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DE PIURA

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

## **Enhancing comprehension of texts through the use of Storytelling**

Tesis para optar el Grado de  
Magíster en Educación con mención en Enseñanza de Inglés como Lengua  
Extranjera

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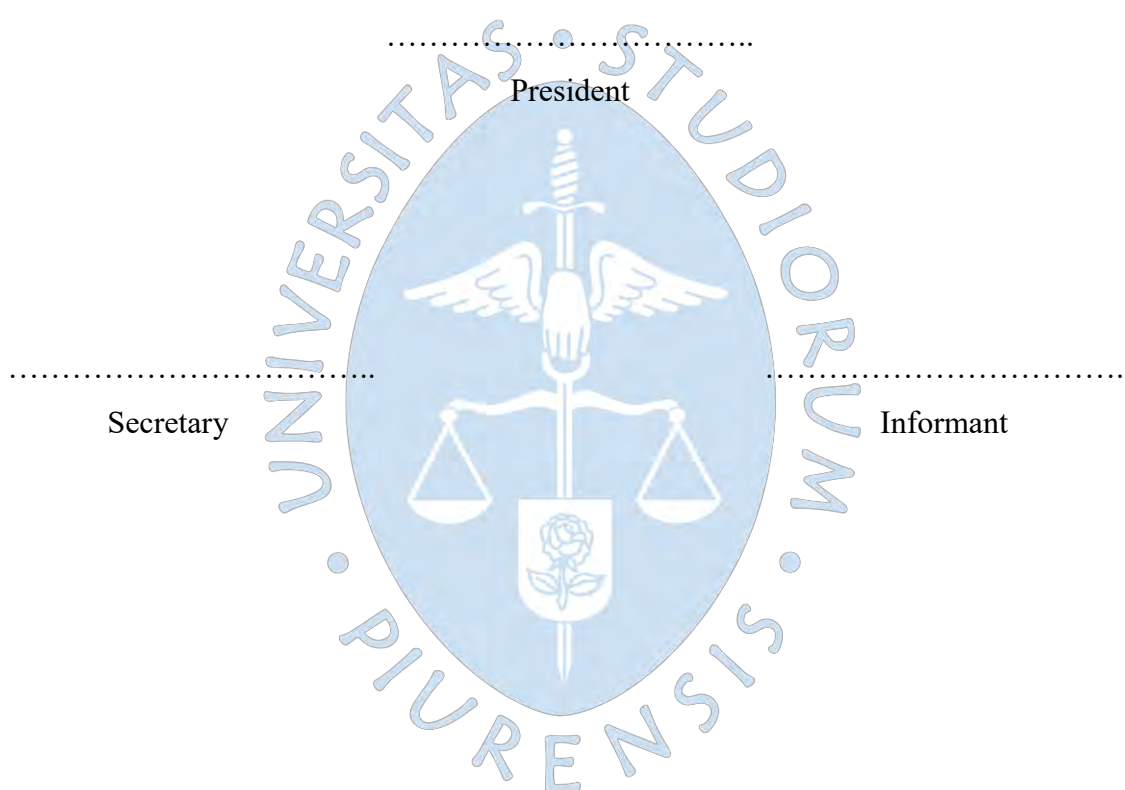
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**Lima, agosto de 2019**



### Approval

The thesis titled “**Enhancing comprehension of texts through the use of Storytelling**” presented by **Claudia Rita Lambruschini Pásara** in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Dr. Majid Safadaran Mosazadeh and defended on August 21<sup>st</sup>, 2019 before a Jury with the following members.





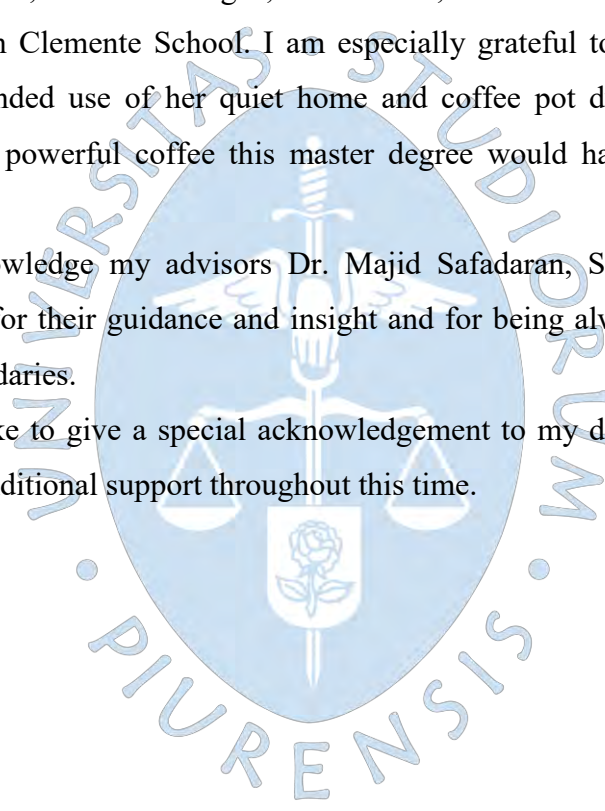
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## Resumen Analítico-Informativo

**Enhancing comprehension of texts through the use of Storytelling.**

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**Asesor(es): Dr. Majid Safadaran Mosazadeh.**

**Tesis.**

**Magíster en Educación con mención en Enseñanza de Inglés como Lengua Extranjera.**

**Universidad de Piura.Facultad de Ciencias de la Educación.**

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**Palabras claves:** Inglés/ Estudio y enseñanza / Comprensión lectora / Storytelling / Investigación /

**Introducción:** Tesis de grado en Educación perteneciente a la línea de investigación cuantitativa y un nivel explicativo con diseño cuasi experimental. El autor presenta el resultado de la investigación para mejorar la comprensión de textos a través del uso de “storytelling” en una institución educativa en Pueblo Libre, Lima Perú en el año 2016.

**Metodología:** La investigación explica la influencia del uso pedagógico del “storytelling” en el desarrollo de la capacidad de comprensión de textos del Idioma Inglés en segundo grado de primaria de un colegio particular en Lima. Esta investigación se abordó desde el enfoque cuantitativo, porque tal como menciona Gómez (2009) “utiliza la recolección y el análisis de datos para contestar preguntas de investigación y probar hipótesis establecidas previamente.” Es un estudio a nivel explicativo, cuyo diseño desarrollado fue el cuasi-experimental. Tiene como atención primordial explicar y cuantificar la relación entre las variables en este caso el uso del storytelling con el desarrollo de la capacidad de comprensión de textos del Idioma Inglés en dos grupos (control y experimental) de alumnos de segundo grado de primaria de un colegio particular en Lima.

**Resultados:** Los resultados obtenidos en el pre-test y post-test a nivel global en los grupos de control y experimental, muestran que el grupo experimental incrementó sus resultados en el post-test luego de trabajar diferentes actividades con “storytelling” comparándolo con los resultados del grupo de control, los cuales disminuyeron luego de seguir trabajando con métodos tradicionales para la adquisición de nuevos conocimientos.

**Conclusiones:** El uso de pedagógico de “storytelling” proporciona diferentes actividades para que el docente prepare sus clases usando una autentica forma de comunicación y los alumnos logren una mejor habilidad de comprensión lectora así como la adquisición efectiva del inglés como segunda lengua.

**Fecha de elaboración del resumen:** 05 de agosto de 2019

## Analytical-Informative Summary

**Enhancing comprehension of texts through the use of Storytelling.**

**Claudia Rita Lambruschini Pásara.**

**Advisor: Dr. Majid Safadaran Mosazadeh.**

**Thesis**

**Master in Education with mention in Teaching English as a Foreign Language.**

**Universidad de Piura.Facultad de Ciencias de la Educación.**

**Lima, August 21<sup>st</sup>, 2019**

**Keywords:** English / Study and teaching / Reading comprehension / Storytelling / Research

**Introduction:** Degree thesis in Education pertaining to the line of quantitative research and an explanatory level with quasi-experimental design. The author presents the result of the research to improve the comprehension of texts through the use of storytelling in an educational institution in Pueblo Libre, Lima Peru in 2016.

**Methodology:** The research explains how the pedagogical use of the “storytelling” influences in the development of the capacity of comprehension of texts of the English Language of second grade of primary level in a private school in Lima. This research was approached from the quantitative approach, because as Gómez (2009) stated “it uses the collection and analysis of data to answer research questions and to test previously established hypotheses.” It is a study in an explanatory level whose design developed was the quasi-experimental. It has as primary attention to explain and quantify the relationship between the variables in this case the use of storytelling with the development of the skill of comprehension of texts of the English language of two groups (control and experimental) in two groups (control and experimental) of second grade of primary level in a private school in Lima.

**Results:** The results obtained in the pre-test and post-test at a global level in the control and experimental groups show that the experimental group increased their results in the post-test after working with different activities with the storytelling comparing it with the results of the control group which declined after continuing to work with traditional methods for the acquisition of new knowledge.

**Conclusions:** The pedagogical use of storytelling provides different activities for the teacher to prepare their classes using an authentic form of communication and allow students to achieve better reading comprehension skills as well as an effective acquisition of English as a second language.

**Summary date: August 5<sup>th</sup>, 2019**



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## Introduction

Reading for pleasure has educational benefits, supports personal development and has a positive impact on reading, including abilities such as reading attainment, writing ability, text comprehension and use of grammar, the breadth of vocabulary, positive reading attitudes, self – confidence as a reader and pleasure in reading in later life. In 2012, The Educational Standards Research Team (ESARD) in the UK compiled the “*Research evidence on reading for pleasure*” report. This remarkable research also identified benefits in the increase of general knowledge, understanding other cultures, community participation and an insight into human nature and decision – making.

As a matter of fact, as Gurthie&Wigfield (2000) quoted that “reading motivation is a multifaceted construct that includes reading goals, intrinsic and extrinsic motivation, self – efficacy and social motivation for reading”. In that sense, children understand much more than they can express. They noticed that they had been applied different strategies and at the end of the practicum, children in both groups were happy and motivated but children in the control group had the sense that they were not given something. (The use of storytelling). Regarding their grades, obviously the experimental group got better grades but there was no a significant difference among both groups.

According to vocabulary learning related to the practice of extensive reading, Hedge, T. (2008), wrote: “extensive reading certainly has the benefit of greatly increasing a student’s exposure to English and can be particularly where class contact time is limited.” In the same book, she establishes a comparison with Wilkins, D., who stated that learners can effectively come to understand through reading which words are appropriate in which contexts: “Through reading, the learner... is exposed to the lexical items embedded in natural linguistic contexts and as a result they... begin slowly to have the same meaningfulness... that they have for the native speaker.” Wilkins, D. (1972).

Storytelling allows using English in an authentic communicative way, introducing new cultures and allowing learners to make cultural connections. What is more, storytelling allows learners to acquire not only cultural awareness but new vocabulary in an intuitive way, developing critical thinking skills. It enriches classes through joy and creates emotional engagement which allows learners to achieve enjoyable and effective language learning.

According to Kang Shin, J., and Crandall, J. (2014) “Sharing stories is an exciting and entertaining way to engage learners and present new language structures and vocabulary” inside a meaningful context which allow learners to use the target language. Narrative activities also develop students’ critical thinking and introduce a new culture in a joyful way



promoting an authentic form of communication. This new approach gives English classes new lights to captivate learners' attention. Storytelling had transformed boring classes into an entertaining way to learn the language.

Taking under consideration that reading comprehension is essential in the learning process; it is interesting to analyze the pedagogical use of storytelling in developing the capacities of text comprehension in the English area. It is evident that acquiring a second language is not always as easy as it seems, sometimes students can feel lack of motivation or boredom. In order to avoid this disadvantage, I propose teaching English by means of the use of storytelling in the ELT English Language Teaching class.

Similarly, the impact of social media, Netflix, the internet, and other technological gadgets leads the students to read less. Moreover, boredom and lack of motivation to read is a real existing problem inside classes. In that sense, there is an imperative need to make classes more enjoyable. There is no learning process without emotions. Learning must be related to joy.

To this end, this research addresses the use of storytelling in the area of English to develop the capacities of text comprehension in a satisfactory way. In connection with this research, the impact on the use of storytelling allowed me to observe and compare children's reactions towards the proposed strategies to improve reading comprehension by the use of two groups, the experimental where the storytelling was applied; and, the control group, who followed the standard school proposed curricula for the English reading comprehension class.

The main objective of this thesis was to determine to what extent the use of reading strategies improves reading comprehension. In that sense, the objectives regarding this thesis were fully achieved. The experimental group of children which worked with innovative reading strategies enjoyed reading activities during the class more than the control group.

Consequently, it is necessary to emphasize the priority to propose the use of storytelling as an engaging strategy to increase the reading habit in the learner. The use of storytelling influences positively the development of reading comprehension skill in students of the second grade elementary level in a private school in Lima. It is evident that students find difficult to understand what they read. It is not easy for them to answer questions, but when they read using storytelling in a proper way they will develop their text comprehension capacity.

This work is divided into four chapters: the first chapter describes the problem; the second chapter presents the theoretical premises on which the research is based on; the third chapter presents the methodology, research method, type and design research, research subjects,



instruments, study variables and data collection procedures. The fourth chapter describes the results, analysis, interpretations, and conclusions as well as recommendations for further researches in the future.

It is important to mention that there were many limitations to consider, but the most relevant has to do with the lack of training teachers receive in the use of new materials and technologies. In that sense, the use of different techniques, interactive teaching, and using storytelling create a holistic approach which allows setting the mood to learn with a positive attitude towards new incoming knowledge. It is also important to consider that teachers need to use different ways to get the students' attention in more enjoyable and effective ways such as the use of different learning strategies as storytelling.





## **Chapter 1**

### **Investigation outline**

#### **1. Problem Statement**

Boredom and lack of motivation to read is a real existing problem in classes due to many different factors. Fairy tales and children's books as a source of entertainment and information has been replaced by electronic devices. Nowadays children are digital natives and they enjoy the use of these devices to entertain themselves much more than reading.

According to Kang Shin, J. and Crandall, J. (2014) reading activities must create interest and enjoyment, making storytelling more meaningful, and encourage critical thinking as well as motivate students to be attentive to appealing stories. This involves students reading in class the story from books.

Moreover, as Colbert and Dahlberg, (2010) state "story or narrative, is a powerful vehicle for expanding culture values and concepts of the culture that are embedded in myths and folktales can be shared through storytelling, story reading and dramatization". For that reason, storytelling becomes a great tool in order to improve our students' reading general comprehension skills. In addition, a strong body language will be a powerful tool to combine with storytelling strategies.

According to Dr. Bobb Darnell (2016) there are certain traits to be considered when teaching children from Generation Z. For example he mentions that these students "have short attention spans and hate to be bored. They use optimal learning time (7 – 12) minutes and then apply what they learn. They prefer visual aids such as graphic organizers and pictures. Students need immediate gratification as well. They use short-cycle challenge and feedback. They choose to be interactive and hands on. They like cooperative learning, love challenges and are curious. They always want to win". On the other hand, children from Generation Z struggle with independent reading of rigorous texts, communicating orally and in written form and thinking critically.

It is relevant to point out that reading is an ongoing process that engages the reader interactively with the text. Reading is an active process that requires motivation and strategies to suit the needs of each individual. The reading process develops over time and can be improved so that reading comprehension is given spontaneously.

In that sense, Dr. Darnell suggests fostering the recall of information through organizing and grouping information, connecting old with new information and lead children to practice

and elaborate new knowledge from what they read. Taking into account these traits must help to increase children motivation to enjoy reading.

To achieve success when fostering reading skills, Dr. Darnell also recommends the use of activities such as mini interactive lectures, demonstrations, slide shows, computer – based learning, simulation, structure overview, explicit teaching, guided and shared reading, debate, role playing, discussion, think – pair share work, cooperative learning and panels.

Disinterest and boredom can probably cause poor reading general comprehension. When there is lack of understanding frustration may cause children not to pay attention to what they are reading. Moreover, limited vocabulary can cause poor reading comprehension as well. If students don't know the meaning of the words they are reading, students will miss the meaning of the sentence, paragraph or chapter in a story. Students will not try to decode unknown words, especially if they find lots of new unknown words.

How to identify the problem of poor reading skills? To identify poor reading skills is necessary to use attentive observation on students' attitude towards reading. For instance, if students cannot answer questions about what they just read or do not understand the logical sequence of a story or are unable to retell the story in their own words after reading it or has small amount of vocabulary... all these signs will make students lose interest in reading or give up quickly any task regarding reading general comprehension.

The contribution to the current thesis to the improvement in the use of reading strategies is related to foster the use of innovative reading strategies in order to increase reading general comprehension skills in an enjoyable way, considering the learners' motivation, self-reflection and mindfulness in order to benefit young learners.

## **2. Formulation of the problem**

How does storytelling influence positively the development of reading comprehension skill in students of second grade elementary level in a private school in Lima?

## **3. Hypothesis**

**3.1. General hypothesis.** The use of storytelling influences positively the development of reading comprehension skill in students of second grade elementary level in a private school in Lima.

### 3.2. Specific hypothesis

- The use of storytelling enhances reading comprehension capability in students of the second grade elementary level in a private school in Lima.
- The use of storytelling will make comprehension of texts more appealing to students of second grade elementary level of a private school in Lima.

## 4. Delimitation of the objectives

**4.1. General objective.** To determine if the use of storytelling influences positively in the development of reading comprehension skill in students of second grade elementary level in a private school in Lima.

### 4.2. Specific objectives

- To design a set of activities using storytelling for the development of reading comprehension skill in students of second grade elementary level in a private school in Lima.
- To compare the assessment of the competencies of comprehension of texts in the experimental group before and after applying storytelling.
- To compare the assessment of the competencies of comprehension of texts in the control group before and after applying storytelling.
- To compare the assessment of the competencies of comprehension of text between the experimental and the control group after applying story telling.

## 5. Justification of the investigation

Taking under consideration that comprehension is essential in the learning process, it is important to design new ways that facilitate this process and, in that sense, this research aims at contributing with the pedagogical community with a particular procedure in which aspects such as the comprehension of text and storytelling work together.

Due to a real existing problem related with boredom and lack of motivation to read there is an imperative need to make classes more enjoyable. There is no learning process without emotions. Learning must be related to joy.

In that sense, it is necessary to emphasize the priority to propose the use of story tales as an engaging strategy to increase the reading habit in the learner.

## 6. Limitations of the investigation

Although this research was carefully prepared, it had some limitations and shortcomings.

First, the research was conducted in two second grade classes at one private school. The study was performed for nine weeks. The restriction of time regarding the busy school schedule did not allow applying more methods and reading strategies in order to have a thorough research. Nine weeks were not enough for the researcher to observe all of the students' reading performance in their classes. It would have been more beneficial if the study was performed over a longer period of time.

Second, the population of the experimental group was small and affected reliability. Only twenty students in the experimental group and twenty in the control group might not represent the majority of the students of this level.

Third, the instruments designed to measure the students' use of reading strategies do not provide enough evidence of the students' actual understanding of texts. In that sense, a certain degree of subjectivity can be found in this study.

Finally, the practicum period was supposed to start in December 2015, but due to final exams and the activities programmed to close the academic year it was not possible to start the practicum period at that time. So, in accordance with the school we programmed to have the practicum during the second term on 2016 when students were more attentive and willing to show interest. At this time of the year, they are more likely to be engaged in the process than at the beginning (coming from vacations) or at the end of the academic year when they are tired.

## 7. Antecedents of the investigation

a) Rios – Revoredo, Ana (2016), Application of interactive skill – focused lessons to improve reading comprehension in L2 in Postgraduate students of UNMSM (Universidad Nacional Mayor de San Marcos) Master in Education in Teaching English as a Foreign Language, Universidad de Piura. Facultad de Ciencias de la Educación, 2016.

This research was taken into consideration because the aim of this study was to demonstrate the effectiveness of the “Application of Interactive Skills – Centered Lessons” to improve reading comprehension in a second language in postgraduate students of the UNMSM who take the English course to pass the English Proficiency Test, condition to defend the thesis. The population consists of 92 students attending English language classes twice a week in the PIE (Programa de Idiomas Extranjeros) from the EPG (Escuela de Posgrado de la Universidad Nacional Mayor de San Marcos)



Consequently, that research is quite related to this investigation because of the use of an experimental design was used to test the hypothesis. Ms. Ríos – Revoredo conducted a quasi experimental research with an experimental group receiving the strategies to improve reading comprehension and the control group which does not receive any strategy. According to Hernandez, R., Fernandez, C. and Baptista, P. (1991) as in my thesis this research considers experimental and control group, stimulus, (storytelling in this thesis and Interactive skills focused lessons in Ms. Ríos – Revoredo's research) and observation before and after manipulation.

Another similarity with this thesis is that "Interactive skill focused lesson" is based on the approach developed by Beatrice Mickuleky (1997) who recommends planning lessons taking into account relevant elements such as motivation to use the skill, role modeling, direct instructions, time for trial and error, practice, identifying and using words such as "first, next, then, last" in order to be able to connect ideas by the means of this connectors. The use of these elements enhances reading comprehension capacities. Such elements were also considered in the design of my lesson plans during the nine week period at the school where I applied my hypothesis.

The conclusions showed that "Interactive skills-focused lessons" are effective in improving reading comprehension in students of an L2 and its continuation is recommended in order to improve the level of reading comprehension and successfully pass the Sufficiency Test.

b) Orosco – Rojas, César (2017), *The Influence of Age on Vocabulary Acquisition in Students of English as a Foreign Language*, Master in Education in Teaching English as a Foreign Language, Universidad de Piura. Facultad de Ciencias de la Educación, 2017.

This thesis aims to analyze the effects of age on the acquisition of vocabulary in English as a foreign language. Therefore, one of the main objectives of this research is to find if there are significant differences between groups of students who started learning English at age 6 with 10 hours of language exposure per week compared to another group of students who started to learn English at the age of 12 with two hours of exposure to languages. The research focuses on topics such as the presence of a critical period for the acquisition of a foreign language, time of exposure to a comprehensible input in a foreign language, the relationship between age and the acquisition of vocabulary.

In addition, this research was considered relevant because it compared language acquisition between two groups with 20 students each where the first group had 8 to 9 years

old and the latter had 13 to 14 years old. Both groups were Spanish speakers in two different schools in Lima in order to test the hypothesis that young children acquire language much better than older students. In other words, the early exposure to comprehensible input in a second language increases the chances of acquiring good levels of vocabulary. Moreover, this research explores an existing gap regarding the effects of age on vocabulary acquisition which is quite related to reading comprehension. New vocabulary acquisition will enhance significantly reading comprehension capacity.

Age, as well, is considered as an important factor to take into an account because young learners have more chances to acquire a better second language input which will be reflected in the development of their innate abilities to acquire not only reading comprehension but all the components of language. This factor is quite connected with this research because seven years old students in a second grade in primary worked in this project. It must be said that these students were in the process of acquiring a second language through regular English courses. Also the given time by Mr. Orosco's research in schools was similar to the time I had. The researcher had 8 weeks to apply his idea and this project was developed during nine weeks.

In the conclusions, it is stated that if younger students have a constant exposition for long periods of time, and this is combined with an exposure to an understandable input in the target language, they learn in a more effective way than those who began their learning path at older ages and who do not have enough exposure to the target language.

c) Vásquez Baldeón, Roxana (2014), Efectos del Programa “Aprendo Jugando” para la mejora de la comprensión lectora de textos narrativos en niños de segundo grado de primaria del colegio Lord Byron, Magister en Educación con mención en dificultades de aprendizaje, Pontificia Universidad Católica del Perú, Lima, 2014

This research had as main objective to demonstrate if the program “Aprendo Jugando” was effective to enhance the development of reading comprehension capacities of texts of second grade students in a private school in Lima. The sample consisted of 20 children studying the 2<sup>nd</sup> grade of elementary school. This students presented difficulties of reading comprehension.

As well as in this research, Ms. Vásquez also used an experimental design to test the hypothesis. The program lasted 12 sessions of one hour each where she conducted a quasi experimental research with an experimental group with the same age like in this thesis who



received specific strategies to improve reading comprehension and the control group which does not receive any strategy.

At the end of the research, results of pretests and posttests were analyzed and Ms. Vásquez found that children who had been exposed to the program improved significantly. This research validated the program “Aprendo Jugando” which is based on meaningful learning approach and constructivism.

d) Cockcroft, Rosanne (2014), Enhancing Reading Comprehension through Metacognitive Instruction for English Second Language (ESL) Learners in the Further Education and Training FET Band, Stellenbosch University, Matieland, South Africa. 2014

The purpose of this study was to explore the effects of metacognitive training to enhance the English reading comprehension of English Second Language (ESL) in the Further Education and Training (FET) band. The study aim to identify variety of teaching skills and reading strategies that may enhance the reading comprehension in ESL a sample of eight learners of Grade 10 ranging between 16 and 19 years old in the language of learning and teaching (LoLT), English. It took place in a government school in the Western Cape Province of South Africa where learners speak isiXhosa language.

The results of this study determined that the ability to combine a Vigotskian framework of learning and language acquisition and the metacognitive training could improve the English reading comprehension of African speaking learners. In that sense, metacognitive instruction is an effective tool for enhancing ESL reading comprehension. Learners made progress in their metacognitive awareness levels and the scores for reading comprehension improved. Moreover, cultural, social and motivational factors play a very influential role in learners' reading comprehension.

Hence, this research is quite similar to this investigation because of the use of reading strategies such as mind mapping and mental modeling as tools to enhance reading comprehension. Also, there are similarities in the use of a Vigotskian framework in order to develop or increase reading comprehension capacities. Even though, it is also an experimental intervention in a government school in South Africa during a lapse of time of 5 months for further observation this research called my attention especially because it used a qualitative methodology which allowed the researcher for a depth insight into the metacognitive habits of ESL learners through various forms of data collection as the use of triangulation methods in order to give more reliability and validity to the present study. It is interesting how both researches are connected by the use of similar data collection methods and even though they

are different approach both focuses on the lack of reading comprehension and the proposal of a reading strategy as a tool to help to solve the problem.

e) Blickenstaff, Jennifer; Hallquist, Ellie and Kopel, Kandi (2013), *The Effects of Reading Strategies in Comprehension for Elementary Age Learners* (2013) Masters of Arts in Education Action Research Papers, in fulfillment of final requirements for the MAED degree St. Catherine University, St. Paul, Minnesota. U.S.A., 2013.

These three researchers worked with elementary students from 4<sup>th</sup> grade and kindergarten classrooms and a center – based classroom for students with Developmental Cognitive Disabilities (DCD). Ms. Blickenstaff sample consisted of 14 students in fourth grade elementary school. Ms. Hallquist sample consisted in 21 students in kindergarten class some of them where Russian and Spanish speakers. Ms. Kopel sample consisted in 7 students with cognitive disabilities where only 5 students were able to give feedback information. Data was collected to determine the effectiveness of the proposed reading strategies, one of them is using 5 fingers strategy to retell the story and checklist for observation. This research was conducted during six weeks with the aim to enhance reading comprehension.

As a result of the application of these specific reading strategies they found that data analysis showed that reading comprehension capacities increased in all study groups. This is related to this research because the application of storytelling as a reading comprehension strategy enhanced the learners' performance regarding reading capacities.

With these five experiences, both nationally and internationally, there is enough evidence to suggest that the use of a wide variety of reading comprehension strategies at different levels of education enhances the learning process for both learners and teachers and for this, implementing such strategies in class should be taken in to account in order to have success when teaching reading comprehension strategies to allow the learner think autonomously.

## Chapter 2

### Theoretical framework

#### 1. English Language Teaching

English as all languages is a living language in constant evolution and at the present time is the most used language in globalized world, due to its strong implication as a tool for everyday life and professional life. In that sense, English has moved from being a language learned by a few to a basic skill needed by the majority. That positive impact leads to the use of English as a vehicle for communication, working as a link among people not sharing the same mother tongue and being used as Lingua Franca.

Weinstein, C. and Mayer, R. (1983), consider strategies such as techniques that can be taught to be used for learning. These actions and thoughts of students may occur during the learning process having influence on the motivation and in the way in which students select, acquire, organizes and integrates new knowledge.

As Jenkins (2012:492) admits, “While it is useful to develop teachers’ awareness of the lingua franca role of English, it is also important to understand teachers’ perspectives on how best to implement an EFL approach in classroom practices.”

**1.1. Importance of teaching English as a Foreign Language.** English as a Foreign Language (EFL or TEFL) is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English is the mother tongue (e.g., Australia, the U.S.) or one in which English has an established role (e.g., India, Nigeria). It is also known as English for speakers of other languages.

English as a Foreign Language also refers to specialized approaches to language teaching designed for those whose primary language is not English. According to Kachru (2006), “English as a globalized means for international communication transcends all national boundaries”.

When reading comprehension instruction is fulfilled there will be success in learning English as a Foreign Language. For young students like second graders this means to acquire proper strategies that will allow them to achieve the purposed goals regarding to decode and understand what they are reading and go far beyond when growing up.

Among globalized consideration, there is a wide variety of reasons for studying English, as for example: school curriculum, advancement in professional lives, consideration of English as lingua franca and English used for specific purposes such as occupational science, technology, literature, etc. All in all, learning English has become not only important but necessary and a must in most people's life.

For that reason, learning English as a Foreign Language is a challenge for any human being, when we learn a language not only learn their rules, pronunciation, accent, fluency, including but started to create a repertoire of a new vocabulary or lexicon in our brains which allows us to understand a new world, enriches our languages skills and connects us with the new cultures.

Nowadays there is a consideration of English as a global language and as a whole skill. According to Graddol, D. (2006), "the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones, which contribute to place English language in a worldwide scenario. "English seems to have joined this list of basic skills. Quite simply, its function and place in the curriculum is no longer that of 'foreign language' and this is bringing about profound changes in who is learning English, their motives for learning it and their needs as learners." (Graddol, D. 2006: 72)

**1.2. Competences for English.** Teachers must foster the development of listening, reading, writing and speaking as main capabilities in the English area. In that sense, teachers should help to build children's ability to understand increasingly complex content of all sorts in order to have better opportunities in their future life.

In order to develop language skills, "learners need systematic practice in both receptive and productive skills" M. Swan, (1990). In that sense, language skills are integrated but depending on the proposed task in class there will be one driving skill; in this research is the reading skill. Nevertheless, in the interaction of the main language skills schemas are built as cognitive structures where organized knowledge is stored in our memory. The competences of English are useful tools to achieve adequate learning. In that sense, according to Widdowson, the more natural the combination of skills, the more genuine the learning experience becomes.

Consequently, Reading strategies applied when using children's books are important because they allow learners to develop skills, abilities and imagination, encouraging their participation, since they are the ones who can execute the actions and build their knowledge. Costa and Kallick (2000) suggests that we need a shared vision of the skills and dispositions

that students will need to be successful regardless of the content. This vision reflects an innovative process that also involves changes in language learning.

**1.2.1. Reading general comprehension skills definitions.** For this investigation, the chosen focus is on text comprehension capability which includes developing reading skills. Basically we read for pleasure and for information. According to Whitehurst&Lonigan (1998) learners are exposed to different stimuli that require our reading, since children.

In simple words, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Greenall and Swan (1986) define reading as: “Effective reading means being able to read accurately and efficiently, and to be able to understand as much of a passage as you need in order to achieve your purpose. In addition, Krashen (1995:5) remarked “There is impressive evidence that pleasure reading, or Free Voluntary Reading has a powerful effect on the development of literacy – related aspects of language.

Harmer, J. (2007) defines reading ability as a receptive skill which allows the student to extract the meaning of a text. A more exact definition is given by Ur, P. (2002) explaining that reading allows to decode a message of written symbols. Reading skills for understanding texts is essential for student to achieve tasks efficiently, quickly, skillfully and properly.

Moreover, Christina Clark and Kate Rumbold (2006) states that reading for pleasure can be described as an act of play, which allows us to experience different worlds in our imagination and a creative and active/interactive process. Furthermore, the National Library Trust (UK) defines reading for pleasure, also referred to as independent, leisure or recreational reading as follows: “Reading we do of our own free will, anticipating the satisfaction we will get from the act of reading”.

In conclusion, reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. The student is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult



and most important of the three. Also, it is important to take into consideration what Chomsky proposed regarding to understand the idea by chunks of words having sense.

Reading is a cognitive process where the reader's brain decodes words into messages and understands them, getting an idea, even though he/she might not fully understand it. When reading out in another language, the reader is performing some skills like predicting and inferring, getting the general picture, recognizing function and discourse patterns, deducing meaning from context, applying previous knowledge, self-monitoring. Certainly, knowledge of vocabulary and grammatical features are important factors to consider in order guaranteeing reading general comprehension.

**1.3. Strategies for teaching Reading.** Reading Strategies are learned most of the times and are usually defined as a set of steps used by good readers to understand what they are reading. According to Ellis (1985) good learning characteristics reflect the social, cognitive and affective factors that have been seen to be important in SLA. Ellis also states that: "Learning strategies are the particular approaches and techniques that learners employ to learn an L2."

Reading strategies are used to foster reading general comprehension and the better understanding of what the learners read. Harmer, J. (2007) states "the fact that the more students read, the better they get at reading. Reading is a good practice for language acquisition in general, provides good models for future writing and offers opportunities for language study".

Skilled readers use a range of strategies while reading. There is evidence that students who have a heightened awareness of strategies use them more often and more effectively to enhance their understanding of a text and monitor their comprehension. It has been suggested that teachers can raise students' awareness of strategies by modeling strategic behavior while reading aloud to the class.

However, Ellis (Ellis, R.1994: 556) digs deeply when he states: "...not enough is yet known about the relations between learning strategies and language learning to justify attempts to train learners to use particular strategies. In particular, not enough is known about what combinations of strategies are most effective."

The use of strategies while teaching English help students to build reading general comprehension skills that will work with any reading material, not just the particular stories or content children are reading. Using these strategies may allow students to train themselves to determine and summarize the main idea and supporting details, make connections between

and among important ideas in the text, integrate new ideas with the previous existing background knowledge, check understanding by retelling or paraphrasing the story as well as to restate and understand difficult sentences, getting to know the meaning of a word by using the context of the story to infer, visualizing characters, settings, sequence of events and so on.

Reading strategies can be used as a way to assess right understanding and adequate comprehension. The use of these strategies guide students through practice opportunities, and provide corrective feedback along the way. The dialogue among teacher and students fosters reciprocal teaching.

In concordance with Chamot, A. U. (2001) proposition, the Transactional Strategy Instruction (TSI) proposed by Michael Pressley and his colleagues was intended to be useful, and benefit learners helping them to improve and to increase reading comprehension. Pressley TSI approach helps students to become “strategic readers, rather than learners of individual strategies”. (Pressley, 1998; Pressley and Woloshyn, 1995; Pressley et al., 1992).

Pressley (1992) points out that TSI instructional approach presents the following characteristics: “Instruction must be long term because becoming a strategic reader takes years. Teachers explain and model effective comprehension strategies through think aloud demonstrations and discussion. Typically only a few strategies are emphasized over a period of time. Teachers coach students to use strategies as needed. Many mini lessons are given about when and why it is appropriate to use particular strategies. Both teachers and students model the uses of strategies for one another on a continual basis. The conversations about text meaning include discussion of strategies to improve comprehension.”

The use of Transactional Strategy Instruction before, during and after reading help students to set goals and plan for reading, use their background previous knowledge and text clues to construct meaning during reading, monitor comprehension, solve problems during the reading as well as self evaluate their progress well as self evaluate their progress. This procedure involves teaching students to construct meaning as they read by emulating good readers’ use of comprehension strategies.

During the research stage important evidence was found. For instance, useful reading strategies especially designed for second graders students as the Transactional Strategy Instruction (TSI) proposed by Michael Pressley and explained in the antecedents of this investigation is a tested strategy that proved its effectiveness in second graders allowing them “to become strategic readers rather than learners of individual strategies.” In that sense, TSI includes strategies such as activating previous knowledge through KWL (what the student already know, what they want to know and what did they had learned) or WH questions,

(what, when, which, who, why) predictions, visualizing, summarizing, monitoring, generate discussion and wrap up among others. (Pressley, 1998; Pressley and Woloshyn, 1995; Pressley et al., 1992). Based on existing strategy - training research, Pressley has consistently argued that students need an instructional approach (such as TSI)

The usefulness of strategies is emphasized along this current time by experts and teachers. Students are reminded frequently about the benefits of strategy use. The issues of when and where to use strategies are often discussed. Students explain how they use strategies to process texts. Strategy instruction is viewed as a vehicle to generate discussion and dialogue about student comprehension of text.

Other researchers had explored different issues in reading development and examining techniques and procedures for reading instruction that may or may not be helpful to students. In that sense Tom Nicholson and his colleagues proposed the reading race among children and observed the role of phonological awareness in reading, the role of context in reading, social factors that influence reading development and the importance of word recognition abilities, vocabulary learning and comprehension processes on reading development. (Nicholson, 1991, 1993; Thomson and Nicholson, 1999).

As well, Tan and Nicholson (1997) re - examined the role of flashcards in order to determine if flashcards are effective in building word recognition fluency, oral reading accuracy and reading comprehension. “Forty-two below-average readers, between 7 and 10 years of age, were given single-word training, phrase training, or no training. Trained children learned to decode target words quickly and accurately, using flashcards; untrained children only discussed the target words and read them once. Trained and untrained children read aloud passages containing target words and were tested on their comprehension. Trained children had better comprehension than did the untrained children when questioned about passages and asked to retell them. Results suggest that an emphasis on rapid word recognition benefits poor readers”. (Tan, A and Nicholson, T. 1997).

Theoretically speaking, if the daily reading curriculum uses research-proven methods, students should develop skills for comprehending the text. But you may be wondering which strategies are the most beneficial. That question was answered in 1997 by a 14-member panel appointed by the National Institute of Child Health and Human Development (NICHD). The results of their research, published under the title *Teaching Children to Read*, revealed that the most effective strategies are as follows: Comprehension monitoring, Cooperative Learning, Graphic Organizers, Story Structure, questions and answers, summarizing.



According to Adler, C.R. (2001) effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Cooperative learning instruction can be used to teach comprehension strategies. Students work together to understand text, helping each other to learn and apply comprehension strategies. Teachers help students to learn to work in groups as well as provide modeling of the comprehension strategies.

## 2. Storytelling in the ELT classroom

Nowadays, it is a must for ELT teachers to be aware of the new approaches and learning methodologies in order to choose those which fits best to their students' needs and capture their attention.

Reading strategies are planned methods that develop the ability to decode information by using techniques and activities designed to help students to become active readers. Actually, it is a challenge for teachers who have to strive to help students achieve the English Language to keep on updating their teaching methodologies to meet the need of learners.

There are endless innovative learning strategies which allow learners to successfully achieve language acquisition in class. In my own experience, one of the most effective ones is storytelling. Dating back throughout the human history, storytelling is embedded into our culture as the primary form of family entertainment before other kind of entertainment such as Netflix, YouTube, and social media.

According to Sole & Wilson (2002) storytelling plays a fundamental role because stories can be used to share values and creating vision, to pass on knowledge and wisdom, and to shape identity and culture". It is considered as one of the most effective and influential techniques.

Moreover, stories provide an intuitive and emotional anchor which facilitates learning. When the story has a meaningful impact, the learner generates an emotional connection which allows them to recall easily what had been learnt.

**2.1. Definition of Storytelling.** The Cambridge Dictionary defines storytelling as the art of telling stories. More precisely, Kang Shin, J., and Crandall, J (2014) defines storytelling as an exciting and joyful way to present English in a meaningful context exposing children to new cultures.

**2.2. Rationale.** The rationale for this thesis is to help students in second grade to become purposeful, active readers who are in control of the reading strategies they choose when reading as well as to foster comprehension strategies because it is the goal of reading. When comprehension is achieved good readers use it to make sense of the text.

According to Kang Shin, J., and Crandall, J (2014) “Sharing stories is an exciting and entertaining way to engage learners and present new language structures and vocabulary” inside a meaningful context which allow learners to use the target language. Narrative activities also develop students’ critical thinking and introduce new culture in a joyful way promoting an authentic form of communication.

**2.3. Communication through the use of Storytelling.** Diversity of models in language teaching trends mirror diversity of language learners’ motives and needs. Nowadays very young learners are learning English as well as learners from different ages and varied backgrounds, so the needs and focus in the objectives are experiencing a change of direction. In this century, students are expected not only to manage their native language, but to handle thinking skills and the ability to work well with others. Vocabulary, phonological awareness and knowledge are increased by an adequate reading practice. By reading we are able to make connections with the surrounding environment, with us and with other people. Language in use in a communicative approach foster socialization among students.

According to Soontiens (2004): “Learners want to learn languages not only to communicate, but also as a means to find contacts, meet people, establish partnerships” as well as to be prepared for the studies and jobs demands nowadays. In addition to this, Graddol (2006) states that students need to learn how to learn autonomously; Eaton (2010), holds that students need to be motivated, inspired and guided as well as recognized in their ability to understand, use and produce language. She also notes that students need learner - centered approaches where their individual skills are taken into account.

Learners also need an environment which leads into collaborative approaches in order to share knowledge and foster communicative skills. Furthermore, Rea-Dickins, (2001) holds that “there is a trend in language education overall to incorporate student self-monitoring and self-assessment”. All this is meant to adapt the curriculum to the student’s needs, focusing on the basic skills and knowledge every student should have.

**2.4. The link between culture and Storytelling.** Owing to this sustained change and new learning aims, teachers are experiencing language approaches in schools which involve a growing level of interdisciplinary work that makes the language classroom a place where the increasing multiplicity and integration of different cultures interests and demands of learners happens often. Teachers coordinate contents and skills work, so themes are examined from different analytical frameworks. This generally aims at a better understanding of the contents, particularly challenging problems that require insights from several disciplines.

Today, an individual has access to a vast array of information from a variety of world cultures at the touch of a button. This information is granted in the English speaking world as well. Elsewhere, however, much of the world's information is beyond their reach, locked in English. That is one reason why learning English as a second language has become so popular. In fact, English is now the world's most widely spoken second language, surpassing all others. In fact, more people now speak English as a second language than as their first language.

Storytelling describes the social and cultural activity of sharing stories. According to Curtain and Dahlberg, (2010) "story or narrative, is a powerful vehicle for expanding culture. Values and concepts of the culture that are embedded in myths and folktales can be shared through storytelling, story reading and dramatization".

In that sense, storytelling is one of the best methods to supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allows students to get involved with the language target culture and produce when they are ready to do so, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

According to Halliday (1980) the learning process simultaneously involves learning language – as learners listen to and use language with others in their everyday lives; learning about language as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues.

However, Stephen Krashen states "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

**2.5. The joy of learning through the use of Storytelling.** Effectively applied, storytelling is a joyful task in which language learning process is imperceptible to the learner. They acquire new vocabulary and language structures within the context of an engaging world.

According to Slatterly and Willis (2001) language acquisition in young learners is unconsciously. Stories offer students a world of supported meaning that they can relate to.

Strategies such as (Total Physical Response)TPR or Create your own ending can be fun to propose during the reading class. Learning with joy makes knowledge valuable, meaningful and easy to remember in the future.

As for children, there are many factors that have strong effects on their success or failure when learning reading comprehension in a second language. Due to this fact, extrinsic and intrinsic motivation, physical conditions, learners' age, teachers' methodology and different reasons for learning should be taken into consideration as well. According to Cook (2008) "Motivation works in both directions: high motivation is one factor that encourages successful learning; in reverse, successful learning encourages high motivation."

In that sense, motivation seems to be the strongest force which encourages the students to carry out learning tasks. In addition, Ellis (1994) pointed out that "... motivation was the single and most powerful influence on the choice of learning strategies." According to Corder (1981) "If motivation exists, success in language learning is guaranteed."

Success within the classroom context does not necessarily mean getting the right answers. According to Penny Ur (1996:278) "It is inevitable that there will be occasional failures in any normal learning experience, and they are nothing to be ashamed of, good learners recognize this, take setbacks in their stride, and look for ways to exploit them in order to succeed next time."

There is an imperative need to foster self-reflection in students in order to let them take the right steps to aid the acquisition, storage and retrieval of information. Oxford and Crookall (1989:404). It is essential to consider that reading is a process in which thinking processes are given at all times. Reading strategies need to be carefully taught because not everyone can learn to do it by themselves. According to Nunan, D. (1999), "It is probably true to say that more time is spent teaching reading than any other skill."

Reading, as well, develops the mind and exercises the brain. When teaching young children how to read, we help them develop their language skills and it also helps them to focus on what someone else is communicating. Grabe and Stoller (2002:210) state that "skilled readers use a range of strategies while reading. There is evidence that students who

have heightened awareness of strategies use them more often and more effectively to enhance their understanding of a text and to monitor their comprehension”.

On the contrary, poor reading skills increase the amount of time it takes to understand what is being read. The impact struggling with reading skills is amazing regarding how it affects everything. According to recent research studies from the American Educational Research Association low reading skills affects students’ academic success as well as their emotional and social well-being.

Reading general comprehension skills are involved in all subject matters. It is a sad fact that poor reading general comprehension skills lead to poor grades. When students have difficulties to understand what they read, it affects their ability to succeed in school. All subjects, including science and math, require reading general comprehension skills. Even tests and exams require good reading comprehension which results in low scores.

**2.6. Promoting Critical thinking through the use of Storytelling.** By reading we are able to make connections with the world, with us and with other experiences. Learning a new language is not only knowing rules of grammar and spelling but also developing critical thinking skills. The process of reading in students of English as a second language can be extremely difficult if the child has not been previously exposed to the vocabulary and culture that the text means. Critical thinking is defined by Chance (1986) as “The ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems”.

When we ask questions in class we foster the development of critical thinking because we encourage students to analyze and make inferences in regard with themselves and their cultures. Critical thinking helps learners to gain a deeper understanding of texts, including those from different cultures. According to Spiro (2006) when teachers encourage students to retell a story, they must also “summarize, edit, and develop” the story not just repeat it the same.

This procedure in the use of reading strategies foster critical thinking and encourages students to interact with each other, asking questions, seeking clarifications, and sharing evaluations. Reading strategies can be successfully simplified for the use with younger students as in this thesis or made more sophisticated for use with older students.



**2.7. Pre Storytelling Activities.** Before the reading it is intended to activate students' background knowledge which is important to the content of the text by discussing what students know about the topic and the text organization which is little in contrast to visual aids in the story book or the use of a cd audio with special sounds to foster students' imagination.

It is relevant to notice what Kang Shin, J. and Crandall, J. (2014) remarks that pre reading activities must be designed to “create interest and enjoyment, make the storytelling more meaningful, and encourage critical thinking. For example to capture students' attention it is suggested to use realia or flashcards.

Ur, P. (1996) states that materials prepared by the teachers are more significant in the learning process because they are relevant, meaningful and personalized according to the learners' necessities. Evidently, Penny Ur's proposition is more meaningful for young second graders students to connect with flashcards in order to retell the story using visual aids.

Also this stage of the reading process is important to allow students connecting their own prior knowledge and experiences, review what they have learned, practice new vocabulary through language in use, as well as, pre teach new vocabulary or expressions. Moreover students have the opportunity to predict what will happen in the story and train listening skills when a specific purpose is given before reading the story.

Pre-reading also allow students collecting and defining vocabulary terms from the text as well as understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

In order to connect with students' prior knowledge flashcards with words related to the vocabulary of the story were used during the given time to develop the research. The students had the opportunity to explore target vocabulary as well as to discover another related words along the reading.

**2.8. During Storytelling Activities.** During the reading teachers should remind students to use comprehension strategies, such as inferring or guessing what will happen next, recognizing main characters and the sequence of events by asking students questions that allow to monitor their understanding. Asking questions in between certain gaps during the reading will allow keeping students on the right tract and focusing their attention on main ideas in the story, even though it is a simple story as “The Ugly Duckling”.

It is remarkable to note the importance that needs to be highlighted; consequently, teachers should focus attention on clue parts in a text that require students to make inferences. Also it is relevant to call on students to summarize the story in their own words or drawings.

Questions can be effective during this stage of the process because they give students a purpose for reading. Moreover, questions focus students' attention on what they are going to learn. They help students to think actively as they read and to review content and relate what they have learned to what they already know.

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit, textually implicit information, or information entirely from the student's own background knowledge. This strategy was really useful during the practicum period because it allows students to predict what will happen in the story before reading it, and during the reading it allows the students to understand what is being reading. When working on pairs this QAR strategy allows students to have mutual feedback in order to understand the story.

The typical approach to question – answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

In order to encourage learners to answer questions scanning and skimming strategies were used in class. These strategies allowed students to find precise answers. In this regard Harmer, J. (2009:100-101) mentions some reading strategies such as scanning which students focus on specific details of what they read while using the skimming the main idea of the article is obtained. Also, the use of meaningful flashcards made for the purpose to retell the story was specially designed. Ur, P. (2002:60-69) mentions the use of flashcards and the use of the word antonym or synonym to explain meanings as effective strategies for acquiring new vocabulary.

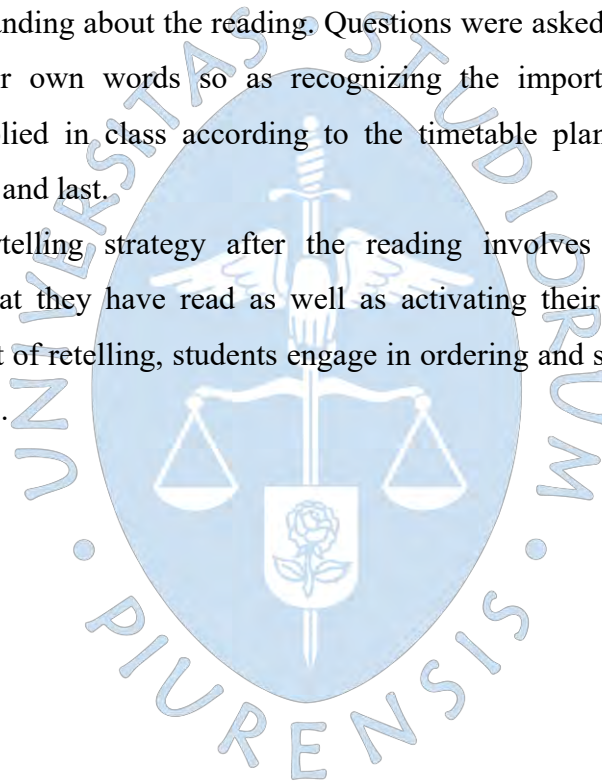
In this research playful activities with movements and actions to keep students attentive were included, making the experience more dynamic and effective. Students also had the opportunity to create their own endings in order to foster creativity and imagination meaningfully.

**2.9. Post Storytelling Activities.** These activities are designed to make a follow up of the previous activities. Students have chance to practice the use of new words and language structures through the use of all four language skills, cooperative activities, scaffolded instruction, and activities directed to all different learning styles.

In this stage of the process students can check prediction, make group retelling, make some games, and draw the story through storyboarding. It is relevant to allow students create their own minibooks which will be meaningful to them. This minibooks can have a personalized or parallel story where they can make cultural connections among the given story and their context.

During the research after the reading discussions were fostered and guided by the teacher to make clear understanding about the reading. Questions were asked to students to recall and tell the story in their own words so as recognizing the important parts on the story. Worksheets were applied in class according to the timetable plan regarding sequence of events first, next, then and last.

The use of storytelling strategy after the reading involves having students orally reconstruct a story that they have read as well as activating their previous knowledge of similar stories. As part of retelling, students engage in ordering and summarizing information and making inferences.





## **Chapter 3**

### **Methodology of the investigation**

#### **1. Investigation type**

This research has a quantitative approach, an explanatory level with a quasi-experimental design. The following tools were used: a questionnaire to students (see Appendix 5b), a checklist (see Appendix 4a). All these techniques previously stated were validated by experts in the field (see Appendixes 6a, 6b, 6c)

An explanatory research has been chosen because it devotes primary attention to what will explain and quantify the relationship between the variables in this case the use of storytelling with the development of the capacities of comprehension texts from English language students in second grade in a private school in Lima.

For this research a quasi-experimental research design was selected. The quasi-experimental research uses an experimental group and another called non-equivalent control group. The experimental group is one in which the treatment or independent variable is introduced, while the control group is one that has no treatment. According to Fraenkel and Wallen (2014) a quantitative research allows investigators to clarify the subject of study through carefully designed and control data collection and analysis. As well, the quasi experimental designs use a specific selected data to be analyzed.

#### **2. Design of the investigation**

In terms of approach, a quantitative quasi – experimental research design was assumed because as mentioned by Hernández, Fernández and Baptista (2006)"....uses the compilation and the analysis of information to answer questions of investigation and to prove hypothesis established before and to trust in the numerical measurement, the count in the use of the statistics to establish with accuracy standards of behavior in a population..."

The overall design of this project will take a quantitative approach; meaning that a formal, objective, systematic process will be used as well as data will be utilized to test the following hypothesis: The use of storytelling for second graders improves reading comprehension. The proposed hypothesis is derived from the general question which is the concern of this research and leads the overall objective of the research.

This is a quasi-experimental design, with information collected through pre and post measurements in both experimental groups (group A: Active Learning through Storytelling Strategy / Group B: Traditional Learning) over a specific period, which was developed at

applying assessment instruments to students of second grade in a private school in Lima. The research has been conducted in two second grade classes which have lasted for nine weeks.

### 3. Research Questions

Can the use of storytelling improve students' comprehension skills? If so, how much will the students improve? If not, why not? In other words, can teachers rely on other tools in order to make classes more challenging, fruitful and in the process make our students become more autonomous?

How positive emotions and motivation towards learning can make students more successful in general reading comprehension skills? Because motivation and positive emotions are strong feelings to encourage student to learn and read.

How to identify the problem of poor reading skills? It may be caused, as it was mentioned before, due to disinterest, boredom and frustration when there is lack of understanding may children lose attention.

How to motivate and encourage a few students who lack motivation? The joyful use of storytelling may cause curiosity and attract students' attention naturally. If the teacher is having fun telling the story and uses a strong body language to dramatize the story students' will easily pay attention.

As it have been cited before, Corder (1981) states "if motivation exists, success in language learning is guaranteed." In addition, Cook (2008) states that "motivation works in both directions: high motivation is one factor that encourages successful learning; in reverse, successful learning encourages high motivation." In that sense, motivation seems to be strongest forces which encourage students to be willing to learn.

### 4. Population and study sample

**Universe:** The investigation takes place at an educational institution in Pueblo Libre, Lima Perú. It has elementary and highschool sections with a total approximately of 500 students every year. Each class has approximately between 20 to 24 students. This is not a bilingual school, in that sense; they only have English classes four hours per week during Mondays, Wednesdays and Fridays. Two of the four classes are devoted to develop the reading plan lessons where storytelling as strategy to enhance reading comprehension in second grade students was applied.

**Population:** The group of study consists in two classes of second grade. On one hand, the control group with 20 students and on the other hand, the experimental group with 24

students. All of them are at a basic level of language proficiency. For study purposes I had considered 20 students for both classes. In this thesis, students in second grade are between early production stage and speech emergence stage so they need to increase their vocabulary through reading practices.

In second grade most children practice the skills learned in earlier grades and begin to use them easily. Some children who were not completely ready to understand all the material introduced in first grade may now be ready to master it. Second graders apply what they learned about the meanings of letters and numbers to more complicated material, and begin to develop their critical thinking as well as other abilities. By second grade, most students can read and write at a basic level. They tackle more and more texts in and out of the classroom as they work to become rapid and accurate readers.

**Samples:** This refers to the group of a population's extracted cases, selected for some specific study purposes.

In this research different instruments were applied and the samples were made up of 20 students in the control group and 20 students in the experimental group. In both classes heterogeneous students were found. There are smart students who have no difficulties when reading and there are some other students who lack solid previous knowledge in order to understand given directions. Since no students proficiency is equivalent to another, levels of language proficiency vary among students. They do not practice English outside the school classes.

The textbook used for the reading plan classes was "The Ugly Duckling" by Hans Christian Andersen, retold by Susanna Davidson. This book is designed for beginner readers. It has a lot of illustrations and not so much text.

## 5. Variables

"Variables represent the measurable traits that can change over the course of a scientific experiment. In all there are six basic variable types: dependent, independent, intervening, moderator, controlled and extraneous variables".(Agravante, M. 2018)

The variables of this research are organized according to the dimension of educational development, taking into consideration independent and dependent variable.

**5.1. Independent Variable.** The pedagogical use of storytelling strategy to enhance reading comprehension capacities.

**5.2. Dependent Variable.** The capacities of the area of English: Reading general comprehension.

## **6. Techniques and instruments for gathering data**

The instruments and techniques used for gathering data are tools that facilitate the variable observation and measurement. The type of instruments used in the practicum thesis was pretest, oral questions, questionnaire for students, a checklist for observation and post test.

The observations were made during 18 pedagogical hours of 40 minutes during the period of time of nine weeks, so it was observed how students interacted with storytelling strategy in the experimental group and how the control group progressed without applying storytelling strategy. All the observation was administered by me.

When the process finished and after the post test, a questionnaire survey was applied to students in the second grade in a private school in Lima in order to gather real information about attitudes or improvement towards the use of storytelling to enhance reading comprehension.

## **7. Procedures.**

Reading is a learned skill and the majority of people need reading instruction. The methodology used to teach the skill and sub-skills helped them to accomplish their goals. The methodology applied was student-centered using communicative reading strategies in order to motivate students and help them gain autonomy. Asking questions, monitoring their advance and letting them inferring and making connections with their own reality were part of the strategies applied. Some activities were designed following the “think-pair-share” idea of cooperative learning in a way that everyone has a chance to participate successfully; group work allows students to help one another, while the teacher was available for feedback or consultation, acting as facilitator, so that students can construct their own knowledge.

Before starting to apply the use of reading strategies for children in the improvement of reading general comprehension, a pre-test was given to the group of children in the control and experimental group with the purpose to obtain insights about their reading comprehension level as well as vocabulary. The pre-test was designed to predict successfulness in language learning by determining the learner’s ability to acquire reading general comprehension skills.

During the practicum stage formative evaluation took place through the use of weekly progress test designed as worksheets with the purpose to provide continuous feedback for me, as well as for my learners, reinforce the adequate use of the given reading strategies in class

and foster effective learning process. Moreover, formative evaluation allowed me to decide appropriate modifications to the lesson plan according to my students' needs.

At first, only the act of reading will be carried out, asking some questions in order to practice skimming (reading for gist) and scanning (looking for specific information). Students' previous knowledge will be basic for carrying out pre-reading activities. The aim at first was to encourage students to read, involving them in an interactive process including the strategies proposed in the lesson plan. Questions about personal opinions and feelings regarding the reading were asked in order to promote oral discussions and/ or written answers. Illustrations as well have given me excellent results, no matter the age of the students. Oral interventions and group work boosted their self-confidence and enhanced their different abilities.

The aim in the reading exercises has been to train students in developing strategies and working autonomously. Using an inductive method allowed me to use the strategy of noticing which facilitates the student's learning. Instead of explaining and giving examples of a concept, flashcards, and frameworks were used to show how the concept is used, so the students could become aware of something in particular. This can be applied in any classroom situation.

According to Harris, M. and McCann, P. (1994) progress tests aims to find out how well students have grasped the learning objectives over a particular period of time. In addition, progress tests assess how well learners are mastering the reading strategies taught in classroom as well as the degree of success of teaching and learning in order to identify areas of weakness and strengths. Abbott, G., & Wingard, P. (1981) points out that the use of progress test gathers feedback on the effectiveness of student learning. In that sense, the use of weekly quizzes worksheets were useful in order to gather meaningful information.

Furthermore, progress tests such as weekly quizzes presented as worksheets in order not to stress students measure the progress made by students over a short period of time in the course and allow teachers to evaluate the degree of success of teaching and the effectiveness of the learning process as well as to identify areas of weakness and difficulty of teaching so teachers can better target students' learning needs and modifications can be made to bring about improvements. In addition, progress tests allows to monitor or follow students' learning processes, provide evidence of what students have learned and what they still need to learn.

After the course, a post-test designed according to third generation principles were taken in order to compare the results among both groups of children. According to Bachman (1990) proficiency tests look forward a future language using situation, because they are related to



specific academic situations where English is needed. Moreover, quizzes, progress tests and post-tests aim at helping teachers and learners to decide how successful learning has been to that point and what needs remedial work, recycling and consolidation.

In the proposed post-test learners are asked to do tasks in connection with reality. The given tasks dealt with CLT approach to foster real language use. Learners were asked to read a short paragraph and retrieve the required significant information to retell the story using their own words in a given First, next, then, last, framework.

In that sense, the designed post-test is intended to assess the use of reading strategies in the improvement of reading general comprehension skills, students' language proficiency in terms of reading comprehension and writing skills as well as vocabulary related to the Reading Book "The Ugly Duckling".

As well, lesson plans had been used as an organizer for the activities and the times in which they will be applied in order to gather data in a daily basis while the practicum period is given. These organizers show the major steps which shall demonstrate that the investigation is well conducted.

For a general analysis of the procedures of my research see appendix 1a to see the timetable. For a more detail analysis of the procedures please see appendix 1b to see the lesson plan.

## **8. Description of the pre – test and post test**

The purpose of the pre test assessment at the beginning of the practicum thesis period allows observing how well students can recall previous information in order to achieve the given task in the pretest. At this stage of the practicum thesis period students are not expected to know the answers of all the questions; however, they are expected to use their previous knowledge to solve the given questions.

Post tests are assessment tools for measuring the achievement of the reading general comprehension skills as well as how many students have improved after using reading strategies to improve reading comprehension. The purpose of this instrument is to give a valuable diagnostic for more effective teaching.

Both instruments, pre – test and post – test (see appendix 8a, 8b) evaluates the ability of comprehension through activities such as reading comprehension. In the post – test the use of framework with clue words: first, next, then and last assesses if the student is capable or not to retell the story in their own drawing to explain their favorite part.



## **9. Data collection procedure**

Regarding data collection, Fernández, C. and Baptista, P. (2006) mention that “Observation technique involves the systematic, valid and reliable record of observable behaviors and situations”. For this specific purpose I used a checklist (see samples on Appendix 4a, 4b) which identified attitudes towards reading.

An observation checklist was used in order to observe attitudes towards reading along the development of the classes, period where the storytelling strategy was applied to students of second grade in a basic level of a private school in Lima. The main objective is to determine the number of students who met the skills, and the number of students who did not met the skills.

## **10. Questionnaires for the students and teachers**

The purpose of this instrument was to gather real information regarding the given experience during the nine weeks that lasted the practicum thesis. These surveys are simple assessment tools where students and the class teacher are asked about their attitudes towards the reading as well as a series of simple questions about understanding and enjoying reading activities.

All the above instruments mentioned before were run in the following dates. While the pretest was taken in May 13, the post test was taken in July 8<sup>th</sup>. On the other hand, the interview was applied in June 24<sup>th</sup>. The observation was administered from May 13<sup>th</sup> to July 01<sup>st</sup>. The post test was taken on July 8<sup>th</sup>. Finally, the questionnaire for teachers and students was taken in July 12.



## Chapter 4

### Discussion of results

#### Presentation and analysis

This practicum thesis has been focused on the use of storytelling as reading strategy in order to improve reading general comprehension skills and how it will help eight year old students in Second Grade. In this chapter the results of the research are presented, a pretest (See Appendixes 8a, 8b, 8c to see some samples) and a posttest (see Appendixes 9a, 9b, 9c, to see some samples) was performed to test the influence of the use of storytelling in academic performance in the ability of comprehension in a second grade elementary basic level of a private school in Lima.

The data obtained from these tests reflect the initial and final state of the control and experimental groups.

#### Results regarding the variable “storytelling”

##### a) Perceptions of students

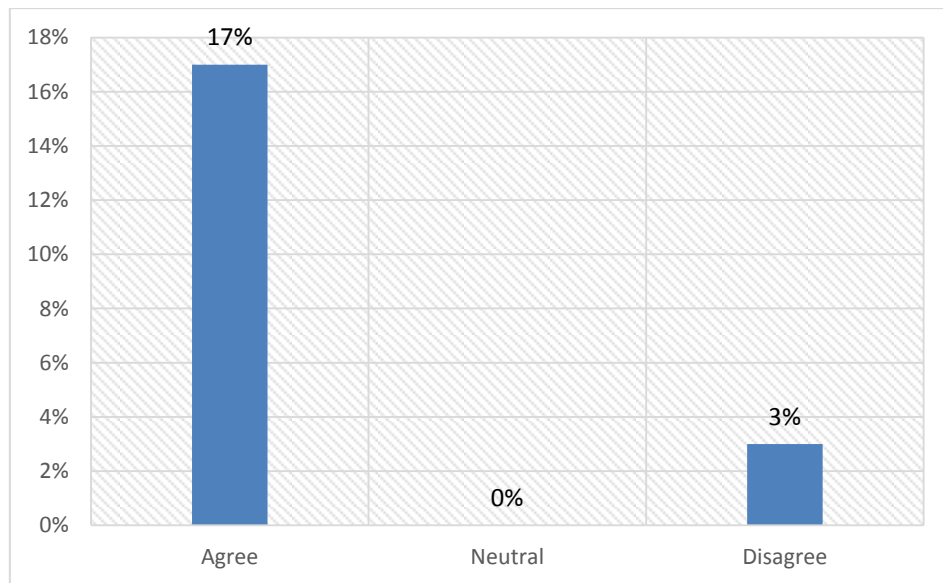
The results show that when asking students of the experimental group about the ease of comprehension questions using storytelling there is a high percentage (85%) which indicates that they have no more difficulties to answer the comprehension questions.

Table 1.Comprehension Questions

Category	Frequency	Valid percentage
Agree	17	85%
Neutral	0	0%
Disagree	3	15%
Totality	20	100%

Frequency of the Survey(question 2)

Claudia Lambruschini (2018)



Graphic 1. Comprehension Questions  
Claudia Lambruschini (2018)

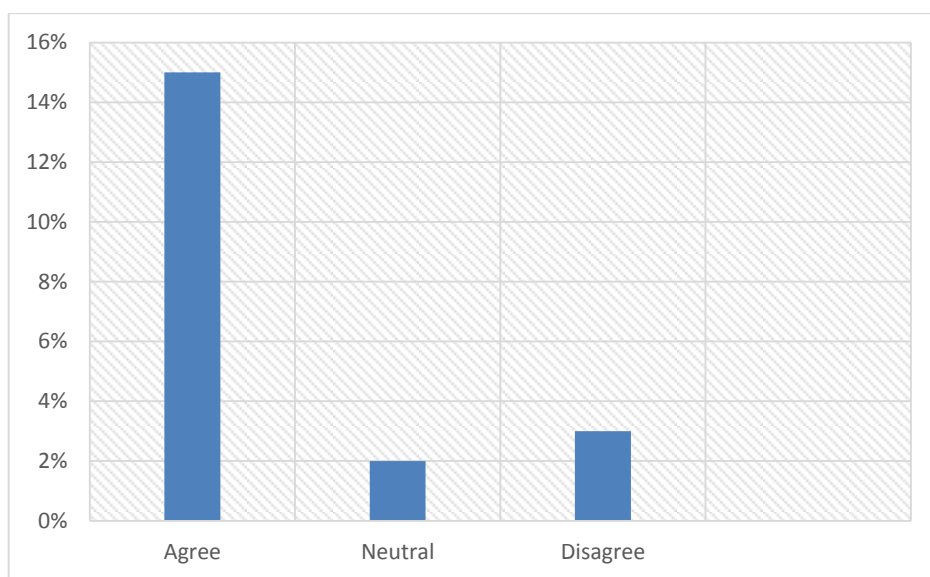
In regards of the benefits of retelling the story using story telling we see that about 75% believes that it worked to reinforce the comprehension skills.

Table2.Retelling the story

Category	Frequency	Valid percentage
Agree	15	75%
Neutral	2	10%
Disagree	3	15%
<b>Totality</b>	<b>20</b>	<b>100%</b>

Frequency of the survey (question 3)

Claudia Lambruschini (2018)



Graphic 2. Retelling the story

Claudia Lambruschini (2018)

Regarding the results of the questionnaires applied to the experimental group (See Appendix 5b); we see that students are motivated to interact with storytelling in their daily classes. Students have no difficulty neither performing the activities and answering the comprehension questions nor retelling the stories effectively.

### **b) Teachers' perceptions**

It should be noted that teachers need more information on different reading strategies in order to use them in the classroom (See Appendix 7b to review the transcript of the interview to teachers). Teachers mentioned that new techniques involving storytelling, teamwork, pair work or others to teach comprehension are always useful, since students tend to get bored of the things they already know

Most of the interviewed teachers agree that it is necessary to expand students' knowledge and motivate them through strategies that let children enjoy reading for pleasure, acquire skills, get accurate input, gain the necessary skills needed in real-life situations, and get involved in the target language.

In that sense, cooperative methodology which I think assures adequate space for all students talking, arguing, sorting out, and practicing vocabulary, grammar and structures, and everybody has several opportunities for talking to a partner or doing oral presentations which promotes familiarity and fluency with English.

In this regard, Larsen-Freeman, D. (2000) points out that “Cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important”. It is a learning friendly, supportive methodology, taking into account different needs of students, while offering activities for pair and group communication.

Moreover, teachers can provide the students with opportunities for noticing when reading by presenting them with clues, vocabulary, questions and encouraging speculation, imagination and prediction. Even though it takes longer, this happens to be more stimulating and require greater student participation, which at the end results in deeper understanding. The class, whose average age is 8 years old, was not familiar with pair work, but they got easily used to and enjoyed the experience of sharing their thoughts to solve questions together.

According to Penny Ur (1996:278) “It is inevitable that there will be occasional failures in any normal learning experience, and they are nothing to be ashamed of, good learners recognize this, take setbacks in their stride, and looks for ways to exploit them in order to succeed next time”.

Finally, the use of storytelling played a key role in developing students’ comprehension skills. In that sense, most teachers agree that success in the classroom context does not necessarily mean getting the right answers.

### **Results regarding the variable capabilities in the English area**

#### **a) Comparison of the control group and the experimental group before using storytelling.**

In order to get to know how the groups started in regards of the variables of comparison a pre-test was applied in which the previously learned contents were evaluated in the capacity of reading comprehension.

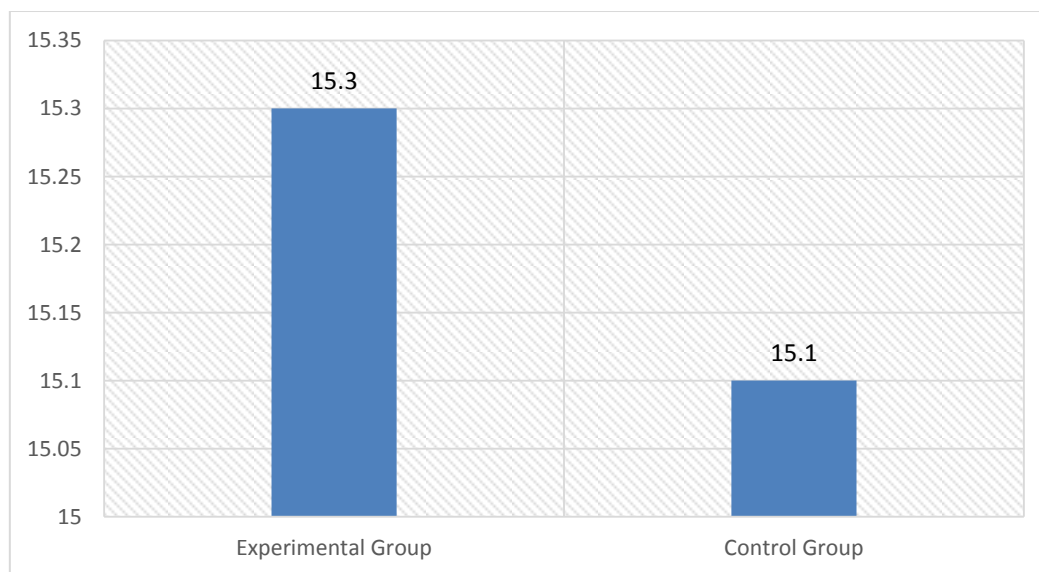
It was observed over all in the test comprehension that the experimental group scored an average of 15.3 and the control group scored an average of 15.1 in this way we can observe that the average result in the experimental group is greater than the control group. These results indicate that the level of knowledge of the experimental group is different, so is the behavior of the variable of comparison before starting to work with storytelling.



Table 3. Comparison of the arithmetic means for the overall result of the Pretest

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	15.3	1.17
Control	20	15.1	2.52

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Graphic 3. Comparison of the arithmetic mean of the overall result of the pre-test

Claudia Lambruschini (2018)

Comparison of the control group and the experimental group after using “Storytelling”

To know how the groups finished in regards of the variables of comparison a post-test was applied in which the previously learned content in the capacity of reading comprehension.

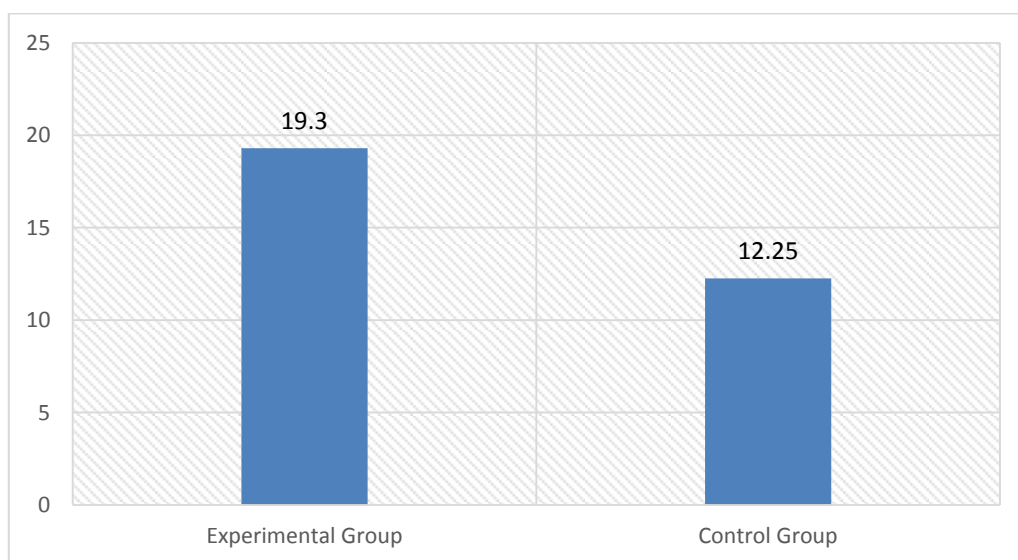
Global analysis of the post-test capability: comprehension of texts. It was observed overall in the test of comprehension of texts the experimental group obtained a result of 19.3 and the control group 12.25. Thus we see that the average score of the experimental group was even higher than the control group in comparison with the Pre-test. Suggesting that the level of knowledge of the experimental group varied significantly after “Storytelling” was integrated to its teaching-learning process.

Table 4. Comparison of the arithmetic means for the overall result of the post test

Group	N	Arithmetic mean	Standard Deviation
Experimental	20	19.3	1.59
Control	20	12.25	5.92

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Similarly, with regard to the standard deviation we see the experimental group has greater variability in the control group.



Graphic 4. Comparison of the overall averages for reading comprehension variable after applying storytelling

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In this part of the research I will proceed to make the discussion of the results.

### **Discussion of the results:**

The capability of comprehension of texts is considered relevant within the capabilities to acquire a foreign language.

In relation to the results obtained in this research we see that students in the experimental group obtained higher results compared to the control group.

On the other hand, it is not worthy that although students are still in the learning process for a successful understanding of texts, the result obtained by the experimental group in the post test increased after developing storytelling activities during the class period compared to the pre test. Regarding the results of the control group, the results as well increased but not as much as the experimental group.

In conclusion, it is observed that the use of storytelling enhanced reading comprehension capacities in the experimental group. That is because children are always willing to learn new strategies to avoid boredom. Students easily got used to storytelling and enjoyed the experience.





## Conclusions

The development of the competence of reading general comprehension is essential to give children not only the opportunity to acquire present knowledge and abilities, but also future ones, in the sense of giving the child autonomy for being able to understand what they read.

The fast expansion and development of new knowledge and communication is a permanent challenge in order to be updated with the latest information in regards to education. This impact in expanding information leads to the use of English as a vehicle for communication. English is in constant evolution and it is the most used language in globalized world, due to its strong implication as a tool for everyday life and professional life.

Based on lately experiences more students find language teaching boring and tedious. We as teachers must be aware of this fact and create meaningful and attractive classes. Storytelling is a powerful tool to engage students in language learning.

The following is the account of conclusions reached upon completing this research:

**First.** The use of storytelling in the English class has been a motivating and appealing experience for students in the experimental group because it creates interest and captures their attention in the wide range of activities. After filling the survey students felt completely satisfied with the use of storytelling.

**Second.** Additionally, the post test results showed that the use of storytelling helped to increase the text comprehension performance in the experimental group. Moreover the results obtained with regard to the influence of the use of storytelling to enhance the capacity of text comprehension in the experimental group it is observed that the percentage of influence of storytelling in the learning process was considerable.

**Third.** Analyzing the data in chapter IV, chart 3 shows the results of the pretest where it is observed that before the use of storytelling the experimental group scored an average of 15.3 while the control group scored an average of 15.1.

**Quarter.** After nine weeks applying storytelling in reading classes, the experimental group scored an average of 19.3 while the control group scored 12.25. Thus it can be observed that the average score of the experimental group was higher than the control group in comparison with the pre test. In that sense, as a conclusion it can be said that the use of

storytelling plays an important role in order to improve comprehension of texts in students because it is an enjoyable strategy which fosters students' interest and arises motivation.

**Fifth.** Furthermore, the post test results show that the use of storytelling help the academic performance of the experimental groups in a considerable way. The results obtained to the influence of the use of storytelling to develop the capacity of comprehension text in the experimental group were significant in comparison with the control group.

**Sixth.** Nowadays it is a must for teachers to be aware of new techniques, as well as to research for latest methodological approaches in order to choose the more suitable strategies to foster the class interest and to make more meaningful and enjoyable classes.

**Seventh.** Currently, there are different methodological approaches and strategies to reach students and empower language teaching. However, teachers must be aware and choose innovative strategies in order to impact students. A powerful technique like storytelling will foster the achievement of objectives regarding reading comprehension. Therefore is the teachers' responsibility to research and choose the most effective ones to make an enjoyable class. As well, it is important to create shared reflection among teachers according to 21<sup>st</sup> century skills for teachers.

**Eighth.** It is a fact that storytelling creates emotional engagement among students and if teachers are not aware of this they will become outdated.

**Ninth.** The use of storytelling facilitates the English Language Teaching and makes students learn and understand what they read more effectively because learning processes must be always related to joy in order to successfully achieve the proposed goals regarding reading comprehension skills.

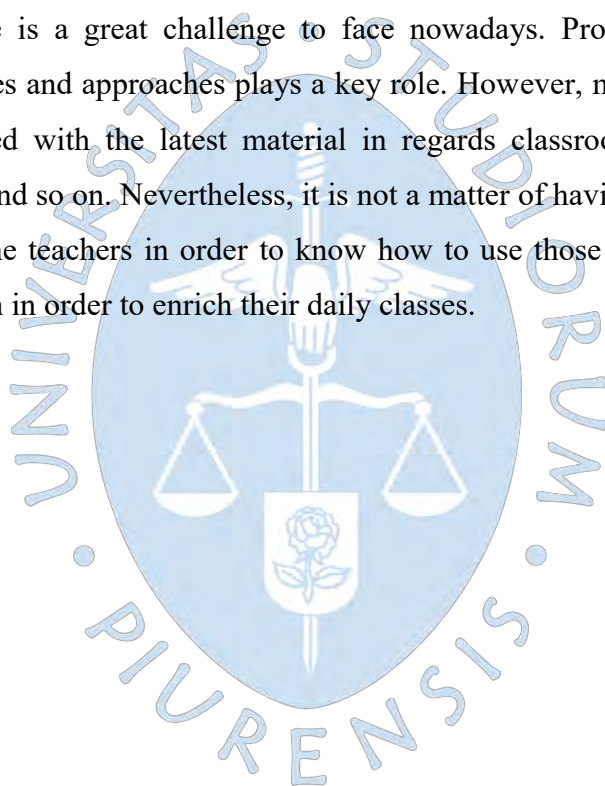
**Tenth.** The use of storytelling as strategy to enhance reading comprehension skills helps learners to acquire lifelong independent reading habits for study and joy. The more they practice reading skills the more independent they will become.



**Eleventh.** Moreover, the results obtained with reference to the influence of the use of storytelling to develop the capacity of comprehension of text in the experimental group evidence that the percentage of influence was meaningful in the post test results.

**Twelfth.** Students can overcome reading comprehension difficulties in an enjoyable way. What they learn with positive emotions will be meaningful in their daily lives. In that sense, comprehension occurs when students know what skills and strategies are necessary for the type of text they are reading and understands how to apply them to achieve the reading process. This will lead students to a higher level of reading comprehension and retention.

**Thirteenth.** There is a great challenge to face nowadays. Promoting the use of new teaching methodologies and approaches plays a key role. However, most of schools currently are being implemented with the latest material in regards classroom objects, technology, software, visual aids and so on. Nevertheless, it is not a matter of having the resources but it is a matter of training the teachers in order to know how to use those tools and then have the criteria to choose them in order to enrich their daily classes.





## Recommendations

For teachers:

**First.** It is highly recommended that storytelling should be applied in connection with daily classes in private and public schools all around the country, so that learners can benefit from the use of this innovative strategy during language learning process.

**Second.** It is also suggested that storytelling as a strategy should connect other areas in order to foster text comprehension in different contexts than the reading plan class or the English Language class and for future studies. In this way the technique can still improving.

**Third.** Every teacher must plan the reading activities carefully before the class, in order to set the adequate scenario where teacher can feel comfortable, confident and flow freely in a meaningful and appealing class for students.

**Quarter.** It is recommended to map the plot as a memory technique. On one hand, map the plot has to do with the use of graphic organizers to help learners to identify the elements of the story. On the other hand, story map is a useful strategy that helps to understand the story by using some strategies like drawing the story as a map or a graphic organizer, writing story scenes, figure the main story threads and the dramatic question as well as identifying the turning point or plot.

**Fifth.** It is highly recommendable to encourage students to become active participants and proficient readers by incorporating instructional activities and strategies such as pre reading activities to foster a real purpose for reading. While reading, programmed activities may foster the construction of meaningful knowledge and post reading activities will promote the reconstruction and extension of significant knowledge. These activities will help learners to acquire lifelong independent reading habits both for study and pleasure.

**Sixth.** It is useful to suggest teachers to vary the volume, pitch and tempo of their voices, that is to say, teachers must enunciate clearly and exaggerate some expressions to add some drama and emotion to the reading; create curiosity, expectations and mesmerizing the audience. These additional effects not only add emotion to the story with the use of different kind of voices but engage students efficiently.

**Seventh.** Due to my experience as drama teacher, body language is considered relevant for teachers. They may include face, body and gestures as tools to mime the story. In other words, let the body speak, create a charismatic presence, make the audience believe the story, be part of the story, feel the story, believe in you as teacher, as narrator... involve the students into the story, make them part of the story to achieve learning goal happily, successfully and abundantly. Use the space, move around, change directions, be dynamic; use silence and pauses to add dramatic effects to create expectative, curiosity. It will be more appealing to the audience. Remember, the clue is to mesmerize the audience who are learning.

#### Researchers

**First.** It is necessary a longer period to develop the research. Perhaps, to achieve adequate performance in reading skills it is possible to carry out the action research during 12 or 15 weeks in order to determine the influence of storytelling in the improvement of text comprehension. More time will allow observing in more detailed way if there are positive changes in learners' reading habits.

**Second.** It is a challenge for researchers to explore the language field in order to observe changes, improvement, and fulfillment. It is as well important to connect storytelling with other languages.

**Third.** All teachers of languages should use storytelling as a skill, a tool to raise expectative, curiosity, take interest in including and using different techniques among language teachers to communicate knowledge in an enjoyable way.

**Quarter.** It is highly recommendable observing attentively how learners who belong to Z generation react to the proposed strategies in order to develop the ability to incrementally master the use of adequate techniques and strategies in classroom to achieve successfully the goal of enhancing text comprehension in a meaningful way.

**Fifth.** Researchers must explore with freedom these new methodological fields in order to collect abundant information, which will be useful to observe and compare with previous researches and compare the development of these strategies. This information will be useful to future researches and that will bring everyone fulfillment and joy in contributing to create, foster, innovate, improve and make increase the existing knowledge.

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## Appendices







## Appendix 1a: Timetable

### APPENDIX 1a TIMETABLE FOR 18 SESSIONS

Session	Activity Aim	Material and Strategies	Skills to be developed	Content	Storytelling tools.
1 May 13 45 minutes	Welcome & Ice breaker games	Ice breaker games to create an enjoyable environment in class  Pretest application	Social skills  Speaking and listening		Pretest
2 May 13 45 minutes	Introducing students to the story.  Encourage learners to practice attentive reading and choral reading	Preparing “eyereaders” tool	Reading Listening		
3 May 20 45 minutes	Present of target vocabulary	Getting learners familiarized with the story “The Ugly Duckling”	Reading Listening Speaking	Target vocabulary: Pond Ugly Duckling Angry Swim	Flashcards for sequence of events
4 May 20 45 minutes	Retrieve prior knowledge through “Wh” questions	Getting learners to infer the sequence of the story using flashcards			
5 May 27 45 minutes	Learn to work in pairs using “Wh” questions among students.  Explain sequence of events using drawings.		Reading Listening Speaking	Target vocabulary Bush Brother Hide Go Away poor	Flashcards  Worksheet 2 sequence of events.

6 May 27 45 minutes	Foster imagination through predictions and inferences about the story.  Use frameworks: First, Next, Then, Last,	Getting learners to guess what is going to happen next in the story.	Reading Listening Speaking Writing	Characters  Setting	Worksheet 3
7 June 03 45 minutes	Storytelling  To write in their own words sequence of events  Think pair share working in pairs	Roll and retell game using dices to answer questions.  What is the story about?  Who are the main characters?  Where does the story takes place?	Reading Listening Speaking Writing	Target Vocabulary: Afraid Cry Danger Day Dog Duck	Roll & retell game with dices.
8 June 03 45 minutes	Foster imagination through predictions and inferences about the story.	Getting learners to recognize new words and meanings recognize characters and choose their favorite part.	Reading Listening Writing		
9 June 10 45 minutes	Foster creativity and language in use  Think pair share pair work	Getting learners to write short sentences using their own words and new vocabulary.  Getting learners to re read and confirm predictions	Reading Listening Writing	Target Vocabulary: Sad Shy Here House Gun Hunter	Worksheet 4 “Listen to reading”

10 June 10 45 minutes	Scan for new vocabulary words.  Skim for the main idea.	Re read to confirm predictions  Debate	Reading Listening Speaking	Target vocabulary: Depending on the learners' search.	New Vocabulary brainstorm
11 June 17 45 minutes	Identifying their selves with the characters.  Reflecting about what would they do in the same situation.	Getting learners to mime the story in order to connect characters' feelings and emotions.	Reading Listening Speaking	Target vocabulary:  Depending on the learners' search.	Board brain storm of new words
12 June 17 45 minutes	Scan for new vocabulary words	Mind strategies Imagine to create or retell sequence of events.	Reading Listening Speaking		
13 June 24 45 minutes	Word order. Encourage children to build sentences using word order to retell the story.  Think pair share. Pair work in order to use word order to build sentences.	Create a new ending for the story.	Reading (scanning) for new vocabulary word  Reading (skimming) for getting the main idea and gist of the story.	New vocabulary words  Target vocabulary hungry farmer fast fly help	
14 June 24 45 minutes	Predict what is going to happen next in the story.  Predict the end of the story	Mind strategies			
15 July 01 45 minutes	Change the end of the story.	Roll and tell			

16 July 08 45 minutes	Post test application day				
17 July 12 45 minutes	Survey for teachers.				
18 July 12 45 minutes	Survey for students.				



### Appendix 1b: Lesson Plan

DATE	METHODOLOGICAL SEQUENCE (LearningActivities)	RESOURCES
May 13  90 minutes	<p><b>Motivation:</b> Ice breaker games.</p> <p><b>Applying Pretest:</b> in both groups: experimental and control group.</p> <p><b>Playtime :</b>Bubbles!!</p>	<p>Multimedia videos and warm up songs.</p> <p>Pretest to be applied in both groups</p> <p>Rubric 1</p>
May 20 90 minutes 1	<p><b>Motivation: integration games</b> – Permanent activities at the beginning of each class.</p> <p><b>Warm up:</b> introducing “Eye Reader Sticks”. Children will use these art craft tool to follow the reading.</p> <p><b>Pre reading activities:</b> Asking: What is the story about? (from the title and images) Retrieve prior knowledge using “wh” questions Guess and predict by looking the flashcards in the board. Then listen to the Ugly Duckling Sad song... let them guess what the story will be...</p> <p><b>Reading “Ugly Duckling”</b> Choral reading and one by one reading using “eye reader stick”. Re read dramatizing the story. Each child will play the role of a character or narrator. This strategy should be used in every class.</p> <p><b>Miming:</b> The children mime an action, character, feeling, and so on from the story. They can mime at their desks or in a clear space in the classroom to explain the story in their own way.</p> <p><b>Practice target vocabulary: Think Pair Share:</b> Pair work. children proposed oral sentences using the new vocabulary: pond, ugly, duckling, angry, swim</p>	<p>Flashcards for sequence of events and target vocabulary</p> <p>“Ugly Duckling” Reading Book</p> <p>eye reader stick</p> <p>Wh questions</p>
May 27  90 minutes 2	<p><b>Warm up songs:</b> Good morning or animal songs for every class.</p> <p><b>Pre reading activities:</b> Retrieving prior knowledge through questions about the reading.</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> <b>Sequence of events</b> Show separate flashcards from the story. Ask the children to try to</p>	<p>Flashcards for sequence of events and target vocabulary</p> <p>“Ugly Duckling” Reading Book</p> <p>eye reader stick</p>

DATE	METHODOLOGICAL SEQUENCE (LearningActivities)	RESOURCES
	<p>put them into the correct sequence. The children work in pairs and put the pictures in the sequence they think the story will be in. They then listen to the story to see if they were correct.</p> <p><b>Practice target vocabulary: Think Pair Share:</b> Pair work. Children proposed orally sentences using the new vocabulary: Bush, brother, hide, go away, poor. Sequence of events first, next, then, last.</p> <p><b>Post reading activities.</b></p> <p><b>Worksheet 2 :Cut and paste pictures of sequence of events</b> Color and paste the pictures in order. Write 1 to 4 in the boxes.</p>	<p>Rubric 2 – Worksheet 2</p>
<p>June 03 90 minutes 3</p>	<p><b>Pre reading activities:</b> Children will close their eyes and imagine what will happen next in the story. Characters: people or animals in the story. Setting: where the story takes place.</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> <b>Stopping and asking 1:</b> Stop whenever it seems appropriate and ask what the children think it is going to happen next. This strategy should be used every class.</p> <p><b>Practice target vocabulary: Think Pair Share:</b> Pair work. Children proposed orally sentences using the new vocabulary: Afraid, Cry, Danger, Day, Dog, Duck</p> <p><b>Post reading activities.</b> Roll and retell game with dices to answer these questions:</p> <ol style="list-style-type: none"> <li>1. What is the story about?</li> <li>2. Who are the main characters?</li> <li>3. Where does the story take place?</li> </ol> <p><b>Worksheet 3:First, then, next, last. (draw the events)</b> (First = 1 / Next = 2 / Then = 3 /Last = 4)</p>	<p>Multimedia videos and warm up songs.</p> <p>Flashcards</p> <p>“Ugly Duckling” Reading Book</p> <p>eye reader stick</p> <p>Rubric 3 – Worksheet 3</p>
<p>June 10 90 minutes 4</p>	<p><b>Pre reading activities:</b> Children will close their eyes and imagine what will happen next in the story.</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> <b>Pictures in the mind:</b> Every now and again stop and ask the children to close their eyes and see if they can see a picture of the story in their mind. Ask them to share this picture with other children, theirs will be different. This strategy should be used whenever is needed.</p> <p><b>Practice target vocabulary: Think Pair Share:</b> Pair work Children</p>	<p>Multimedia videos and warm up songs.</p> <p>“Ugly Duckling” Reading Book</p> <p>Rubric 4 Wksht 4</p>



DATE	METHODOLOGICAL SEQUENCE (LearningActivities)	RESOURCES
	<p>proposed oral sentences using the new vocabulary: sad, shy, here, house, gun, hunter</p> <p><b>Post reading activities.</b> Re read to confirm predictions. Retell the story in your own words using First, then, next, last to describe sequence of events orally. Write some examples on the board. Erase them before starting Worksheet 4.</p> <p><b>Worksheet 4: First, then, next, last. (Write short sentences)</b> work in pairs in order to create short sentences.</p>	
<p>June 17 90 minutes 5</p>	<p><b>Pre reading activities:</b> Children will close their eyes and imagine what will happen next in the story.</p> <p>Children will read to find out something about the story. They will find new vocabulary words:</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> <b>Stopping and asking 2:</b> How would you feel? Now and again, stop and ask the children how they would feel or what they would do in the situation in the story. They can use miming strategy to explain their thoughts. (sad, afraid)</p> <p><b>Post reading activities.</b> Re read to find out new vocabulary words. Skim for information. Re read and confirm predictions</p> <p><b>Practice target vocabulary: Think Pair Share:</b> Pair work Children proposed oral sentences using the new vocabulary: Hungry, farmer, fast, fly, help</p> <p><b>Worksheet 5: Somebody... Wanted... But... So...</b> (retell the story using your own words) Children work in pairs in order to create short sentences.</p>	<p>Flashcards for target vocabulary</p> <p>“Ugly Duckling” Reading Book</p> <p>eye reader stick</p> <p>Rubric 5 Wksht. 5</p>
<p>June 24 90 minutes 6</p>	<p><b>Pre reading activities:</b> Children will read to find out something about the story. They will find new vocabulary words:</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> Stopping and asking and pictures in the mind strategies will be used when needed. Children may pay special attention to word order when building sentences.</p> <p><b>Post reading activities.</b> Re read to find out new vocabulary words. Skim for information. Re read and confirm predictions</p>	<p>Multimedia videos and warm up songs.</p> <p>“Ugly Duckling” Reading Book</p> <p>eye reader stick</p> <p>Rubric 6 Wksht 6</p>

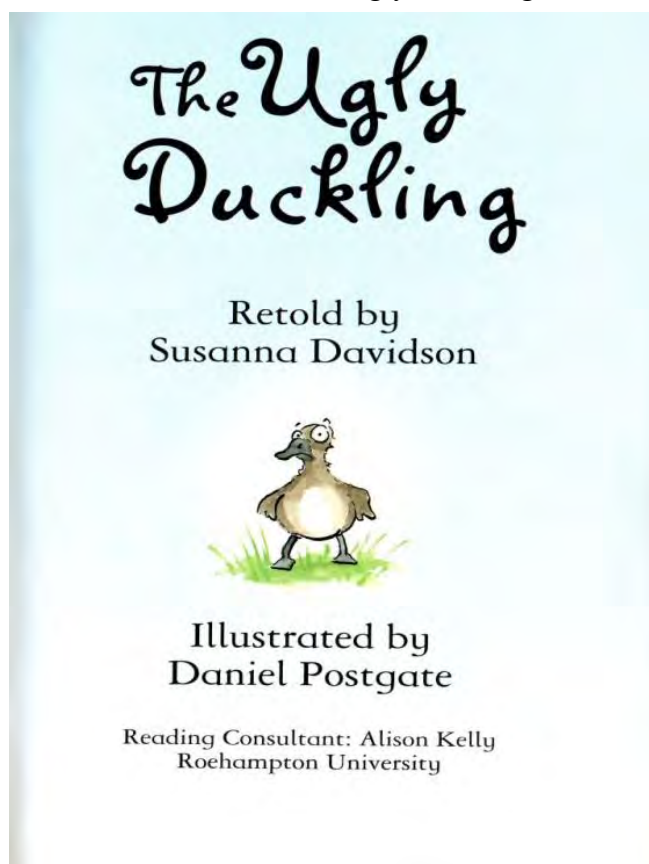
DATE	METHODOLOGICAL SEQUENCE (LearningActivities)	RESOURCES
	<p><b>Practice target vocabulary: Think Pair Share:</b> Pair work Children proposed oral sentences using the new vocabulary: Hungry, farmer, fast, fly, help</p> <p><b>Worksheet 6: Word Order:</b> work in pairs in order to discuss points of view.</p>	
<p>July 01 90 minutes 7</p>	<p><b>Pre reading activities:</b> Children will close their eyes and imagine what will happen next in the story.</p> <p><b>Reading “Ugly Duckling” – Activities during the story</b> Stopping and asking and pictures in the mind strategies will be used when needed. Re read all over the book again dramatizing the story. Each child will play the role of a character or narrator. This strategy should be used in every class.</p> <p><b>Post reading activities.</b> Roll and retell game with dices to answer these questions:</p> <ol style="list-style-type: none"> <li>1. What is the story about?</li> <li>2. Who are the main characters?</li> <li>3. Where does the story take place?</li> <li>4. When does the story take place?</li> <li>5. What happened at the beginning, middle and end of the story?</li> <li>6. What questions do you have about the story?</li> </ol> <p><b>Worksheet 7: Listen to Reading:</b> work in pairs in order to discuss points of view.</p>	<p>Multimedia videos and warm up songs.</p> <p>“Ugly Duckling” Reading Book eye reader stick</p> <p>Rubric 7 Wksht 7</p>
<p>July 08 90 minutes 8</p>	<p><b>POST TEST DAY</b></p> <p><b>Applying Posttest:</b> in both groups: experimental and control group. Reward : Playtime – Bubbles, balloons and happy games.</p>	<p>Multimedia videos and happy songs.</p> <p>Post test</p>

## Appendix 2a: Screenshots of textbook “The Ugly Duckling”.

Cd – Digital Audio “The Ugly Duckling”

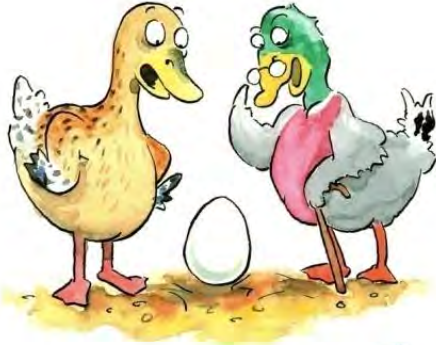


Coversheet “The Ugly Duckling”



“The Ugly Duckling” pages 12 – 13

"Looks like a turkey egg to me," said an old duck. "I think you should leave it!"



"I'll just wait a little bit longer," said Mother Duck.

12

And at last, the great egg burst open.



"Cheep! Cheep!" said the duckling, looking out.

13

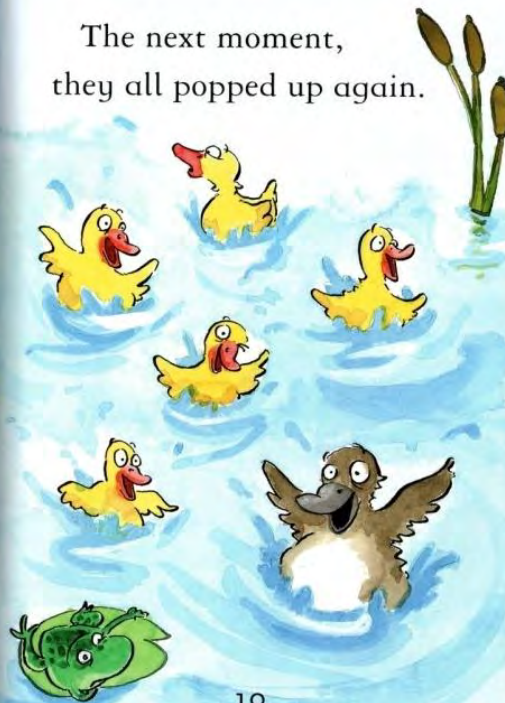
"The Ugly Duckling" pages 18 - 19

The dark water closed over their heads.



18

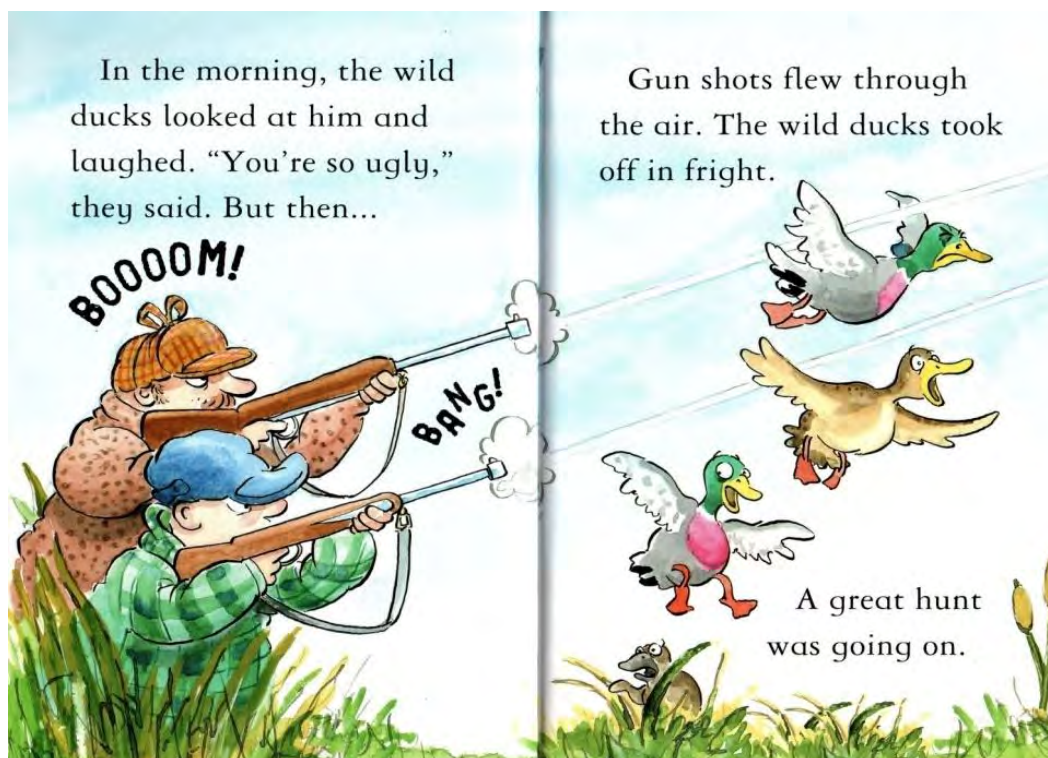
The next moment, they all popped up again.



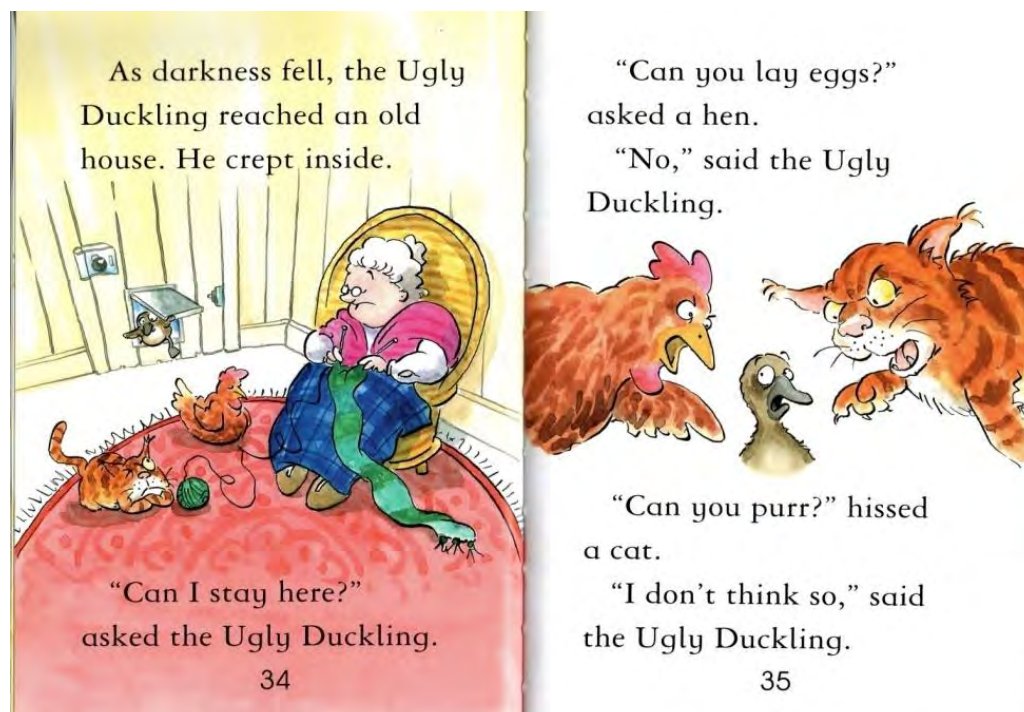
19



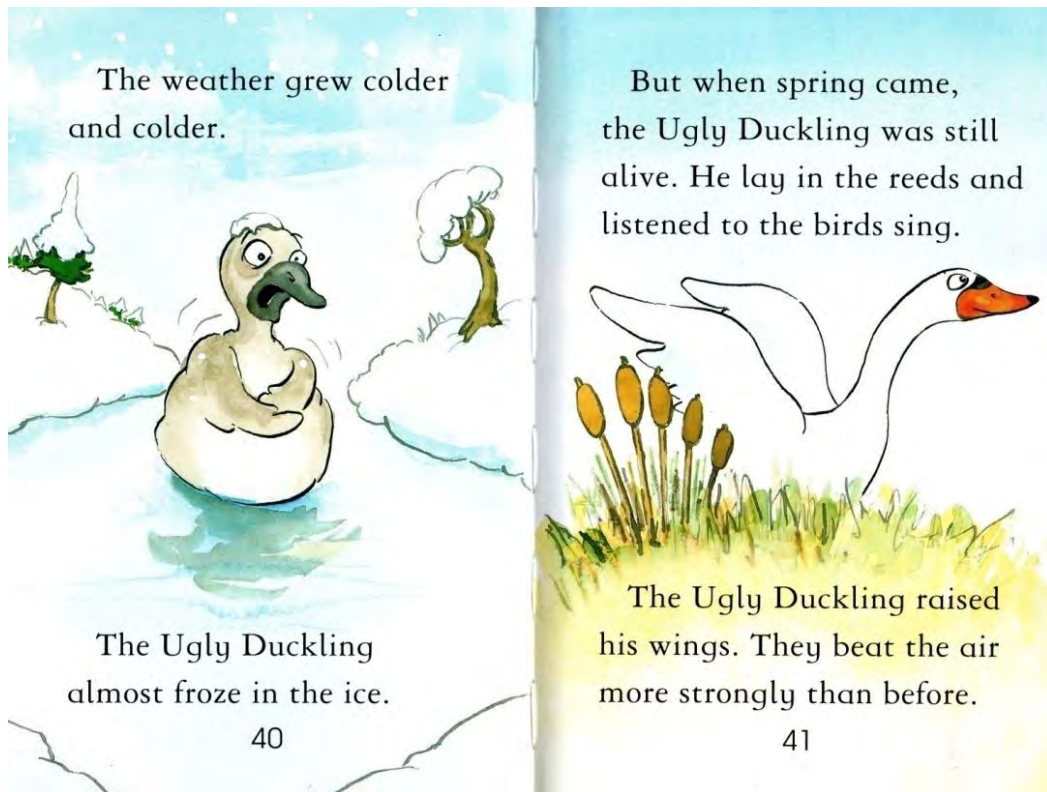
“The Ugly Duckling” - Hunter



“The Ugly Duckling” pages 34 – 35



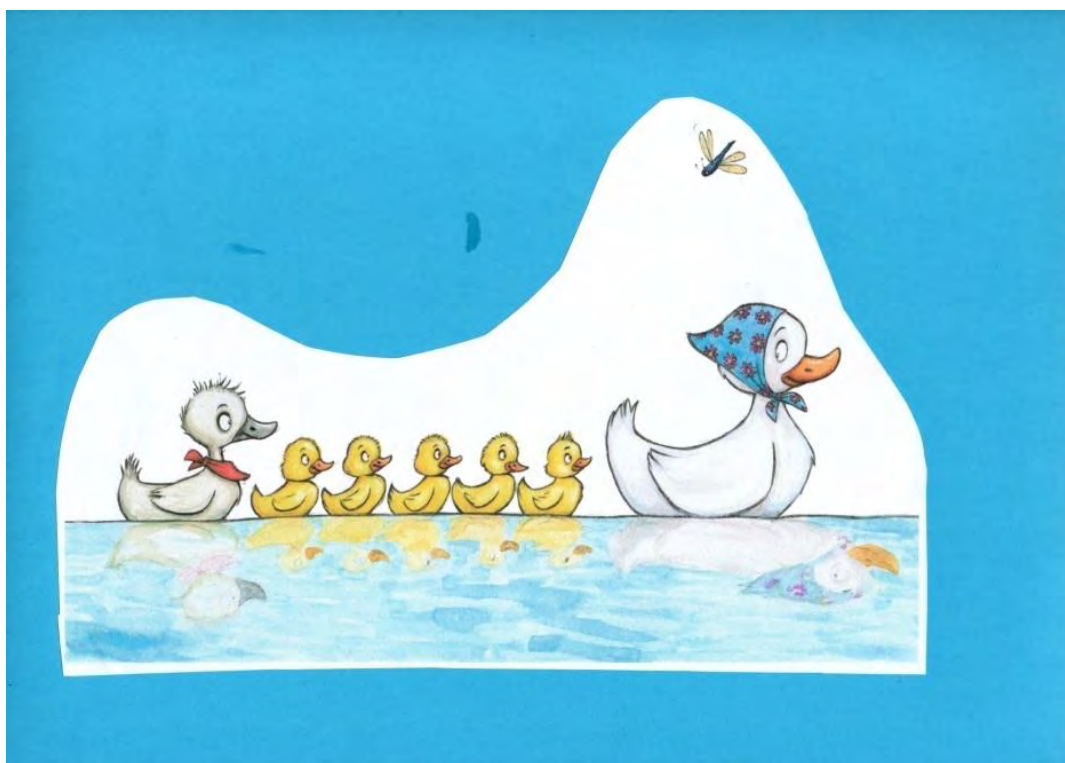
“The Ugly Duckling” pages 40 - 41

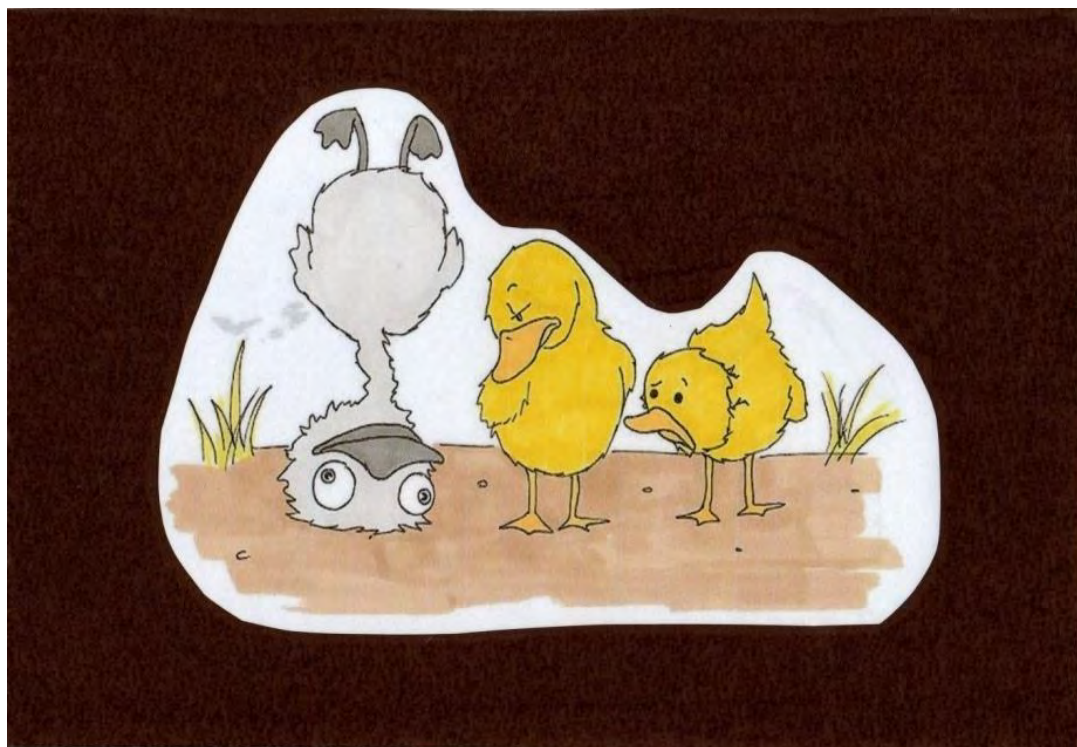




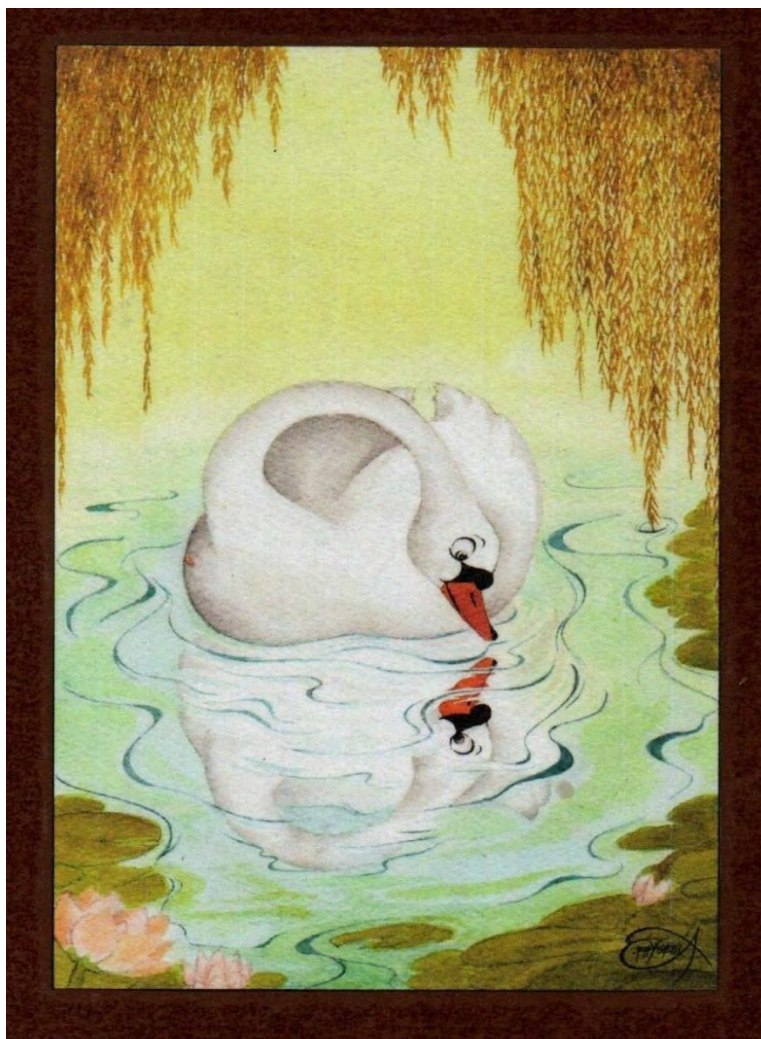
**Appendix 2b: Screenshots of handmade 9 sample flashcards**

Storytelling Flashcards:









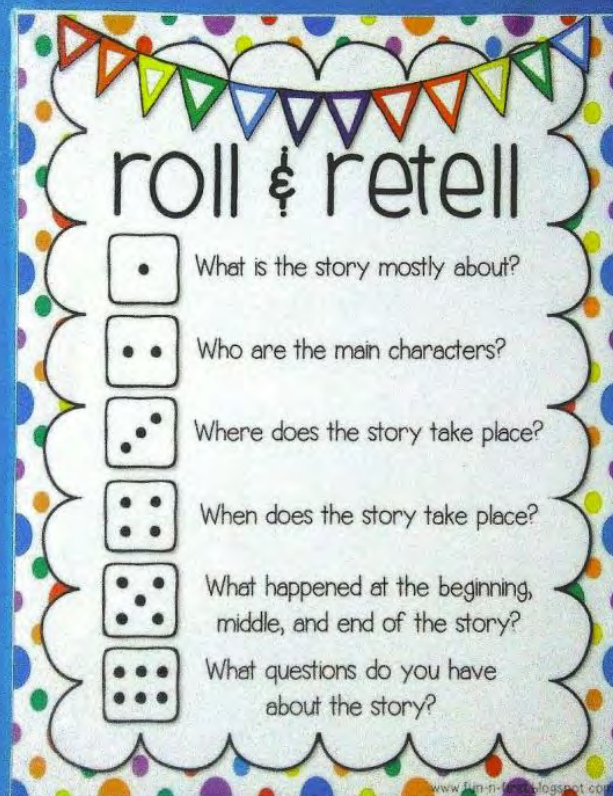
Target vocabulary Flashcards







## Roll and Retell game flashcard



### Appendix 2c: Eye reader tool

Special tool designed to engage and motivate children to follow up the reading.

This is the “Eye Reader” making “his” job.





### Appendix 3a: Activity 1: Pre-storytelling activities

The use of flashcards will help to predict what will happen next and to retrieve what they remember from the last chapter of the story.



## Appendix 3b: Activity 2: During story telling activities

## Worksheet 2 – Sequence of events –

Name: "in down"Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

EXCELLENT WORK

Draw the sequence of events.

First

next

Then

Last



### Appendix 3c: Activity 3: Post storytelling activities

#### Post story telling activities

#### Worksheet 1 – Weekly progress tests

Weekly progress tests presented as worksheets with the experimental group.



Colegio Particular  
San Clemente

2nd

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

"The more perseverance, the more successful"

---

Color and paste the pictures in




Colegio Particular  
San Clemente

2nd

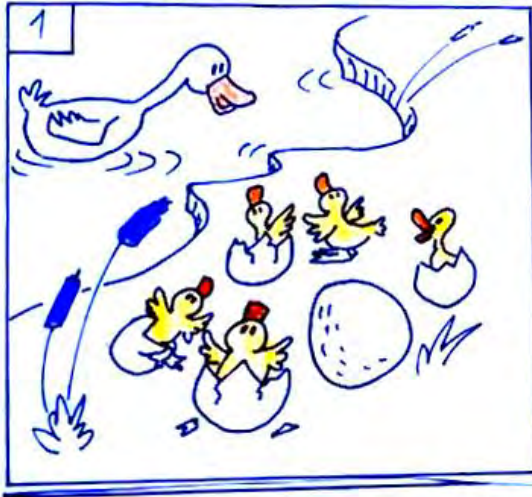
Name: Lucia V



"The more perseverance, the more successful"

CHECKED

Color and paste the pictures in order. Write 1 – 4 in the boxes.





### Appendix 4a: Observation Checklist

#### Observation Checklist 4a: to assess comprehension using storytelling

General data:

Date: ..... ..Level: ..... ..

Number of students: .....

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in second grade basic level using "storytelling" for the development of the capacities of comprehension in the area of English.

Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

	Comprehension of texts	Yes	No	Quantity of students			Observations
				0-5	6-15	16 a +	
1	They guess and predict the story by looking the pictures in the board.						
2	They follow choral reading using the eye reader stick tool.						
3	They understand what they read (they stop and think)						
4	They reread (when they do not understand what they read)						
5	They are able to recognize parts of the story and order them as sequence of events.						
6	They pay attention when they see new words and infer their meanings by using the context.						
7	They use new vocabulary words to answer questions about the story.						
8	They are able to find key words in order to answer the questions.						
9	They answer the questions about the text using their own words.						
10	They complete sentences with information about the text they read						
11	They are able to use First, Next, Then and Last framework to retell the story.						

Claudia Lambruschini (2017)

## Appendix 4b: Sample of checklist to assess comprehension and production of texts using storytelling strategy.

### Observation Checklist 2 to assess comprehension using storytelling

General data:

Date: .....

Level: ..... Number of students: .....

INSTRUCTIONS: The elements of observation to be held during the development of classes and post-test results of students in second grade basic level using "storytelling" for the development of the capacities of comprehension in the area of English.






















Put an X if it meets or not these skills. Use the column QUANTITY of students indicating an approximate of students who meet the skill, and the REMARKS column to provide some explanation.

	Comprehension of texts	Yes	No	Quantity of students			Observations
				0-5	6-15	16 a +	
1	They guess and predict the story by looking the pictures in the board.	✓			✓		
2	They follow choral reading using the eye reader stick tool.	✓				✓	
3	They understand what they read (they stop and think)	✓				✓	
4	They reread (when they do not understand what they read)	✓		✓			
5	They are able to recognize parts of the story and order them as sequence of events.	✓			✓		
6	They pay attention when they see new words and infer their meanings by using the context.		✓	✓			Sometimes. They need reinforcement.
7	They use new vocabulary words to answer questions about the story.	✓		✓			
8	They are able to find key words in order to answer the questions.	✓		✓			With the teacher's help.
9	They answer the questions about the text using their own words.	✓				✓	
10	They complete sentences with information about the text they read	✓			✓		With the teacher's guide. (*)
11	They are able to use First, Next, Then and Last framework to retell the story.	✓			✓		






















(\*) I use to model examples of answers or frameworks in order to foster my students to build sentences including new vocabulary.



### Appendix 5a: Questionnaire.

SELF EVALUATION RUBRIC		
Students Name:		
Read the following questions and mark your answer using the faces below.		
		
Agree	neutral	disagree
1. Do you understand oral instructions easily?		
		
2. Can you answer questions about the story identifying sequence of events?		
		
3. Can you remember the story using storytelling?		
		
4. Can you make predictions about the story?		
		
5. Can you give an oral opinion of the story?		
		
6. Can you write short sentences to retell the story using storytelling?		
		
Thank you!!!		

## Appendix 5b: Sample 1 of questionnaire.

SELF EVALUATION RUBRIC			
Students Name: <i>Sebastián</i>			
Read the following questions and mark your answer using the faces below.			
			
Agree	neutral	disagree	
1. Do you understand oral instructions easily?			
			
2. Can you answer questions about the story identifying sequence of events?			
			
3. Can you remember the story using storytelling?			
			
4. Can you make predictions about the story?			
			
5. Can you give an oral opinion of the story?			
			
6. Can you write short sentences to retell the story using storytelling?			
			
Thank you!!!			

## Appendix 6a: Interview guide.

### APPENDIX 6a

#### STORYTELLING SURVEY

##### Interview Guide

Objective: I apply an interview to the teachers in the area of English in the language center to get to know their previous experiences for the development of the capacities of reading comprehension and use of storytelling in general experiences in the classroom.

##### General Information:

1. Full Name: \_\_\_\_\_
2. University Training: \_\_\_\_\_
3. Years engaged in teaching: \_\_\_\_\_ Age: \_\_\_\_\_
4. Educational levels that you are in charge of: \_\_\_\_\_
5. Number of hours per week: \_\_\_\_\_
6. The language center works with on line tools for teachers and students Yes(    ) No (    )

Thank you for devoting this short time to share your experience regarding “storytelling” as a Reading strategy

##### Before applying storytelling as reading strategy to enhance reading comprehension in your classes:

- 1) Have you used story telling in your classes?  
...
- 2) Do you know anything about storytelling? If not, would you like to know?  
...
- 3) What Techniques you use to teach comprehension in your classes?  
...
- 4) What advantages do you find in using new techniques to teach comprehension?  
...
- 5) Do you find any disadvantage when teaching these strategies?  
...

**After applying storytelling as reading strategy to enhance reading comprehension:**

1) Was it easy to use storytelling?

...

2) What is your opinion on storytelling?

...

3) Would you use storytelling in your classes? Why? Why not?

...

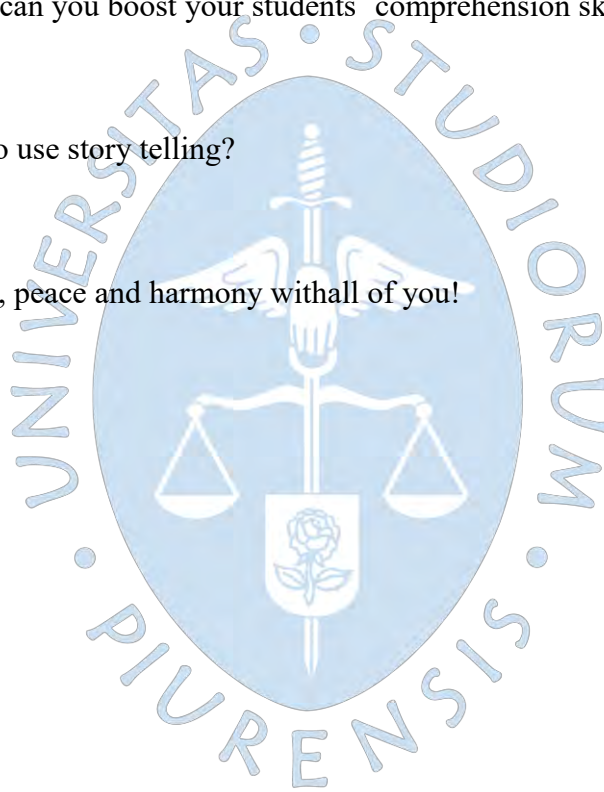
4) In what other ways can you boost your students' comprehension skills?

...

5) Was it motivating to use story telling?

...

... sharing all my love, peace and harmony withall of you!



## Appendix 6b: Transcript of Interview.

### APPENDIX 6b Transcript of interview

Ten teachers took part in the interview and it was difficult to have the interviews done due to the restriction of time regarding the busy scholar schedule. May is time to finish the first term so many teachers were busy correcting exams and passing grades. Even though, the difficulties of time I got relevant answers from teachers working in different schools in Lima and U.S.A. For the purpose of this project I will only state the highlights in order to avoid repetition from the interviewees.

The interview was divided into three sections: This first section was devoted to the general information of the teachers, the second one was about the experiences teachers had before applying storytelling as reading strategy to enhance reading comprehension in classes and the third section dealt with experiences after applying storytelling as a reading strategy to enhance reading comprehension.

#### **Answers on general information:**

In this part of the interview all the teachers hold a university degree. Most of them have been in the ELT world over the last five years and their age ranged from 30 to 61. All teachers were trained to teach all kinds of levels from basic to advanced ones. The number of hours these educators work in the institution is twenty four hours approximately. Finally, they all were willing to learn more on reading comprehension strategies to enhance reading comprehension in their classes.

#### **Answers on Knowledge of storytelling as reading strategy to enhance reading comprehension:**

At this stage of the interview the following were some of the answers:

#### **Before applying storytelling as reading strategy to enhance reading comprehension in your classes:**

##### **1. Full Name: María de Lourdes Burga-Cisneros Pizarro**

University Training: Masters in Social policies for Child Development

Years engaged in teaching: 12 Age: 46

Educational levels that you are in charge of: 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> (Past years: Primary level)

Number of hours per week: 24

#### **Before applying storytelling**

“Yes, I have used storytelling in classes. I do know about storytelling; however, I would like to improve my knowledge. For me, the best technique to teach comprehension is reading

before, during and after using reading techniques. Advantages in using new techniques? Well, they are always useful, since the kids tend to get bored of the things they already know, and therefore of the techniques the teacher applies.”

### **After applying storytelling**

“Yes. It was easy to use storytelling. However it requires the elaboration of support visual material, it is worth it, because it could be used as a foundation starting point to then work on developing other skills such improving vocabulary, practicing grammar, writings based on the story, which proof to be very motivating for the children. Yes, I like to use storytelling because of the same reasons I have mentioned in the previous questions. In order to boost comprehension skills I have them to read texts themselves. I use to give them songs to learn the lyrics and discussing the meaning of them (especially when they are teenagers). For both the kids and I is motivating to use storytelling, as I could see how they connected to the story and were willing to work on the oncoming activities.”

### **2. Full Name: Fabiola Virginia Gálvez Dondero**

University Training: Universidad Nacional Mayor de San Marcos

Years engaged in teaching 13 years. Age: 46

Educational levels that you are in charge of: Primary

Number of hours per week: 12

### **Before applying storytelling**

“Yes, I have used storytelling in classes as well as visual aids. To teach comprehension in classes I use previous vocabulary as well as make the children pay special attention when reading titles and subtitles of the chapter or reading we are studying, sometimes I ask them to make predictions and use KWL chart as strategy to recover previous knowledge and focus them in what they want to learn. When using new techniques students will have more tools to facilitate their comprehension. Sometimes new techniques are not attractive for children and that can be a small disadvantage to deal with.”

### **After applying storytelling**

“Yes, it was easy to use storytelling, it is more dynamic and catches students’ attention and students get involved in the reading and understand better the most of it. Certainly I use storytelling because it is a different way to work on reading and it generates many activities to work with as well as integrating TICS also helps students comprehension skills. Motivated children learn more vocabulary, grammatical structures, body language, content and many more things.”



### **3. Full Name: Wendy Tawaratsumida**

University Training: Universidad Catolicadel Peru, National Hispanic University, City College of San Francisco

Years engaged in teaching: 22 years Age: 45 years old

Educational levels that you are in charge of: in the past Elementary School (Kindergarten teacher) and now Program Director of 3 preschools (2.5 to 6 years old)

Number of hours per week: full time

#### **Before applying storytelling**

“Yes, I have used storytelling when I taught Kindergarten and as an activity with preschool children. I took storytelling classes at UC Berkeley Extension. The strategies that I have used in the classroom are: Prior Knowledge & Preview, Predicting, K-W-L charts, Retelling, simple Graphic Organizers, among others. I think there is a great advantage when having many tools to help children with their reading comprehension. The more tools they learn and the more techniques they use when reading, the better readers they will become.

I think there is no disadvantage when teaching reading comprehension strategies. The key is to introduce the new strategy first, then model during read-aloud time and after that have students practice during small group reading.”

#### **After applying storytelling**

“At the beginning it is not that easy to use storytelling with Kindergarten because they are used to books during Read Aloud time. It takes a few times for them to get the idea of just listening to a story without print or pictures. When you want them to participate in a storytelling activity, it takes a while for them to participate and give their own ideas, but they learn quickly and later on they enjoy creating stories.

I think storytelling is great because it allows children to work on listening skills even at an early age and it also helps them with their oral language development. Moreover, it allows children to use their imagination when listening to a story and picture in their minds the scenes that are being told and nurture their creativity.

I have used storytelling in the past when I was teaching Kindergarten and I have recently used it in my preschool and it's amazing how receptive children are and how they love just closing their eyes and listening to a story that has no pictures. They create the pictures in their minds!

Another way to boost comprehension skills using storytelling can be by adding a theater aspect to it. I would like to create a story with my students and then have them act it out. You learn by doing, so if children act out the story it will be more meaningful for them and they

will comprehend it better. Use storytelling is always motivating, it was enlightening, it was engaging, it was pure fun!”

#### **4. Full Name: Maria Lillyana Colunge Chamorro**

University Training: Universidad Federico Villarreal Lima Perú, master degree Universidad Iberoamericana Mexico

Years engaged in teaching: 36 years Age: 61 years old

Educational levels that you are in charge of: Secondary

Number of hours per week: 24 hours

#### **Before applying storytelling**

“Yes, using storytelling certainly is helpful as learning the newest techniques which I consider an advantage. I use infer, anticipate and vocabulary in context. I don’t find any disadvantages at all when applying these kinds of techniques to foster reading comprehension.”

#### **After applying storytelling**

“I had no difficulties when using storytelling in class. Storytelling is another strategy to teach reading comprehension and vocabulary. It is a helpful tool in class. Students love listening to different stories. To boost students’ comprehension skill it is useful to use mind maps with roots of words (comfort.... comfortable, uncomfortable, etc), and with different categories (living room.... table, chair, etc) Role plays, give different endings, Change characters. It is really motivating to use storytelling for me as well as for my students in high school.

#### **5. Full Name: Dorcas Gambarini Oñath**

University Training: Universidad Federico Villarreal

Years engaged in teaching: 25 years Age: 55 years old

Educational levels that you are in charge of: in the past, for 10 months, teacher’s assistant in Elementary School (Kindergarten teacher) , Secondary Teacher for several years in different high schools , English teachers in institutes and university for 3 years, and now an English teacher in a High Level Performance School at COAR Lima

Number of hour per week: full time.

#### **Before applying storytelling**

“Yes, I have used storytelling in my classes. As techniques, first my students make predictions about the title of the text. Second, I let my students skim the text, and then they scan it according to the questions they need to answer. The advantages of using new techniques are that students can enhance critical thinking and fluency. I don’t find any disadvantage.”

### **After applying storytelling**

“It was easy to use storytelling. It is important to relate situation with the real life. Students learn to socialize taking as a ground from the story. Of course I like using storytelling in my classes because students may learn new habits and several ways of lifestyles. It is highly motivating to use storytelling because is a way to prepare my students to be aware of new helpful tools in their learning.”

### **6. Full Name:Teresa Ruiz Trevejo**

University Training: UNIFE

Years engaged in teaching: 7 years Age: 30

Educational levels that you are in charge of: 3 year-old children

Number of hours per week: 6 hours

### **Before applying storytelling**

Yes, I have used story telling in classes. The techniques I use to teach comprehension in classes are songs, screwy stories, predictions and storytelling. I find a lot of advantages, not only for my classes but also for my students' lives. They can understand games, they can solve problems alone and also I can talk about values and good manners in an easy way.

### **After applying storytelling**

Always is easy to use storytelling because children love stories and pay attention on them easily. Storytelling is a strategy that you can use since primary years. Actually, I do it and to boost my students' comprehension skills I tell them screwy stories because these make them laugh and they have many creative answers. Storytelling is motivating because it allows having nice connections with students.

### **7. Full Name:Cecilia Clemente Tapia**

University Training: UNIFE

Years engaged in teaching: 8 Age: 30

Educational levels that you are in charge of: 1<sup>st</sup> grade

Number of hours per week: 27

### **Before applying storytelling**

Yes, I actually use storytelling but I do not consider I know everything about storytelling. I think it's always good to know more. In my class, I work comprehension through play, group work, worksheets and questions. I think it is essential to know new comprehension techniques, because teachers must work on inferences and critical thinking and not only ask literal questions.

### **After applying storytelling**

If it is planned in a correct and committed way, seeking to stimulate and favor the development of the child, it should be easy to use storytelling technique. I think it is a good resource to introduce some topics in class. Of course, I currently use storytelling in my classes and children love to retell you stories. Through playful activities and activities that develop students' critical thinking comprehension skills can be thoroughly boosted. My motivation is that my students have a significant learning when applying new techniques.

### **8. Full Name:Mónica Ognio**

University Training: PUCP

Years engaged in teaching: 8 Age: 32

Educational levels that you are in charge of: Elementary 4<sup>th</sup> grade.

Number of hours per week: 28

### **Before applying storytelling**

Yes, I actually use storytelling but I do not consider I know everything about storytelling. I think it's always good to know more. In my class, I work comprehension through play, group work, worksheets and questions. I think it is essential to know new comprehension techniques, because teachers must work on inferences and critical thinking and not only ask literal questions.

If it is planned in a correct and committed way, seeking to stimulate and favor the development of the child, it should be easy to use storytelling technique. I think it is a good resource to introduce some topics in class. Of course, I currently use storytelling in my classes and children love to retell you stories. Through playful activities and activities that develop students' critical thinking comprehension skills can be thoroughly boosted. My motivation is that my students have a significant learning when applying new techniques.

I currently use storytelling in classes; I know how to use the technique. While doing read aloud I model reading strategies, such as context clues, picture the story, predicting and inferring, working new vocabulary before starting a story. Kids are engaged, they appreciate literature, which is an advantage that I find when using new techniques. I don't find any disadvantages when using storytelling, but is better to work in small differentiated groups. Doing a whole class instruction may be leaving some kids behind.

### **After applying storytelling**

Yes, it is always easy to use storytelling. In my opinion, I think it is fun and makes a great tuning in to any concept we are developing in class. I always use storytelling because it engages my students. To boost comprehension skills I think it is useful to work with

differentiated groups in Guided Reading Sessions as well as increasing vocabulary, singing songs, playing games... it is always motivating to for me and my students to use storytelling.

**9. Full Name: Laura Machín**

University Training: \_Instituto Peadagógico Nacional de Monterrico

Years engaged in teaching: 20 Age: 45

Educational levels that you are in charge of: Elementary

Number of hours per week: 40

**Before applying storytelling**

Yes, I have, children love stories. I am always willing to learn more about strategies to teach. Some techniques I use to teach comprehension are looking for key words, cause and effects and inferences. As an advantage new techniques improve students' comprehension and analysis.

**After applying storytelling**

I think storytelling is significant and enjoyable for kids. It is easy to use it in class. I use this technique to make the lessons more enjoyable. Storytelling is not only motivating for kids but it make classes special because kids will always remember those sessions.

**10. Full Name: Norka Salas**

University Training: UNMSM Licensed bachelor in History, Master in Science of Education in C.A. University,

Years engaged in teaching: 25 Age: 42

Educational levels that you are in charge of: Exceptional Students Educations, interventionist in Math and Reading

Number of hours per week: 40

**Before applying storytelling**

I haven't used storytelling in classes but I know it is a reading strategy to foster understanding. The strategies I currently use in my class is somehow alike, I use story maps in order to help students to identify characters, settings, problems and solutions, etc. I don't find any disadvantage when teaching new strategies. I will include storytelling from now on.

**After applying storytelling**

I work teaching learning support classes... so I don't have enough time to apply different strategies because my focus is getting children to understand what they do not understood in classes.



## Appendix 7a: Pre-Test.

**PRE TEST**

Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

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

Read about the duck. Circle the word that completes each sentence.

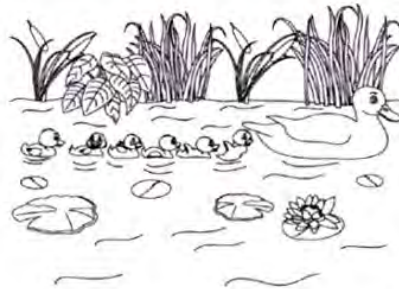
Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog      duck

1. Meg is a

\_\_\_\_\_

-----

\_\_\_\_\_

swim      sleep

2. Meg can

\_\_\_\_\_

-----

\_\_\_\_\_

fat      thin

3. Meg is

\_\_\_\_\_

-----

\_\_\_\_\_

sick      soft

4. Meg is

\_\_\_\_\_

-----

\_\_\_\_\_

Yes!  
You can read!!



## Appendix 7b: Pre-Test samples. Experimental Group (4 samples)

Sample 1

2A



Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

Name: Karin Fernanda Vergara

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

duck

1. Meg is a

duck

swim

sleep

2. Meg can

swim

fat

thin

3. Meg is

fat

sick

soft

4. Meg is

soft

Yes!  
You can read!!





Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

Name: Valeria C ♥

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

duck

1. Meg is a

duck

swim

sleep

2. Meg can

swim

fat

thin

3. Meg is

fat

sick

soft

4. Meg is

soft





Sample 3

24



Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

Name: Carlo

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

duck

1. Meg is a

duck

swim

sleep

2. Meg can

swim

fat

thin

3. Meg is

fat

sick

soft

4. Meg is

soft

Yes!  
You can read!!



## Sample 4



"The more perseverance, the more successful"

Name: *Kendy*

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



1. Meg is a duck / dog

2. Meg can swim / sleep

3. Meg is fat / thin

4. Meg is soft / sick





## Appendix 7c: Pre-Test samples. Control Group (4 samples)

Sample 1

Grupo de control

Colegio Particular  
San Clemente

2nd

Name: Felimon

"The more perseverance, the more successful"

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

~~duck~~

1. Meg is a

duck~~swim~~

sleep

2. Meg can

swim~~fat~~

thin

3. Meg is

Fat

sick

soft

4. Meg is

sicksoft



Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

*Grupo de Control*

Name: Stephanie

Read about the duck. Circle the word that completes each sentence.

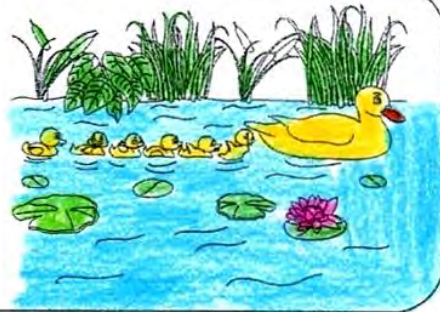
Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

duck

1. Meg is a

duck

swim

sleep

2. Meg can

swim

fat

thin

3. Meg is

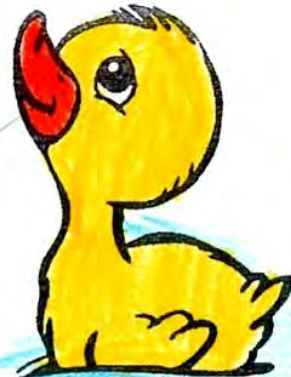
fat

sick

soft

4. Meg is

soft



Sample 3

# Grupo de Control

Name: Alessandra

Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

Read about the duck. Circle the word that completes each sentence.

Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



dog

duck

1. Meg is a

duck

swim

sleep

2. Meg can

swim

fat

thin

3. Meg is

fat

sicksoft

4. Meg is

sick  
soft





# Grupo de Control!



Colegio Particular  
San Clemente

2nd

"The more perseverance, the more successful"

Name: Diego J. Linares

Read about the duck. Circle the word that completes each sentence.

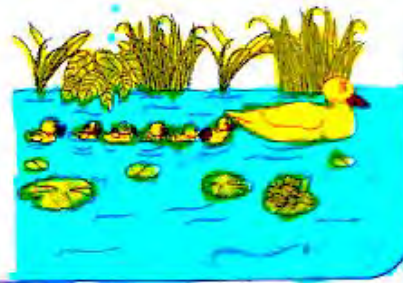
Then write the word. (20p)

I have a duck. She is called Meg.

Meg is white. She is fat.

She can swim in the pond.

My duck is soft. I love Meg!



1. Meg is a

dog

duck

duck

2. Meg can

swim

sleep

sleep swim

3. Meg is

fat

thin

thin fat

4. Meg is

sick

soft

soft



## Appendix 8a: Post-Test



**Colegio Particular  
San Clemente**

## 2nd Grade Post Test

**"The more perseverance, the more successful"**

**Answer the questions.**

1. Who is the main character in the story?



**2. Where did the story take place?**

---

---

---

**3. Retell the story in your own words. Use first, next, then and last.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. Draw your favorite part and write a sentence about it.

--




## Appendix 8b: Post-Test samples. Experimental Group (4 samples)

Sample 1



2nd



"The more perseverance, the more successful"

CHECKED 07 JUL 2016

Answer the questions.

EXCELLENT WORK

1. Who is the main character in the story?



2. Where did the story take place?

The pond

3. Retell the story in your own words. Use first, next, then and last.

First, The ugly duckling is very sad.

Next, The animals don't like the ugly duckling.

Then, The ugly duckling runs away and is sad.

Last, The ugly duckling sees in the pond he is very happy. He is a beautiful swan.

4. Draw your favorite part and write a sentence about it.



The ugly duckling is in pond and beautiful.

Sample 2



Colegio Particular  
San Clemente

2nd



Giordano

"The more perseverance, the more successful"

CHECKED 07 JUL 2018

Answer the questions.

1. Who is the main character in the story?



2. Where did the story take place?

in the pond

3. Retell the story in your own words. Use first, next, then and last.

First, the other ducklings don't like the ugly duckling.

Next, the ugly duckling is sad and runs away.

Then, he's lost <sup>with</sup> hunters with guns and dogs.

Last, the ugly duckling is a beautiful swan.

4. Draw your favorite part and write a sentence about it.



The ugly duckling is very cold.

EXCELLENT WORK



## Sample 3



Sebastián

"The more perseverance, the more successful"

CHECKED 17/11

Answer the questions.

1. Who is the main character in the story?



2. Where did the story take place?

In the pond

3. Retell the story in your own words. Use first, next, then and last.

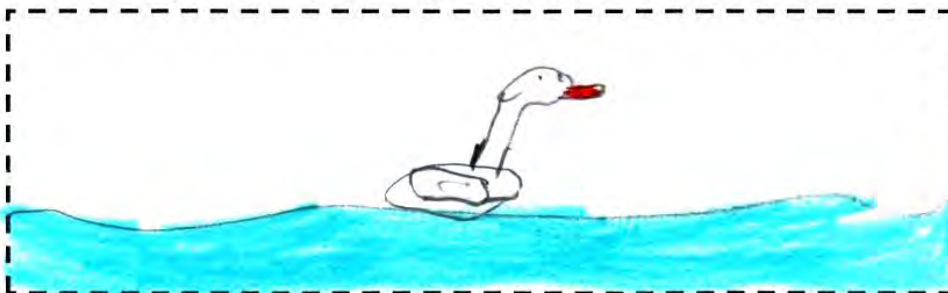
First, It's the beautiful day in the pond

Next, He was afraid because he saw a big dog.

Then, There is ice and snow in the pond

Last, The ugly duckling is transform the swan.

4. Draw your favorite part and write a sentence about it.



The ugly duckling transform the swan.

into

Sample 4



2nd



"The more perseverance, the more successful"

Answer the questions.

1. Who is the main character in the story?



2. Where did the story take place?

\_\_\_\_\_

3. Retell the story in your own words. Use first, next, then and last.

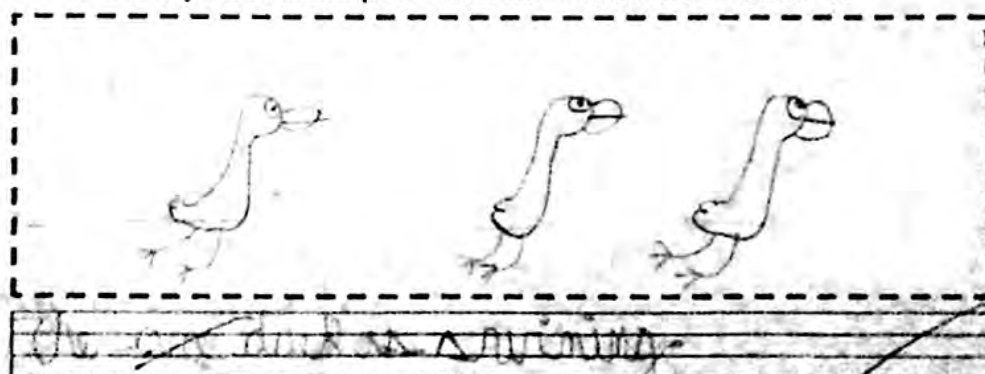
First, the duck is sitting on the grass.

Next, the cat and the boy like the duck's duckling.

Then, I found some and bring the duckling.

Last, the duck is a very big duckling and it is very happy.

4. Draw your favorite part and write a sentence about it.



The duck is swimming.

swimming.



## Appendix 8c: Post-Test sample 2. Control Group (4 samples)

Sample 1



2nd

Grupo de Control



Motivador "The more perseverance, the more successful"

Answer the questions.

CHECKED 07 JUL 2015

1. Who is the main character in the story?



2. Where did the story take place?

in the pond

3. Retell the story in your own words. Use first, next, then and last.

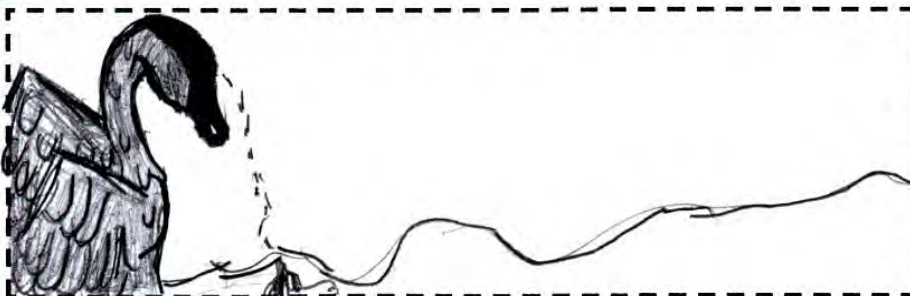
First, it's a beautiful summer day in the pond.

Next, ~~ten eggs~~ One by one all the eggs break open.

Then, <sup>Ugly Duckling</sup> jumps out. He look big, grey and ugly.

Last, The ugly duckling is a beautiful swan

4. Draw your favorite part and write a sentence about it.



Look into the water. Now he is a beautiful





## Sample 2



Grupo de Control

2nd

Rafael Almanza  
Galvez

"The more perseverance, the more successful"

Answer the questions.

1. Who is the main character in the story?



2. Where did the story take place?

In the pond.

3. Retell the story in your own words. Use first, next, then and last.

First, Mother Duck is sitting on ten eggs.

Next, He looks big, gray and ugly duckling.

Then, The animals don't like the ugly duckling.

Last, He was afraid because he saw a big dog.

4. Draw your favorite part and write a sentence about it.



He looks big, gray and ugly duckling.

CHECKED 07 JUL 2016

EXCELLENT WORK

## Sample 3



Luciano

2nd

Grupo de Control



VERY GOOD

CHECKED 07 JUL 2015

"The more perseverance, the more successful"

Answer the questions.

EXCELLENT WORK

1. Who is the main character in the story?



2. Where did the story take place?

In the pond

3. Retell the story in your own words. Use first, next, then and last.

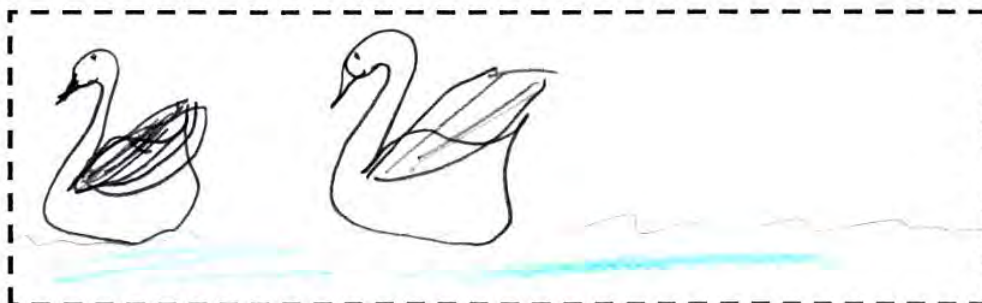
<sup>Mother</sup>  
First, ~~Modo~~ Duck is sitting on ten eggs. ✓

Next, the animals don't like the ~~ugly~~ Duckling. ✓

Then, ~~there~~ is ice and snow in the pond. ✓

Last, ~~Now~~ he is a beautiful swan and he swims happy. ✓

4. Draw your favorite part and write a sentence about it.



Now he is a beautiful ~~swan~~ swan. ✓

## Sample 4

Grupo de Control



2nd



"The more perseverance, the more successful"

*Pieros*

Answer the questions.

1. Who is the main character in the story?







2. Where did the story take place?

*On the pond.*

3. Retell the story in your own words. Use first, next, then and last.

*First, the mother duck is selling the ten <sup>eggs</sup> eggs.*

*Next, the ugly duckling was sad.*

*Then, he saw a big dog.*

*Last, the ugly duckling <sup>to the</sup> runs to the house.*

4. Draw your favorite part and write a sentence about it.



*The farmer and the ugly duckling*