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TEXTO COMPLETO**

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Puerto Colombia, **10 de septiembre de 2020**

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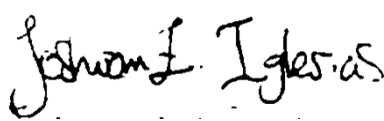
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**IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN ENGLISH IN THIRD  
LEVEL ENGLISH STUDENTS**

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EXTRANJEROS**

**PROGRAMA DE LICENCIATURA EN IDIOMAS EXTRANJEROS  
FACULTAD DE EDUCACIÓN  
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**IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN ENGLISH IN  
THIRD LEVEL ENGLISH STUDENTS**

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**Monograph submitted to the Foreign Languages Department in partial fulfillment of  
the requirements for the degree as a Teacher in Languages**

**Tutor:**

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**UNIVERSIDAD DEL ATLÁNTICO  
FACULTAD DE EDUCACIÓN  
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Thirdly, we would like to give limitless thanks to our families for their entire and unconditional help and support throughout the entire process.

Finally, we thank our friends who have given us the support, help and encouragement to complete this research project.

**DEDICATORY**

When I was admitted to University, I never thought I could learn so many things, because undoubtedly, during these almost 6 years, I did not only acquire academic knowledge, but I learned a lot about life. For this opportunity, I would like to thank God for allowing me to be where I have to be and for giving me the patience, understanding and lucidity to carry out our research project. To my mother Mabel, for teaching me that nothing is easy in life and that everything is much better and more rewarding if you do it with effort and determination.

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*Alexandra Paola Mancilla Vilorio.*

**DEDICATORY**

The university has been a 5-year experience that has given me the chance to comprehend and understand how big knowledge is. And for this, I would like to thank first of all God for giving me the opportunity of being present and able to experience how a life in a university can change and motivate to change our society, which with this project we expect to provide positiveness to our society. To our classmates and teachers for sharing their most valuable gift, which is knowledge and letting me be part of the world of education in Colombia. Also, to my family for being my biggest support when situations made me think I could not succeed. This project has made me realize that it would not have been possible if it was not for all of those teachers, classmates and relatives who always held us when we needed the most, so this project is our gift to them, to Universidad del Atlántico and to Colombia.

*Joshuan Zaid Iglesias Gutiérrez*

**DEDICATORY**

It has been an arduous and demanding work that would never be accomplished without the blessings, strength and knowledge my God had given to me. I'm highly grateful, because of him, I made this through against all odds.

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**ABSTRACT**

Storytelling, Folktales and stories can be used as a tool in order to strengthen fluency, speaking skill and communicative competence. Students of 3rd level at CLE, Universidad del Atlántico, were tested using storytelling, folktales and stories. At the beginning students showed a low level of fluency, speaking skill and reading comprehension and low grammatical competence but after using a social-critical and ethnographic method, pupils were capable of speaking fluently, reading and understanding in a better way.

Students of 3rd level at CLE, were aged between 18-22 years old. It was tested a sample of 20 students, 12 boys and 8 girls.

These results suggest that with a good methodology and a good disposition, the objectives can be reached.

**Key words:** Fluency, speaking, Storytelling, Folktales, legend, story, reading comprehension, test, method.

## **CHAPTER I**

### **1.0 INTRODUCTION**

English has become one of the most important languages around the world. Nowadays, people who can speak it, are open to many opportunities, not only in an English-speaking country, but also in the improvement of the globalization development in their own countries. Fluency is a skill that allows us deliver information and ideas easily and speedily. So we can say that fluency is an important key when it comes to learn a new language since it allows us to communicate. The lack of fluency in a language can lead to negative impression, misunderstanding and ineffective communication.

Colombia has experienced an increment in sociopolitical, economical and technological development in recent years. The country advances globally through the knowledge of the English language. In 2004 Colombian government outlined its plan for Bilingualism in Colombia, with its aims that by 2019 the majority of people leaving school would have a B level of spoken English as a means of increasing employment opportunities and raising Colombia in the world of international business.

In our research, we will focus on the tools and activities that we can adapt to their learning to improve their speaking by avoiding the use of their native language as their first resource.



## 1.1 Research Problem

### 1.2 Description of the Problem

Being able to speak fluently is one of the most important targets that people have when it comes to learning foreign language. Therefore, the development of oral communication is seen as a goal that is attached to speaking. Nowadays, speaking a foreign language is considered as an advantage in different aspects of a person's life. For instance, in a professional context, the dexterity of speaking a foreign language increases the opportunity to get a higher quality job and better opportunities. Also, it permits a person meet and learn about other cultures, lifestyles and traditional beliefs.

In the case of “Universidad del Atlántico, cursos libres” in the third level of English, we could notice by applying instruments, such as: analysis, surveys, interviews and tests, that the students do not usually express their ideas as they want to because of their lack of fluency in English. At the beginning, we made an observation in which we could see that some of them already had a level of fluency appropriated for their level at extramural courses, some others had problems trying to create full sentences on their own.

The test that we applied first was the cognitive test, they were told that they could not use any source of information like notebooks or books so we could analyze their real knowledge about certain topics. The test that we applied was the PET practice test and we focused on the writing section so we could see what the main problems creating full sentences were.

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The assessment that we applied to verify what the best strategies were and what sort of activities we could use during this project was the learning styles test. The students answered the test on their own. However, they had some inconveniences trying to understand some words. We helped them by giving synonyms and they could answer the questions individually. As we see in the results, most of them were kinesthetic students, 4 students were visual and 6 auditory.

As the students already had 2 assessments, 1 to check their English in writing level and another one to check their learning styles, we decided to make an oral interview to each one of them to check their speaking abilities.

Some of the most common questions made by the students were the meaning of certain words, after the teacher's explanation in the target language, they still did not understand the meaning, so they just waited for the teacher to finish the explanation to get the literal translation in Spanish. We see that this translation process can work in some cases but it should not be the main or the most common way to learn the meaning of a word. Also, we could see that whenever they had to read a story, they would do the same. They asked what the meaning of an expression or word meant and they waited for the meaning in Spanish instead of trying to figure out the meaning using the target language and developing their ideas with it.

That students tend to develop fluency in a very slow manner. The main reason why this happens is because they invest too much time translating their ideas from their native language (Spanish) to their target language (in this case, English).

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The students know the parameters and their limits with their language acquisition, but they do not feel encouraged or challenged to get out of their comfort zone and try to expand their knowledge by applying their knowledge and taking risks in activities where they have to be listened or read.

### **1.3 Research Question**

Based on the lack of fluency and the main problems that we found in the classroom with the students of English, we formulated the following question:

How can oral fluency be improved in third level English students at Universidad del Atlántico, extramural courses?

### **1.4 Objectives**

#### **1.5 General Objective**

- To find out the complications that could lead 3<sup>rd</sup> level English students at Universidad del Atlántico extramural courses have a low performance in the English class.

#### **1.6 Specific Objectives**

- To determine the level of Speaking Production and Speaking Comprehension that the students in 3<sup>rd</sup> level of English at Universidad del Atlántico have.

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- To identify the deficiencies that the students have in the Speaking development.
- To analyze how the activities proposed by the teacher influence the students' Speaking production.
- To Examine in detail if the different types of approaches that have been used are suitable for students to develop Speaking Production.

### 1.7 Justification

English has become a fundamental aspect in our society. It allows us to communicate with people from all over the world and get many opportunities. The process of becoming a more interconnected world requires that the people who are participating in this process have the capability to speak a foreign language to communicate, and as English is considered to be a global language, it is imperative to be fluent in it. For instance, a more challenging and higher position in our jobs can be acquired if a person knows how to speak English in a natural and fluent way. Fluency is definitely one of the biggest abilities that people notice when we are speaking English. This component is one of the main goals for people who are trying to learn a new language. It demonstrates the experience and the management that we have over the foreign languages that we are trying to speak.

Research is required not just for students and academics, but for all the professionals. It helps us solve existing issues, filling gaps in knowledge, so we have a detailed analysis of everything. Therefore, this research project emerged from the necessity of implementing

different strategies in communication, in order to help students, improve their speaking, being fluency our main target.

### **1.8 Social Relevance**

For social benefits, one of the biggest aspects that this project intends to achieve is the improvement of the speaking skills in the students of third level at Universidad del Atlántico, extramural courses, but also a higher development in English in the society. This project benefits not only students but the teaching model for teachers by innovating ways to improve the oral fluency. It is necessary to know how effective the teachers are when it comes to help students who have difficulties in this area. After knowing that, it is imperative to take actions in order to enhance their development process so that the students are well prepared not only for academic situations but also in the different areas of their lives such as professional aspect, worldwide social relations, personal improvement and so on. The biggest impact that is expected to achieve in the society is to increase the quality of the English language at the Universidad del Atlántico extramural courses by developing speaking in a meaningful way for the students as they get engaged with the storytelling activities.

#### **Feasibility**

We count with the backing of Cursos de Lenguas Extranjeras de la Universidad Del Atlántico to get the results of our research as we count with the teacher's and the students' disposition to carry it out. It is very feasible to execute this project since there are not required expensive materials in order to design the activities to the achievement of pronunciation.

Also, the pedagogy that we could observe that is applied in this institution requires that the students participate in an active way during the class. Lastly, as they have already worked with activities that make them talk in a fluent way (telling stories, roleplays and debates), it would not take long time for its development.

### **In the Education Field**

In theory of speaking, our research project is expected to provide a bigger knowledge to the word fluency and how it can be acquired in a country where English is not the main language. Fluency can be defined as the state or quality of flowing, in this case, the quality of flowing in English without any inconveniences while doing it. We could say that it contributes to the education field through the finding. Since it will allow students to improve their speech in a fluently and confident way. In addition to this, by developing this speaking competence, the students, who will sooner become workers in this country, will have a greater chance to succeed in the competition of working, getting to develop their cognitivity and this way, improve and enrich Colombian education in terms of language acquisition. In addition to that, not only students but teachers have the opportunity to improve their experience of teaching and learning.

### **Methodological Utility**

This research project is based on strategies which are significant to the improvement of their oral fluency. There are plenty of strategies in order to achieve it. Also, it can be implemented authentic activities from different theories, but we are going to analyze in detail,

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what the proper strategies focused on the optimal learning of the student are. In order to develop those strategies, we have selected different activities that make the students express their ideas and interests in English, which means that we are not focused on creating new strategies to develop the students' speech, we are focused on working with an existing method and instruments that can lead the students develop themselves in a dynamic way.

### **Pedagogical aim**

In addition, this project looks for an impact in pedagogy as it will let the teachers analyze and apply diverse types of strategies to motivate the students speak on their own in the class. It encourage the teachers to educate their students by giving them options to show and practice the language. Lastly, this is helpful in order to avoid bigger problems regarding the poor development of the oral production in students through the development of proper strategies in their learning process. Also, it would be a model not only for the students involved in this project but also for all those who are having this problem as students or teachers. It is important to carry out this project since English is essential to communicate in our current time.

Based on these aspects that we have mentioned, by creating and applying this project in Universidad del Atlántico extramural courses, we would see a great and positive impact in the education of the students and the teaching strategies that teachers have when it comes to working with oral production in a dynamic way. However, the benefit would not only be for the teachers and the students, the society in general would receive a great impact as the

Colombian education gets more development. That is important as nowadays globalization makes all of the countries try to maintain good relationships.

### **1.9 Legal Framework**

This research based on Fluency as a speaking skill is legally supported by the Constitución Política de Colombia (1995), Ley general de Educación 115 and finally by Lineamientos curriculares.

To begin with, in the Constitución Política de Colombia 1995 in the article 27th we could find the following statement: “El Estado garantiza las libertades de enseñanza, aprendizaje, investigación y cátedra.”, which means that the education in Colombia is based on academic freedom, and also it guarantees different ways to learn, to teach and to investigate in order to everyone could be free to choose how and what to learn, how and what to teach and what kind of topic to develop on a research Project.

Also, in article 44th says: “Son derechos fundamentales de los niños: la vida, la integridad física, la salud y la seguridad social, la alimentación equilibrada, su nombre y nacionalidad, tener una familia y no ser separados de ella, el cuidado y amor, la educación y la cultura, la recreación y la libre expresión de su opinión.” From this article we can infer that all children must be part of any recreational and educational environment that allows the expression of their opinion. Children in Colombia have Education as a right and the State is responsible for promoting different levels of education in which recreation and freedom of opinion can be guaranteed.



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Moreover, the article 67th claims: “La educación es un derecho de la persona y un servicio público que tiene una función social, con ella se busca el acceso al conocimiento, a la ciencia, a la técnica y a los demás bienes y valores de la cultura.” In this article it is inferred that education has as one of its objectives, the social function, in which it must be taught and learned to communicate in order to acquire new knowledge of science and culture. Foreign language learning could be considered an elementary tool for the communicative culture that according to this article is a fundamental element in Colombian education.

Artículo 1o. Objeto de la ley. La educación es un proceso de formación permanente, personal, cultural y social que se fundamenta en una concepción integral de la persona humana, de su dignidad, de sus derechos y de sus deberes.

This article establishes education as a social and communicative right that is based on a cultural, social and integral conception, from what we can deduce that any activity aimed at the learning of communication, is a right that is necessary and also a key element of education.

Also, in the Ley 115 or Ley general de la educación we can find that the article 44th claims: “Misión de los medios de comunicación social. El Gobierno Nacional fomentará la participación de los medios de comunicación e información en los procesos de educación permanente y de difusión de la cultura, de acuerdo con los principios y fines de la educación definidos en la presente Ley, sin perjuicio de la libertad de prensa y de la libertad de expresión e información. “Which means that everyone can decide how to express themselves or communicate and all the students are free to choose what they want to learn and how to develop their knowledge.

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Moreover, there is an important aspect also mentioned in the article 77th of the Ley general de la Educación o Ley 115 which says: “Autonomía escolar. Dentro de los límites fijados por la presente ley y el proyecto educativo institucional, las instituciones de educación formal gozan de autonomía para organizar las áreas fundamentales de conocimientos definidas para cada nivel, introducir asignaturas optativas dentro de las áreas establecidas en la ley, adaptar algunas áreas a las necesidades y características regionales, adoptar métodos de enseñanza y organizar actividades formativas, culturales y deportivas, dentro de los lineamientos que establezca el Ministerio de Educación Nacional. From this article we can extract that everyone has the right to access different elective subjects, like cultural or social ones, but also, organize and create spaces in which the students can adapt their learning based on what they lack and on the social context that the institution is located at.

## **CHAPTER 2**

### **2.0 THEORETICAL FRAMEWORK**

## 2.1 Background Research

There has been a lot of research done into the field of oral fluency, even this issue has been addressed in several investigations with foreign language learners from all over the world, we can conclude that oral fluency is a fact that takes a quite important role in learning a foreign language. Then, we have some of these findings with its corresponding review.

To ensure the acquisition of a foreign language should be a natural environment and interaction with culture. This is how many researchers have contributed in the field of language learning and some of the most noticeable research about culture, oral production and creativity are:

At the local level the research team found:

- *The enhancement of motivation towards English learning by using short stories in 4<sup>th</sup> grade B students at I.E.D San José. Universidad del Atlántico. (Diana Barraza, carmen Imitola, Jorge Parra, 2012).*
- This Project talks about how to create meaningful communicative situations using a step by step guide whose objective is to increase motivation through English learning at I.E.D San José in order to improve the students' communicative skill.
- *El cuento corto en inglés como estrategia para generar interacción oral en los estudiantes de octavo grado del colegio italiano Galileo Galilei. Universidad del Atlántico. (Judith Macias Altamar, 2009)*

The author explains in 12 steps how the use of short stories can be useful to develop the motivation and oral interaction among the students. She explains that reading short stories

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must start at the first or easy level and little by little the complexity must increase and at the end of each activity the students should be able to socialize the results. This project is based on the communicative approach.

### **National level**

- *Estrategias de aprendizaje para el desarrollo de la producción oral en la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana, 2009.*
- This research proposes the study of different learning strategies focused on speaking and learning a foreign language, mainly based on the work of author Rebecca Oxford on learning strategies. (Dayana Gonzales Muñoz, 2009)

### **International level**

- *La relación lengua-cultura en el aprendizaje de E/LE por parte de los italianófonos. Cinzia Di Franco. Università degli Studi di Palermo, 2005.*
- This paper discusses the relationship between culture and the process of teaching a foreign language. This research says that the teaching of a language goes beyond grammar and vocabulary and that it is necessary to learn some parameters derived from culture and mother tongue. Besides, the researcher talks about promote cultural aspects during the classes, starting from the own culture and following a contrastive analysis with the target language in order to respect and to learn the new culture. (Di Franco, 2005)
- *Creatividad en la educación: educación para transformar. Julian Betancourt Morejon CEICREA. Guadalajara, México.*

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This study discusses how creativity can be developed through the educational process by promoting the potential and to achieve a better utilization of individual and group resources in the teaching-learning process. In addition, this text explains how to teach using creativity to help students not to be afraid to change, because it is a fun way to learn and also because creativity can motivate students and that way they generate their learning. (Julian Betancourt Morejon, 2000)

- *La importancia de la competencia sociocultural en el aprendizaje de segundas lenguas. Mar Galindo Melino. Universidad de Alicante.*
- She talks about the importance of both, own and the foreign culture. She explains that when the teacher incorporates cultural content during the classes students can achieve more effective communication skills. When the students compare both, own and foreign culture sometimes can face cultural shocks due to the difference between certain aspects or situations.

As international reference we found a study named “Using Story Telling Technique to Improve The Speaking Ability of The Second Year Students of SMK Muhammadiyah 2 Pekanbaru” (Novita Asmeri Br.Batubara, Hadriana, Syafri K, 2015) which has as a purpose to find out if the story telling technique could improve the speaking skill of the second year students of SMK Muhammadiyah 2 Pekanbaru. This class consisted of 19 female students and 9 male students so that there were 28 participants at all. The data was collected by using observation sheet, speaking tests, and field notes. The research finding indicated that the application of using storytelling technique could improve students’ speaking ability both at

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the first cycle and second cycle. The result of pre-test shows the average score of students speaking ability was 48.2. It improved to 64.9 on the post-test 1 and 76.1 on the post-test 2. It was also proved that applying storytelling technique in teaching speaking could improve students' interest and motivation to speak and share ideas with their friends in groups. In addition, applying storytelling technique could also improve students' ability to speak English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

We could conclude that Storytelling technique can improve the speaking ability of the students. By using this method, the students are more active and more often practice to express their idea by using their own word. Also, it is important to mention that the five aspects of speaking, vocabulary, fluency and comprehension, pronunciation and finally grammar, were also factor influencing students' speaking ability.

Nationwide, there was a research made by Bernal and García (2010), TPR-STORYTELLING A key to speak fluently in English, a key to speak fluently in English. In this research, it is shown the use of the storytelling method and its influence on children and adult learners' oral production and fluency development by keeping as an important strategy the steps followed within the American and Colombian didactic foreign language learning contexts. This method proposed in the storytelling has three key ideas that develop the students' fluency: body movement develop the understanding of ideas and words instead of literal translation in the main language, the spoken language should be developed in advance of speaking and forcing learners to speak is not highly recommended all the time, the research shows that the individuals can begin to speak after they internalize the stories and topics. The

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results that were obtained with this process and the three key ideas were: the students were able to make use of new words in contexts once they internalized them on their own, the students remembered the events of the stories as they narrated them to their classmates, they developed and “ear” for what sounds right, which means they learned to speak based on what may sound right to them. This process resembles to what happens on first language acquisition. And finally, the students found storytelling fun, which promoted better long-term memory and positive attitude towards the target language.

We found this research quite interesting for our project because it shows the influence and importance to practice the target language through the creation and development of stories and its great results towards fluency. As we could see, the results expected with this research were mostly a great development in the students’ speaking abilities and how they acquired a meaningful learning after having read and created the stories that they felt interested in.

### **2.2 Conceptual framework**

### **2.3 Definition of Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Its form and meaning are dependent on the context in which

it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*).

Speaking is one of four components of language ability beside listening, reading, and writing. Speaking is an important tool to express the idea that composed an improving based on the need of the spoken (Tarigan, 1990).

Speaking requires learner need only knows how to produce specific point of language such grammar, pronunciation, or vocabulary (“language competence”), but also the other different rates “ speaking” as Harris (1969:81) in Cahunday, 1077 “observes is a complex skill requiring the simulates use of different rates”

Brown (2007) states that social contact in interactive language functions is a key in which it is not what you say that counts but how you say it, what you convey with body language, gestures, eye contact and other non- verbal message.

Besides, speaking is the real-time, productive, aural/oral skill (Bailey, 2003).

## **2.4 Speaking Skills**

Richard (2008) states the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Speaking is a basic skill to tell and share ideas in communication. Abbs and Freebairn (2000) states that speaking is complex skill to be



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learned by learners because they have to think the ideas or thought they wishes to express only if they are eager to know about sounds, structure, and vocabulary system of language.

Longman (2000) defines speaking skill as the spoken exchange of ideas and opinions with others.

Brooks (Tarigan 1990) explained that speaking skill as the conversation between two more persons directly and also called face to face communication.

The speaking skills are conformed by fluency, accuracy, vocabulary and pronunciation.

Firstly, fluency is the ability to speak easily and smoothly, which means to do something in a way that seems very easy. Secondly, accuracy is the ability to do something without making mistakes. Thirdly, vocabulary is the range of language of a person or group, it is all about the knowledge of words and finally pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word.

### **2.5 Speaking Strategies**

The study of speaking skills in English is a priority for many foreign language learners. We all know that it is important to have speaking skills to communicate, but how do we develop these skills? What strategies can we implement to contribute to the development of speaking?

“In speaking, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together, as a strategy of oral communication” (Jones, 1996)

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Luoma (2004) cites the following features of spoken discourse:

- *Composed of idea units (conjoined short phrases and clauses)*
- *May be planned (e.g. a lecture) or unplanned (e.g. a conversation)*
- *Employs more vague or generic words than written language*
- *Employs fixed phrases, fillers and hesitations markers*
- *Involved reciprocity (i.e. interactions are jointly constructed)*
- *Shows variation (e.g. between formal and casual speech), reflecting speaker roles, speaking purpose and the context.*

Pawley and Syder (1983) suggest that native speakers have a repertoire of thousands of routines, and their use in appropriate situations creates conversational discourse that sounds natural and native-like, and that they have to be learned and used as fixed expressions.

Another feature we use to develop conversational and speaking skills is the use of “routines” which give naturalness at the moment of speak. Wardhaugh (1985 cited in Richards 1990) claims: “There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting, offers of hospitality, and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering... it is difficult to imagine how life could be lived without some routines.”

## 2.6 Speaking Task

Speaking task is considered as an activity in which the meaning is primary, there is a goal which needs to be worked toward and there is a real-world relationship (Fattah, 2006). Based on this, we can say that speaking tasks are activities and procedures that we can use in order to improve communicative abilities and achieve a goal that is related to the social context and real-world scenarios.

Nunan (1989) and Nunan (2005) define a task as a classroom activity which involves learner comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on "meaning" rather than "form".

Ellis (1994), defines the task as some kind of activity designed to engage the learner in using the language communicatively or reflectively to arrive at an outcome other than that of learning a specified feature of the target language. Therefore, the use of tasks are usually focused on solving communicative gaps that a person trying to obtain a great manage of the target language has.

By analysing these definitions given by different authors, we can see that all of those definitions have an objective in common, which is, that speaking tasks need to be developed in communicative scenarios (more than just one person) so they can negotiate and exchange ideas to acquire a bigger knowledge.

## 2.7 Teaching Speaking Strategies

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Language learners define speaking skills as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their spoken communication.

“Teachers and textbooks make use a variety of approaches, ranging from the direct approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, questioning strategies) to indirect approaches which create conditions for oral interaction through group work, task work and other strategies” (Richards, 1990)

Willis (1996) suggests using a cycle of activities with task-work using a sequence of activities in a lesson. These create interaction mediated by a task and then build a language awareness and language development around task performance.

Higgs and Clifford (1982), reporting experience with foreign language teaching programs in the US, they observed:

*“In programs that have as curricular goals an early emphasis on unstructured communication activities – minimizing, or excluding entirely, considerations of grammatical accuracy- it is possible in a fairly short time to provide students with a relatively large vocabulary and a high degree of fluency... This same date suggest that the premature immersion of a student into an unstructured or “free” conversational setting before certain linguistic structures are more or less in place is not done without cost. The appear to be a real danger of leading students too rapidly into the creative aspects of language use, in that if successful communication is encouraged and rewarded for its own sake, the effect seems to be one of rewarding at the same time the incorrect strategies seized upon in attempting to deal with the communication strategies presented.”*

Teaching to speak as performance requires a specific teaching strategy claimed Jones (1996): “ *Initially talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.* ”

“*...Talk is associated with other activities, for example, students may be engaged in hand-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding*” Jones (1996)

Green, Christopher and Lam (2002) in a report on teaching discussion skills recommend assigning one student to serve as an observer during a discussion activity using an observation form.

## **2.8 Assessing Speaking**

Hughes (1984) believes that that successful interaction involves both comprehension and production. For that reason, he believes it is essential that a task elicit behavior (or performance) which actually represent the test taker’s speaking competence. In addition to selecting the appropriate assessment, O’Malley (1996) also mention determining evaluation criteria as another major challenge. Also, Brown (2004) describes two major challenges in assessing speaking: (1) the interaction of listening and speaking can make it difficult to treat speaking apart, (2) the speaker’s strategy to dodge certain form to convey meaning may make it difficult for test makers to design a solid elicitation technique.

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Brown (2004) provides 5 types of Assessment Tasks. The tasks in each category come also from the descriptions by Heaton (1988), Hughes (1989) and O'Malley (1996).

- a) Imitative.
- b) Intensive:
  - 3 Reading aloud.
  - 4 Directed response task.
  - 5 Sentence/dialogue completion.
  - 6 Translation.
  - 7 Limited picture-cued task.
- c) Responsive:
  - 1. Question and answer.
  - 2. Giving instruction and direction.
  - 3. Paraphrasing.
- d) Interactive:
  - 1. Interview.
  - 2. Drama-like task.
  - 3. Discussions and conversations.
  - 4. Games.
- e) Extensive (monologue)

## 2.9 Definition of Storytelling

Storytelling has long held an important role in history. There are tremendous gains to be made through storytelling as a strategy to increase the oral language of second language learners in particular.

According to Andayani (2013), storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, lucid manner. Barnes (1997) argued that storytelling is the art of telling a story that includes telling a story with the use of the written word, with the use of song, acting, mime, dance and role play that provides ability to generate character and make logical conclusion. It is one of alternative techniques to improve speaking skill, the steps of executing storytelling can be modified based on teacher's style, students' needs, and learning atmospheres.

Also, Harmer (2007), claimed that storytelling is one of the way in teaching speaking. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. So, the students can share their ideas in storytelling.

Zaro and Saberri (2006) argue that storytelling requires a certain level of interaction between storyteller and audience and between individual and listener.

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Furthermore, McKeough (2008) states that storytelling is the transmission of events in words and images, used in every culture as a means of entertainment, cultural preservation, education and inculcating moral values.

In addition to this, Flora (2011) added that storytelling involves a two-way interaction between a storyteller and one or more listeners and this emerges from the interaction and cooperative, coordinated efforts of teller and audience.

Storytelling technique is believed to be one of the entertaining techniques that can be used with learners in order to develop their English language skill. Actually, storytelling technique incorporates the four communicative skills and attracts student's attention and higher concentration, this technique provokes prediction and expectation of events. Consequently, those effects lead to deeper comprehension, enjoyment and happiness. Moreover, storytelling technique has great effects on students in their learning of English language. It is crucial to catch learner's attention by presenting them some previous activities to increase vocabulary, practice pronunciation, body language techniques and vocalization (Peck, 1989). It changes the classroom environment from a dry boring one to a warm environment full of student's concentration, participation and production.



## CHAPTER 3

### 3.1 METHODOLOGICAL FRAMEWORK

#### 3.1 Type of Research

Our research is meant to be qualitative because we are basing our project in the results that we will obtain by applying storytelling activities to our target population to improve the quality of their speaking skills and their fluency.

#### 3.2 Type of Paradigm

As we are focusing on the analysis of social transformations and get answers from problems generated in our population (in this case, the lack of fluency), we chose the Socio-critical paradigm, because it is necessary to analyze problems, seek answers and to solve

them. The main reason people decide to study a foreign language is because they want to use it in a social context. The real use of the language is outside a classroom, where people get to practice and adapt what they know to society, so this paradigm helps us solve one of the biggest problems in an English classroom, the lack of fluency.

We could see that most of the students managed to use expressions that they saw on books and repeat them. With this research, we want to analyze what solutions we can adapt to our target population to avoid repetition and make them able to create sentences on their own to participate in a social context in a beginners level.

### **3.3 Contextual Framework**

In this project, the institution that was chosen to apply the strategies was Universidad del Atlántico Sede centro and the selected population is the third level of English. This languages center is located in the center of Barranquilla. It is a public institution that is located in Cra 43 # 50 – 53, Barranquilla as it is displayed in the following map.

There are different languages that are taught there, such as: German, Arabic, French, English, Italian, Japanese, Chinese, Portuguese and Russian, each language with its own levels from the first one up to the last one which is the sixth level.

This institution works in different schedules as we can see in the following chart

Levels	Days	Schedule
1st 2nd 3rd 4th 5th 6th	Mondays - fridays	> 6:00am-7:45am > 7:00am-9:00am > 8:00am-10:00am > 9:00am-11:00am > 10:00am-12:00m > 2:00pm-4:00pm > 3:00pm-5:00pm > 4:00pm-600pm > 5:00pm-7:00pm > 6:30pm-8:30pm
	Saturdays	7:00am-12:00m
	Saturdays	1:00pm-6:00pm

### Mission

“Somos una universidad pública que forma profesionales integrales e investigadores(as) en ejercicio autónomo de la responsabilidad social y en búsqueda de la excelencia académica para propiciar el desarrollo humano, la democracia participativa, la sostenibilidad ambiental y el avance de las ciencias, la tecnología, la innovación y las artes en la región Caribe colombiana y el país”.

To be a public university that creates integral professionals and researchers with a social responsibility looking for the academic excellence to promote the human development, participative democracy, environmental sustainability and the advancement of science, technology, innovation and the arts in the Colombian Caribbean region and the country.

### Vision

“Somos la universidad líder en el conocimiento y determinantes para el desarrollo de la región Caribe”.

We are the leading university in the knowledge and determinants for the development of the Caribbean region.

### **Sample**

There are 31 students in 3<sup>rd</sup> English level at CLE but the research team took only 20 students, 12 boys and 8 girls, to carry out the research. There were not any criteria to select them because this is a sample of volunteer participants. We proposed them to be part of our research project and they agreed to participate. What we notice in this selected group is that they are very active students.

### **3.4 Instruments and Techniques**

In order to verify and adapt the strategies and sources to develop the students' fluency, we have applied one test to check their knowledge about the level of English they have, a test to verify their learning styles and an oral interview to check their speaking abilities and what could be used to help them improve it.

At the beginning, we made an observation session in which we could see that some of them already had a level of fluency appropriated for their level at cursos libres, some others had problems trying to create full sentences on their own.

### **Cognitive Test**

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The test that we applied first was the cognitive test, they were told that they could not use any source of information like notebooks or books so we could analyze their real knowledge about certain topics. The test that we applied was the PET practice test and we focused on the writing section so we could see what the main problems creating full sentences was.

### **Learning Styles Assessment**

The assessment that we applied to verify what the best strategies were and what activities we could use during this project was the learning styles test. The students answered the test on their own. However, they had some inconveniences trying to understand some words. We helped them by giving synonyms and they could answer the questions individually. As we see in the results, most of them were kinesthetic students, 4 students were visual and 6 auditory.

### **Oral Interview**

As the students already had 2 assessments, 1 to check their English in writing level and another one to check their learning styles, we have decided to make an oral interview to each one of them to check their speaking abilities

The questions that we used were the following:

1- What is your motivation to learn English here?

2- What is your main goal or what do you expect to improve in this course?

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3- What do you do to improve your English-speaking abilities outside the course?

4- What activities would you like to do to improve your fluency?

5- What oral activities have you tried in this course?

6- What writing activities have you tried in this course?

Based on the answers and their needs, the activities will be applied to them.

**Questionnaire:** We prepared a questionnaire in order to investigate the causes that lead to students' lack of fluency in English as a speaking skill. The questionnaire is divided into two sections. Section A, and Section B. The former is focused on checking their knowledge about the level of English they have and the latter is focused on checking the strategies used by the participants when practicing the speaking skill. See example below:

- What is the most speaking activity you use to improve your skill in the classroom?

### **Metacognitive Strategies:**

- Strategy evaluation.
- Self-evaluation.

### **Social strategies:**

- Presentation.
- Role play.
- Debate.

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- Games in class.
- Communicate with foreigners.
- If you notice to have a problem in your speaking skill, what would you do?

### **Metacognitive Strategies:**

- Evaluating their problem.

### **Social Strategies:**

- Asking teachers.
- Asking friends.

### **Cognitive Strategies:**

- Study by themselves with various material.
- What are additional sources for speaking outside the classroom?

### **Metacognitive Strategies:**

- Selective attention.
- Planning for use material in learning extra.
- Taking risks wisely in use of second language.

### **Social Strategies:**

- Communicate with foreign friends.
- Studied in language institute.

### **Cognitive Strategies:**

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- Watching soundtrack movies or singing English songs.

**Classroom Observations:** In addition to the semi-structured interviews and the questionnaire. We prepared 12 classroom observation checklists and implemented them while the lesson, particularly speaking lessons, were conducted three times per session to evaluate what teaching styles do language teachers use and how the students responded to their classes or stimuli if given. Exhibit B:

### Classroom Observation Checklist

Teaching Assistant: \_\_\_\_\_ Observation Number      1      2      3      4

Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Respond to each statement using the following scale:

*1=Not observed*

*2=More emphasis recommended*

*3=Accomplished very well*

#### Organization

Presented overview of lesson.	1	2	3
Paced lesson appropriately.	1	2	3
Presented topics in logical sequence.	1	2	3
Related today's lesson to previous/future lessons.	1	2	3
Summarized major points of the lesson.	1	2	3

#### Presentation

Explained major/minor points with clarity.	1	2	3
Defined unfamiliar terms, concepts, and principles.	1	2	3
Used good examples to clarify points.	1	2	3
Showed all the steps in solutions to homework problems.	1	2	3
Varied explanations for complex or difficult material.	1	2	3
Emphasized important points.	1	2	3
Writes key terms on blackboard or overhead screen.	1	2	3
Integrates materials (examples, cases, simulations) from "real world".	1	2	3
Active, collaborative, and cooperative learning favored over passive learning.	1	2	3

#### Interaction

Actively encouraged student questions.	1	2	3
Asked questions to monitor student understanding.	1	2	3
Waited sufficient time for students to answer questions.	1	2	3
Listened carefully to student questions.	1	2	3
Responded appropriately to student questions.	1	2	3
Restated questions and answers when necessary.	1	2	3
Demonstrates respect for diversity and requires similar respect in classroom.	1	2	3

#### Content Knowledge and Relevance

Presented material at an appropriate level for students.	1	2	3
Presented material appropriate to the purpose of the course.	1	2	3
Demonstrated command of the subject matter.	1	2	3



## **CHAPTER 4**

### **4.0 RESULTS**

#### **4.1 Data Analysis**

In order to analyze the data, the interviews are going to be voice recorded, we are also going to take notes. The first step is to triangulate the information obtained from the various instruments applied in our research study. We will do this using a scale, either using second or third level conclusions. This will allow us to know, for example, if what a participant reported in their answers in the semi-structured interview, is consistent or not with what we could observe directly in the classroom.

We did not tell the students why they were chosen as the subject of this case study because we do not want them to be scrutinized by their peers nor the learning community, for that reason we have decided not make use of their real names. Also, we asked their permission first to make use of their answers in benefit of this research since all the participants are of age, consent from their parents is not required.

Furthermore, prior collecting any data from the participants, we talked to each and one of them about the research study that we were going to conduct, they were told what was the study about, what we are going to do with the information collected from them and we asked

to a sign a consent form in order to avoid any legal issues in the future, we also signed a confidentiality to let them know that it is a two-way street relationship and they could trust us with their information.

The second step, we are going to follow is to integrate inter-state triangulation for each of the instrument used, but from an inter-instrumental perspective and from there to generate new interpretive processes. When this integration of all the triangulated information has been carried out, it will be possible for us to say that there is a coherent corpus, which reflects in a homogeneous way what we call "research results".

## **4.2 Triangulation**

The most common answers that we could gather from the students were:

1. Their principal motivation is to learn how to speak English so they can travel in the future to another country, for a scholarship or for better job opportunities. Their main idea is to be able to develop their knowledge in an English speaking country when they finish their studies in Colombia.
2. Most of them answered that question with being able to speak easily and fast having the chance to understand the others. Also, some of them answered that their main objective during that course was not only to speak fast, but to speak well. To be able to produce correct sentences in the correct time. As we can see, their main objectives are mainly fluency and accuracy. Some others stated that they wanted just to be able to understand certain topics that they have had inconveniences with.

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 48**

3. None of the students said that they practiced English by studying with grammar books or by doing activities from workbooks and workshops. They stated that their main activities that sometimes helped them were listening to music, watching movies and series in the target language. Three students said that they had some apps downloaded on their phones, such as, Duolingo and Hellotalk to improve their English abilities.

4. They said that the activities that they would like to try were activities that had conversations and cooperation, games and multimedia like movies and songs that they like.

5. They have already developed activities like role plays, conversations in pairs, debates and storytelling exercises.

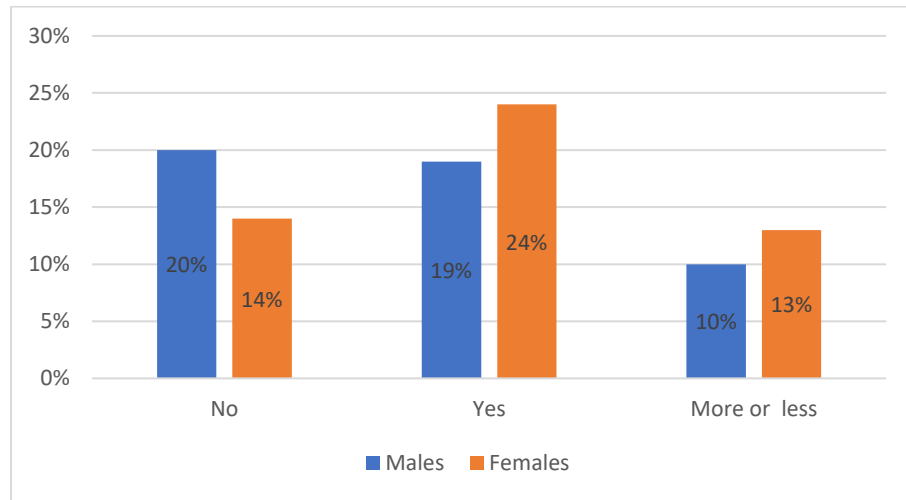
6. They have developed activities like writing stories and letting their classmates read them, writing ideas and opinions anonymously about certain topic and essays with the teacher's guidance.

The questions performed in the interview:

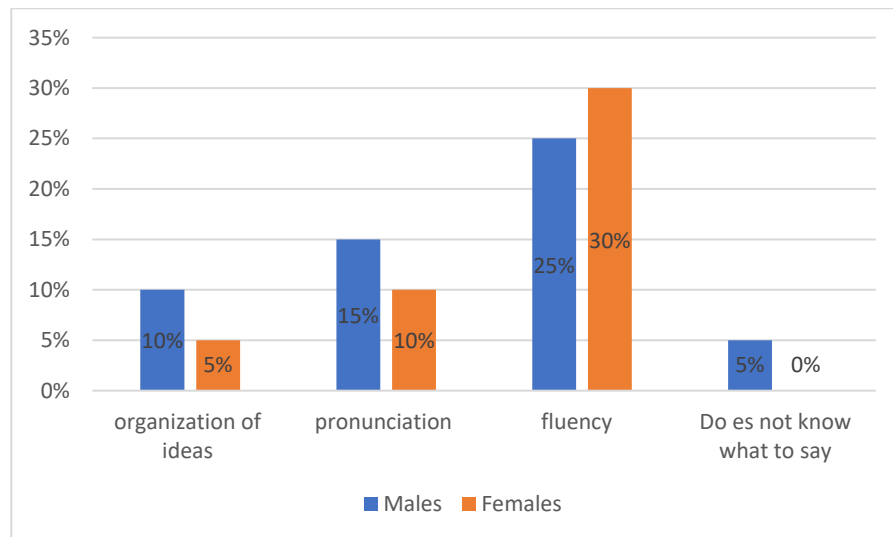
Can you create a sentence in English easily?

**1. ¿Puedes crear una oración en inglés fácilmente?**

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 49

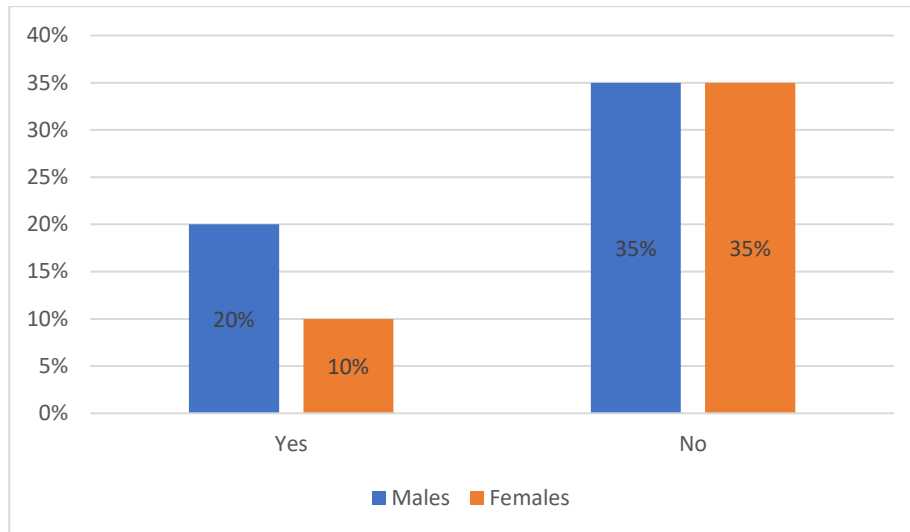


### 2. What is the most difficult part when trying to speak in English?

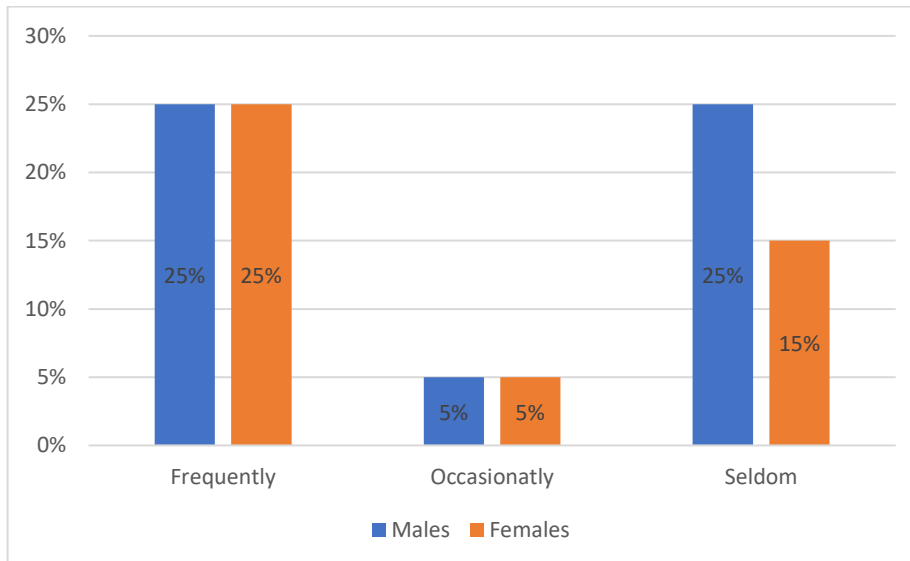


### 3. Students who feel confident during Role play activities

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 50

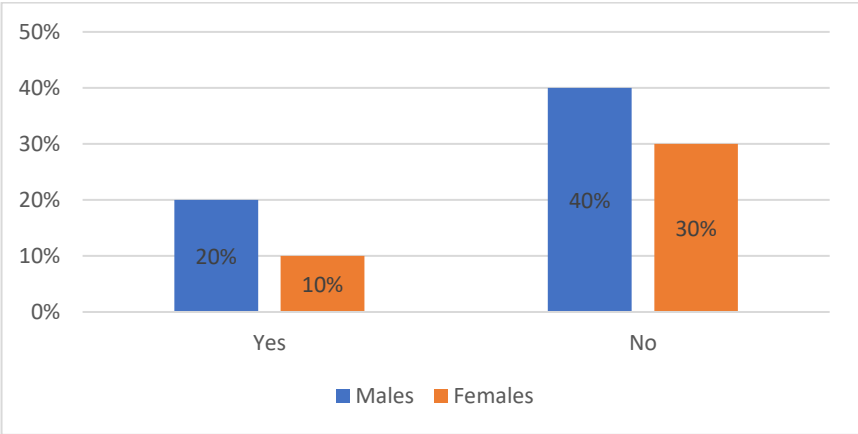


### 4. How often do you practice English?



### 5. Have you ever worked with storytelling activities to improve speaking?

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**CHAPTER 5**

**5.0 PEDAGOGICAL PROPOSAL**

**USING STORYTELLING, FOLKTALES AND LEGENDS I IMPROVE MY  
SPEAKING SKILL AND READING COMPREHENSION**

**5.1 Strategy**

As noted earlier in this research, thanks to the techniques used and the data obtained, it was evident that students in the 3<sup>rd</sup> level at CLE, Universidad del Atlántico, had weaknesses in speaking skill and reading comprehension and had not created a habit of speaking and reading; this proves our hypothesis the investigation that began with, statistical tests, interviews and observations showed us that students are not practicing speaking and reading as the institution or society in general required. Even the researchers' group have found that not only do not read well in English, also they do not have reading habits in their own language.

The researchers' main objective is to apply several techniques that this group believes could help improve this situation, at least in their second language. The group also believes strongly that the stories and storytelling are an excellent choice as a mechanism to work not only simple reading ability, but also cognitive skills, to work as intended the researchers, such as interpret, argue and propose.

Once upon a time... it's like the storytelling usually start showing an unusual move, strange and exciting. The traditional texts provide a productive starting point for

intercultural learning with considerable potential and a high value interpretive cultural identification.

In purposeful intercultural didactic texts based on short stories form the basis for active use of language. In multicultural groups are a great way to find mutual connections and roots through the different national stories.

How to use traditional folktales, short stories and storytelling in the teaching of second languages?

The following ideas can be easily adapted to different levels and ages, all of them want to encourage the joy of remembering and storytelling transform encouraging texts or themes creatively.

Storytelling, Folktales, stories and legends are a cultural treasure of every people: they are bridges between past and present, between distant worlds and the world itself, between fantasy and reality, offer solutions to many problems of contemporary life, promote the combination between language acquisition and cultural learning have a positive effect on intellectual development of the students.

In this sense, storytelling, folktales, short stories and legends of our Caribbean culture is a treasure for language classes where they can link the linguistic and cultural objectives.

A wide variety of topical issues: the rich and poor, good and bad, good and bad luck, fear and courage, helplessness, industriousness and laziness, intelligence and stupidity, justice and injustice, and selfishness request.

Knowing this the researchers group can use this resource and frame it in order for students to be more creative while retaining what they read.



## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 54

Possible creative changes could be:

-To Present dangers: globalization, natural disasters, social problems.

-To Integrate to other places.

-To Be part of a movie or comic figures.

-To Invent a different end and develop the action in the city or the school itself with current requirements, television, mobile phone or computer, using advertising slogans.

-To Make a calendar with a photo collage, images, mask making and represent the story or legend, produce a video or audio recording, a website with the stories and legends written by students.

To Representing theatre, mime, role play, expanding vocabulary, encouraging imagination, practice free speech and social competence.

Questions for proper selection: What age? What level of proficiency required? What containing typical features for a specific age? What transfer options offer the world from the experiences of students?

These few examples will demand a place for storytelling, legends and stories of the Colombian Caribbean coast in the modern world mainly dominated by the media today with the idea of helping with reading, learning and adapting to a culture productive narrative. Certainly, students need and should be read, they will grow up with these stories and learn to telling them, is to transfer the cultural heritage from one generation to another. Their performance becomes important to education, it can be a stimulating impulse for self-reflection and reflection on the other.

## 5.2 Justification

In order to develop this research, the group has designed the classes and activities related to the storytelling and legends that are specific to the Colombian Caribbean region and will allow the students that are under investigation, integrate the promotion of speaking, reading and the general culture, means by which human beings enrich knowledge. The folktale, story and legend, organize and ensure a match and link between students, teachers and knowledge. The story according to Mircea Eliade (1970) “is an extremely complex cultural reality, which can be approached and interpreted in multiple and complementary perspectives” (p. 55), and later says “the legend tells a sacred story, the deeds of Supernatural Beings, is the story of creation”(p. 96), This proposal leads the researchers to recover the past, which is the bridge between the education and pedagogical practices, where successive adaptations will be made of that information so that knowledge will help us to teach the English language, through this, students learn the culture of the Caribbean region and at the same time they learn in a fun way, that is the reason why the stories the students hear and read impress them and become very attentive and participatory allowing the capture of their attention.

**Reading comprehension** is a vital social need in the education, because language is the basic code by which produce, classify and circulate knowledge and attitudes that are taught in all areas of knowledge, so that students develop the communication skills (reading, writing, speaking and listening). And can respond to any situation in daily life. Thus the teaching of literature aims also to promote reading habits, recreate the minds of students, but especially the possibility of providing appropriating new evidence that serve to have a better view of the world. Moreover, international studies has shown that Colombian students have

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 56

levels below of the international standards in terms of comprehensive development of competition, according to the results obtained by the international research as evaluations to students in Latin America (PISA 2016).

The M.E.N. aware of this situation has promoted research conducted by the National Assessment System-ICFES - (1993), in order evaluate the quality of learning and reading comprehension of the students in the classrooms.

Today's education is losing the essence of knowledge to understand and analyze due to the methods to teach how to read used by teachers. Therefore, the group considers essential to implement a new strategy for practicing speaking and reading comprehension to facilitate analysis, argumentation and interpretation of texts written by regional productions built by the children themselves. It is important to collect these stories for learners, create interest in reading, and keep student ancestral memories and culture at the same time.

The use of folktales, legends and stories to help the learning on diversity of topics including reading comprehension. For the analysis of the problem facing the students in the school and that interferes with their learning meaningful, is the difficulty to interpret, analyze, create and build knowledge from reading texts, it raises the need to be with the students exploring this process. In this sense, folktales, stories and legends of the Caribbean culture is a treasure for language classes where they can link the linguistic and cultural objectives.

In reference to this proposal, the group took the *Ley General de la Educación* (1994) which states in Resolution 2343 of 1996, indicators of achievement for each grade. According to these indicators for 11th to the student reading level "*analyzes short literary texts, identifies the characters, the place, the time, and the main situations*" (La competencia

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 57

comunicativa en idiomas extranjeros. En: *Lineamientos Curriculares Idiomas Extranjeros*. Santa Fe de Bogotá: Colombia, 1998. p. 24) this implies that reading comprehension is an important factor in the process of L2 acquisition and as proof, the researchers can see this regulation by the government which is in favor of creating a critical thinking around the students.

Furthermore, this proposal is emphasized in the *Lineamientos Curriculares* (1998) which raises the importance of communication skills in Foreign Languages noting that "the student should be able to use a foreign language to communicate with speakers whose language is different from their own and to understand oral and written texts, increasing student confidence in themselves, in their ability to overcome obstacles and to make the most of their knowledge " (Resolución 2343 del 5 de junio de 1996. Tomado de la Ley General de Educación. Editorial Unión. 2006. p. 286).

Finally, through this proposal the group pretends to develop communication skills in the English class by achieving an environment where the significance is visible through the activities applied to achieve the points made by the MEN through *Basic Standards for Foreign Language Skills* (2006), and these are reflected in the future through tests and institutional ICFES.

### 5.3 General Objective

To implement reading comprehension using texts in English based on the storytelling, folktales, stories and legends using short stories and images of the

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 58**

Colombian Caribbean coast to promote fluency and oral communicative competence at critical-analytical in 3rd level at CLE, Universidad del Atlántico, Barranquilla.

### **5.4 Specific Objectives**

- ✓ To implement innovative strategies to overcome difficulties in reading comprehension of students in 3rd level at Cle, from the levels of inference, critical and analytical.
- ✓ To create playful activities that allow students to approach the English Language and at the same time with English culture.
- ✓ To develop integrated activities for students to reinforce speaking and reading comprehension skills.

### **5.5 Theoretical Framework**

Nowadays education has been focused on the student and adaptation of the methods, methodologies and teaching strategies implemented at the level and place of student learning. These methods must be created before a diagnosis to determine what students like to do, how they like to learn, what they expect from what they are studying, etc. Following this, they have sought ways in which students can learn differently to be on the board and notebook is commonly seen as the class. One of these ways to learn, is the reading comprehension based on folktales, short stories, storytelling, stories and legends in order to practice speaking skills.

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 59

Between people who can be mentioned and have worked successfully is the Childhood Education Teaching, is Dr. Clara Caruso of Buenos Aires, Argentina (2007) at the Instituto del Profesorado María Auxiliadora, who implemented a project with students from grade 7 based on Argentines legends in her project she affirms:

The importance of the linguistic tradition of our peoples and their customs and legends, lies in the importance of the roots that can result in students. Taking the legend as attractive setting of fantasy to explain reality, so that the student can contextualize these stories at a time and place, it is necessary for knowledge and integration of knowledge and customs originating in our country who have been forgotten by the various colonization and immigration... (p. 10)

After that she continues saying that “this kind of project in the school promote the student creative capacity, sparks the imagination and looks for new answers and takes him back in the past to modify his present and inspires the future” (p. 11). Dr Caruso works this project for almost seven years in more than 20 schools and she made that students improve the reading comprehension and also highlight the importance to take this to the English classes as a strategy to develop the interest of the students in the culture of the Country. Through this proposal the group can show that it is possible to teach the students a L2 in a different, innovate and interest way adapting the local culture to the stories and legends.

In the other hand, it is important to highlight the work of the psychotherapist Marie Louise Von Franz (1993). According to her, inside the stories and legends: "It is possible to successfully obtain the appropriate structures of the human psyche through parts of cultural

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 60**

elements, instead of many of these tales that does not have it, by offering a more clear image of psychic structure " ( p. 80).

For all the above reason, when planning activities to develop and to carry out the proposal, the teacher must then consider the application of the Reading comprehension including folktales and stories as a strategy factor that implies that you should take into account only the reading comprehension, but all activities that students like at the time of oral production (drawings, group work, relationships, etc..)

During the development of this proposal it will take into account also the constructivist approach to the development of knowledge of students. This will push the development of learner autonomy and further stimulate the process of changing structures by making students reading comprehension focuses not only on read and that all, but to create and disseminate new ideas and concepts worked on the text.

### **5.6 Proposal Development**

During this research cycle developed to ensure the implementation of this proposal, it was taken into account, as already mentioned above, to facilitate the development of the reading comprehension processes and speaking skill in English with students from 3rd level at CLE, using folktales, short stories, storytelling, stories and legends as a pedagogical strategy.

To achieve this objective, it was implemented some workshops taking into account the proposals of Bloom's Taxonomy. In these workshops, the group wanted to develop each of the levels of students' thinking about different L2 texts that would be part of these workshops.

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 61**

In these, students have the opportunity not only to understand texts in another foreign language to the native speaker, but they can expand their knowledge in the acquisition of vocabulary, grammatical structures and the development of oral production and listening comprehension.

In each of the workshops, the group wanted to analyze levels of logical reasoning presented by Bloom: knowledge, comprehension, application, analysis, synthesis and evaluation. As this author affirms by these activities the group looks forward to analyze the knowledge of the students with whom they are working this project and see how they applied it to texts in class activities so that the group could know their general thoughts of their environment.

Throughout the development of these activities the researchers took into account the tales and legends as the group has mentioned; the students were allowed to be creative when interpreting what they understood from the text by a drawing or an image. Here, the reading comprehension and the creativity allow students to explore and invent their own view or interpretation of reality which is the true purpose of reading. It should be noted further that with reference to reading comprehension, students applied through workshops, could develop skills as listening, speaking, reading comprehension and writing in a natural way and without pressure.

However, the development of the project required the student that previously know the content and fully developed through communicative tasks that were closely related to the topics of study, and includes all components and factors to their liking. Within these activities, as the group mentioned before, the researchers developed reading comprehension



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activities involving the development of other student's communication skills through reading comprehension strategies that allows the successfully L2 learning (games, drawing, technology tools, etc..).

### **5.7 Proposal Evaluation**

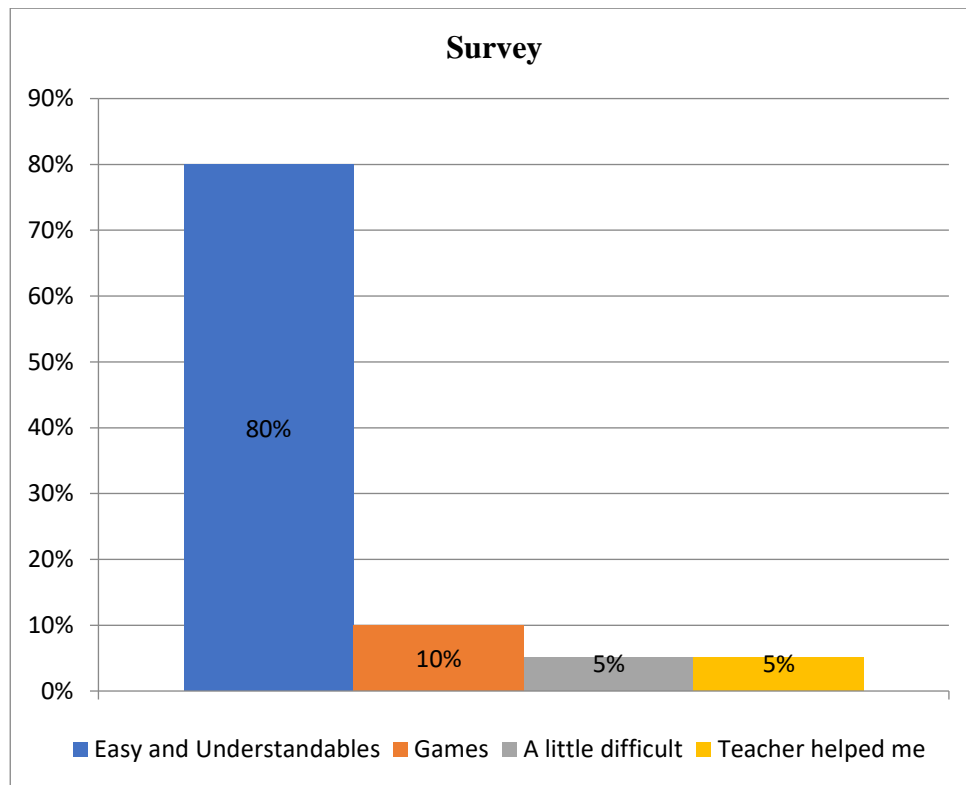
Applying the surveys to 3<sup>rd</sup> level students about the proposal, the folktales, short stories, storytelling and legends as a tool to facilitate the reading comprehension and speaking skill it is necessary to know the opinion of the students about their performance and their conception of activities. It was obtained by 60% of respondents what they liked was their ideas with images, 30% like games where you have to be active and 10% prefer the variety of activities to feel good. With this, the group can say that the reading innovates strategies employed to achieve reading comprehension levels were effective because noted the interest of students in relation to language learning.

The above was a result thanks to the use of texts adapted to the level of knowledge of students. In this same survey, the texts were evaluated by 80% of respondents as simple and easy to understand. The remaining 15% felt some difficulty at the time to understand them. However, 5% said they had the support of teachers in order to overcome the difficulties at the time.

With the above results, strategies involving folktales, storytelling and legends factor have provided confidence in students to achieve an understanding of texts in another language, they have found more interesting and fuller of mystery surprises.

In this chart, the group can see the variation of the students that were part of the surveys:

**English classes are:**



In general, the reflections released by students about English classes during the first two periods were positive academic, classified according to categories such as:

- Improved learning through activities.
- Dynamic classes.
- Classes very well developed.
- Classes playful.
- Projects that sparked creativity.

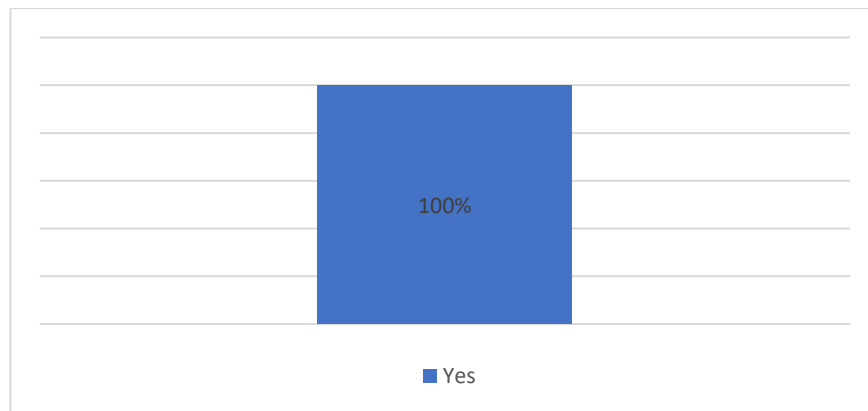
**5.8 Other Surveys**

**Survey**

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 64

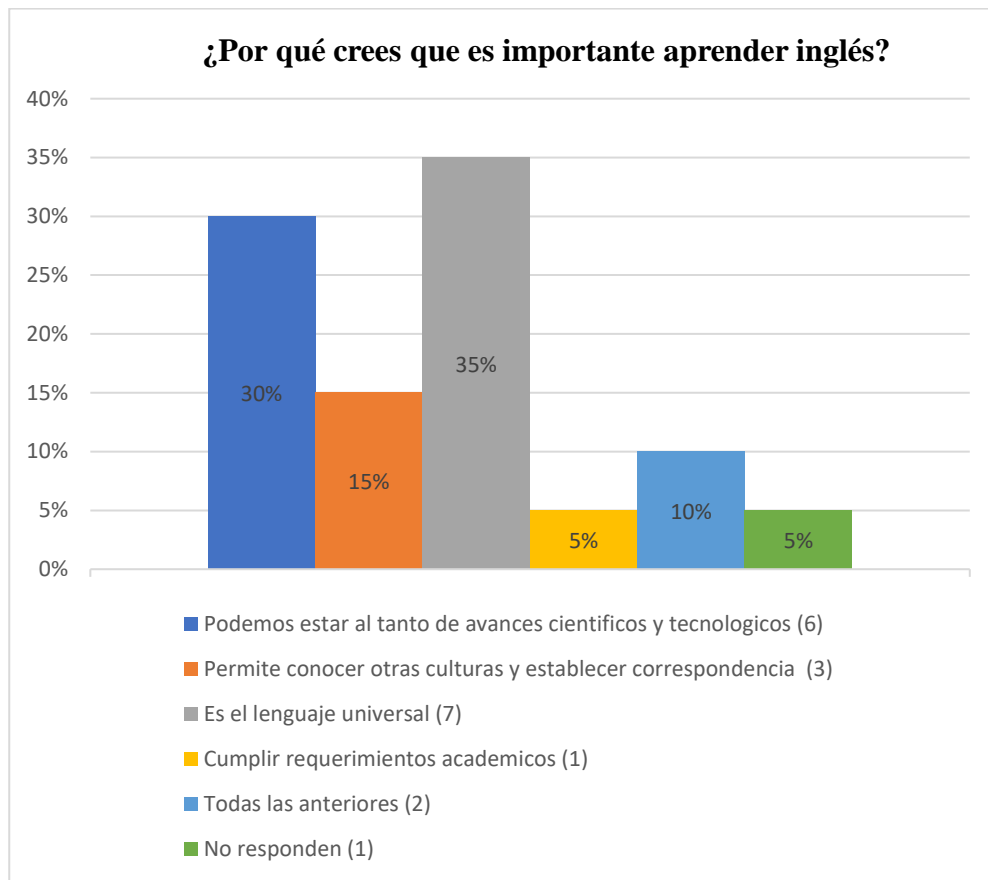
Survey was performed in English and Spanish to avoid confusion in the students taking account of that the research group had known about their little previous knowledge of the foreign language, it was related to the class and how the students felt about it; it had very objective questions about the methodologies, resources and the teacher performance.

**Graphic 2 ¿Consideras importante aprender inglés?**



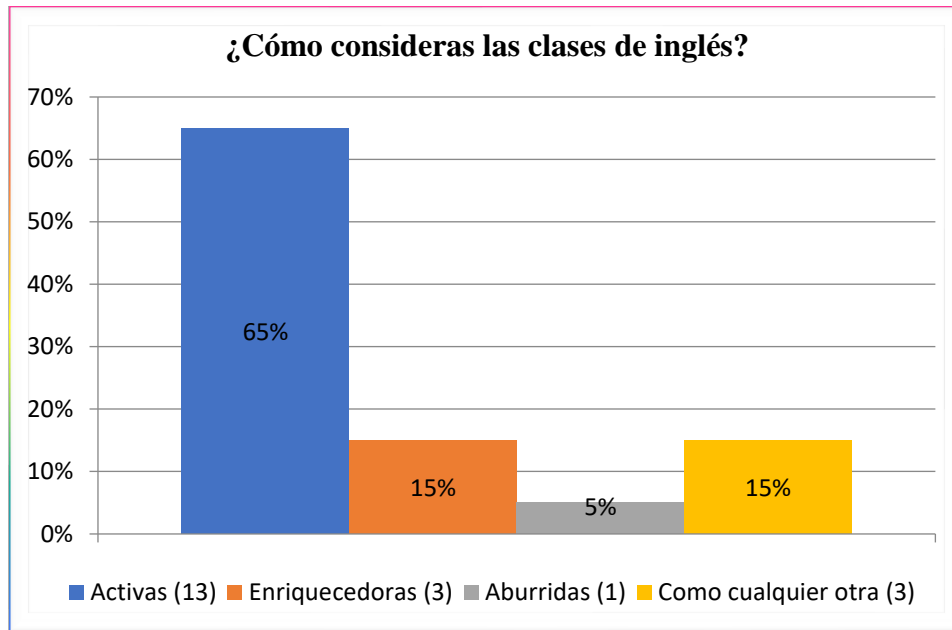
In that question it is pretended to know if students consider important to learn English; results shown that for the class is so important English learning.

**Graphic 3**



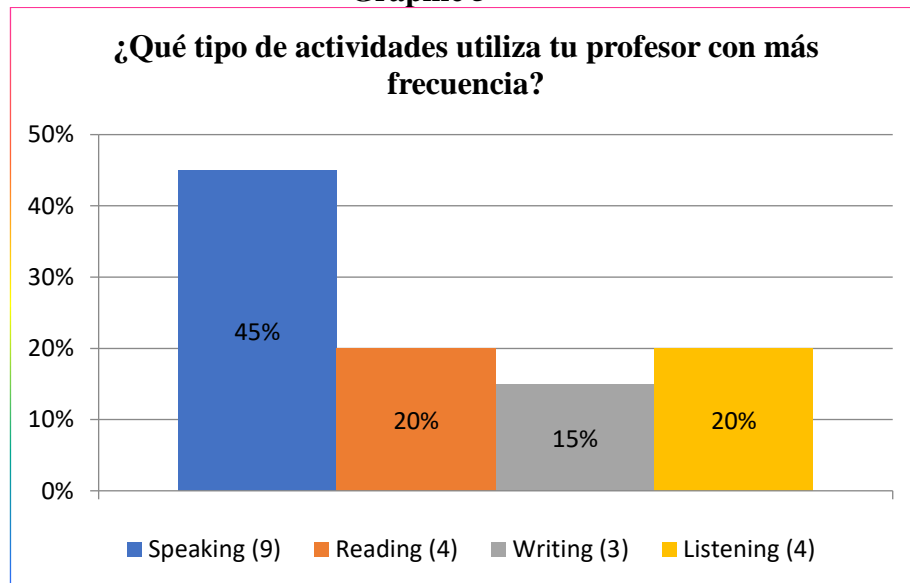
The question above had the intention to know the motivations of 3rd level in English learning; the results reflected in the Graphic 3 that are varied, in order of importance for them, these are; globalization, knowing scientific and technological advances, cultural exchange, and in last place academic requirement. That is an evident display that most of them have a good point of view of this foreign language.

**Graphic 4**



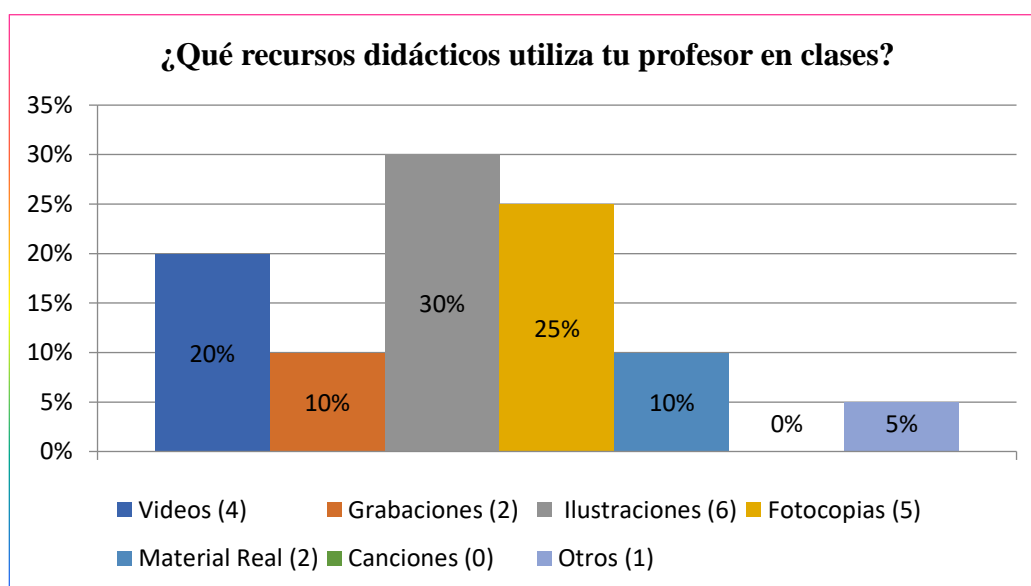
As show this graphic, high proportion of 3rd level students consider classes actives, a minority think that English class is boring or like any other. Maybe this is because they see foreign language learning as important or as is reflected in the graphic 5 because the teacher use different types of didactic resources.

Graphic 5



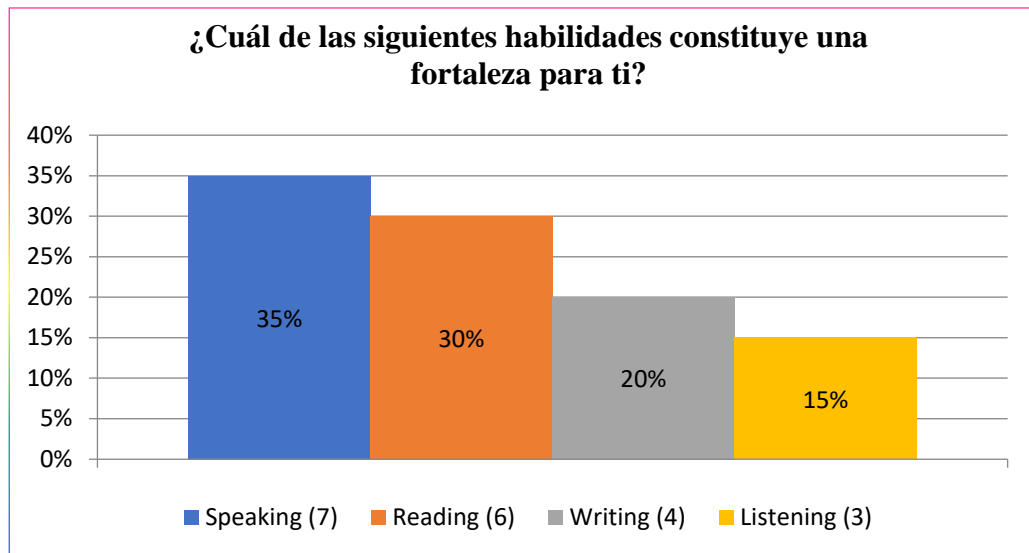
With respect to the abilities that work the teacher with the activities in class, surveyed students say that teacher use activities that develop the four learning abilities but some are more frequent than the others. She uses frequently activities of reading and writing skills and with least frequency speaking and listening skills.

Graphic 6



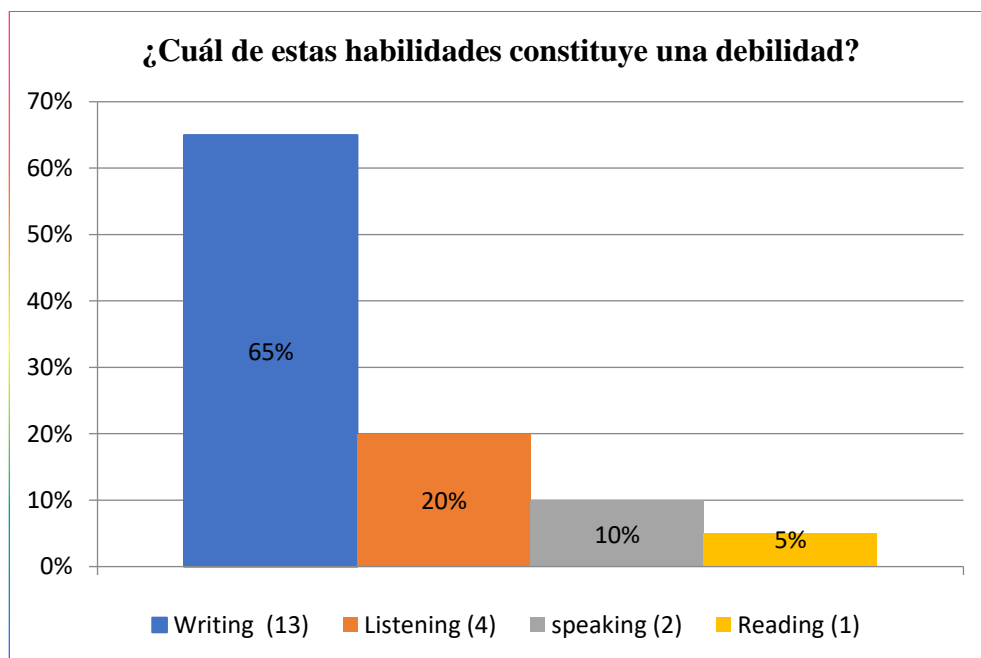
According to 3rd level at CLE, their English teacher use an ample variety of didactic resources as video-recordings, recordings, illustrations, photocopies, real material and others.

Graphic 7



A great number of students consider speaking skill as an ability that they have developed; in second place is reading skill.

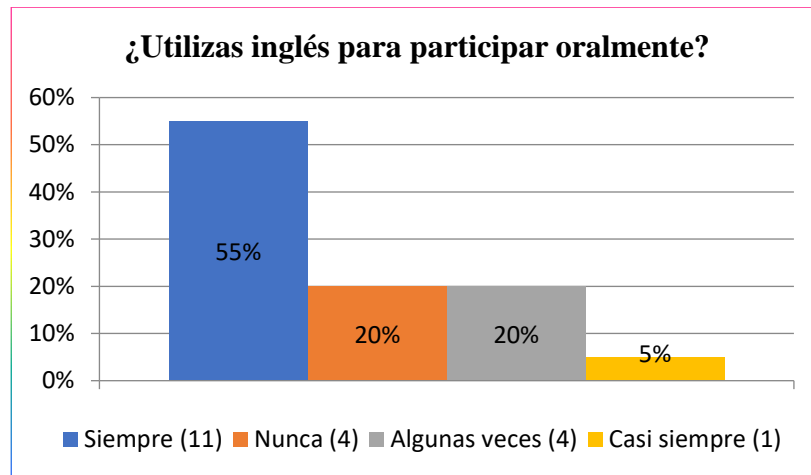
Graphic 8



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Most of 3rd level students at CLE think that they have deficiency in writing skills.

**Graphic 9**



Grade of participation in English class of the students who was object of research is disproportionate, as they say and we can infer in the graphic 9.



## 5.9 Workshops

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

### Reading Comprehension Worksheet # 1

#### Halloween: The Story of the Jack o' Lantern

Once upon a time in an old village in Ireland, there lived a man named Jack. Jack was so mean that even the Devil didn't like him. Jack kept every penny he had. He never shared. Jack died on Halloween night. When he knocked on the door of heaven, he was turned away because he was so selfish. Then Jack went to the Devil's door. Jack was very angry and cried, "Where can I go? How can I see in this darkness?" The Devil tossed a burning coal into a hollow pumpkin and told Jack to wander forever with only the pumpkin to light his path. From that day he has been called "Jack o' Lantern."

Choose the best answer to these questions according to "The Story of the Jack o' Lantern"

1. Where did Jack live?

Georgia/ Ireland /Scotland

2. Which of these words does NOT describe Jack?

Mean /selfish /helpful

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3. When did Jack die?

January 1 /Halloween/ Christmas Day

4. What was Jack afraid of after he died?

The devil /pumpkins /the darkness

5. What lesson does the story teach?

- a) Mean people carry candles in pumpkins.
- b) No one wants to be with people who are mean and selfish.
- c) Pumpkins are from Ireland.

6. Why is Jack called Jack o' Lantern?

- a) because he makes lanterns
- b) because the Devil named him that
- c) because he walks around forever with a lantern

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Comprehension Worksheet # 2

Valentine's day: The Beautiful Cat woman



There was once a man who had a beautiful cat. The cat was so loving that one day the man wished out loud, "My dear cat, if you were a woman, I'd marry you!" Aphrodite, the Greek goddess of love, heard his wish and changed the cat into a beautiful woman. The man and the cat woman got married and lived happily together until one night. The cat woman

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 73

was sitting on her bed when a mouse came into the room. She jumped off the bed, grabbed the mouse, and began to eat it. Her husband was not pleased. "What are you doing?" he cried. "That is disgusting!" Aphrodite, the goddess, looked down from the clouds. Seeing the woman gulping down the mouse, she turned the woman back into a cat. Aphrodite laughed and thought, "I can change how a creature looks on the outside, but to make a real difference, I need to change its inner character first."

Choose the best answer to these questions according to "The Beautiful Cat woman"

1. Where did this story come from?

Ancient Greece /China /Sweden

2. Who is the Greek goddess of love?

Aphrodite /Cat woman /Valerian

3. Who changed the cat into a woman?

Aphrodite/ the man /the mouse

4. What did the cat woman do that showed she was still a cat inside?

a) She scratched.

b) She drank milk.

c) She ate a mouse.

**IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 74**

5. What did the cat woman do that disgusted her husband?

- a) She scratched all day.
- b) She ate a mouse.
- c) She chewed her nails.

6. Why did the man want to marry the cat?

- a) The cat kept the house clean.
- b) The cat was a good cook.
- c) The cat was beautiful.

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Comprehension Worksheet # 3

Colombia's legend: El Sombrero



The legend of the Sombrero (The Man in the Hat) supposedly began with a real villager. He dressed all in black and rode a black horse and was a stern-faced, well-dressed man who harmed no-one. But when he died his spirit became the terror of those who wander the streets at night and cause mischief (drunks, cheats, gamblers and fighters) The Sombrero is said to chase his victims through lonely, moonlit areas where he is sometimes accompanied by two fearsome black dogs. This legend is told most often in Antioquia, although the “Black Rider”

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 76**

and “Headless Horseman” often described in Tolima, Huila and the Cauca Valley share many of his characteristics.

- ❖ According to the description above make a draw of the character “El Sombrerón”

## IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 77

**Name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Reading Comprehension Worksheet # 4

#### Fiction: Stating the Obvious

There once was a shepherd who had a large flock of sheep. He had been a shepherd for a long time but was growing weary of the profession. One very hot day, the shepherd sat below the branches of a scraggly bush trying to get relief from the sun. He was pondering about what to do with his sheep. He loved his sheep, but he was tired of caring for them. As he sat there thinking, a wolf sauntered by in front of the shepherd. "What are you doing?" asked the wolf. "I'm trying to plan my future," replied the shepherd. "I'm tired of being a shepherd, but I don't know what to do with my sheep." "I have an idea," suggested the wolf. "What's that?" asked the weary shepherd. "Why don't I watch your sheep for a day and then you can take a break. Perhaps after a break, you won't feel so strongly about getting rid of your sheep." "That's a great idea. You are in charge while I run into town," said the shepherd and he skipped down the hill. He was excited about his new freedom. Upon the shepherd's return, he expected to see his herd flourishing. Instead he saw dead sheep everywhere. Stunned he sat down on a rock. A few of the sheep walked to his knee. "This is what I get for my stupidity. It was I who chose to leave my sheep in the care of a wolf," said the shepherd sadly.

Answer these questions according to the text.



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1. What does the word flourishing mean in the story?

- a) thriving
- b) studying
- c) separating
- d) organizing

2. Why did the shepherd trust his sheep to a wolf?

- e) He was willing to give the wolf a chance.
- f) He was more concerned about his own needs at the moment.
- g) He wanted to see what the wolf would do.
- h) He was an inexperienced shepherd.

3. What is the moral to the story?

- i) Do not cast your pearls before swine.
- j) Wash your hands before dinner.
- k) Too many cooks spoil the broth.
- l) Crime doesn't pay

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading Comprehension Worksheet # 5**

**Colombia's legend: La Llorona 1**



The Llorona (Wailer) is a wandering woman who carries a child through the streets. She's muddy, wild-eyed and dressed in rags and never shows her face. Some legends say she screams for aid, but anyone who carries the infant inherits the curse to become the new Llorona. The spirit is said to stalk lonely places and appear to anyone plotting mischief. Some say she was a jealous woman who killed the child's mother in rage. Others that she was a desperate wife who killed herself, and a child she had with her lover, when she heard her errant husband was returning from war. The story of the wailing woman is particularly popular in eastern Colombia, in the region known as Los Llanos.

**La Llorona 2**

A great way to scare little ones into behaving is to tell them the myth of “La Llorona”, The Crying Woman. Legend goes that a young woman drowned her own children because the man of her affections did not care for them. However, he still rejected her and she killed herself. At the gates of heaven, she was caught with her sins and had to go back to earth and find her children. For this reason, she roams around at night, weeping as she searches for them. The legend goes that if you hear her crying you are doomed to an imminent death so better to stay in, I guess! Lesson learned, don’t kill your children – basic rules for life I’d say...she sure is paying for it.

Establish the differences between the two versions of “La Llorona”.

<b>La Llorona 1</b>	<b>La Llorona 2</b>

**Name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Research Activity Worksheet # 6**

Answer these questions.

1. What is Folklore?

---

2. What is a folktale? (Folk tale)

---

3. What is a Myth?

---

4. What is a Legend?

---

5. What is a Tall Tale?

---

6. What is a Fable?

---

7. What is a Fairy Tale?

---

8. What is storytelling?

---

9. What makes a good storyteller?

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**Name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Research Activity Worksheet # 7**

**Gods and goddesses:** Research these gods and goddesses and fill in the table.

<i>Name</i>	<i>Country</i>	<i>God or goddess</i>	<i>God/dess of?</i>	<i>Appearance</i>
<i>Aphrodite</i>				
<i>Zeus</i>				
<i>Thor</i>				
<i>Gaia</i>				

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

**Worksheet # 8**

**My favorite myth or legend**

Find out information about your favorite myth or legend and fill in this table.

<b>Name</b>	
<b>Country</b>	
<b>Characters</b>	
<b>Plot</b>	
<b>My favorite part</b>	

Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

**Research and Reading Worksheet # 9**

1. Find out information about the Navajo legends.

a) What are the Navajo legends about?

\_\_\_\_\_

b) Who are the Navajo?

\_\_\_\_\_

c) Where do the Navajo live?

\_\_\_\_\_

d) Mention two of his famous stories.

\_\_\_\_\_

2. Read the text, then answer the questions.

The Native American tribe called the Navajo live mostly in New Mexico, Arizona, Utah and Colorado. Today the Navajo is the largest tribe in the U.S., with over 300,000 members. They are related to the Apache tribe and tribes from Alaska and Canada. The Navajo are believed to have moved to the Southwest around 1400. Once there, they became farmers and sheep herders. The Navajo lived in homes called hogans. Hogans were made of wood and

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covered with mud. The hogan had a door facing the rising sun in the east. Today, the Navajo still use hogans for ceremonies. The Navajo are known for their skill in making woven rugs and blankets. They also are skilled in jewelry making, especially silver and turquoise jewelry.

When did the Navajo move to the southwestern U.S.?

---

What is the name for the Navajo homes?

---

In what states do most Navajo live?

---

How many Navajo members are there today?

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Name: \_\_\_\_\_

Level: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading Comprehension Worksheet # 10**

**Colombia's legend: El Silbón**



“The Whistler” is a truly disturbing legend from the llanos, the eastern plains bordering Venezuela. The story goes that a wicked young man killed his father in an angry rage when he didn’t bring home the deer heart he was craving. He brought back his father’s organs instead but the family suspected his evil act. His brother punished the evil man by whipping him and throwing hot pepper on the wounds, then sent an angry dog after him to continue the punishment! So now El Silbón, a creepy 6-meter-tall, gaunt figure, haunts the llanos at night carrying a large bag of bones said to be his father’s. You know he’s around by his haunting whistle which sounds distant when he is near to you and visa versa. If he is near, it is often too late! He picks a home’s doorstep to stop and count his bones and if you don’t listen, someone in your household will die at sunrise. So, pay attention! Interestingly, most sightings

## **IMPROVING FLUENCY THROUGH STORYTELLING IN SPOKEN... 87**

of El Silbón are by drunk men stumbling around at night...hmm, coincidence? Don't distress, there are a few things El Silbón still fears. Keep a whip, hot pepper and a rabid dog around and you should be set.

1. According to the text, how do you imagine "el Silbón"? Draw it.

**CHAPTER 6**

**6.0 CONCLUSIONS AND RECOMMENDATIONS**

For the objectives of the proposal are properly developed, it must need the full cooperation of the directives and faculty of 3rd Level course at CLE, because the development of the process required the availability of time, physical space and resources. The progress of the process also required the participation and collaboration by the mentor teacher and students, however, throughout the investigation, not without some drawbacks associated with traditional methodology that was once mandatory use and was focused on the study book, which had not been resolved in time, could have been hindering the work already done.

The use of storytelling, folktales, short stories, stories and legends to facilitate reading comprehension and improving speaking skill in this proposal, provided benefits concerning cognitive and emotional development of students in English classes. In the first instance, strengthened communication skills with emphasis on speaking and reading, which showed higher levels of difficulty in the communication level from the beginning of the investigation. Similarly, there was a change of attitude on the part of the students against the language, and who were motivated and interested in every activity and project in which they actively participated.

On the other hand, the students took advantage of the resources available at the institution as tape recorders, poster, and so on...

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One objective of this proposal was the design of activities focused on improving speaking skill and reading comprehension in English. Besides, the mentioned methodology and activities were successfully adapted to what students should know and be able to make the activities according to their level, allowing them to reach the goals set out in each of them. In addition, students in performing activities, assimilating new methodologies and strategies provided for L2 learning.

Similarly, the students' improvement was reflected in the constant and voluntary participation in each English class, the positive attitude, the autonomous management of resources used and the loss of fear by making oral and written presentations. At the same time, the assignments or tasks conceived engaging, interactive, dynamic and flexible involving their likes and preferences, as aid rather than as requirements to achieve a good performance in the progress of the units of the modules.

In this investigation it was permanently evaluated the pedagogical processes offered in the proposal in which the students were involved. Thus, in the data collected in observations, interviews, surveys and diagnosis it was obtained a new level in the development of communicative competence in which the skill of speaking and reading stands as the centerpiece of study, without underestimating the complementary skills of listening and writing.

In the case of the teachers, with the integration of these strategies, it was created a conscience of the use of resources, methodologies and strategies vary according to the needs and demands of the society were the student is developing the activities.

## **6.1 RECOMMENDATIONS**

Today, the education provided in the classroom has become more than transmission of knowledge between teacher and student. Through the experience obtained during the investigation, it is important to contribute ideas or recommendations that will improve aspects found during the experience concerning the application of this research in the academic processes of students and the work of teachers and managers.

First, the group suggest to the teachers the frequent use in English classes of physical resources and tools that the institution has provided, as a strategy to deliver instruction thus allowing innovation in the way of presenting content. However, the above idea should not be understood as the only teaching method in the teaching work, but to allow other types of activities that come to support those resources that are not available at the right time. It is important to consider that any strategy that involves the improvement of the reading comprehension can be easily adapted to the educational process and that this is possible thanks to the work that the teachers play in the institution and also the motivation that the teacher has to implement.

Besides the above, it is recommended to search into new teaching methods that increase the attention, interest and motivation of students and also for the teacher, based on pedagogical theories. Autonomy is an important aspect which seeks to develop in students, however, this is not possible without the proper guidance of how to continue the learning process from the assigned basic tools such as the book and the dictionary, as well as available

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and easily accessible as are the new technologies, the creation of activities that awakes the creativity and free expression of the students.

Another recommendation that is relevant is to provide each student a supplementary material like study book containing the activities related to the contents of the class and at the same time ask to the student relevant working materials that helps as guidance for the creation of their projects, and are chosen by themselves, to ensure that in doing the project have the necessary knowledge about language that handles advertising so we can build a new one from their creativity. It is important that the student knows how they will work during the school year and so provide autonomy. Furthermore, it is advisable to give students alternatives that allow choose how they wish to be evaluated, how to develop an activity, reflect their interests and needs so that they conceive the subject and the contents taught in it, as something relevant in their context and in their daily lives.

In conclusion, it should be noted that today, it is not only being recognized the learning as know-how, but also to know how to say what the group do. By means of the social context that is constantly changing, the student today has a broader view of the real world and has expectations for their learning process. These features, no doubt, require the teacher's role in transforming with the use of tools on line with what the context demands in the teaching process. Thus, the teacher changes or otherwise adjust the positive elements of their traditional methodology making the student change the concept of acquisition of information issued by the teacher from an academic setting. Meanwhile, the teacher needs to learn constantly on line with the society changes; then it becomes a necessity to teach knowledges that are meaningful and promote problem solving. The above recommendations should be

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taken into account in order to obtain improvements aimed at effective education on behalf of the entire school community.

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8.0 APPENDICES









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