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Enacting Comprehensible Compact Stories to enhance the speaking and reading skills in 8th-grade students of the Institute Guillermo Cano Balladares, during the second semester 2020.

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CONSTANCIA DE APROBACIÓN DE DOCUMENTO DE TESIS

Por este medio **SE HACE CONSTAR** que las/los estudiantes: **ALEXA NAHOMY RODRÍGUEZ GAITAN y OSCAR ARNULFO CALDERÓN**, en cumplimiento a los requerimentos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a los estudios de grado de la Universidad Nacional Autónoma de Nicaragua, UNAN – Managua, y para optar al título de **Licenciatura en en Ciencias de la Educación con mención en Inglés**, han elaborado tesis de **Seminario de Graduación** titulada: "*Enacting Comprehensible Compact Stories to enhance the speaking and reading skills in 8th-grade students of the Institute Guillermo Cano Balladares, during the second semester 2020*"; la que cumple con los requisitos establecidos por esta Institución.

Por lo anterior, se autoriza a las/los estudiantes antes mencionados/as, para que realicen la presentación y defensa pública de tesis ante el tribunal examinador que se estime conveniente.

Se extiende la presente en la ciudad de Estelí, a los 8 días del mes de marzo del año dos mil veintiuno.

Atentamente,

_____
MSc. Jeydels Alexander Espinoza Barahona
Docente - Tutor de Tesis
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C.c.   archivo

Content

Chapter I- Introduction

Nowadays, the educational institutions in Nicaragua are in constant search of methods to improve the teaching of the English language in public and elementary schools, we know the importance that English language has in the academic process in our country and its important as a subject in our studies, mainly the teachers are responsible for finding appropriate strategies to improve class development and student performance.

Secondary education institute on the Saturday shift need new strategies in teaching learning process, since this modality is different there are factors that influence teaching results, time constraints and distant encounters create an atmosphere negative for the process, for this reason, the teacher must understand what plan and strategy to use in the classroom to make a comfortable environment and that in this way students can improve their learning, fundamentally strategies that allow everyone students participate regardless of their limitations, fears or their different ways of learning.

We aim at improving English language learning in 8th-grade students. The present study explores on way to enact stories in the classroom as a technique for English learning purposes for collecting the necessary information to apply this technique. The purpose of this work is to analyze and describe the effects that this technique can have in the development of the four language skills. Applying this technique through observation and interviews carried out with a group of students, we were able to create this research

1.1 Problem statement

The English language is divided into four skills, (reading, writing, listening, and speaking) each of these encompasses all the abilities that a person should know. However, students present weaknesses to learn. Although the teacher tries to improve the way to teach students, they keep presenting difficulties in class. Unlike other classes, in English class students present a specific behavior that becomes a challenge for the teacher, because they are not familiar with the new language; for that reason, they feel fearful to participate because they unknown vocabulary and don't know to use grammar in class and this produces that they cannot develop the four skills mentioned. So, the challenge for teachers is to find strategies, techniques, activities to put them in a comfortable situation in class, making them forget they are learning another language, but also there are challenges for students.

It is a fact that the scarcity of resources in an institute opens the door to a problem. The lack of material is one of the main obstacles too, to develop this type of activity time availability is needed, but sometimes the periods are short and each class has defined times for each activity. Another problem in developing these very practical activities will be the participation of the students, getting them to get involved with the class activities to develop the technique, knowing how to implement this instrument in an educational and at the same time entertaining way, however, another aspect that we must take care is the organization of the group, be careful not to lose control of them so that no student is excluded from the activities.

1.2 Research Question

How can enacting compact stories enhance the speaking and reading skills in the English class of 8th-grade students?

1.3 Background

In this part of the study, some previous studies relating to this study were reviewed.

Hsu (2015) concluded that using storytelling to teach EFL kindergarten students in Taiwan. The strategy given in this study is meant to help teachers to use storytelling as a resource for young EFL learners. The study focuses on specific instructional outcomes from using storytelling as a group teaching strategy and investigates how storytelling in teaching meets the needs of teachers. The primary purpose of the study aims to explore how storytelling in teaching affects EFL children's learning.

Henley (2012) carried out an investigation Teaching English at the University Level through Short Stories and Multimedia in Cuenca, Ecuador. The result of his research demonstrated that the use of short stories and multimedia together for teaching English showed to be appropriate for better language acquisition. The methodologies stood out as adequate for the purpose. First, the natural approach to give parameters for a better classroom academic environment. Second, the Cognitive Approach and finally, the Total Physical Response Storytelling Method shows how literature and short stories can be used for EFL classes in an interactive and a dynamic way for the development.

Andrade (2016) worked on an investigation whose main results revealed that storytelling, as a teaching strategy, has proven effective by many scholars in different contexts. However, the implementation of storytelling at Cristo Rey School in San Juan was challenging and, thus, requires some extent of students' previous knowledge, but also conscious preparation from the English teacher.

1.4. Justification

Teaching English through short stories has been thought of as a way to help teachers enhance student motivation within regular classes, as well as to help students become more aware of vocabulary, idioms, and cultures and with the use of some creativity, they can greatly help to develop skills in English students.

Enacting stories as a technique would help to improve the sub skills of speaking and reading skills, also permit teacher develop the class creatively and interestingly way for students. Through the use of enact stories students will be able to practice the language and improve their knowledge.

We decided to work on this topic because we consider that it could be an important and creative strategy for English teaching in public schools to improve the participation and the reading comprehension. This tends to hinder the teaching-learning process. We observe that education is changing and we see how little by little it becomes a challenge. There is a need for new strategies in school, since it can get boring for teachers and students.

Through this research, we propose enacting comprehensible stories as techniques to enhance the speaking and reading skills, using strategies that can be improve not only the knowledge of the students but also their motivation and interest in the language.

Enacting stories is a strategy that will help both in reading and speaking through narrated and creatively and entertainingly training ways for students where they learn and have fun, where learning becomes part of their daily task, enjoying a reading or creating their own stories.

Chapter II- Theoretical Framework

This chapter will review relevant concepts related to enacting comprehensible compact stories, sub-skills, strategies, approaches.

1.1 Enacting Stories

English as a Foreign Language (EFL) teaching must be to help students to communicate fluently in the target language; instructors should focus not only on linguistic benefits, but also on other benefits. In addition to the four skills, stories help instructors to teach literary, cultural and higher-order thinking aspects. (Rocha, 2003)

Phillips (2015) states that telling stories is a robust activity in humans, an activity that not only cuts across diverse socio-cultural traditions but also flourishes even when an explicit model for narration is not provided. Although some of the mothers participated in co-narrations with their deaf children, they rarely produced their own contributions in gesture, and their speech was, of course, not accessible to their deaf children. Consequently, the children's caregivers did not provide explicit narrative models in the stories they directed to their children. However, their support as audience was likely to have been important in encouraging their deaf children to narrate at all.

Thus, family members as audience of children's narrative overtures, and family members as producers of stories enacted multimodality, may be the only sources of narrative information that deaf children need in order to launch themselves into a limited narrative world, but it should not be overlooked that these deaf children of hearing parents were growing up amidst the complex socio emotional dramas of ordinary family life.

Despite the fact that they did not share a conventional language with their families, their participation in family life – which is culturally patterned in countless ways – is likely to have sparked an interest in human motives and in how events are related and valued.

2.2 Storytelling

According to Martinez (2007), storytelling is an approach that is worth pursuing in teaching English in classes in the Iranian context. EFL learners' ability to get the gist, to recognize characters, and to summarize what they listen to through the storytelling technique is important. By applying the storytelling technique, class environment changes from a dry, boring one to a warm environment full of student concentration, participation and production. In this study, the researcher tried to investigate the use of the storytelling approach.

Following that opening a lesson with a story may also put EFL students at ease and allow them to understand something concrete before going on to the related abstract concept. Depending on the age of EFL students, storytelling can be used in almost any subject area such as English and history. Traditional storytelling has always been used to share traditions and entertainment in different generations through which EFL learners can get involved and can even participate in class stories. Storytelling is an excellent means of introducing children to the wonderful world of books and building positive attitudes for reading.

According to Wahyudi (2016), the advantages of storytelling are generally that the teacher may use storytelling to create comfortable condition when he/she knows that the learners are moody to study. The teacher can also use storytelling to gain the learners' attention when their focus spread out. In short, the storytelling strategy is beneficial for learners in their learning activities.

Pedagogically, storytelling strategy brings advantageous result to improve the learners speaking ability. State that storytelling is an important way that can be applied to provoke the result of learners' learning. From the two points of view above, it can be understood that through storytelling, both of teacher and learners can obtain benefit.

2.3 Importance of Telling and Enacting stories

Telling stories is an opportunity for children and educators to learn about culture, community, and language. We support children to learn about the stories and history of their own cultures, as well as the broader community. Stories are a medium with which all children become familiar and enjoy. Whether through books, pictures, dance, music, rhymes, multimedia, or the spoken word - storytelling is crucial part of early childhood education and beyond. (Kent, 2018)

The teacher benefits of trying to organize their way in uttering sentences logically. This means that the teacher effort fully to sequentially tell the story to be understood by learners. In the same way, the learners also get many benefits of telling stories; explains that the teacher effort in sharing stories to the children is essential part of their growth in literacy because stories. (Wahyudi, 2016)

a. Increase children knowledge and understanding of others races and beliefs.
b. Introduce children to a wider range of story sharing experiences.
c. Stimulates children imagination.
d. Expand vocabularies and provide children with good models of usage, enunciation, and pronunciation.
e. Encourage children to listen, concentrate, and follow event-structured material.
f. Challenge assumption and introduce new ideas in a nonthreatening way.
g. Develop children' thinking skill.
h. Increase the children appropriation of literature and reinforce cultural values.

2.4 Types of Reading

2.4.1 Extensive Reading

Extensive is a conflicting definition of the term "extensive reading." some use it to refer to describe "skimming and scanning activities," others associate it to quantity of material. Hafiz and Tudor state that: the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.

2.4.2 Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is "only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials." These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Muchtar (2019)

Differentiate between extensive and intensive reading: 147 In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discourse system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

2.5 Reading and Speaking Skills

Mart (2012) Reading and Speaking Skills have six components have been suggested for improve the language and your knowledge through reading.

a) Automatic recognition skills
b) Vocabulary and structural knowledge
c) Formal discourse structure knowledge
d) Content/world background knowledge
e) Synthesis and evaluation skills/strategies
f) Metacognitive knowledge and skills monitoring.

Oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation …); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence a learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking.

In order to understand how language works, learners should give attention to grammar. "If we only understand what others say partially and superficially, the communication of ideas can't be properly realized that Reading will help learners acquire vocabulary and grammar. Through reading, learners see how words fit together. When learners constantly engage in the target language, they begin noticing and mastering the patterns in the language.

This means learners will achieve better reading comprehension through grammar. Krashen encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see the structure of a sentence and this enables them to build their sentences and utterances.

2.6 Story Reading as a Technique in Teaching Speaking

Besides by hearing, children also can obtain a story by reading it. Reading to children should be daily occurrence. This story-sharing time creates far reaching benefits for the children. Some reasons for reading a story are given below:

a. Books extend experiences by telling about other cultures and lifestyles

b. Classics introduce children to fine literature

c. Developing children's oral language skills as they tell their impressions of what is happening using correct sentence structure and appropriate vocabulary

d. Children can work with comprehension skills that they will use later in reading; identifying details, becoming aware of sequence, making inferences, predicting what will happen next, seeing cause-effect relationships, and drawing conclusions. (2018)

2.7 Storytelling Reading and Speaking Activities

Telling story becomes one of the ways in classroom to learn a new language. This activity refers to the introducing vocabularies of the new language through constructing them to form story. In line to this point, explains that storytelling is considered as an important activity that demonstrates the power of words. Here, words are used to make listener imagine what is being told. Moreover, it uses words to enhance verbal expression, increases comprehension, and creates mental image.

Therefore, it is a worth way to involve the learners in the activity of telling stories. Assert that storytelling is an excellent verbal activity to help learners imagine and creates plots and above all, reading and speaking skills are practiced through this activity. It also encourages them in building up details, plot prediction, and drawing conclusion. Fortunately, the learners have adequate capacity to combine the real situation with their imagination to form new stories. Moreover, the learners can also easily share the story to people around them. (Prayogo, 2016)

Chapter III- Methodology

This chapter sets out the methodology with which this research was developed. The population and the selected sample are presented, as well as the type of sampling the instruments for data collection and analysis of the data are included.

3.1 Research Design

This research is based on a qualitative design. Qualitative research design is a research method used extensively by scientists and researchers studying human behavior and habits. This method allowed us to hastily determine how enacting compact stories enhance the speaking and reading skills in the English class and how the strategies applied improved reading and speaking skills.

3.2 Research Site

This research was carried out at Guillermo Cano Balladares Institute, located in the downtown of Estelí in the neighborhood Igor Úbeda.

3.3 Subject Selection

The **universe** of this research includes 415 students at Guillermo Cano Institute, who are all the Secondary students that attend the school at the morning shift.

The **population** was composed by 62 students, who are the total of eight grade grade students at the same institute.

3.4 Sampling

The sample was taken by convenience since the selected 28 students, from the English class of the morning shift at Reino de Suecia Institute, filled in all the requirements needed, such as:

1- Previous knowledge of the language: Student's English level should be considered as basic yet with enough prior knowledge.
2- Group age: Their ages go in a range between 13 and 14 years old, among boys and girls.

3.5 Data Collection

In order to fulfill the goals of this study, two instruments were chosen: an observation guide and an interview.

3.5.1 Observation Guide

Frechtling (2002) mentions that observations help researchers determine whether or not the project is being delivered and operated as planned as well as provide information to determine whether or not the project has been successful. This instrument was applied to observe how enacting compact stories can enhance the speaking and reading skills in the English class.

3.5.2 Interview

According to Griffe (2012) the interview follows a line of questioning called a protocol and may vary from strict. In this sense, the interview was used to contrast what was observed. In this case, the analysis of the observation and the responses of the participants were part of the verification of the different points of view of the participants and the results of this research.

Chapter IV- Result and discussion

4.1 Activities description.

The story "the parts of the body"

We looked for this story and we adapted with objective of develop de pronunciation of body vocabulary, through the story that we read they should elaborate a dialogue using the correct vocabulary, after when they prepared their dialogue, they had to come in front of the class and to act out their little story and thus practicing their pronunciation.

Create your own story

This was an activity designed to introduce students to short stories, encouraging them to read, write and tell them aloud. The activities that learners engaged in, had as a main aim to develop their understanding of the major features of short stories, their language skills, cultural awareness, and creativity. By the end, learners were expected to write a story. The activity comprised the following three parts:

- Part 1: Students identified and understood the key features of a short story and read short stories with appreciation. The reading was presented with images to follow the sequence.
- Part 2: Students read and wrote specific aspects of a short story such as setting, character, theme, dialogue, opening and closing, and they started writing their own story.
- Part 3: Students practiced oral and reading skills by sharing a story with the
- class and perform it.

Follow the time line

In order to become familiar with the vocabulary associated with time students created a timeline for the classroom. The concepts of past, present, were used to describe events in their lives. Students learned to use a timeline and to place events in historic context, following a sequence of time. The activity followed theses steps:

- ❖ Students created a personal timeline. Students could draw pictures, decorate and write on their timelines.
- ❖ When they were completed timeline could be displayed.

❖ The students shared descriptions of personal timelines took turns and used appropriately.

❖ Students act out the timeline.

This activity reinforced students how to use common expressions, showed them to put their knowledge into practice. Students got the essence of the subject, changed the classroom environment and made it more energetic and comfortable.

If we talk about speaking we must talk about the sub-skill of **pronunciation**, this is a large area with many branches, in each of our activities the pronunciation was put into practice, the presentation of the new vocabulary at the beginning of the class, after creating a story, the students had to put into practice the vocabulary acquired, for example, in our activity "create your own story" the students put into practice their pronunciation by narrating their lives and in the theme "the parts of the body" they reinforced the pronunciation of complicated words through games and dialogues.

Grammar is an important sub-skill and is necessary in the teaching of the English language, in each of the activities put into practice the grammar was exposed in different ways, from the creation of short sentences or making a dialogue to the use of punctuation marks; For example, in our activity "follow the timeline" three grammatical tenses are used, so only by making a timeline the past tense, the future tense and the present are put into practice.

Regarding reading skills, we analyze that students through reading they exercise their concentration and understand the grammatical structures of sentences and texts knowhow ideas are related to each other, reading sub-skills such as "skimming" where they read the text, they get the main idea and then develop a dialogue, as they did in the "the body parts" activity where they read the story and **interpret** what they understood.

Reading also allows them to become familiar with unfamiliar words and to develop knowledge from what they are reading, and reading aloud helps them gain confidence and **fluency** in their speaking skills.

According to the improvements acquired through Enact compact stories in the ability to speak and read, we can analyze that this strategy allows students to develop their

fluency, and focus on the development of oral production, these activities help students not only to read texts if not that motivates them to act out the story, develop and imagine themselves in a real situation and this is what leads them to obtain fluency and participate naturally, students imagine that they are in a real situation and this is one of the benefits of our theme, make the student forget that they are in the classroom and focus on their participation.

4.2 Students Performance

This study examined the students' improvement in the language skills by using enacting comprehensible compact stories technique. As researchers successfully collected the data using observation guides, interviews as instruments in order to answer the research question.

The research question was "How can enacting compact stories enhance the speaking and reading skills in the English class of 8th-grade students? This technique contributes to helping students' speaking skill in terms of enriching vocabularies, improving creativity, improving pronunciation, improving grammar and organizing ideas. Stories not only help in stimulating students´ imagination and understanding of the world, but also in developing students´ language ability and appreciating reading.

All the activities carried out, had the acceptance and the interest of the students, so it was gratifying to see since they felt comfortable and participatory in all the activities, even all the students who regularly didn't participate in the class were willing to participate, they were motivated with this kind of activities and willing to be part of it. The students expressed that they felt very good in the English class, although it is not the subject they prefer, they love the idea of creating stories. They can lose the fear of participating since this is entertaining for them.

Chapter V- Conclusion

Based on the data analysis, it was found that "Enacting Comprehensible Compact Stories to Enhance the English skills in Students of 8th grade" can improve students' skills in speaking and Reading and for the teacher, this methodology can be an important evaluation instrument, since it allows the student develop their knowledge without fear and be evaluated in a qualitative way. This methodology will be able to make students able to practice and participate in the English class, lose nerves, shyness and practice their pronunciation, reading and understanding.

Additionally, enacting compact story can be applied to any subject. Foment the participation, motivation and concentration can turn from a boring environment into an energetic environment the current uses of narrative in education are literally limitless because their result from infinite expressions of interaction between teachers, students, and content. By Therefore, we cannot reduce the narrative to a set of concrete educational practices, but we can recognize the power that stories have to take us beyond ourselves and our reality. The narrative in its many manifestations, functions as a means of learning, development and transformation.

This research is the evidence collected through use of enacting and storytelling in the communicative approach to facilitate and strengthen important elements in the classroom such as the acquisition of new vocabulary, motivation, group work, of students throughout the teaching-learning process. It is an easy and fun technique; students are willing to participate and it offers the teacher an alternative assessment. reading and writing are two important skills in developing the new language, this strategy could help the learning teaching process in the English class.

Chapter VI- Recommendations

After conducting this study, it is proposed some suggestions that would be useful for teachers and other researchers who are interested in using this technique to improve students' skills in speaking and reading for their study or teaching:

For the teachers

a) The teacher can use these types of activities to introduce a new topic but it may be better if it is applied at the end of the topic, to evaluate and practice. This is a technique which lead students to be more independent; thus, it is good to be applied in small classes as well as the big ones. It is simple, fun and arousing creativity. That's why, it is recommended for teacher to apply it in their class.

b) It is important that the teacher knows the personalities of his/her students since it would not be good to force them to participate in something that they feel uncomfortable with, it is necessary to know what type of activities to give each student.

For future researches:

a) Considering that this study still any lack and it is just one of efforts in increasing students' skills in speaking and reading, it is hoped that the finding of this study will be used as starting point of the future research on similar problems.

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Lesson plan

School: Guillermo Cano Balladares   **Time:** 90 min

Subject: English

Grade: 8th

Topic: Body parts   **Date:** 07/11/2020

Achievement indicator: Student will be able to know and differentiate the name of the body parts.

Initial Activities

•   Little biblical reflection

•   Checking attendance

•   Review the last topic and check the homework on the black board

•   Warm up

Warm up activity "Round of knowledge"

The students must be attentive to the game, they test their previous knowledge and if one loses in the game, they must go on to solve an exercise on the blackboard.

Development Activities

Using a drawing of the body the teacher will write the vocabulary and the students must copy it in their notebook.

Legs   Feet
Chest

Nose   Arm
Back

Mouth	Hand
Finger	
Eyes	Knee
Foot	
Head	Ear
Eyelash	
Eyebrows	Stomach

Practice the pronunciation.

Evaluation Activities

Presentation of the story "The meeting of the body parts"

One day the parts of the body had a meeting, they were arguing to know who is the most important, hands said: we are the most important almost all things we do we work, drive, and many things, the feet said we are the most important because without us would not move anywhere, the Thus the other parts of the body gave their opinion, the stomach said friends we are important even if we do different things, but nobody ignored and shouted at the stomach "Shut up! That's a lie" We will not give you food. They spent a few days and all were weak, his legs almost did not move and the shoulders were fallen, the stomach told them, they demand food and see that we will feel strong, then the nose said ok we will do the test, they gave him food at the stomach That day they understood that although they do different things, they were all important and that they needed the help of others to be fine.

Meaning of the story

give to the students the meaning of the story "La reunion de las partes del cuerpo".

Exercises:

In group make a dialogue according the story prepare it and prepare a role-play "I am the leg I can… I am the eyes I can…"

Vocabulary building "What can I do?" I can see with my …

I can jump with my _____

I can read with my ____ and my ____

I cannot listen with my _____

I can listen with my_____

I can run with my_____

I can smell with my____

Homework

Write the body parts in the notebook 5 times.

Lesson plan

School: Guillermo Cano Balladares   **Time:** 90 min

Subject: English
Grade: 8th

Topic: What do you do in your free time?   **Date:** 21/11/2020

Achievement indicator: Student will be able to express what they do in their free time.

Initial Activities

•   Little biblical reflection

•   Checking attendance

•   Presentation of the new topic

brainstorm, "What do you do in your free time?" the student will answer what activities they do in their free time, it will be in Spanish to after make a translation on the blackboard.

•   Warm up

Warm up activity "memory game"

Make three circles and give each of the students the name of the activities, the teacher will be in the center of the circle directing the activity with a paper ball so throw the ball to the students and the students must pass the ball to another student, but before doing so they must say the name that the teacher gave them.

Vocabulary

Watch TV   Go to the beach

Play video game   Play a sport

Cook   Meet with friend

Walk   Clean the house

Go to church   Social networks

Play an instrument   Skate

Presentation of the story:

The teacher will take related images and connectors written on sheets; they will divide the section into two groups. Each group will have different images to create and act out their own story using the images that the teacher gave them, since the images have a meaning, they should order them.

I like and I don't like what does it mean? "Me gusta" "No me gusta"

I like to play soccer.

I don't like to cook.

Homework

Write 5 sentences about what you like to do in your free time and 3 sentences about what you don't like to do.

Interview

The following instrument is for sole academic ends, to collect information on our topic on: Enacting comprehensible compact stories to enhance English skills in the 8th.

¨An interview is the art of learning by asking others¨

General Data:

Date:

Sex: Male   Female

Age:

1)   How do you feel recreating stories in the classroom with the help of the English teacher?

2)   Which story did you find the most interesting? Why?

3)   How do you feel about using storytelling in the English class now and in the coming years?

4)   How do you think we can improve the way we use storytelling in the class?

5)   How much do you think storytelling helped you learn English in the class?

6)   What are the most important things you learned in the English classes that we taught?

pictures

Students using images to create their timeline.

Students working in groups and organizing ideas to create their own story.

Ready to participate in class activities where they will put their pronunciation into practice.

Through competition putting into practice their reading and speaking skills, improving their fluency.