



UNIVERSIDAD HISPANOAMERICANA

Faculty of Education

School of English Language Teaching

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

The benefits of implementing storytelling techniques and the improvement speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP Jose Figueres Ferrer located in Desamparados during the first quarter of 2025.

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El estudiante José Wilfredo Busto Jiménez , portador de la cédula de identidad número 801530479, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **“The benefits of implementing storytelling techniques and the improvement speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP Jose Figueres Ferrer located in Desamparados during the first quarter of 2025.**” el cual ha elaborado para obtener su grado de Licenciatura en la enseñanza del inglés.

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Dedication

I dedicate this work with deep love and gratitude to my family and friends, for being my unconditional pillars along this journey.

To my professors and mentors, who with patience and dedication guided my academic journey and inspired me to always give my best.

To my seventh-grade students at the José Figueres Ferrer CTP, whose enthusiasm and curiosity awakened in me an even deeper passion for teaching English. This project was born with you in mind, your potential, and the desire to offer you meaningful tools for your development.

And finally, to God, for giving me the strength, wisdom, and perseverance to complete this important stage of my life.

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Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

MEP: Ministerio de Educación Pública

CTP: Colegio Técnico Profesional

DST: Digital Storytelling

FL: Foreign Language

ELL: English Language Learning

ICTs: Information and Communication Technologies

TEFL: Teaching English as a Foreign Language

CONESUP: Consejo Superior de Educación

Abstract

This study explores the impact of storytelling techniques on improving English speaking skills among seventh-grade students at Colegio Técnico Profesional José Figueres Ferrer, Costa Rica, during the first quarter of 2025. The research addresses the persistent challenge of low oral proficiency despite years of English instruction in public schools, often due to traditional grammar-based methods that limit communicative practice. Storytelling was implemented as an innovative, student-centered strategy to enhance fluency, pronunciation, vocabulary acquisition, and overall confidence in oral expression. Using a quantitative approach, including diagnostic tests, and student feedback, the study evaluated changes in learners' speaking performance before and after applying storytelling activities. Results indicate that storytelling fosters active participation, reduces anxiety, and promotes contextualized and meaningful language use, leading to noticeable improvement in students' oral skills. The findings suggest that incorporating storytelling into EFL curricula can enhance communicative competence and support national educational goals focused on developing English as a key life skill.

Resumen

Este estudio explora el impacto de la técnica del *storytelling* en la mejora de las habilidades de expresión oral en inglés de los estudiantes de séptimo año del Colegio Técnico Profesional José Figueres Ferrer, Costa Rica, durante el primer trimestre del 2025. La investigación aborda el desafío persistente de la baja competencia oral, a pesar de varios años de instrucción en inglés en el sistema educativo público, debido principalmente a métodos tradicionales centrados en la gramática que limitan la práctica comunicativa. La técnica del *storytelling* se implementó como una estrategia innovadora y centrada en el estudiante para mejorar la fluidez, la pronunciación, la adquisición de vocabulario y la confianza en la expresión oral. Mediante un enfoque cuantitativo, que incluyó pruebas diagnósticas y retroalimentación estudiantil, se evaluaron los cambios en el desempeño oral antes y después de la aplicación de las actividades de *storytelling*. Los resultados evidencian que el *storytelling* fomenta la participación activa, reduce la ansiedad y promueve un uso contextualizado y significativo del idioma, generando una mejora notable en las habilidades orales de los estudiantes. Los hallazgos sugieren que la incorporación del *storytelling* en el currículo de inglés como lengua extranjera contribuye al desarrollo de la competencia comunicativa y respalda los objetivos educativos nacionales orientados a fortalecer el inglés como una habilidad clave para la vida.

CHAPTER I: RESEARCH PROBLEM

1.1 RESEARCH STATEMENT

After so many observations and questions, it has been noted that there is a deficiency in the Teaching of English in the country's educational system, which has not allowed seventh grade students of the CTP Jose Figueres Ferrer from La Lucha of Desamparados, to advance in their educational process or formation of English as a second language in the area of speaking as a communicative ability.

It is important to mention that within the English language there are four macro communication skills that help develop and acquire skills, techniques and methods for better use and comprehensive knowledge of the language in all its areas, such as: The development of writing, whether grammar, syntax, sentences, paragraphs, conjugations and vocabulary use.

There is also the skill of listening where the most relevant thing is to educate the ear and have a better comprehension and understanding of the accent, pronunciation and context of situations and verb tenses as well as vocabulary as well. In addition, Reading is also present as a skill where people can use resources or teaching materials such as books, e-books, magazines, newspapers, articles among other printed or digital media that can read information and develop reading comprehension.

And the other skill is speaking, the first means of communication worldwide and universally, where it is essential to develop this skill for better interaction between human beings and better than to start conversations in various versions and languages. As mentioned by Reith & Montgomery (2023) "Opportunities to practice communication skills in a safe and supportive environment through role-play and/or simulation, with feedback and reflection, helps students

to improve their skills. "(p.02). Continuing with the quote mentioned above, communication skills help in the teaching and learning process so that students have comprehensive preparation and skills in all cognitive and social interaction areas.

Speaking is the communication language universal per excellence. That is, speaking is the delivery of language through the mouth and to speak, it creates sounds using many parts of the body. Speaking is probably the language skill that most language learners wish to perfect.

To utter words or articulate sounds with the ordinary voice means to talk: In other words, it communicates vocally, mentioning or expressing example of this is speaking to a person about various matters. As mentioned by Sihotang et al (2021) "Speaking is the skill of conveying messages through spoken language, by speaking so that the fulfillment of the need to communicate with the surrounding, environment based on initial observations with people around speaking skills is still lacking." (p.01). With respect to the previous quote, it can be interpreted that speaking is the means of communication that human beings use and one must constantly be updating and learning techniques and methods of pronunciation, articulation, vocabulary acquisition and intonation to make speaking a language. assertive and apply it in the best way in daily life.

English teaching can be defined as the practice and theory of learning the techniques and methods of the same language in different areas, strategies and communication skills for the benefit of people whose first language is not English but who begin to learn it for better global interaction. and acquisition of opportunities, personal, economic and academic growth. For this reason, it is fair and necessary to apply competent programs in educational centers that are directly related to English teaching. As mentioned by Tatipang et al (2022) "Characteristics

of the effective English language teacher are very influential in teaching English for the students learning and academic achievement because they can motivate the student to learn English.” (p.23). Continuing with the sequence of ideas with respect to the previous textual quote, it can be corroborated that English teaching is the universal language of interaction and communication and that it is urgent that students have a good foundation and technique in the acquisition of the language to become competent in the work field and social life.

After graduating from sixth grade, students cannot start a conversation in the English language, even though students begin with the vocabulary and language training process from the first academic grades. Due to the situations above, it can be deduced that there is much time to prepare and apply the language to the school's students. Then a research hypothesis arises that there could be improvements in the conversational part and mastery of the English language if the teachers' applied methods or techniques within the classroom to the students as storytelling to measure communication skills focused on speaking.

It is fair and necessary to analyze English as a second language in Costa Rica. In Costa Rica there is an entity that regulates the communication and learning strategies and competencies of students in terms of the acquisition and learning of a second language such as English as an academic and formative subject. As mentioned by Alvarado (2021) “Having that information in mind, it is possible to say that there are some benefits in this technique that might help students learn, in this case, a foreign language”. (p.60). In relation to the quote raised by Alvarado, are techniques and strategies really being applied that benefit seventh-year students to develop communicative skills in English as a second or foreign language? That is the doubt or question that must be asked and search for possible answers.

1.1.1 Background of the problem

In recent decades, mastery of the English language as a communicative and social interaction skill has become a constant search for work, academic, and economic opportunities, but above all, satisfaction and personal and professional growth. But unfortunately, without good guidance and direction towards the other and new generations, it could be said that mastery of the English language, more than being an advantage and the search for opportunities, is becoming a barrier and frustrating real situation.

Since the students of the centers educational institutions in the country receive English as an academic subject from the first beginnings of their academic preparation and when they reach the seventh year of school, they still do not master the language, nor even create or engage in a basic and fluent conversation to communicate current topics or assignments in class provided by the teacher. As mentioned by Malik et al. (2021) “we believe that teaching English as a foreign language has many obstacles and challenges that must be raised and published so that all parties with interest in teaching foreign languages in Indonesia, especially in early childhood, will receive enlightenment.” (p. 217). That is to say, the mastery of the English language as a foreign language, rather than its use, is becoming obstacles for students and it is important to modify the study program or apply new techniques and strategies with the aim of improving oral and assertive communication of the language.

Continuing with the strategies and techniques for better use of the English language as a foreign language in speaking as a communicative skill in the seventh-grade students of the CTP Jose Figures Ferrer located in La Lucha de Desamparados, it is necessary to apply new

methods of verbal and assertive communication that will help to fluency, confidence, pronunciation, intonation, articulation and, above all, acquisition of vocabulary in the language.

So that students are motivated with new techniques such as storytelling. As mentioned by Alvarado (2021) “Storytelling is probably one of the oldest human practices. It is how people transmitted ideas, thoughts, events, among others back then when paper, computers, or cellphones were not even part of anyone’s mindset”. (p.55). Storytelling is an old but effective technique that almost no one applies in classrooms but they should since it is a technique that could be useful for seventh grade students in exploring and learning the English language.

1.1.2 Problematization

At present, Costa Rican public education has a great problem or lack of English. One weakness is that students are on their way to seventh grade are not yet fluent in English as a second foreign language. They lack vocabulary, pronunciation, reading comprehension, grammar, listening, and speaking. All the characteristics mentioned above are essential communication skills that student children must acquire and apply during their English lessons for their comprehensive cognitive development and preparation.

Another aspect to take into account in this research work is the environment in which a child student develops, that is, if it has all the necessary tools, didactic and pedagogical materials to fulfill the tasks, assignments, and projects assigned by the corresponding teachers of the subject, as well as his process of evolution inside and outside the classroom. It is necessary to measure the skills and difficulties of each student in terms of the subject and give continuity with the contents and the techniques or methods applied to learn or develop

communication skills, especially in speaking and all the functions and characteristics indicated by area or skill.

The interrogative arises from the need to investigate and apply new knowledge of improving speaking and communication skills through storytelling taught by seventh-grade teachers, specifically in CTP Jose Figueres Ferrer School located in La Lucha de Desamparados. Therefore, that limits them from accessing all the platforms and materials to use the English language. For this reason, the teachers' challenge would be to adapt their study or pedagogical methodology so that all students do not miss out on studying or practicing the language.

Through an interview with the director of the school, Rafael Cordero Castillo, he mentioned that there is an academic and social commitment with the school's seventh-grade students and he wants all students to be well prepared for secondary education. They do not lack or are unaware of any communication skills and comprehensive knowledge of each subject so that everyone can be admitted to the educational center of their choice and can take advantage of the contents of the school and keep a sequence of what they have learned in school with what they can improve and learn in school (Secondary education).

In other words, the contextualization and social environment in which a non-native English language child grows up will also limit understanding or analyzing to a certain degree the skills and abilities of the English language. Since, like any language, it has a degree of complexity and a preparation and adaptation process to comply with.

Communication that students have and must apply and understand with English. Within the Ministry of Public Education (MEP) framework, there are many points that in this research must be taken into account, such as the English programs taught or developed by teachers and under this agenda provide English classes to students of public educational centers from the country. In addition, it is necessary to analyze the methodology applied by English teachers in public schools in the country to validate or know why seventh-grade students still do not understand the subject of English mainly or focus on speaking as a skill.

It is questioned that some of the weaknesses that seventh-grade students present by not speaking English and mastering the language as a second language when they have prepared it since they enter first grade is due or could be due to the programs offered by the Ministry of Education. In addition, the social commitment and responsibility of the teachers to see the effort of their students and bring them a sequence and adequate preparation of the language even they (students) being in an educational center.

1.1.3 Justification of the problem

The development of speaking skills is a fundamental component in the process of acquiring a foreign language, particularly in English as a Foreign Language (EFL) context where students have limited real-life exposure to the language. In many Costa Rican public educational institutions, including CTP Jose Figueres Ferrer, students often struggle to express themselves confidently and fluently in English. This situation is commonly attributed to traditional teaching methods that emphasize grammar and written exercises, often neglecting the interactive and communicative nature of language learning.

Implementing storytelling techniques offers a meaningful and student-centered approach to address this issue. Storytelling not only fosters creativity and engagement, but also encourages students to use English in a contextualized and purposeful manner. By creating and sharing stories, students are exposed to authentic language use, which promotes vocabulary acquisition, pronunciation practice, and the development of coherent and structured oral communication. Moreover, storytelling supports affective learning by reducing anxiety and increasing motivation, especially among young learners such as seventh-grade students.

This research is justified by the need to improve the speaking proficiency of EFL learners through innovative and pedagogically sound strategies. Exploring the use of storytelling techniques can provide valuable insights into their effectiveness in promoting communicative competence, particularly in a Costa Rican secondary school context. The findings of this study could contribute to the development of more dynamic and interactive methodologies in EFL classrooms, supporting national educational goals that aim to enhance students' communicative skills in English.

Understanding the context, knowing the limitations, and analyzing speaking as a communication skill in English for seventh-grade students from CPT Jose Figueres Ferrer located in La Lucha de Desamparados is part of this research topic.

Based on the above considerations, CTP Jose Figueres Ferrer School Located in La Lucha of Desamparados was chosen since it is a priority attention sector and it has a high student population, to carry out fieldwork observing the techniques applied by the teacher with regarding storytelling and the domain or development of speaking as the ability to analyze by students. Also, the techniques of oral expression carried out within the classes taught will be

observed, marking deficiencies and improvements in their corrections and the environment created within their classes for the stimulation of those taught. The purpose of these observations will be to emphasize the good use of techniques, possibly better ones for the performance of current students and new entrants. These can improve the command of the language, students, and teachers of English.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research Question

What are the benefits of implementing storytelling techniques and the improvement speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP Jose Figueres Ferrer located in Desamparados during the first quarter of 2025?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

To determine the benefits of implementing storytelling techniques and the improvement speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP Jose Figueres Ferrer located in Desamparados during the first quarter of 2025.

1.3.2 Specific Objectives

1. To analyze the impact of storytelling techniques on the development of speaking skills in seventh-grade EFL students at CTP José Figueres Ferrer during the first quarter of 2025.
2. To identify specific storytelling strategies that effectively enhance students' confidence and fluency in speaking English as a foreign language.

3. To analyze students' progress in speaking skills after the application of storytelling techniques in the EFL classroom.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The research will focus on gathering information and viable concepts on how to improve speaking as a communication skill in seventh-grade students of CTP Jose Figueres Ferrer from la Lucha of Desamparados, assuming that they in third cycle not speaking English nor do they know verbal structure, fluency, vocabulary or improvisation of different topics.

In addition, it is necessary to demonstrate through the written document, that is, the investigation, some difficulties that seventh-year students of the educational center present concerning the English language. The storytelling technique in the students could be very helpful to obtain vocabulary, pronunciation, and narration to achieve the proposed objectives, that is, to improve speaking. Through the storytelling technique applied to the seventh-grade students of CTP Jose Figueres Ferrer School, it is intended that the students obtain a better command of the English language precisely in the speaking part through a different, relevant, innovative, and creative.

A technique that covers different communication skills and can contribute positively to the students' academic training of CTP Jose Figueres Ferrer School.

An important aspect to mention is that the concept of speaking, oral expression, speech, and its characteristics will be addressed since the current of the research will be specifically about speaking as a communicative skill. This means that no other approach or technique will

be included than storytelling that does not focus on speaking styles as a fundamental skill. In other words, the storytelling technique will help students to have a better command or general focus on the language.

1.4.2 Limitations

The greatest difficulty that may arise when applying measurement instruments such as the questionnaire and diagnostic tests is time since at school students do not take many conversational English lessons because they also focus on the technical specialty they chose. Also, because seventh grade students take a long time to fulfill or complete assignments in class. On the other hand, there may be some difficulty when speaking only in English and therefore giving them instructions in English, since seventh grade students are used to being spoken to more in Spanish than in English even though they know that the subject. It's in English.

Another challenge that can arise when applying instruments is students' willingness to participate without fear or embarrassment about making mistakes, as confidence is a skill that is acquired over time and with experience in activities that involve all students. The more activities students develop, the more confident they will become in order to actively participate.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

The José Figueres Ferrer Technical Vocational School is administratively located in the community of La Lucha, part of the San Cristóbal district, Desamparados canton, San José province. However, part of the school is located in the León Cortés canton because, as mentioned above, the Tarrazú River divides the school into two sections.

. The location is very attractive, as it lies in a tourist area surrounded by vegetation, a humid climate, and rural towns. An area with exceptional relief, irregular shapes, constant slopes, and numerous springs that supply water not only to the school but also to the community at large. However, its geological characteristics make it prone to landslides, which occur mainly in the months of September and October.

The climate of the La Lucha community is characterized by temperatures ranging from 15°C to 25°C, with an annual rainfall of 1,500 to 2,500 mm. Both the flora and fauna are scarce, primarily due to the replacement of the original forests with cypress (*Cupressus lusitanica*) plantations and other crops.

The school was created, designed, and sponsored by the then-president, José Figueres Ferrer, popularly known as "Don Pepe." The school is currently 53 years old and has a staff of 90 members, including technical and academic faculty from different specialties, administrative staff, the principal, assistant principal, coordinators, and clerical staff, as well as security guards and cleaning staff. The school also has a student body of 950 students from seventh to sixth grade.

This institution was founded in 1972, thanks to the boost the Costa Rican education system received under the development model promoted by the State, which saw education as a valuable means of social mobility. The founders' vision was to find a solution to the urgent need to train local mid-level technicians who would be able to immediately enter the workforce and thus contribute to the socioeconomic development of the region. Thus, the school opened its doors under the name La Lucha Technical Training Institute.

Over the years, specifically in 1975, this institution acquired the name of Colegio Técnico Profesional Industrial La Lucha, which lasted until 1990, when it received its current name, in honor of the memory of the Benemérito de la Patria.

2.2 THEORETICAL-CONCEPTUAL CONTEXT

2.2.1 Storytelling

Storytelling is a literary genre that can be applied in different educational phases and helps develop writing, listening, reading and speaking. It generally serves as a learning technique in order to develop different language skills. According to Fu et al (2021) “Previous research has addressed the effects of digital storytelling (DST) on verbal English competence and demonstrated that students engage more and learn more effectively”. (p.679).

With respect to the previous quote, it can be deduced that storytelling is a technique that serves to improvise and include educational topics. In a few words, it could be said that Storytelling is the narration of stories and stories through words or images; improvisation is a very important axis in this technique. In the area of education, it is to innovate and teach with the objective of leaving a learning and concept.

2.2.1.1 How to learn storytelling

Storytelling is an oral expression technique applied within speak as a communication skill. Elementary school teachers generally develop and apply it to tell short and narrative stories to students and measure learning through it. Regarding to Van de Rakt (2023) explains in his research that the concept of storytelling is largely self-explanatory.

In other words, storytelling is about telling stories, and it is about using stories to engage the audience or make something clearer. Some elements or support materials of the technique are photos, pictures, and film, which help tell a good story. Students can even create their very own digital or face-to-face stories using storytelling.

As can be seen from the information above, there are many creative ways to communicate and teach through storytelling. Since stories have always been a way of communicating, before people learned to write, as is the case with babies, stories were told. As mentioned by Oktavia et al (2023). "As a result, it may be claimed that storytelling is a teaching strategy in which students are expected to recount the stories' content using various word combinations while also engaging in some sort of conversation with the storyteller". (p.96) Furthermore, in this way, the stories are much easier to remember than the simple facts, as long as they are told in a way that should be remembered and appreciated.

In addition, the stories are fun and stimulate the imagination of every little person or adult. Due to this definition, there is a tradition that parents tell stories to their children when they sleep or interact. Moreover, it can be deduced that people relate to watching movies and reading books from the beginning of storytelling. People grew up loving stories told or seen in movies, and therefore, people are addicted to stories.

2.2.1.2 Impact of storytelling techniques on learning

Instead of defining the concept of storytelling as such, it is very important to understand and contextualize how this technique is a necessary part of this research work since within the objectives proposed to develop and make visible is how seventh-grade students of the CTP Jose Figueres Ferrer can improve their fluency of conversation, ease of interaction and interpretation in speaking as the ability to define and within this ability is storytelling as a main axis to analyze and break down. It means that storytelling is then an activity to be developed in the classroom since it involves the exchange of experience and information of a person who is telling a story. That is a narrator (teacher) to his audience (students) or the rest of the people receiving this information or learning through this creative and fun technique.

Telling a sequential, compelling, and educational story to the audience is difficult to achieve. However, many definitions and basic concepts can help to understand storytelling techniques better since it also describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment. In addition, telling stories is part of culture because it is an ancient art. According to Passi (2021) as mention in his research, storytelling is an inherent aspect of the human instinct. In the educational context, when students acquire new knowledge, they naturally tend to share it with others. In order to help their listeners better understand their experiences or circumstances, they employ storytelling as a means to convey ideas, emotions, and meaning.

This research will be the students, all with the same objective of improving speaking, fluency, and acquisition of vocabulary in the English language. That is to say that storytelling is part of the social culture, and it is a technique that is not current but is an old technique that

many characters have applied to carry out this mission or function. In addition, storytelling is very easy to apply and develop since it can be applied in different ways, places, and modalities (virtual or face-to-face) for that it is important to know or be able to identify that there is a person who masters the technique and executes it, that is, the narrator that in the present investigation is going to interpret as the teacher. Also, on the other hand, the audience is the public to whom the message or information is intended.

2.2.1.3 Importance of storytelling

Storytelling techniques are used or applied to students to develop skills in narration and description with an emphasis on improving speaking and can express clear and concise ideas when engaging in conversation. As mentioned by Afkar et al (2024). "The proposed storytelling-based teaching concept utilizes and applies visual and auditory tools to help the learners adapt more effectively and therefore gain more during the learning process". (p.101). Children learn how to pay attention and listen actively to the person talking through storytelling.

The importance of using storytelling and introducing students to this technique is that they learn to be more patient when listening to others speak. This also opens their eyes and awareness to critical thinking regarding others and allows them to understand the ideas and opinions of peers, family, friends, and teachers. Furthermore, storytelling can be a dynamic where students learn through play and develop their creative ability to express ideas about the world, life, and everyday life, especially when done in another language, such as English.

Regarding the information from the previous quote, it can be emphasized that storytelling as a technique helps manage certain behaviors in students. According to Oktavia et al (2023). "The storytelling technique can help the speaking skill. By the implementation of the storytelling

technique, students are able to develop ideas in their minds and convey them in speaking". (p.96). In other words, storytelling allows students not only to learn the language, but also to experience it through meaningful stories. By practicing storytelling, students improve their fluency, articulation, pronunciation, and, above all, gain confidence in speaking English. Furthermore, storytelling promotes meaningful learning, as it connects language with emotions, experiences, and culture.

However, above all, it helps a lot to the understanding and interest of the students. Then they repeat a pattern of study behavior through storytelling and improve some communication skills that are essential to developing in school students so that they can take better advantage of the study programs and contents and leave better prepared at the end of school, an important element in the academic training of each student.

This information related to the importance of storytelling as a technique for acquiring communication skills in school students to improve and acquire tools in the academic training of students has much relevance with the current research work since with the theory and definition it helps have better ideas to contribute to the improvement of the speaking of the seventh-grade students of the CTP Jose Figueres Ferrer located in La Lucha of Desamparados, acquiring techniques, methods, and skills that help them to establish or maintain a conversation in English through the techniques above.

Regarding the above, many theories and benefits can also be defined as the importance of developing storytelling techniques in students focused on speaking. In other words, some of the benefits of storytelling can instill virtues in your little one, boosts their listening skills, fosters their imagination, increase their cultural understanding, enhance their communication skills,

help sharpen memory, makes learning easier, and improve social skills. All these benefits or elements developed within storytelling will make students capable of understanding, understanding, and communicating a specific topic or class content for the comprehensive preparation of students effectively.

2.2.1.4 Narration techniques used

Storytelling has to take the audience on a journey let their imagination run wild to inspire and motivate those who like to learn through the storytelling technique. As mentioned by Oktavia et al (2023) “A process to follow creating a great storytelling and students can participate and putting attention, 1) planning, 2 Acting, 3, observing, and 4, reflecting. (p.100). Nevertheless, to structure and transmit good storytelling effectively, you have to have clear ideas, put yourself in the situations and needs of the audience, and be committed throughout the narration and description process.

The previous information will be useful to this research work since it will directly cover the importance of storytelling as a main and elementary study technique to measure the knowledge acquired by seventh-grade students through the application of this technique and its functions to be performed. In this way, how students can improve speaking as a communicative skill through creative and eloquent techniques such as storytelling is being fulfilled.

In other words, the use of storytelling is a means to promote comprehension and retention of linguistic content. Furthermore, it reinforces the idea that storytelling comprehensively develops language skills in the English as a foreign language classroom.

2.2.1.5 Characteristics of storytelling

It is essential to apply techniques and elements of storytelling such as tv shows, comics, movies, video games, and music as a teaching skill in students, and that they must be creative methods that attract the interest of students to pay attention to storytelling techniques and they can learn by repeating, imagining scenarios or turning them into real-life through speaking told by themselves. Otherwise, it is also necessary to use and define the characteristics that make up good storytelling. Passi (2021) continues to mention in his research that elements such as plot, character, theme, dialogue, melody, setting, and spectacle are integral to storytelling. These characteristics can be incorporated into various formats such as books, comic strips, videos, or music that convey a narrative message.

However, it is necessary to emphasize the characteristics mentioned above since the plot is in the context of the story, the plot, and the content—character, which emphasizes the protagonists and antagonists, primary, secondary and imaginary characters. The theme is the stage where history, time, and space unfold. Dialogue is the message or information that the characters convey to the audience, as long as it is educational. Melody is part of the resources to fix and adapt the story. Decor is all the tools or visual arts found through the story. The spectacle is the experience or moral drawn from the story (learning).

With regard to the previous quote, it can be deduced that it is very important to highlight and mention the characteristics of good storytelling, such as narrative structure, use of language and expression, creativity and imagination, interaction and participation, repetition and predictability, and personalization. All these characteristics organize good ideas and structure a

good learning process where students also develop cognitive and social interaction skills, becoming more engaged and gaining confidence in oral expression.

2.2.1.6 Frequency of use of narration techniques in the classroom.

The frequency of use of storytelling techniques in the classroom refers to how teachers can apply oral expression and communication techniques within their methodology so that students learn to express themselves better with a foundation and foundation, and through these techniques, gain experience and knowledge in assertive classroom communication. Some common and functional techniques that can be applied include personal narration, role-playing, narration with images that follow a sequence, storytelling and the creation of original stories, improvisation, among others.

Acquiring communication skills directly with oral expression as a technique is the main factor developed within the classrooms using narration. According to Le and Shuo (2023). "For middle school students, the classroom is one of the important ways to approach and learn spoken English. In the classroom, teachers unconsciously cultivate students' oral expression abilities". (p.02). And so, students will be able to acquire skills and abilities that will help them better understand and develop educational processes related to their development and learning.

Since all these oral expression techniques will help them better understand the social, economic, cultural, and educational context they develop. and explain two efficient methods to apply oral expression techniques in school students for their due study process.

As can be seen, there are two methods of applying study techniques related to oral expression in school students, especially those in seventh grade. According to Le and Shuo

(2023) there are two common methods that professor can apply in class for efficient oral production, 1) The Contribution of Oral Practice to Language Learning, and 2) How to improve expression skills through oral practice. (p.01). Oral expression methods applied in class help students communicate better when expressing and creating ideas, based on theories and techniques for greater student confidence.

On the other hand, it's important for students to apply, learn, and understand oral expression methods because it will help them develop communication narrative and descriptive activities. For example, role-playing involves interpreting characters as oral expression techniques, creating debates on different topics, and discussing them in groups.

2.2.2 Oral skills development

The development of oral skills refers to the genuine and transitory process by which students improve their communication skills through oral expression, that is, when they put into practice the functional techniques acquired in class. During the process, some elements such as vocabulary, coherence, grammar, precision, elocution, intonation, pronunciation, assertive communication, among others, can be acquired and applied.

Oral expression includes a group of techniques that will help students develop clear and concise ideas to express topics, feelings, assignments, or improve speech. According to Mohamad (2021) "Oral expressions are one of the requirements for proper linguistic communication, as they occupied a prominent position in the English language courses for the basic stage classes in the Kingdom of Saudi Arabia". (p.137). In other words, oral expression is a series of mechanics and activities to develop to achieve a good speech with well-supported communication techniques.

The previous information shows that oral expression techniques are essential for an adequate command of information and lexicon within the classrooms. Since the expression is more than a technique, it is a breakdown of skills that will help students to know and understand methods such as the articulation of sounds, vocalization and proper placement of vowels and consonants, learn and pronounce new sounds that the native language does not there is, intonation and pause of words when it is necessary to do, identification and recognition of deaf and voiced sounds, nasalization and flaptalization that must be applied and put into practice when making a good oral expression.

In other words, it is important to recognize all those skills that would make students adequate and precise oral communication. According to Mohamad (2021) quote to Al-Helah, (2018) "Teaching oral expressions at this stage is of special importance as it prepares students to learn grammatical rules in the future, trains them to use sound linguistic structures and patterns in oral expression, helps them formulate useful sentences and phrases". (p.137). As mentions the author oral expression is considered to be the articulation of all the components such as the sound (vowel, consonant), stress, pause, intonation and use them in isolation and combination and also the reception, identification, perception, and development of communicative competence at the product level.

Emphasizing more with the quote mentioned above, it can be deduced that oral expression has a close relationship with linguistics because it studies language and its grammatical, punctual, verbal, and sound components. Also, oral expression is related or works hand in hand with phonology since it helps identify sounds, recognize the proper articulation and pronunciation of sentences, and apply and develop proper communication through oral

expression, which is the method by which all those abilities are emitted. Moreover, last but not least, there is also semantics, which studies the meaning of body expressions, behavior, and confidence of the students through a small skill called oral expression.

2.2.2.1 Fluency and coherence of speaking.

Fluency and coherence are two essential elements that help create good assertive communication when presenting and discussing a speech, and help develop good speaking. According to Lewis (2025), the concept of fluency is not limited solely to speed or accuracy in speaking a language, but rather encompasses the ability to communicate effectively and naturally, adapting to the context and the needs of the interlocutor. That is, fluency refers to speaking naturally and without redundancy, maintaining good rhythm, intonation, and pronunciation. It also involves applying improvisation techniques that contribute to good public speaking.

Coherence helps to make good use of connectors. According to Tsunemoto and Trofimovich (2024) quote to Canale and Swain (1980), “coherence is part of sociolinguistic competence encompassing language use. Speakers need to understand how to connect ideas logically, making the discourse cohesive in production, and also to combine communicative functions of utterances, creating the intended understanding of the discourse incomprehension”. (p. 795). On the other hand, coherence is the quality or ability to maintain a logical order in paragraphs, with the proper use of connectors and sequences that unite ideas and therefore are very useful for the reader to understand the topic.

Speaking is the communication language universal per excellence. That is, speaking is the delivery of language through the mouth and to speak, it creates sounds using many parts of

the body. Speaking is probably the language skill that most language learners wish to perfect. To utter words or articulate sounds with the ordinary voice means to talk.

In other words, it communicates vocally, mentioning or expressing example of this is speaking to a person about various matters. According to Adem & Berkessa (2022) quote Richards (2006) “The teaching and learning of speaking is an essential part of English language instruction as the mastery of speaking skills is a priority for many language learners through which they evaluate their success in language learning and the effectiveness of English courses”. (p.01).

While it is true there are many definitions and concepts related to fluency in speaking within many investigations or sources of information as a skill. Leong & Ahmadi (2020) quoted Abd El Fattah Torky (2006) “speaking is defined as two-way process including a true communication of opinions, information, or emotions”. (p.35). In other hands, this top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and context. In other words, speaking is a communication skill that every person must exercise to convey emotions, ideas, opinions, and even to share a specific message.

Regarding the above, it can be deduced that speaking is a process where people acquire considerable communication skills or styles that will help them understand the context or environment in which each individual develops. According to Oktavia, P. et al (2023) quote As. (2016). “Speaking is a productive skill in which people produce words and send messages orally”. (p.95). Therefore, speaking is one of the most important skills of all four languages because individuals who learn a language are referred to as speakers. Also, the main aim of

English language teaching is to give learners the ability to use the English language effectively and correctly in communication.

Continuing with the idea of the previous quote regarding the definition of speaking, it is explained that this ability is part of the universal language because it helps communicate and express ideas anywhere and at any time. Either with people who master the same language or dialect or with other people from different cultures because within speaking, other skills are developed where the individual can communicate, that is, oral expression, clear ideas, confidence, coherence and understanding, fluency, grammar, vocabulary, and other important aspects that the individual can learn or break down speaking directly as a communicative skill.

2.2.2.2 Linguistic precision

Linguistic precision is the appropriate use of elements that compose and enliven language, whether spoken or written. According to Grapin et al. (2019) define precision in language as “exactness in communicating disciplinary meaning”. (p.71). That is, linguistic precision refers to applying appropriate vocabulary, grammar, syntax, and pronunciation to speech, whether spoken or written. Linguistic precision helps achieve correct pronunciation with grammatical foundations and bases for the proper use of verb tenses, cohesion, structure, and form.

In other words, linguistic precision involves a set of elements that make oral production complete and perfect because it combines syntax, grammar, use of vowels and consonants, structures, intonation, articulation, and good pronunciation, that is, the correct use of words and their context. According to Drożdżowicz (2022) “‘Be precise’ is a common mantra for how we

should express ourselves if we want to be understood. But how precise are we when we try to understand what others communicate? How precise is linguistic comprehension?” (p.219).

Some key elements of linguistic precision include vocabulary acquisition, proper use of grammar, and tone or intonation, which is linked to or related to pronunciation in good oral or spoken production. According to Sirait et al (2023) quote to Sianipar (2022) “pronunciation is the way a certain speech sounds in the mouth, pronunciation stresses more on the way of sounds are produced by the hearer. Pronunciation is clearly a key factor in people's success understood us. (p.401).

By deducing all the previous quotes, it can be expressed and analyzed that linguistic precision is not only contextualizing and understanding the important parts of a language, but that everything is connected to each other to have good precision and coherence of the same, for example, when learning pronunciation, you also learn vocabulary and therefore the grammatical structures are all linked to the same approach, that is, linguistic precision in oral production. According to Sirait et al (2023) quote to Sibarani (2018) “Pronunciation is one of the three elements of language. You can learn not only language but also grammar and vocabulary”. (p.401).

2.2.3 Narration strategies used.

Narration strategies are teaching techniques, processes, and methodologies related to storytelling. In other words, they bring a structured approach to storytelling with the goal of developing and developing students' language, oral communication, and speaking skills. According to Jahn (2025). “Once a character is used as a reflector the narrative turns into a reflector-mode narrative.” (p. 04). That is, these strategies help students better organize and

master their thoughts when using language as an assertive and meaningful way, whether orally (speaking) or in writing.

In other words, narrative strategies applied to storytelling in a second language such as English refer to the methods and techniques that students can learn and apply to express and organize stories relevant to their context and language proficiency in a coherent, logical, and attention-grabbing way. Narrative strategies such as temporal sequencing (introduction, middle, and end), the use of connectives to guide the story, descriptions of characters, place and events, historical context, setting, plot, and moral; the use of appropriate tense and narrative perspective.

2.2.3.1 Types of storytelling strategies.

Storytelling strategies are techniques used to create interpretive stories, where narration and description are the main protagonists. Storytelling is an art practiced since ancient times and will never go out of style, as it is a technique that utilizes creativity. Furthermore, it is of utmost importance to understand the different types of storytelling that exist, which are essential for telling and narrating stories with a learning purpose and a focus on oral expression, confidence, and coherence. According to MasterClass. (2021) there are four types of storytelling 1. Oral storytelling, 2. Visual storytelling, 3. Written storytelling, 4. Digital storytelling. They innovate and learn through storytelling.

For this research, oral storytelling will be used because its characteristics are similar to the objectives intended to be measured using this technique. It uses in-depth speaking, narration, description, perception, pronunciation, vocabulary, and proper use of grammar in the stories. According to MasterClass. (2021) mentions in its article that oral storytelling is among

the earliest forms of narrative expression. In ancient societies, people engaged and captivated one another through songs, chants, and the recitation of poetry, preserving these traditions as they were passed down from one generation to the next.

Furthermore, these strategies help students construct, interpret, analyze, and verbally and corporally express stories, acquiring vocabulary, confidence, and security in oral expression. Narrative strategies related to storytelling types are essential in language learning (English being the key in this research) as they contribute to and contribute to the development of oral skills such as pronunciation, fluency, coherence, logical sequencing, adequate structure, vocabulary acquisition, confidence, and security.

2.2.3.2 Student interaction and participation.

Student interaction and participation is specifically based on the active participation of students to improve verbal and written communication in the classroom through collaborative activities such as storytelling techniques, oral expression, vocabulary building, and group work to strengthen confidence and security in oral communication (speaking). According to Isbell et al (2020) “to boost participation, teachers can implement strategies such as scaffolding, open-ended questioning, and storytelling. Storytelling, in particular, encourages authentic use of language and increases motivation”. (p.01).

Continuing with the previous information, these elements are essential and fundamental for the practice and use of language at all times to develop oral skills in the classroom, where the main focus of interaction and comprehensive development is on the students in language learning. According to Nguyen & Yang (2022) “assigning roles in group tasks and using culturally

relevant content can increase students' sense of belonging and willingness to contribute". (p. 512).

Also, in recent times, there has been a low level of student participation in classrooms to improve and learn English or to apply oral expression techniques and develop confidence that will be useful for work and social life. This is due to the many barriers that still exist and that society, families, and classmates impose. According to Wang & Derakhshan (2021) "factors such as anxiety, lack of confidence, and teacher-centered instruction reduce students' willingness to participate. Teachers must therefore create a supportive environment that lowers affective filters and encourages risk-taking". (p.12).

2.2.4 Impact on oral fluency.

Oral fluency is reflected and applied by the quality of interaction, participation, and the use of narrative strategies previously mentioned in classroom storytelling. This means that when students put storytelling techniques and strategies into practice to improve oral production, the results will be more noticeable, measurable, and reliable.

The impact on oral fluency and expression has a broad structure to develop in the study contents and carries a series of skills and activities where students can learn creatively and interactively. According to Alcalà (2021) "Taking into account that oral communication is an interactive and multidirectional process that implies producing, receiving and processing information, it is stated that these three competences should be treated in an integrated way". (p.50). As mentions the author oral expression as the ability to produce spoken language.

The impact on oral expression and fluency can be assessed with various formats and item types, ranging from formats designed to elicit single words to open-ended formats that allow single words to open-ended formats that permit a variety of acceptable answers. Oral expression measures include: word fluency, single-word expressive vocabulary, sentence completion, and story retelling tasks.

Reinforcing the idea of the previous quote, it can then be argued that oral expression is the only oral verbal communication where people can communicate by speaking. That is to say that many elements or formats give positive or assertive responses to good communication.

At the same time, one develops a "speaking" language, that is to say, that fluency is part of those elements since the more the person practices in a speech, the better he prepares and acquires confidence skills, intonation, and vocabulary for sentences. Acquisition of vocabulary, when learning a language, it is very important to memorize vocabulary, apply it in oral presentations, and adapt it to the context that is being developed or discussed. Moreover, storytelling tasks, using narration and description in history or short stories told helps a lot in the retention of students and in adapting new vocabulary with new pronunciation and, therefore, fluency.

This approach previously cited by the authors and concerning the definition of oral expression is broadly related to the current research topic since the importance of oral expression in school students is rigorously addressed, mainly in sixth-grade students to measure the knowledge in acquiring English language skills, mainly speaking, which is one of the skills that are most difficult for them due to the degree of complexity. That is to say, oral expression is not only talking about specific topics, but you have to know how to speak with

bases, foundations, structures, placement, security, and trust so that students can prepare good speeches and, in that way, demonstrate the knowledge of the English language as a strength.

2.2.4.1 Security and confidence when speaking

Security and confidence in speaking refer to the freedom of expression that students convey in a classroom when they have practiced and applied correct storytelling techniques for constant improvement in oral production and the comfort and satisfaction of good speaking. Student confidence is reflected in a good speech that is coherent, fluent, has good pronunciation, and is in-depth in the subject matter, but also in the comfort that things are being done in the best possible way. A confident and self-assured student is a person with good self-esteem and will therefore reflect good oral expression.

Similarly, security and confidence when speaking can be interpreted to inform when there is a meeting or event with close friends or family. Also, formal speaking will be used exclusively for academic or business procedures or any professional profile. Speaking is the second most important and developed communication skill after listening. It has many techniques and methods for applying or developing it in any area of daily life. English Club (2021) mentions in its article that speaking involves producing language orally by generating sounds through the coordinated use of various body parts, such as the lungs, vocal tract, vocal cords, tongue, teeth, and lips, often accompanied by gestures and posture.

Concerning all of the above, supported and founded, confidence in speaking is an assertive and essential communication skill in the educational and academic training of students, not only because they are life skills, but applying them will make students critical,

reasonable people, with logical sense and with intellectual knowledge to face situations that usually happen in society.

For the same reason, security and confidence when speaking is a skill that must be developed well and applied to students from the first days of educational training. Students must have the necessary bases to develop written or oral ideas to contribute positively to their academic training. The security and high self-esteem will depend on their comprehensive cognitive training and how they can answer questions or be useful for a certain part of the population.

In other words, it can be deduced then that speaking can be interpreted and adapted from different text according to the type of public, audience to which it is referring at the time, for example, if it is a family or casual event, informal speaking can be applied with most common or colloquial words and concepts. However, if a conference on some informative or narrative topic for a group of students, formal speaking must be applied or developed to bring an adequate communication and method of transmission of the message to the public that is addressed.

Continuing with the term of speaking related with confidence and security abilities is probably the linguistic skill that most language learners want to perfect as soon as possible, or it is the most difficult for them to apply in academic activities or daily affairs since speaking provides many techniques and steps to apply in the process of making speeches or just speaking it. Furthermore, speaking used to be the most difficult language skill to practice online, perhaps due to lack of habit or, in many cases, lack of interest in students, but this is no longer the case.

Currently, and due to multiple changes in the world, school students and teachers can practice speaking online using digital tools. They can also record and upload their voice and video so that other people can hear it and see the applied language's gestures, sounds, or interaction techniques through speaking. Also, those techniques of using digital tools that are very useful today can be practiced and developed within the classrooms of schools so that students develop and acquire correct methods of speaking. Thus, teachers have more and better options.

2.2.4.2 Importance of speaking

Speaking skills are the most important and necessary tools that should be learned and practiced or stimulated early. It is how the individual can communicate with society and express thoughts and feelings. According to Adem & Berkessa (2022) quote Richards (2006) “on the other hand suggested that the functions of speaking determine the teaching approach. Accordingly, each of the speech activities requires different approaches to teaching speaking” (p. 35). They explain that speaking is the most important skill to acquire foreign or second language learning. In addition, speaking is deemed the most important skill in learning a foreign or second language among the four key language skills.

Besides, as mentioned in a quote in the definition, speaking skills can be divided into formal and informal speaking skills, and use both speaking and communication skills in various contexts throughout life and adaptation processes. The majority of English as foreign learning (EFL) and English as a second language (ESL) teachers have continued their teaching of speaking skills and memorization of dialogues or repetition of exercises.

However, in the competitive academic field, it demands communication skills for students. English teachers have to teach English Language Learning (ELL) skills necessary to improve their speaking skills and function well in real-life situations. However, it is essential to emphasize that speaking skills have been underestimated regardless of their importance as an educational function and academic habits.

Following the line with the information cited by the author about the importance of speaking in classrooms, it is mainly schools since the first place of academic training of each person has not prioritized the important elements and deviants of language (speaking) such as phonological, morphological, semantic and syntactic aspects.

Since it has become a major impediment to acquiring oral expression skills among English students, mainly in primary school. However, reading and writing skills have been given as measurable structures within the classroom that are indispensable but not the most measurable in terms of attitude or projection.

On the other hand, and no less important, it is necessary to emphasize and project the importance of orality communication skills and put more emphasis on the development of the oral skills of the especially sixth-grade students to continue their studies successfully, that is, transition to secondary education and excel in their fields once they finish their process of education. In addition, English is the language to obtain employment opportunities and achieve success to achieve the desired goals in life.

From that point of truth, they have to give much importance to speaking to develop skills in students. According to Leong & Ahmadi (2020) "human beings are programmed to speak

before learning to read and write". (p. 34). This means that, in any case, human beings spend much more time interacting orally with the language rather than using it in its written form.

For that and many other reasons, speaking is the most important skill because it is one of the skills needed to carry out a conversation or interaction in different ways. However, speaking English is not an easy task because speakers must know many important components such as pronunciation, grammar, vocabulary, fluency, and understanding.

Furthermore, in this way, the students must have sufficient ability to speak English, communicate easily and effectively with other people, and deliver the most important speaking part. In other words, human beings are programmed to adapt to certain behaviors or abilities, such as speaking.

The previous example explains the process that a human being must fulfill in any part of the world since it is programmed from common and logical sense to communicate through oral production. Moreover, research duly argued previously that the other communication skills in all the areas that describe the human being are not as complex as speaking because it involves many techniques to deliver a message clearly and concisely.

The pronunciation, articulation, gestures, and general vocabulary command will help better understand the conversation or what you want to express and interact with. Furthermore, all existing components must be used to communicate effectively and assertively.

As can be seen, when students are learning a language, in this case, English, speaking is extremely important to support their ability to apply and develop the language, knowing that you must first learn to identify all the functions, techniques, and strategies of the language. The

ability to speak has much relevance and meaning for the success of human beings because the importance of the ability to speak is observed daily during the activities carried out by the students and applied by the teachers in the classrooms.

However, talking is an interactive, never-dig-and-stop learning activity that occurs under real-time, mode, and space constraints. That is to say that people can use memorized and identified words and phrases fluently without much conscious thought. Moreover, from that analytical and coherent point, it can be said that speaking is of utmost importance in current students.

2.2.4.3 Characteristics of Speaking Skill

It is necessary to mention and apply some characteristics that exist about speaking to understand better the concept of this skill and how essential it is to apply it in school students so that they have an excellent academic mastery and are competitive with comprehensive training and carry a sequence of instruments of learning acquired from their educational centers. Leong & Ahmadi (2020) quote Mazouzi (2013) “learners’ activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of the communicative approach”. (p. 35). That is classroom practice can help learners develop their communicative competence. So, they should know how the language system works appropriately.

Continuing with the previous idea, the first characteristic of speaking performance is fluency, and it is the main aim of teachers in teaching speaking skills. Also, the second characteristic of speaking performance is accuracy. It encompasses all the possibilities that

students can correctly and effectively develop speaking in their moment of knowledge acquisition.

In other words, both characteristics have to work hand in hand to enrich and sustain speaking skills in different learning situations. In this way, the students will be directed an excellent process of teaching and discovering skills and functions from a critical and educational perspective to achieve their academic objectives and generate learning.

Made the previous observation, fluency is the learners 'ability to speak understandably, not to break down communication because listeners may lose interest. That is to say, communication has to be related to any learning tool or techniques that students apply so that it brings coherence and precision in all the approaches that they put into practice responding coherently, connecting correct words and phrases, and according to the approaches, pronouncing sounds clear and making use of stress, articulation, and intonation.

Also, regarding the second characteristic, learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. This means that students must be focused on grammatical structures, pronunciation, and vocabulary acquisition. Being an excellent, experienced speaker encompasses much more than people might imagine. Some qualities are similar to the characteristics of good speaking or at least have functions to develop speaking in different areas of life.

Furthermore, becoming an effective speaker, lecturer, or exhibitor is not easy to achieve and not fast. According to Doverspike (2023) "There are at least two factors content and process that define the qualities of good speakers' program. In terms of content, great speakers connect

the common problem with the common solution in a manner that is honest and hopeful". (p.03). That is saying that some details that an effective speaker must be able to convey their information and, at the same time, keep the audience entertained and engaged with real and consolidated information.

However, this is not as easy as many tend to believe. How can you get an audience interested in what you have to say and keep them interested? How can you connect with your audience in a way that allows them to engage with you and understand your story? To be a good speaker, people must develop and adopt essential qualities in speaking. Some of those important qualities can be confidence, passion, the ability to be succinct, tell a story, and audience awareness.

Following and breaking down the context of the above information. It can be expressed that the speaking qualities are or are part of the characteristics and will help to understand better the context of the definition and how to apply them in different areas of life. In addition, it is important to analyze each quality that the author mentioned in the previous quote, for example, that you have to have confidence when someone speaks in public as it must demonstrate security and knowledge.

Passion for what he does, it is always important to focus on the audience and the public to develop a good speech. Ability to be succinct and eloquent of what is to be conveyed. Ability to tell a story and develop clear ideas to be interesting and educational. Through that ability, they can learn and be motivated to improve their English. You have to focus on audience awareness, in this case, the students' study population, and see their process.

Based on the above considerations, it is of the utmost importance to understand better the basic and direct concepts of speaking as a necessity and ability to know and apply in students to improve comprehension and analysis in English. In addition, speaking qualities are part of speaking characteristics, and the more students and teachers know and apply this skill, the better the benefit will be to encourage and prepare students to master English as a second language. In other words, demonstrating these qualities as a fluent and fluent English speaker or student can strengthen skill and build confidence in all school students.

When planning a good speech, students must think about all the qualities learned and developed within a classroom with teachers, tutors, and other classmates and apply them to daily and real life. In another situation, students would be excited and engaged with the progress of each speech they present, exposing all the information they are providing. Also, for students to be effective speakers, they must be willing to step out of their comfort state to connect, network, and engage with their audience or society. Furthermore, they must make sure that their stories, messages, or information is inspiring and of interest to others.

2.2.5 Impact on confidence when speaking.

The impact of English-speaking confidence is developed through oral expression, that is, through interactive and communicative methods and techniques such as storytelling. Furthermore, the more students practice storytelling techniques they learned in class, the better their oral expression performance and the development of communicative skills such as speaking will be.

Impact on speaking is the action of conveying information and also expresses feelings and knowledge through specific and organized speech. In other words, speaking is not only a

communication skill that helps to interact with people or try to communicate a message to understand or transmit certain information, or in this case, it is not only to acquire skills to understand certain topics in a school, but it is a process to follow to demonstrate comprehensive knowledge and preparation, expressions and habits that help develop speaking as a good skill. Cambridge Dictionary (2024) explains that speaking refers to the ability or practice of delivering an address or presentation to an audience in a public setting.

Following the line and information above, speaking requires that students not only know how to produce specific and important points of the language such as grammar, pronunciation or vocabulary, and other linguistic skills, which are also important and necessary, but also that they understand when, how, why, for what and in what ways to produce, develop and understand language within the aforementioned sociolinguistic competence.

In a way, speaking can be used or applied to indicate the degree of precision intended in a specific activity or assignment from the theoretical point of view or in other important and relevant ways to highlight. Since the skills and habits of a speaker's speech impact the success of any exchange, be it academic, business, culture, or even to interact socially and effectively.

Speaking is a neglected or difficult skill to apply in second language learning and teaching. As mentioned by Adem & Berkessa (2022) "In an EFL context, mastery of speaking is greatly dependent on the approaches to teaching speaking as the classroom is the decisive place where students learn and practice the language". (p. 35). On the other hand, speaking skills help them express themselves. Besides, teachers have taught speaking using a repetition of drills or memorization of dialogues. Also, some speaking activities are to be applied to ESL and EFL classrooms. These activities include role-play, simulations, information gap,

brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference.

That is very helpful for students of English in schools to learn the language creatively and interactively and obtain better pronunciation and interest in the vocabulary and pronunciation of English. Furthermore, in that way, speaking has many characteristics and functions and techniques to develop and how to apply within a classroom so that students can develop these capacities with various learning techniques such as famous debates, speeches, role-playing, and even storytelling. The current challenge for teachers is to include activities that use all these techniques and make a classroom a medium where students can develop communication skills through oral expression and speaking.

2.2.5.1 Oral expression naturally.

Oral expression is the student's natural, genuine, and professional ability, with prior preparation and knowledge, to deliver a message or present ideas in a calm, confident, and confident manner. This means that at this level, students already have the preparation and knowledge to use the language to contextualize, improvise, debate, and argue fluently and confidently.

Oral expression is the ability to express needs, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language patterns. According to Alcalà (2021) affirm:

Oral communication is less present than in an ordinary classroom situation or even not present at all, we must try to find alternative possibilities for our students with regards to

oral communication and, especially in relation to oral expression in a foreign language (FL). (p.50).

Apparently then, oral expression is important because it provides the basics for literacy development. It is essential to academic achievement in all content areas, and it is important for overall success in school. A great deal of school success is widely known for depending upon students' ability to demonstrate competency through oral communication, such as answering questions in class or participating in group discussions. In other words, oral expression can express feelings and emotions. In addition, it can be used to defend a specific topic in some school assignments and demonstrate that people, students have mastery of content.

Through oral expression, many social skills are developed. People can transmit emotions or feelings through a code or emission of speech. In addition, many areas and linguistic sciences related to oral expression are used to carry out a true message and that society is always informed of any situation. On the other hand, to obtain success in the subjects, that is, in the academic, dependent on good use of the oral expression in all the sense of the word, since the expositions, quizzes, exams, presentations, and even evaluative didactic activities are directly applicable with Oral expression.

It is up to each student as they wish according to their approaches to applying oral expression in their lives and their academic preparation. However, it is also important to highlight that through oral expression, it is possible to help other people to communicate or integrate more into society, that is, to help alphabetize people who do not have the same intellectual, cultural, social, and academic level and They can develop all those skills that make a human

being a person capable of transmitting a message and fitting into a common framework in society.

Throughout the previous approach, it is deduced that applying more activities and oral expression techniques in school students will help better academic preparation and integral educational development since in the current one the weakness or failure that students have is that they do not speak out English when they have a language preparation in many skills and directed by teachers trained in the subjects to make the students bilingual people with analytical senses in the academic areas and problem-solving in English. In addition, oral expression will help them relate better to society and acquire job opportunities.

2.2.5.2 Perception and motivation of students.

Perception and motivation are two psychological factors that academically influence students' commitment to developing oral communication skills related to mastery and preparation of a second language. According to Mauludin et al (2023). "Students' motivational growth is driven by ongoing interactions between their social context perceptions and their ideal L2 selves." (p. 2).

It is also important to understand the context of students' perception. According to Tinjaca and Contreras (2020) "student perception of their English learning process is shaped by their experiences, teacher-student interactions, and beliefs about the language. These perceptions influence not only participation levels but also learners' sense of agency and confidence". (p. 89). This explains how students perceive the process of knowledge and application of learning in the classroom, thus shaping good attitudes toward speaking and developing good student perceptions.

On the other hand, there is student motivation, which has more to do with the attitude that students bring to assignments. According to Truong (2025). “Task Value Activation, Regulation of Peers and Regulation of Affect showed significant positive associations with speaking achievement scores.” (p. 01). Motivation is the feeling, energy, or vibe that drives students to learn and not give up on their goals. In other words, motivation helps them participate and take on challenges in the field of oral communication and speaking. When students are motivated and surrounded by a peaceful environment, they are more likely to take risks in order to improve their oral production.

2.2.5.3 Motivation to participate in storytelling activities.

Storytelling activities help motivate students to participate because they are creative techniques that allow them to use their imagination, narration, and description. According to Alasmari and Alshaeel (2022) “storytelling enhances learners’ intrinsic motivation by providing opportunities for self-expression, imagination, and emotional engagement” (p. 58).

The motivation to participate in storytelling activities is based specifically on the factors of coexistence and good didactic and pedagogical planning that challenge and motivate students to participate and create real and creative stories related to storytelling in second language learning through storytelling techniques.

Furthermore, storytelling stimulates students' motivation because it takes them out of their comfort zone. There are many elements where they can learn about body language, oral expression, and the use of creativity and imagination to create stories, all within the context of second language learning.

2.2.5.4 Interest in learning English through storytelling.

The interest in learning English through storytelling makes it an engaging, emotional, and highly educational experience because it embraces a modern technique that needs to be developed for learning through play and storytelling. According to Rosyidah and Haryanto (2023) “storytelling activities capture students’ attention, create a relaxed atmosphere, and promote deeper engagement with the language” (p. 72).

The interest in learning English through storytelling makes well-narrated and described stories engaging for the reader, thus creating an appropriate vocabulary and grammar, making the language more accessible. When students are taught English not in a traditional way but using more creative pedagogical methods, such as applying storytelling techniques in the classroom, their cognitive capacity and interest increases. In other words, these storytelling techniques make the learning process more meaningful and, therefore, summative in a highly productive way.

2.2.5.5 English as a foreign language.

Teaching English as a Foreign Language (EFL) for many generations has become a challenge for thousands of people who want to grow in different aspects of life: traveling and learning about culture, interacting and communicating, economic factor, personal and professional growth. Also, (TEFL) focuses on teaching English to people who grew up speaking other languages.

That is to say, teaching English trains people with the methods, theories and practical skills necessary to teach English effectively in different places around the world or to foreigners eager to learn and apply the language throughout the environment. As mentioned by Perez

(2021) “When we speak of innovation in the teaching of foreign languages, we do not want to imply that we must reject all the resources that were being used prior to the application of ICTs in education.”. (p.89).

With respect to the previous quote, it can be deduced that it is known that effective communication in the teaching of English as a foreign language or universal language arises from interactive relationships that reflect an essential part of daily life, especially in education, since if they apply good interactive and participatory techniques and methods related to the teaching of English in the country's educational system, the result will be assertive and productive. And in this way Teaching English as a French Language has become an essential and elemental factor in daily life.

Previous research has addressed the effects of digital storytelling (DST) on verbal English competence and demonstrated that students engage more and learn more effectively. However, the relationship between learner engagement and speaking competence needs a further analysis of the methods wherein a specific DST tool facilitates learner engagement in the learning process and how it influences their speaking skills.

2.2.6 Fluency in oral expression.

Oral fluency can be measured by the confidence and ability to express ideas coherently and naturally, demonstrating prior preparation and knowledge, including good intonation and oratory skills regarding the topic to be developed or argued. In grammar, fluency doesn't play a role in perfection, but rather in concordance, rhythm, and effectiveness when expressing well-founded and well-researched ideas.

Talking about oral expression is to analyze and emphasize all the importance that it can provide in the competitiveness and formation of character and personality of the students. As mentioned by Le and Shuo (2023). "Oral practice is an important component of language learning and an indispensable contribution to it. Firstly, through oral practice, students can better understand and master knowledge of English pronunciation, intonation, grammar, and vocabulary". (p.01). Furthermore, oral expression is a useful and necessary resource where students can improve their listening skills through practice and oral conversations, both among themselves and with teachers on any topic. This helps them develop comprehension and help them face various real-life linguistic and pedagogical challenges.

As mention that the importance of oral expression in communication is a process that allows interaction between people to achieve different purposes through a common language. Oral expression is one of the ways to share personal meaning, conveying a message from a place of empowerment or general knowledge. It demonstrates how prepared a person is for the context. Furthermore, it influences daily, everyday behavior, that is, sharing information or understanding a message where vital elements of communication are applied.

Some examples of these might be controlling the volume and intonation of how one expresses oneself to others, the speed, rhythm, and silence of the message. Nonverbal behaviors such as facial expression, gestures, body language, and spatial and temporal conditions can also be added to this definition and importance, which all contribute to good oral expression, and above all, the importance of executing it well.

Synthesizing and paraphrasing the information collected in the previous quote, it can be explained that it is important to develop oral expression because it is necessary to communicate

at all times, to which this does not only mean the grammatical part of the word but to know the correct and appropriate way to have a dialogue, which refers to understanding and expressing in a natural using language as a means of participation by responding to its criteria. In other words, the use of the oral expression is important because the type of skills of the speaker could express what he needs. Also, when the exchange of information expresses and the priority of this capacity erases different people's ideas through the speaker, the communication of ideas is more effective to improve personal life.

2.2.6.1 Extension of oral production.

The extension of oral production can be deduced from the acquired ability to produce reasoned and more elaborate responses than students do, but this requires a process that measures knowledge using learning techniques related to oral production capacity. This means applying ideas in more detail, demonstrating a high-quality, professional conversation that uses verbal resources such as connectives, fluency, and coherence.

The oral expression describes all kinds of interaction between individuals since they use the means of communication par excellence, words and involve speaking and listening simultaneously, that is, developing multiple skills in the execution of the oral expression. On the other hand, in oral expression, the sender and the receiver exchange their thoughts or ideas verbally to deliver a message, either in a face-to-face discussion or through any mechanical or electrical device such as a telephone or a virtual system.

Also, communication effectively through speech is highly valued in schools because students get to know their personalities, characters, and even strengths and weaknesses. In addition, oral expression is effective when it is clear, precise, relevant, discreet, considerate,

concise, informative, and adapted to the listener's needs. The transmission of effective communication requires that the speaker consider his tone, speed, and volume of voice. Incorporating vocal tone and intonation changes is important to add emphasis or avoid.

Great communication skills are the gateways to success in academia. Knowing when to choose communication and oral expression and polishing those oral skills can help students and human beings in general at each stage of their preparation process, be it academic, social, or professional. Calareso (2021) mentions in his article that oral communication refers to the exchange of information or ideas through spoken language, involving the verbal sharing of messages between individuals or groups. On the other hand, formal oral expression includes Presentations at business meetings, classroom lectures, and commencement speeches given at a graduation ceremony.

In addition, with the invention of technology and social interaction applications, they have also been designed to make effective oral communication, creating digital classrooms and monitoring classes so that teachers can see and analyze virtually all the processes of the students. On the other hand, there are currently many digital activities where students and people, in general, can practice and develop good oral expression skills. That is to say that not only will they be prepared verbally and expressively in person, but they will also master elements of virtuality related to oral expression, which, analyzing them well, have a good relationship and communication, a fusion of both modalities.

2.2.6.2 Confidence and willingness of speaking.

Confidence and willingness to speak are two interrelated elements or concepts that work very well to help students express themselves orally, providing them with tools and processes

that build confidence and security when expressing ideas or discussing topics they have already assigned as homework. According to Peng & Zhang (2020) mention in the research that using storytelling and interactive activities can enhance learners' confidence and willingness to communicate by reducing anxiety and encouraging genuine language use.

That is to say, confidence refers to the security, optimism, and confidence a student acquires in their process of expressing themselves. A confident student will take on challenges when taking on commitments or assignments that involve in speaking as a communicative skill, regardless of whether they make mistakes or not.

On the other hand, but closely related to trust, there is also Willingness to speak. According to Derakhshan et al. (2022) affirm:

WTC in English classrooms is highly dynamic and influenced by factors such as topic familiarity, task type, peer relationships, and teacher encouragement. A learner may feel confident in general but may not be willing to speak in a given situation if social pressure or anxiety is high. (p. 559).

Following the same line as the previous quote, it can be stated that the willingness to speak is the motivation given to each student to improve and perform well within the context and oral production of the classroom. Furthermore, paraphrasing, mastery of the subject matter, and a desire to learn techniques to improve communication skills such as speaking help students improve academically and overall, every day.

2.2.6.3 Coherence and cohesion in speech.

Coherence and cohesion in speech is a relevant method and technique when communicating, as it reflects the knowledge that students have when talking about a specific topic or content with good bases and structures in class. According to Tsunemoto and Trofimovich (2024) quote to Hulstijn, Schoonen, & de Jong (2012) “Thus far, however, little is known about how coherence in L2 oral discourse is related to listeners’ perception of speech, which is unfortunate, because coherence along with other dimensions of speech is considered a component of L2 oral proficiency”. (p.796).

Speech is a skill or technique used in the classroom to improve students' oral confidence and comprehension. This technique also helps produce coherent and fluid ideas that provide a foundation for second language acquisition. According to Cambridge Dictionary (2024), speech refers to the human ability to produce articulated sounds and words to convey meaning, the act of verbal communication itself, or a specific instance of spoken language, such as a conversation or formal address. It can be deduced that speech is the superior ability to communicate or express a message to society. A speech makes a person a good presenter or speaker.

However, to make or develop a good speech that include coherence and cohesion there are some steps or processes must be followed or learned, such as fluency, knowing the grammatical structure, working on confidence to issue a message to an audience, learning about the subject, having or applying much vocabulary that provides the necessary information, and, above all, pronunciation is of the utmost importance when developing or explaining a topic through a speech.

2.2.7 Oral and communication skills

When considering the definition of communication skills, it is important to remember that communication occurs in many different ways and contexts. From writing and speaking to body language, we use various skills to convey and obtain information. However, demonstrating strong communication skills is about conveying information to others simply and unambiguously. So, it involves the distribution of messages clearly and concisely to connect with the audience (students).

Information with ease. Good communication is about understanding instructions, acquiring new skills, making requests, asking questions, and relaying. Referring to the quote from the article, it can be deduced that communication skills exist in different ways and can be interpreted and applied in different ways. On the one hand, communication skills are perhaps the most basic skills that you can involve understanding requests, asking questions, and relaying key information to get information and a comprehensive educational preparation in school students for when they reach the transition from school they do not go with no educational difficulties in terms of education and learning obtained.

On the other hand, it can be understood then that communication skills are important and necessary tools or techniques to develop with students to achieve clear objectives in terms of learning and general command of a second language, where they can feel comfortable, fulfilled and can see the evolution when developing, applying and identifying life skills, that is, they will not only be academically prepared but will help them in their professional training process and have mastery of many skills in different circumstances or projects.

To put it simply and in assertively words, communicative and full-language instructional approaches promote the integration of speaking, listening, reading, and writing in ways that reflect the natural use of language. Nevertheless, speaking and listening opportunities require structure and planning to support language development. So, speaking describes what it means to speak and what good speakers do in the process of expressing themselves. It also presents defined concepts for effective speaking for assessing students' speaking skills.

Since everything is a process and must apply the best way for students to absorb all that information and create a habit. As mentioned by Takako (2021) "The teaching of English in Japan has gradually shifted to include communicative methods in communicative EFL college lessons. This approach encourages students to participate actively in the lessons, and contributes to improving their speaking and listening skills". (p.32).

With respect to the above information, it can be deduced that confidence and attitude in oral communication is a set of language used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate with a great confidence. Therefore, there is a need for a language to communicate with others those who live all around the globe.

English is considered the international language and is spoken worldwide. It serves to communicate with the people who live in different regions, states, countries, and continents. lbmr (2024) Simply saying something is not enough unless what has been said has impacted. There has not been successful communication because communication happens both ways. Communication skills have many definitions that, although it is true, can be applied in all areas

of life because it encompasses important points such as assertiveness, personal and academic growth, confidence in doing things well, and in a correct, concrete, and precise way. Therefore, successfully conveying a message that understands action is known as communication skills.

In this way, students' communication skills are evidenced during their school preparation; it is not an option to be applied by the teachers or tutors in charge of them. Rather, it is a priority and needs to apply assessment techniques, measurement of knowledge, and behaviors to students that have to do directly with communication, through skills that encourage the study and participation of students in various topics of interest to them and their academic training. It is necessary for students to show interest in learning and being critical people before different social conflicts but, above all, to be agents of change before a society that increasingly contains more challenges and adversities. From that way of thinking and acting, the communication skills will make the students people with their thoughts and criteria, creating leaders that promote empowerment through reading analysis and conversations with excellent fluency, intonation, vocabulary mastery, and confidence in all phases of life.

2.2.7.1 Confidence and attitude in oral communication

Confidence and attitude are two closely related definitions that work very well, specifically in the context of oral and body language expression that promotes English language learning and knowledge. Communication is the gateway to all relationships, expressions and activities that human beings can carry out in daily life.

For this reason, it is of utmost importance to nurture and strengthen skills that have to do with interaction and communication, whether through gestures, symbols, or communicating in other languages. According to Team (2024) Communication is understood as the process of

transmitting information for the purpose of generating better understanding. This exchange can take place orally through spoken language, through written media such as books, websites, or magazines, visually through graphs, charts, or maps, or nonverbally through body language, gestures, or voice intonation.

, there are many ways to communicate. However, the definition that is most related or similar to a research topic is that being able to communicate effectively is one of the most important life skills to learn. All of these means of communication are essential soft skills vital for a successful Career. The term communication is global because it encompasses many competitive and cognitive areas of the human being.

Following the same sequence of the previous information and exact and important points related to or described in this research work, communication skills will always be the most effective method to emit and transmit messages where specific messages and information can be understood and interpreted in addition to the fact that there are different media (print, digital, analog) where communication can manifest itself thus creating communicative and relevant skills for the human being. Although speaking is being approached as a communicative ability, it can also be deduced that within that ability, other characteristics such as gestures, postures, facial and body expressions can be observed.

In addition, regarding the previous quote, knowing how to communicate most effectively is one of the most important life skills that being a brother must learn. That is to say. Communication does not only emit information. However, it is processed to understand and understand many contexts related to the topic of interest that is being addressed.

2.2.7.2 Importance of communication skills

To better understand and complement the definition of communicative skills, it is also necessary to break down and mention the importance that they appreciate to apply in students and thus help their cognitive development with multiple learning options, including speaking oral expression as a communication skill. According to Rusmiyanto et al (2023) “the increasing need for English language ability has highlighted the necessity of good language acquisition and communication abilities. Artificial Intelligence (AI) has emerged as a viable aid in the field of education, including language acquisition, as technology advances”. (p.750).

Continuing with the idea of the previous quote, it is explained that at all levels of education, students must be able to communicate effectively. Without well-developed communication skills, children risk falling behind their peers or becoming emotionally overwhelmed or withdrawn at school. In other words, communication skills are of the utmost importance and must be developed very carefully at all levels of education.

In other words, continuing with the previous information, the importance of communication skills in schoolchildren helps them develop a pleasant and trustworthy environment where they can achieve academic success guided by solid communication skills. Furthermore, it is often within the techniques of interaction in the classes students are asked to answer detailed questions related to the topic they are receiving or developing. These questions can be easy to answer or difficult according to the level of answers that the teacher can demand of the student.

Emphasizing the importance of communication skills in school students through oral techniques applied within the classroom, it is necessary to explain that the contributions

provided by students must be communicated effectively so that teachers can evaluate students' knowledge and measure other skills. However, after the measurement of knowledge applied by the teacher, students with oral challenges may also feel ashamed if they cannot communicate effectively and clearly with other classmates. So, suppose a student stutters or mumbles. In that case, they may be afraid to speak in class, which can lead to lower grades and decreased self-esteem or other difficulties that within the challenge of teachers is that students do not reach that level of insecurity. However, on the contrary, everyone can be prepared and communicate effectively.

The importance of communication skills is not only based on evidence, information, or presenting statistics. As mentioned by Hasan et al (2022) "It is extremely important that teachers in charge of the education of student children can develop these skills to the environment of each student, since everyone learns differently but that the learning process and the knowledge to be measured" (p.198). That is to say, if students from entering at an early age carried a process of soft communication skills throughout their academic training, they would have better preparation. They would not have as many weaknesses to face when moving to another educational level such as secondary or higher education. The student's language training would be the most accurate and reflected in the results.

Understanding the importance of communication skills is truly necessary since it covers many areas of life. It can be very important to apply it to school students when acquiring skills, techniques, or methodologies in class planning in an effective, social, educational, and informative way. According to Ibmr (2024) explains that the importance of communication skills in life will ensure everyone around them understands. Students will be confident and assertive.

Also, there will be less misunderstanding, and they will rarely have to face issues that come with poor communication. In addition, the importance of communicative skills will be easy for you to make and keep friends. Besides, students will have a good relationship with their spouses, kids, family members, and friends. In other words, their functioning will be at its optimal best with daily chores. Furthermore, students will have less stress this way because poor communication leads to much mental stress.

Regarding the above, it can be deduced that students must be able to know the importance of communicative skills in their daily school activities, perhaps not so much in theory but methodology and techniques since through them it is possible to evaluate the cognitive process and attitude of the student in the class. Adapting confidence and assertiveness in students should challenge teachers to apply mechanics related to critical thinking and the good execution of class content. Another important point of view is that while the students are applied or acquired different communication skills, they can be accepted as they are or respect the diversity of each classmate, creating a healthy and pleasant environment to study, make friends, and therefore participate in activities in class without any worry or difficulty.

Emphasizing the theoretical point of view and relating the importance of communication skills, it is relevant to highlight how good practices adapted to students influence trafficking skills in classrooms. Regarding to Ibmr (2024) argues that one of the biggest reasons many students suffer is poor communication skills. It affects their functioning in schools and colleges and their ability to understand what the teacher is teaching. Hence, as a student, he needs to develop his communication skills because it will help him communicate with teachers on things, they have a tough time understanding. It will help him build relationships with your fellow students. Their

grades will improve as these skills help with studying and revision. Students will study subjects they like by convincing their parents to study for the career they want. Besides, students will have much less mental stress than other students because they are better communicators.

Referring to the quote mentioned above, it is essential that students feel confident, secure, and fulfilled in the study center where they are training to be excellent future professionals. For the same reason, students must be able to identify, apply and develop life skills that are forged and fostered from school so that their intellectual and social growth is not affected or stopped in any way, and they can grow in the process. Otherwise, if students do not achieve the proposed and achievable objectives in schools, it is because they are lacking skills that support and help all their areas of development, and that can cause them from low self-esteem to low school performance and therefore little retention of information in the study contents and, in the environment, where they are learning and where they spend a long time socializing with other classmates.

In other words, and in a summarized way, communication skills are important and necessary. They will take students far in life and every area they want to develop or collaborate. From your career ambitions to your personal goals, communication skills play an important role in each one. Therefore, its importance cannot be stressed enough. However, many people struggle with communication. There can be many reasons behind this, but there is no need to worry or be discouraged since communication skills can be worked from different approaches.

2.2.7.3 Types of communication skills

There are many types of general communication, but in this case, only five types of communication skills that must be applied and developed with school students will be

embroidered: verbal, non-verbal, written, listening, and visual communication. According to Hasan et al (2022) “Types of communication skills are verbal communication, non-verbal, and written communication”. (p.196)

Regarding the previous information planted by the author, it can then be deduced that, listening and visuals are perhaps part of verbal communication, listening and visuals are part of verbal communication, as we must listen directly to the person to effectively connect with them.

. Furthermore, visuals are present throughout society through stories, programs, and social media in a playful way. In addition, non-verbal communication can include facial expressions, posture, eye contact, hand movements, and touch. Besides, written communication has the same goal to disseminate information clearly and concisely – through that objective is often not achieved.

To refer to the information previously quoted, it can be deduced that communicative ability is not only a concept created by society or by some authors but that it is a set of skills such as listening, visual, written communication that during developed to help people understand life processes and acquire knowledge in different areas, within it the cognitive development of a child student. Developing a society with skills that will help them fit in and better understand the context is part of the communication skills that human beings must acquire and apply to improve and function assertively and communicatively.

Understanding how you communicate is the first step to communicating more effectively. In other words, to correctly apply the concept of communicative ability, it is necessary to understand the types of communication and how they relate to each other. In other words, to

understand the importance and the direct and precise definition of communication skills, it is also necessary to know and inquire about the types of communication that exist and how they relate to each other to create skills in students and provide better study tools. For content acquisition, those students can apply it in their daily academic training.

As previously explained concerning the types of communication skills, they are similar to the communication skills that are worked on and must be developed with students in English to successfully achieve a total command of the language. Thus, the students can emit that knowledge through conversation subtle and indispensable skills in communication with society. To better understand the context of communication skills, it is important to mention that the other communication areas should not go or work separately. However, all should be related to oneself to create assertive skills that help improve speaking in school students. Reading, writing, speaking, pronunciation, and listening are the most important communication skills to work with students and achieve comprehensive academic training.

Like any theory or definition well applied and structured by many authors in different ancient or current branches, the concepts applied to research topics or simply to a specific study to corroborate evidence must be analyzed. For this reason, a breakdown is made of the types of communication skills and how they relate to each other to create a consolidated speech with valid, fair, and necessary arguments that students must master when exposing certain assignments or simply participating in activities that have to do with types of communication skills such as speaking, listening, reading, writing. Regarding to Ibmr (2024) expresses different communication skills, but they can best be classified under four categories – verbal, non-verbal, visual, and written. Though there is a debate that visual and written communication are the

same, their understanding stimulates different brain parts. So, they can be categorized as separate.

Emphasizing the quote mentioned above then, it can be deduced that the types of communication skills will contribute in a more precise and concise way the techniques and methodology that can be applied in students through oral activities that help them to enrich the lexicon, but above all, oratory and the ability to analyze in various situations or events that have to do directly with short and long speeches and conversations of an academic nature or personal growth. The types of communication skills are tools available to students of different stages that help form learning.

2.2.7.4 Characteristics of communication skills

With respect to the characteristics of communication skills, this could change depending on its context, definition or application to investigative work. Each concept or definition has its characteristics because it further describes the context in which it was created and under what or to whom it is directed for that reason. As mentioned by Hasan et al (2022) “English communication skills break down some important characteristics through English communication especially in educational centers such as perfect, right, complete, concrete, concise, communicate, and considerate”. (pp 197-198)

As the author mentions in the previous quote, communication skills in language acquisition are broken down into many points and characteristics that must be taken into account in order to apply it correctly. To deliver a message (receiver and sender), it is necessary to combine these communication skills to make the information and process more assertive and confident. Everything is interrelated, for example, through completeness, effective

communication is precise and accurate; conciseness focuses on delivering a good message or information; consideration is effective communication; and concreteness is a concrete, complete, perfect, specific, tangible, and vivid message.

Continuing with the examples and the relationship between these characteristics, everything is intertwined. Both courtesy and consideration complement each other in ineffective communication. The clearer the messages, the easier it will be for the receiver to decode them according to the original intention. Correctness, correct grammar, and syntax guarantee greater effectiveness and credibility of the messages. Returning to the aforementioned quote, the characteristics of good communication skills deliver messages better if they are worked together.

Based on the previous considerations, it can be understood that the characteristics of communication skills emphasize that it is undoubtedly necessary to develop these skills in students to create academic attitudes and create study autonomy and learning security. As understood in the previous quote corresponding to the characteristics of communication skills, a complete message reduces the need for follow-up questions and smoothens the communication process.

Also, conciseness helps the receiver focus on what is important, speeds up information processing, and caters for improved understanding. Also, within consideration as one more characteristic, students can use arguments such as oral expression activities to express their experiences through all the skills or activities they learn in class.

However, these characteristics are extremely important to apply within schools. They help students express and acquire study tools to feel prepared and secure with what they learn, apply, and identify. Moreover, all the ideas and functions such as concreteness mitigate the risk of misunderstanding, foster trust, and encourage constructive criticism.

Furthermore, Courtesy means respecting the receiver's culture, values, and beliefs. That is, it helps to contextualize the person's environment. Clear communications build on exact terminology and concrete words, clarity, and precision in everything developed. Finally, correctness is associated with or related to trigger ambiguity and raise doubts, that is to say, be as concise as possible.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH:

This chapter will develop all the information on how this research is carried out. The first point describes the approach applied in the investigation. This means that the methodological framework represents an important role in a research work since it exposes the type of research being carried out, its design and use.

This research is based on the quantitative paradigm. According to Maksimović & Evtimov, (2023). "The quantitative paradigm is based on positivism. It is characterized by empirical research; all phenomena can be reduced to empirical indicators that represent the truth." (p. 216). As it seeks to measure and analyze the relationship between the implementation of storytelling techniques and the partial improvement of oral communication skills in English as a Foreign Language (EFL). This is intended to provide seventh-grade students at the José Figueres Ferrer Technical Vocational School with better tools and techniques for learning the language.

3.1.1 Purpose

The purpose of this research is applied in nature, as it seeks to develop and evaluate practical teaching strategies that can improve oral expression skills in English among seventh-grade English as a Foreign Language (EFL) students through storytelling. According to Georgievski (2023). "Applied research is practical research that aims to find an actionable outcome to a real-world problem. It differs from basic research, which is theoretical in nature and interested in knowledge expansion". (p. 01).

This definition emphasizes the objective-focused nature of research that is directly related to applied research. In this case, the study's results are expected to support the integration of storytelling as an effective technique for enhancing oral language development in public high schools.

3.1.2 Time dimension

This type of research is conducted over an extended period to analyze changes in variables. The study is cross-sectional, as the data are collected at a single point in time, during the first and second quarters of the 2025 academic year. According to Sanchez et al. (2023) affirm:

Cross-sectional studies are observational studies that examine the relationship between outcomes and exposures as they exist in a population at a particular snapshot in time. Both surveys or preexisting datasets can be used as the source of data. These studies are relatively inexpensive and can be completed quickly as compared to longitudinal studies that can be costly and occur over a long period. Cross-sectional studies are used to estimate the prevalence of disease or establish the correlation between exposure and an outcome. Importantly, they cannot be used to determine causality. (p. 219).

The main objective of this research is to provide a limited and concise timeframe so that the study accurately and precisely explains what it intends to develop and investigate.

3.1.3 Framework

This research is based on a micro framework, as it studies a specific population and therefore has a smaller amount of data, but it is equally important that these data contribute to

the knowledge of the population studied. In this case, the research is based on the population of two seventh-grade groups at the CTP José Figueres Ferrer (a specific institution) in La Lucha, San Cristóbal de Desamparados, San José province (a specific location). The proposal is based on a micro framework, as it only focuses on two of the seventh-grade groups, since the school has five seventh-grade groups. According to Corti (2024) "moment-by-moment experiences: direct sensory and motor phenomena, tasks, tools, and decision-making moments users encounter when using a product to accomplish lower-order goals." (p. 24).

3.1.4 Nature

This research is based on a quantitative approach, aiming to obtain objective numerical data to measure the effectiveness of storytelling techniques in developing oral expression as a communicative skill among seventh-year English as a foreign language (EFL) students at the CTP Jose Figueres Ferrer. Furthermore, the quantitative method allows for the analysis of observable and measurable data through the use of standardized instruments and statistical procedures. According to Letorneau University (2021) affirms that Quantitative research prioritizes objective measurement and the use of statistical, mathematical, or numerical analyses applied to data obtained through tools such as surveys, questionnaires, or by processing existing statistical information with computational methods. It also centers on gathering numerical evidence to make generalizations across populations or to provide explanations for specific phenomena.

3.1.5 Character

This study is descriptive, as it seeks to identify and describe changes in the oral performance of seventh-year students at the CTP Jose Figueres Ferrer after the implementation

of storytelling activities in class. According to Baumgartner et al., (2020). “Descriptive research is conducted to describe a present situation, what people currently believe, what people are doing at the moment, and so forth.” (p. 21).

In other words, it could be said that descriptive studies focus on providing an accurate description of the characteristics or functions of a particular individual, situation, or group, without influencing or manipulating the environment or the subjects, in this case the seventh-grade students of the Jose Figueres Ferrer school using the storytelling technique to improve oral skills.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Subjects

The subjects of this study are seventh-grade English as a Foreign Language (EFL) students at the CTP José Figueres Ferrer (Center for the Study of English as a Foreign Language). The students are from rural communities near the school. Some students are already familiar with the language because they have received English since school, but others are not; this is their first time receiving the subject. Two full seventh-grade groups (7-4 (A/B) and 7-5 (A/B) will be studied. Both groups are composed of 30 students, for a total of 60 students overall. Each group is divided into sections A and B, with fifteen students per section, including males and females ranging in age from 12 to 13. The sections were selected using non-probability convenience sampling. Their selection was based on accessibility and availability during the first and second quarters of the 2025 academic year.

Table 1. Distribution of Students by Section

Section	Quantity per section	Women	Men	Age range (years)
7-4 A	15	9	6	12–13
7-4 B	15	7	8	12–13
7-5 A	15	6	9	12–13
7-5 B	15	8	7	12–13
Total	60	30	30	

Source: Busto, 2025.

3.2.2 First-hand

Firsthand sources, also known as primary sources, focus on providing original material on a specific or direct research topic. These are sources used to inform other research and are created by authors and/or writers who experienced the documented events or conditions and support them, such as student interviews, recordings, classroom notes, etc. According to Healey (2021) “primary sources are immediate, first-hand accounts of a topic from people who directly connected with it. Primary sources can include texts of laws and other original documents”. (p. 01)

Table 2. Primary Sources used in the research

Author(s)	Title	Year
Reith & Montgomery	Opportunities to practice communication skills in a safe and supportive environment...	2023
Sihotang et al.	Speaking is the skill of conveying messages through spoken language...	2021

Tatipang et al.	Characteristics of the effective English language teacher...	2022
Alvarado	Having that information in mind, it is possible to say that there are some benefits in this technique...	2021
Fu et al.	Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence	2021

Source: Busto, 2025.

3.2.3 Second-hand

The secondhand sources, also known as secondary sources, are the most common sources used for research, whether academic, labor, or any contest of a popular nature. Secondary sources are the books consulted and information cited to evidence theory or definitions in the current investigation. According to University of Maryland Libraries (2020). "Secondary sources are works that analyze, assess or interpret a historical event, an era, or a phenomenon, generally utilizing primary sources to do so. These sources offer a second-hand account and include critiques, summaries, and evaluations of primary data". (p. 01).

Table 3. Secondary sources used in the research

Author(s)	Title	Font Type	Year
Reith & Montgomery	Opportunities to practice communication skills...	Academic article	2023

Tatipang et al.	Characteristics of the effective English language teacher...	Academic article	2022
Fu et al.	Exploring the impacts of digital storytelling on EFL learners' speaking...	Academic article	2021
Oktavia et al.	The effect of storytelling technique on students' speaking ability	Academic article	2023
Afkar et al.	Storytelling-based teaching concept and its application in EFL	Academic article	2024

Source: Busto, 2025.

3.3 SAMPLING SELECTION

3.3.1 Population and Sample

The sample consists of two groups of seventh-grade students from the José Figueres Ferrer CTP enrolled in English as a Foreign Language (EFL) during the research period. Each group has 30 students, for a total of 60 students, all inclusive. The accessible population corresponds to the two seventh-grade classes available during the intervention schedule. Lessons are taught by teachers who authorize participation and have the corresponding institutional permission.

3.3.2 Probabilistic or non-probabilistic

Non-probability convenience sampling was used, selected from the available sections and the actual access of the research team. This choice is based on the fact that non-probability sampling. According to Nikolopoulou (2023), "non-probability sampling is a sampling method

that uses non-random criteria like the availability, geographical proximity, or expert knowledge of the individuals you want to research in order to answer a research question." (p. 01).

Table 4. Distribution of Students by Section

Section	Quantity per section	Women	Men	Age range (years)
7-4 A	15	9	6	12–13
7-4 B	15	7	8	12–13
7-5 A	15	6	9	12–13
7-5 B	15	8	7	12–13
Total	60	30	30	

Source: Busto, 2025.

3.4 TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION.

This research is based on a quantitative approach, and as such, employs structured and measurable techniques and instruments to collect data on the implementation of storytelling techniques and their impact on the speaking skills of seventh-grade students at the CTP Jose Figueres Ferrer. During the first and second quarters of 2025. Four measuring instruments will be applied for possible information collection and analysis of results.

3.4.1 Diagnostic Cine-forum and Pre/Post Oral Test

A cine-forum is used as a diagnostic tool to introduce students to the concept and importance of storytelling. After watching a video, students participate in a short interview and answer a few questions. They are assessed using a questionnaire related to the video and the storytelling topic before the test. At the end of the intervention period, a post-test is administered to measure improvement in oral expression. The presentations are evaluated using a rubric

based on indicators such as pronunciation, fluency, and coherence. A short interview is conducted with the students about their motivation for using the storytelling technique. According to Alasmari and Alshaeel (2022) “storytelling-based activities increase student engagement and serve as an effective means of assessing oral proficiency through interaction”. (p. 54).

A questionnaire is an excellent instrument widely used, especially in quantitative research. It is designed to collect information based on a structured set of questions related to the topic of interest, such as storytelling. According to Kuphanga (2024), "The questionnaire method stands as a versatile and potent tool for data collection across diverse research domains. Its structured format facilitates standardized data collection, organization, and analysis, particularly advantageous for quantitative research endeavors." (p. 3–4).

3.4.2 Student Interviews

To better understand students’ motivation and attitude during the storytelling sessions, short structured interviews were conducted after selected lessons. These interviews provided insight into how students perceived their speaking progress and the role of storytelling in that development. According to Chen and Kraklow (2021) “student perception and motivation are closely related to their academic engagement, particularly in language learning contexts”. (p.01).

3.4.3 Teacher Interviews

Semi-structured interviews were conducted with the school's English teachers to gather information about the students' speech difficulties and their prior experience with storytelling

techniques. These perspectives complemented the quantitative findings, contextualizing the results within the school's pedagogical approach.

An interview involves extracting and gathering information from experts on a topic of interest or importance. It is used in research to gather information for later analysis and study. According to Ruslin et al. (2022), "the interview is defined as an interchange of views between two persons conversing about a theme or a topic of mutual interest." (p. 22).

3.4.4 Pre/Post-Test for Speaking Skills Progress

To measure students' progress in oral expression in relation to the applied storytelling techniques, a pre- and post-test assessment was implemented, focusing on vocabulary acquisition, pronunciation, fluency, and coherence. The results were analyzed quantitatively to assess the impact of the storytelling intervention. According to Le and Shuo (2023) "oral practice plays a crucial role in improving pronunciation, intonation, and vocabulary, fundamental components of oral expression". (p. 07).

A rubric is a tool with several measurement criteria, primarily focused on oral participation. It's also a guide that assesses students weekly based on their participation or assignment scores. According to Syahidah and Umasugi (2021), "The speaking assessment rubric was designed based on the steps of designing speaking assessment proposed by O'Malley and Pierce (1996) which are identifying the purposes of speaking assessment, planning speaking assessment, developing speaking test rubric and setting standards." (p. 14).

The instrument will be validated by EFL teaching experts to ensure content validity. The teachers are from the English Department of the Jose Figueres Ferrer CTP (Cultural and

Educational Center). They hold degrees in English Teaching and have years of experience working with students and for the Ministry of Public Education.

3.5 OPERATIONALIZATION OF VARIABLES.

Conceptual, operational, and instrumental definitions.

Table 5. This section outlines the conceptual, operational, and instrumental definitions of the key variables in the research: storytelling techniques and speaking skills. These definitions guide the design of instruments and the interpretation of results.

Variable	Conceptual Definition	Operational Definition	Instrumental Definition
Storytelling Techniques	<p>Storytelling techniques refer to structured methods used to narrate events or stories with the purpose of engaging learners and enhancing language acquisition. According to Huang 2021) “storytelling is a pedagogical strategy that uses structured narratives to support language development”.</p>	<p>In this study, storytelling techniques are understood as instructional strategies applied during English lessons to help students improve oral communication. These techniques include personal storytelling, retelling, creative narration, and dramatization. Their presence and effectiveness are assessed</p>	<p>The techniques are measured through rubrics applied during storytelling activities, as well as through interviews with students and teachers. These tools capture the frequency, type, and effectiveness of storytelling strategies used.</p>

through classroom observations and student performance in oral tasks.

Speaking Skill	<p>Speaking skill is the ability to express oneself clearly and fluently in spoken language. According to Tram 2020) “English speaking skill refers to an individual's ability to communicate fluently, clearly, effectively, and confidently in the English language”.</p>	<p>In this research, speaking skill is evaluated based on students’ performance in oral presentations, focusing on four indicators: fluency, pronunciation, coherence, and lexical range. These elements are assessed both before and after the application of storytelling techniques.</p>	<p>Speaking skills are evaluated using an oral performance rubric designed for pre- and post-tests. The rubric includes criteria aligned with the research indicators and is supported by student interviews that assess fluency, accuracy, and motivation to speak.</p>
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Source: Busto, 2025.

Table 6. The following table presents necessary and valuable information to include in the research, as it details the variables corresponding to the specific objectives, as well as the list of indicators and sub-indicators developed in Chapter II.

Objective 1	Variables	Chapter 2 Theoretical Indicators	Operational	Measuring instrument
To analyze the impact of storytelling techniques on the development of speaking skills in seventh-grade EFL students at CTP José Figueres Ferrer during the first quarter of 2025.	The Impact of storytelling techniques and development of speaking skills.	<p>2.2.1 Storytelling.</p> <p>2.2.1.1 How to learn storytelling.</p> <p>2.2.1.2 Impact of storytelling techniques on learning</p> <p>2.2.1.3 Importance of storytelling.</p> <p>2.2.1.4 Narration techniques used.</p> <p>2.2.1.5 Characteristics of storytelling</p> <p>2.2.1.6 Frequency of use of narration techniques in the classroom.</p> <p>2.2.2 Oral skills development</p>	<p>1. Conduct a cine-forum with 8 diagnostic questions to explore prior knowledge and perceptions of storytelling in English. The interviewed population is 60 students.</p> <p>2. Conduct a 10-item structured interview with teachers to determine frequency, strategies, and perceptions of</p>	<p>1. Apply a cineforum in the classroom as a diagnostic test where students see the explanation and importance of technical storytelling adapted in class through a video.</p> <p>2. Apply an interview to teachers from the school's</p>

2.2.2.1 Fluency and coherence of speaking.	storytelling use. The interviewed population is 7 teachers.	English department in order to learn about experiences related to storytelling techniques.
2.2.2.2 Linguistic precision	To measure the impact of storytelling on both students and teachers, the following assessment will be made: if more than 70% of the interviewed population responds affirmatively, it means that storytelling has a positive impact on the student population, generating significant learning.	

On the other hand, if more than 70% of the interviewees respond that they are unaware of or do not perceive the impact of storytelling, this means that the use of storytelling is not functional for the population involved in learning English.

Objective 2	Specific	2.2.3 Narration strategies used.	Conduct brief, five-question surveys at	3. Interview
To identify specific storytelling strategies that effectively enhance students'	storytelling strategies that improve confidence and fluency when speaking	2.2.3.1 Types of storytelling strategies. 2.2.3.2 Student interaction and participation.	the end of each storytelling class session, focusing on motivation, comprehension, confidence, and	students in each storytelling session to learn about their motivation and

confidence and fluency in speaking English as a foreign language.	English as a foreign language.	<p>2.2.4 Impact on oral fluency.</p> <p>2.2.4.1 Security and confidence when speaking</p> <p>2.2.4.2 Importance of speaking</p> <p>2.2.4.3 Characteristics of Speaking Skill</p> <p>2.2.5 Impact on confidence when speaking.</p> <p>2.2.5.1 Oral expression naturally.</p> <p>2.2.5.2 Perception and motivation of students.</p> <p>2.2.5.3 Motivation to participate in storytelling activities.</p>	<p>attitude toward the activity. The interviewed population consisted of 60 students.</p> <p>To measure storytelling strategies for improving students' oral confidence and fluency, the following assessment will be made: if more than 70% of the interviewee population responds affirmatively, it means that storytelling strategies have a positive impact on</p>	<p>attitude in class. (Mini perception survey per session)</p>
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2.2.5.4 Interest in the student learning English through storytelling. population, generating meaningful learning.

2.2.5.5 English as a foreign language. On the other hand, if more than 70% of the interviewees respond that they do not perceive storytelling strategies as effective, this means that they are not functional for the population involved in learning English.

Objective 3

2.2.6 Fluency in oral expression.

To analyze students' progress in speaking skills

Student Progress in Oral Skills Using

2.2.6.1 Extension of oral production.

Apply an evaluation rubric with 5 criteria and their respective scales before and after treatment with

4. Pre- posttest: Through a evaluation, students'

after the application of storytelling techniques in the EFL classroom.	Storytelling Techniques in the Classroom	2.2.6.2 Confidence and willingness of speaking.	storytelling to measure: fluency, pronunciation, vocabulary,	comprehension, coherence, speaking skills, and
		2.2.6.3 Coherence and cohesion in speech.	coherence and confidence. Whose	pronunciation will be
		2.2.7 Oral and communication skills	population evaluated is 60	measured during the
		2.2.7.1 Confidence and attitude in oral communication	students. In order to measure oral skills with the use of	application of storytelling techniques to
		2.2.7.2 Importance of communication skills	storytelling in students, it will be	students in the classroom. (Oral
		2.2.7.3 Types of communication skills	assessed as follows: if more than	evaluation rubric (Pretest /
		2.2.7.4 Characteristics of communication skills	70% of the interviewed	Posttest)
			population responds affirmatively, it	
			means that it impacts oral skills in	
			the use of	

storytelling in the student population in a positive way, generating significant learning. And, on the other hand, if more than 70% of those interviewed respond that they do not perceive oral skills in the use of storytelling, this means that it is not functional for the population involved when learning English.

3.5.1 Feasibility and Reliability

3.5.1.1 Feasibility

The study is feasible given its quantitative, cross-sectional design anchored in the 2025 school term, with assessments explicitly scheduled during the first quarter of 2025 and organized around pre/post classroom applications. Sampling access is assured: the plan specifies 60 seventh-grade students as the participant group and 7 English teachers for complementary evidence, which is compatible with routine school logistics.

Instrumental feasibility is strong: data collection relies on a structured package—a diagnostic cine-forum, student and teacher interviews, and a speaking performance rubric administered as pre and posttest already described and aligned to the study’s objectives. Analytical feasibility is reinforced by an operationalization matrix that links objectives, indicators, and measuring tools, ensuring traceability from evidence to conclusions.

3.5.2 Reliability

Reliability is supported by standardized administration (same rubric and criteria before and after the storytelling intervention) and explicit scoring descriptors that enable consistent ratings and comparability. Besides, method triangulation performance: rubrics, student interviews, teacher interviews, mitigates single-method bias and improves stability of findings.

Content quality is further protected by expert validation of the speaking rubric (EFL specialists), which underpins consistent scoring. Additionally, the project design readily accommodates routine checks such as inter-rater agreement for rubric scoring and internal consistency for structured items (good practice to document the reliability coefficients in reporting).

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

This chapter presents and analyzes the results obtained through the application of various instruments, such as diagnostic tests, assessment rubrics, and interviews with teachers and students. The data are organized according to the specific objectives of the study and interpreted to demonstrate the impact of the storytelling technique on the development of oral English skills among seventh-grade students at the CTP José Figueres Ferrer.

4.1 DIAGNOSTIC OF THE SITUATION

The researcher presents, with facts and evidence, a comprehensive and coherent description of the instruments used throughout the study to collect relevant data from the selected group of students—in this case, seventh-grade students at the CTP José Figueres Ferrer, located in Lucha de Desamparados. The measurement tools and instruments were developed based on the specific objectives proposed in Chapter I and validated and supported by theories and authors in the theoretical framework, Chapter II. This means that everything follows a research approach and sequence in what is intended to be analyzed.

This chapter addresses, details, describes, explores and interprets the results extracted and analyzed from each instrument applied in each session (4 sessions) within the classroom with the students selected for the application of the study, where a clear and coherent understanding of storytelling was evidenced in the students and how this technique helps creativity, imagination and interest in learning and improving the language.

Through the application of instruments, which include didactic and pedagogical plans with creative and imaginary related themes and stories adapted to a population of adolescents, surveys and mini interviews with students and teachers of the English department, and rubrics

per session to evaluate the performance and improvement of each student, the researcher identifies and reports attitudes and presents conclusions that reflect the experiences of improvement and participatory integration of seventh grade students of the CTP José Figueres Ferrer in activities related to storytelling techniques.

This diagnostic approach provides valuable and important information and results related to the learning process and techniques where storytelling is the protagonist in the classroom and how it helps improve students' pronunciation, fluency, vocabulary acquisition, improvisation, motivation, and confidence when presenting or engaging in conversations related to the English language.

4.1.1 Diagnostic of the situation of the first specific objective

This analysis and interpretation of data consider the following instruments:

The first instrument is related to the first specific objective: To analyze the impact of storytelling techniques on the development of speaking skills in seventh-grade EFL students at CTP José Figueres Ferrer during the first quarter of 2025. The first instrument applied in this study is a Diagnostic test / Questionnaire, which was applied during the first session of the intervention to evaluate the students' prior knowledge in relation to storytelling techniques, whether they had heard or applied with other teachers some activities in English related to storytelling in the classroom and how this had helped them in mastering communicative or interactive skills in the case that if they had already heard or known the storytelling technique.

The questionnaire includes a series of 8 closed-ended questions related to English storytelling techniques used in class, along with two yes/no options so that students are not confused about answering both options and how these could help them improve their fluency

and knowledge of the language. This instrument is of utmost importance in this research because it represents the students' first exposure to the storytelling technique and all the prior knowledge that can be gathered or extracted.

The second instrument is a teacher interview, designed to gather information on the experiences of teachers in the English Department at the CTP Jose Figueres Ferrer related to the use of storytelling in the classroom and the positive impact it can have on students if more storytelling activities are carried out on a regular basis. This instrument also relates to the first specific objective and variable. Through this interview, the researcher sought to explore or relate the experiences of other colleagues with the technique studied and the perspectives that can be achieved or advanced in the teaching and learning process.

The teacher interview includes a series of 10 closed-ended questions on a scale of Not at all (1), A little (2), A lot (3), and very much (4) related to the use of storytelling in class and their experiences using the technique.

4.1.2 Diagnostic of the situation of the second specific objective

The third instrument implemented in this research corresponds to the second specific objective and its variable: To identify specific storytelling strategies that effectively enhance students' confidence and fluency in speaking English as a foreign language. This instrument is a mini-interview with students at the end of each session to assess and understand their attitude, motivation, confidence, security, and approval of the storytelling activities implemented in each session.

Furthermore, this instrument is necessary in this research to understand students' interest and gradual and comprehensive learning in each session of the storytelling-related

activities applied with students in class. They will issue a personal and sincere opinion of the intervention. This instrument is designed to be applied in the 4 sessions at the end of each intervention with the students to collect first-hand information to then be analyzed and demonstrate the gradual learning process of the students. This interview consists of a series of 6 closed questions related to the storytelling activities carried out in each session, it also includes a scale of Not at all (1), A little (2), A lot (3), and very much (4).

4.1.3 Diagnostic of the situation of the third specific objective

The fourth instrument implemented in this research corresponds to the third and final specific objective: To analyze students' progress in speaking skills after applying storytelling techniques in the EFL classroom. This instrument is designed to validate and implement a pretest/posttest speaking rubric.

This instrument was designed to measure students' oral expression skills in each session or intervention with in-class storytelling activities. There are four sessions, so four pedagogical plans were developed with different creative and interactive activities related to storytelling. Students will participate individually, in pairs, and in groups under the supervision and assistance of the teacher. At the end of each session and activity, the teacher will evaluate the students' individual participation using a rubric. It is important to mention that this instrument was designed to measure students' communication and oral expression skills while participating in storytelling activities.

This instrument consists of a series of criteria such as: fluency, coherence and organization, pronunciation, vocabulary use, confidence, and body language. It is broken down using the following scale: 1 – Needs Improvement, 2 – Fair, 3 – Good, 4 – Very Good, 5 –

Excellent. In this section, a comparison will be made between the first oral assessment, that is, the first session (pretest), and the last session (posttest) to measure and analyze the results obtained through the implementation of storytelling activities with students and to show the achievements and progress they were able to make.

4.2 DESCRIPTION OF DATA

4.2.1 Description of data of the first specific objective

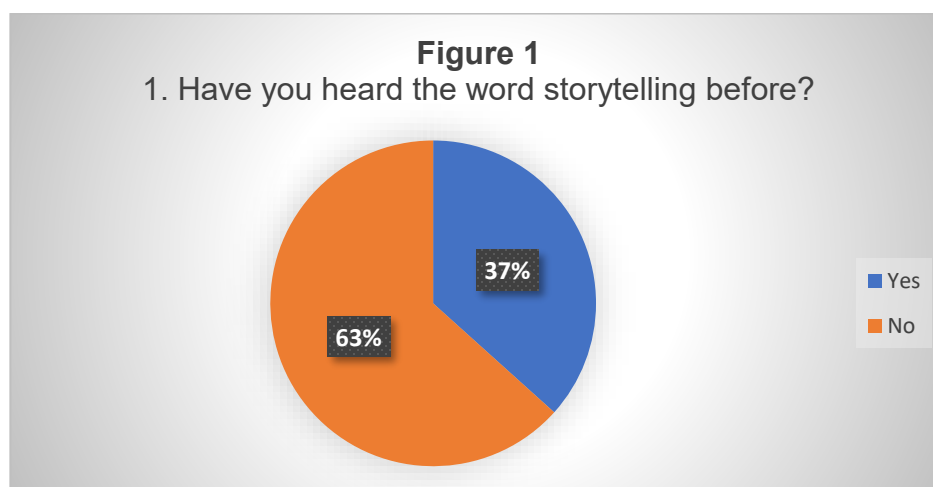
The first instrument applied in this research diagnostic test / questionnaire to students in the classroom to validate and corroborate their prior knowledge regarding storytelling. It was applied in the first week as a diagnostic test during the first session to collect data related to storytelling techniques.

Table 7 Instrument: Diagnostic test / Questionnaire

Questions	Yes		NO		TOTAL
	A.V	R.V	A.V	R.V	
1. Have you heard the word storytelling before?	22	37%	38	63%	60
2. Do you know what storytelling means?	38	28%	32	53%	60
3. Have you ever done a storytelling activity in your English class?	23	38%	37	62%	60
4. Do you like listening to stories in English?	15	25%	45	75%	60
5. Do you feel more motivated when the teacher tells or reads a story?	37	62%	23	38%	60
6. Do you think it is important to include storytelling in English lessons?	46	77%	14	23%	60
7. Do you enjoy participating in interactive speaking activities?	50	83%	10	17%	60
8. Would you like to learn how to tell a story in English?	39	65%	21	35%	60

Source: Diagnostic Test, Instrument N° 1. Busto, (2025)

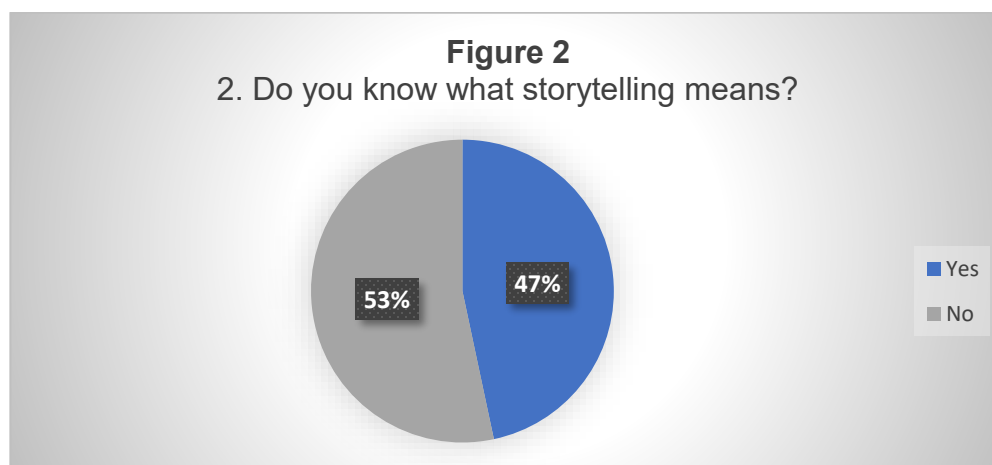
FIGURE 1 Have you heard the word storytelling before?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

As shown in the graph, regarding the first question related to the diagnostic questionnaire, only 36.7% (22 out of 60 students) reported having heard the word "storytelling" before. 63.3% (38 out of 60 students) had no prior knowledge of the term. This reflects a low level of exposure and prior knowledge of this technique, which reaffirms the relevance and necessity of applying it in the classroom as an innovative and indispensable strategy for successful learning of English skills.

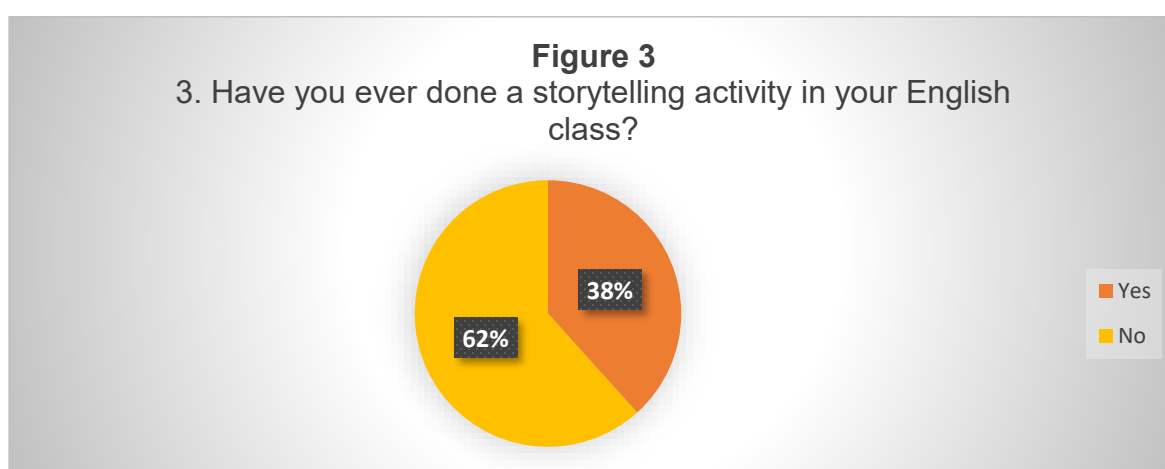
FIGURE 2 Do you know what storytelling means?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

As reflected in this graph regarding the second question related to the diagnostic questionnaire, only 47% (28 out of 60 students) indicated that they understood the meaning of the word "storytelling. 53% (32 out of 60 students) had no understanding of the term. This reflects the fact that students have not been taught other interaction techniques in English to properly develop skills related to oral expression and language proficiency.

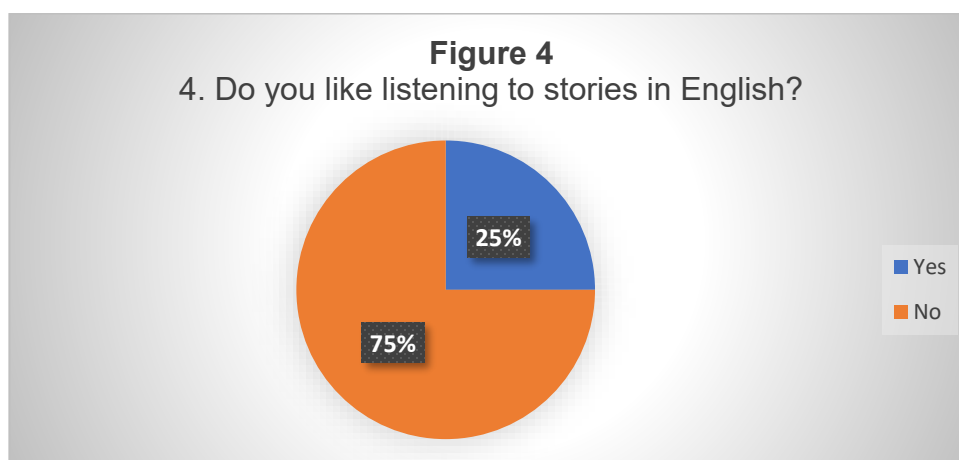
FIGURE 3 Have you ever done a storytelling activity in your English class?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

As shown in the graph above, only 38% (23 out of 60 students) indicated that they had used a storytelling activity at some point in their education. 62% (37 out of 60 students) had not had experience doing storytelling activities in the classroom. This suggests that storytelling remains an innovative and, above all, interesting technique for students, as it is rarely used in classrooms. Therefore, conversational English teachers should apply this technique more with their students.

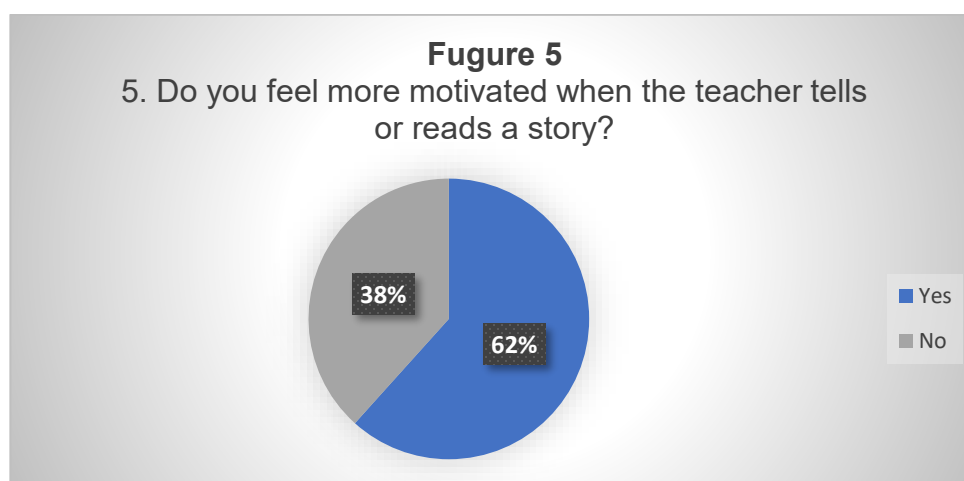
FIGURE 4 Do you like listening to stories in English?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

The graph above indicates that only 25% (15 out of 60 students) indicated that they enjoy listening to stories in English. And 75% (45 out of 60 students) indicated that they do not enjoy listening to stories in English. Therefore, this reflects a high rate of students who are not interested in listening to audio (stories) in English, even though they know it is a crucial and integral skill for developing skills and partially improving their language.

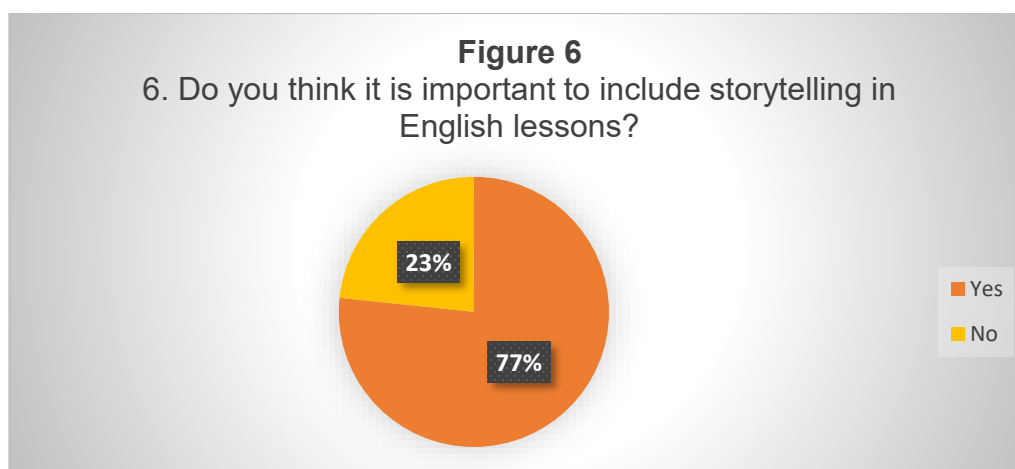
FIGURE 5 Do you feel more motivated when the teacher tells or reads a story?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

As seen in the graph above, it can be inferred that 62% (37 out of 60 students) indicated that they feel motivated when the teacher tells or reads stories in class. Only 38% (23 out of 60 students) indicated that they are not motivated when the teacher tells or reads stories in English. This suggests that we must work constantly and collaboratively to implement innovative techniques in class so that students become interested in and adapt to new activities, such as storytelling, in order to improve their skills.

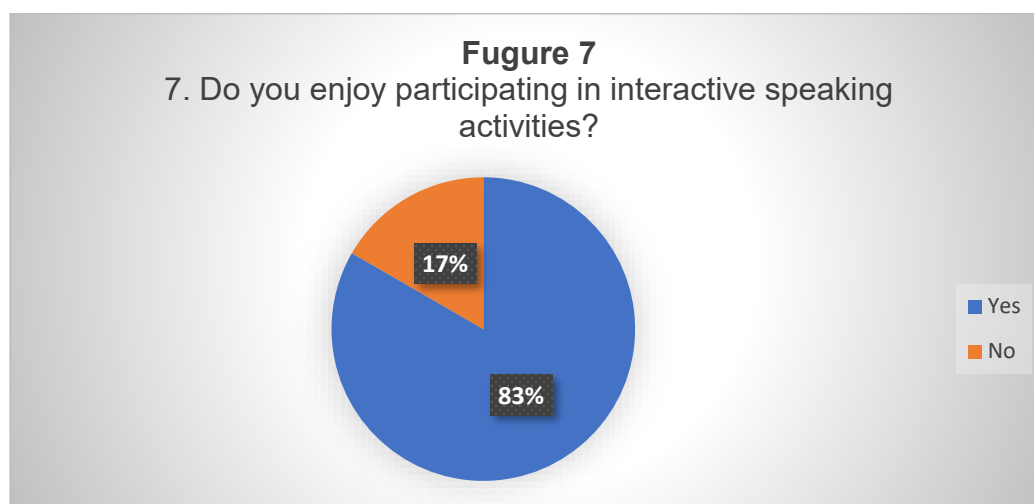
FIGURE 6 Do you think it is important to include storytelling in English lessons?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

According to the information presented in the previous graph, it can be deduced that 77% (46 out of 60 students) believe it is important to include storytelling techniques and activities in pedagogical planning and classroom lessons. Only 23% (14 out of 60 students) believe it is not important to include storytelling techniques in class. Therefore, this reflects a high percentage of students who want to learn new storytelling techniques and activities in class. The demand for acceptance of learning and improving the language is valid for the majority of students.

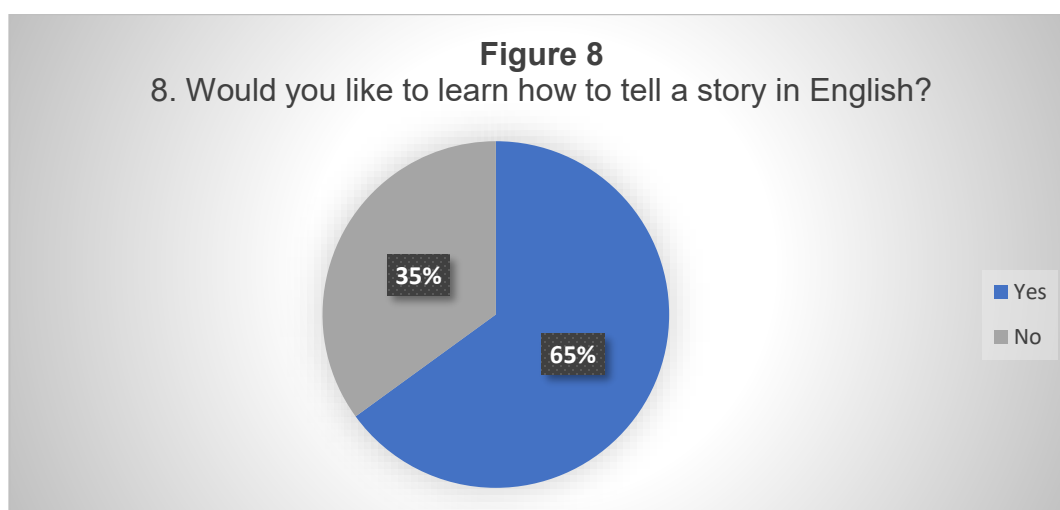
FIGURE 7 Do you enjoy participating in interactive speaking activities?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

From the previous graph, it can be concluded that 83% (50 out of 60 students) enjoy participating in interactive speaking activities. Only 17% (10 out of 60 students) stated that they do not enjoy participating in interactive speaking activities. Therefore, it can be concluded that the majority of students surveyed like and enjoy interactive activities that involve oral expression and English language proficiency.

FIGURE 8 Would you like to learn how to tell a story in English?



Source: Table 6. Diagnostic Test, Instrument N° 1. Busto, (2025)

The graph above suggests that 65% (39 out of 60 students) would spend time learning how to tell stories in English. Only 35% (21 out of 60 students) reflect that they would not spend time or are not interested in learning how to tell stories in English. Therefore, it follows that students need to be more motivated to integrate and participate in interactive activities such as storytelling where they are the protagonists, because they will acquire and apply significant knowledge and skills in the English language.

The second instrument used in this research was an interview with several professors from the English Department at the CTP Jose Figueres Ferrer with extensive experience in the subject. This interview was conducted to measure, understand, and demonstrate their experience with storytelling-related techniques and activities, as well as to determine whether or not there had been improvements in students' learning processes or progress in oral expression, according to their criteria. This instrument was also administered during the first week.

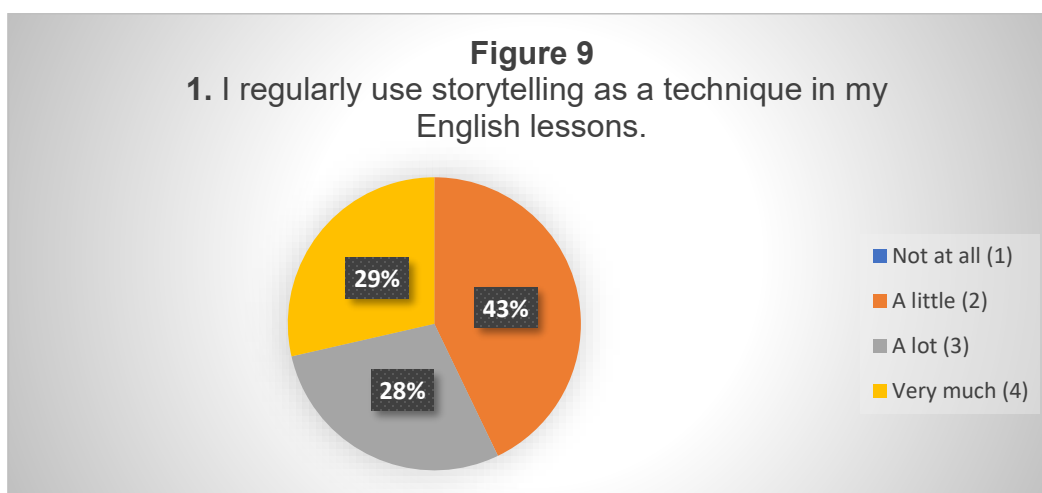
Table 8 Teacher interview

#	Question	Scale				Total
		Not at all (1)	A little (2)	A lot (3)	Very much (4)	
1	I regularly use storytelling as a technique in my English lessons.		3	2	2	7
2	I feel confident applying storytelling strategies in the classroom.			4	3	7

3 Storytelling helps improve students' oral fluency in English.		2	5	7
4 I notice greater student engagement during storytelling activities.			7	7
5 Storytelling increases students' motivation to speak English.	1	2	4	7
6 Storytelling activities encourage student participation.		2	5	7
7 I use different storytelling strategies (e.g., visuals, gestures, voice modulation).		3	4	7
8 I have observed improvement in students' coherence and cohesion when speaking after storytelling activities.			7	7
9 Students show greater confidence when speaking after storytelling sessions.		3	4	7
10 I consider storytelling an effective tool for developing speaking skills.			7	7

Source: Teacher interview, Instrument N° 2. Busto, (2025)

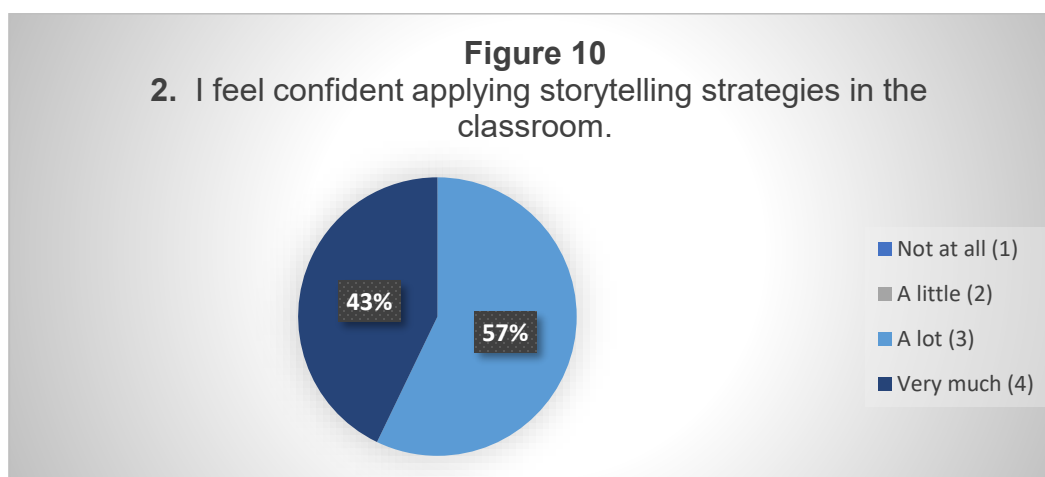
FIGURE 9 I regularly use storytelling as a technique in English lessons



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

As shown in the graph above, regarding the question about whether teachers regularly use storytelling as a technique in their English lessons, 29% (two teachers out of seven) use it very much. 28% (two teachers out of seven) use it a lot. 43% (three teachers out of seven) use it a little. Therefore, it can be interpreted that storytelling is a technique that is rarely used, even by English teachers with extensive experience in the workplace, academic, professional, and cultural fields.

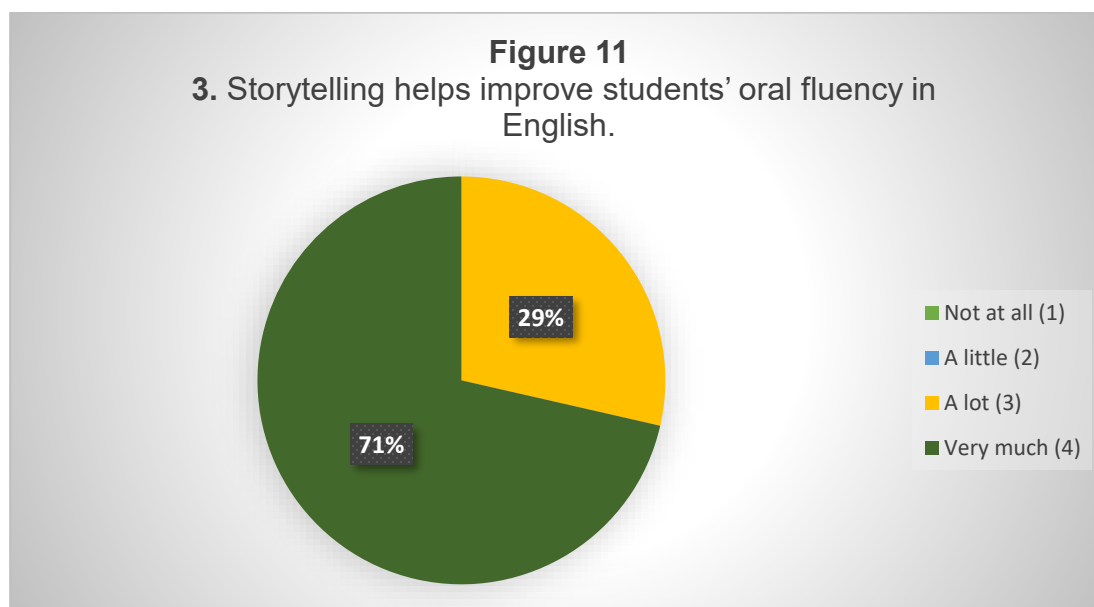
FIGURE 10 I feel confident applying storytelling strategies in the classroom



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

The analysis of the previous graph and the question about whether teachers feel confident applying storytelling strategies in the classroom, 43% (3 teachers out of 7) use it very much. 57% (4 teachers out of 7) use it a lot. Therefore, it is concluded that even in these current and innovative times, English teachers with so many years of experience teaching the language to students and across generations do not feel confident or capable of opting for new and interactive strategies such as storytelling.

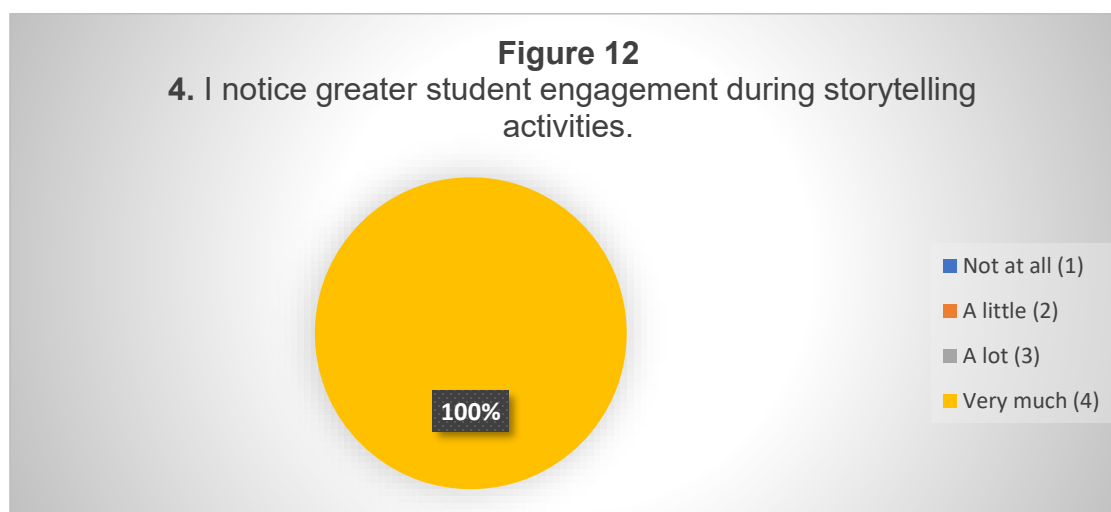
FIGURE 11 Storytelling helps improve students 'oral fluency in English



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

According to the information presented in the previous graph regarding the question about whether storytelling helps improve students' oral fluency in English, 71% (5 teachers out of 7) indicated "very much." 29% (2 teachers out of 7) said "a lot." However, they do not put it into practice in their lessons and planning with students in academic and technical fields, since the graphs and previous questions reflect the little use, they give to this storytelling technique.

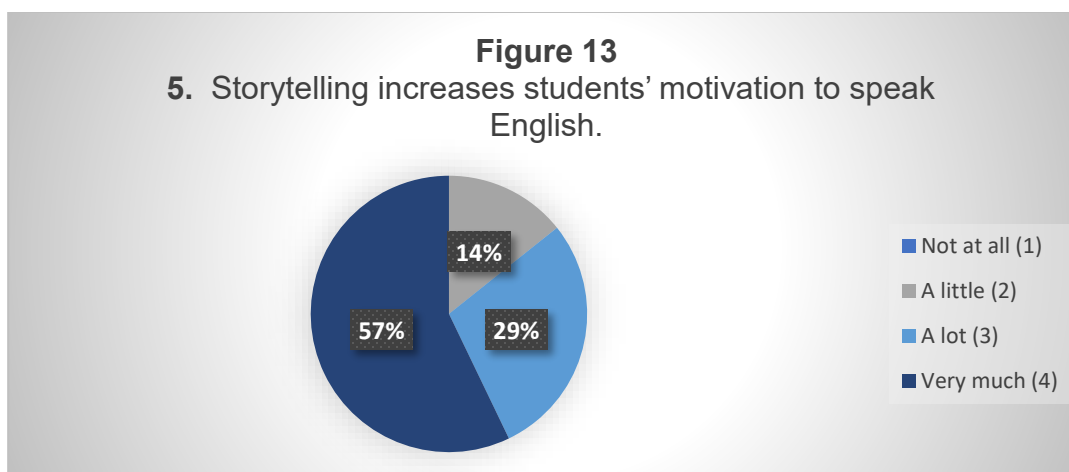
FIGURE 12 I notice greater student engagement during storytelling activities



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

According to the information presented in the previous graph, when asked if teachers notice greater student engagement during storytelling activities, 100% (7 teachers out of 7) indicated "very much." Therefore, it is interpreted that the teacher surveyed indicated on the scale that they perceive storytelling as a useful tool for motivating students, and that they believe it facilitates oral participation and improves student fluency.

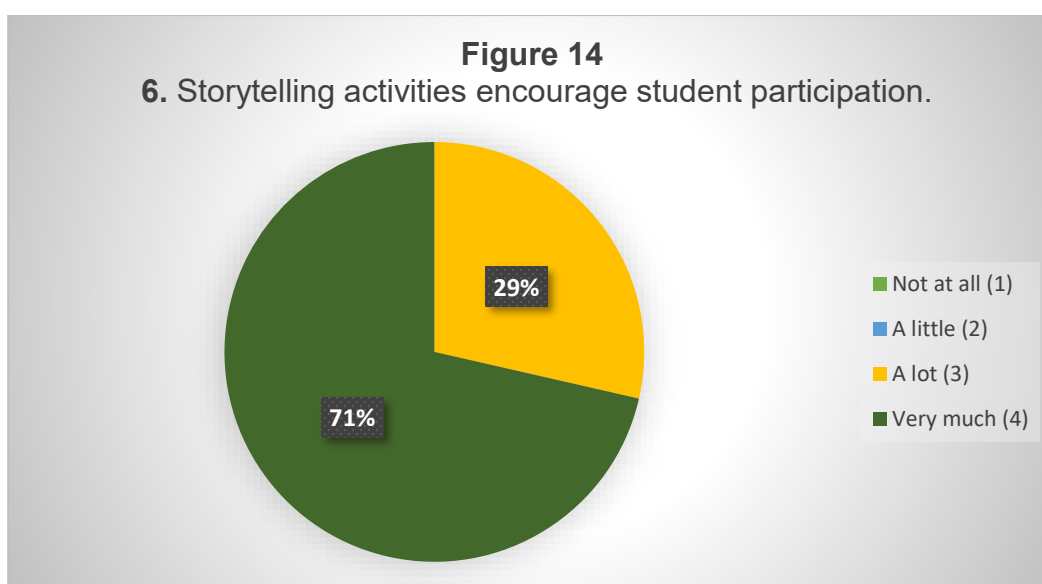
FIGURE 13 Storytelling increases students 'motivation to speak English



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

From the previous graph, we can conclude regarding the question of whether storytelling increases students' motivation to speak English. 57% (4 teachers out of 7) selected "very much." 29% (2 teachers out of 7) selected "A lot." 14% (1 teacher out of 7) selected "A little." Therefore, it was perceived that not all teachers are completely convinced that storytelling is a tool or technique for motivating or interacting with students, as they selected other options lower on the scale.

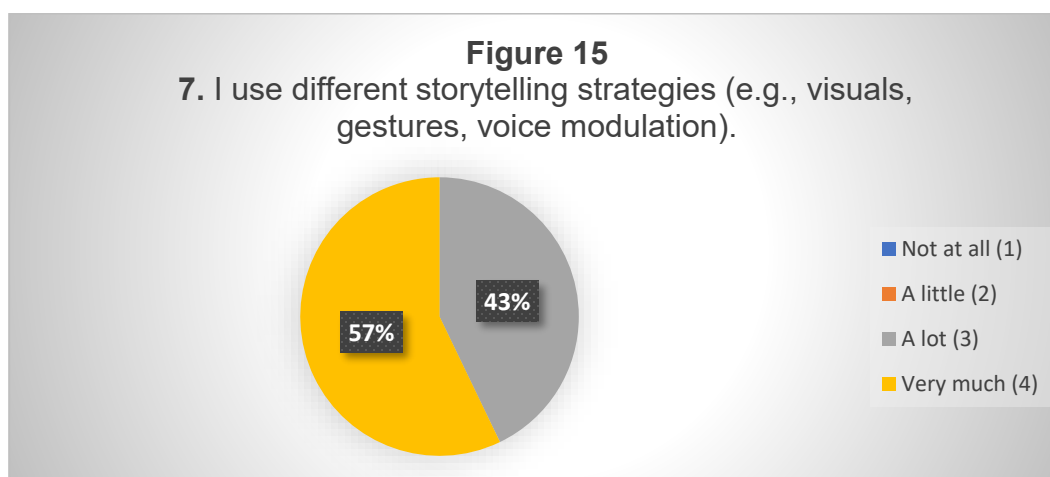
FIGURE 14 Storytelling activities encourage student participation



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

Regarding the previous graph related to the question, it can be concluded that, regarding the question whether Storytelling activities encourage student participation, 71% (5 teachers out of 7) marked "very much." 29% (2 teachers out of 7) marked "A lot." This means that in this section or question, the teachers were very assertive in their responses, as it is evident that storytelling has a positive impact on the learning environment, increasing students' interest and oral participation.

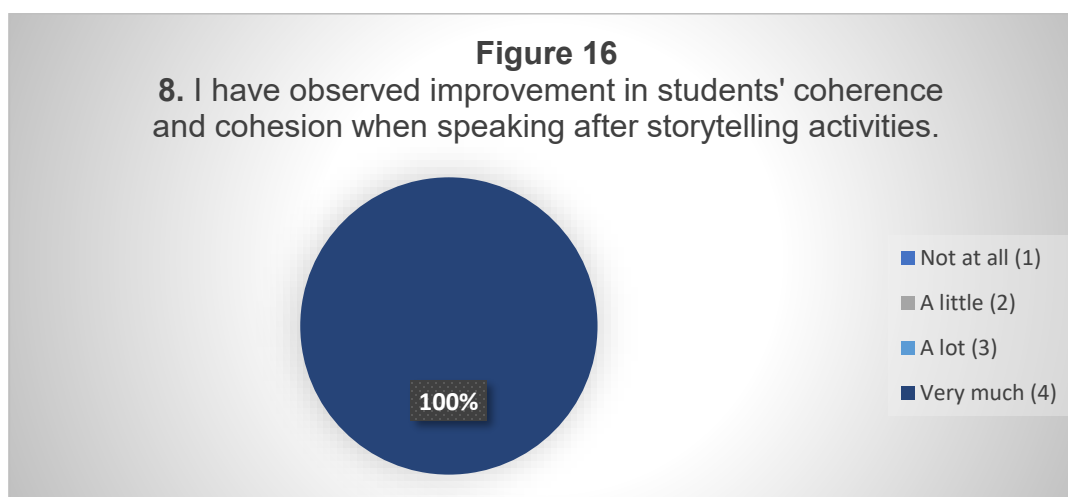
FIGURE 15 I use different storytelling strategies (e.g., visuals, gestures, voice modulation)



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

Following the same thread, the previous graph related to the question about whether teachers use different storytelling strategies (e.g., visuals, gestures, voice modulation). 57% (4 teachers out of 7) marked "very much." 43% (3 teachers out of 7) marked "A lot." This reflects or suggests that teachers validate that this technique promotes spontaneity and encourages contextualized language use.

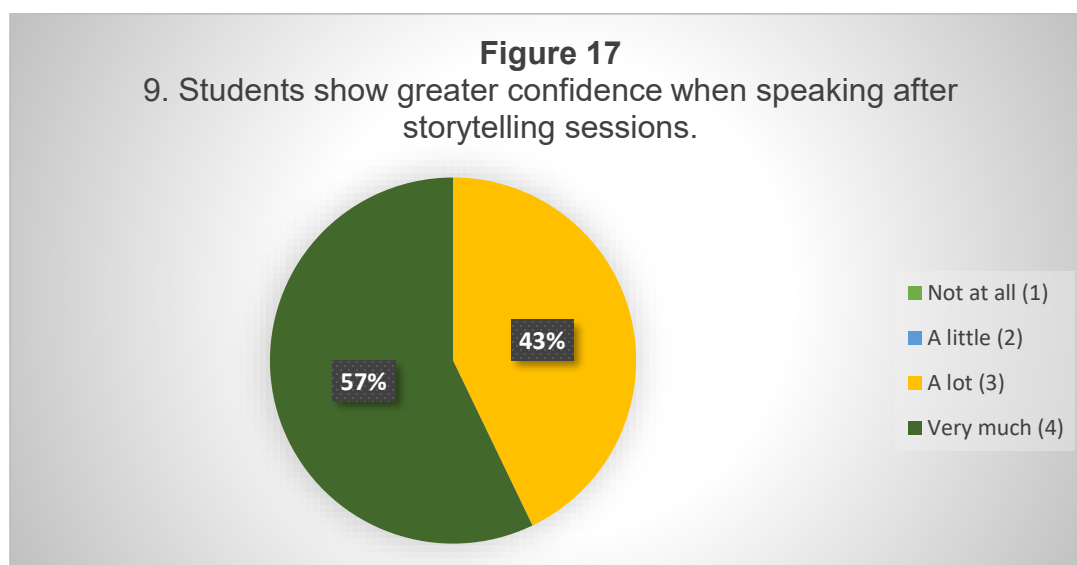
FIGURE 16 I have observed improvement in students' coherence and cohesion when speaking after storytelling activities



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

From the previous graph related to the question whether teachers have observed improvements in students' cohesion and coherence when speaking after storytelling activities. 100% of those interviewed (7 out of 7 teachers) agreed, and all scored "very much," the highest score. Therefore, it can be seen that, based on the experience teachers have had with their students, using storytelling-related activities has been very useful because they see positive results in the students, especially in their English language skills.

FIGURE 17 Students show greater confidence when speaking after storytelling sessions

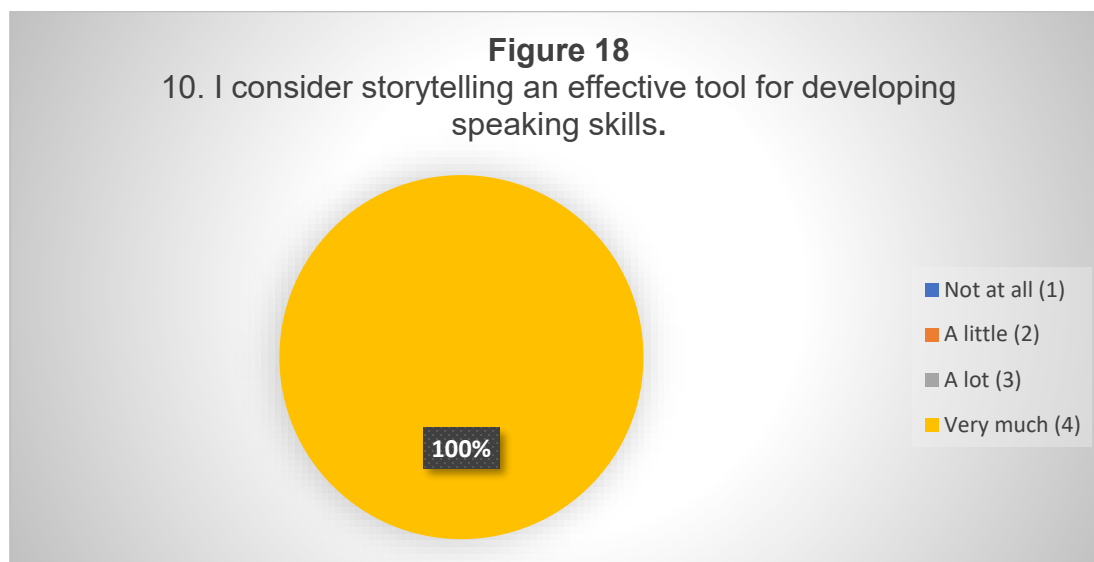


Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

In accordance with the previous graph related to the question if teachers notice whether students show greater confidence when speaking after storytelling sessions. 57% of those interviewed (4 teachers out of 7) agreed and selected the option "very much." Forty-three percent (3 teachers out of 7) selected the option "a lot." Therefore, it can also be interpreted

that, based on their experiences, most of their students achieve greater confidence when speaking English in relation to storytelling at the end of each session or class.

FIGURE 18 I consider storytelling an effective tool for developing



Source: Table 7. Teacher interview, Instrument N° 2. Busto, (2025)

Regarding the previous graph, related to the question whether they, as teachers and professionals, consider storytelling an effective tool for developing speaking skills, 100% of those interviewed (7 out of 7 teachers) agreed, and all received a "Very much" rating, the highest score. Therefore, it can be seen that, based on teachers' experience with their students, storytelling is a viable and measurable strategy for developing and improving students' speaking skills if this technique is consistently applied in the classroom.

4.2.2 Description of data of the second specific objective

The third instrument applied in this research was a mini-interview related to student participation in each session, with regard to motivation, attitude, and learning in that class

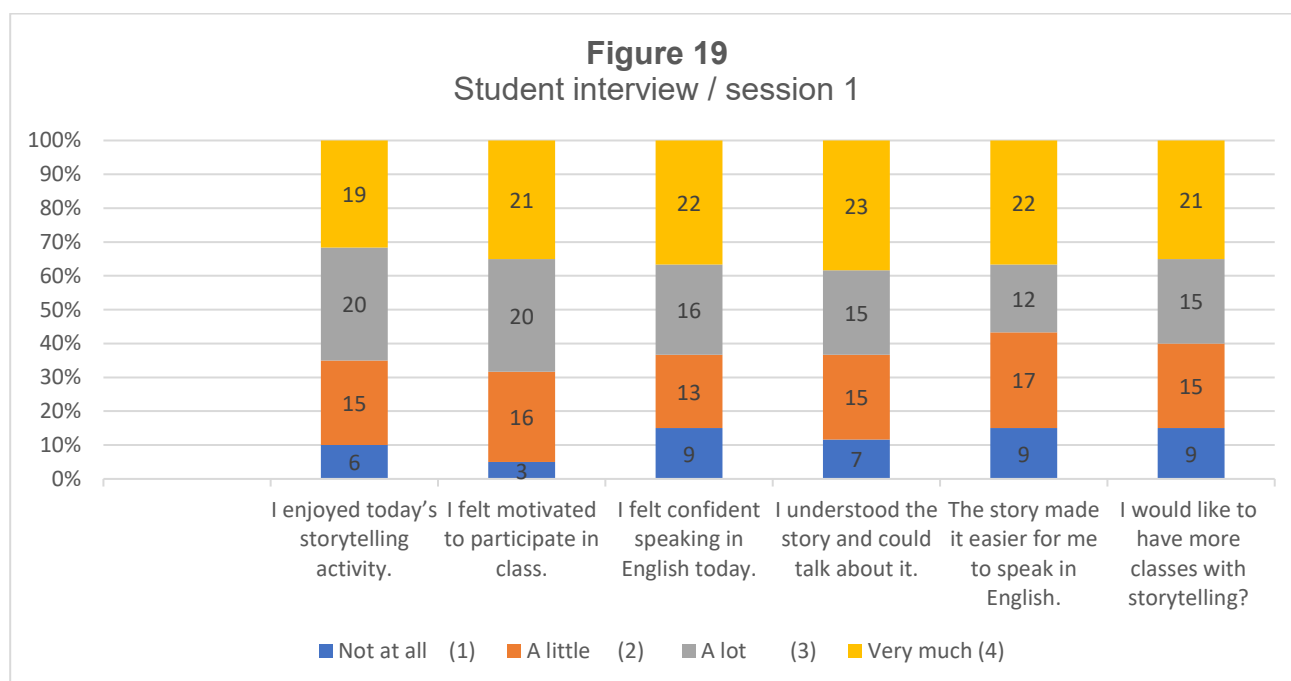
related to storytelling activities. This mini-interview was administered at the end of each session corresponding to the week, that is, during the four sessions (four weeks). All of this was done with the objective and focus of ensuring greater student participation and interaction in the storytelling activities.

Table 9 Student interview / session 1

#	Question	Scale				Total
		Not at all (1)	A little (2)	A lot (3)	Very much (4)	
1	I enjoyed today's storytelling activity.	6	15	20	19	60
2	I felt motivated to participate in class.	3	16	20	21	60
3	I felt confident speaking in English today.	9	13	16	22	60
4	I understood the story and could talk about it.	7	15	15	23	60
5	The story made it easier for me to speak in English.	9	17	12	22	60
6	I would like to have more classes with storytelling?	9	15	15	21	60

Source: Student interview, session 1, Instrument N° 3. Busto, (2025)

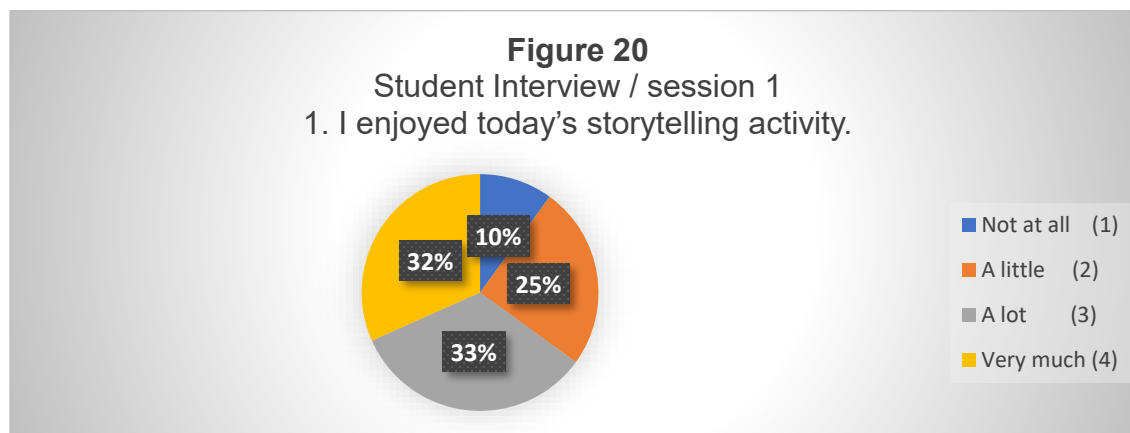
FIGURE 19 Student interview/ session 1



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

The graph above presents the percentage results of student responses to six statements about the first storytelling-based class session. To reflect accurate and precise results, a breakdown of each question will be provided, along with its corresponding percentage, analysis, and interpretation.

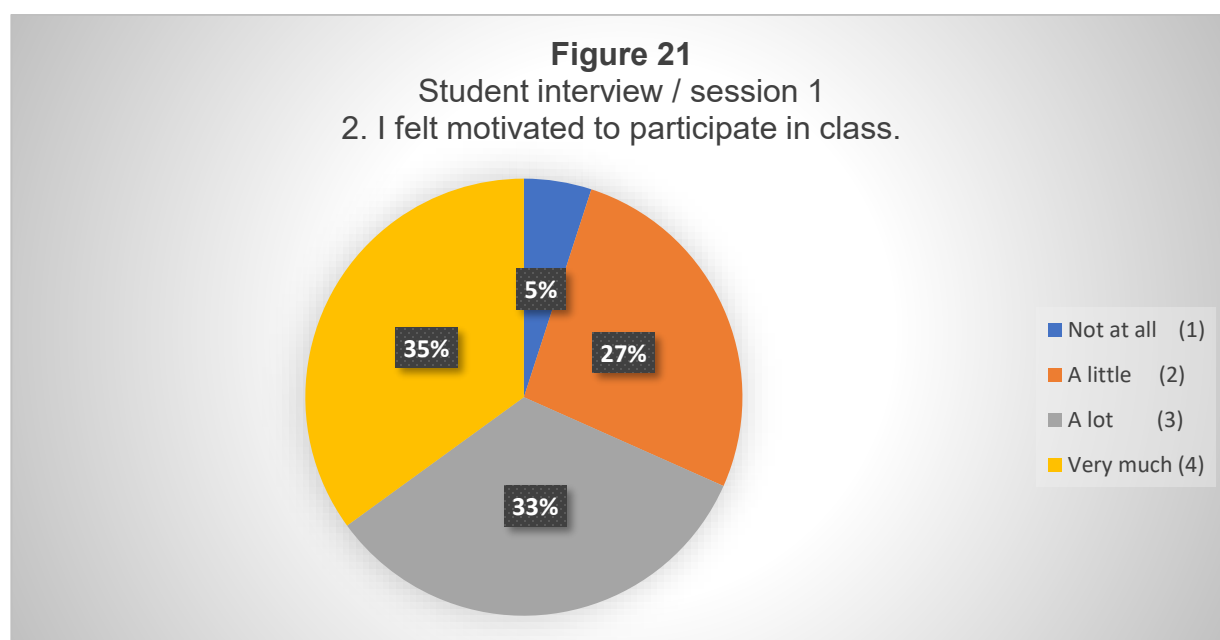
FIGURE 20 Student interview / session 1. I enjoyed today's storytelling activity



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Regarding the previous graph, it is evident that the majority of students expressed a positive perception of the storytelling activity implemented. 65% of participants indicated they enjoyed the activity "a lot" (33%) or "very much" (32%), reflecting a high level of acceptance and motivation. However, 35% of students expressed having enjoyed it "a little" (25%) or "not at all" (10%), suggesting the need to adjust some methodological elements, such as story selection, participatory dynamics, or adaptation to the group's language level, in order to promote a more inclusive and meaningful experience for all. These results support the potential of storytelling as a teaching strategy to foster student interest and participation, although its implementation requires continued monitoring and adjustment.

FIGURE 21 Student interview / session 1. I felt motivated to participate in class

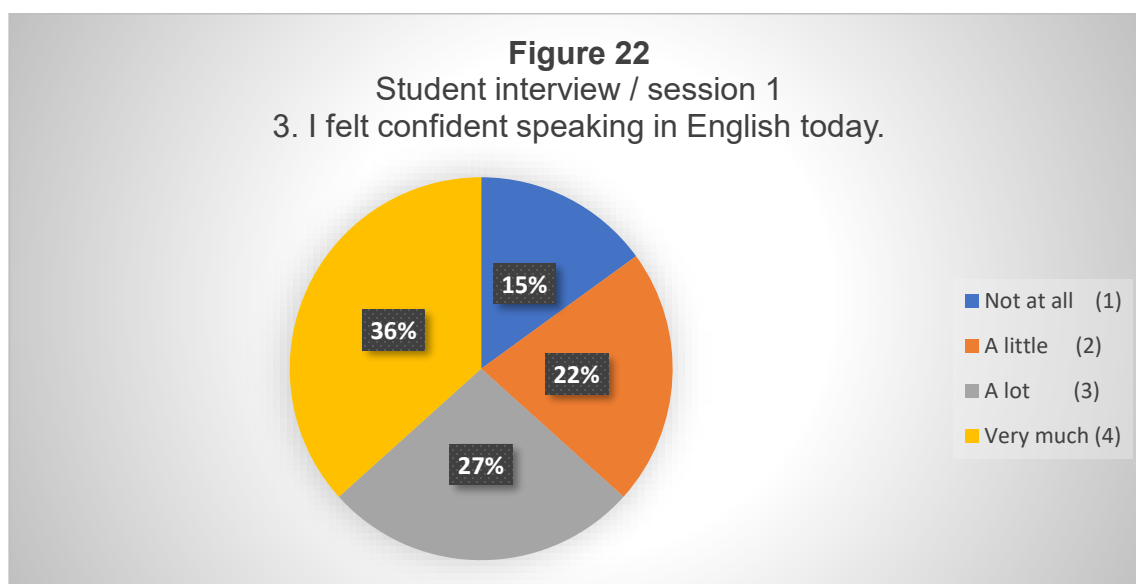


Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Figure 21, corresponding to the previous graph, reflects student perceptions regarding motivation to participate in class during the storytelling activity. 68% of students reported feeling "a lot" (33%) or "very much" (35%) motivated, demonstrating a significant positive impact of the

implemented strategy on their willingness to actively learn. However, 32% reported low levels of motivation, responding "a little" (27%) or "not at all" (5%). These results indicate that, although the storytelling technique fosters motivation in most students, it is necessary to continue strengthening inclusive participation strategies that address the diversity of learning styles and levels of oral confidence.

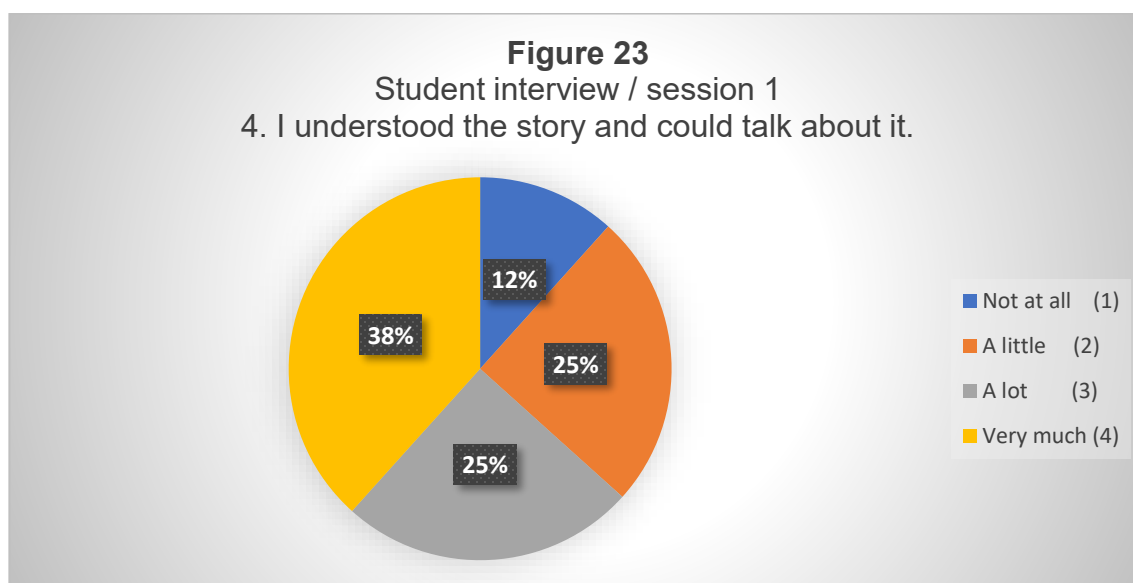
FIGURE 22 Student interview / session 1. I felt confident speaking in English today



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Figure 22, a representation of the previous graph, shows students' perceptions of their level of confidence speaking in English during the storytelling activity. 63% of participants reported feeling confident in expressing themselves, with 27% indicating "a lot" and 36% "very much," demonstrating a positive effect of the storytelling technique on developing oral self-confidence. However, 37% of students reported low levels of confidence ("a little," 22%; "not at all," 15%), suggesting the need to continue implementing activities that promote an environment of safe practice, peer support, and positive feedback to reduce communication anxiety.

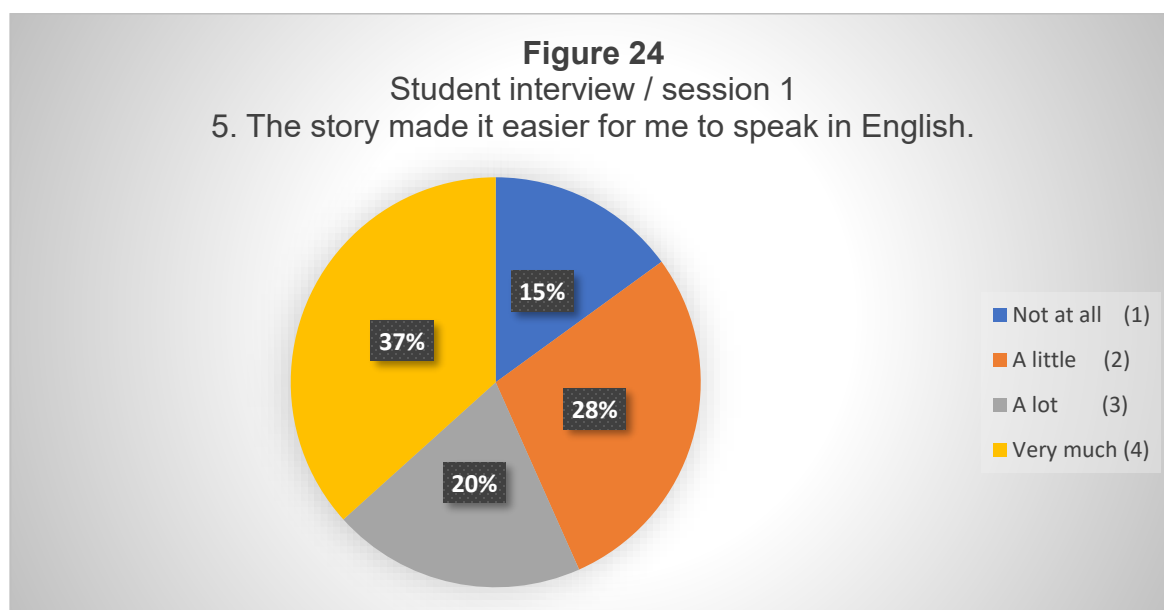
FIGURE 23 Student interview / session 1. I understood the story and could talk about it



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Regarding the previous graph, the students' perceptions of their understanding of the story and their ability to discuss it are evident. 63% of participants stated they understood and were able to discuss the story, with 25% responding "a lot" and 38% "very much." However, 37% reported having difficulty, with 25% stating they understood "a little" and 12% indicating "not at all." These results reflect that the storytelling technique largely benefited listening comprehension and oral production, although language scaffolding strategies need to be strengthened to address students who still have limited comprehension and expression.

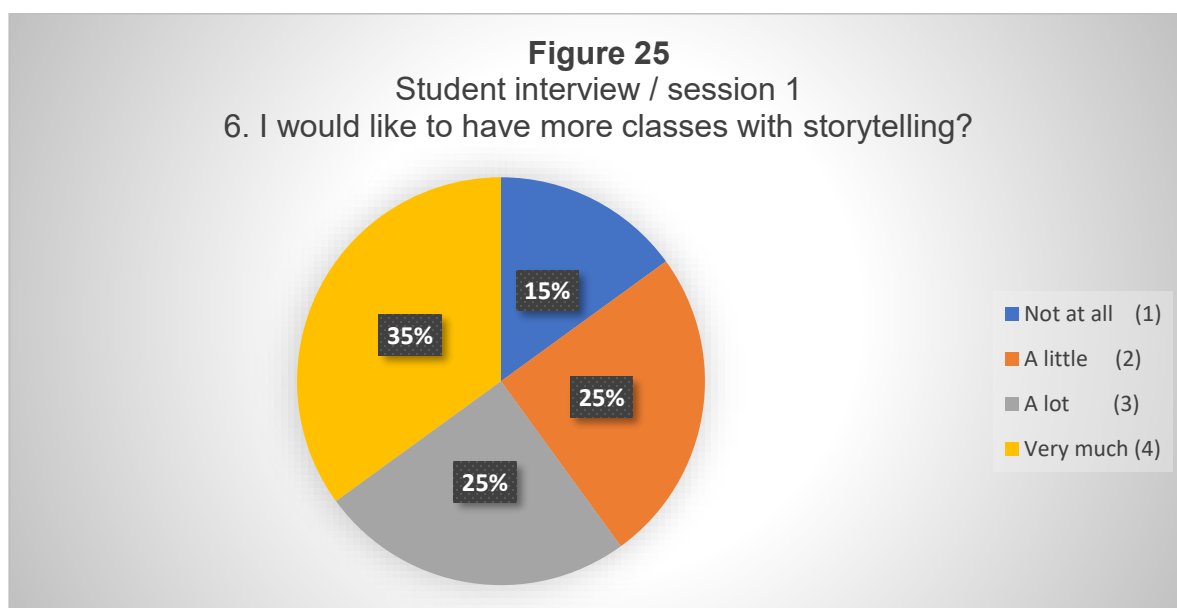
FIGURE 24 Student interview / session 1. The story made it easier for me to speak in English



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Figure 24, linked to the previous graph, shows student perceptions of the influence of storytelling in facilitating oral expression in English. 57% of students stated that the activity significantly helped them express themselves in English, with 20% indicating "a lot" and 37% indicating "very much." However, 43% of students reported that the story helped them only "a little" (28%) or "not at all" (15%). These results suggest that the storytelling strategy had a positive impact on the majority of the group, reducing their perceived difficulty speaking English. However, there is a clear need to continue implementing language support activities and increase communicative confidence.

FIGURE 25 Student interview / session 1. I would like to have more classes with storytelling



Source: Table 8. Student interview, session 1, Instrument N° 3. Busto, (2025)

Regarding the previous graph, students' willingness to continue taking classes using the storytelling technique is evident. 60% of participants expressed a strong interest in continuing with this type of activity, with 25% responding "a lot" and 35% "very much." However, 40% of students expressed limited interest, with 25% indicating "a little" and 15% responding "not at all." These results reflect a majority acceptance of the storytelling methodology as an innovative pedagogical resource, although adjustments to its implementation are suggested in order to increase the motivation of those students who do not yet perceive significant value in the strategy.

In summary, the first storytelling implementation session demonstrated a positive impact on motivation, confidence, comprehension, and enjoyment of the class, although it also revealed the need for methodological adjustments and differentiated strategies to address those students who do not perceive the full benefit of the technique. These findings support the potential of

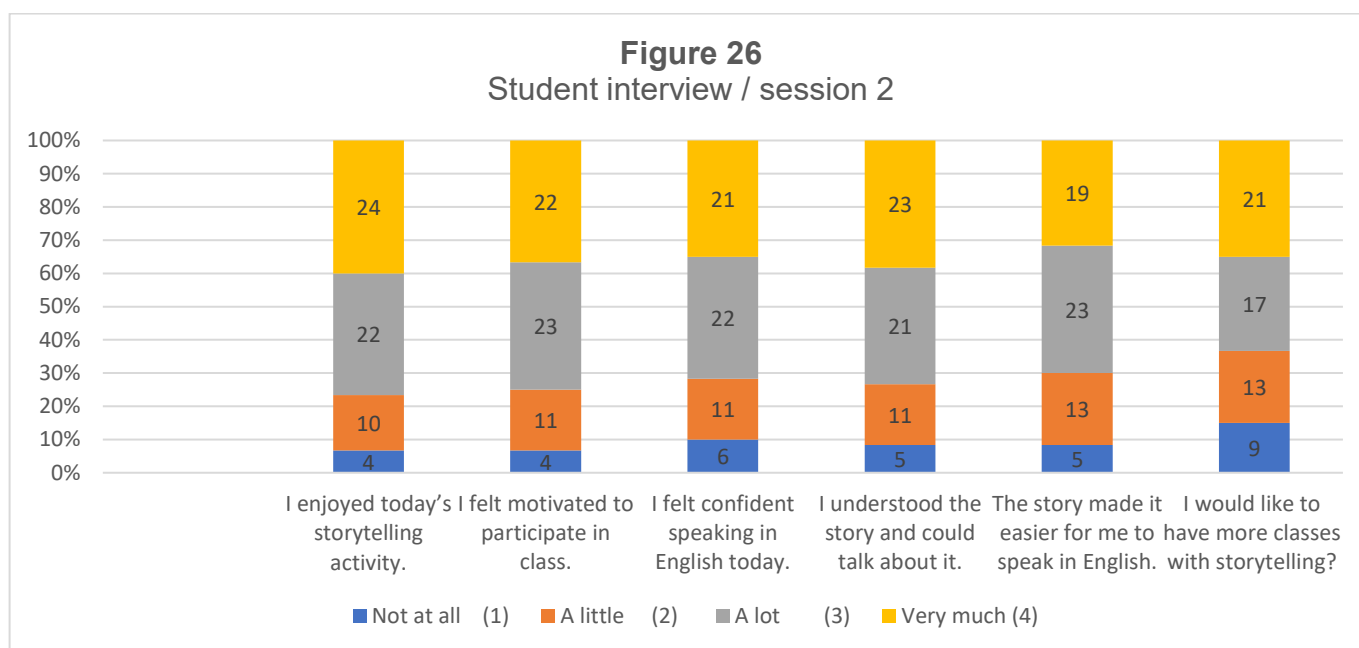
storytelling as an innovative and motivating pedagogical tool, but at the same time point to areas for improvement to strengthen its effectiveness.

Table 10 Student interview / session 2

#	Question	Scale				Total
		Not at all (1)	A little (2)	A lot (3)	Very much (4)	
1	I enjoyed today's storytelling activity.	4	10	22	24	60
2	I felt motivated to participate in class.	4	11	23	22	60
3	I felt confident speaking in English today.	6	11	22	21	60
4	I understood the story and could talk about it.	5	11	21	23	60
5	The story made it easier for me to speak in English.	5	13	23	19	60
6	I would like to have more classes with storytelling?	9	13	17	21	60

Source: Student interview, session 2, Instrument N° 3. Busto, (2025)

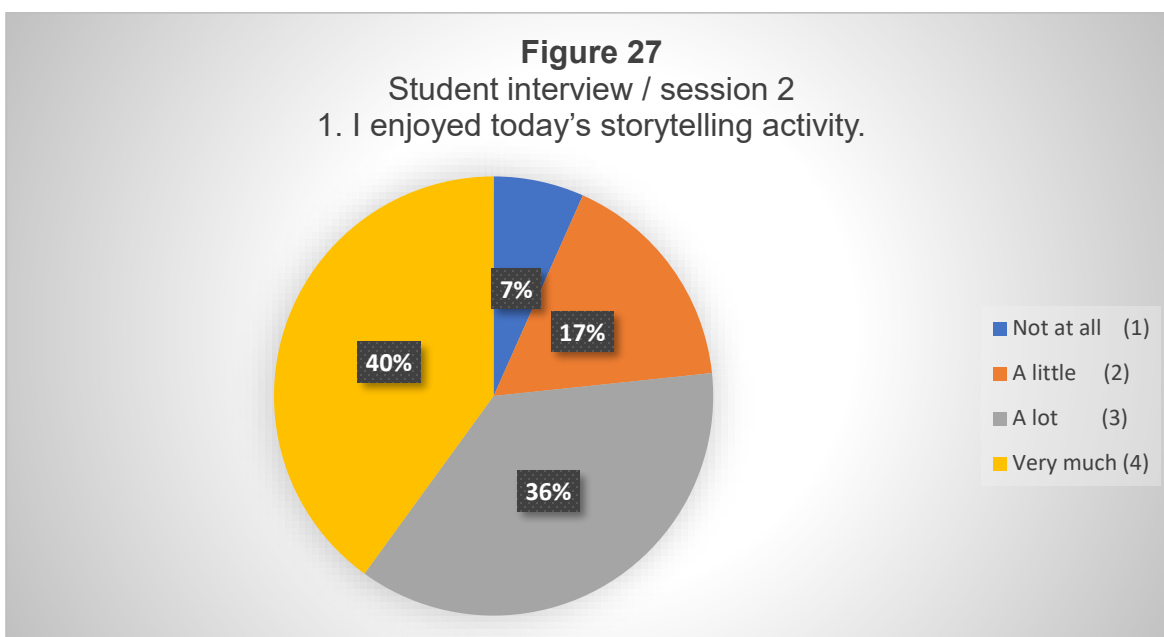
FIGURE 26 Student interview / session 2 General results



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

The graph above presents the percentage results of student responses to six statements about the first storytelling-based class session. To reflect accurate and precise results, a breakdown of each question will be provided, along with its corresponding percentage, analysis, and interpretation.

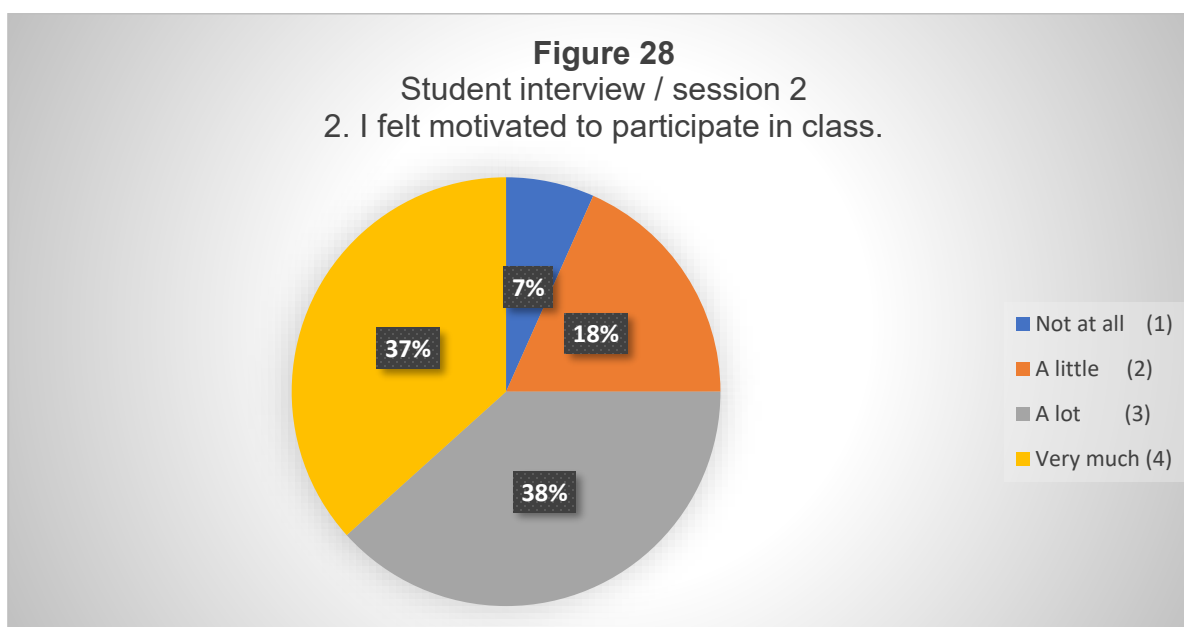
FIGURE 27 Student interview / session 2. I enjoyed today's storytelling activity



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 27 in the previous graph shows students' perceptions of their level of enjoyment of the storytelling activity during the second session. 76% of participants reported enjoying the activity to a great extent, with 36% responding "a lot" and 40% "very much." On the other hand, 24% reported low levels of enjoyment, indicating "a little" (17%) or "not at all" (7%). These results reflect an increase in acceptance and positive evaluation of the storytelling technique compared to the initial session, demonstrating that familiarity with the methodology and accumulated experience can generate greater willingness and enjoyment toward this type of activity.

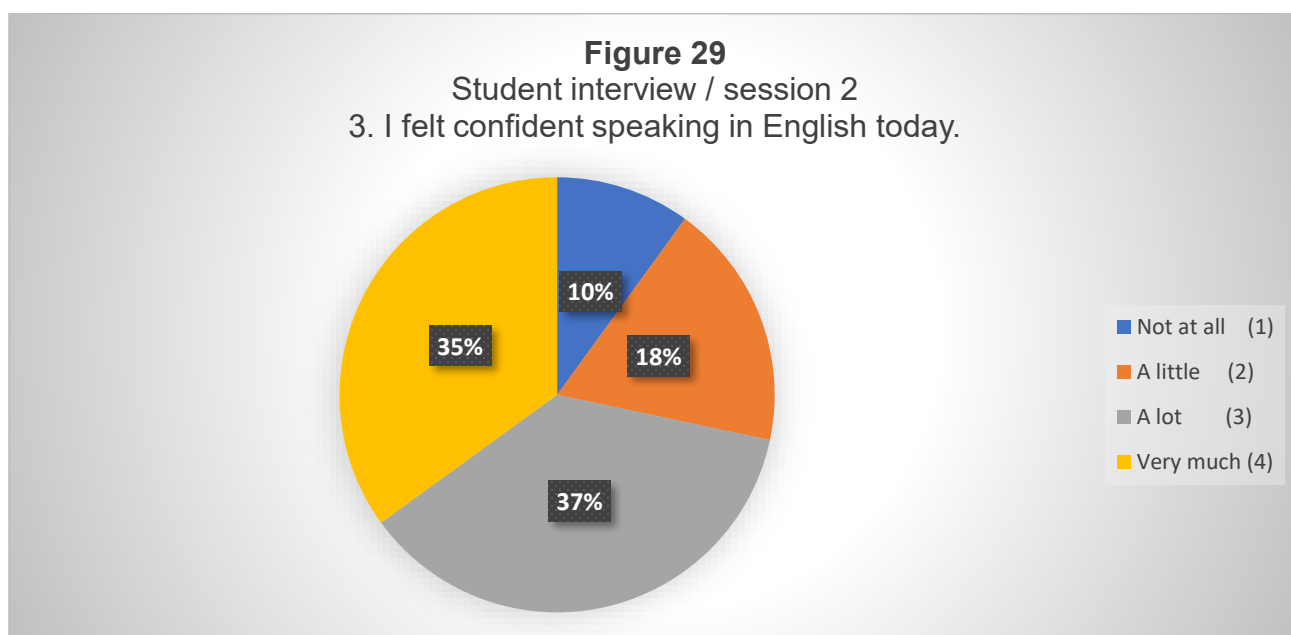
FIGURE 28 Student interview / session 2. I felt motivated to participate in class.



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 28, linked to the previous graph, shows students' perceptions of their level of motivation to participate in class during the second session using the storytelling strategy. 75% of participants indicated they felt motivated, with 38% responding "a lot" and 37% "very much." On the other hand, 25% expressed low levels of motivation, indicating "a little" (18%) or "not at all" (7%). These results demonstrate a significant positive impact of the storytelling technique on students' willingness to actively engage in class activities and suggest a strengthening of motivation compared to the initial session.

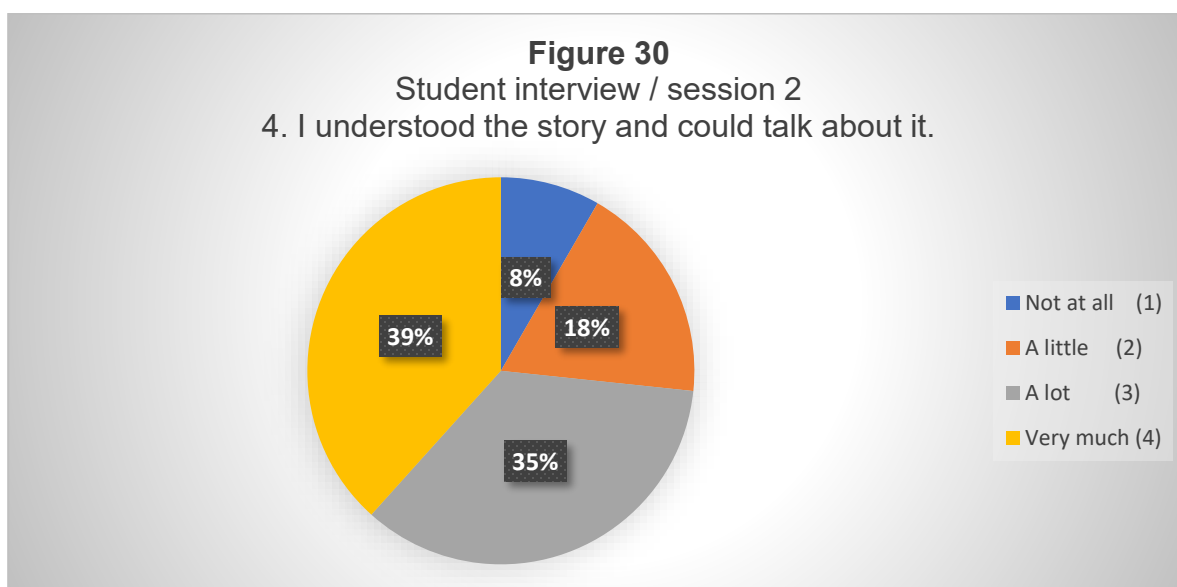
FIGURE 29 Student interview / session 2. I felt confident speaking in English today.



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 29, related to the previous graph, reflects students' perceptions of their confidence level in speaking English during the second session using the storytelling technique. 72% of participants indicated they felt confident, with 37% responding "a lot" and 35% "very much." In contrast, 28% expressed a low level of confidence, indicating "a little" (18%) or "not at all" (10%). These results demonstrate that the implementation of storytelling fosters students' self-confidence in oral production, showing a positive trend compared to the first session and a progressive strengthening of communicative security.

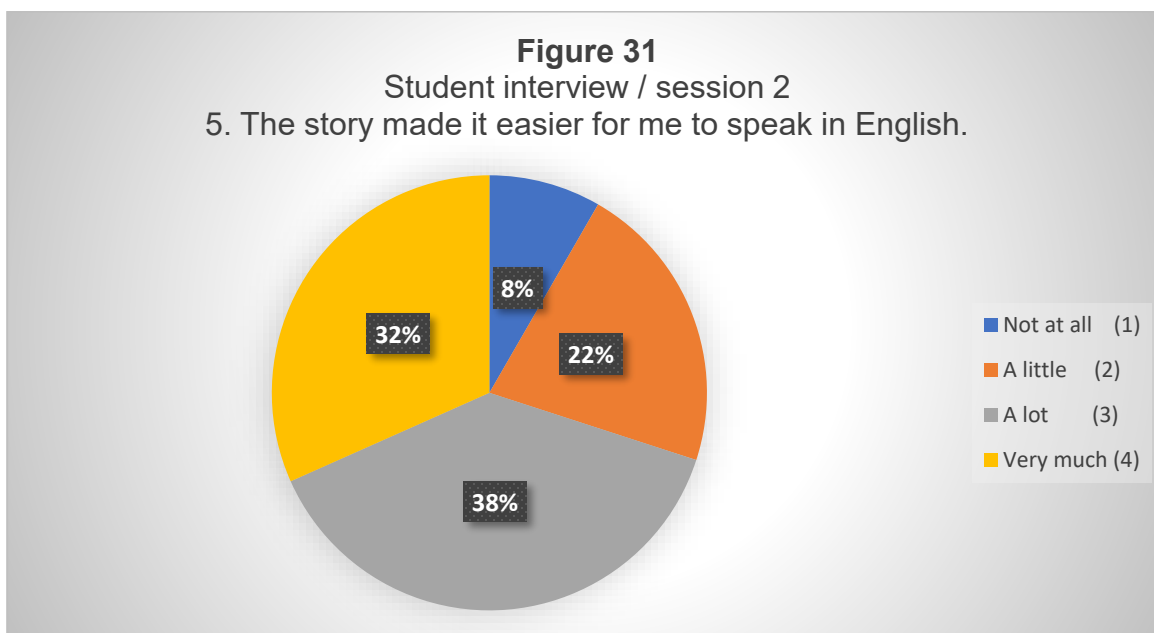
FIGURE 30 Student interview / session 2. I understood the story and could talk about it.



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 30 represents the previous graph and shows students' perceptions of their understanding of the story and their ability to discuss it during the second session. 74% of participants stated they understood the content and felt able to discuss it, with 35% responding "a lot" and 39% "very much." In contrast, 26% of students reported having a limited level of understanding, indicating "a little" (18%) or "not at all" (8%). These results confirm the effectiveness of the storytelling technique in improving listening comprehension and speaking, showing an improvement compared to the first session and reinforcing its pedagogical value in developing communication skills.

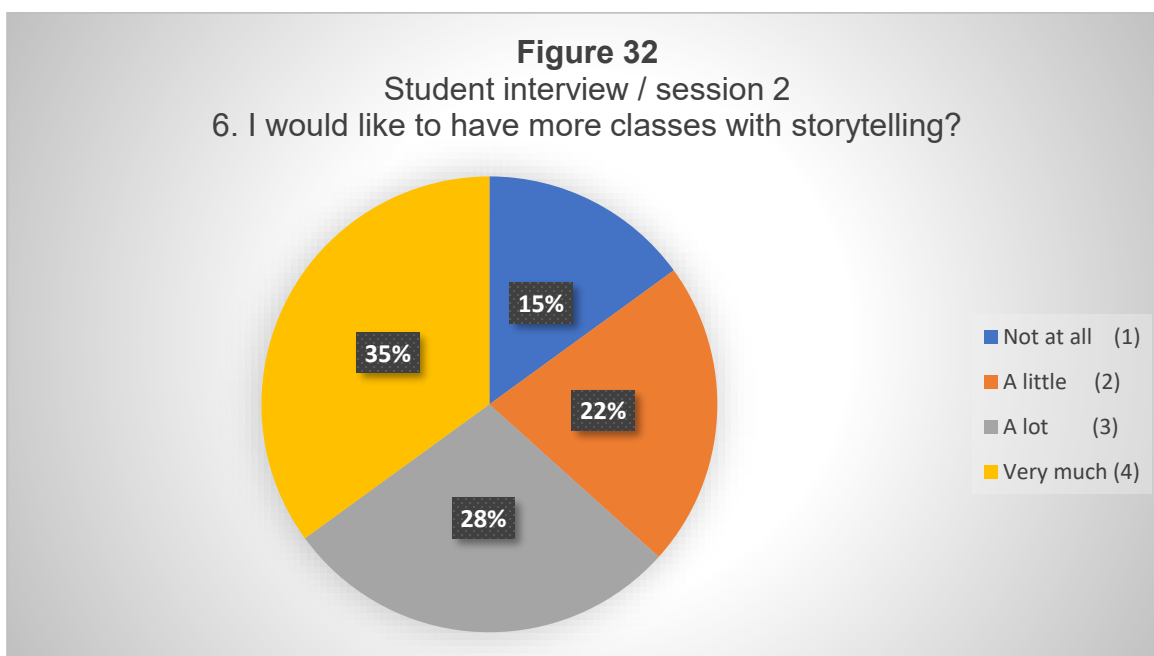
FIGURE 31 Student interview / session 2. The story made it easier for me to speak in English.



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 31, in relation to the previous graph, reflects students' perceptions of the impact of storytelling on their English proficiency during the second session. 70% of participants stated that the activity helped them significantly, with 38% responding "a lot" and 32% "very much." On the other hand, 30% expressed a limited perception of this improvement, indicating "a little" (22%) or "not at all" (8%). These results demonstrate that the storytelling technique enhances oral production by reducing the perceived difficulty of expressing oneself in English, showing a positive trend compared to the first session and reinforcing its effectiveness as a teaching resource.

FIGURE 32 Student interview / session 2. I would like to have more classes with storytelling



Source: Table 9. Student interview, session 2, Instrument N° 3. Busto, (2025)

Figure 32, linked to the previous graph, shows students' willingness to continue with storytelling-based classes. 63% of participants showed a high level of interest, with 28% responding "a lot" and 35% "very much." However, 37% expressed limited interest, indicating "a little" (22%) or "not at all" (15%). These results demonstrate a majority acceptance of the storytelling methodology, highlighting its potential as an innovative and motivating pedagogical resource. However, some students still require a greater level of awareness or methodological adaptation to increase their willingness to participate in these activities.

Overall, the results of session 2 show a strengthening in key areas such as motivation, enjoyment, confidence, and understanding compared to session 1. These findings suggest that continued use of storytelling helps students adapt to the methodology and generates a more positive and effective learning experience. However, a minority group still does not fully perceive

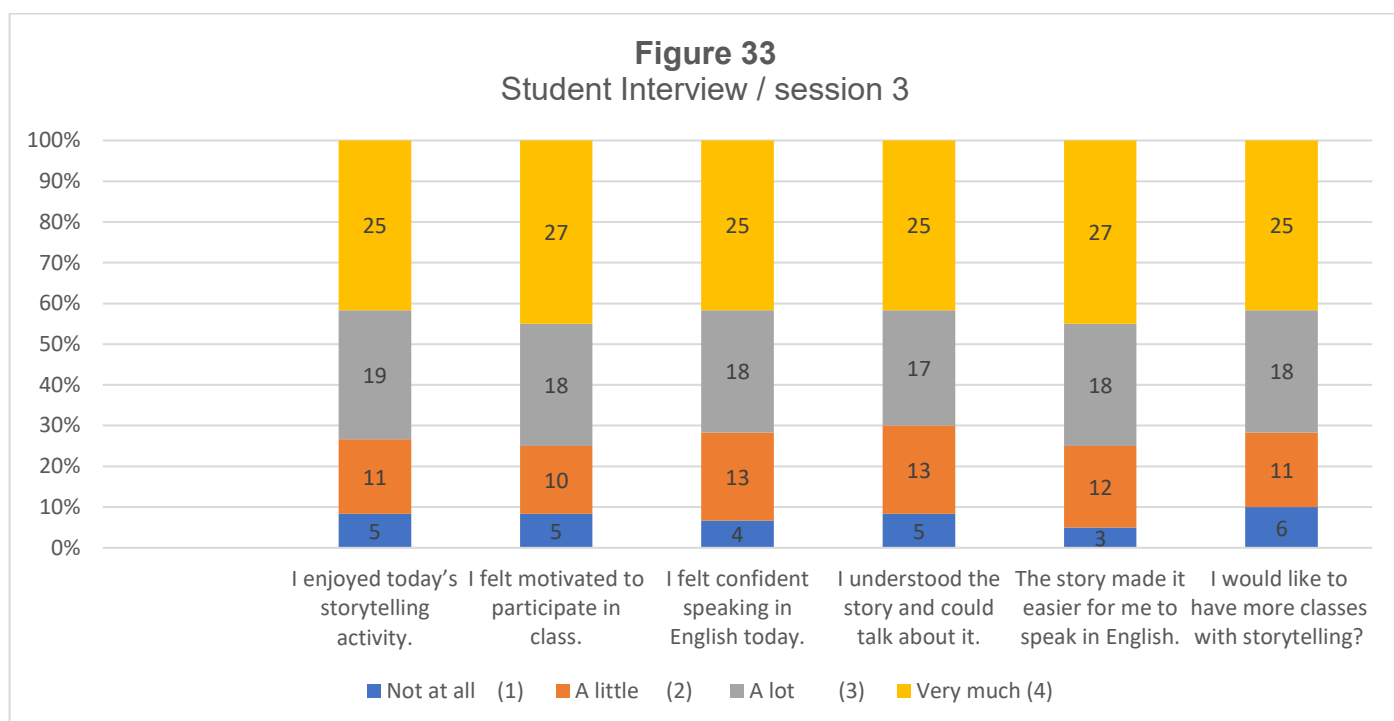
the benefits of this technique, justifying the implementation of differentiated strategies for pedagogical support and guidance.

Table 11 Student interview / session 3

#	Question	Scale				Total
		Not at all (1)	A little (2)	A lot (3)	Very much (4)	
1	I enjoyed today's storytelling activity.	5	11	19	25	60
2	I felt motivated to participate in class.	5	10	18	27	60
3	I felt confident speaking in English today.	4	13	18	25	60
4	I understood the story and could talk about it.	5	13	17	25	60
5	The story made it easier for me to speak in English.	3	12	18	27	60
6	I would like to have more classes with storytelling?	6	11	18	25	60

Source: Student interview, session 3, Instrument N° 3. Busto, (2025)

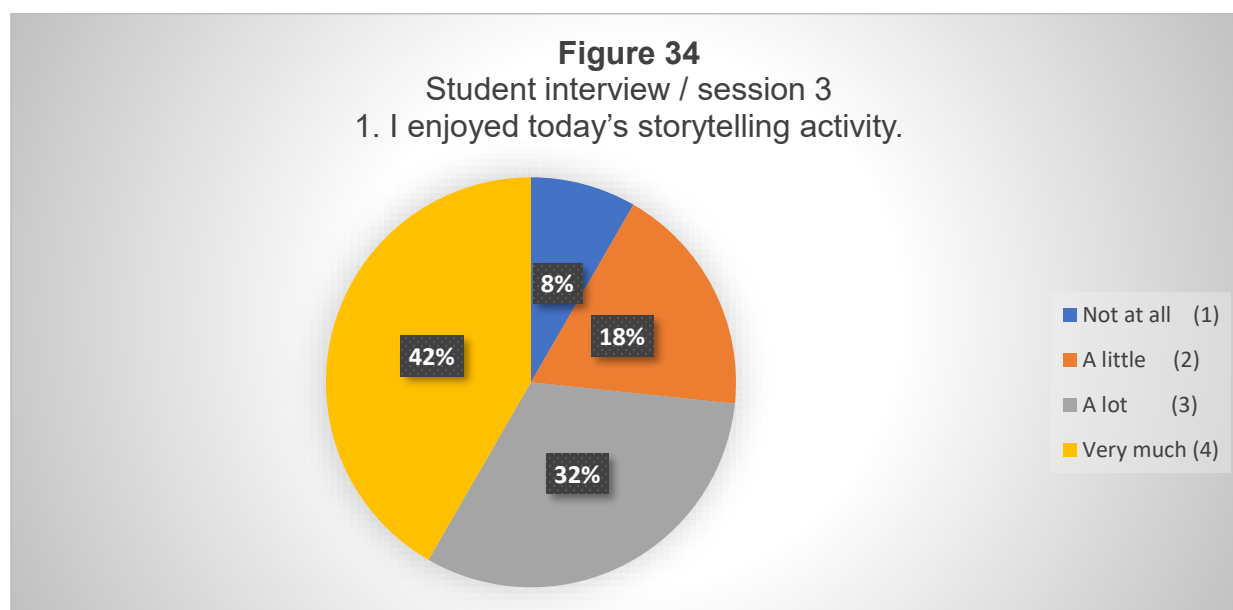
FIGURE 33 Student interview / session 3. General results.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

The graph above presents the percentage results of student responses to six statements about the first storytelling-based class session. To reflect accurate and precise results, a breakdown of each question will be provided, along with its corresponding percentage, analysis, and interpretation.

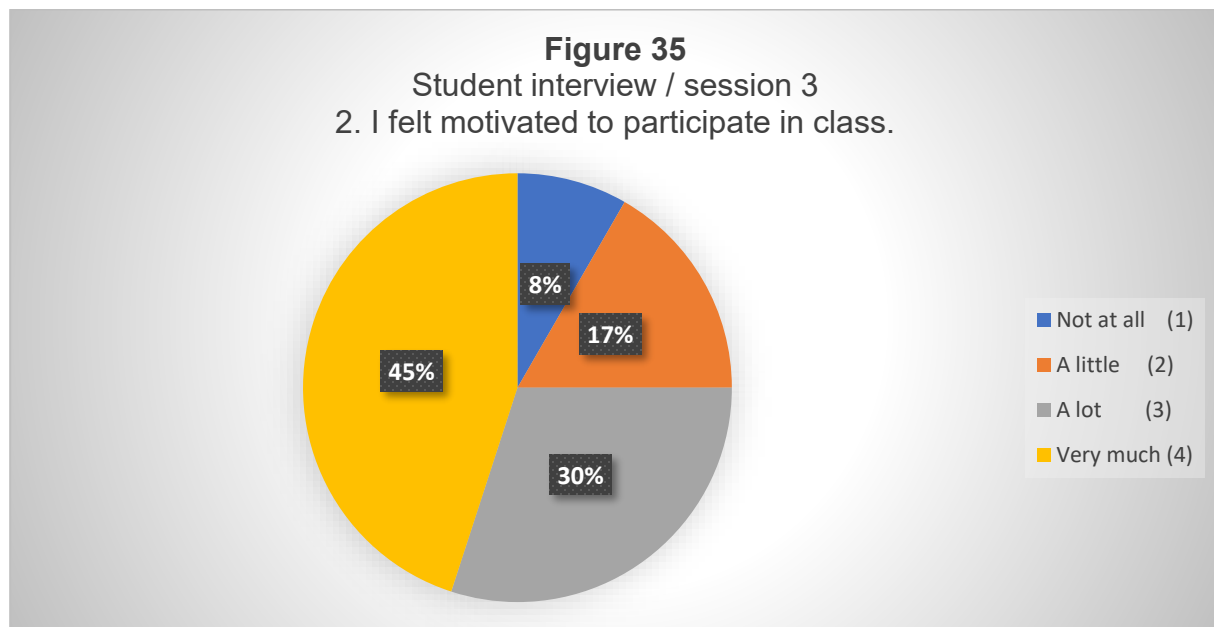
FIGURE 34 Student interview / session 3. I enjoyed today's storytelling activity.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

Figure 34, linked to the previous graph, presents students' perceptions of their level of enjoyment of the storytelling activity during the third session. 74% of participants reported significant enjoyment of the activity, with 32% responding "a lot" and 42% "very much." In contrast, 26% reported low levels of enjoyment, indicating "a little" (18%) or "not at all" (8%). These results reflect a stable and positive assessment of the storytelling methodology, showing a sustained upward trend in acceptance of the technique as the process progresses, suggesting growing familiarity and a favorable disposition toward the pedagogical strategy.

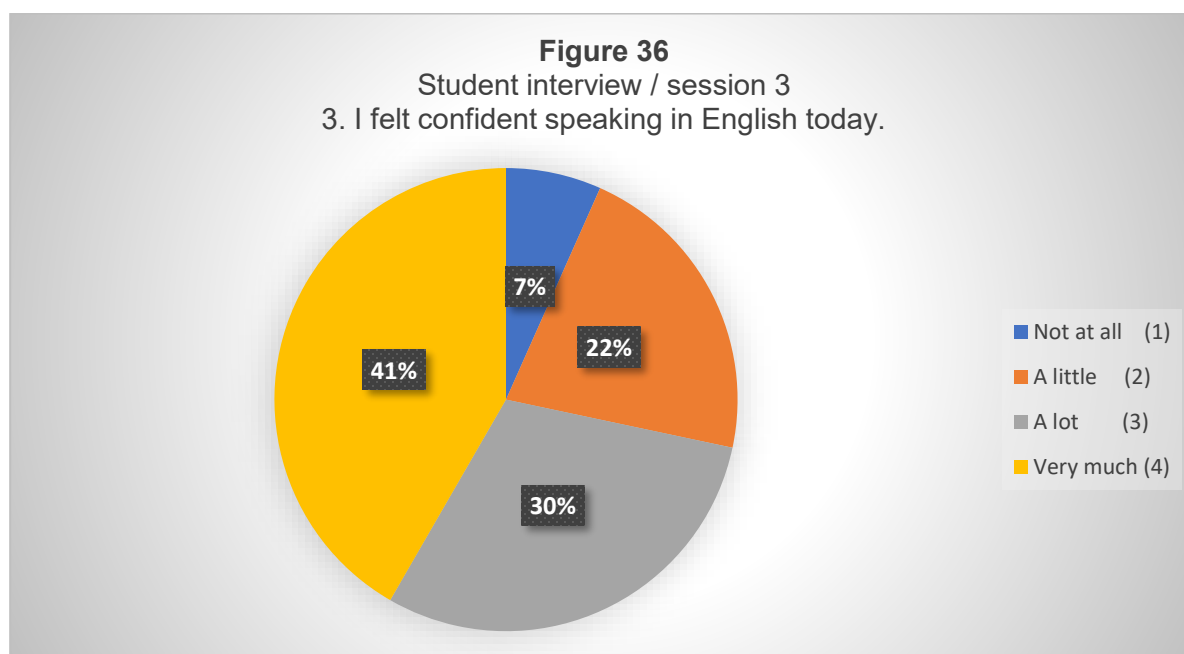
FIGURE 35 Student interview / session 3. I felt motivated to participate in class.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

Figure 35, related to the previous graph, reflects that 75% of students reported feeling motivated to participate in class, with 30% responding "a lot" and 45% "very much." In contrast, 25% indicated low levels of motivation ("a little," 17%; "not at all," 8%). These results demonstrate that the storytelling technique fosters a participatory and engaging environment, favoring students' willingness to engage in active learning.

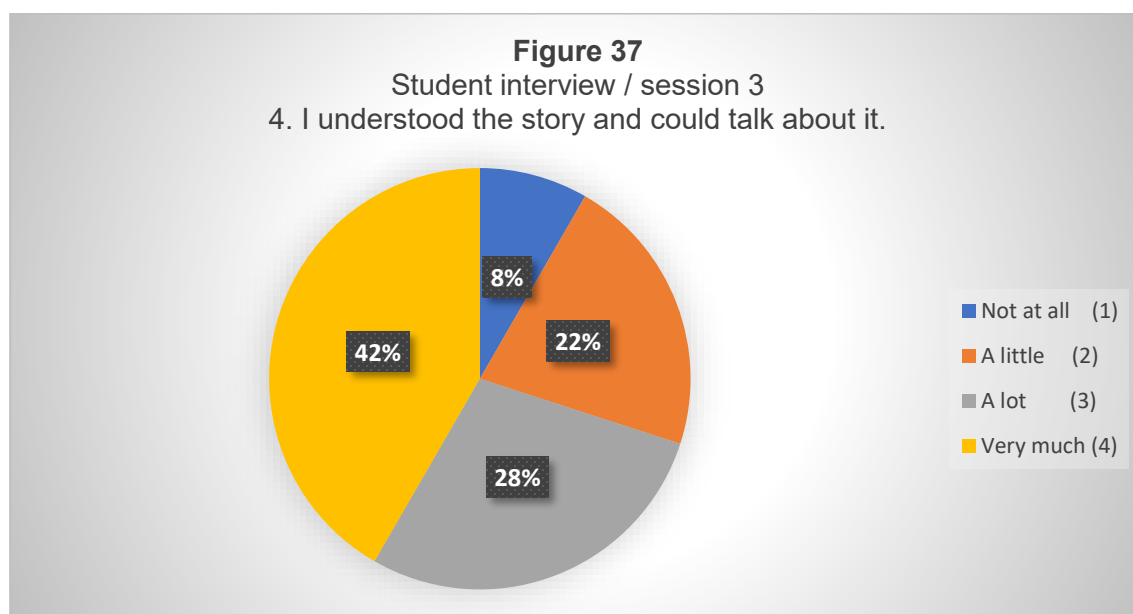
FIGURE 36 Student interview / session 3. I felt confident speaking in English today.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

In Figure 36, related to the previous graph, 71% of participants expressed confidence when speaking English, with 30% responding "a lot" and 41% "very much." However, 29% reported low levels of confidence ("a little," 22%; "not at all," 7%). This suggests that the implementation of storytelling contributes to reducing communication anxiety and promotes oral self-confidence, although additional support is still needed for students with less linguistic confidence.

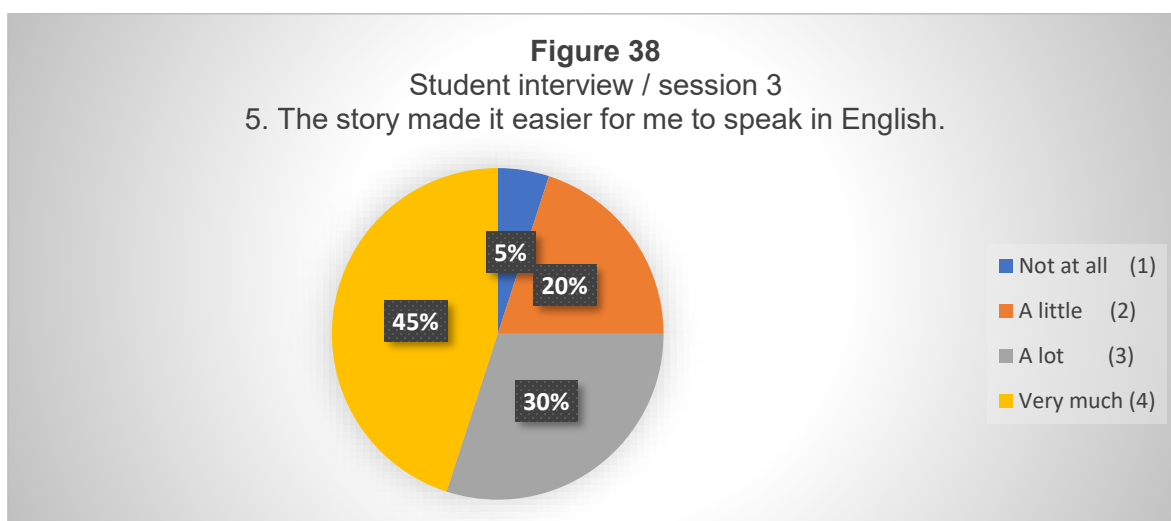
FIGURE 37 Student interview / session 3. I understood the story and could talk about it.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

Regarding the previous graph related to Figure 37, it shows that 70% of students stated they understood the story and could comment on it fluently, with 28% responding "a lot" and 42% "very much." However, 30% had difficulties with oral comprehension and production ("a little," 22%; "not at all," 8%). These results confirm the contribution of storytelling to the development of listening comprehension and oral expression, although the need for complementary linguistic scaffolding strategies is evident.

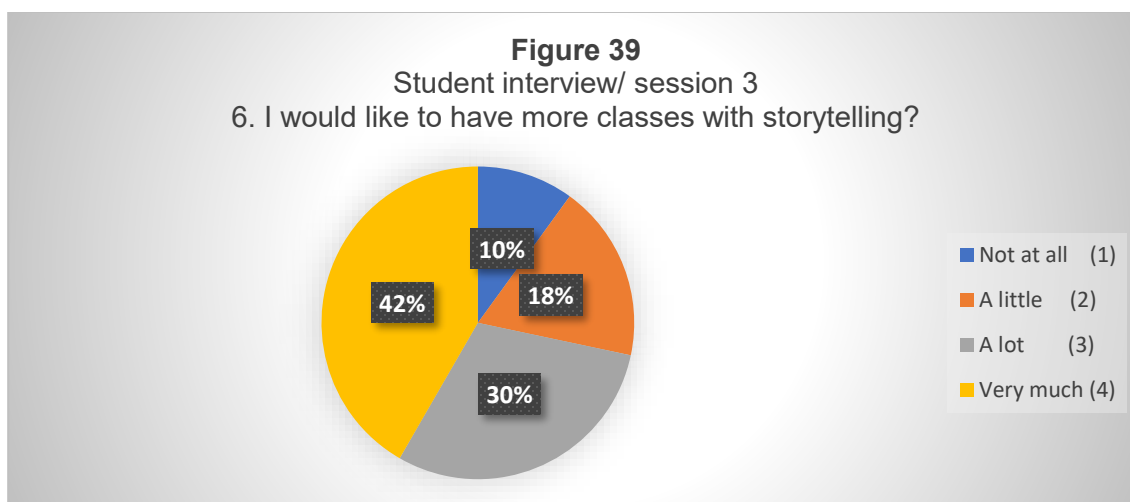
FIGURE 38 Student interview / session 3. The story made it easier for me to speak in English.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

In the previous graph related to Figure 38, 75% of students considered that storytelling facilitated their oral expression in English, with 30% responding "a lot" and 45% "very much." On the other hand, 25% perceived a limited impact ("a little," 20%; "not at all," 5%). This indicates that storytelling has a positive effect on reducing perceived barriers to speaking English, contributing to improving students' fluency and confidence.

FIGURE 39 Student interview / session 3. I would like to have more classes with storytelling.



Source: Table 10. Student interview, session 3, Instrument N° 3. Busto, (2025)

The graph above is linked to Figure 39 and reveals a high level of willingness to continue with the methodology, with 72% accepting it ("a lot," 30%; "very much," 42%), compared to 28% with less interest ("a little," 18%; "not at all," 10%). These results reflect a positive assessment of the technique, as well as its potential to increase motivation through an innovative and dynamic approach to learning English.

These combined results indicate that the storytelling technique maintains a sustained, positive impact on motivation, confidence, and willingness to learn English, showing progress compared to previous sessions. The upward trend in key indicators demonstrates that familiarity and continued practice enhance the effectiveness of the methodology, consolidating it as a relevant strategy for improving students' oral proficiency and attitude toward language learning.

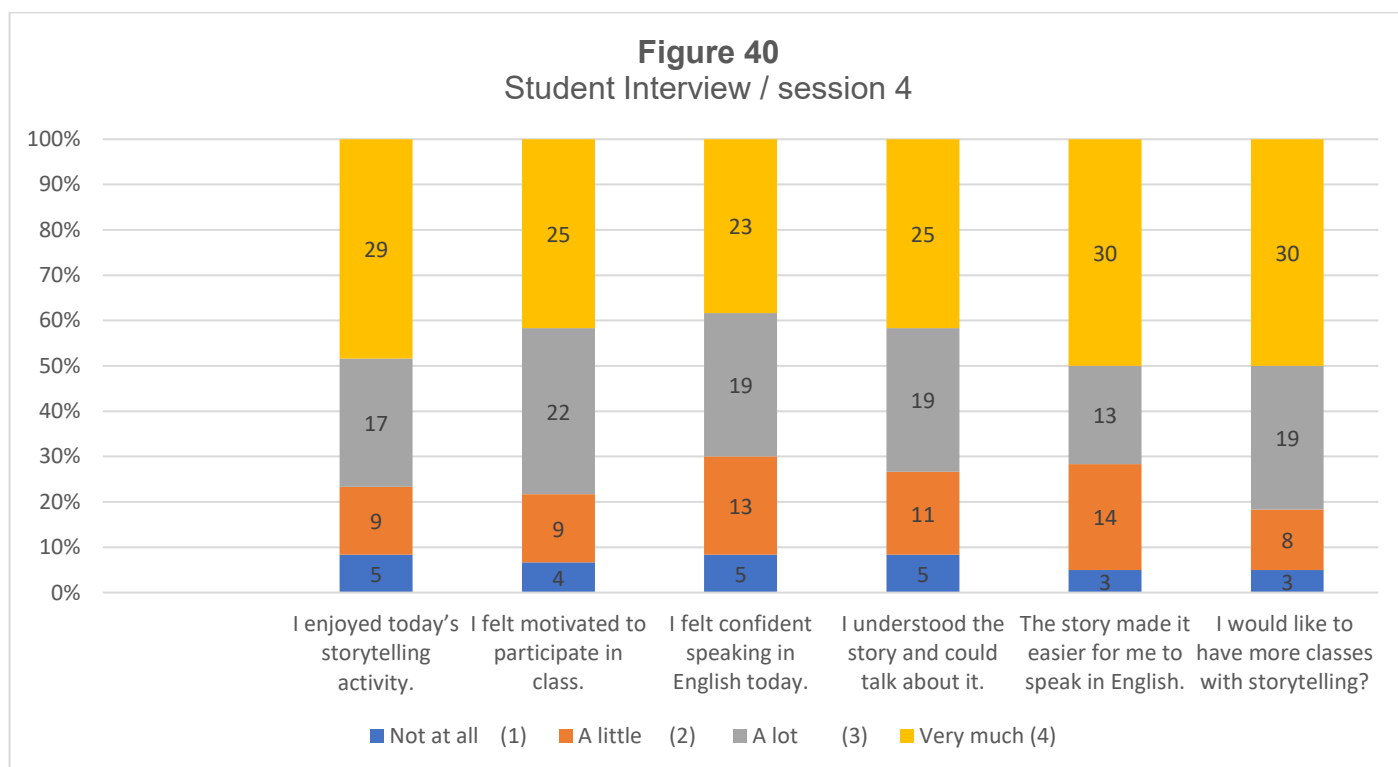
Table 12 Student interview / session 4

#	Question	Scale				Total
		Not at all (1)	A little (2)	A lot (3)	Very much (4)	
1	I enjoyed today's storytelling activity.	5	9	17	29	60
2	I felt motivated to participate in class.	4	9	22	25	60
3	I felt confident speaking in English today.	5	13	19	23	60
4	I understood the story and could talk about it.	5	11	19	25	60

5	The story made it easier for me to speak in English.	3	14	13	30	60
6	I would like to have more classes with storytelling?	3	8	19	30	60

Source: Student interview, session 4, Instrument N° 3. Busto, (2025)

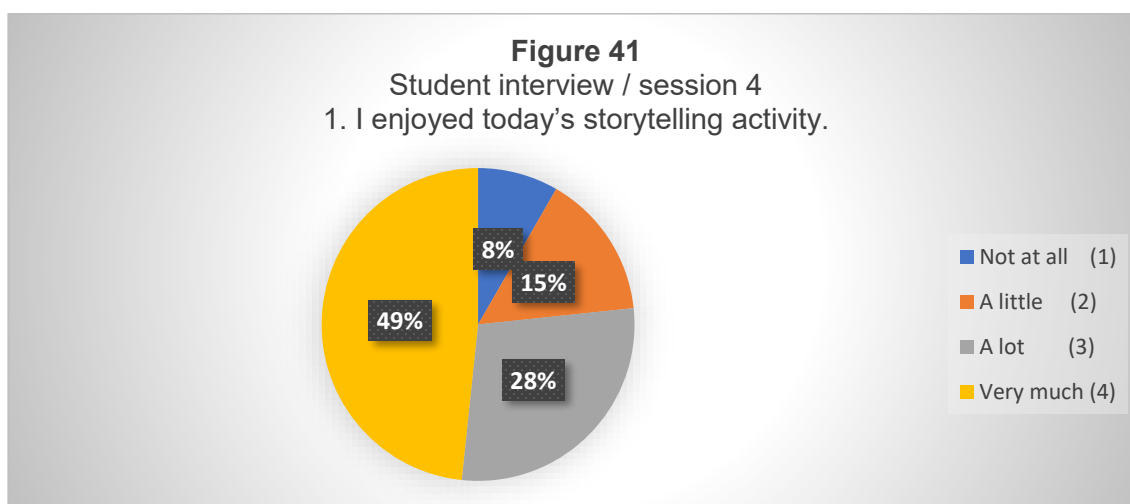
FIGURE 40 Student interview / session 4. General results.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

The graph above presents the percentage results of student responses to six statements about the first storytelling-based class session. To reflect accurate and precise results, a breakdown of each question will be provided, along with its corresponding percentage, analysis, and interpretation.

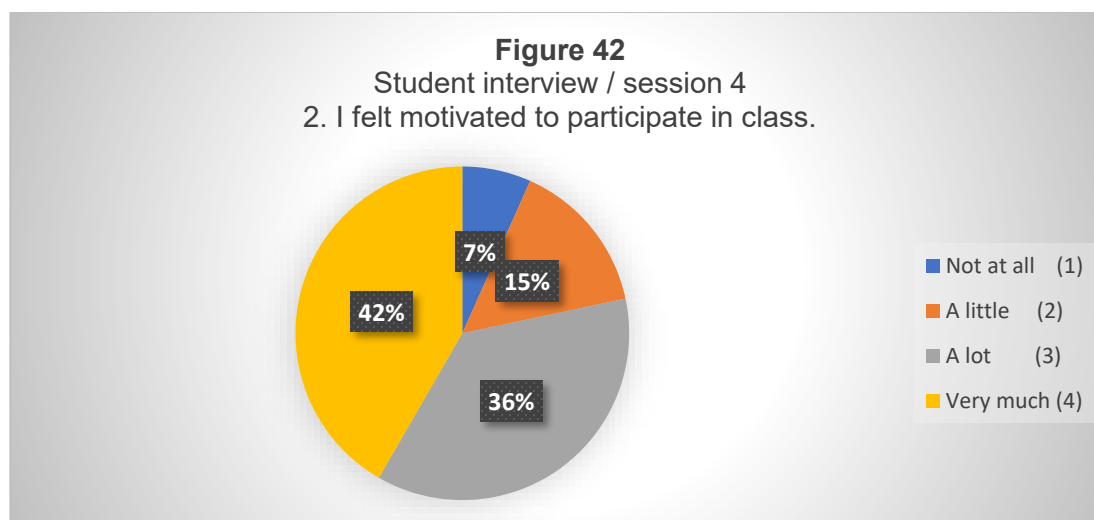
FIGURE 41 Student interview / session 4. I enjoyed today's storytelling activity.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

Regarding the previous graph, it can be seen that 77% of students reported enjoying the activity, with 28% responding "a lot" and 49% "very much." 23% indicated low levels of enjoyment ("a little," 15%; "not at all," 8%). These results demonstrate a very positive assessment of the use of storytelling, suggesting a sustained increase in acceptance of the methodology.

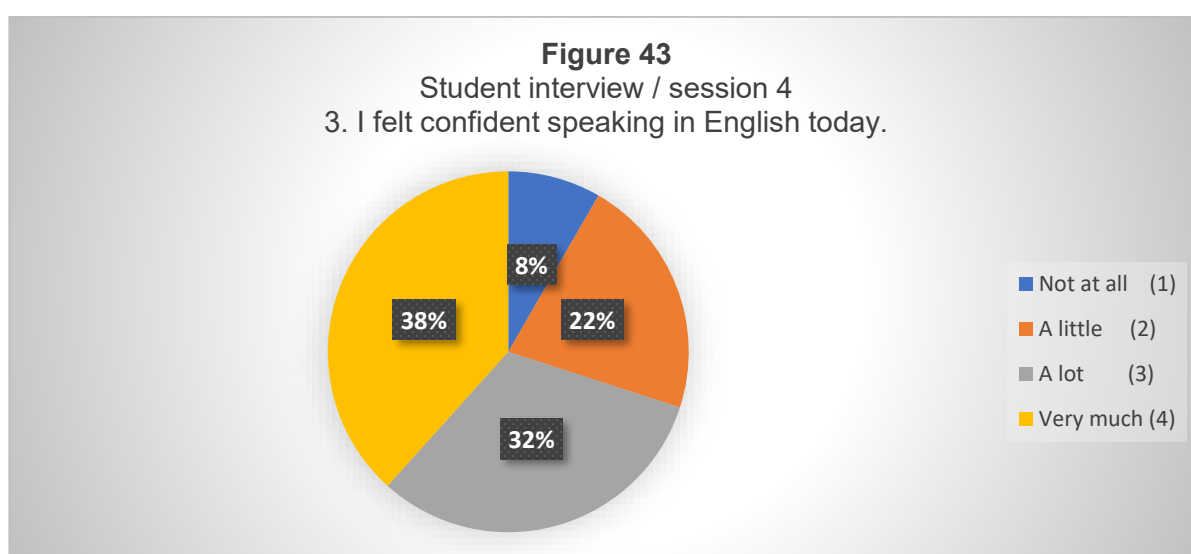
FIGURE 42 Student interview / session 4. I felt motivated to participate in class.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

Following the same approach as in the previous graph, 78% of students expressed motivation to participate, with 36% responding "a lot" and 42% "very much." Another 22% indicated low motivation ("a little," 15%; "not at all," 7%). This confirms that storytelling contributes to a participatory and stimulating learning environment. This means that if teachers applied this technique more in class, students would have more and better learning tools.

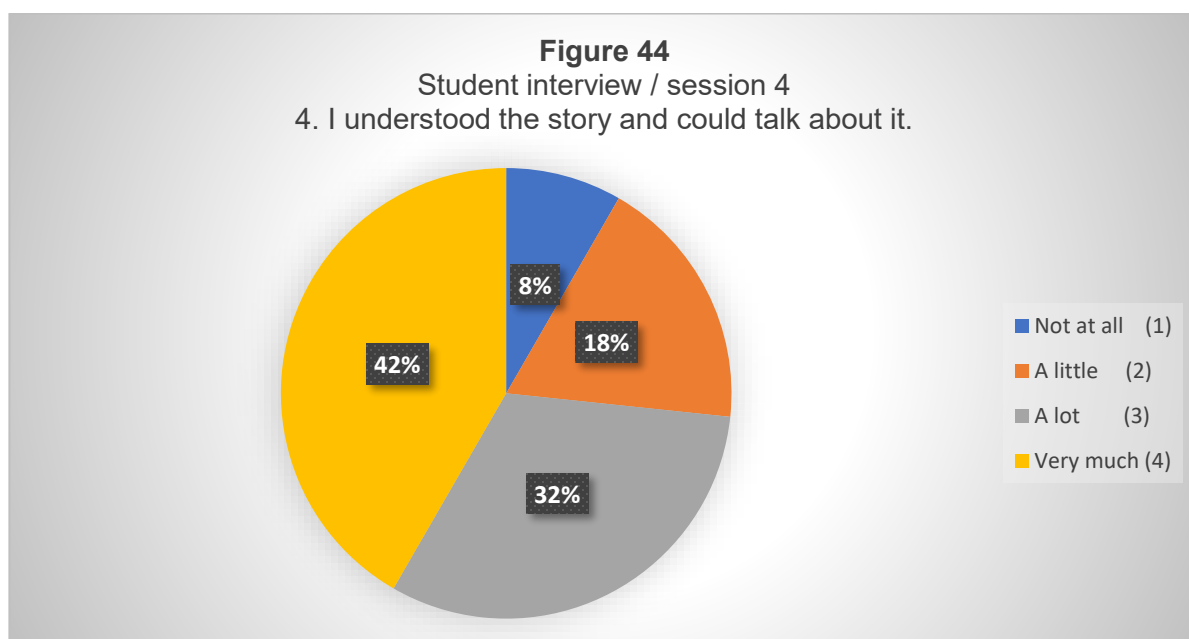
FIGURE 43 Student interview / session 4. I felt confident speaking in English today.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

As the previous graph and its results show, 70% of students reported feeling confident speaking English, with 32% responding "a lot" and 38% "very much." Another 30% indicated low confidence ("a little," 22%; "not at all," 8%). These results reflect a positive impact of storytelling on oral self-confidence, although there is still a group that requires more support in their communicative development, as they do not yet feel motivated or confident when speaking English or participating in storytelling-related activities.

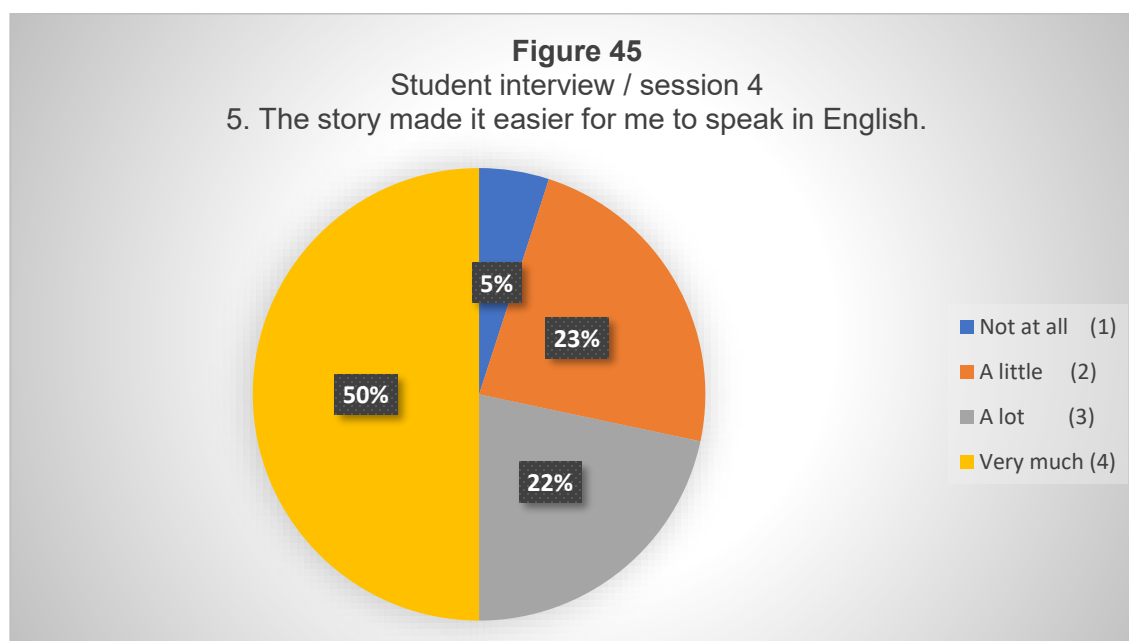
FIGURE 44 Student interview / session 4. I understood the story and could talk about it.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

Based on the information in the previous graph, 74% of participants stated they understood the story and could talk about it, with 32% responding "a lot" and 42% "very much." Twenty-six percent had difficulty understanding it ("a little," 18%; "not at all," 8%). This demonstrates the effectiveness of storytelling in improving listening comprehension and speaking skills, provided it is led by a teacher or someone fluent in English, and pedagogical plans include creativity, participation, and consistency in explaining instructions.

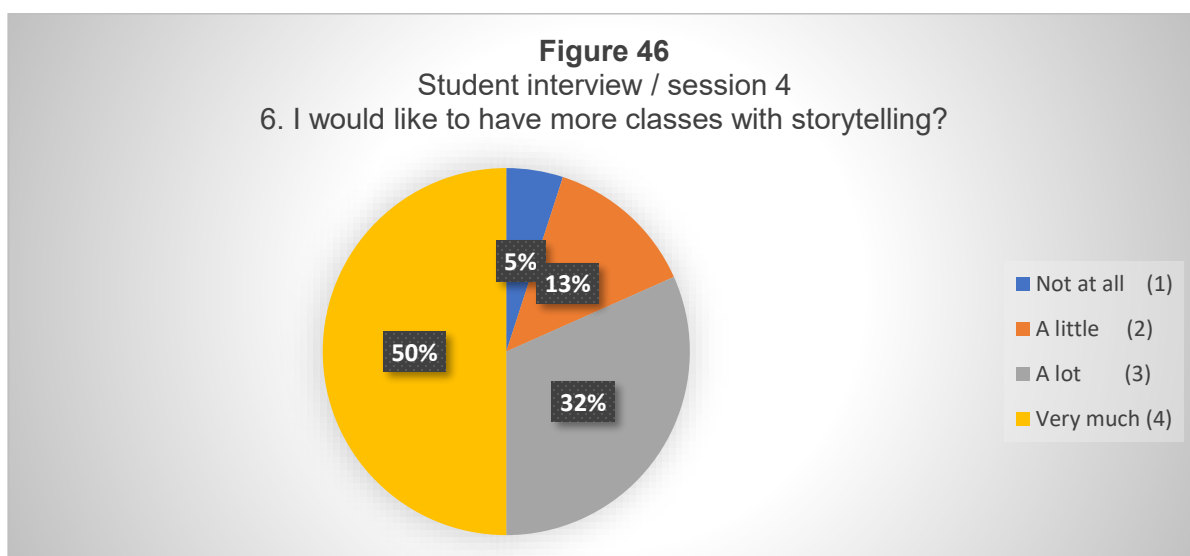
FIGURE 45 Student interview / session 4. The story made it easier for me to speak in English.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

Regarding the previous graph, it can be deduced that 72% of students indicated that storytelling facilitated their oral expression in English, with 22% responding "a lot" and 50% "very much." In contrast, 28% indicated a limited impact ("a little," 23%; "not at all," 5%). These results show that storytelling helps reduce perceived difficulty in speaking English and promotes a more accessible communicative environment, where students can express opinions related to storytelling activities without any fear or difficulty of making mistakes.

FIGURE 46 Student interview / session 4. I would like to have more classes with storytelling.



Source: Table 11. Student interview, session 4, Instrument N° 3. Busto, (2025)

Based on the information in the previous graph, Figure 46. 82% of students expressed willingness or interest to continue with this methodology, with 32% responding "a lot" and 50% "very much." Only 18% showed little or no interest ("a little," 13%; "not at all," 5%). These findings demonstrate a growing acceptance of the technique, consolidating storytelling as a motivating and highly valued pedagogical strategy for students to acquire knowledge and practice creativity.

Overall, the results of Session 4 demonstrate a positive evolution compared to previous sessions, demonstrating greater familiarity with and acceptance of the storytelling technique. This progress is particularly reflected in the increased interest in continuing with this methodology and in the perception that it facilitates oral expression in English, consolidating storytelling as an effective strategy for strengthening students' motivation, confidence, and communicative competence.

4.2.3 Description of data of the third specific objective

The fourth instrument applied in this research was a speaking rubric related to the students' participation in each session, with respect to some parameters and criteria to evaluate their proper learning process in oral production with storytelling activities such as fluency, pronunciation, coherence in speech or sentences, among others. This speaking rubric was applied individually during the activities carried out in each session corresponding to the week, that is, during the 4 sessions (4 weeks).

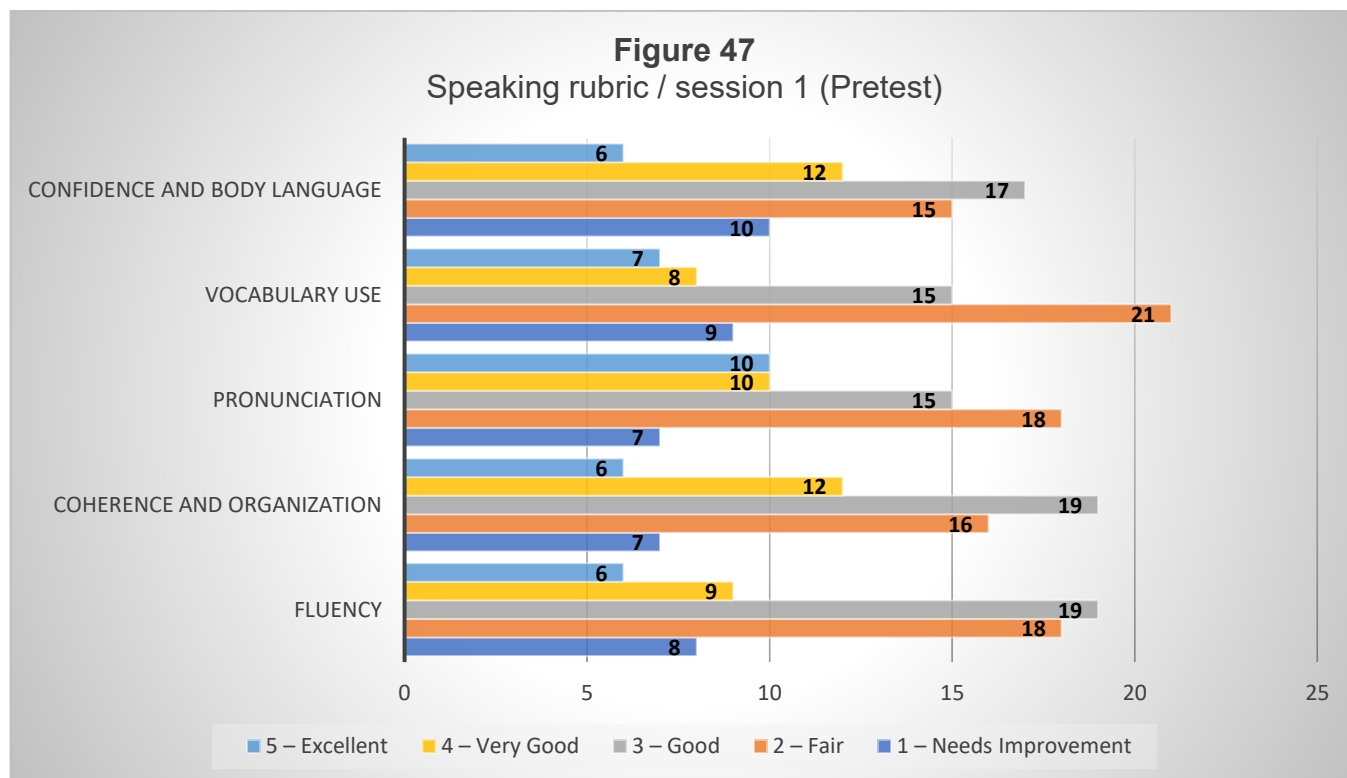
All of this with the objective and focus of verifying and analyzing the students' results in each session, improvements, development and management of skills related to the criteria proposed in the rubric in relation to storytelling activities. Additionally, the rubrics of the first session (pretest) were also compared and analyzed with the last session (posttest) to analyze gradual improvements in English skills.

Table 13 Speaking rubric / session 1 (pretest)

Criteria	1 – Needs Improvement	2 – Fair	3 – Good	4 – Very Good	5 – Excellent	Total
Fluency	8	18	19	9	6	60
Coherence and Organization	7	16	19	12	6	60
Pronunciation	7	18	15	10	10	60
Vocabulary Use	9	21	15	8	7	60
Confidence and Body Language	10	15	17	12	6	60

Source: Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

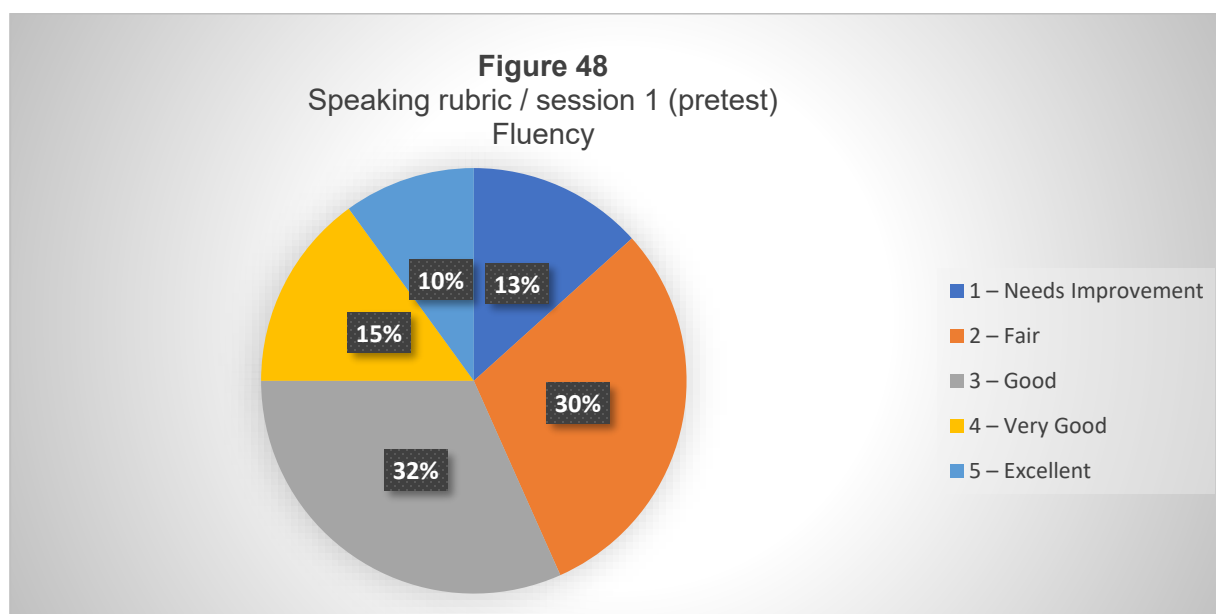
FIGURE 47 Speaking rubric 7 session 1 (pretest). General results



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

The previous graph shows the results of a diagnostic oral performance assessment (pretest/session 1) divided into five criteria: confidence and body language, vocabulary use, pronunciation, coherence and organization, and fluency. Therefore, for a more in-depth and accurate analysis and interpretation, each criterion will be graphed, along with its percentage and results.

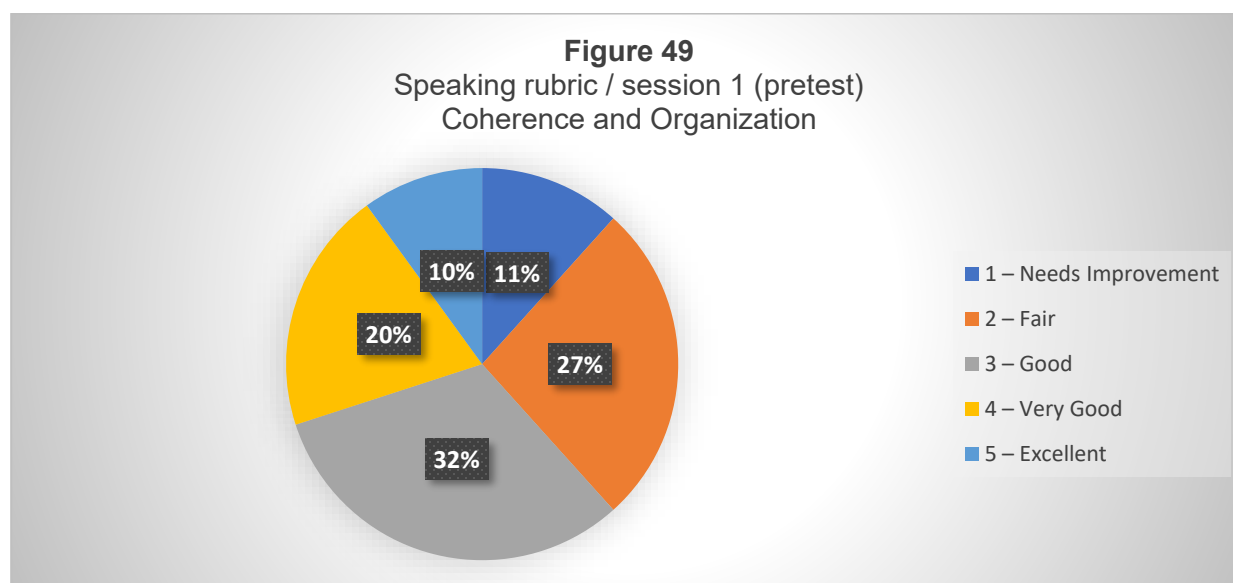
FIGURE 48 Speaking rubric/ session 1 (pretest) Fluency



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

Figure 48, linked to the previous graph, shows the results of the students' English oral fluency pretest, assessed using an oral expression rubric. Thirty-two percent of participants performed "good," while 30% reached a "fair" level. Only 15% achieved a "very good" level, and 10% reached the "excellent" category. Furthermore, 13% of students were at the "needs improvement" level. These results indicate that, before the implementation of the storytelling technique, most students had an intermediate level of fluency, with a significant percentage requiring reinforcement in their oral expression skills. This baseline is essential for assessing the impact of the strategies subsequently applied.

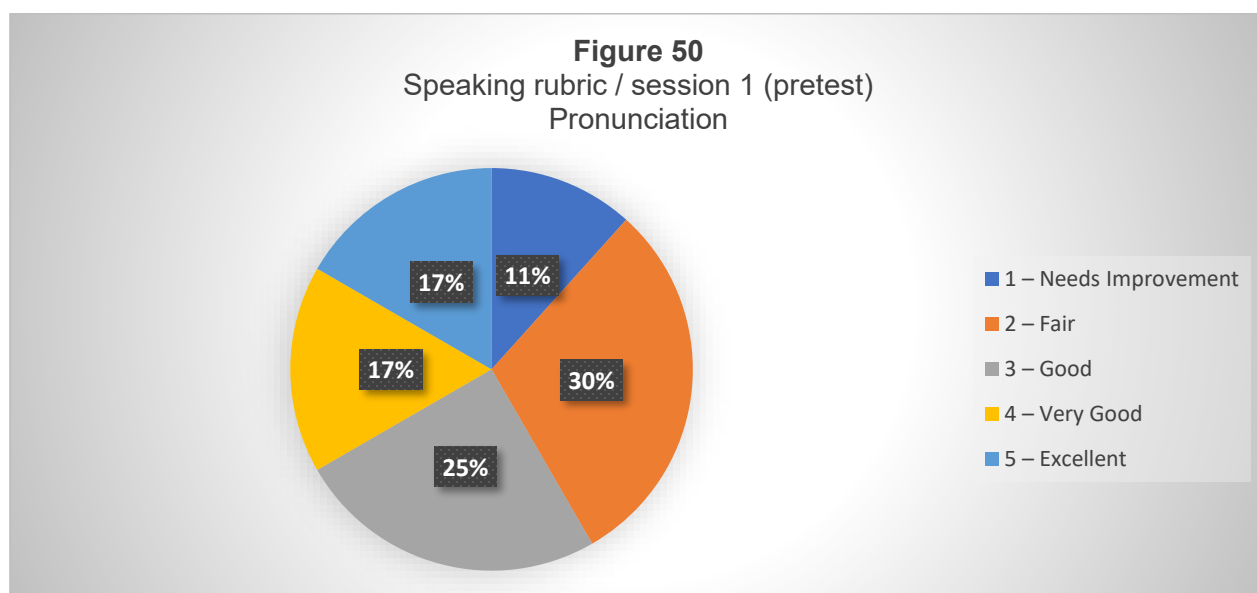
FIGURE 49 Speaking rubric / session 1 (pretest). Coherence and Organization.



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

Figure 49, related to the previous graph, presents the results of the pretest for the Coherence and Organization criterion of the oral expression rubric. Thirty-two percent of students achieved a "good" level, while 27% achieved a "fair" level. Twenty percent achieved "very good" performance, and 10% reached the "excellent" category. However, 11% were at the "needs improvement" level. These results indicate that, before the implementation of the storytelling technique, the majority of students showed intermediate proficiency in the organization and coherence of their ideas when expressing themselves orally, with a significant percentage requiring further support to improve the structure of their speech.

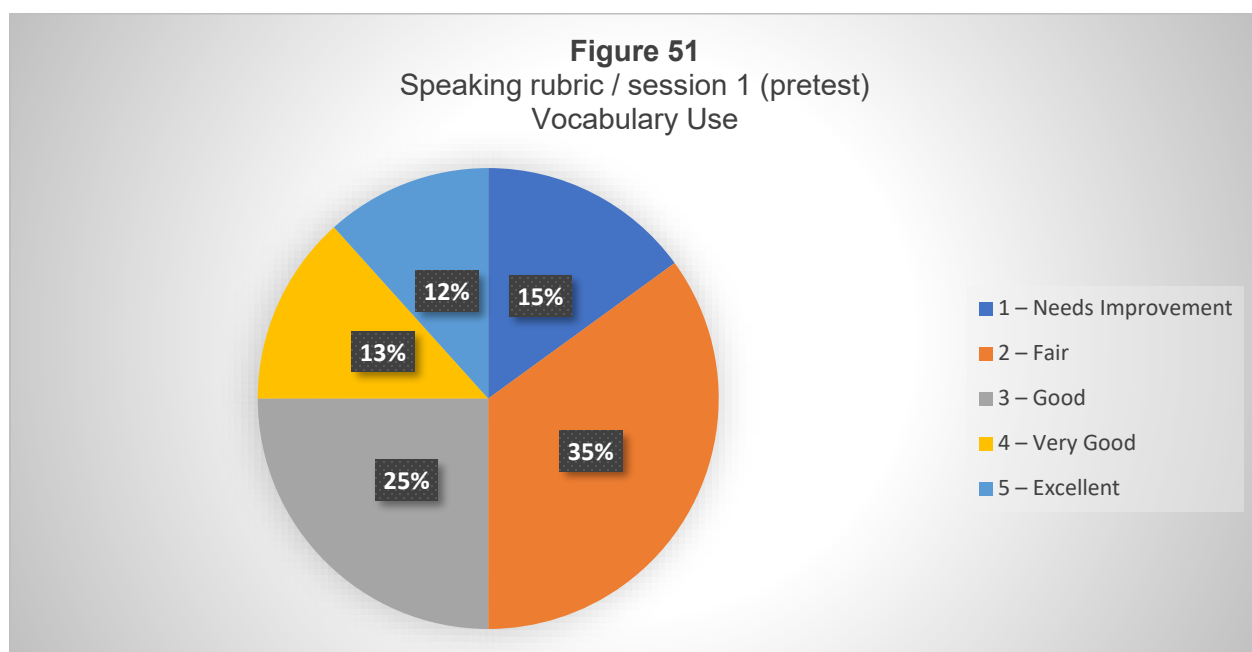
FIGURE 50 Speaking rubric / session 1 (pretest) Pronunciation



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

Regarding the previous graph related to Figure 50, it presents the results of the pretest for the Pronunciation criterion of the oral expression rubric. 25% of the students obtained a "good" level and 30% were at the "fair" level. 17% achieved "very good" performance and another 17% achieved an "excellent" level. However, 11% of the participants presented significant difficulties, placing themselves in the "needs improvement" category. These results show that, prior to the implementation of the storytelling technique, the pronunciation of most students ranged between basic and intermediate levels, with a small group already demonstrating advanced proficiency, while a minority required specific intervention to improve their phonetic accuracy.

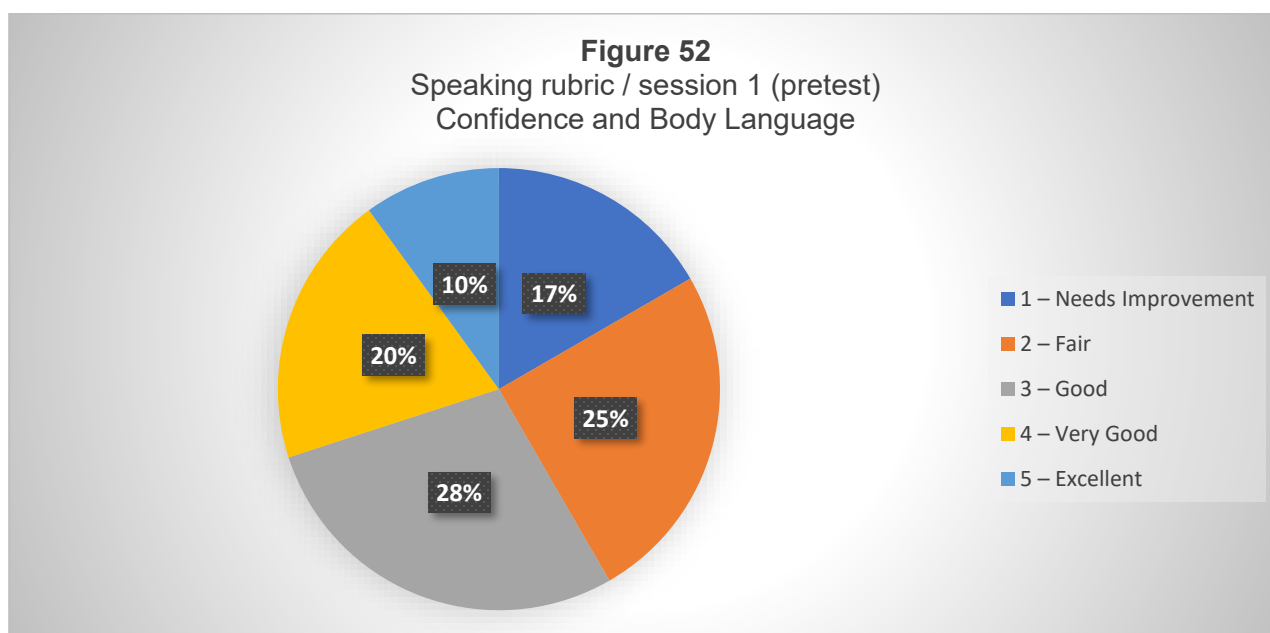
FIGURE 51 Speaking rubric /session 1 (pretest) Vocabulary Use



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

Figure 51, related to the previous graph, shows the results of the pretest for the Vocabulary Use criterion of the oral expression rubric. Twenty-five percent of the students achieved a "good" level, and 35% were at the "fair" level. On the other hand, 13% achieved "very good" performance, and 12% reached an "excellent" level. However, 15% fell into the "needs improvement" category. These results reflect that, before the implementation of the storytelling technique, the majority of students' vocabulary use was at a basic-intermediate level, with a small group with advanced proficiency and a minority with significant limitations in vocabulary selection and accuracy.

FIGURE 52 Speaking rubric / session 1 (pretest) Confidence and Body Language



Source: Table 12. Speaking rubric, session 1 (pretest), Instrument N° 4. Busto, (2025)

The graph above, reflected in Figure 52, presents the results of the pretest for the Confidence and Body Language criterion of the oral expression rubric. Twenty-eight percent of students scored "good" and 25% scored "fair." Twenty percent achieved "very good" performance, while only 10% achieved "excellent." On the other hand, 17% of students scored "needs improvement." These results suggest that, before the implementation of storytelling, a large portion of the students displayed moderate confidence and limited use of body language, reflecting the need for strategies to strengthen confidence in oral expression and nonverbal communication in English.

These results reflect that, before the pedagogical intervention, the majority of students possessed basic and intermediate oral skills, with a greater concentration at the "fair" and "good" levels across all the criteria assessed, and a limited number of outstanding performances. Furthermore, a significant group was identified with needs for improvement, particularly in

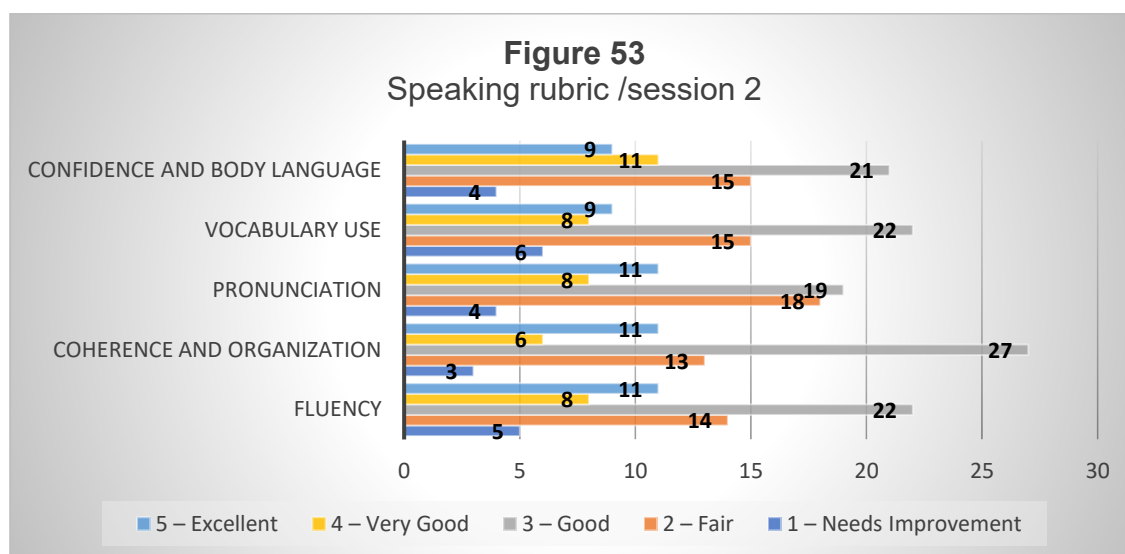
fluency, coherence, and confidence in self-expression. This initial assessment is fundamental, as it establishes the baseline against which to evaluate the impact of the use of storytelling on the development of oral proficiency in English.

Table 14 Speaking rubric / session 2

Criteria	1 – Needs Improvement	2 – Fair	3 – Good	4 – Very Good	5 – Excellent	Total
Fluency	5	14	22	8	11	60
Coherence and Organization	3	13	27	6	11	60
Pronunciation	4	18	19	8	11	60
Vocabulary Use	6	15	22	8	9	60
Confidence and Body Language	4	15	21	11	9	60

Source: Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

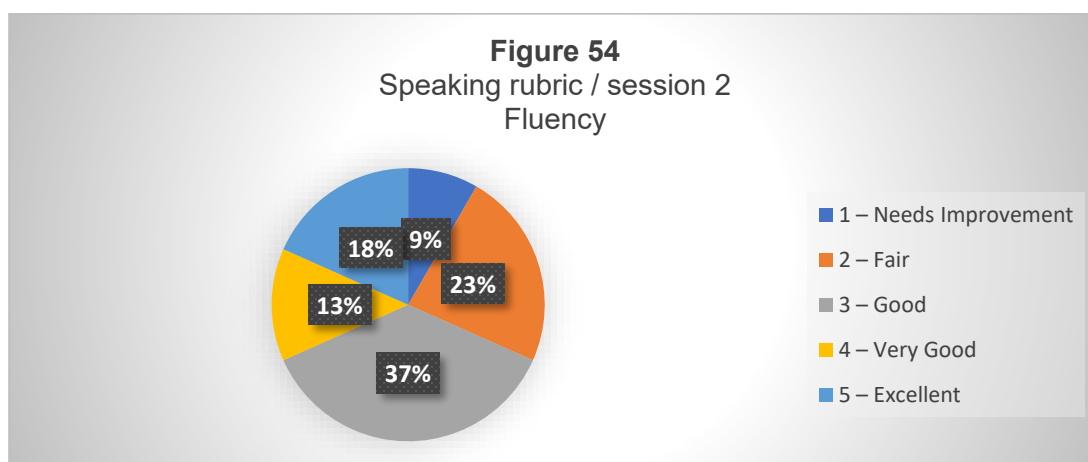
FIGURE 53 Speaking rubric / session 2 General results



Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

The previous graph shows the results of session 2 divided into five criteria: confidence and body language, vocabulary use, pronunciation, coherence and organization, and fluency. Therefore, for a more in-depth and accurate analysis and interpretation, each criterion will be graphed, along with its percentage and results.

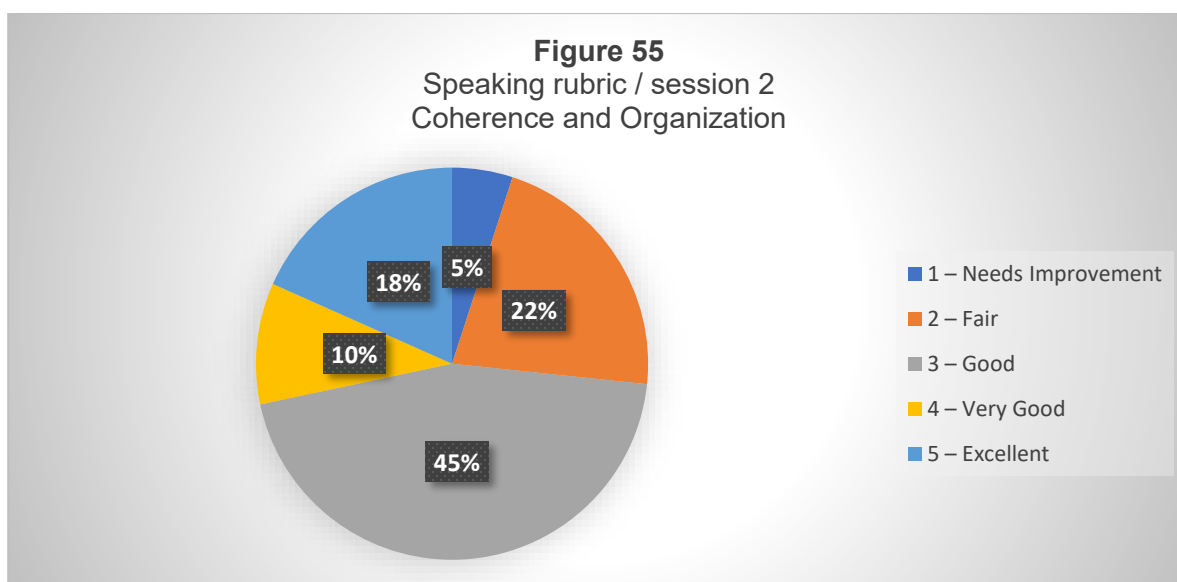
FIGURE 54 Speaking rubric / session 2 Fluency



Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

Regarding the previous graph related to Figure 54, it shows that 37% of students achieved a "good" level and 13% achieved a "very good" level in oral fluency. 23% obtained a "fair" level and 9% were in the "needs improvement" category. Additionally, 18% reached the "excellent" level. These results indicate a slight improvement compared to the pretest, demonstrating progress in the students' ability to maintain fluent English speech, including several criteria.

FIGURE 55 Speaking rubric / session 2 Coherence and Organization

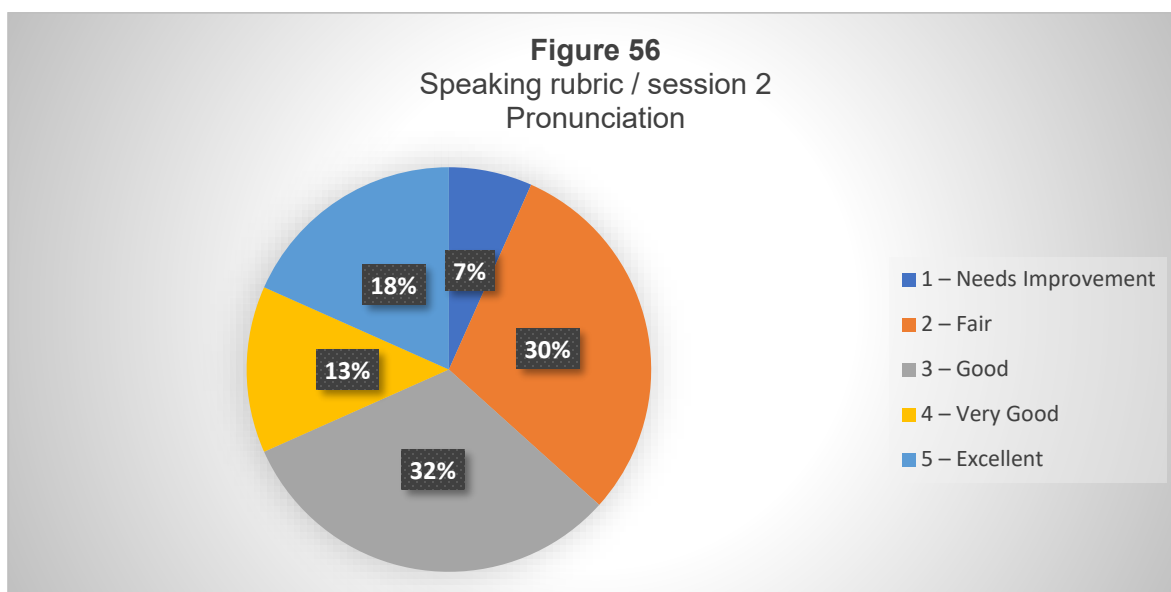


Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

In Figure 55, which includes information from the previous graph for analysis, 45% of students achieved a "good" level in coherence and organization of speech, while 10% achieved a "very good" level and 18% reached the "excellent" level. Twenty-two percent were at the "fair" level, and 5% were at the "needs improvement" level. This reflects a significant and gradual improvement in the structuring of ideas and the clarity of oral discourse in English. However,

more work is needed on grammar and word combinations to ensure natural fluency and to include more vocabulary within this category, providing more content and mastery of the topic.

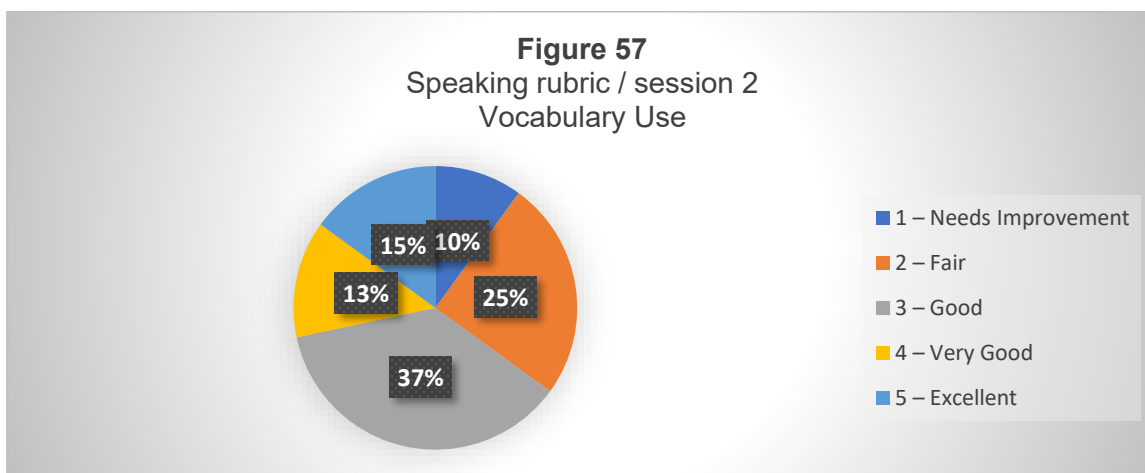
FIGURE 56 Speaking rubric / session 2 Pronunciation



Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

Figure 56, related to the previous graph, shows that 32% of students achieved a "good" level and 13% a "very good" level in pronunciation, while 18% achieved "excellent" performance. On the other hand, 30% were at the "fair" level and 7% were at the "needs improvement" level. These results show gradual progress in phonetic accuracy and clarity of oral expression. However, it is necessary to continue implementing storytelling activities where students participate in practicing and better adapting the pronunciation of vocabulary, words, and sentences.

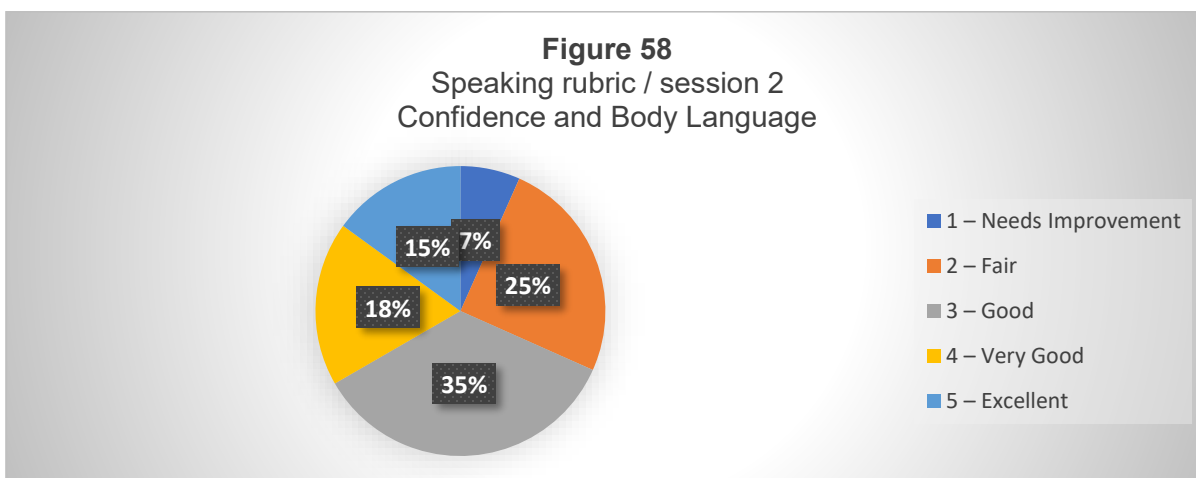
FIGURE 57 Speaking rubric / session 2 Vocabulary Use



Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

Figure 57, linked to the previous graph, shows that 37% of students achieved a "good" level and 13% achieved a "very good" level in vocabulary use. Fifteen percent obtained an "excellent" level, while 25% remained at the "fair" level and 10% were "needing improvement." These results reflect an increase in vocabulary proficiency, with more students achieving more precise and varied vocabulary use. This indicates the progress of the positive results achieved by the students from one session to the next.

FIGURE 58 Speaking rubric / session 2. Confidence and Body Language



Source: Table 13. Speaking rubric, session 2, Instrument N° 4. Busto, (2025)

The graph above relates to the information in Figure 58. It indicates that 35% of students achieved a "good" level and 18% reached a "very good" level in confidence and body language, while 15% achieved "excellent" performance. Twenty-five percent remained at the "fair" level, and 7% at the "needs improvement" level. This demonstrates progress in communicative confidence and the use of nonverbal resources to reinforce oral expression.

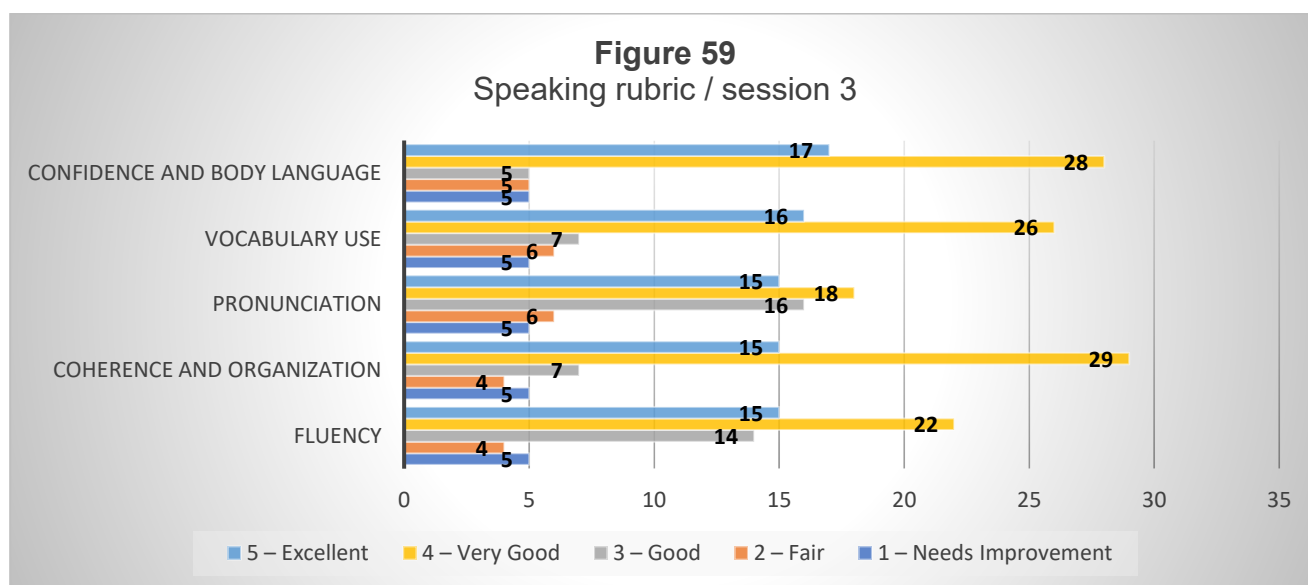
Overall, the results of this session demonstrate significant progress in all assessed areas, highlighting an increase in high levels of performance ("very good" and "excellent") and a reduction in the number of students at the "needs improvement" level. These findings suggest that the implementation of the storytelling technique is effectively contributing to the development of oral proficiency in English, improving both linguistic and paralinguistic aspects of communication.

Table 15 Speaking rubric / session 3

Criteria	1 – Needs Improvement	2 – Fair	3 – Good	4 – Very Good	5 – Excellent	Total
Fluency	5	4	14	22	15	60
Coherence and Organization	5	4	7	29	15	60
Pronunciation	5	6	16	18	15	60
Vocabulary Use	5	6	7	26	16	60
Confidence and Body Language	5	5	5	28	17	60

Source: Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

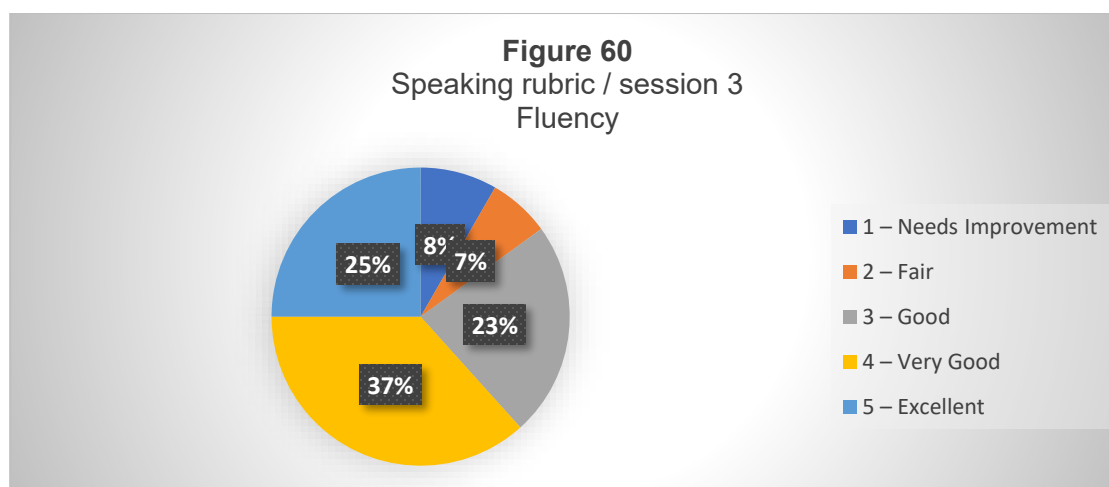
FIGURE 59 Speaking rubric 7 session 3



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

The previous graph shows the results of session 3 divided into five criteria: confidence and body language, vocabulary use, pronunciation, coherence and organization, and fluency. Therefore, for a more in-depth and accurate analysis and interpretation, each criterion will be graphed, along with its percentage and results.

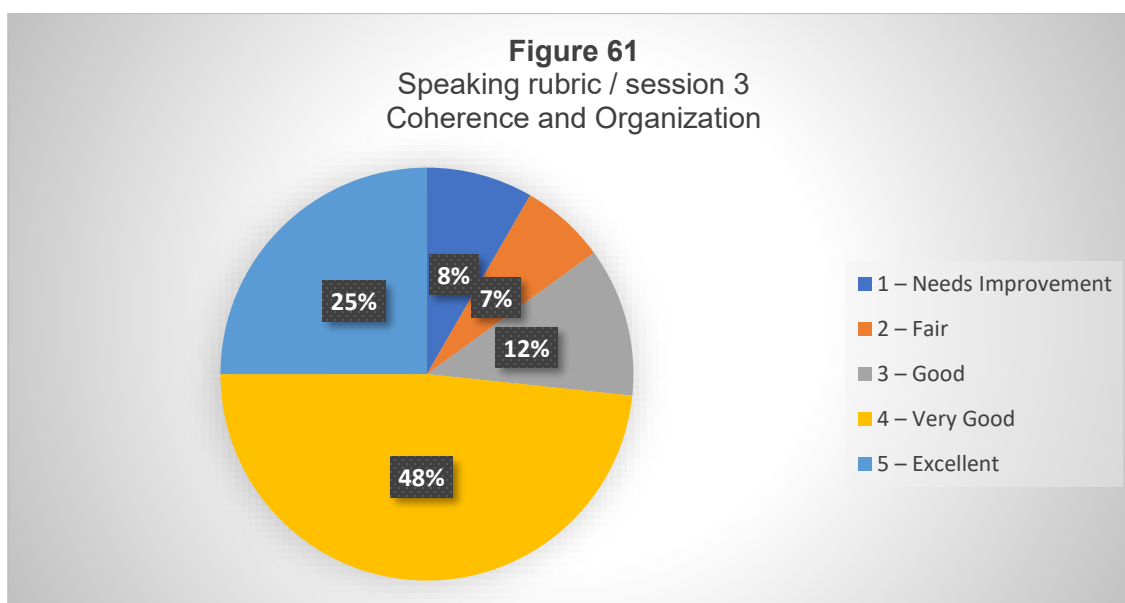
FIGURE 60 Speaking rubric / session 3. Fluency



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

Regarding the previous graph, it can be deduced that 37% of students achieved a "very good" level and 25% achieved the "excellent" category in oral fluency. 23% were at the "good" level, while only 7% presented "fair" performance and 8% were classified as "needs improvement." These results reflect a significant improvement compared to previous sessions, showing that the majority of students have managed to develop greater naturalness and continuity in their oral expression.

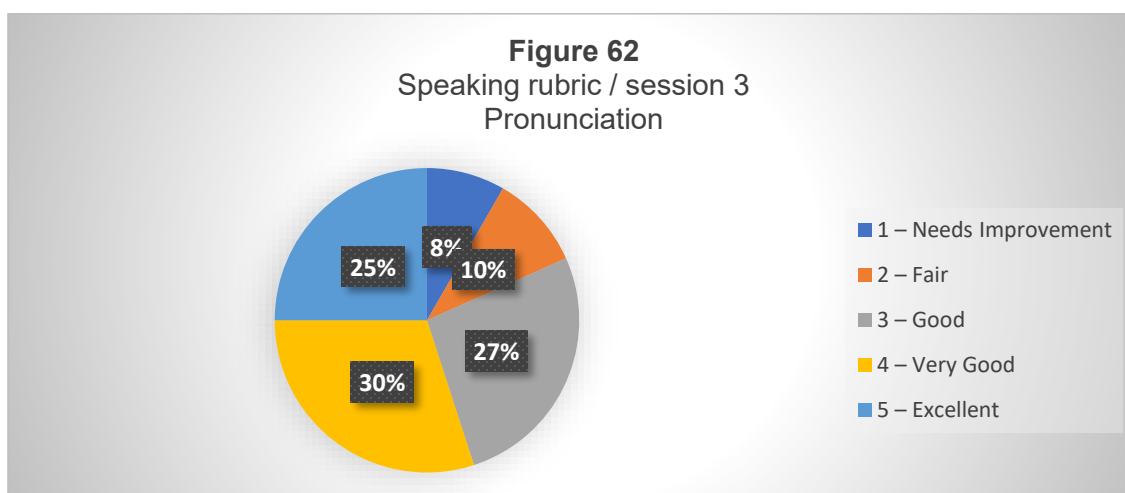
FIGURE 61 Speaking rubric / session 3. Coherence and Organization



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

Based on the information above related to Figure 61, 48% of students achieved a "very good" level and 25% reached an "excellent" level in coherence and organization of their speech. 12% remained at the "good" level, while 7% and 8% were classified as "fair" and "needs improvement," respectively. These results demonstrate a notable improvement in the ability to structure ideas clearly and cohesively, which favors effective communication.

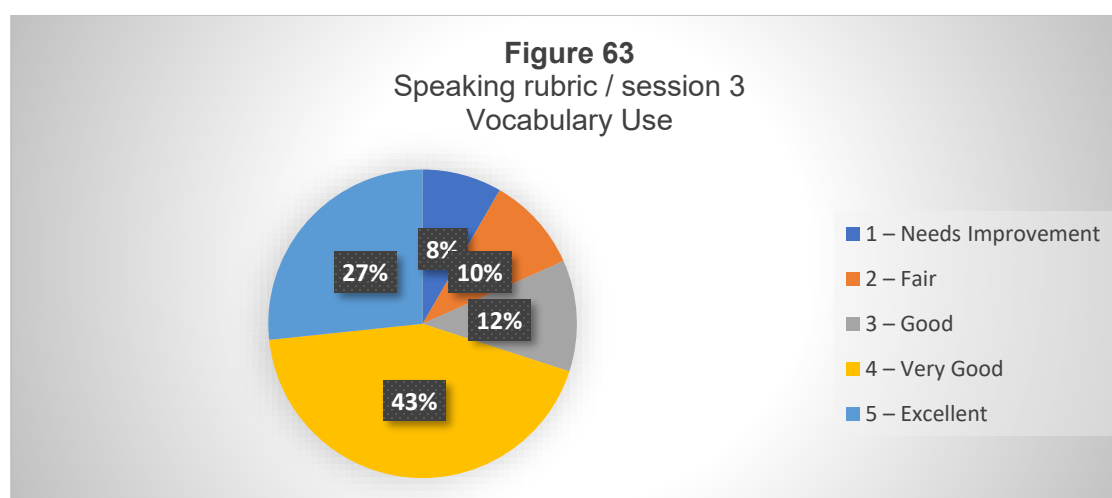
FIGURE 62 Speaking rubric / session 3. Pronunciation



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

Regarding the above information, it can be seen that 30% of students achieved a "very good" level and 25% achieved "excellent" performance in pronunciation. 27% were at the "good" level, while 10% presented "fair" performance and 8% were classified as "needs improvement." These results indicate clear progress in phonetic accuracy, intonation and articulation of words, and in the intelligibility of spoken speech.

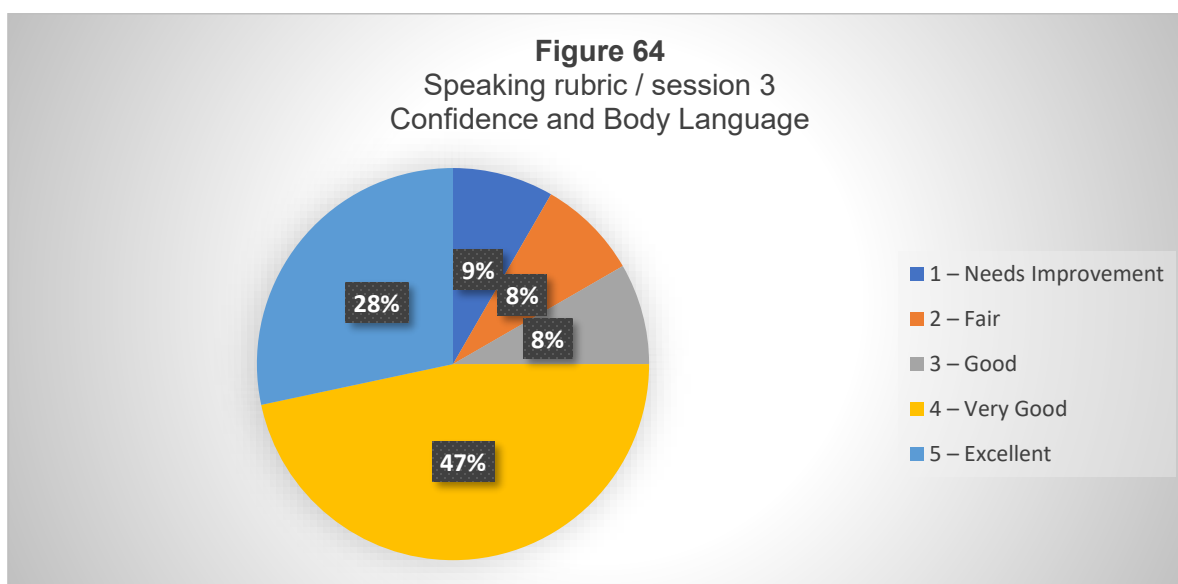
FIGURE 63 Speaking rubric / session 3. Vocabulary Use



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

Based on the information above in relation to Figure 63, it shows that 43% of students reached a "very good" level and 27% reached the "excellent" category in vocabulary use. 12% remained at the "good" level, while 10% were "fair" and 8% "needed improvement." This suggests significant development in vocabulary selection and application, promoting richer, more coherent expression, with mastery of vocabulary, theme, and content, and precision.

FIGURE 64 Speaking rubric / session 3. Confidence and Body Language



Source: Table 14. Speaking rubric, session 3, Instrument N° 4. Busto, (2025)

Regarding the information above related to Figure 64, it can be deduced that 47% of students achieved a "very good" level and 28% achieved "excellent" performance in confidence and body language. Only 8% were at the "fair" level, and 9% were at the "needs improvement" level. These results reflect a considerable increase in communicative confidence and the effective use of nonverbal resources to reinforce the oral message.

Overall, the results of session 3 demonstrate a comprehensive improvement in all aspects of oral expression assessed, highlighting a transition from basic and intermediate levels

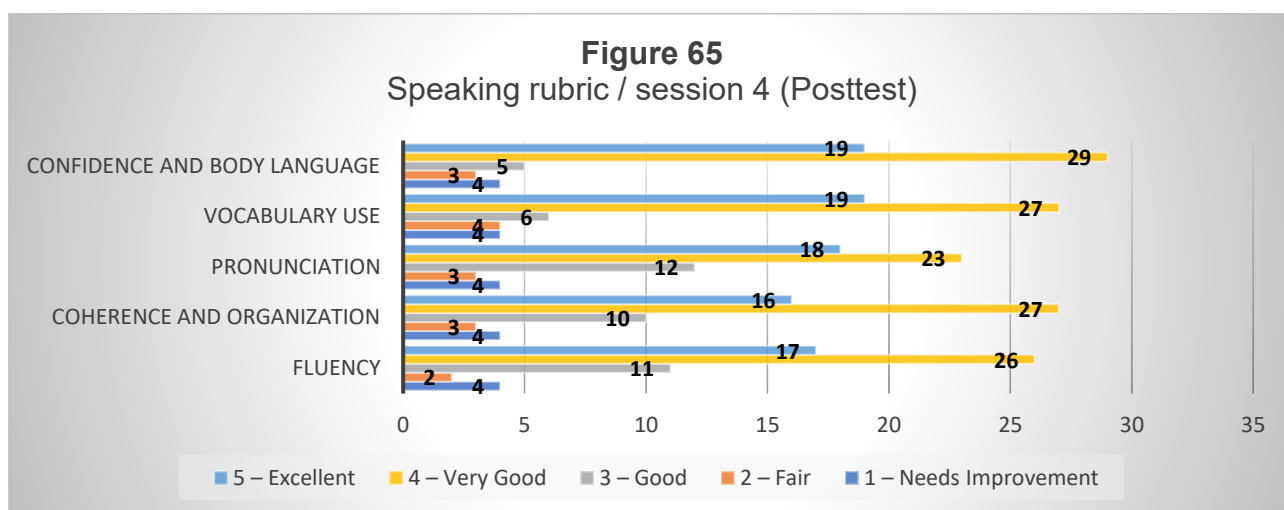
to advanced levels of performance. These findings confirm the positive impact of implementing the storytelling technique in strengthening students' oral proficiency, both in linguistic aspects and in attitudinal and paralinguistic factors.

Table 16 Speaking rubric / session 4 (posttest)

Criteria	1 – Needs Improvement	2 – Fair	3 – Good	4 – Very Good	5 – Excellent	Total
Fluency	4	2	11	26	17	60
Coherence and Organization	4	3	10	27	16	60
Pronunciation	4	3	12	23	18	60
Vocabulary Use	4	4	6	27	19	60
Confidence and Body Language	4	3	5	29	19	60

Source: Speaking rubric, session 4, Instrument N° 4. Busto, (2025)

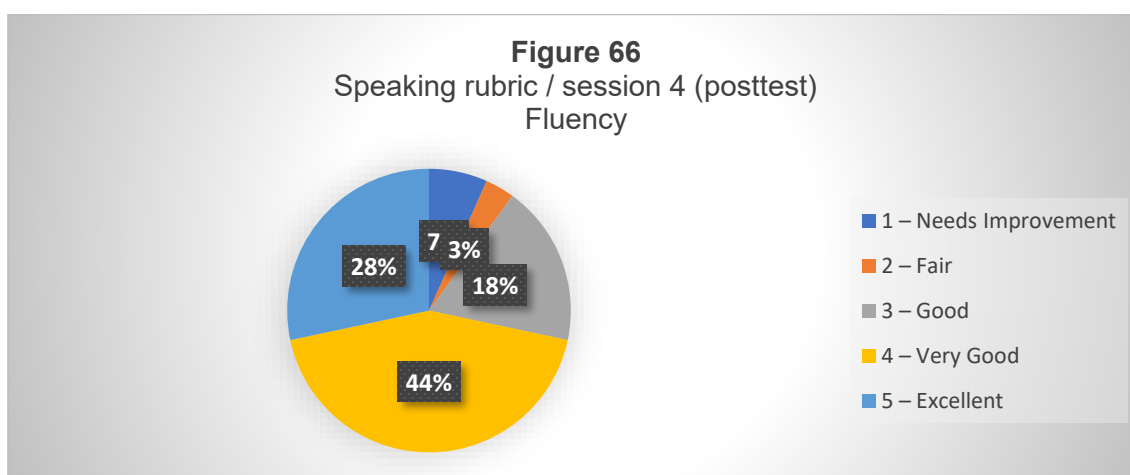
FIGURE 65 Speaking rubric / 4 (posttest). General results.



Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

The previous graph shows the results of an oral performance assessment (posttest / session 4) divided into five criteria: confidence and body language, vocabulary use, pronunciation, coherence and organization, and fluency. Therefore, for a more in-depth and accurate analysis and interpretation, each criterion will be graphed, along with its percentage and results.

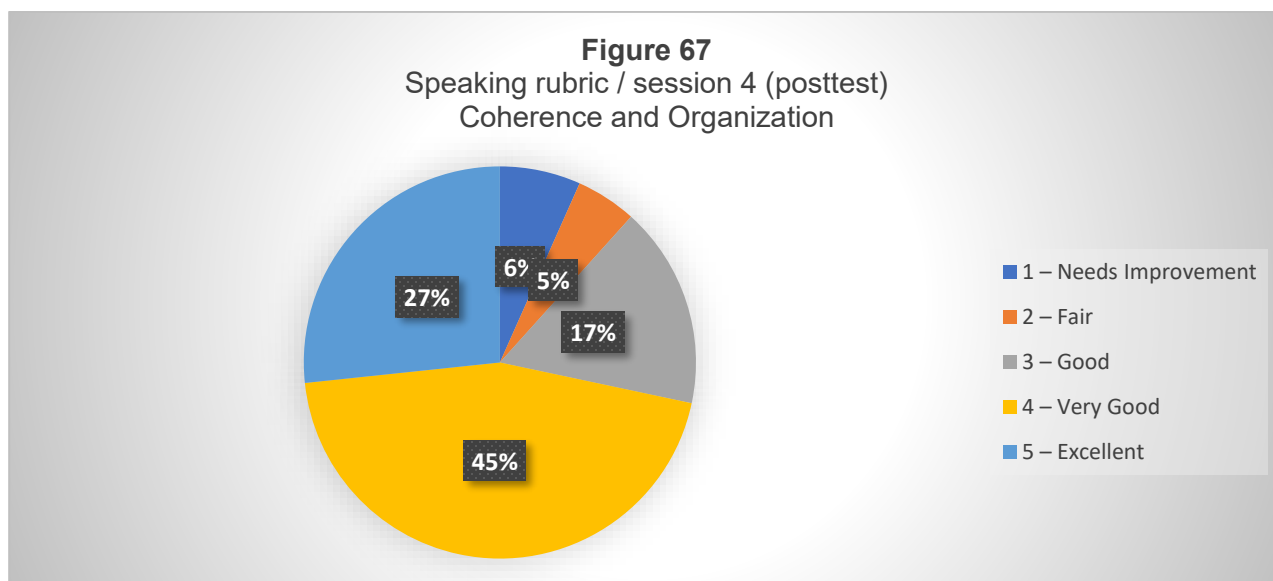
FIGURE 66 Speaking rubric / session 4 (porttest) Fluency



Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

Regarding the previous information, Figure 66 presents the results of the posttest for the fluency criterion within the oral expression rubric. 44% of students achieved a "very good" level and 28% achieved the "excellent" category, representing a notable improvement compared to the pretest results. Furthermore, 18% were rated "good," while only 3% were rated "fair" and 7% "needed improvement." These data reflect significant progress in the students' ability to express themselves fluently orally, as a result of the pedagogical intervention process based on the storytelling technique. The marked increase in students at the higher levels confirms the effectiveness of the strategy in strengthening this key skill of communicative competence in English.

FIGURE 67 Speaking rubric / session 4 (posttest) Coherence and organization

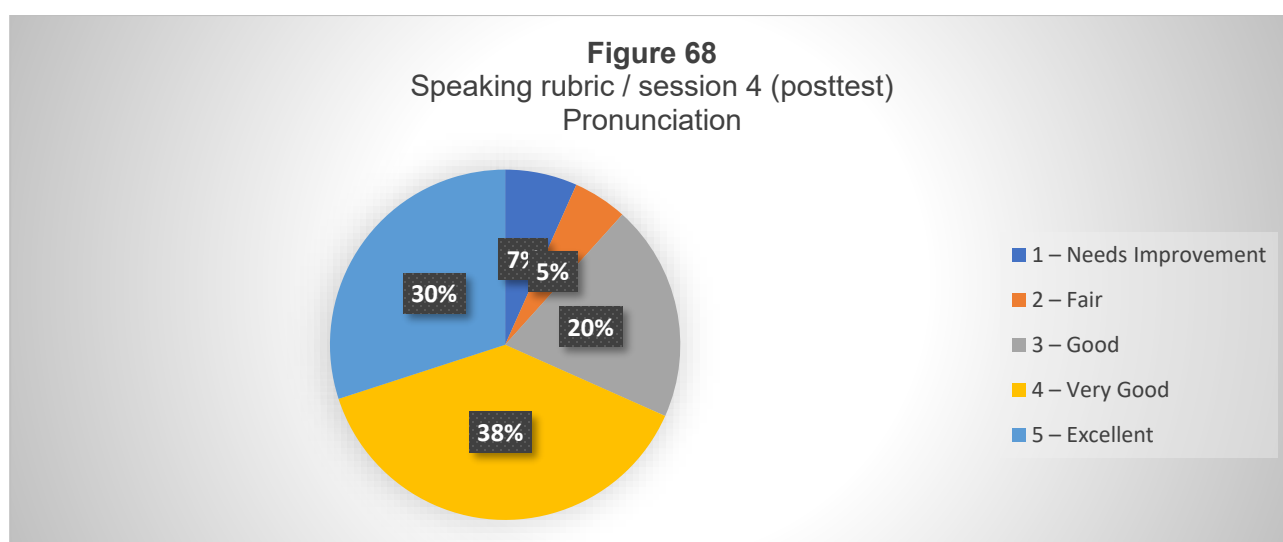


Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

Based on the information in the previous graph, related to Figure 67, it shows the results of the posttest for the coherence and organization criterion of the oral expression rubric. 45% of students achieved a "very good" level and 27% achieved the "excellent" category,

demonstrating outstanding mastery in the structuring and clarity of ideas when communicating in English. Seventeen percent were rated at the "good" level, while only 5% were rated "fair" and 6% as "needs improvement." These results represent a significant improvement compared to the pretest, where average and low levels predominated, suggesting that the storytelling technique effectively contributed to the development of a more organized, logical, and cohesive discourse.

FIGURE 68 Speaking rubric / session 4 (posttest) Pronunciation

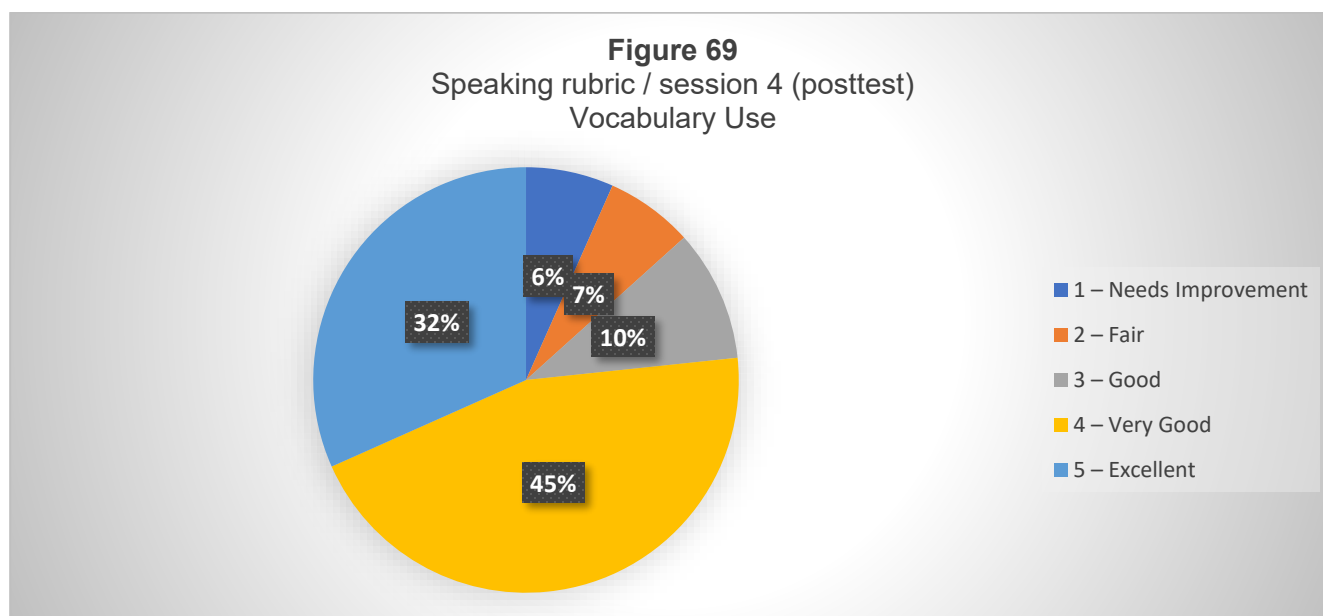


Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

Regarding the previous information related to Figure 68, it shows the results of the posttest for the pronunciation criterion within the oral expression rubric. 38% of the students achieved a "very good" level and 30% achieved the "excellent" category, adding up to 68% at the highest performance levels. 20% were rated "good," while only 5% were rated "fair" and 7% "needed improvement." These results represent significant progress compared to the pretest, showing clear improvements in phonetic accuracy and intelligibility of oral speech. The

storytelling-based pedagogical intervention appears to have effectively contributed to the correction of pronunciation errors and greater clarity in oral expression.

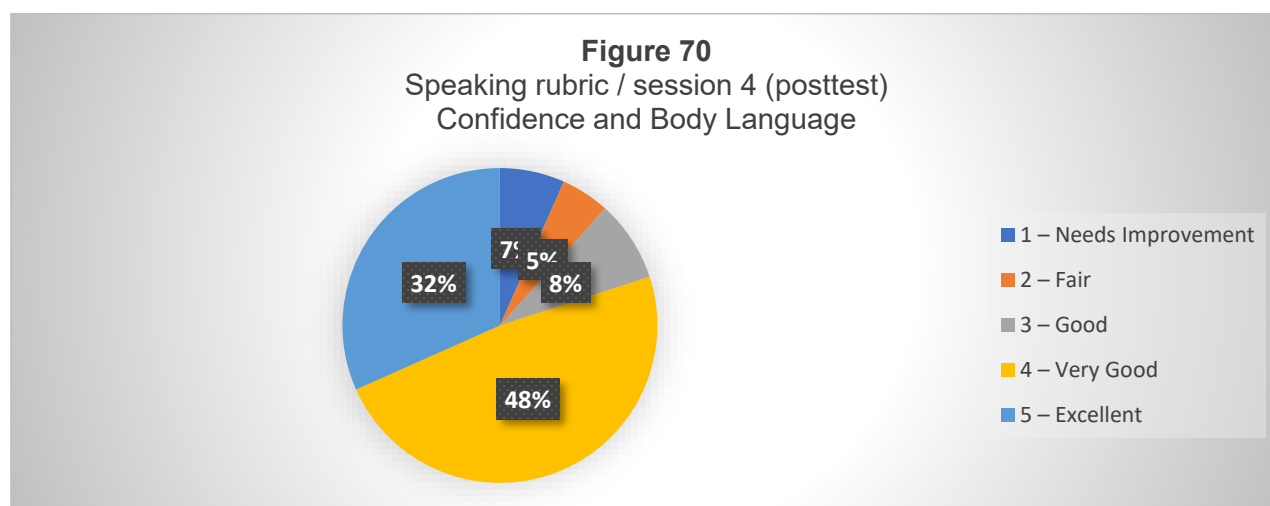
FIGURE 69 Speaking rubric / session 4 (posttest) Vocabulary Use



Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

Based on the information above, the graph below shows the results of the posttest for the vocabulary use criterion of the oral expression rubric. 45% of students achieved a "very good" level and 32% achieved "excellent" performance, representing 77% at the higher levels. Only 10% were rated "good," while 7% were rated "fair" and 6% "needed improvement." These results demonstrate a substantial improvement compared to the pretest, highlighting greater precision, vocabulary richness, and appropriateness in vocabulary use. Storytelling as a pedagogical strategy appears to have been an effective resource for expanding students' vocabulary repertoire and encouraging its contextualized use during oral production.

FIGURE 70 Speaking rubric / session 4 (posttest) Confidence and Body Language



Source: Table 15. Speaking rubric, session 4 (posttest), Instrument N° 4. Busto, (2025)

Regarding the information in the previous graph, it presents the results of the posttest for the confidence and body language criterion of the oral expression rubric. 48% of students achieved a "very good" level and 32% achieved "excellent" performance, representing 80% at the highest levels. Only 8% were rated "good," while 5% were rated "fair" and 7% "needs improvement." These results demonstrate significant development in the students' communicative confidence, as well as in their ability to effectively use gestures and body language to reinforce their speech. The use of the storytelling technique appears to have contributed not only to linguistic strengthening but also to increased confidence and expressiveness during oral interaction.

In short, the implementation of the storytelling technique not only strengthened the linguistic aspects of oral proficiency (fluency, pronunciation, vocabulary), but also enhanced students' speech organizational skills and communicative confidence, generating comprehensive progress in their performance.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

This section clearly and objectively demonstrates the conclusions reached by the researcher after having developed and substantiated theories, information, cited sources and authors, and above all, after a thorough analysis and interpretation of the measurement instruments applied to a student population. Therefore, it is concluded that the use of storytelling proved to be an effective pedagogical strategy for improving seventh-grade students' oral proficiency, generating significant gains in both language performance and motivation, confidence, and perceptions of English learning.

5.1.1 Conclusions for the first specific objective

The initial assessment revealed that most students were at basic and intermediate levels of oral proficiency, presenting notable weaknesses in fluency, coherence, pronunciation, vocabulary use, and confidence when expressing themselves in English. Furthermore, the students were unfamiliar with the term "storytelling," and very few had ever engaged in any activity related to this technique at some point in their academic experience. This means that they were not very familiar with storytelling.

It is concluded that storytelling has a significant impact on the development of oral skills, as it promotes contextualized language practice, encourages active student participation, and reduces anxiety when speaking English. Students also demonstrated a more receptive attitude toward oral production when activities were framed within creative and meaningful narratives. Furthermore, the teacher confirmed that the use of storytelling contributed to improved oral performance compared to traditional methods.

Furthermore, in the initial sessions, at the beginning of the implementation of storytelling-related activities, a small group of students with advanced performance was identified, while a considerable proportion needed additional support to overcome communication anxiety and improve their oral skills. It is concluded that storytelling is an effective tool to improve oral skills, as it promotes contextualized, creative and motivating learning, generating a more receptive attitude towards oral production.

5.1.2 Conclusions for the second specific objective

The most effective strategies were those that integrated visual elements, role-playing, simple narrative sequences, and group participation. Furthermore, it was evident that these activities promoted fluency and confidence in speaking, as students felt less prone to error and more motivated. Guided improvisation, the use of imaginary characters, and collaborative storytelling were also key to communicative success in the classroom. They always demonstrated motivation and attitude, but struggled with language and oral expression skills.

This objective demonstrated the students' development of interest, attitude, and motivation to learn a new technique like storytelling. During the four weeks, at the end of the storytelling-related activities, the students completed a mini-interview regarding their motivation and learning from the day. The results were very positive and noticeable, as the students' confidence and fluency in oral expression were evident. These improvements can also be seen in the graphs of the third instrument administered per session corresponding to the second specific objective.

The level of participation increased, and this was evident in each session during the activities, when students took the floor, offering their opinions and arguments related to storytelling without

the fear of making a mistake or doing it incorrectly. There was more trust and empathy in the class, and the students felt motivated and confident by the tutor's instructions during the sessions on implementing the storytelling activities. Therefore, the students were able to create their own version of the story, both individually and in groups.

5.1.3 Conclusions for the third specific objective

The comparative analysis between the pretest and posttest showed significant improvements in fluency, pronunciation, coherence, confidence, and vocabulary use. Furthermore, the storytelling technique enabled progressive learning, evidenced by an average increase in all the assessed criteria. Likewise, the continued implementation of this technique can sustainably strengthen communicative competence in English.

At first, the students were a little confused, as most had no prior knowledge of the technique, having listened very little and engaged in some storytelling activities. However, over the four weeks (four sessions) of activities, a change was evident, as they developed skills and abilities in this technique. Furthermore, they displayed a positive attitude and interest in learning. On the last day, the students gave a speech that demonstrated their interest and acquired knowledge. This demonstrates that the study technique is another tool that could be used for teaching and learning with seventh-grade students learning English as a second language.

Furthermore, during the 4 weeks (sessions) of implementing activities related to storytelling, the result was positive because it showed an improvement in students' knowledge, learning, application, and identification of activities related to storytelling as an integral language learning technique. This technique fulfills or covers communicative functions and skills that can

be applied to any academic grade and age of students, for the acquisition of vocabulary, grammatical structure, fluency, and the development and improvement of speaking.

In other words, based on the results reflected in the latest graphs on the speaking rubric related to oral expression (posttest), the students obtained excellent results in the areas of fluency, coherence, confidence, pronunciation, and vocabulary acquisition, evidencing that the storytelling technique for seventh-grade students at the Jose Figueres Ferrer CTP worked.

5.2 RECOMMENDATIONS

5.2.1 Recommendations for the first specific objective

The Ministry of Public Education (MEP) and the Higher Council of Education (CONESUP), as government agencies responsible for ensuring the education of children and adolescents, are urged to systematically incorporate storytelling as a complementary technique in oral production classes. This technique should be guided by structures, slides, and explanations appropriate to the educational level, thus ensuring high-quality learning for students in a second foreign language, such as English.

Furthermore, teachers should be trained in narrative methodologies and in the integration of audiovisual resources that enhance the technique. They should also implement periodic diagnostic assessments at the beginning of each school term to design pedagogical strategies tailored to student needs.

National and regional advisors and coordinators are encouraged to prioritize supporting students with lower oral confidence through guided practice activities, group dynamics, and techniques to reduce English speaking anxiety. This can be coordinated and monitored through

school visits and guidelines where students practice speaking as a communicative skill and creatively in English.

5.2.2 Recommendations for the second specific objective

The country's public and private universities are encouraged to prepare and train future teachers assertively and meaningfully in English language teaching so that they develop skills that enable both primary and secondary school students to acquire communicative abilities in the language. Furthermore, they should foster a classroom environment where mistakes are seen as part of learning, thus encouraging spontaneous participation without fear.

It is suggested that public and private schools design activities where students can construct their own stories, allowing them to practice contextualized vocabulary and useful grammatical structures. They should also integrate storytelling regularly into the English curriculum, adapting the narratives to the students' language level and interests.

Furthermore, it is recommended that teachers provide ongoing training in the use of storytelling and technological resources that enhance student creativity and participation. In addition, storytelling activities should be complemented with strategies such as dramatizations, role-playing games, and debates that promote language use in diverse communicative contexts.

5.2.2 Recommendations for the third specific objective

The Jose Figueres Ferrer CTP, and especially the director and coordinator of the English department, are encouraged to oversee compliance with the teaching plan and provide support tools, such as comprehensive training for English teachers, to improve and develop communication and technical skills related to language teaching and acquisition. This also includes the integration of interactive activities such as storytelling into the teaching plans.

Education professionals practicing this profession are encouraged to implement formative and summative assessments with rubrics that measure oral production criteria before, during, and after storytelling sessions so that students' progress can be monitored and feedback provided on the teaching-learning process. They are also encouraged to continue implementing the technique at least once a week to consolidate progress and prevent regressions in fluency.

Finally, teachers are encouraged to maintain the consistent and planned use of storytelling, as its ongoing application can sustainably strengthen communicative competence. Adapt stories to students' interests to maintain high motivation and ensure engagement in the oral activity. They should also maintain feedback opportunities with students to learn about their experiences using various methodologies and make appropriate pedagogical adjustments.

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ANNEXES

Annex # 1

Instrument: Diagnostic test / Questionnaire

Universidad Hispanoamericana

Teacher: Wilfredo Busto Jimenez	Date:
Tutor: Dra. María José Herrera Araya	
Student's name:	
<p>Research Title: The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first and second quarter of 2025.</p>	
<p>Specific objective #1: To analyze the impact of storytelling techniques on the development of speaking skills in seventh-grade EFL students at CTP José Figueres Ferrer during the first quarter of 2025.</p>	
<p>Cineforum: Through a cineforum applied in class, students will respond to questions about prior knowledge regarding the storytelling technique.</p>	
<p>Instructions: Choose Yes or No for each question.</p>	

Student Name: _____

Grade: _____

#	Question	Yes	No
1	Have you heard the word storytelling before?		
2	Do you know what storytelling means?		
3	Have you ever done a storytelling activity in your English class?		
4	Do you like listening to stories in English?		
5	Do you feel more motivated when the teacher tells or reads a story?		
6	Do you think it is important to include storytelling in English lessons?		
7	Do you enjoy participating in interactive speaking activities?		
8	Would you like to learn how to tell a story in English?		

Annex # 2

Instrument: Teacher Interview

Universidad Hispanoamericana	
Teacher: Wilfredo Busto Jimenez	Date:
Tutor: Dra. María José Herrera Araya	
Teacher name:	
Research Title: The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first and second quarter of 2025.	
Specific objective #1: To analyze the impact of storytelling techniques on the development of speaking skills in seventh-grade EFL students at CTP José Figueres Ferrer during the first quarter of 2025.	
Teacher Interview: This structured interview is designed to collect quantitative data about the use, frequency, and impact of storytelling techniques in EFL classes by English teachers at CTP José	
Instructions: mark the following scale as appropriate. Scale: 1 = Not at all, 2 = A little, 3 = A lot, 4 = Very much	

#	Question	Scale			
		Not at all (1)	A little (2)	A lot (3)	Very much (4)
1	I regularly use storytelling as a technique in my English lessons.				
2	I feel confident applying storytelling strategies in the classroom.				
3	Storytelling helps improve students' oral fluency in English.				
4	I notice greater student engagement during storytelling activities.				
5	Storytelling increases students' motivation to speak English.				
6	Storytelling activities encourage student participation.				
7	I use different storytelling strategies (e.g., visuals, gestures, voice modulation).				

8	I have observed improvement in students' coherence and cohesion when speaking after storytelling activities.				
9	Students show greater confidence when speaking after storytelling sessions.				
10	I consider storytelling an effective tool for developing speaking skills.				

Annex #3

Instrument: Student Interview

Universidad Hispanoamericana	
Teacher: Wilfredo Busto Jimenez	Date:
Tutor: Dra. María José Herrera Araya	
Student's name:	
<p>Research Title: The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first and second quarter of 2025.</p>	
<p>Specific objective #2: To identify specific storytelling strategies that effectively enhance students' confidence and fluency in speaking English as a foreign language.</p>	
<p>Student Interview (Mini Survey per Class Session)</p> <p>This short survey aims to collect quantitative data on students' motivation and attitude in each class session where storytelling techniques are applied.</p>	
<p>Instructions: mark the following scale as appropriate. Scale: 1 = Not at all, 2 = A little, 3 = A lot, 4 = Very much</p>	

Student Name: _____

Grade: _____

#	Question	Scale			
		Not at all (1)	A little (2)	A lot (3)	Very much (4)
1	I enjoyed today's storytelling activity.				
2	I felt motivated to participate in class.				
3	I felt confident speaking in English today.				
4	I understood the story and could talk about it.				
5	The story made it easier for me to speak in English.				
6	I would like to have more classes with storytelling?				

Annex # 4**Instrument:** Pretest/Posttest Speaking Rubric

Universidad Hispanoamericana	
Teacher: Wilfredo Busto Jimenez	Date:
Tutor: Dra. María José Herrera Araya	
Student's name:	
Research Title: The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first and second quarter of 2025.	
Specific objective #3: To analyze students' progress in speaking skills after the application of storytelling techniques in the EFL classroom.	
Speaking Assessment Rubric: This rubric is used to quantitatively evaluate students' oral performance before and after the implementation of storytelling activities	
Instructions: Rate each student's oral performance based on the descriptors below. Use the following scale: 1 = Needs Improvement / 2 = Fair / 3 = Good / 4 = Very Good / 5 = Excellent	

Student Name: _____ Points _____ Grade: _____

Criteria	1 – Needs Improvement	2 – Fair	3 – Good	4 – Very Good	5 – Excellent
Fluency	Struggles to speak; frequent pauses	Some pauses; limited flow	Maintains flow with minor hesitation	Mostly fluent with good pace	Speaks fluently with natural flow
Coherence and Organization	Speech is disorganized and hard to follow	Somewhat organized, lacks clarity	Ideas are mostly clear and organized	Well-structured with logical flow	Exceptionally clear and well-organized
Pronunciation	Difficult to understand; many errors	Several pronunciation errors	Understandable with some errors	Clear pronunciation with few mistakes	Excellent pronunciation and clarity
Vocabulary Use	Limited vocabulary; repetitive or incorrect usage	Uses some relevant vocabulary	Adequate vocabulary for the task	Rich and varied vocabulary	Sophisticated and appropriate word use

Confidence and Body Language	Avoids eye contact, very nervous	Low voice, limited interaction	Moderate confidence, occasional eye contact	Good posture and clear voice	Very confident, expressive and engaging
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Annex # 5

Instructor's name: Wilfredo Busto Jiménez	Region: SAN JOSE / DESAMPARADOS / Circuit 04
Subject: English (storytelling)	School Term: I Trimester
Level: 7th Grade	Weeks: 1
Date: from June 9th to 13th	Plan Number: 1
Unit: Farms around us.	Theme: farm animals.

Diagnostic test (storytelling “Yes, to say lives”)

<p><i>Linguistic objectives</i></p> <p><i>At the end of the week, Ss will be able to: better understand the concept of storytelling and its techniques and functions.</i></p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i></p>
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“Todos somos diferentes, pero iguales en dignidad, derechos y deberes.”

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<p>1. Speaking.</p> <p>Identify storytelling techniques applied in classroom in order to improve communications skills in seventh graders students.</p>	<p>WU: The professor begins the class by greeting the students and explaining that the class will be based on a very creative and dynamic technique. He then conducts a short memory game activity using animals as a resource.</p> <p>PRS: The teacher begins with the diagnostic test, conducts the first activity, and shows a video explaining the importance of storytelling techniques in class and the components of a storytelling project.</p> <p>https://www.youtube.com/watch?v=fcnxF8kEBLY</p> <p>Afterward, the teacher administers a short questionnaire to the students related to the video and the storytelling technique. The teacher reads the questions to the students, and they respond on the sheet provided by the teacher. Some questions in the questionnaire include:</p>	<p>Ss will be assessed through...</p> <p>Speaking.</p> <p>Identifying the previous knowledge of the students related to the storytelling technique.</p>

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- **Have you heard the word storytelling before?**
- **It is necessary to apply storytelling in class as interactive activities?**

As a second activity, the teacher will read and perform a dramatized story for the students, a narrative adapted to the students' level, grade, and age to familiarize them with the technique. The title of the story is **"Yes, to Save Lives."**

The teacher will ask the students to give their opinions on the dramatized story, and will conduct a pretest oral assessment on basic vocabulary and oral expression. An oral assessment rubric will be applied.

CLOS: To conclude the session, the teacher will conduct a Kahoot activity using the information discussed and learned in class. Professor will also conduct a short interview about students' motivation and attitude in class.

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Annex # 6

Instructor's name: Wilfredo Busto Jiménez	Region: SAN JOSE / DESAMPARADOS / Circuit 04
Subject: English (storytelling)	School Term: I Trimester
Level: 7th Grade	Weeks: 2
Date: from June 16 th to 20th	Plan Number: 2
Unit: Farms around us.	Theme: farm animals.

Storytelling technique (The unusual flea)




<p>Linguistic objectives</p> <p><i>At the end of the week, Ss will be able to: better understand the concept of storytelling its techniques and functions.</i></p>	<p>Mediation Strategies</p>	<p>Evaluation of learning outcomes</p>

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<p>1. Speaking</p> <p>Identify storytelling techniques applied in classroom in order to improve communications skills in seventh graders students.</p>	<p>WU: The teacher begins the class by greeting the students and briefly reviewing the previous session through a memory game related to the applied technique (storytelling) and the unit's topic.</p> <p>PRS: As an activity, the teacher will read and perform a dramatized story for the students, a narrative adapted to the students' level, grade, and age to familiarize them with the technique. The title of the story is "The unusual flea".</p> <p>At the end of the story, read and dramatized by the teacher, students will be asked to create and orally share a moral related to the story, based on their perceptions while listening to the teacher read it. And will conduct a pretest oral assessment on basic vocabulary and oral expression. An oral assessment rubric will be applied.</p>	<p>Ss will be assessed through...</p> <p>Speaking.</p> <p>Learning basic knowledges of the students related to the storytelling technique.</p>
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	<p>CLOS: As a closing and feedback activity, the teacher will ask the students questions about the story they heard and saw. The professor will also conduct a brief interview about the students' motivation and attitude in class.</p>	
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Annex # 7

Instructor's name: Wilfredo Busto Jiménez	Region: SAN JOSE / DESAMPARADOS / Circuit 04
Subject: English (storytelling)	School Term: I Trimester
Level: 7th Grade	Weeks: 3
Date: from June 23rd to 27th	Plan Number: 3
Unit: Farms around us.	Theme: farm animals.

Storytelling technique (Mr. Castor)

<p>Linguistic objectives</p> <p>At the end of the week, Ss will be able to: better understand the concept of storytelling its techniques and functions.</p>	<p>Mediation Strategies</p>	<p>Evaluation of learning outcomes</p>
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<p>1. Speaking.</p> <p>Identify storytelling techniques applied in classroom in order to improve communications skills in seventh graders students.</p>	<p>WU: The teacher greets the students and gives them some materials that they will use in the storytelling technique corresponding to the third session.</p> <p>PRS: The teacher will play music related to the story's theme to prepare the classroom. He or she will also project printed images related to the main characters and the story's setting. The name of the story is "Mr. Beaver."</p> <p>The teacher will begin to tell the story about "Mr. Castor" aloud, slowly, and narrated. He or she will use the printed images as resources and show the students the story related to the lesson.</p> <p>At the end of the story, the students will complete an oral individual intervention that involves modifying the story's introduction and</p>	<p>Ss will be assessed through...</p> <p>Speaking</p> <p>Understanding basic information related to the storytelling technique.</p>

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conclusion, adding their own opinions or criteria. And will conduct an oral assessment on basic vocabulary and oral expression. An oral assessment rubric will be applied.

CLOS: As a closing and feedback activity, the teacher will ask the students questions about the story they heard and saw. The professor will also conduct a brief interview about the students' motivation and attitude in class.

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Annex # 8

Instructor's name: Wilfredo Busto Jiménez	Region: SAN JOSE / DESAMPARADOS / Circuit 04
Subject: English (storytelling)	School Term: I Trimester
Level: 7th Grade	Weeks: 4
Date: from June 30th to July 04th	Plan Number: 4
Unit: Farms around us.	Theme: farm animals.

(The adventures of Bolt the rabbit) Closing activity and final evaluation (oral presentation about Storytelling technique)

<p>Linguistic objectives</p> <p>At the end of the week, Ss will be able to: better understand the concept of storytelling its techniques and functions.</p>	<p>Mediation Strategies</p>	<p>Evaluation of learning outcomes</p>
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<p>1. Speaking</p> <p>Identify storytelling techniques applied in classroom in order to improve communications skills in seventh graders students.</p>	<p>WU: The teacher greets the students and gives them some materials that they will use in the storytelling corresponding to last session.</p> <p>PRS: The teacher will play music related to the theme of the storytelling to prepare the stage (classroom). The name of the storytelling is “The adventures of Bolt the rabbit”. The teacher will begin to tell the storytelling about "The adventures of Bolt the rabbit" out loud, slowly, and narrated. The teacher will use as resources puppetry while he is telling the story, all of those related to the storytelling.</p> <p>At the end of the story, the teacher will form three groups of five students. The teacher will then bring materials to each group and explain the instructions for the final activity. With the teacher's help, students will create their own mini-story in groups using keywords and applying prior knowledge of the</p>	<p>Ss will be assessed through...</p> <p>Speaking</p> <p>Knowing basic information related to the storytelling technique applied into classroom.</p>

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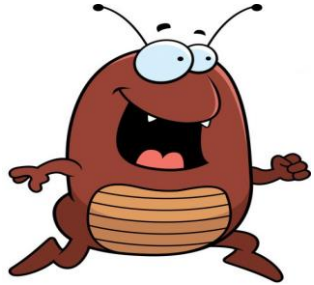
storytelling technique explained in previous weeks. Students will then come to the front of the class in groups and tell the story creatively and narratively. An oral assessment will be conducted on basic vocabulary, oral expression, fluency, coherence, and confidence. An oral assessment rubric will be used.

CLOS: As a closing and feedback activity, the teacher will ask the students questions about the story they heard and saw. The professor will also conduct a brief interview about the students' motivation and attitude in class.

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Annex # 9



Storytelling's

The unusual flea

Once upon a time, there was a flea who was funny and quite cheerful.

This little flea lived on a dog's tail, but she was adventurous and looked for new things, forests, seas, jungles, and mysterious caves.

This little flea dreamed of being a great traveler, but she could only go where the dog moved. All her friends made fun of her saying that she was simply too small.

But still, she imagined that very soon she would be able to leave she would jump onto new trails and see places other than dog butts.

The flea got smart and packed her suitcase very well because she had already set herself the goal of seeing the world.

So, it happened one day, it started to rain and the dog ran under a roof to be able to protect himself, the flea saw a paper boat in front of him and jumped towards the boat.

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It was thus that the little flea began his great adventure, he happily sailed for days admiring new landscapes where he got to know some animals, but the flea continued on its way without looking back, to achieve a goal, you do not have to go back.

The little boat sailed a long way until it reached the high seas, but, with all the humidity, it began to disintegrate, in that a large seagull came down from above and the flea in a single jump he climbed on the great seagull, that's how she got to a new path until she reached a space station that was going to launch a rocket into space, in that the flea jumped on an astronaut helmet.

The men got on the rocket and the flea, inside the helmet, began to get excited.

The ship went into the sky and in all that the huge rocket floated among the stars, the flea, fascinated, looked at each one of them and from the top, he could see the planet Earth, calling his attention that the people did not distinguish themselves

Then the flea understood something there:

"That we are all fleas on a dog in the shape of a sphere." END

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Annex # 10

YES, TO SAVE LIVES



It all started on a cold Saturday in November. I was going for a walk with my family and suddenly we found her, there on the road all sad, asking for help, unprotected, hungry, full of spiders, and fleas. It was very painful to see her almost dead. my family and I

We managed to take her to a vet on time, we lifted her as best we could without hurting her, and while at the vet she was diagnosed with red mange. Afterward, all measures were taken to recover. Bathing her with warm water and her medicated shampoo every day made "Pequi" gradually feel better and more confident.

"Pequi" had many parts of his skin raw, he used many medications, creams, vaccines, and tests. Later with all the love in the world

"Pequi" was improving, his hair began to grow and his skin to heal.

A year later Pequi was diagnosed as a dog with autism and currently suffers from many traumas but was lucky enough to find a family that loves and cares for her.

With that story I want us to say YES TO SAVE LIVES.

The END



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Annex # 11



Mr. Castor

Once upon a time, Mr. Castor is a beaver, he lives in the forest parkland and working in the city, has 3 children and wife, he is very quiet, friendly, honest, etc. Mr. Castor one day leaving work he met Boster, a very evil dog, who stole the belongings of the citizens of pinkland and had a very bad reputation that's why Mr. Castor was amazed and scared to see him in the forest that afternoon, he thought he was going to steal, bit what Boster wanted was for Mr. Castor to help him enter the same company where Mr. Castor worked, but Mr. Castor, knowing Boster's bad reputation, told him that he couldn't because he was well known for be a thief embarrassed Boster told him that those were rumors that were invented because he helped an old woman when she was being robbed and since she did not have a very good vision she confused him with the criminal, and that same day he had looked for the lady to clarify the rumors, but she didn't want to because her son was the one who stole and did want expose him like that to the city of pinkland, and if they wanted they would go together with that lady and she would tell him the truth. And that was now Mr. Castor accompanied him so that the lady would tell him the truth and tell him to please trust Boster because he was a good citizen and a good boy and that it was stealing on behalf of

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Boster. That was how Mr. Castor learned not to judge before knowing the history of both parties and helped Boster to have a job with him and clarify the rumors without having to say that it was the son of the lady who had done it and not Boster.

The END



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Annex # 12



The adventures of Bolt the rabbit

Once upon a time there was a rabbit named Bolt, he lived in a big old tree deep in the Yaletown forest, so the rabbit's house was huge and fit many animals, but the rabbit was stingy, one day he went out looking for tubers and when he was jumping and jumping through the forest he listened to the animals worried that a very strong winter was approaching more than any other and the rabbit went to look for food every day for the

whole winter with all the food he collected was enough for 10 more animals for the whole winter and one day a tortoise came over and she asked him if he could stay with him in his huge house the rabbit told him no he was not going to share his house, that same day he ran into a weasel and the weasel told him Bolt you can let me and my brother stay in your house and Bolt told him no you would just take away space in my house and then on the way back to his house a fox appeared and the fox said Bolt you could leave me stay in your house is that I don't have shelter for the winter and Bolt replied Nick but if you've tried to eat me many times I'm going to let you stay in my house and he left quickly jumping towards his house, Bolt went out for a walk through the forest and suddenly three foxes appeared one of them said rabbit now you are going to be part of our reserve for the winter and when they were

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going to eat it the turtle appeared biting one of them then Nick the fox appeared and attacked another of the three foxes also came out of nowhere the weasels causing the last fox to stumble and fall down then Bolt apologized to everyone and invited them to spend the winter at his house at four...

The END





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Annex # 13



San José, La Lucha de Desamparados

Señor:

Director, Rafael Ángel Cordero Castillo

Colegio Técnico Profesional José Figueres Ferrer

Estimados señores:

Por este medio, me permito solicitar respetuosamente la autorización para realizar un trabajo de campo con los estudiantes de séptimo año de esta institución, como parte del desarrollo del proyecto de investigación titulado:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025”

Este trabajo tiene como finalidad optar al grado de **Licenciatura en la Enseñanza del Inglés** de la **Universidad Hispanoamericana** y consiste en la implementación de actividades basadas en técnicas de narración de historias (*storytelling*) orientadas a mejorar la habilidad oral de los estudiantes en inglés como lengua extranjera.

La investigación se desarrollará durante el primer trimestre del año 2025, bajo los principios de respeto, ética y confidencialidad de la información. Se garantiza que los datos recolectados serán utilizados únicamente con fines académicos y que no se afectará el normal desarrollo de las lecciones.



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Agradezco de antemano su colaboración y disposición para permitir la ejecución de este proyecto, el cual busca contribuir tanto al proceso formativo de los estudiantes como al desarrollo de nuevas estrategias pedagógicas en el aula de inglés.

Atentamente,

Wilfredo Busto Jiménez

Estudiante de Licenciatura en la Enseñanza del Inglés

Universidad Hispanoamericana

Cédula: 8-0153-0479





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Annex # 14

La Lucha, San Cristóbal, Desamparados

Señores:

Universidad Hispanoamericana

Declaración Jurada

Yo, Paulina Rojas C profesor(a) especialista en la enseñanza del idioma inglés, con categoría académica profesional de MT-6 y título de Licenciatura en la Enseñanza del Inglés, con 18 años de experiencia profesional y 18 años de servicio en el ámbito educativo, debidamente incorporado(a) al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes de Costa Rica, hago constar por medio de la presente que he revisado cuidadosamente los instrumentos de medición elaborados por el señor Wilfredo Busto Jiménez, portador de la cedula de identidad numero 801530479, estudiante de la carrera de Enseñanza de Inglés de la Universidad Hispanoamericana.

Dichos instrumentos están diseñados como parte del proceso investigativo que el estudiante desarrolla para optar por el grado de Licenciatura, con el tema:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”

Después de realizar un análisis riguroso de dichos instrumentos, doy fe de que cumplen con los requerimientos técnicos, pedagógicos y éticos necesarios para su aplicación dentro del contexto educativo propuesto. Por tanto, avalo su validez y pertinencia para ser utilizados en el desarrollo y análisis de la presente investigación.

Para los efectos correspondientes, extendo la presente declaración en La Lucha, San Cristóbal, a los 19 días del mes de junio del año 2025.

Firma: _____

Cédula: 3-394 563



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Annex #15

La Lucha, San Cristóbal, Desamparados

Señores:

Universidad Hispanoamericana

Declaración Jurada

Yo, Keilor Vargas, profesor(a) especialista en la enseñanza del idioma inglés, con categoría académica profesional de MT-6 y título de Licenciatura en la Enseñanza del Inglés, con 16 años de experiencia profesional y 13 años de servicio en el ámbito educativo, debidamente incorporado(a) al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes de Costa Rica, hago constar por medio de la presente que he revisado cuidadosamente los instrumentos de medición elaborados por el señor Wilfredo Busto Jiménez, portador de la cedula de identidad numero 801530479, estudiante de la carrera de Enseñanza de Inglés de la Universidad Hispanoamericana.

Dichos instrumentos están diseñados como parte del proceso investigativo que el estudiante desarrolla para optar por el grado de Licenciatura, con el tema:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”

Después de realizar un análisis riguroso de dichos instrumentos, doy fe de que cumplen con los requerimientos técnicos, pedagógicos y éticos necesarios para su aplicación dentro del contexto educativo propuesto. Por tanto, avalo su validez y pertinencia para ser utilizados en el desarrollo y análisis de la presente investigación.

Para los efectos correspondientes, extiendo la presente declaración en La Lucha, San Cristóbal, a los 19 días del mes de junio del año 2025.

Firma:

Cédula: 3-0426-267.



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Annex #16

La Lucha, San Cristóbal, Desamparados

Señores:

Universidad Hispanoamericana

Declaración Jurada

Yo, Cristina Prado S., profesor(a) especialista en la enseñanza del idioma inglés, con categoría académica profesional de MT-6 y título de Licenciatura en la Enseñanza del Inglés, con 17 años de experiencia profesional y 17 años de servicio en el ámbito educativo, debidamente incorporado(a) al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes de Costa Rica, hago constar por medio de la presente que he revisado cuidadosamente los instrumentos de medición elaborados por el señor Wilfredo Busto Jiménez, portador de la cedula de identidad numero 801530479, estudiante de la carrera de Enseñanza de Inglés de la Universidad Hispanoamericana.

Dichos instrumentos están diseñados como parte del proceso investigativo que el estudiante desarrolla para optar por el grado de Licenciatura, con el tema:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”

Después de realizar un análisis riguroso de dichos instrumentos, doy fe de que cumplen con los requerimientos técnicos, pedagógicos y éticos necesarios para su aplicación dentro del contexto educativo propuesto. Por tanto, avalo su validez y pertinencia para ser utilizados en el desarrollo y análisis de la presente investigación.

Para los efectos correspondientes, extendiendo la presente declaración en La Lucha, San Cristóbal, a los 19 días del mes de junio del año 2025.

Firma: Cristina Prado S.

Cédula: 304390807.





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Annex #17

La Lucha, San Cristóbal, Desamparados

Señores:

Universidad Hispanoamericana

Declaración Jurada

Yo, Carmen Navarro C., profesor(a) especialista en la enseñanza del idioma inglés, con categoría académica profesional de MT-6 y título de Licenciatura en la Enseñanza del Inglés, con 18 años de experiencia profesional y 16 años de servicio en el ámbito educativo, debidamente incorporado(a) al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes de Costa Rica, hago constar por medio de la presente que he revisado cuidadosamente los instrumentos de medición elaborados por el señor Wilfredo Busto Jiménez, portador de la cedula de identidad numero 801530479, estudiante de la carrera de Enseñanza de Inglés de la Universidad Hispanoamericana.

Dichos instrumentos están diseñados como parte del proceso investigativo que el estudiante desarrolla para optar por el grado de Licenciatura, con el tema:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”

Después de realizar un análisis riguroso de dichos instrumentos, doy fe de que cumplen con los requerimientos técnicos, pedagógicos y éticos necesarios para su aplicación dentro del contexto educativo propuesto. Por tanto, avalo su validez y pertinencia para ser utilizados en el desarrollo y análisis de la presente investigación.

Para los efectos correspondientes, extendo la presente declaración en La Lucha, San Cristóbal, a los 19 días del mes de junio del año 2025.

Firma:

Cédula: 304240878



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Annex #18

La Lucha, San Cristóbal, Desamparados

Señores:

Universidad Hispanoamericana

Declaración Jurada

Yo, Rebeca Umaña Brenes profesor(a) especialista en la enseñanza del idioma inglés, con categoría académica profesional de MT-6 y título de Licenciatura en la Enseñanza del Inglés, con 16 años de experiencia profesional y 16 años de servicio en el ámbito educativo, debidamente incorporado(a) al Colegio de Licenciados y Profesores en Letras, Filosofía, Ciencias y Artes de Costa Rica, hago constar por medio de la presente que he revisado cuidadosamente los instrumentos de medición elaborados por el señor Wilfredo Busto Jiménez, portador de la cedula de identidad numero 801530479, estudiante de la carrera de Enseñanza de Inglés de la Universidad Hispanoamericana.

Dichos instrumentos están diseñados como parte del proceso investigativo que el estudiante desarrolla para optar por el grado de Licenciatura, con el tema:

“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”

Después de realizar un análisis riguroso de dichos instrumentos, doy fe de que cumplen con los requerimientos técnicos, pedagógicos y éticos necesarios para su aplicación dentro del contexto educativo propuesto. Por tanto, avalo su validez y pertinencia para ser utilizados en el desarrollo y análisis de la presente investigación.

Para los efectos correspondientes, extiendo la presente declaración en La Lucha, San Cristóbal, a los 19 días del mes de junio del año 2025.

Firma:

Cédula: 1-1226-0032





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Annex #19

La Lucha, San Cristóbal, Desamparados

Carta de Consentimiento Informado

Estimado(a) padre, madre o encargado(a):

Reciba un cordial saludo. Mi nombre es Wilfredo Busto Jiménez, Profesor de Inglés del CTP José Figueres Ferrer y estudiante de la carrera de Enseñanza del Inglés en la Universidad Hispanoamericana. Actualmente me encuentro desarrollando un proyecto de investigación como requisito para optar por el título de Licenciatura en Enseñanza del Inglés. El título de la investigación es: **“The benefits of implementing storytelling techniques and the improvement of speaking as a communicative skill in English as a Foreign Language (EFL) in seventh-grade students of the CTP José Figueres Ferrer located in Desamparados during the first quarter of 2025.”**

El propósito de esta investigación es analizar cómo el uso de técnicas de *storytelling* (narración de cuentos) puede ayudar a mejorar la habilidad oral en inglés como lengua extranjera en estudiantes de séptimo año.

Para lograr este objetivo, se implementarán una serie de actividades pedagógicas dentro del horario regular de clases, que incluyen dinámicas orales basadas en cuentos, fábulas y relatos breves, diseñadas para motivar a los estudiantes a expresarse en inglés de manera más fluida, segura y creativa.

Es importante que usted sepa lo siguiente:

- La participación de su hijo(a) es completamente **voluntaria**.
- La información recopilada será **confidencial** y utilizada únicamente con fines académicos.
- En ningún momento se revelará el nombre del estudiante, ni se expondrá información que permita identificarlo.
- Usted puede retirar su consentimiento en cualquier momento sin que esto afecte a su hijo(a) de forma negativa.
- No existe ningún riesgo físico o emocional para su hijo(a) derivado de esta participación.



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Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Mariano Monge Valverde, padre/madre o encargado(a) legal del estudiante J. Matías Castro Monge autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 1-1101-0692

Fecha: 19-06-2025



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Annex #20

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Crisenia Montero P., padre/madre o encargado(a) legal del estudiante Samantha Amador M. autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Crisenia Montero P.

Cédula: 304130923

Fecha: 19-06-25



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Annex #21

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Adriana Cordero Gamboa, padre/madre o encargado(a) legal del estudiante Gabriela Monge Cordero autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Adriana Cordero G

Cédula: 115600344

Fecha: 19-06-25



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Annex #22

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Arellys Alpízar Quesada, padre/madre o encargado(a) legal del estudiante Dr. Samuel Calderón A (autorizo) no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 1002200151

Fecha: 19/06/25



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Annex #23

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Rosa Haydee GONDEA, padre/madre o encargado(a) legal del estudiante KEVIN E. GRANADO, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 801590757

Fecha: JUNIO 20, 2025



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Annex #24

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Ery Fernández Prado, padre/madre o encargado(a) legal del estudiante Nathalia Fernández Díaz **autorizo** / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Ery Fernández Prado

Cédula: 30482-0070

Fecha: 20 de junio



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Annex #25

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Irene Padilla Abatca, padre/madre o encargado(a) legal del estudiante FSTEFAN BOBLES PADILLA autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Irene B

Cédula: 10957 0447

Fecha: 19/06/25



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Annex #26

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Pablo Méndez Fallas, padre/madre o encargado(a) legal del estudiante Marianael Méndez Garro, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Pablo Méndez Fallas

Cédula: 3-371-117

Fecha: 20-06-2025



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Annex #27

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Silvia Elizondo Segura, padre/madre o encargado(a) legal del estudiante José Miguel Vargas Elizondo, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 304060829

Fecha: 19/06/25



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Annex #28

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, María Guadalupe Ramírez Qu. 2, padre/madre o encargado(a) legal del estudiante Derek Isaac Rodrigo Ramirez autorizo no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: 

Cédula: 304950816

Fecha: 19/06/25



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Annex #29

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Fernando López Campos, padre/madre o encargado(a) legal del estudiante Fernando López Oporta, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 502850566

Fecha: 19-06-2025



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Annex #30

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, José Gamba Gamba, padre/madre o encargado(a) legal del estudiante Tiffany Gamba Calderón, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Firma manuscrita]

Cédula: 3-375-893

Fecha: 19-06-25



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Annex #31

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Rocío Jiménez Jiménez, padre/madre o encargado(a) legal del estudiante Ariela Rojas Jiménez autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Rocío Jiménez J.

Cédula: 304290015

Fecha: 19/06/25



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Annex #32

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Minor Fernández Segura, padre/madre o encargado(a) legal del estudiante Valery Janeth F A, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Minor Fernández

Cédula: 3 0390 0245

Fecha: 19/06/2025



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Annex #33

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Tvannia Navarro Bonilla, padre/madre o encargado(a) legal del estudiante Said Serrano Navarro autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma:

Cédula: 3-476-019

Fecha: 19-05-25



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Annex #34

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Katty Piedra Fallos, padre/madre o encargado(a) legal del estudiante Adam Román Piedra, **autorizo** / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: _____

Cédula: 114820614

Fecha: 19/6/2025



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Annex #35

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Jose Padilla Castillo, padre/madre o encargado(a) legal del estudiante Mayte Padilla Sánchez, **autorizo / no autorizo** la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3-407-223

Fecha: 19/6/2025



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Annex #36

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Olga Cecilia Arias Guzmán, padre/madre o encargado(a) legal del estudiante Kristhel Ramirez Arias, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Olga Arias G

Cédula: 7-1604-0633

Fecha: 19-06-25



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Annex #37

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Carmen Quesada Elizondo, padre/madre o encargado(a) legal del estudiante Ami Momy Nuñez Quesada autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Firma manuscrita]

Cédula: 3 409 491

Fecha: 19-06-2025



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Annex #38

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Isabel Jarquín Díaz, padre/madre o encargado(a) legal del estudiante Brittany K Navarro Jarquín autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: 

Cédula: 504820062

Fecha: 20/06/25



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Annex #39

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Jaqeline Ureña Robla, padre/madre o encargado(a) legal del estudiante Maria Anguelico Rodriguez, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Jaqeline Ureña R

Cédula: 110940428

Fecha: 20/05/2025



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Annex #40

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Erica Marge Degura, padre/madre o encargado(a) legal del estudiante Gretel Marge Pizarro, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Erica Marge D.

Cédula: 3-342-703

Fecha: 19.06.2025



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Annex #41

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Carla Orosio Palma, padre/madre o encargado(a) legal del estudiante 30479-268, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Carla Orosio Palma

Cédula: 30479-268

Fecha: 20-06-2023



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Annex #42

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Natalia Brenes Camacho, padre/madre o encargado(a) legal del estudiante Marvangel Fallas Brenes, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Natalia Brenes Camacho

Cédula: 3394396

Fecha: 19-06-25





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Annex #43

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Irene Fonseca Romero, padre/madre o encargado(a) legal del estudiante Kristel Romero Fonseca, autorizo no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Signature]

Cédula: 3 0470 06 95

Fecha: 19-06-2025



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Annex #44

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Marilyn Chacón Mora, padre/madre o encargado(a) legal del estudiante Yalexia Alejandra Gamboa Ch. autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma:

Cédula: 3.04150573

Fecha: 20/06/25



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Annex #45

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Heizel Gamboa Bonilla, padre/madre o encargado(a) legal del estudiante Reichel Castillo Gamboa autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: _____

Cédula: 304270857

Fecha: 19/05/25



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Annex #46

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Nicole Chaurica Mora, padre/madre o encargado(a) legal del estudiante Emily Telles Chaurica autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 1-228-774

Fecha: 19-06-24



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Annex #47

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Wendy Chaves Brenes, padre/madre o encargado(a) legal del estudiante Lani Navarro Chaves, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: W Busto

Cédula: 3-410-971

Fecha: 19/16/2025



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Annex #48

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Marcia Terera Naranjo, padre/madre o encargado(a) legal del estudiante Anianna Nuñez Pereira, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 30470 0269

Fecha: 19/Jun/25



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Annex #49

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Kathya Alejandra Navarro Fernández madre/madre o encargado(a) legal del estudiante April Amethyst Calderon Nabor autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 503650843

Fecha: 20 Junio 2025



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Annex #50

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Xinia Navarro Navarro, padre/madre o encargado(a) legal del estudiante Anthony Ivankovich N. autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Xinia NN

Cédula: 303320813

Fecha: 19/6/25



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Annex #51

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Adriana Cordero Segura, padre/madre o encargado(a) legal del estudiante Mateo Calvo Cordero autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3-444-770

Fecha: 19-06-25



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Annex #52

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Jeanneth Fallas Fallas, padre/madre o encargado(a) legal del estudiante Emmanuel Cabal Fallas autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Jeanneth Fallas F

Cédula: 203990027

Fecha: 19-06-25



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Annex #53

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Yorleny Vásquez Quirós, padre/madre o encargado(a) legal del estudiante Santiago Hidalgo Vásquez autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3 0383 578

Fecha: 19/6/2025



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Annex #54

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.


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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Rolando Ramirez Piedra, padre/madre o encargado(a) legal del estudiante Rolando Ramirez Rivers **autorizo / no autorizo** la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: 

Cédula: 3-378-770

Fecha: 19-06-25



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Annex #55

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Judith Fallas Durán, padre/madre o encargado(a) legal del estudiante Victor Damián Artavia E. autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Judith F.D.

Cédula: 3 04 04 02 12

Fecha: 20/6/25



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Annex #56

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Franciny Padilla Piedra, padre/madre o encargado(a) legal del estudiante Justin Ortiz Padilla, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Signature]

Cédula: 1-1471-0025

Fecha: 19-06-2025.



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Annex #57

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.


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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Miguel Castro Abarca, padre/madre o encargado(a) legal del estudiante Alonso Castro Ortega, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: 

Cédula: 714380363

Fecha: 20/6/25



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Annex #58

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Fabian Calderón Romero, padre/madre o encargado(a) legal del estudiante Juan Pablo Calderón Jiménez autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3 389 999

Fecha: 19-06-2025



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Annex #59

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Bernal Valdeveranes Abarco, padre/madre o encargado(a) legal del estudiante Matheo Valdeveranes G., autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: B. V. A.

Cédula: 303640606

Fecha: 19/06/25



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Annex #60

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Saulo Adonay Jiménez Mena, padre/madre o encargado(a) legal del estudiante Saulo Jesús Jiménez Fuentes, **autorizo** / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3-431-328

Fecha: 19-6-25



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Annex #61

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Yeison Andres RH, padre/madre o encargado(a) legal del estudiante Ashley, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Yeison RH

Cédula: 3436964

Fecha: 24-06-2025

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Annex #62

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Jurma Vega Monge, padre/madre o encargado(a) legal del estudiante Juan Pablo Jiménez autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Jurma Vega Monge

Cédula: 3-346-358

Fecha: 22-06-2025



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Annex #63

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

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Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Vinici Chacón Pacheco, padre/madre o encargado(a) legal del estudiante Genesis Chacón Jimenez, **autorizo** / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Signature]

Cédula: 3-379-900

Fecha: 19/06/2025



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Annex #64

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Lila Campos Barantes, padre/madre o encargado(a) legal del estudiante, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Signature]

Cédula: 109320225

Fecha: 19-06-2025



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Annex #65

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Katlyra Flores Salas, padre/madre o encargado(a) legal del estudiante Valentina Martínez Flores autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Handwritten Signature]

Cédula: 3-352375

Fecha: 25 Junio 2025

- La participación de su hijo(a) es completamente voluntaria.
- La información recopilada será confidencial y utilizada únicamente con fines académicos.
- En ningún momento se revelará el nombre del estudiante, ni se exhibirá información que permita identificarlo.
- Usted puede retirar su consentimiento en cualquier momento sin que esto afecte a su hijo(a) de forma negativa.
- No existe ningún riesgo físico o emocional para su hijo(a) derivado de esta participación.



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Annex #66

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Veronica Gamboa, padre/madre o encargado(a) legal del estudiante Kristel Fernández, autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: [Signature]

Cédula: 1-1493-0989

Fecha: Junio 24, 2025.



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Annex #67

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Meilyn Romero Cerdas, padre/madre o encargado(a) legal del estudiante Axel José Fernández Romero autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma:

Cédula: 1-1516 0604

Fecha: 24-6-2025



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Annex #68

Por medio de esta carta, solicito su autorización para que su hijo(a) pueda participar en las actividades de esta investigación. Agradezco de antemano su colaboración y apoyo en este proceso académico, que tiene como fin contribuir con la mejora del aprendizaje del idioma inglés en el aula.

Si tiene alguna pregunta o desea más información, puede contactarme al teléfono 6030-5213 o al correo electrónico: jose.busto.jimenez@mep.go.cr / jose.busto0479@uhispano.ac.cr

Atentamente,

Profesor: José Wilfredo Busto Jiménez

Firma de Consentimiento

Yo, Yaticana Salas Madrigal, padre/madre o encargado(a) legal del estudiante Melany Fuentes Salas autorizo / no autorizo la participación de mi hijo(a) en la investigación descrita anteriormente.

Firma: Yaticana Salas M.

Cédula: 117720476

Fecha: 03/06/2025

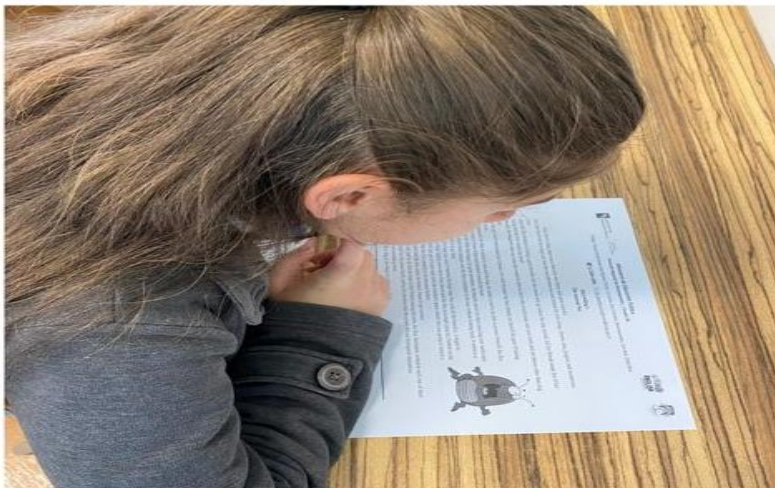
- Es importante que usted sepa lo siguiente:
- La participación de su hijo(a) es completamente voluntaria.
 - La información recopilada será confidencial y utilizada únicamente con fines académicos.
 - En ningún momento se revelará el nombre del estudiante, ni se exhibirá información que permita identificarlo.
 - Usted puede retirar su consentimiento en cualquier momento sin que esto afecte a su hijo(a) de forma negativa.
 - No existe ningún riesgo físico o emocional para su hijo(a) derivado de esta participación.



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various annexes #69



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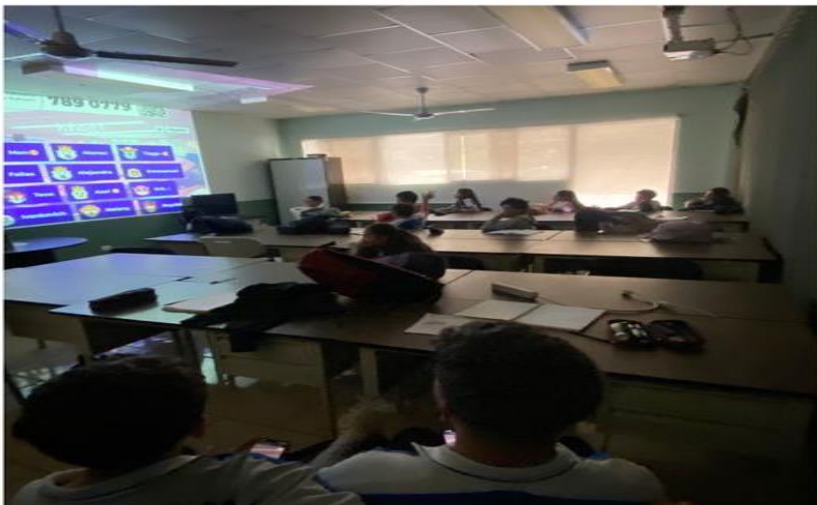
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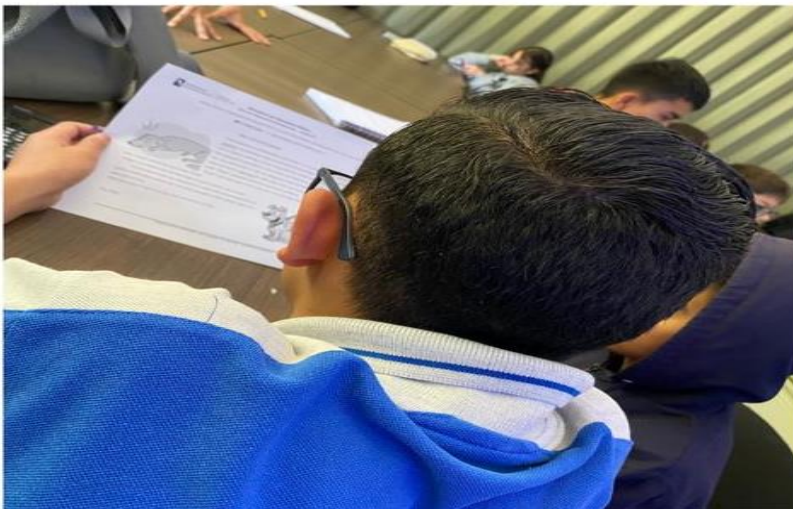
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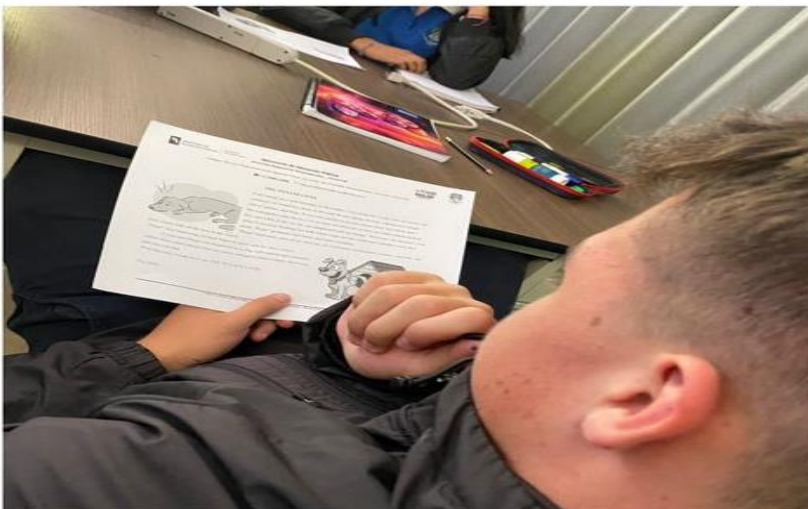
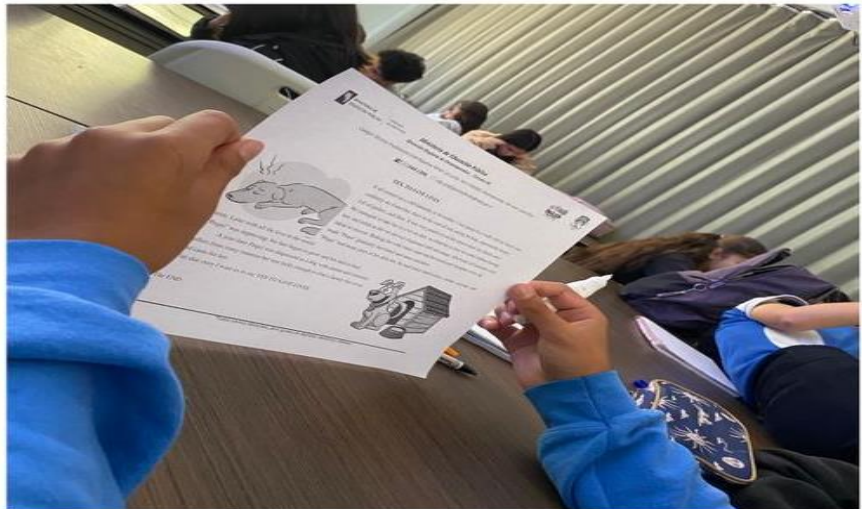
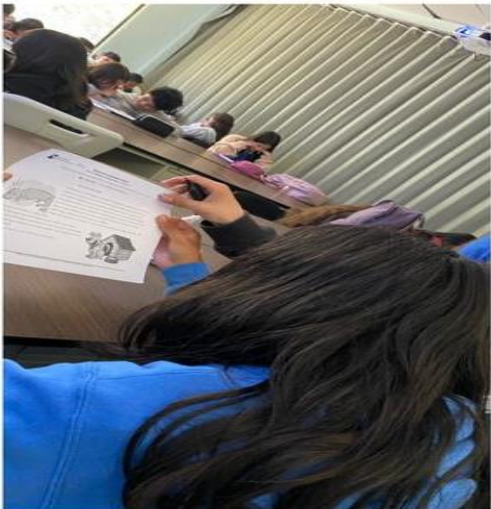
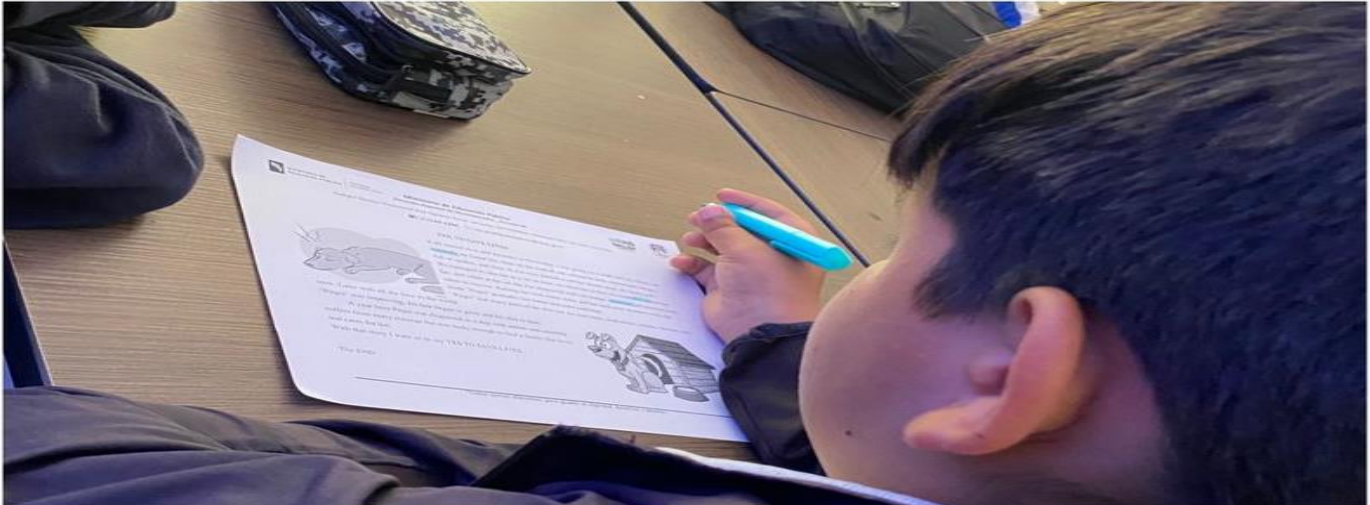
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