 MSc. Israel Bravo - Gestor de Integración Curricular y Seguimiento a Graduados



ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA/LENGUA Y LITERATURA INGLESA

Guayaquil, [lunes 6 de Julio del 2020](#)

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotros, [MIRNA CAROLA ROMERO COLOMO](#), docente tutor del trabajo de titulación y el o los estudiantes (s) [CARMEN PAULETTE QUINTO TUAREZ](#), [SANDRA MARITZA ALVARADO VILLEGAS](#) de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario --, durante el periodo ordinario [Ciclo1 2020-2021](#), a través del correo institucional.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. *(mediante correo electrónico institucional)*
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma

CARMEN PAULETTE QUINTO TUAREZ
CI:0920877545

Firma

SANDRA MARITZA ALVARADO VILLEGAS
CI:0908103443

Firma

MIRNA CAROLA ROMERO COLOMO
CI:0919164426



ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: **MSc. Mirna Romero Coloma** Tipo de trabajo de Titulación: Proyecto de Investigación

Título del trabajo: **THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS.**

Estudiantes: **CARMEN PAULETTE QUINTO TUAREZ / SANDRA MARITZA ALVARADO VILLEGAS.**

Carrera: *Lenguas y Lingüística*

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTORA	FIRMA NOMBRE 1	FIRMA NOMBRE 2
			INICIO	FIN				
1	27 julio 2020	GUIA GENERAL SOBRE TESIS	17:00	19:00	LLENAR FORMATOS	Mirna Romero	Sandra Alvarado V.	
2	3 agosto 2020	CAPÍTULO 1	17:00	19:00	REVISAR NORMAS APA	Mirna Romero	Sandra Alvarado V.	
3	10 agosto 2020	CAPÍTULO 1	17:00	19:00	REVISAR PARAFRESEO	Mirna Romero	Sandra Alvarado V.	
4	17 agosto 2020	CAPITULO 2	17:00	19:00	BUSCAR ARTICULOS	Mirna Romero	Sandra Alvarado V.	
5	24 agosto 2020	CAPITULO 2	17:00	19:00	REVISAR INFORMACION SOBRE VARIABLES	Mirna Romero	Sandra Alvarado V.	
6	31 agosto 2002	INSTRUMENTOS	17:00	19:00	BUSCAR MODELOS DE LECTURAS	Mirna Romero	Sandra Alvarado V.	
7	7 septiembre 2020	CAPITULO 3	17:00	19:00	AVANZAR CAPITULO 3	Mirna Romero	Sandra Alvarado V.	
8	14 septiembre 2020	CAPITULO 3	17:00	19:00	REVISION CAPITULO 3	Mirna Romero	Sandra Alvarado V.	
9	21 septiembre 2020	CAPITULO 4	17:00	19:00	AVANZAR CAPITULO 4	Mirna Romero	Sandra Alvarado V.	
10	28 septiembre 2020	CAPITULO 4	17:00	19:00	REVISION CAPITULO 4	Mirna Romero	Sandra Alvarado V.	



ISRAEL GUILLERMO BRAVO BRAVO

Mirna Romero

Mirna Romero Coloma, MSc.

CI: 0919164426

Docente-Tutora

Israel Bravo Bravo, MSc.

CI: 0704999143

Gestor de Integración Curricular y Seguimiento a Graduados



ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS.		
Propuesta: DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER.		
Autor(es): CARMEN PAULETTE QUINTO TUAREZ / SANDRA MARITZA ALVARADO VILLEGAS.		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

Mirna Romero

MSc. MIRNA ROMERO COLOMA
DOCENTE TUTORA DE TRABAJO DE TITULACIÓN

No. C.I. 0919164426

FECHA: Viernes 2 de Octubre de 2020



ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Guayaquil, **30 de septiembre del 2020**

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación ***THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS.***

Propuesta: DESING OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER de los estudiantes **CARMEN PAULETTE QUINTO TUAREZ, SANDRA MARITZA ALVARADO VILLEGAS**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

TUTOR DE TRABAJO DE TITULACIÓN

No CI. 0919164426

Fecha: 30 de septiembre del 2020



ANEXO VII. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **MIRNA CAROLA ROMERO COLOMO**, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **QUINTO TUAREZ CARMEN PAULETTE** con C.I. No. **0920877545** y **ALVARADO VILLEGAS SANDRA MARITZA** con C.I. No. **0908103443** con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADA EN LENGUAS Y LINGUISTICAS INGLESA**.

Se informa que el trabajo de titulación: **THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS**. Propuesta: **DESING OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER** ha sido orientado durante todo el periodo de ejecución en el programa anti plagio **URKUND** quedando el **6 %** de coincidencia.



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Mirna Romero

MIRNA CAROLA ROMERO COLOMO

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ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, Octubre 18 del 2020

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS PROPUESTA DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER de los estudiantes ALVARADO VILLEGAS SANDRA MARITZA y QUINTO TUAREZ CARMEN PAULETTE.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 10 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que los estudiantes están aptos para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Sánchez P. Lucila MSc

DOCENTE REVISOR

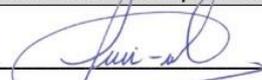
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Fecha: 18/10/2020

**ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

<p>Título del Trabajo: THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS PROPUESTA DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER. Autor(es): ALVARADO VILLEGAS SANDRA MARITZA QUINTO TUAREZ CARMEN PAULETTE</p>			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.3	Anexo II y anexo VI no se encuentran. Los anexos no se encuentran organizados conforme a lo requerido. Los documentos no son nítidos. Se sugiere corregir.
Tabla de contenidos, índice de tablas y figuras	0.6	0.5	Se sugiere revisar y corregir.
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.4	Se ha añadido información al tema original. En Cap 1: Research Context debe preceder a Conflict Situation . Cap 4 posee información que no va acorde a la guía enviada.
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.3	Mientras el tema original se enfoca en el uso de story telling para el desarrollo de speaking, gran parte de la investigación se enfoca en storytelling como técnica participatoria .
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.5	Nuevamente el objetivo general se enfoca en storytelling como técnica participatoria .
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.6	Uno de los objetivos se vuelve a enfocar en storytelling como técnica participatoria .
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.3	1.- La situación conflicto no es suficientemente clara, ésta debe enfocarse en el contexto de la investigación. 2.-La LOEI como Intercultural Bilingual Education y el Plan Decenal Toda Una Vida son citados en la Justificación y marco legal como sustento de la investigación cuando estos artículos no se refieren a los idiomas extranjeros sino a los idiomas ancestrales propios de nuestro país. 3.- La guía didáctica está direccionada a los docentes, es decir que los beneficiarios directos serían los docentes y los estudiantes los indirectos.

			<p>4.- Respecto a los antecedentes: Qué acerca de investigaciones realizadas en contextos similares de EFL?</p> <p>5.- Los fundamentos necesitan mayor desarrollo por la naturaleza de la investigación y correlación directa con el tema de la misma. En la fundamentación Filosófica se menciona la motivación como conexión con el tema de investigación. La fund. Lingüística y la Pedagógica se enfocan totalmente en Reading. Fund. Pedagógica no se asocian con el curriculum para EFL.</p> <p>Fund Histórica: se encuentra un párrafo duplicado.</p> <p>6.- En el desarrollo de las variables se sigue enfocando storytelling como técnica participatoria.</p>
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.2	Continúa enfocándose en storytelling como técnica participatoria
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.2	Se enfocan mayormente en Reading.
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.2	<p>1.- La propuesta no brinda información al docente tal como: contenido sobre la técnica a ser utilizada, objetivos específicos para las actividades, materiales a usar, configuración grupal entre otros.</p> <p>2.- La sección de "Strategies for improving English Speaking" aparece divorciada en algunos ocasiones de la lectura usada o de la estrategia descrita; en otras ocasiones se asemeja a objetivos más que a estrategias, esto evita claridad en su uso y objetivo.</p>
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	7.8	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			


 Sánchez P. Lucila, MSc
 DOCENTE REVISOR
 No. C.I. 0916446834

FECHA: 18/10/2020



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
T+591 3 394000



Guayaquil, 22 de Julio del 2020
Oficio No. UG-LENGUAS 2020-0369

MSc.

Mirna Romero Coloma

PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada Revisora – Asesora de proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral): ALVARADO VILLEGAS SANDRA MARITZA Y QUINTO TUAREZ CARMEN PALETTE.

TEMA: THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS

PROPUESTA: DESING OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lic. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

Calle. Descompartida "Salvador Allende" Es. De la Sim y Av. Kennedy
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CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Oficio No. UG-LENGUAS 2020-0499

Guayaquil, 01 de Septiembre del 2020

MSc.

Narcisa Castro Chávez

RECTORA DE LA UNIDAD EDUCATIVA UNIVERSITARIA
"FRANCISCO HUERTA RENDÓN"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que las estudiantes **ALVARADO VILLEGAS SANDRA MARITZA Y QUINTO TUAREZ CARMEN PAULETTE**, de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciadas en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS

PROPUESTA: DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

Lcda. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

🌐 www.ug.edu.ec



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DE LA UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN
RECTORADO
PERIODO LECTIVO 2020-2021
colqfcohuertarendon@hotmail.com



OFICIO N.º 352-SEC-2020
Guayaquil, octubre 8 del 2020

Master

Sara Anaguano Pérez

Directora De Las Carreras De Lenguas Y Lingüística Y Pin

Facultad de Filosofía, Letras y Ciencias de la Educación

Universidad de Guayaquil:

Ciudad.

De mis consideraciones:

Reciba un cordial saludo y a la vez dar contestación a su solicitud para que los estudiantes **CARMEN PAULETTE QUINTO TUAREZ Y SANDRA MARITZA ALVARADO VILLEGAS**, realicen su PROYECTO DE TITULACIÓN con los alumnos de **OCTAVO GRADO DE EDUCACIÓN BÁSICA**, en la Institución Educativa que dirijo. Doy la autorización correspondiente y todas las facilidades del caso para que la realización de su Proyecto Educativo previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lenguas y Lingüística modalidad online con el

TEMA: **THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS**

PROPUESTA: **DESING OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER.**

Agradezco de antemano por la contribución académica a nuestra institución.

Atentamente,


Mgs. Narcisa Castro Chávez
RECTORA

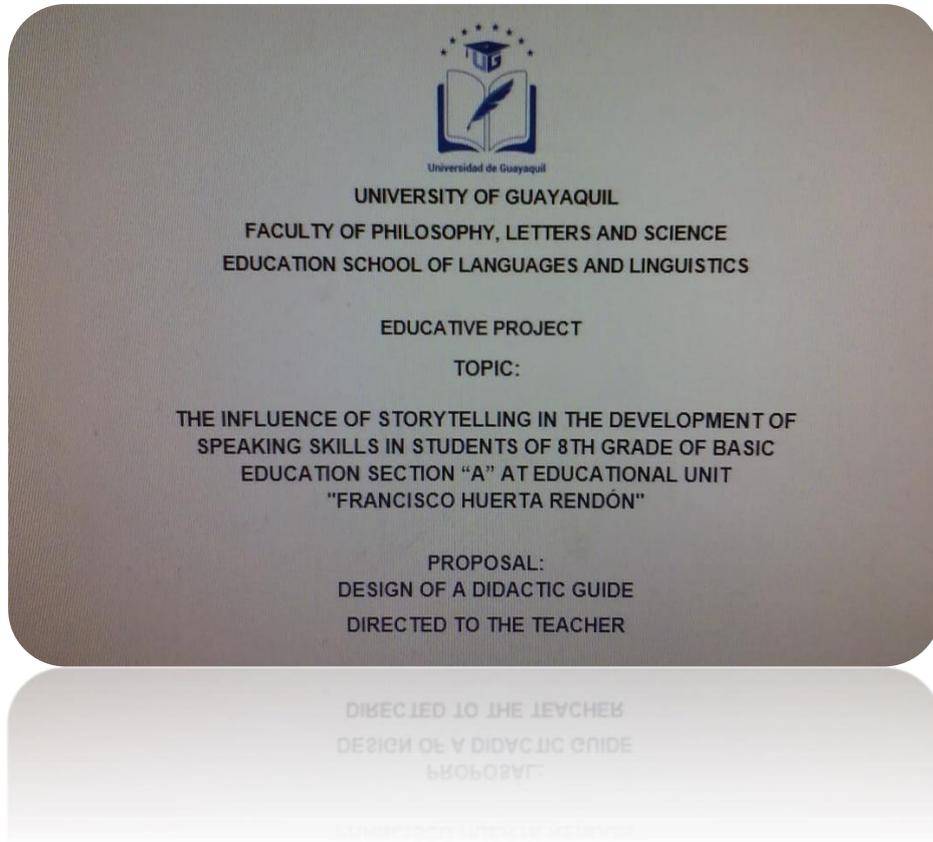
Elaborado por: Lcda. Janet Gómez Rodríguez-Asistente de Secretaria
Revisado y Aprobado por: Ing. Patricia Pineda Villacis-Secretaria General.



ANNEX:

II

TUTORING SESSIONS

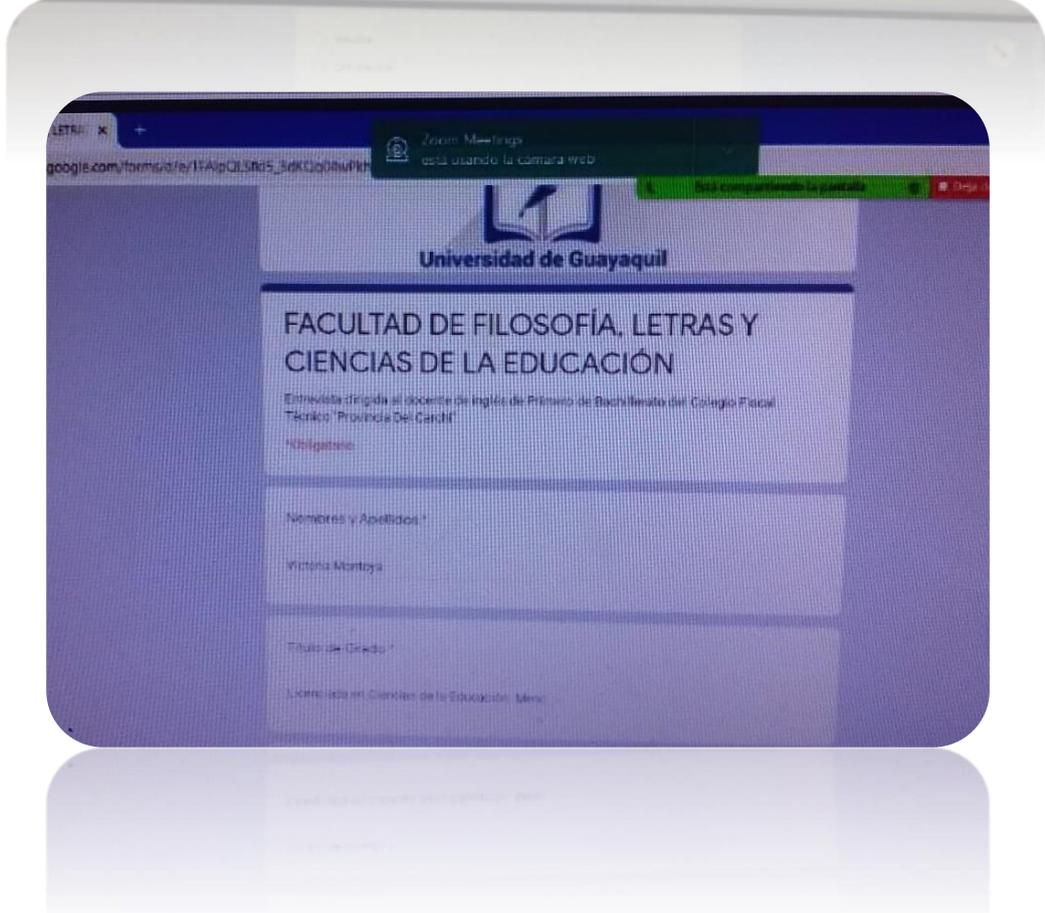
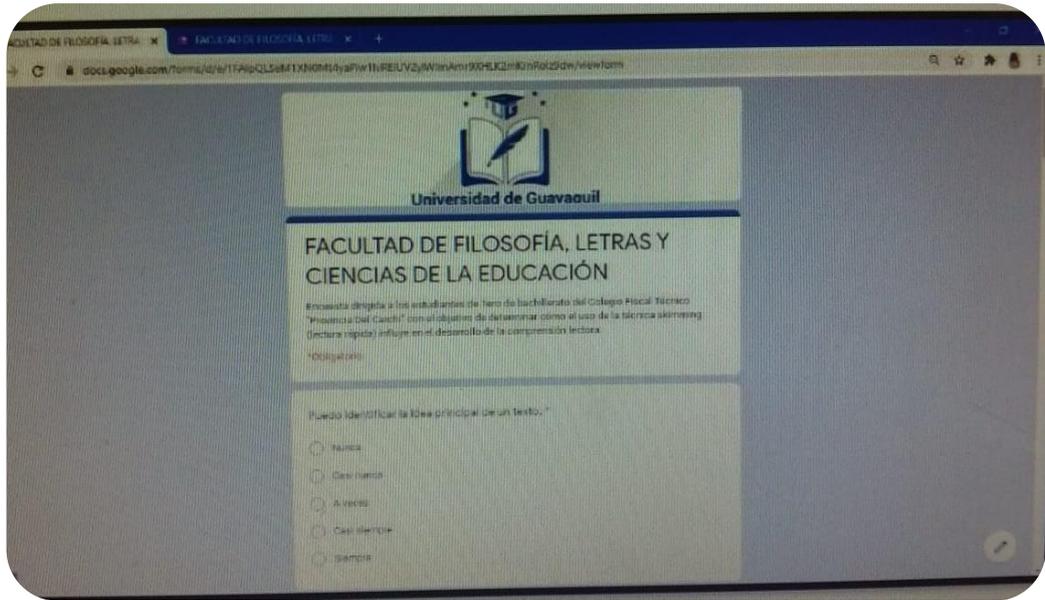


Source: EDUCATIONAL UNIT "FRANCISCO HUERTA RENDON"

Author: QUINTO TUAREZ CARMEN PAULETTE

ALVARADO VILLEGAS SANDRA MARITZA

APPLYING SURVEY TO STUDENTS OF 8TH GRADE OF BASIC EDUCATION SECTION "A" AT EDUCATIONAL UNIT FRANCISCO HUERTA RENDON



Author: QUINTO TUAREZ CARMEN PAULETTE

ALVARADO VILLEGAS SANDRA MARITZA

ANNEX:

III



SURVEY
AIMED AT EIGHTH GRADE STUDENTS
OF THE UNIVERSITY EDUCATIONAL UNIT DR.
"FRANCISCO HUERTA RENDON"

Objective: This degree project aims to determine how storytelling influences the development of speaking skills.

1 2 3 4 5
 Never Hardly ever Sometimes Almost always Always

	STATEMENTS	1	2	3	4	5
1	I am motivated to participate orally in the English class.					
2	In my classes, specific activities are carried out that motivate me to develop oral communication skills.					
3	I participate in dramas, skits or dialogues in my English class.					
4	I receive prior instructions to tell stories and develop my ability to speak English.					
5	I watch videos of stories in my English class.					
6	The contents or topics presented in my English book motivate me to communicate orally.					
7	I use the English language to create stories with my classmates.					
8	I get discouraged when they tell me stories in class.					
9	I use materials such as stories to enhance my oral communication skills in English as a foreign language.					
10	I believe that storytelling helps me develop and improve oral communication skills in English.					
11	I like to give life to characters and participate in class.					
12	I am motivated to participate in class when I hear a good story.					
13	I enjoy stories that create suspense.					
14	I use objects in class to create original stories.					
15	I create, invent and use basic dialogues in English and express myself fluently					

We thank you for your collaboration and we guarantee the confidentiality of the data.



INTERVIEW

ADDRESSED TO THE EIGHTH GRADE ENGLISH TEACHER OF BASIC
 EDUCATION
 OF THE UNIVERSITY EDUCATIONAL UNIT DR.
 "FRANCISCO HUERTA RENDON"

INFORMATIVE DATA

Names and Surnames	
Degree	
Postgraduate Degree	
English level according to the MCER	A1 A2 B1 B1+ C1 C2
Years of teaching experience	
Do you have updated certificate	YES NO

QUESTIONNAIRE

1. Do you consider that the English speaking skills of your students are in accordance with the level that the National Curriculum raises?
2. What are the main techniques that have given you the best results to develop oral communication skills (speaking skills) in students?
3. Do you consider that storytelling as a technique influences the development of oral communication skills?
4. Do you know the phases that are used to tell stories so that your students can develop or improve oral communication skills (speaking skills)?
5. What types of activities do you use in your class to develop oral communication skills?
6. Do you think that a teaching guide with the storytelling technique would help you develop and improve your oral communication skills?

ANNEX:

IV



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:	LA INFLUENCIA DE LOS CUENTOS EN EL DESARROLLO DE HABILIDADES PARA HABLAR. DISEÑO DE UNA GUÍA DIDÁCTICA DIRIGIDA AL PROFESOR		
AUTOR(ES) (apellidos/nombres):	QUINTO TUAREZ CARMEN PAULETTE ALVARADO VILLEGAS SANDRA MARITZA		
REVISOR(ES)/TUTOR(ES) (apellidos/nombres):	ROMERO COLOMA MIRNA CAROLA		
INSTITUCIÓN:	Universidad de Guayaquil		
UNIDAD/FACULTAD:	Facultad de Filosofía, Letras y Ciencias de la Educación		
GRADO OBTENIDO:	Licenciatura en Ciencias de la Educación		
FECHA DE PUBLICACIÓN:		No. DE PÁGINAS:	
ÁREAS TEMÁTICAS:	Lengua Inglesa		
PALABRAS CLAVES	CUENTOS, HABILIDADES DEL HABLA, ESTRATEGIAS, METODOLOGÍAS		
RESUMEN	<p>Esta investigación reveló la interrelación entre las habilidades orales y las historias en la adquisición de un segundo idioma. La base de este trabajo es examinar la influencia de las historias en la comunicación oral, lo cual requiere práctica para desarrollarse.</p> <p>Historias con actividades permiten desarrollar fluidez oral en clase. También contribuyen al proceso eficaz de enseñanza-aprendizaje y mejora de habilidades y estrategias de comunicación oral. Profesores y estudiantes tienen recursos didácticos limitados y esta guía ayudara a la expresión oral e interacción de estudiantes en un entorno social motivador. Debido a la emergencia mundial por Covid 19, la educación se volvió virtual. Este proyecto solo utilizo dos instrumentos, una encuesta en formularios google y una entrevista vía zoom.</p> <p>Finalmente, los docentes requieren capacitación continua sobre las diferentes actividades, técnicas y estrategias relacionadas con la habilidad del habla para asignar a los estudiantes tareas efectivas en el aula de inglés.</p>		
ADJUNTO PDF:	<input type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTOR/ES:	Teléfono: 0983630732 0963285991	E-mail: paulettequintot@gmail.com sandra.alvaradov@ug.edu.ec	
CONTACTO CON LA INSTITUCIÓN:	Nombre: Secretaría de la Escuela de Lenguas y Lingüística		
	Teléfono: (04) 2294888 ext. 123		
	E-mail: lenguas.linguistica.filo@gmail.com		



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ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN



NATIONAL

REPOSITORY IN SCIENCE AND TECHNOLOGY

THESIS REGISTRATION FORM

TITLE AND SUBTITLE:	THE INFLUENCE OF STORYTELLING IN THE DEVELOPMENT OF SPEAKING SKILLS. DESIGN OF A DIDACTIC GUIDE DIRECTED TO THE TEACHER.		
AUTHORS:	QUINTO TUAREZ CARMEN PAULETTE ALVARADO VILLEGAS SANDRA MARITZA		
REVIEWERS/ADVISOR	ROMERO COLOMA MIRNA CAROLA		
INSTITUTION:	University of Guayaquil		
CAREER:	Faculty of Philosophy, Letters and Education Sciences		
TITLED OBTAINED:	Licenciatura en Ciencia de la Educación		
DATE OF PUBLISHING:		No. PAGES:	
THEMED AREAS::	English Language		
KEYWORDS:	Storytelling, Speaking skill, strategies, methodologies		
<p>ABSTRACT This research revealed how oral skills interrelate with stories in helping with the acquisition of a second language. The basis of this work is to examine how stories can influence oral communication which requires a lot of practice to develop.</p> <p>Stories with activities enable the development of speaking fluency in class. They also contribute in the effective teaching-learning process and the improvement of skills and strategies when communicating orally. Teachers and students have limited didactic resources and this guide can help students express themselves orally and interact with their classmates in a motivating social environment. Due to the Covid 19 emergency worldwide, education became virtual. Only two instruments, a survey in google forms and an interview via zoom were used in this project.</p> <p>Finally, teachers require ongoing training on the different activities, techniques, and strategies related to speaking skills to assign students to effective tasks in the English classroom.</p>			
Attached PDF:	<input type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACT OF AUTHORS:	Telephono: 0983630732 0963285991	E-mail: paulettequintot@gmail.com sandra.alvaradov@ug.edu.ec	
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