**Developing the English-speaking skill in an online pre-service teacher program through story retelling**

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# Abstract

This project reports on an Action Research project in which the story retelling strategy (SRS) was used to improve the speaking skill of pre-service teachers in a Normal public school in Manizales, Colombia. Interviews, surveys, observations were carried out and the researcher kept a journal throughout the diagnostic, implementation and evaluation stages of the study. Data were analyzed according to Burns' (2001) approach in which categories were identified indicating a positive impact of the SRS on the participants speaking skill, represented in higher levels of fluency, vocabulary learning, and pronunciation, along with better skills to use Information and Communication Technologies (ICT). Conclusions and recommendations emphasize the need to promote SRS in the EFL class along with speaking strategies and ICT training.

Key words:    Story retelling strategy, speaking strategies, ICT, Action Research, fluency, vocabulary, pronunciation.

**Introduction**

This project is about improving the speaking skills of pre-service teachers in a Normal public school in Manizales, the project design was intended to respond to current demands in EFL teaching and learning according to national policies of bilingualism in Colombia (Ministry of Education, 2016) that state that high school students need to achieve B1 level of English proficiency according to the Common European Framework, (Council of Europe, 2001)To achieve this goal, the teaching of speaking is one of the most important aspects to intervene in public school classrooms, because traditionally there have been many factors that make language learning difficult, among them lack of practice of the skill, poor exposure to L2, and negative factors that make the students fail in their attempt to communicate.

Important authors such as O'Maley (1996) and Morrow (1986) were chosen to guide the present study to understand the best way to provide instruction on the story retelling strategy; similarly, ideas from Nunan (2004), Gass and Selinder (2014), and Irwan (2016) were taken into account to combine other speaking strategies such as reading aloud, communicative pronunciation drills, and picture description with the story retelling technique to foster the learners' fluency, pronunciation, and vocabulary. The importance of this project relies on the enrichment of the students' language speaking skill and their methodological tools to be able to teach basic English to primary school students.

This project adopted the Action Research design as the method in order to collect and analyze information with a qualitative approach that promoted reflection in an attempt to answer the research question: What is the impact of the story retelling strategy on the speaking skill of

10<sup>th</sup> grade students in a Normal public school in Manizales?; six workshops were taught in which the researcher design tasks that included the story retelling strategy (SRS) with bedtime stories that the participants followed to create their own spoken discourses; each workshop combined the SRS with the strategies reading aloud, picture description and communicative pronunciation drilling; at the end of each lesson, each student created their own oral narrative of the stories retelling the content with their own oral production in a video that was shared with the class. Data collection in the diagnostic, action and evaluation stages was carried out through observations, interviews, surveys, and a journal completed by the researcher. A speaking rubric was also used throughout the implementation to evaluate the students speaking performance.

Findings indicated that the SRS was effective in the improvement of the learners' speaking skill, especially concerning vocabulary learning and fluency; pronunciation was identified as a challenging subskill that the students kept acceptable and that was linked to some negative affective factor in the learning process. Findings also ratified the importance and usefulness of Information and Communication Technologies (ICT) in the current conditions of the educational system working inside the Covid-19 pandemic conditions, highlighting their strengths in the learning process as a good source of language input. Finally, findings also indicated that the participants, as pre-service teachers, recognized the value of the SRS for the learning process and for their future performance as elementary school teachers since they found it interesting to be used with their students in the English and even the Spanish class at the preschool and elementary school levels.

Conclusions and pedagogical implications are presented about the benefits of the SRS which should be promoted by teachers, school administrators and boards of education in public schools in the region.

# 1. Research problem

## 1.1 Purpose of research

This research is about improving the speaking skills of pre-service teachers in a Normal public school in Manizales; this research designed was indented to ameliorate the speaking skills of future elementary school teachers by means of the instruction on the story retelling strategy which was incorporated in lesson plans that combined other speaking strategies to foster the learners' fluency, pronunciation, and vocabulary. The importance of this project relies on the enrichment of the students' language speaking skill and their methodological tools to be able to teach basic English to primary school students. This project aligns with local and national policies about EFL teaching and responds to the standards and basic learning rights proposed by the Ministry of Education (2016); in the local context, this project contributes to the preparation of future elementary school teachers who will be equipped with the basic skills to deliver English lessons to promote oral communication among younger kids.

Concerning the EFL teaching profession, this project is a good source of new insights for teachers at the primary, secondary and high school level to learn about the use of speaking strategies to promote oral communication in their classes; with this, the project also fits national goals to make learners more proficient in EFL. Finally, this project relevance relies on the fact that it addresses the needs of 10th grade students at a Normal school that aims to quality pedagogical education for young teachers, Normal schools[1] in Colombia were created to promote

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[1] Normal schools refer to teaching preparation programs that form Preschool and Elementary School teachers, this means, that high school students graduate with the skills and authorization to work at these two levels in both in the private and public sectors.

the pedagogical culture among the young generations of high school students in order to serve the needs of preschool and elementary school children.

**1.2 Description of the context and setting**

The Colombian Ministry of Education establishes policies and guidelines for the educational system and those include programs that aim at the preparation of citizens in different areas, for example, bilingualism and formal education of elementary school teachers. In this respect, this project is framed into these two policies and was conducted taking into account the current directives to achieve national goals in these two matters.

Normal schools[2] in Colombia were created to promote the pedagogical culture among the young generations of high school students in order to serve the needs of preschool and elementary school children. They were created in 1821 under the government of Francisco de Paula Santander (MEN, 2016) and since then they have been adapting to the new realities of the country and to the new trends and dynamics of the educational field at the national and international level. This kind of educational institutions are approved by the General Law of Education (Law 115) and they offer what they call the complementary cycle[3] with which any person getting a diploma as a pedagogical high school graduate can take another two-year extension program and get the diploma as *Normalista Superior* (Spanish for preschool and elementary school teacher graduated from a Normal school).

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[2] Normal schools refer to teaching preparation programs that form Preschool and Elementary School teachers, this means, that high school students graduate with the skills and authorization to work at these two levels in both in the private and public sectors.

[3] Complementary cycle is a program that Normal schools offer to their high school gradutes to continue their preparation and get the diploma as Normalista Superior

This research took place in an institution called Escuela Normal Superior de Manizales (ENSUMA) with pre-service teachers of tenth grade ages ranging between 15 and 18 years old. It is a mixed school, boys and girls studying together. This school is located in the east part of Manizales, capital city of Caldas, Colombia, across from the stadium and next to Caldas university. ENSUMA is a public school having more than 2,000 students in all different levels of education. The facilities of the institution are big rooms equipped with tables organized in circle and enough chairs for all of the students, enough illumination, big windows and big boards to be used by the teachers, the rooms also are equipped with television sets, sound systems and they have good ventilation conditions. In the school there are two cafeterias and a big back yard. In the backyard there is a football field, a basketball field and a skating field to play sports and to have the physical education classes.

Most of the students belonged to strata 1, 2 and 3. They have a feeding program called PAE (scholar feeding program) sponsored by the Manizales Municipality and the Ministry of Education that guarantees that the students have their lunch for free every day at the school. Access to internet is not always available for them, except in the computers room when they have computer classes. The number of students in each classroom is between 36 and 42.

The target participant sample, tenth graders, have been studying English for about ten years, since kinder-garden and nowadays they have an English teacher who work at the school and they also have additional teachers sent by the Catholic University, in a special program sponsored by the Manizales Municipality, whose name is Manizales Bilingual and that help is intended to reinforce and develop the oral abilities of the students in the English language. The school also has an additional agreement with the Colombo Americano to make it possible for the students

belonging to the complementary training program, to give them an opportunity to improve their ability to speak the English language.

The school educational project (PEI[4]) states that the number of hours dedicated to study English is four hours a week, plus other four hours given by the Manizales bilingual program. According to the school records, in the classroom we find many students with very low level of English language, some others have a basic level, and a few of them have an intermediate or advanced level. Most of those who have a good level of English have been studying at the Colombo or in an English institute on their own, it is, courses paid by their parents to let them attend to classes out of the school. Although the English classes are supposed to be taught in English all the time, the teachers use the Spanish language to help learners understand things that are difficult to be understood by using the target language. According to the PEI the English area sticks to the pedagogical model principles that highlight human values and promote students' autonomy, self-assessment and responsibility trying to guide them to their academic and personal success at their full potential.

The school evaluation system aligns with national guidelines about formative assessment taking into account the process over the results; in the English class, assessment is consistent with the communicative approach and teachers normally assess language according to language performance including the four language skills. Concerning resources and content, the school also takes into account national policies like the basic learning rights (MEN, 2016), the standards for English (MEN, 2006), and the Suggested English Curriculum (MEN, 2016), so learners use varied materials that include textbooks, technological resources, and student workbooks.

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[4] PEI (*proyecto educativo institucional*) is Spanish for school educational Project which is the document that collects all the guidelines and policies for the school administration and comprises a pedagogical, a financial, a community and a directive branches.

Due to the fact that this project was carried out at the time the Covid-19 pandemic arose around the world, the setting corresponded to an online classroom where the teacher met with the students three times a week; workshops were planned in such a way that some tasks were carried out autonomously with the help of online platforms with which the students rehearsed and received feedback on their tasks.

**1.3 Description of the problem**

This project was carried out to respond to the main problematic issues identified in the diagnostic stage in a 10th grade class; according to the data analysis in that stage the following categories were identified:

Graph 1

Categories of analysis in identification of research problem
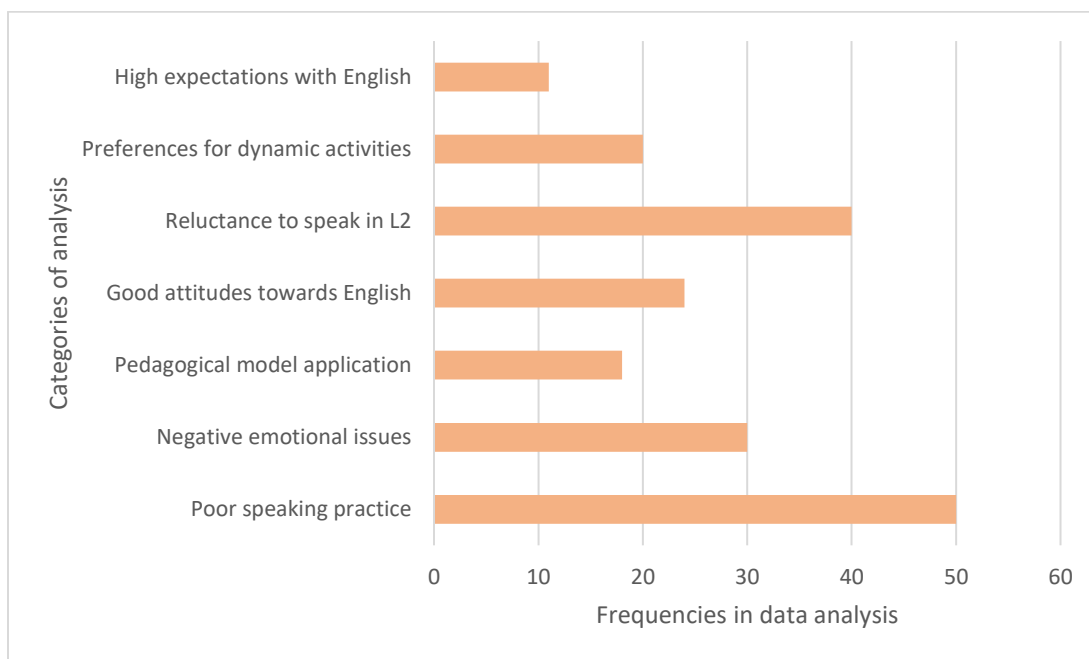
The data analysis in the diagnostic stage led the researcher to the identification of problems related to the speaking skill among tenth graders; those aspects were identified with the categories poor speaking practice, reluctance to speak L2 and the negative emotional issues that they faced when exposed to speaking tasks. These aspects were the most relevant in the data collection carried out with the teacher journal, the observer form and a student survey. Through the observations it could be stated that the learners had a low level of proficiency in the speaking skills because they failed to perform orally in class, they were very passive to get involved in speaking tasks and they reported preferences for reading or writing activities.

**1.4 Research question and objectives**

**1.4.1 Research question.** The identification of the problem described in the previous section led the researcher to design and implement a research project to improve the speaking skill of preservice teachers with the help of the story retelling strategy which is summarized in the following research question: What is the impact of the story retelling strategy on the speaking skill of tenth grade pre-service teachers in an online EFL class of a Normal public school in Manizales?

**1.4.2 Research objectives.** To answer the research question the following objectives were stated:

**General objective:** To improve $10^{th}$ grade pre-service teachers' speaking skill through the story retelling strategy in an online environment.

**Specific objectives:**

- To determine 10<sup>th</sup> grade pre-service teachers' level of fluency when using the story retelling strategy.

- To assess the way the story retelling strategy affects 10<sup>th</sup> grade pre-service teachers´ vocabulary learning.

- To examine 10<sup>th</sup> grade pre-service teachers' pronunciation when performing the story retelling strategy.

- To discuss the implications of ICT in the speaking performance of tenth grade pre-service teachers when retelling stories in an online class.

## 2. Literature review

This section presents the main theoretical foundations about the research topic: Speaking, the story retelling strategy, ICT and online EFL classes, and affective factors in language learning. In the same way, some previous studies are presented to illustrate the way speaking has been investigated in similar settings: ICT and online EFL Classes.

### 2.1 Theoretical framework

### 2.1.1 Teaching and learning speaking.

Teaching speaking has been in some way undervalued (McDonough & Shaw, 2003) and much more attention has been paid to writing and reading in the EFL classroom; the authors point out that "speaking is not the oral production of written language, but involves learners in the mastery of a wide range of subskills, which added together, constitute an overall competence in the spoken language" (p. 133), that is why teaching speaking requires the combination of varied subskills that teachers can combine in the planning of their lessons in order to prepare their learners

for multiple contexts such as the academic, travelling, business, etc. In this sense, the authors recognize important common reasons for speaking:

Asking for assistance and advice in a shop

Asking for directions in a different town

Making an appointment on telephone

Discussing and negotiating arrangements

Talking socially to a variety of people

Sorting out arrangements for a car to be serviced (p. 134)

The nature of speaking has been studied by many experts; Nunan (2004) refers to spoken language as "short, often fragmentary utterances, in a range of pronunciations (p. 26); in this kind of language performance teachers evaluate the quality of speaking based on the accuracy of grammar and syntax and the use of non-specific words or fillers. Brown and Yule (1983) see speaking as a skill that needs to be encouraged in the students taking into account how they weigh the subskills, that is, the importance that they give to pronunciation, the kind of language structures used (accuracy) and the kind of words used (vocabulary). The authors recognize two basic functions of the speaking skill: Transactional and interactional; the former refer to the way the speaker is able to transfer information to interlocutors and the latter to the ability to maintain speech in social relationships. This is also related to the contexts that the authors describe as monologues and dialogues in which the functions can be performed; in the EFL classes, the authors suggest to promote both giving special attention to interactional skills in which learners exchange information at a reasonable pace. Richards and Rodgers (as cited in McDonough & Shaw, 2003) propose four characteristics of a communicative view of language in which speaking is crucial: Language is supposed to express meaning, interaction and communication are the primary goals

of language, language structure implies its functions and uses, and the units of language deal with both the grammatical and structural features and the functional and communicative ones.

### 2.1.2 Assessing the speaking skill

According to Cohen (1994), the assessment of speaking has evolved throughout the years and includes different tasks that teachers can adapt to the level of their students: interviews, semi-direct interviews, oral presentations, guided conversations, and so on can work. This assessment includes tasks that measure the learners' "proficiency with different contexts (formal versus informal), with different content (general interest topics versus special field), by text type (extended versus more limited discourse), and according to areas of accuracy" (p. 266) this means that varied criteria are taken into account to determine the extent to which a learner can communicate effectively (Council of Europe, 2001). The most common areas to assess oral ability include fluency, vocabulary, and pronunciation which were the ones chosen in this study.

According to the same author, Cohen (1994), fluency is defined as the flow of speech in which the learner shows the ability to produce oral discourse using rhetorical devices to mark discourse patterns. Hedge (as cited in Lazaraton, 2001) defines fluency as "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (p. 104); the author emphasizes that to look at fluency, teachers need to value the extent to which the use of language assimilates natural flow of speech and promote tasks that focus on negotiation of meaning with varied strategies that minimize correction; in the same way, the author suggests the integration of skills in order to give learners the opportunity to rely on other sources of input and rehearsal, for example reading, writing and listening.

Vocabulary, in contrast, indicates the level of knowledge of language items in the field of interest of expertise. When teaching and assessing vocabulary teachers can consider the concepts of active and passive vocabulary and the source or input the learners are exposed to elicit vocabulary use. Assessing vocabulary means that the teacher intends to determine the extent of the learners' vocabulary inventory and the control that they can exert on it, for example, discriminating words, recognizing language forms, or select proper items for specific language functions (Heaton, 1998).

Gass and Selinker (2008) distinguish multiple categories of lexical knowledge in the foreign language; concerning production and reception, form (spoken or written), meaning (connection meaning-form, concepts, and associations) and use (grammar, collocations, constraints on use) are fundamental. As part of the abilities that show how much learners know about lexical content the authors mention recognizing word, knowing the meaning, connecting meaning and context, knowing different connotations, and knowing how to pronounce the lexical item. The authors also discuss incidental and incremental vocabulary learning; the former about understanding the meaning of lexical items over the actual knowledge of new words; the latter the learning as a result of continuous exposure and higher understanding of the use of the items.

Pronunciation, on the other hand, demonstrates the degree of influence of L2 phonological system in the performance of the learner. McDonough and Shaw (2003) state that pronunciation is typically taught in two scenarios: first, as an open planned objectives of the lesson in which the teacher chooses and devised tasks to practice specific features of the phonological system of the foreign language and have the students intentionally work on their command of sounds; second, teachers teach pronunciation as an instance that arises in the lesson from a given situation identified in the learners' flow of speech. The authors establish that no matter the approach, teachers can

assume a top-down model in which "pronunciation is a part of a broader communicative approach" (p. 136) and up to this point the authors discuss features as accuracy and intelligibility, leading to the importance of the following features when teaching pronunciation: Individual sounds, word stress, sentence stress and rhythm, intonation, sound and spelling. Lazaraton (2001) adds that teaching pronunciation includes functional intelligibility, functional communicability, increased self-confidence, and speech monitoring abilities; emphasis is sometimes on intelligibility since people tend to judge this feature in relation to accent, that is, the extent to which the mother tongue accent interferes with communication. In the same way, communicability is seen as the ability to function inside different situations. Dalton and Seidlhofer (as cited in Lazaraton, 2001) affirm that there are six communicative abilities associated to pronunciation:

- Prominence: Being able to make out point salient

- Topic management: Being able to know where discussion of a topic begins and ends.

- Information status: Being able to recognize as new knowledge.

- Turn-taking: Being able to know when to speak

- Social meaning and role: Being aware of our position in the language exchange.

- Degree of involvement: Being able to convey our attitudes and emotions.

Speaking can be assessed in different ways and tasks vary according to the functions to be performed; for example, Cohen (1994) states that students can be asked to report their understanding of a piece of language (written or spoken) stating the main ideas and reacting with their opinions about the content; learners can also discuss topics expressing  their arguments to support or reject specific theses; teachers can also have their students role play language competencies such as requesting information, complaining, apologizing to somebody or giving

directions; lectures can also be used to have students present definitions of terms or conceptual frameworks in a given field. The author also recommends teacher to keep records of the learners' speaking ability in order to see how they progress over time; some common way to elicit this skill include describing objects, giving instructions, reading maps, telling stories, giving eyewitness accounts, and expressing opinions. In the same token, Gass and Selinker (2008) propose "to have learners describe pictures, retell a story, or watch a silent film/film with minimum sound (so that they are not influenced by the language used) and either retell it or give a 'paly-by-play' account" (p. 61); they also propose elicited imitation which allows more experimental tasks with the target piece of language.

Brown and Yule (1983) recommend to consider the type of speaking performance data that teachers can collect when eliciting oral production and suggest to follow up aspect as the purpose of the speech, the use of extended chunks of speech, organization of the speech, the control that the learner has of the speech, and the communicative effectiveness of the discourse which is to be quantified. McDonough and Shaw (2003) also propose different way to elicit and promote speaking in the class, among which they highlight the effectiveness of oral problem-solving activities, role plays and simulations, and materials to elicit responses from learners and to teach the rules and patterns of conversations. Similarly, the author warns teachers on the importance of feedback on speaking and recommend to provide such feedback after the learners complete their speech since "correcting during oral work will tend to inhibit further those learners who may already be rather taciturn in class" (p. 152).

Lazaraton (2001) highlights that teaching speaking should consider a balance between accuracy and fluency

**2.1.3 Speaking strategies in the EFL class**

Second and foreign language teaching offers multiple strategies to involve learners in speaking tasks. Here are the ones included in this research project.

**2.1.3.1 Story retelling**

Story retelling implies asking students to retell language material that they have listened or read; this kind of tasks need to be planned considering the level of the students and the structure that the heard story has. Retelling stories means that the learners involve at least two language skills, listening or reading and speaking or writing because they receive the input that they need to replicate in their own words. The main functions that story retelling serves are describing, giving and summarizing information. In the story retelling strategy, teachers need to choose stories the learners are familiar with and that match their interests or expectations; another important feature is that story retelling can be combined with other strategies, for example, students reading aloud the original story and then trying to reproduce the story in their own words (O'Malley, 1996).

When wording with the story retelling strategy, teachers need to be careful to provide clear instructions on what the learners are supposed to do, making sure that the task is completed without the question-answer format of traditional listening or reading tasks. In this kind of strategy, assessment is done by means of rating scales or checklists that measure oral language skills; some criteria in this assessment process include accuracy in describing the setting, the characters, or a sequence of events range of vocabulary, appropriate syntax, and so on. Level of difficulty in the performance of story retelling tasks depends on the complexity of the elicitation means (pictures or videos), that is, the more complex the setting or the more numerous the characters and events, the more demanding the speaking task.

Story or text retelling is considered an authentic assessment strategy because it demands the learners to react to written or spoken language reporting main ideas or selected details; this

strategy "is based on or closely resembles actual classroom activities" (O'Malley, 1996, p. 11); with this technique, teachers can easily collect information about the learners' performance through recordings, checklists, rubrics, etc., that is, "students respond orally and can be rated on how they describe the events in the story (story structure), their response to the story or text, and/or their language proficiency" (p. 11).

Educators recognize that young students who had stories read to them when they were children have the chance to develop more sophisticated language structures, accumulate more background information and have more interest in learning to read benefitting their ability to speak (Brower 1976; Chomsky 1972; Cohen 1968, Durking 1966 as cited in Morrow, 1986). In addition, active participation in literacy experiences enhances the development of comprehension, oral language, and a sense of story structure (Blank and Sheldon 1971; Bower 1976 as cited in Morrow, 1986) For example, Browns (1975) research Suggested that children´s story comprehension is facilitated when they are involved actively in the reconstruction as children are thinking about the individual story events and arranging pictures of the story in sequential order. By mentally reconstructing the events themselves and arranging pictures, children build an internal representation of the story. Retelling stories is an active procedure that aids comprehension, concept of story structure, and oral language improvement, story retelling of any kind enables children to play a large an active role in reconstructing stories. It also provides for interaction between the teller and the listener (Morrow, 1986).

**2.1.3.2 Picture description**

Elicitation of language performance with pictures is very common in the assessment of individual or group performance at beginning or intermediate levels; pictures cues are easy to apply because they do not require much preparation but serve the production of interesting

language functions like giving information, describing, expressing opinions, telling stories, and so on. The pictures teachers use in oral performance elicitation need to be adapted to the age and interests of the students, making them appealing the capture their attention and interest to speak. Some important details to consider when choosing pictures for oral language elicitation include characters representing stories, cultural features recognized by the learners, and enough scenes to generate discourse based on location, environmental features, and interactions. Purpose in picture description refers to the need to have the students use L2 to describe a story following a sequence; this means that learners organize their stories according to their interpretation of the images. With this kind of strategies, students are given some time to process the information before language is elicited. Language use in this kind of activities can go from just naming people, objects, actions, colors to more complex language to describe stories including events, relationships, background information, etc.

**2.1.3.3 Reading aloud**

Reading aloud is a strategy language teachers practice to take learners through language material with the purpose to build both pronunciation and comprehension. It is good to guide the students through the reading aloud task with copies of prompts they can follow, hopefully taking notes when listening. It is common to start with some lines on the part of the teacher and then assign turns to the students to continue the reading. A common sequence is presented here:

- First student starts reading while sitting in a circle.
- Next student continues immediately the previous one finishes a segment.
- Teachers can assign randomly turns while in the reading in order to keep the learner's attention and expectation.
- If adapted, teachers can ask students to take notes while in the activity.

- Pauses can be taken to make comments and verify comprehension of content.

- When necessary, sections can be reread

### 2.1.3.4 Communicative pronunciation drill

Drilling techniques are thought of as traditional teaching practices, however, when applied to pronunciation teaching, they have proven beneficial because they give learners the opportunity to emphasize on repeating through oral practice that makes students get familiar with sounds and vocabulary helping the increase of accuracy. Riswanto and Haryanto (2012) propose different drilling tasks that help promote good pronunciation:  Word-association drill, saturation, mobility drill, comparative drill, and substitution drill.

### 2.1.3.5 Using videos to elicit speaking

A good way for teachers to elicit language use is the use of video clips in which segments are used to elicit oral language production. Benefits of videos include the fact that they can be used with individuals, groups or the whole class; they can be used to exemplify or illustrate cultural features, and also to complete tasks related to all the language skills like reporting what is heard, writing about what is seen, speaking about what happens in the video, and even reading written reports of the events depicted in the videos.

### 2.1.4 Language input processing

Input can be defined as the exposure to language (Gass, S. and Selinker, L. (2008). In the language learning process, the way learners receive input is of special importance because the way the perceive language sometimes determine the way they assign meaning and they way they

produce language; VanPattern (as cited in Gass & Selinker, 2008) propose a model and principles for L2 input processing that are summarized in the following table:

Table 1

Principles of L2 input according to VanPattern

| Principles of L2 input processing |
| --- |
| 1. Primacy of meaning principle:  Learner's process meaning before they process form |
| Learners process content words before anything<br>Learners will tend to rely on lexical items as opposed to grammar forms<br>Learners tend to process non-redundant grammar forms first<br>Learners process meaningful grammar forms first<br>Learners prioritize processing resources over any other sentential meaning<br>Learners tend to process initial-sentence positions |
| 2. The first noun principle: learners assign subject or agent status to the first pro(noun) they encounter in a sentence |
| Lexical semantics of verbs may attenuate learners' reliance on the first noun principle<br>Event probabilities may attenuate learners' reliance on the first noun principle<br>Learners may rely less on the first noun principle if context emphasized |

Source:  Adapted from Gass, S. and Selinker, L. (2008)

This set of principals help teachers understand how students react to the input they include in the lessons to elicit language production; for example, the use of videos or images actives learners input processing mechanisms that help them grasp meaning and eventually construct their own interpretations of what is heard or read. Input is determinant in the interaction in the classroom; teacher proposes language (input), learners produce language (output) and teacher provides guidance or instruction (feedback).

Gass and Selinker (2008) differentiate comprehended input and comprehensible input in language learning. Comprehended input is the one that is controlled by the learner, meaning that the learner is who manages to work with vocabulary to get to understand what it means while comprehensible input is controlled by the person providing the input, say an interlocutor –native

or non-native speaker- or the teacher. Similarly, Alwright and Bailey (1994) suggest that the quality of input provided to learners also depends on the amount of exposure and the availability of such input, for example, learners in a second language environment are more likely to be exposed to language items than those in a foreign language context who might be exposed to limited language that might be more artificial.

**2.1.5 Affect in the EFL classroom**

The incidence of affective factors in language learning is widely recognized because in most tasks proposed to the students, they refer to affective factors as reasons that prevent them from speaking; Gass, and Selinker, (2008) define affect in the EFL class as "feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken" (p. 398). Anxiety and stress and two of the most common feelings that learners experience in the learning process since they make learners perceive the class problematic and stressful; Hoffman (as cited in Gass & Selinker, 2008) found in a study about affect in the language learning process that "anxiety directs one' attention to physical features of words (acoustic properties, order or presentation, phonetic similarities) and that occurs to the relative neglect of semantic content" (p. 401). The author also discusses the possibility of having both negative and positive effects of anxiety in the class; the former as a factor that inhibits performance and the latter as an encouraging factor that pushes learners to attempt to use language and overcome their difficulties and learn from the experience.

In this same talk, Krashen (as cited in Gass and Selinker, 2008) also introduced the concept of the affective filter. In this theory, affect is considered a determinant factor in learning since teachers need to create the atmosphere for the learners to feel motivated, confident, relaxed and positive about their own performance. This means that there is a relationship between input and

affect; the easier to understand the input it generates more positive effects on affective factors leading to better performance; this theory can be summarized stating that "two conditions are necessary for acquisition: comprehensible input (in Krashen's technical sense) and a low or weak Affective Filter" (p. 403).

Other affective factors according to Gass and Selinker (2008) include the following:

- Social distance: Learners sometimes do not feel comfortable in the environment and they remain passive lowering interaction with other native or non-native speakers.

- Age differences: Age offers different theories about the ability to learn the foreign language; traditional beliefs state that younger learners have better chances to learn or acquire the language.

- Aptitude: Potential for learning new knowledge or new skills in the foreign language that relate to phonemic coding ability, grammatical sensitivity, inductive language learning ability and memory and learning. (Larsen-Freeman & Long, 1994).

- Motivation: This factor is considered a predictor of language learning since the higher the motivation the higher the potential to learn.

**2.2 ICT and online EFL classes**

The influence of ICT in education has evolved through the last decades due to the fact that more resources are incorporated in the classroom to support the teaching practice; ICT are defined as "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information" (Noor-ul-Amin, 2015, p, 2) and teachers nowadays are more aware of the importance of this kind of tools to make their classes more productive and meaningful for their students who come from a generational background that sees technology as part of their everyday routine. The author discusses the importance of ICT and highlights the fact

that they have brought "a massive change in the field of education also. It makes teaching-learning process effective and interesting" (p. 3) since the many resources that they comprise such as radio, television, cell phones, computers, tablets, etc. along with varied software applications, including conferencing, help teachers improve the learning process increasing the learners' level of engagement and attention.  Sánchez (2020) adds that "ICT implies tasks related to accessing information on the internet, storing, manipulating, exchanging and retrieving information from datasets, spreadsheets and in other related forms such as processed sheets or computer designed images, audio or video" (p. 11);      Sanchez (2020) continues to highlight the many contributions that ICT have made to the teaching of L2, especially concerning the resources that can be used online, among them YouTube, websites for games, software to rehearse the language skills, etc.

One of the main contributions of ICT in education that Noor-ul-Amin (2015) highlights is the change from traditional practices in which the teacher was the owner of information that was transferred  to students  to more actives approaches in which ICT resources are used to design tasks involving  "problem solving, communication and collaboration-exactly the type of higher-order skills that leading education specialists say should be the goals of education for today's world" (p. 6); the author argues that ICT have promoted positive changes in school curricula considering four main aspects:  1) Competency and performance-based curriculum in which the teaching learning process provides more opportunities to have access to information sources in different formats and types, which facilitate a learner-centered and problem-centered approach; 2) Information literacy since ICT have forced both teachers and learners to get prepared to interact with the amount of information that new life and work settings impose, requiring people able to "identify, locate and evaluate relevant informatin in order to engage with it to solve a problem

arising from it" (p. 7); 3) Constructivism as a paradigm that promotes the construction of knowledge based on the previous knowledge and experience of learners; finally, 4) a Learner-centered environment in which students' previous knowledge, skills, needs, attitudes, behaviors, and beliefs are taken into account for the planning of learning experiences on the computer and on the internet.

Adams and Brindley (2007) argue that the use of ICT in the EFL class can be controversial since teachers of English need to be aware of their own subject and at the same time respond to the demands of a changing ICT culture that is forcing them to adapt and update their teaching practices each day to be able to provide their learners with meaningful experiences in all the language skills. The authors discuss some basic characteristics of teachers when teaching with ICT: First, they need to prepare and structure the task in order to achieve the goals; second, they need to promote interaction for the learners to use the language; third, they need to select the appropriate software or application as a stimulus to elicit learners' participation and language production.

## 2.3. Previous related studies

The use of story retelling is not new in the EFL field. This is a speaking technique that has been popular in lower-level classes in which teachers intend to promote speaking, mainly concerning vocabulary, fluency and pronunciation. This section summarizes previous studies in this field that enriched the present research project.

Irwan (2016) carried out a study in which story retelling was used to promote speaking among MA Al-Asy'arivah Bandar Lampung students who presented problems to express their ideas in English in an oral way; most of them were reluctant to communicate in EFL, were demotivated to exchanged orally and preferred to remain quiet. The author carried out a study with the objective of improving speaking skills at the first semester of 11 classes. An experimental

method was used with 28 students in the year 2011-2012. A pre-test and a post-test were used to assess the 28 students speaking performance with the story retelling technique. After analyzing the information, the author found significant progress in the learners since they could learn better the content, context, grammar, fluency, pronunciation, and vocabulary that they practiced with the strategy; the author also stated that the strategy helped participants express their own ideas in a free way.

Praneetponkrang (2014) developed a project with 9th graders in Thailand in which the retelling story technique was used to improve the speaking skill of such students with the use of lesson plans that applied Morrow's framework following the following steps: Exposure to stories about daily life using pictures, mind maps, illustrations, and role-playing activities; the classes followed the before retelling, while retelling, and retelling the stories that they rehearsed through the mentioned techniques. The author contrasted the design with previous studies concluding that the strategy is effective promoting speaking skills due to the fact that learners develop better vocabulary resources and get more involved in varied speaking tasks associated to the main strategy.

### 3. Methodology

**3.1 Type of study**

The present research study corresponds to an Action Research (AR) design (Kemmis, McTaggart & Nixon, 2014); as the authors suggest, AR intends the improvement and transformation of a situation in which the researcher and those involved in the process become observers of social life to explain phenomena affecting participants. In this particular case, classroom action research was conducted involving "the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to

teachers making judgments about how to improve their own practices" (p. 11). Inside this method, the researcher went through a process of reflection to gain self-understandings and judgments on the practical issues they face in the daily life at school, that is, this method "is practical not just idealistically, […] or just about how interpretations might be different 'in theory', but practical in Aristotle's sense of practical reasoning about how to act rightly and properly in a situation with which one is confronted" (p. 11). In response to this method, the design followed the traditional cyclical phases proposed by Kemmis and Mcttagart:

Graph 2

The Action Research cyclical design by Kemmis and Mctaggart (1988)
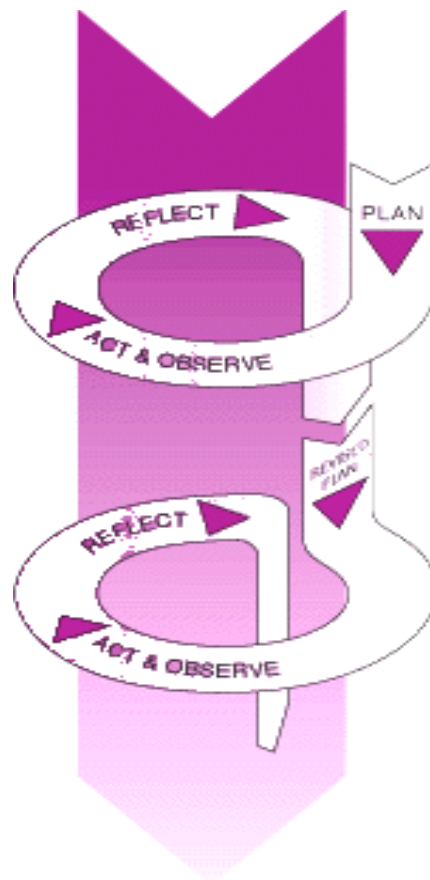


Source:  Kemmis and Mctaggart (1988)

Every workshop in the implementation of this project corresponded to one cycle; there was a planning phase in which the researcher designed the lessons, then came the implementation and observation (act & observe) from which data were collected to describe and interpret the teaching learning process phenomena; then, a reflection process was carried out in which decisions were made to improve the plan for the next lesson. This process was implemented six times after which an evaluation of the whole project was done on the basis of the analysis of the workshops.

**3.2 Participants**

The participants of this study were 9 tenth grade students in a Normal school in Manizales; all of them expect to get a diploma as *Bachilleres Pedagógicos*[5] (Spanish for pedagogical high school graduates); the sampling procedures used aligned with Cozby's (2008) convenience sampling since the students belong to a larger group that was assigned to the researcher as part of his academic duty; some criteria were taken into account for their selection: 1) Be part of a tenth grade class as a pre-service teacher in the Normal de Manizales school; 2) Attend online classes regularly (synchronous classes) within the schedule assigned by the school coordination office; 3) Have connectivity resources (internet connection, computer, smart phone) to be able to carry out synchronous and asynchronous tasks proposed in the workshops; and 4) Be willing to be part of the study having signed the consent form designed for parents and students.

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[5] *Bachilleres pedagógicos* means that these students get a diploma as high school graduates with emphasis in pedagogy which enables them to work as preschool and elementary school teachers if they complete the complementary cycle.

All participants belong to strata 1, 2, and 3 which are characterized by low- and middle-class families whose parents work in the service and industry sectors as employees or part-time contractors; a good number of students live with family members different from their parents (grandparents, aunts, uncles, etc.) which indicates a new family structure that sometimes affects the learners' behavior due to the fact that they have varied views of authority figures in their lives. In general, this group of students show the typical characteristics of high school students: Interest in music and technology; preferences for updated fashion trends, sports, and video-games; motivation to carry out teamwork tasks; and determination to achieve their life projects.

**3.3 Instruments**

To carry out data collection in the different phases of the study varied data collection techniques and instruments were used:

Table 2

Data collection techniques and instruments in research stages

| N° | DATA COLLECTION TECHNIQUE | DATA COLLECTION INSTRUMENTS | RATIONALE |
|---|---|---|---|
| | | DIAGNOSTIC STAGE | |
| 1 | Student Surveying | Student survey questionnaire Appendix 1 | This instrument was administered to the nine students who are part of the research at Escuela Normal Superior de Manizales to capture their views about the EFL learning process. |
| 2 | Teacher Journaling | Personal Journal Appendix 2 | In this journal I was trying to keep a record of the academic and disciplinary issues in the classroom, in this journal I wrote information about attitudes toward the learning English process, acceptance of the foreign language, availability and goals in terms of improvement from the perspective of the teacher-researcher. |
| 3 | Teacher Interviewing | Pre-service Teacher | With this instrument the views of Pre- service teachers were explored about the way the |

| | | interview questionnaire Appendix 3 | learners react to the EFL class and how they perform the language skills. |
|---|---|---|---|
| ACTION AND EVALUATION STAGE | | | |
| 1 | Teacher journaling | Teacher journal Appendix 2 | To record the observations while teaching the class to understand the way Pre- service behave while in the story retelling strategy task. |
| 2 | Student interviewing | Student interview questionnaire Appendix 4 | To capture the students' views about the learning process when carrying out the speaking task (story retelling) |
| 3 | Non-participant observation | Observation form Appendix 5 | To describe what happens in class when the students participate in the speaking tasks. |
| 4 | Language elicitation (speaking) | Speaking performance rubric Appendix 6 | To assess the learner's performance in the story telling tasks to determine their level of progress. |

Data analysis was carried out according to Burns' (2001) approach according to which data were categorized according to initial codes that emerged from the data; once codes were identified, triangulation was conducted according to Freeman (2001) providing validity and reliability to the study with the verification of the appearance of the categories throughout the data collection instruments.

## 4. Research stages

### 4.1 Diagnostic stage

The diagnostic stage of this study was conducted in a two-month period; data were collected by means of the teacher journal, three interviews to teachers in the school and a survey to students. All the data collection referred to the English learning process trying to identify weaknesses and strengths of the students. In the following paragraph the findings of this stage are presented.

### 4.1.1 Teacher interviews

Three semi-structured interviews were conducted with three teachers that in the past had some contact with the participants. They were asked about their perceptions about the learners' English level, their attitudes towards the English class, the main needs of the learners in terms of language learning, and the main activities carried out in class. The results gotten from the three interviews are summarized in the following graph:

Graph 3

Categories of analysis in diagnostic stage teacher interviews
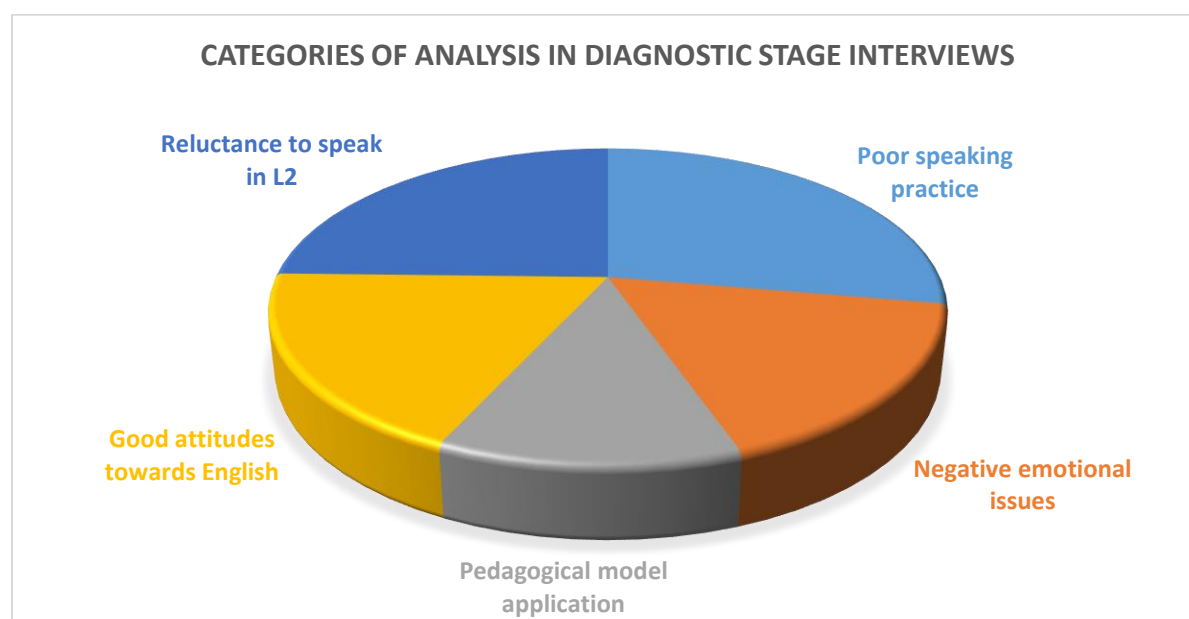


According to the teachers' comments, the main challenges that face is the learners' reluctance to speak L2; they reported that they were very concerned because the students did not want to speak in English because they are afraid of the other students' criticism; additionally, they said that the students are not aware of the importance of English and they see this subject as a mandatory part of the curriculum that they have to study; some testimonies stated that:

*Some students are very prevented to speak, scared, that is, they prefer activities about writing or reading. (Teacher interview 1)*

*When students don't like the activities of speaking that we propose they simply don't do*

*anything. (Teacher interview 2)*

Also related to the speaking skills, the interviews led the researcher to identify some problems with the poor speaking practice that the students have; they pointed out that the students come from some traditional practices that focused reading and writing without including enough speaking in the lesson planning. They complained that it is difficult in tenth grade to carry out speaking activities when the students come from previous years in which they have learned English only with reading or writing practice. One of the pre-service teachers said that "the major tensions in class are due to the fact that the learners do not know the English language very well and they lack practice in previous years" (Teacher interview 1). Another relevant aspect discovered in the interviews was the negative emotional issues that affect the students when speaking; the teachers mentioned examples of situations in which the students did not want to speak because they feel very stressed and anxious; they explained that it is very difficult to make students speak when they feel too anxious or shy, especially because they feel that their classmates always criticize them; some comments stated that:

*My students are too afraid of English because for them it is very difficult. (Teacher*

*interview 1)*

*Although my students are not terrified, it is obvious that they feel nervous or shy and they*

*ask me to speak Spanish to make sure that they understood. (Teacher interview 2)*

The interview permitted the researcher to discover two important positive aspects represented in these categories of analysis Pedagogical model application and good attitudes towards English. The teachers mentioned how important English is for the preparation of the future Elementary School teachers; they said that the English class enriches their knowledge of vocabulary to be able to teach English to kids and even to learn strategies to teach other subjects because in a real teaching scenario in primary school they need to teach any subject; some comments are here:

*I know that my students have had to teach math in English and they also had to teach Social Studies and talk about mountains and such stuff in English, so the English class is a good way to teach them not only the language but some methodology. (Teacher interview 2).*

*It is important to include in the English class some contents that they are supposed to teach at the elementary school level. (Teacher interview 3).*

Similarly, the teachers commented that in spite of their limitations and negative affective factors, the students always have a positive attitude towards the English class, mainly because they like the way teachers use different didactic materials in the class. The teachers also said that in higher levels (10th and 11th grade) the students are more aware of their future responsibilities as teachers and that is why they are more positive about the things they do and they learn in class.

**4.1.2 Student survey**

In order to know about the students' perceptions of their own learning, a survey was applied to the participants in which they were asked about the way they saw their performance in

the language skills, their learning strategies, and the methodology in class; the following graphs illustrate their perceptions:

Graph 4

Categories of analysis in diagnostic stage student survey

**CATEGORIES OF ANALYSIS IN DIAGNOSTIC STAGE SURVEY**

High expectations
with English

Poor speaking
practice

Preferences for
dynamic activities

Reluctance to
speak in L2

Negative
emotional issues

Good attitudes
towards English

Pedagogical
model application
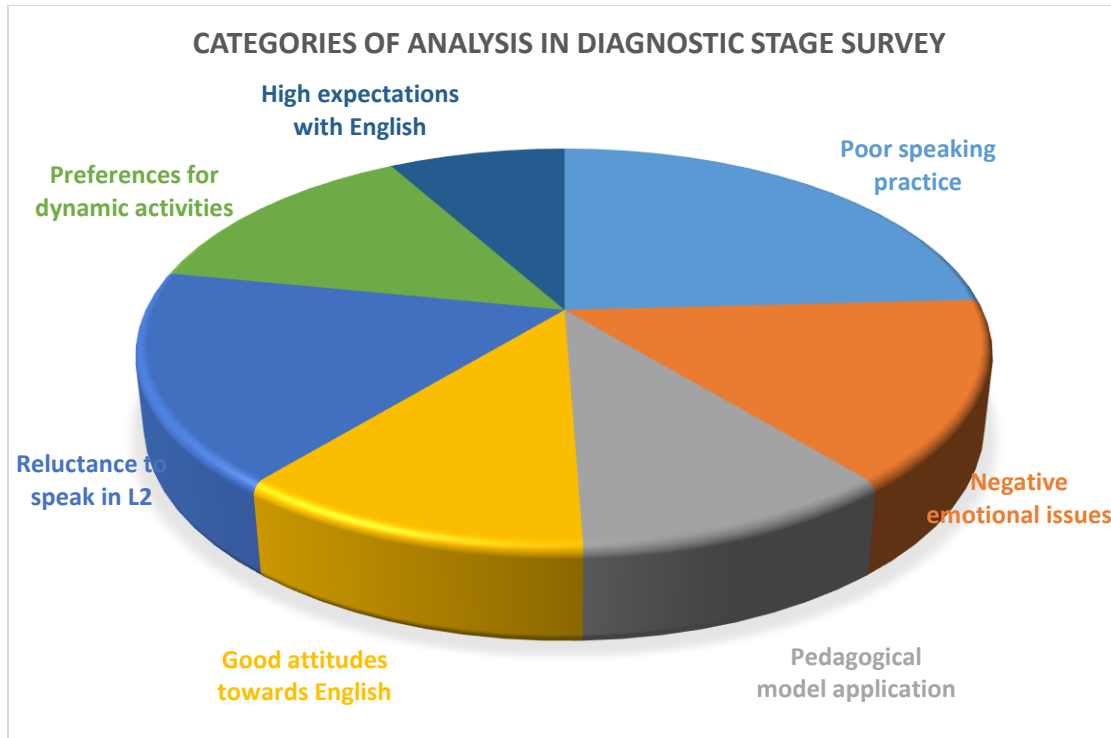
In the analysis of the student surveys, similar aspects were identified as in the teachers' interviews. The participants ratified that in their previous learning process in the English class they did not have enough practice with the speaking skill; they mentioned that they felt that they were very used to working with reading materials that they almost never had opportunities to speak in class; they also recognize that probably that was the reason why they became reluctant to speak in L2 and always asked the teachers to reinforce their speaking tasks and they also related this to the negative emotional issues that they always went through when trying to speak English which stressed them out and

represented a high pressure on the part of their teachers; some comments stated the following:

*It would be good to include more speaking activities in class.*

*In the English class we normally read texts and answer questions without speaking practice.*

*When we are asked to speak English we feel very nervous and that makes us not speak a word in the class. (say:* <u>Isak Dinesen</u>, <u>Kir Bulychev</u>, <u>*ShareAlike*</u> and <u>Tudor Arghezi</u>.*)*

The students agreed with the teachers concerning the positive aspects that they recognized about the English class and their attitudes; they said that they had a positive attitude towards the class even though they were reluctant to speak; they also said that their expectations were high because they saw English as an opportunity to achieve goals in their life projects, for example, their academic projects as future teachers or their dreams about working or traveling abroad. The participants also referred to their views about the methodology of the class and their said that they preferred more dynamic classes with varied activities in which they could practice all the skills and use didactic materials because they want to learn also about the EFL methodology; in this respect, they highlighted their expectation about learning some pedagogical strategies to put into practice in their future role as teachers in elementary school. Some comments from the survey are presented below:

*We like the class because we can learn some methodology tips*

*Our attitude is positive because the English class is very didactic.*

*English is a way to progress in our personal lives and in our career as teachers*

### 4.1.3 Teacher journal

The teacher research kept his journal to record his main observations in the diagnostic stage. The data was also analyzed and similar categories as in the previous instruments were identified as shown in Graph 4 below:

Graph 5

Categories of analysis in teacher journal in diagnostic stage
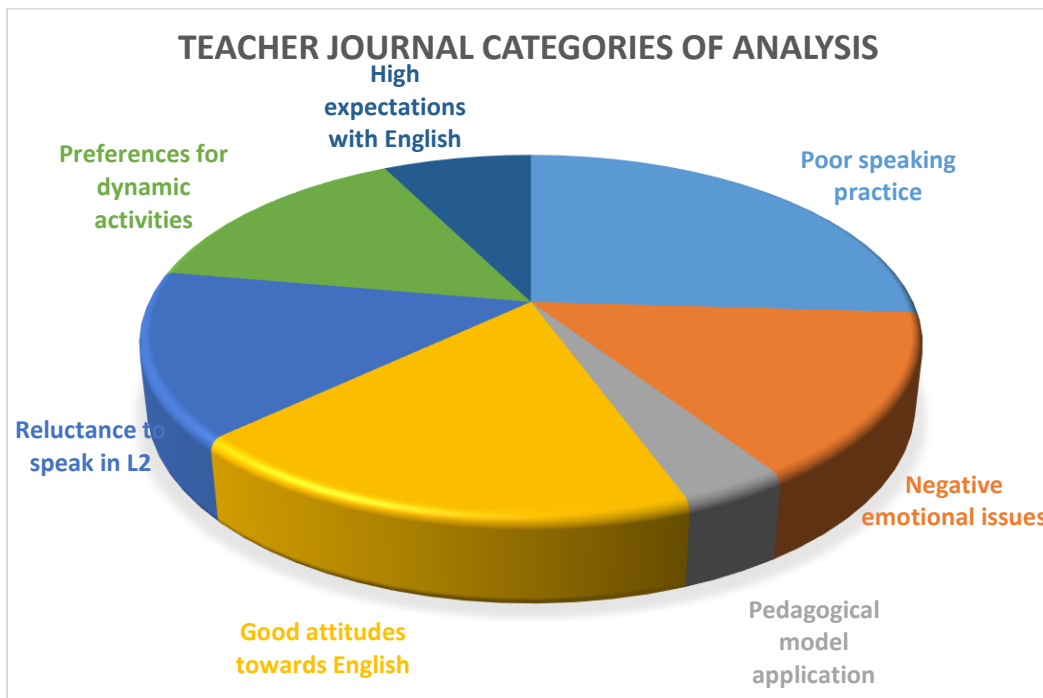


The teacher identified similar aspects as teachers and students; his observations and reflections emphasized the poor speaking practice the students had in their previous school years and also recognized the positive attitudes that the students had towards the class in spite of their limitations or reluctance to speak, which he attributed to the stressful feelings they had when having speaking activities in class. From the pedagogical perspective, the teacher also

commented on the high expectations of the students, their interest in dynamic activities in the English class and their expectations for using strategies that they could take advantage of as future teachers.

As a summary of the diagnostic stage, triangulation was done and the following graph represents the main issues identified in the English class:

Graph 6

Data triangulation in the diagnostic stage
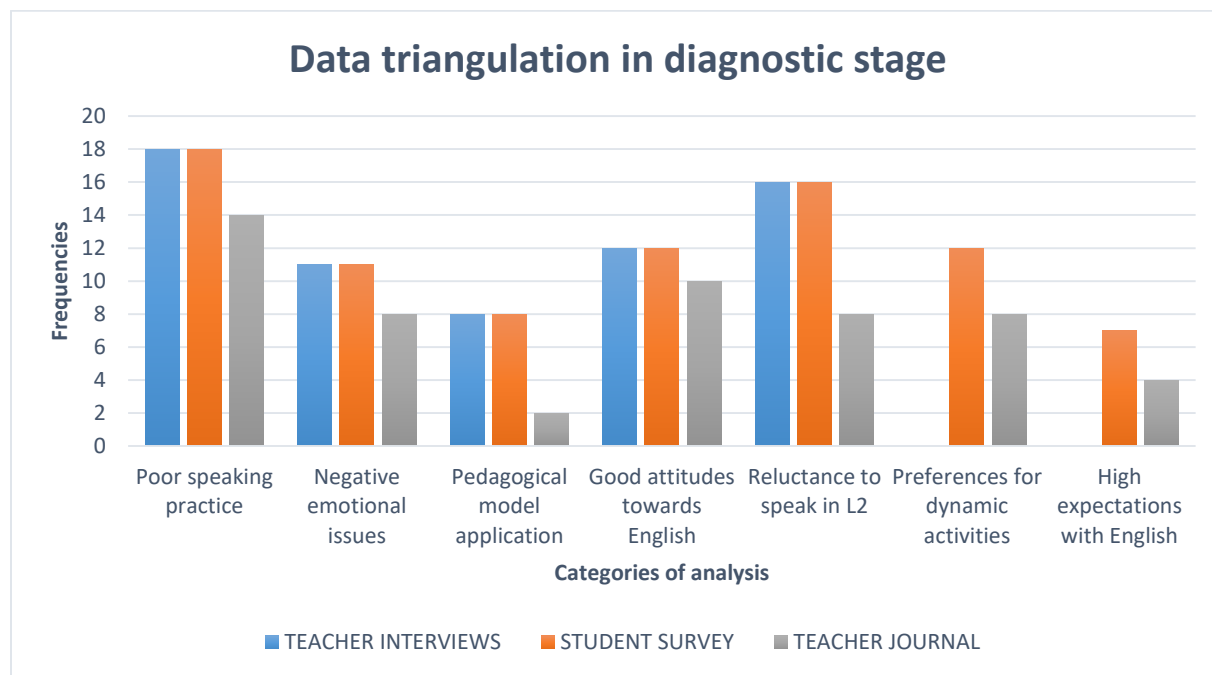


According to graph 5, the main problematic issues in the 10th grade class dealt with the poor speaking practice the learners had, their reluctance to speak L2 and the negative emotional issues that they faced when exposed to speaking tasks. Some other aspects related to the EFL methodology were identified such as the learners' expectations for the application of strategies to help their pedagogical model since they are future elementary school teachers, their good attitudes towards learning English, their high expectation with English for their personal and

professional life and their preferences for dynamic activities in class. All this led the researcher to design and implement a research project to improve the speaking skills of Normal students trying not only to give them tools to speak but also to teach EFL. This research project implementation is discussed in the following sections.

**4.2 Instructional design or pedagogical intervention**

According to the diagnostic stage problems with the speaking skills were identified and that were also related to the participants' reluctance to speak due to some negative emotional issues that led to minimal oral performance; to intervene this situation, the researcher decided to implement six workshop in which the story retelling strategy would be combined with three speaking strategies (picture description, reading aloud and communicative pronunciation drill) to help the students improve their fluency, vocabulary, and pronunciation. Table 4 summarizes the workshop plans:

Table 3

Research project workshop plan summary

| WORKSHOP | Title | Speaking Strategy 1 | Speaking strategy 2 |
|---|---|---|---|
| 1. | Pinocchio Appendix 7 | Story re-telling | Picture description |
| 2. | The Grasshopper and the Ant Appendix 8 | Story re-telling | Reading aloud |
| 3. | The Hare and the Tortoise Appendix 9 | Story re-telling | Communicative pronunciation drill |

| | | | |
|---|---|---|---|
| 4. | Cinderella<br><br>Appendix 10 | Story re-telling | Picture description |
| 5. | Snow White<br><br>Appendix 11 | Story re-telling | Reading aloud |
| 6. | Rapunzel<br><br>Appendix 12 | Story re-telling | Communicative pronunciation drill |

Each workshop (Appendix 7, 8, 9, 10, 11 and 12) followed the lesson plan template proposed by Quintero et al (2004) with the presentation-practice-production sequence. Each workshop started with the statement of linguistic, communicative, and pedagogical objectives. The latter were intended to enrich the participants' methodological background as pre-service teachers in the Normal de Manizales. In the workshop plan the teacher also stated the topic of the lesson, the reading strategy to be used, the materials, and the ICT resources included in the plan. Then, every lesson started with a short warm-up with which the teacher contextualized the students into the topic of the lesson. Next, in the presentation stage of each lesson the new language material and the speaking strategy were introduced along with the tips to implement the story retelling strategy. After that, the practice stage of the lesson was designed to have the students rehearse the language forms and to speak retelling a bedtime story with the guidance of the teacher; varied materials such as pictures, videos, digital handouts –puzzles, crosswords, word games- were used as input to elicit the students' oral performance. In the production stage of the lesson the students were encouraged to come up with their own version of the story recording a video on their own in which they would retell the story putting into practice what was learned in the class (language forms, speaking strategy); for this speaking task with the video specific guidelines were given about the length and content of the speaking task; to assess the learners' performance in the lesson the following rubric was used to assess their oral

performance in terms of fluency, vocabulary, pronunciation, and language use; additionally, their use of the story retelling strategy and their use of ICT were assessed to verify their understanding of the strategy and their ability to deal with technology while working in an online environment:

Table 4

Assessment rubric in diagnostic stage

| No. | ASPECTS | POINTS ASSIGNED | POINTS EARNED | COMMENTS |
|---|---|---|---|---|
| 1 | **FLUENCY** Smooth and fluid spoken discourse with few to no hesitations in story retelling task | 15 | | |
| 2 | **VOCABULARY** Learner displays control of range of well-chosen vocabulary related to the story being retold. | 15 | | |
| 3 | **PRONUNCIATION** Learner's speech is clearly intelligible with minor occasional mispronounced words | 10 | | |
| 4 | **GRAMMAR** Learner's language use complies with basic grammatical rules for corresponding level | 10 | | |
| | **TOTAL** | 50 | | |

**4.3 Action Stage**

**4.3.1 Workshop 1 and 2:  Getting to know the story retelling strategy**

This project implementation started with Workshop 1 (Appendix 7) in which past tense forms were taught and the learners were exposed to the story retelling strategy with Pinocchio. The teacher warmed up the lesson asking the students if they knew children's stories and they replied with short sentences that the teacher took advantage of to list some vocabulary on the digital board. Next, the teacher played a short story with which he illustrated past forms; he

elicited those forms to have the students talk about their routines in the past and their activities the day before. With this task the teacher led the students to familiarize with the main vocabulary they needed for the main story they were supposed to retell. After the teacher finished explaining the past forms, he exemplified the story retelling strategy giving them tips to work with the vocabulary from the story and how to follow a sequence in the story with key words; to provide some practice with vocabulary, the teacher gave the class a crossword puzzle whose answers were taken from a video in which the story of Pinocchio was told with attractive visuals; the video was played several times in order to help the learners to pronounce the words and to recall the events of the story to be able to retell it. Learners were assigned turns to retell the story like in a chain and the teacher provided feedback, when necessary, both about the content of the story and its pronunciation; at this point, the pictures in the video and some images the teacher used to elicit the speaking production. After this practice, the teacher had the students form groups of five students and asked them to divide the story in five sections to retell the story in a logical sequence. Picture description was the strategy the teacher used to elicit the learners' oral production with images taken from the video to provide visual input to the students in the speaking task. As the final task, the students were instructed to record an individual two-minute video retelling Pinocchio's life in their own words. As part of the guidelines of the main retelling task, the teacher told the students to keep the following parameters: Use at least 5 different pictures, include at least 10 sentences in the past tense, give the story a sequence (Beginning, middle, end), include and present at least two characters, and draw a message or moral from the story. At the end of the workshop, the videos were watched in class and as part of the wrapping up stage of the lesson, the teacher provided final remarks about the past tense and the story retelling strategy.

In the second workshop (Appendix 8) The Grasshopper and the Ant story was used to practice the story retelling strategy. The teacher began with some questions about the fables the learners knew; they discussed bed-time stories; students shared their childhood experiences and the teacher contextualized the lesson listing important vocabulary on the digital screen.

After the warm-up, the teacher started to prepare the learners for the main story telling task with a short reading in a website they visited for reading comprehension and vocabulary rehearsal. With the reading task, the learners were explained about the meaning of a fable and its moral which they exemplified with The Grasshopper and the Ant story. This was an opportunity for the teacher to reinforce past forms and have the students rehearse the story telling strategy; also, some reading comprehension was revised with questions the students answered on the platform. Based on these tasks, the teacher elicited oral production having the students retell what they read and what they saw in the screen with the reading aloud strategy. This time, the teacher guided the retelling strategy assigning turns to the students in a plenary in which the students were in charge of different portions of the story that were presented with visuals on the screen and whose captions were read aloud by the learners.  To help the students recall vocabulary and organize their ideas, a crossword puzzle was provided before watching the video and then speaking was elicited with the pictures just mentioned which were accompanied by the written story to help the students apply the reading aloud strategy. At the end of the workshop, the main task was performed by the learners in groups of three. This time, the main story was supposed to be divided in three longer portions that were supposed to challenge the learners to recall more vocabulary, verb forms and more events in the story; as part of the digital component of the lesson, visual support was provided with links that showed the story in pictures and that help learners follow the sequence of events and organize their oral discourse. As in the previous

workshop, guidelines were given for the learners to record their video retelling a story on their own keeping in mind the main tips to retell a logically sequenced story. The main task in the workshops was assess based on a rubric that assessed the learners' performance in terms of fluency, vocabulary, pronunciation, the application of the story retelling strategy, and the use of ICT.

Once the first two workshops were carried out, data triangulation was conducted on the basis of the teacher journal, the non-participant observer, and the student survey; results coming from such analysis are presented in the following table:

Table 5.

Data triangulation workshops 1 and 2

| CATEGORIES OF ANALYSIS | DIARY | OBSERVATION | SS-SURVEY | Totals |
|---|---|---|---|---|
| Effective speaking input | 7 | 17 | 11 | 35 |
| Benefits of story-telling | 9 | 13 | 6 | 28 |
| Acceptable pronunciation | 10 | 13 | 3 | 26 |
| Vocabulary learning opportunities | 13 | 4 | 6 | 23 |
| Good speaking performance | 3 | 14 | 3 | 20 |
| Dependence on reading | 8 | 2 | 7 | 17 |
| Failure to speak | 7 | 0 | 10 | 17 |
| Negative affective factors | 9 | 0 | 4 | 13 |
| ICT usefulness | 2 | 6 | 4 | 12 |
| Good ICT skills | 2 | 3 | 2 | 7 |
| Totals | 70 | 72 | 56 | 198 |

Source: Atlas.ti qualitative data analysis software

According to Table 6, the implementation of the first two workshops reported good results in terms of the way the story retelling strategy encouraged the learners to perform the

speaking skill; the category Effective speaking input with 35 frequencies in the triangulation means that the strategy represented a good source of input for the learners to be able to speak, that is, the exposure to English input through the videos, the digital flashcards, images, and even readings, significantly contributed to the students improvement in the speaking ability because they supported their speech on visuals and text displayed on the screed that encouraged them to recall vocabulary or language forms like the past tense or connectors to construct their version of the story; some of the comments taken from the instruments stated that:

*Students could retell the story looking at the images (Teacher diary)*

*Things are easier when you can use images to remember the story (Student survey)*

*Most students paid attention to the sequence in the images to retell the given story (Observation form)*

Similarly, the category Benefits of Story-retelling were relevant in the data with 28 of the frequencies in the triangulation; this aspect was mention concerning two main aspects; first, the way the participants perceived that the strategy facilitated their speaking providing them tips to take advantage of visuals to remember the main language material and to follow a sequence of events in the story; second, the methodological tools that the story retelling strategy gave them enriching their methodological background knowledge as future Elementary School teachers, since they valued the way they could use the same teaching strategy in their lessons; to this respect some students said:

*I liked the strategy because it is good for my classes (Student survey)*

*I would like to do the same activity with my kids (Student survey)*

*When you use images or videos to teach your students learn better (Student survey)*

The benefits of the story retelling strategy were also highlighted by the teacher and the observer who also identified students who said the way the strategy worked was good for them to keep a flow in their speech, recall vocabulary, and provide them with some support when speaking:

*When they shared their videos, some students commented how the story retelling strategy made it possible for them to talk about events in a story. (Teacher diary)*

*It could be noticed that the students felt confident to speak when they used the strategy (Observation form)*

The next three categories in Table 6 show how the speaking skill had some progress in the first two workshops; the data reported Acceptable pronunciation (26 frequencies) as a result of the *students'* exposure to repeated aural input with the videos that were replayed several times for them to rehearse language forms and pronunciation; the learners requested the teacher to replay the story in order to check pronunciation and to self-control the way they were going to say their version of the stories; comments about sounds, intonation, and word stress were common and the students went back to the story to revise pronunciation patterns to correct themselves and ratify with the teacher the way they were supposed to pronounce certain words.

In the same way, the category Vocabulary learning opportunities with 23 frequencies in the data showed that the implementation of the strategy affected positively the way the learners saw vocabulary as part of their language learning process; students referred to this fact as a constant aspect in the lesson because since the beginning of the workshops they were given tools to speak and were given the chance to interact with English in different ways, as commented in the following testimonies:

*I liked how the teacher gave the vocabulary with images (Student survey)*

*I prefer to hear English in videos or songs to learn vocabulary (Student survey)*

*In some cases, students verified their understanding of the vocabulary pointing out at the*

*images in the videos or flashcards (Observation form)*

To ratify the positive impact of the story retelling strategy on the speaking of tenth graders, the category Good speaking performance arises in the data with 20 frequencies indicating how the students did a good job in the main speaking tasks, retelling the story in groups and recording and individual video retelling the same story; this means that after the rehearsal of the strategy with the websites and the listening and readings tasks, the students were better prepared to speak about the stories they got familiar with; they ratified that retelling a story is not only repeating the same information as in the original video or audio, but accommodating the same ideas into their own words.

In spite of the positive aspects discussed above, the data also show that the students still struggled with the speaking skill; the categories Dependence of reading (17 frequencies), Failure to speak (17 frequencies) and Negative affective factors (13 frequencies) represent the weaknesses that the learners displayed in their performance in these first two workshops; at the beginning it was very common to see the students read the scripts of the stories or speak only from their notes; they said that it was difficult to keep the flow of their speech without reading what to say; that led to their failure to speak and sometimes they preferred to remain quiet not to mess up with the task or speak Spanish; most of the learners insisted in the fact that they felt incapable of uttering any complete sentence although they understood the story or were familiar with its content. In the same way, this feeling of impotency led them to negative affective factors that prevented them from producing any oral production; some comments are presented here:

*I felt I was not able to say nothing because I was nervous (Student survey)*

*I was not ready to speak because I felt insecure and shy (Student's survey)*

*I did not want to fail in front of my classmates because I did not know what to say*

*(Student's survey)*

The last two categories in the analysis of workshops 1 and 2 refer to the role of ICT in the implementation of this project; frequencies of 12 for the usefulness of ICT and 7 for good ICT skills among the students represent a positive perception of the participants about the way ICT serve the EFL learning process; the observations showed that the technological tools added to the online resources were a good way to expose the learners to the strategy, facilitating the manipulation and transformation of the information gotten from the stories. Apart from representing the means in times of pandemic, ICT were taken advantage of as a way to make input more attractive and authentic for the students which helped them to get more interested in the stories and to want to retell them.

**4.3.2 Workshop 3 and 4:  Going deeper into the story retelling strategy**

Considering the results in the first two workshops, the researcher decided to continue working with the story retelling strategy in combination with the communicative pronunciation drill speaking strategy in workshop 3 (Appendix 9); the teacher started the class with some tongue twisters with which he intended to encourage the students for the speaking task. Then the teacher explored the students' previous knowledge about the Hare and the Tortoise story; the class discussed some aspects about bedtime stories and the teacher listed the main vocabulary on the digital board. After the warm-up the teacher gave the learners some crosswords to complete with the main vocabulary of the story. The main goal in the lesson was to continue with the past forms and emphasize the pronunciation of the regular ending ED. With this vocabulary task, the

teacher introduced the communicative pronunciation drill strategy, having the students pronounce complete meaningful sentences emphasizing the pronunciation of past tense. Then, a short reading about the Hare and the Tortoise was done in which the teacher guided pronunciation of answers to reading comprehension questions. The reading aloud strategy was recycled and taken advantage of in the discussion of the answers to the reading task. In the practice stage of the class, the teacher guided the students through a listening task in which the completed some listening comprehension tasks that they answered orally emphasizing pronunciation. As part of the task, the teacher paused the video several times and encouraged the students to retell the story using complete sentences. Later on, to elicit more speaking on the same story, the teacher displayed some scrambled pictures that summarized the story and assigned turns to the learners to retell the given part of the story and instructed the students to communicatively pronounce in a drill the previous sentence said by their classmates. Using the same criteria as in the previous workshops, the final task consisted on an individual video that the students had to record at home retelling the Hare and the Tortoise story in a two-minute presentation; they were suggested to provide a different innovative ending to the story. In the last session, some videos were shared in class and additional feedback on grammar and pronunciation was provided.

As of workshop 4 (Appendix 10), the lesson was adapted to the same design as workshop 1, this time exploring the story Cinderella with the picture description speaking strategy. The teacher started with a warm-up in which he asked the students to share with the class what they knew about Cinderella; he reviewed the past tense and listed on the screen the information that the students gave emphasizing spelling and pronunciation of the words. In the presentation stage, the story was played and the learners were told to write down all the verb forms that they could

identify in the story. In this workshop past forms were combined with some time expressions and connectors to make the story retelling sequential; the teacher reviewed with the students the way the story retelling strategy works. Next, in the practice stage of the class, the teacher also reminded the students about the picture description strategy and then had the students practice both (story retelling and picture description) with a set of pictures that the students were sent and that they had to unscramble to make the story logical.  After that, the teacher reminded the students of the production stage of the lesson in which they were expected to speak retelling the story; this time, the guidelines were explained again about the requirements of a video that the learners were expected to record at home: Use at least 5 different pictures, include at least 10 sentences describing an event including characters, give the story a sequence (Beginning, middle, end), and draw a message or moral from the story with an example from their real life. At the end of the workshop, some videos were watched in class and as part of the wrapping up stage of the lesson, and once again the teacher provided final remarks about the past tense and the story retelling strategy.

       At the end of workshop 4 data analysis was conducted and triangulation is presented here:


Graph 7

Data triangulation workshops 3 and 4
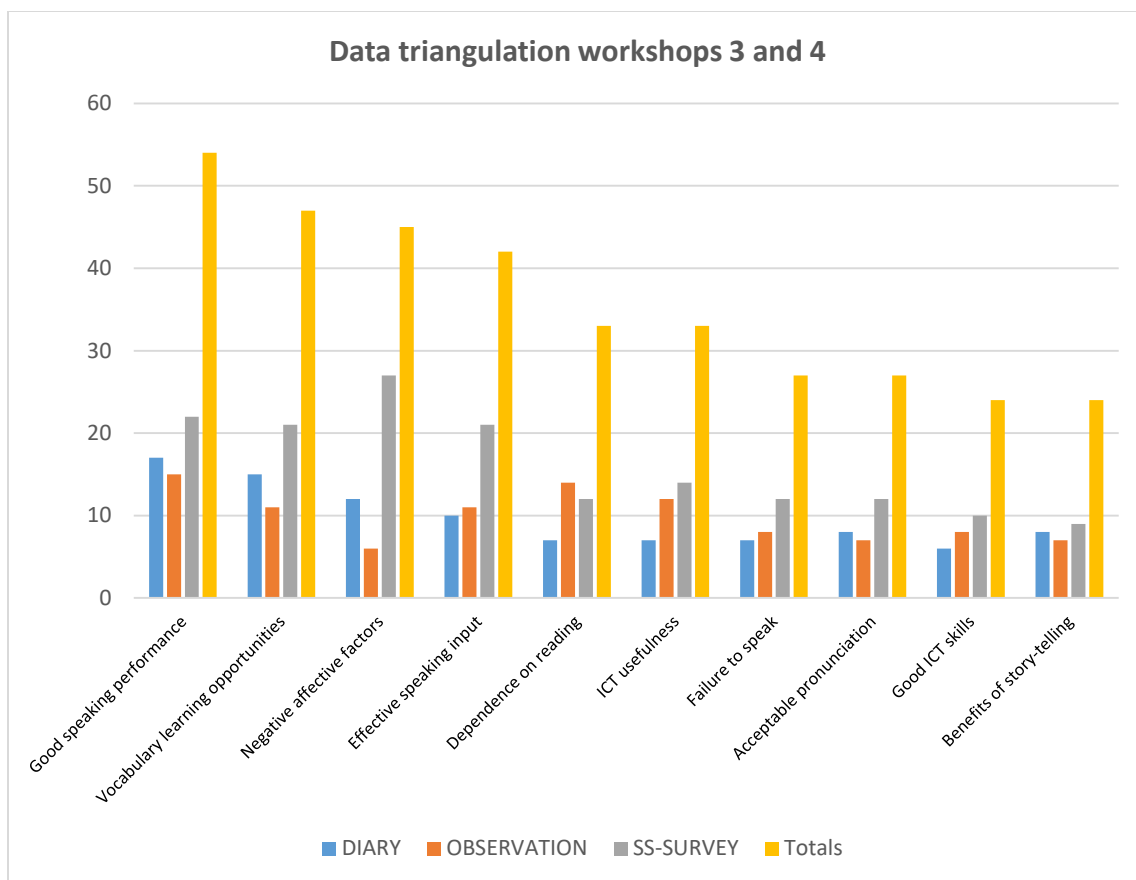
Data analysis after the implementation of workshops 3 and 4 shows that the learners' speaking performance continued to improve; 54 frequencies in the whole data show that the category Good speaking performance represented the observer's, the researcher's and the participants' perceptions of a better way to speak in the proposed tasks; the teacher commented on how the retelling task helped the participants rehearse the vocabulary and come up with longer statements; although in some cases the students tried to literally repeat what was said in the original video of the story, when trying to do so they inserted different words and managed to construct their own ideas; in the same way, the videos the students recorded for the final assignment in the workshop showed this progress because the students organized their speech in a more complete way including more details and verbs as rehearsed in the practice stage of the lesson; the following transcription of one of the videos is evidence of this improvement:

**Transcription of  Isak Dinesen Video The hare and the tortoise.**

*"It was a beautiful day in summer, in field with corn, and a grass hoper was very happy,*
*singing and jumping, he was relaxing, he saw an ant walking in front of he.*
*the ant was walking slowly, because she was carrying a lot of corn.*
*and was taking it back to her home.*
*Where are you going with that heavy thing? The grasshopper wanted to know.*
*The ant told "I go to my house" Mr.  grasshopper.*
*I have worked hard today.*
*The grasshopper invited her to sing with she. Not to work so hard.*
*I am helping my family to collect food for winter.*
*The ant told to the grasshopper Follow my example.*
*I don´t worry about the winter. Answered the grasshopper.*
*The summer finished and the winter came soon, it was very cold and no food in the trees,*
*it was raining every day and snow too.*
*The grasshopper had no food and he was hungry and very sad.*
*He remembered the ant, and went to her house and asked her help.*
*The aunt told to him that she cannot give her food to him.*
*Because the food was for her and her family.*
*The grasshopper had a lot of problems for the winter, he had angry and was very*
*worried,*
*but finally, he survived, it was a big class for him and he learned a lot.*
*Moral: Work hard and save money because when you have reservation, the scarcity in*
*the future can not*
*kill you, and you will have food and things that you need to survive in times of crisis."*
*Look at the future."*

As observed in the transcript, better language use is seen with complete sentences and

longer statements; it can be observed that the students used a good deal of vocabulary from the

lesson, especially from the original story, and their discourse kept some coherence and structure;

the researcher also mentioned how the students reported more fluent in the way to retell the

story, mainly because they took advantage of the pictures to follow their story version.

This report of the learners' performance is also related to the second most frequent

category, vocabulary learning opportunities with 47 frequencies, because the students mentioned

several times that the tasks with the story retelling strategy represented a chance to learn more

vocabulary; the observer and the researcher also mentioned in the data that they noticed that the students were able to use verbs from the story and from the vocabulary tasks completed in the class; some of the comments are presented below:

*I feel that I have improved a lot, I have learned more vocabulary with the word search*

*Exercises and the images, I feel more confident to speak (Student survey)*

*I have practiced a lot my speaking ability, I stopped stuttering so much, having learnt*

*more vocabulary, and having done a lot of repetition exercises from videos made me*

*stronger to speak, it´s different from the past days. (Student survey)*

*Visual aids make it easy to learn and remember the vocabulary, and the more vocabulary*

*the easier is to speak. Undoubtfully they can speak better than in the past*

*Also, the teacher played a good role in modeling the task. (Observation form).*

*When you know where to go and how to get there, it´s much easier to achieve your goals,*

*there are not people unable to learn languages, there are students with NO routes*

*designed. Story Retelling is our route and it works very well (Researcher)*

This category is also related with the category Effective speaking input (42 frequencies) and ICT usefulness (32 frequencies) because the participants related their good performance with the support they got from the teacher with the resources used to teach and elicit vocabulary when speaking and with the way they took advantage of the online tools used by the teacher to take them through the story retelling tasks; they also said that since it was easy for them to use online tools (Good ICT skills -24 frequencies) they could complete the speaking tasks. In the data collection instruments some comments ratified this fact:

*Personally, I know well how to use technology and the teacher always gave us many links*

*where we could find all the materials, photos, videos, exercises of vocabulary, samples*

*of other speakers, almost everything was given to us by the teacher (student Survey).*

*At the beginning I rejected attending classes on internet, but now I have changed my*

*mind, I find it nice and productive working on internet, mainly because now I have*

*accepted that most of our lives have to do with the virtual world, even when you have an*

*appointment with the doctor you have to use your ICT skills. (student´s survey)*

*Computers and internet technologies have changed the world, not only in business*

*but also in education, students have hundreds of possibilities to learn faster and*

*easier and today students know a lot about Technology, they were born among*

*technology. (Observer)*

*ICT makes it easy to have everything handy, videos, audios, several versions of the same*

*Story, different speakers, different voices, links to check anything you want about the*

*Story, pictures, meaning of the words (dictionaries, translators) and as many resources*

*as you want, there is not any doubt about the great advantage of teaching and learning*

*with ICT.  (researcher)*


It is important to highlight that in this workshop students still displayed some difficulties

related to the negative affective factors (42 frequencies), failure to speak (26 frequencies) and

their dependence (31 frequencies) on reading; the data showed that most students seemed to be

very nervous and shy when speaking in front of the class some students commented that they felt

better recording the video because they could repeat or make mistakes without having people

around; they also said that when retelling the story in the video they felt more confident and they

could go back and correct themselves. Some aspects that prevented them from speaking were

their anxiety, they're not recalling words, and the doubts about pronunciation which explains the low frequencies in the code acceptable pronunciation (25). Concerning their dependence on reading, the data reported that most of the participants tried to read the script both in the class story retelling task and in the recording of the video; they explained that this happened because they wanted to use exactly the same words as in the original story in the video and that they did not want to forget key words in the story. Here are some testimonies in this respect:

*For me the biggest problem was the fact that me, and I think (all of my classmates)*

*We're not used to speak English (neither Spanish) in front of a camera, being watched*
on

*a zoom Lesson or being recorded on a video which later would be watched by the teacher*

*and my friends. It terrified me and I got panicked.  I could not speak even a coherent*

*sentence, I was so shy, but after recording several videos, it got easier and easier*

*for me to speak on the camera. (student´s Survey)*

*Lack of practice in the past years leaded us to be mute students when trying to speak*

*English, I have had English classes for ten years and it is very surprising that I can Not*

*speak much, it is because the teachers speak and model all the time and they give very*

*little chance to students to practice and develop the Oral language. Retelling has given us*

*more possibilities to perform the oral language. (student´s Survey)*

One last aspect that is important to discuss is the recognition of the story retelling strategy as a valuable contribution for the students' preparation as future Elementary School teachers (Benefits of storytelling -21 frequencies); they mentioned that although in some cases they had difficulties to speak, they recognized the strategy as a good methodological tool for them to use in their class with children; some comments are here:

*Many different strategies to teach the children have been illustrated to us by our mentors,*

*but Retelling is "new" to me, I have enjoyed it a lot and I have improved my English a lot.*

*Why not taking advantage of this nice method and using it with my students? of course*

*I want to use it with the kids. what is good should be reused. (student´s Surveys).*

*For me Retelling has to do a lot with imitating the sounds of the language through words*

*and sentences, I compare it with babies babbling, trying to repeat what they hear from*

*their parents.  Although I know I am not good at English, I also know that doing the*

*same babies do is the best way to acquire the oral language. That´s why I want to use*

*retelling when teaching to my kids. (Students Surveys).*

*Retelling is a good strategy to learn vocabulary and to develop the speaking skill, it has*

*been useful for me and I know it can be useful for my students. The real benefit of retelling*

*is that is based on repetition of words, ideas and sentences, that´s the way all human being*

*learn to speak (students Surveys).*

### 4.3.3 Workshops 5 and 6:  Story retelling as a pedagogical tool

This project implementation continued to using the story telling strategy in combination with speaking strategies in order to improve the oral performance of tenth grade students and Workshop 5 (Appendix 11) and 6 (Appendix 12) included another two bedtime stories that the students retold with the help of the reading aloud and communicative pronunciation drill strategies; in the two workshops, the teacher started with some tongue twisters to recall the previous lesson and review past forms and some words related to bedtime stories. Then the teacher asked the students to share with the class what they knew about Snow White and Rapunzel. The students told the stories and the teacher wrote on the board some of the ideas they mentioned, especially those that were not exactly the original version of the well-known stories.

In the presentation stage, the teacher introduced some grammar forms related to the past, mainly auxiliaries to work interrogative and negative sentences. With this grammar forms, the teacher asked several questions about Snow White and Rapunzel stories and the students answered with ideas elicited with some pictures and captions that the teacher provided. Then, the teacher played a video with a version of Snow White and Rapunzel correspondingly that the students used to complete some word games. To continue with the elicitation of speaking, the teacher showed some pictures accompanied by the script of the story; then he asked the students to read aloud the story indicating in the story what they said.  The reading aloud task was carried out several times with different students and the teacher, and even the students, provided feedback on pronunciation and grammar. Later on, in the practice stage of the lessons, the students were presented Snow White and Rapunzel again and the teacher paused the video and assigned turns to the students to retell the story. At the end, the teacher stopped the video and asked the learners to come up with an ending different from the original one. Next, the students were asked to retell the story with a set of pictures that they needed to organize in a logical order. In the production stage of the class, the teacher elicited speaking by means of some questions using the language forms in the lesson and the students were guided to reconstruct the stories including some negative statements about what Snow White and Rapunzel and the other characters did not do. Finally, the teacher asked the students to video record their story retelling. The videos were watched in the last sessions of each workshop and the students received more feedback about vocabulary, grammar and pronunciation.

Data collection and analysis of Workshop 5 and 6 were conducted considering the same set of categories identified in the previous workshops. Triangulation is presented below:

Graph 8

Data triangulation workshops 5 and 6
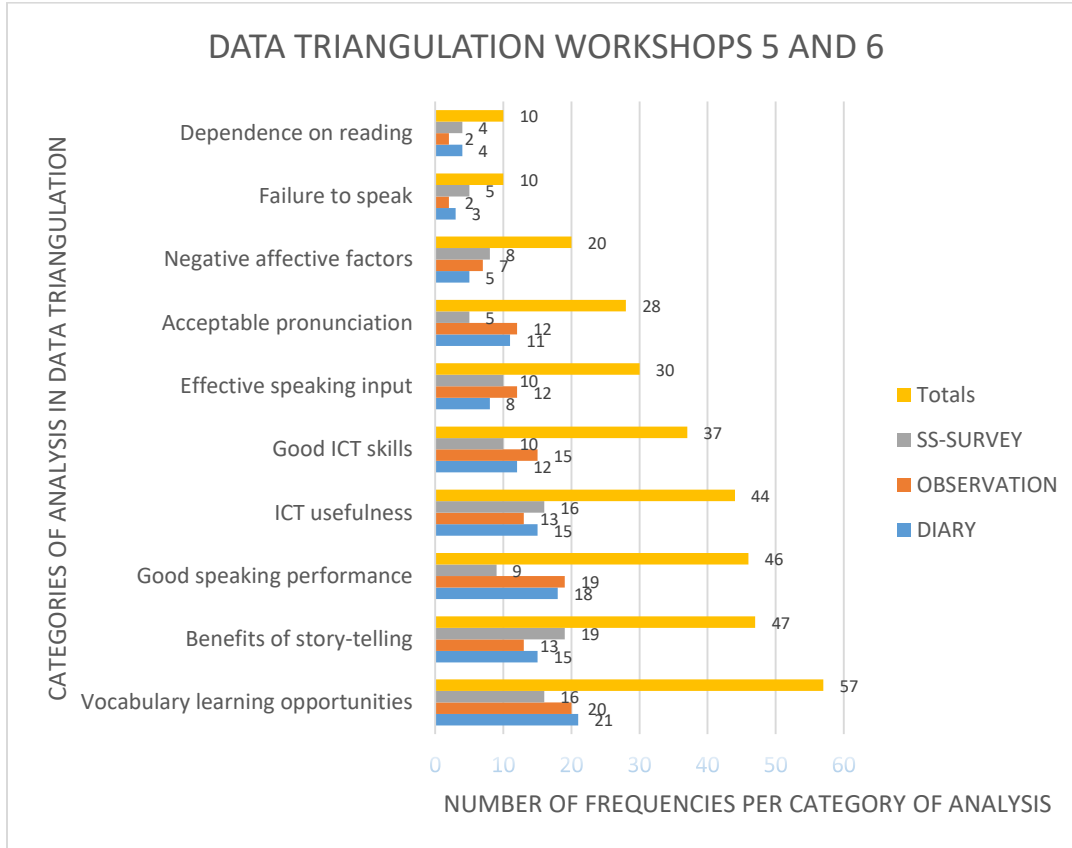


Graph 8 shows that the category Vocabulary learning opportunities was the most frequent

(57) which means that the participants, the researcher, and the observer recognized that the story

retelling strategy in combination with the reading aloud and the communicative pronunciation

drill strategies contributed to the improvement of the learners' vocabulary because with the

workshops they were exposed to rich sources of vocabulary input (video, slides, pictures) that

helped that internalize new words to be able to retell the stories. More evidence is the categories

Effective speaking input (30 frequencies), Acceptable pronunciation (29 frequencies), and the

Good speaking performance (46 frequencies) that clearly show that the strategies and all the

tasks were a good way for the learners to read and listen to new words or terms that they

eventually included in their oral production both in the class speaking tasks and in the recording

of their videos; this means that the speaking skill, including the subskill pronunciation, was improved thanks to the rehearsal of the strategies focused in these workshops; some comments from the instruments are here:

> *I understood that I had to accept my voice, I had to accept the way I speak. No matters if*
> *my voice was soft or strong, no matters if my pronunciation was the best or it was just*
> *acceptable. Self-acceptance came through speaking aloud, it was learnt through*
> *retelling stories. (Students Survey)*

> *Videos, and pictures of the story improved my vocabulary and gave me ideas of what to*
> *talk about, When I had images in my mind, I had a content to talk about. It is very*
> *difficult to start speaking (even Spanish) when there is not a topic. Retelling stories*
> *empowered me to talk because of the number of tools that were combined in that*
> *strategy. (Students Survey)*

> *I think most of my Stuttering problems were due to two things: 1. Lack of practice of*
> *the oral English ability, rarely I spoke in the English classes. 2. I realized that I did not*
> *speak because I had no vocabulary and the teacher did not care much about the students*
> *to speak in class. Retelling stores was a totally different experience, many resources and*
> *tools are more opportunities to develop the oral language. (Students Survey)*

Also, to illustrate the improvement in the speaking skill, one of the learners' final task consisting in the video they recorded retelling the story worked in the workshops is summarized in the following script of one of the videos:

> *Once upon a time there was a beautiful queen*
> *who gave birth a beautiful*
> *The baby had the skin like the snow.*
> *The queen decided to call her snow white.*
> *Sadly, the queen died.*

*When snow white was still very young*
*Snow white was very happy,*
*When she grew up, she was kind and helpful.*
*After sometime the king married again.*
*This time to a cruel woman.*
*The new queen treated snow white very badly.*
*The queen had a magic mirror,*
*And she all… every day told to the mirror.*
*Mirror, mirror on the wall*
*who is the most beautiful woman in the world?*
*"You are majestic", the mirror always answered her.*
*But one day, having asked her mirror the same question*
*The mirror replay: "Snow white is the most beautiful*
*Woman in the world.*
*The queen was furious and said a huntsman to kill*
*Snow white or to make her vanish in the forest.*
*The hunts mand did not accomplished his mission.*
*Some days later the after having asked the mirror again.*
*"Mirror, mirror on the wall, who is the most beautiful woman?*
*The queen realized snow white was still alive, so she went herself*
*And found Snow White.*
*The queen was wearing a disguise and*
*She appeared as an old lady.*
*Snow white opened the door to the old woman*
*The old lady gave an apple to snow white,*
*Snow white ate it and if was poisonous,*
*She seemed dead, but she was not dead.*
*The dwarfs came and saw her on the floor.*
*They picked her up and put her in a Cristal box*
*A prince was passing near the place, he saw Snow white*
*He opened the Cristal box and kissed snow white,*
*She immediately woke up.*
*Snow white and the prince got married and live*
*Happily, forever.*

*By a pre-service teacher,* Isak Dinesen.

Another important aspect that was confirmed in the last two workshops was the way the students recognized the Benefits of storytelling with 47 frequencies in the data because it was stated that the students reflected on its usefulness as a pedagogical tool; when referring to the way they worked with this strategy, once again the participants mentioned some characteristics that were related to their preparation as future Elementary School teachers; they stated that they

liked this type of speaking tasks because they included visuals that the kids love, for example, one student said:

> *Retelling stories is good to use in my classes because this activity facilitates the kids'*
> *participation (Student survey)*
>
> *I have learned this technique that I intend to use in my teaching kids (Student survey)*
>
> *With all the images and the reading aloud activities I can make my students speak more*
> *in my classes, even in Spanish (Student survey)*

The observer also noticed this methodological characteristic that the students recognized in the activities of the workshops; she connected the profile of the participants (pre-service elementary school teacher) to the way they reacted to the tasks, highlighting that the participants understood very easily how the sequence in the workshops worked and how it was intended to prepare them for the main speaking task with the recording of the video; the observer wrote the following comments in the observation form:

> *The students seem to understand the logics of the lesson going from practice to*
> *production (Observation form)*
>
> *It is noticeable that the students are familiar with the pedagogical sequence of the lesson*
> *and they commented that they liked this methodology. (Observation form)*

As a complementary issue that also reported a positive impact on the learners' speaking skill was their perception and use of ICT; the categories Good ICT skills with 37 frequencies in the data analysis and ICT usefulness with 44, suggest that these technological resources were effectively used by both the teacher and the students in the completion of the workshop tasks; according to the observations and the survey comments the way the online resources were adapted to the lessons contributed significantly to the learning of vocabulary, the improvement in

pronunciation and most importantly to the speaking skill performance; the learners said that with the visual aids online and the audios they could understand the meaning of the sentences that they read about the story; another aspect that they mentioned was the fact that with the varied versions of the story they could establish comparisons in the vocabulary that they saw on the screen and that helped them learn more new words each workshop. Apart from the usefulness of ICT, the good skills that the students showed they had with the manipulation of online resources, platforms, word games, and the like, were a clear evidence of their ability to communicate orally as a result of their understanding and implementation of the story-retelling strategy; com comments are presented below:

*I liked a lot the variety of the class with all those visuals (Student survey)*

*Learners can easily interact with the class materials because they are very skillful Sith the ICT (Observation form)*

*Since the students knew how to use the online resources, it was easy for me to deliver the didactic materials and for them to work with them. (Teacher journal)*

Another indicator of some progress in the learners' speaking performance was the low frequencies that the category Negative affective factors reported; although some students still looked nervous or shy, most of them were able to retell the stories at different moments and in each workshop those emotional issues that prevented them from speaking went down in the frequencies; a student commented that the materials used by the teacher and the help given through online resources made them feel more confident to carry out the tasks, especially the ones about reading aloud and recording the video. Other students also mentioned that they felt less nervous or shy when they had practice on the vocabulary and language forms through online resources; this also explains the fact that the categories Dependence on reading (10 frequencies)

and Failure to speak (10 frequencies) got low occurrences. The students said that all the rehearsal and feedback received throughout the workshops made them understand language forms and memorize vocabulary so they did not depend on reading anymore; here are some comments by the students:

> *With all the practice in class I did not need to read when I was recording my video.*
> *(Student survey)*
>
> *When the teacher asked me to retell the Snow-White story, I felt more relaxed because I*
> *had had sufficient practice and I knew more vocabulary. (Student survey)*

The most important results from the data collection in the action stage have been discussed based on the categories of analysis that reported significant progress in the learners' speaking performance. Next section will present the evaluation stage of the study with detailed discussion of categories throughout the whole project and the results of the assessment of the main speaking task in each workshop.

## 4.4. Evaluation Stage

After the implementation of six workshops about the use of the story retelling strategy with pre-service-teachers in a Normal school, the evaluation stage was done with the analysis of the data triangulation process and the results from the assessment of the speaking performance of the learners in each workshop which are discussed in this section.

### 4.4.1 Data triangulation summary

Table 6 presents the summary of the data triangulation in the whole research process and provides insights about the way the students gain some improvement in their speaking skill:

Table 6

Data triangulation in research project

| CATEGORIES OF ANALYSIS | WK 1-2 | WK 3-4 | WK-5-6 | TOTALS |
|---|---|---|---|---|
| Vocabulary learning opportunities | 23 | 47 | 57 | 127 |
| Good speaking performance | 20 | 54 | 46 | 120 |
| Effective speaking input | 35 | 42 | 30 | 107 |
| Benefits of story-telling | 28 | 24 | 47 | 99 |
| ICT usefulness | 12 | 33 | 44 | 89 |
| Acceptable pronunciation | 26 | 27 | 28 | 81 |
| Negative affective factors | 13 | 45 | 20 | 78 |
| Good ICT skills | 7 | 24 | 37 | 68 |
| Dependence on reading | 17 | 33 | 10 | 60 |
| Failure to speak | 17 | 27 | 10 | 54 |

According to the data triangulation table the main changes gotten in the implementation of this research project dealt with vocabulary that was perceived as the main gain on the part of preservice teachers; the data shows that from workshop 1 to 6 the researcher, the observer and the students recognized progressively how the story retelling strategy (SRS) contributed to the learning of vocabulary since the tasks offered opportunities to get new words each time; similarly, the good speaking performance category shows that from workshop 1 to 4 and 6 the frequencies increased meaning that they improved in their speaking skill being able to produce orally in class. Another indicator of the positive impact of the SRS is the high frequencies reported in the effective speaking input category that was steady throughout the implementation; this represents the positive perceptions about the way the SRS provided the students with quality input to be able to speak about the stories. The category acceptable pronunciation also reported steady frequencies throughout the six workshops representing the acceptable performance of the students concerning pronunciation, as one of the important subskills for speaking.

The positive impact of the SRS was also identified in the category benefits of story-telling which augmented from 28 to 47 in the last workshops which means that the strategy was recognized as a good methodological way to lead the students towards a better speaking performance. Other categories that also showed the improvement in the students' oral performance were the negative affective factors that reported a decrease in the last workshops; this indicated that the students overcame their emotional difficulties after rehearsing the SRS and that practice gave them some confidence to carry out the speaking tasks; in the same way, the category dependence on reading showed a significant decrease from 33 to 10 in the last workshops which means that the learners achieved a better level of performance being able to speak without reading from the scripts; finally, the failure to speak category also showed an important diminution going from 27 to 10 which also translates in an improvement in the speaking skill.

Finally, the categories related to ICT also represented an improvement in the students' performance because they were very important to complete the speaking tasks; ICT usefulness with frequencies from 12 and 33 to 44 were seen as a very good tool or support to speak retelling the stories; similarly, the category good ICT skills with categories from 1 and 24 to 37 were perceived as a strength among the students who took advantage of the online ICT tools to produce orally.

**4.4.2 Speaking assessment rubric results**

To complement the evaluation of the research project, the performance of the students was assessed and tracked throughout the implementation of the six workshops; their performance considering fluency, vocabulary, and pronunciation were assessed when performing the speaking

skill in the recording of their video retelling the stories in each workshop; additionally, they were assessed concerning their use of the SRS and the ICT resources. A scale from 1 to 50 was used to determine the level of performance of the students with the following results:

Table 8

Results of speaking performance rubric workshops 1 to 6

| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 1 | | | | | | |
|---|---|---|---|---|---|---|
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 36 | 35 | 37 | 35 | 36 | 36 |
| STUDENT 2 | 28 | 30 | 26 | 30 | 32 | 29 |
| STUDENT 3 | 25 | 25 | 23 | 28 | 30 | 26 |
| STUDENT 4 | 23 | 20 | 22 | 30 | 32 | 25 |
| STUDENT 5 | 34 | 3.2 | 35 | 33 | 34 | 34 |
| STUDENT 6 | 31 | 28 | 30 | 33 | 32 | 31 |
| STUDENT 7 | 34 | 32 | 34 | 34 | 35 | 34 |
| STUDENT 8 | 34 | 32 | 34 | 33 | 32 | 33 |
| STUDENT 9 | 31 | 32 | 28 | 30 | 32 | 31 |
| AVERAGE | 31 | 29 | 30 | 32 | 33 | 31 |
| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 2 | | | | | | |
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 38 | 40 | 42 | 39 | 40 | 40 |
| STUDENT 2 | 32 | 35 | 27 | 34 | 33 | 32 |
| STUDENT 3 | 30 | 32 | 30 | 33 | 36 | 32 |
| STUDENT 4 | 28 | 25 | 30 | 35 | 30 | 30 |
| STUDENT 5 | 37 | 35 | 38 | 37 | 38 | 37 |
| STUDENT 6 | 34 | 32 | 35 | 36 | 35 | 34 |
| STUDENT 7 | 36 | 34 | 36 | 37 | 36 | 36 |
| STUDENT 8 | 37 | 36 | 36 | 35 | 35 | 36 |
| STUDENT 9 | 33 | 35 | 32 | 34 | 35 | 34 |
| AVERAGE | 34 | 34 | 34 | 36 | 35 | 35 |
| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 3 | | | | | | |
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 40 | 43 | 44 | 42 | 44 | 43 |
| STUDENT 2 | 37 | 38 | 35 | 38 | 37 | 37 |
| STUDENT 3 | 35 | 36 | 33 | 35 | 36 | 35 |
| STUDENT 4 | 33 | 31 | 32 | 38 | 38 | 34 |

| STUDENT 5 | 41 | 40 | 42 | 39 | 40 | 40 |
| STUDENT 6 | 38 | 37 | 38 | 39 | 40 | 38 |
| STUDENT 7 | 40 | 38 | 41 | 40 | 39 | 40 |
| STUDENT 8 | 40 | 39 | 39 | 37 | 38 | 39 |
| STUDENT 9 | 38 | 37 | 35 | 36 | 38 | 37 |
| AVERAGE | 38 | 38 | 38 | 38 | 39 | 38 |

| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 4 | | | | | | |
|---|---|---|---|---|---|---|
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 42 | 44 | 46 | 43 | 45 | 44 |
| STUDENT 2 | 40 | 41 | 39 | 42 | 41 | 41 |
| STUDENT 3 | 38 | 40 | 36 | 39 | 40 | 39 |
| STUDENT 4 | 37 | 35 | 37 | 40 | 40 | 38 |
| STUDENT 5 | 44 | 43 | 45 | 43 | 44 | 44 |
| STUDENT 6 | 41 | 42 | 42 | 42 | 43 | 42 |
| STUDENT 7 | 42 | 40 | 43 | 41 | 43 | 42 |
| STUDENT 8 | 42 | 41 | 42 | 40 | 40 | 41 |
| STUDENT 9 | 40 | 41 | 38 | 39 | 40 | 40 |
| AVERAGE | 41 | 41 | 41 | 41 | 42 | 41 |

| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 5 | | | | | | |
|---|---|---|---|---|---|---|
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 46 | 48 | 47 | 44 | 48 | 47 |
| STUDENT 2 | 44 | 43 | 44 | 45 | 44 | 44 |
| STUDENT 3 | 40 | 42 | 41 | 42 | 43 | 42 |
| STUDENT 4 | 40 | 38 | 40 | 42 | 45 | 41 |
| STUDENT 5 | 46 | 46 | 48 | 45 | 46 | 46 |
| STUDENT 6 | 44 | 45 | 45 | 44 | 45 | 45 |
| STUDENT 7 | 45 | 44 | 46 | 44 | 45 | 45 |
| STUDENT 8 | 44 | 43 | 44 | 43 | 43 | 43 |
| STUDENT 9 | 42 | 42 | 41 | 41 | 43 | 42 |
| AVERAGE | 43 | 43 | 44 | 43 | 45 | 44 |

| SPEAKING PERFORMANCE RUBRIC - WORKSHOP 6 | | | | | | |
|---|---|---|---|---|---|---|
| STUDENT | FLUENCY | VOCABULARY | PRONUNCIATION | SRS USE | ICT USE | TOTAL |
| STUDENT 1 | 50 | 50 | 50 | 50 | 50 | 50 |
| STUDENT 2 | 46 | 45 | 46 | 46 | 45 | 46 |
| STUDENT 3 | 44 | 44 | 43 | 44 | 45 | 44 |
| STUDENT 4 | 42 | 41 | 41 | 44 | 44 | 42 |
| STUDENT 5 | 48 | 50 | 50 | 48 | 48 | 49 |
| STUDENT 6 | 46 | 47 | 46 | 45 | 46 | 46 |
| STUDENT 7 | 47 | 48 | 48 | 47 | 48 | 48 |
| STUDENT 8 | 46 | 45 | 46 | 45 | 45 | 45 |
| STUDENT 9 | 44 | 45 | 43 | 42 | 44 | 44 |

| AVERAGE | 46 | 46 | 46 | 46 | 46 | 46 |
|---|---|---|---|---|---|---|

Table 7 shows that the learners improved their performance progressively, especially from workshops 4 to 6; this fact is explained by the exposure to the SRS and the speaking strategies used in each workshop. From the testimonies of the participants, it was also stated that the project helped them learn vocabulary and pronunciation more easily helping them be more fluent in their speech. They also mentioned how the ICT resources facilitated their speaking production because they had the support of varied materials that they took advantage of to record their videos retelling the stories.

## 5. Findings

This research project reports on the impact of the story retelling strategy (SRS) on 10$^{th}$ grade pre-service teachers in a Normal public school in Manizales; this section presents the main findings of the study stemming from the results discussed in the previous sections:

**Gaining fluency through the story retelling strategy**

The implementation of six workshops about the story retelling strategy showed that the strategy was effective because the students demonstrated a better speaking performance if comparing workshops 1 and 2 to workshop 3 through 6; the students reported good speaking performance progressively, especially in workshops 3 and 4 in which the story retelling strategy permitted them to narrate the stories about the hare and the tortoise and Cinderella that seemed to be of great interest for them; participants expressed their satisfaction to talk about and retell the stories because they said they learned a lot about the way to organize the stories and they mentioned that the retelling with the help of visuals facilitated their discourse as proposed by

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Lazaraton (2001). In workshop 5 and 6 they also showed important progress and their fluency was more evident because they could incorporate expressions and verbs to retell the story in past forms; participants emphasized the importance of getting input and tools to speak with the videos and pictures that were used in the classes.

Fluency was also ratified as an important improvement with the results of the speaking rubric that at the end of the implementation, workshops 5 and 6, reached very good scores; most learners obtained high scores because at that point they were able to organize the stories and mention the sequence of events in a good way. Scores assigned from 43 to 46 out of 50, indicate that the students discourse was more fluent and they spoke with less pauses and with more complete sentences that articulated the stories very efficiently; in this matter, participants expressed they satisfaction saying that they felt very confident when speaking in front of the camera when recording their videos and they also felt that confidence same from the practice of the retelling story in class and then by themselves at home; this finding matches Gass and Selinker (2008) who highlight the benefits of oral tasks with specific assessment criteria. Another evidence of this improvement is the decrease of the frequencies of the category Failure to speak that at the end reported just a few occurrences which represents the students' willingness to speak and retell what they saw in the videos, pictures, audios, and handouts that were used as the input in the lessons.

Another aspect that helped increase the fluency was the decrease of negative affective factors when performing the speaking tasks; this category also showed progress because at the end the frequencies were reduced meaning that the learners felt more relaxed and confident; they said that the practice of the story retelling strategies gave them confidence to speak and maintain certain fluency when retelling the stories; at the end of the implementation, when the category

reached the lowest frequencies the learners were more willing to speak in front of their peers and they volunteered more frequently to participate in the story retelling tasks in class before they recorded their videos; this represents a confirmation of theories about the usefulness of the retelling strategy (Cohen, 1994;Irwan, 2016).

**Increasing vocabulary range with story-telling practice**

Vocabulary was another aspect that reported good progress among the students; in the data analysis of the workshops the data showed that the category Vocabulary learning opportunities was the one with the most frequencies in the whole process which ratified what is proposed by McDonough and Shaw (2003) who recognize the strengths of speaking strategies in the EFL class; this means that the participants, the researcher and the observer identified how this subskill was of relevant importance in the speaking tasks; all of them coincided in the benefits of the story retelling strategy because it permitted the students to practice the vocabulary again and again, helping them memorize and learn words that they used in the recording of their videos. Again, in the last workshops (5 and 6) the learners reported better use of the vocabulary learned in the lessons and even recycled words from the previous workshops; the students said, for example, that expressions common in the narration of the stories were also part of their vocabulary knowledge and they reused them to organize the stories.

Concerning vocabulary, the results show that the students were very satisfied with the input that they received because they recognized how the teacher planned the lesson always using visuals (videos, pictures, handouts, electronic resources) that facilitated the learning of words, that means, that they felt that they were exposed to very good speaking input that generated good use of English to retell the stories; one example is the video that most students created to narrate Cinderella in which they took advantage of the images to use vocabulary that was of higher level like irregular

verbs and connectors that were positively assessed through the criteria recommended by Heaton (1998) and  Gass and Selinker (2008).

The improvement in the vocabulary was also evidenced with the reduction of the frequencies in the category Dependence on reading which means that demonstrates that they could express the ideas more independently and that they had gained vocabulary to retell the stories without having to read their notes or go back to the original stories to review vocabulary; participants also showed that with the retelling strategy they became more aware of the kind of words that they could use according to the sequence in the stories; they were very proud of having learned words that identified the introduction, the body and the end of the story.

The assessment of vocabulary with the speaking rubric ratified the discussed findings since the data reported that the students always got increasing scores, coming from 29 points to 46 in the last workshop which represents better command of the vocabulary inventory to use more words each time to retell the stories.


**Pronunciation as a steady effort to improve speaking**

One of the most challenging aspects in the performance of the speaking skill in this project was pronunciation; the data showed that the category Acceptable pronunciation remain the same throughout the implementation in terms of frequencies which means that the learners reached acceptable levels coming from their efforts to replicate patterns from the input presented in the stories as a result of the elicitation the teacher carried out with the retelling tasks, following the principles and guidelines by Riswanto and Haryanto (2012) who recommend to offer learners enough input and rehearsal of sound in communicative tasks; participants always expressed their interest in learning about how to pronounce words in English and explained how

always went back to the original material of the class to revise pronunciation patterns; some of the comments indicated that pronunciation was seen as one of the main concerns among the participants because they always were afraid of mispronouncing also due to the fact that they find it difficult to learn how certain written patterns correspond to sound they are not very familiar with; they described English pronunciation as tricky and unexpected and that was the reason they mentioned to explain the challenges in this subskill.

Concerning the assessment rubric, pronunciation also showed good results in the last workshops and that was explained by the participants saying that they could remember words, especially past forms, that they recycled from one workshop to the other so at the end of the implementation that did not have to make much effort to pronounce the words that showed the sequence in the stories.

**Recognizing the pedagogical value of story retelling**

From the perspective of the learners as future elementary school teachers, this project proved effective in terms of having taught the students some pedagogical tools for their future practice in the primary school level; most participants expressed their interest in using this strategy in their classes with the children because they found it effective in terms of eliciting language production based on vocabulary learning. The participants mentioned that they recognized the organized sequence of the lesson in which they identified a logical pedagogical relationship between the different tasks that led them to improve their speaking skill; that made them see the strategy as a possibility for them to use in their futures classes with kids both in English and in Spanish. They highlighted the importance of visuals for elicitation of language and the motivation that the materials of the class generated among them.

**ICT as a boosting factor in language learning**

Considering the online environment that the English class faced under the Covid-19 pandemic, the participants of this study highlighted the importance of ICT in their learning process; they recognized how ICT provided the class with valuable attractive resources that became significant input in their learning process; they mentioned that with all the resources online it was easier for them to interact with information (input) that in different ways helped them learn new aspects of the language; for example, they were very happy with the way visual materials helped them associate words with meaning in terms of images which were easier to learn; additionally, input in terms of pronunciation was so enriching because they had the chance to review correct pattern every time they needed and they could replay the stories and their own videos to revise and correct aspects related to pronunciation, grammar or vocabulary.

It was also important for the participants the fact that they developed their own ICT skills because they learned how to use new tools online; this facilitated their practice of the language and their interaction with the teacher and their peers.

## 6. Conclusions and pedagogical implications

The implementation of six workshops based on the story retelling strategy along with other speaking strategies like reading aloud, picture description and communicative pronunciation drills proved to be an effective way to enhance the speaking skill of nine pre-service teachers in a Normal public school in Manizales; this chapter presents the main conclusions that were drawn from the research process and the possible pedagogical implications for teachers and school administrators.

One of the most common indicators of progress in the speaking skill is fluency; people in general evaluate a person's proficiency based mainly on the ability to keep a long discourse and to achieve a good level of fluency; strategies like story retelling tasks give students the opportunity to rehearse vocabulary and replicate patterns of speech that they watch or listen to in different formats (videos, pictures, audios) promoting so the learning of new expressions more easily, that is why the researcher of this project advices colleagues to take advantage of story retelling in their classes.

Speaking subskills are interrelated; the more vocabulary learners acquire the more fluent they become in their oral performance because they have the tools to express their ideas without facing stressful feelings of anxiety or frustration; the story-telling strategy provides learners with enriching opportunities to gain vocabulary and expand their possibilities to develop more complete spoken language. Syllabi and EFL curricula in general should promote the implementation of speaking strategies such as the story-retelling in order to encourage learners to produce more in oral communication.

The use of speaking strategies in the English class in which the learners receive input through varied visual aids supported on ICT is an effective way for teachers to optimize their teaching and make their classes more attractive and interesting for their students. Administrators need to reinforce among their teachers training opportunities to help them learn how to adapt such strategies in the lesson planning and to ameliorate their skills in the use of ICT resources.

The speaking performance tends to generate negative affective factors among learners when they are not well-prepared for a task that requires understanding and knowledge of enough vocabulary to convey messages; the story retelling strategy, along with other speaking strategies, builds confidence in the learners to perform the speaking tasks in an easier way. Teachers can

include these strategies in their classes to get the students familiar with language forms raising so higher levels of confidence.

The teaching of pronunciation can be better achieved with the help of speaking strategies that give them opportunities to drill and replicate English sounds making the speaking performance easier and more rewarding. Teachers are invited to pay more attention to pronunciation and teach it communicatively with tasks that take learners trough modeling and drilling sounds that they can get familiar with and reuse in regular language tasks.

The story retelling strategy can be part of the teaching preparation of future elementary school teachers because with it they can try similar pedagogical activities in their classes; with this kind of tasks young teachers can involve children in communicative activities guiding them to use the foreign language more effectively and even take advantage of this communication opportunities in the mother tongue as commented by the participants in this study.

ICT are nowadays the main tool the educational system has to continue to serve the community. Resources based on technology are of great importance in the EFL class because they support teachers in the delivery of classes, especially in the provision of meaningful and comprehensible input. School administrators and boards of education need to foster the policies about the training of teachers in the mastery of ICT resources and online environments, so that they can adapt not only to the conditions of the Covid-19 contingency but also to the new trends and demands of learners in the 21$^{st}$ century.

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**ESCUELA NORMAL SUPERIOR DE CALDAS**
**EXPLORING EFL LEARNING IN A TENTH GRADE CLASS**
**STUDENT SURVEY**

**OBJETIVO:** Esta encuesta busca conocer las diversas percepciones que tienen los estudiantes de grado 10º de la Institución Educativa Normal Superior de Manizales respecto al aprendizaje del idioma inglés en términos de dificultad- progreso y así identificar posibles barreras presentadas al momento de adquirir el idioma por parte de dichos estudiantes.

Los datos recolectados mediante esta encuesta serán tratados con absoluta confidencialidad y los nombres de los participantes serán mantenidos en el anonimato.

SECCION I:  INFORMACION GENERAL

1. ¿Desde qué grado inició su aprendizaje del inglés?
   Preescolar _____   1º ____  2º ____  3º ____  4º ____  5º _____  6º _____

2. ¿Qué importancia cree que tiene el aprendizaje del inglés?
   Marque 3 opciones.
   _____ Formación profesional
   _____ Viajar fuera del país
   _____ Leer para propósitos académicos
   _____ Navegar por internet
   _____ Utilizar video-juegos
   _____ Hablar con extranjeros
   _____ Conocer la cultura anglo-parlante
   Otra? Cuál? _____

SECCION II:  HABILIDADES LINGUÍSTICAS

A. Califique de 1 a 10, siendo 10 el valor más alto y 1 el valor más bajo, su desempeño en la clase de inglés:

1. Entiendo lo que escucho en inglés                1 2 3 4 5 6 7 8 9 10
2. Me expreso oralmente en Inglés                   1 2 3 4 5 6 7 8 9 10
3. Escribo coherentemente en Inglés                 1 2 3 4 5 6 7 8 9 10
4. Leo comprensivamente en Inglés                   1 2 3 4 5 6 7 8 9 10
5. Traduzco del inglés al español y viceversa       1 2 3 4 5 6 7 8 9 10
6. Intercambio información en inglés oralmente       1 2 3 4 5 6 7 8 9 10
7. Participo en clase de inglés frecuentemente       1 2 3 4 5 6 7 8 9 10
8. Uso el diccionario bilingüe eficientemente        1 2 3 4 5 6 7 8 9 10
9. Resuelvo los ejercicios oportunamente            1 2 3 4 5 6 7 8 9 10
10. Respondo exámenes o quizes con facilidad         1 2 3 4 5 6 7 8 9 10

## SECCION II:  METODOLOGIA DE LA CLASE DE INGLÉS

A.  Marque con una X las 5 actividades que prefiere en la clase de inglés:

_____ Presentaciones orales
_____ Actividades de interacción oral
_____ Traducción de textos
_____ Desarrollo de talleres de gramática
_____ Discusión de videos
_____ Canciones
_____ Role-plays (juego de roles)
_____ Ejercicios en el computador
_____ Juegos comunicativos
_____ Diseño de carteleras o materiales visuales
_____ Otro.  ¿Cuál _____?

B.  En las siguientes escalas, marque la posición que mejor refleje sus actitudes o emociones en la clase de inglés.

1.  Cuando el profesor habla en inglés en clase me siento:

Confuso   ___ ___ ___ ___ ___ ___ ___ Tranquilo
Nervioso  ___ ___ ___ ___ ___ ___ ___ Relajado
Estresado ___ ___ ___ ___ ___ ___ ___ Sereno

2.  Cuando me exponen a actividades orales me siento:

Desmotivado  ___ ___ ___ ___ ___ ___ ___ Motivado
Ansioso      ___ ___ ___ ___ ___ ___ ___ Relajado
Estresado    ___ ___ ___ ___ ___ ___ ___ Sereno

3.  Expresarme en inglés (oralmente o por escrito) me hace sentir:

Confuso   ___ ___ ___ ___ ___ ___ ___ Tranquilo
Nervioso  ___ ___ ___ ___ ___ ___ ___ Relajado
Estresado ___ ___ ___ ___ ___ ___ ___ Sereno

4.  Trabajar en grupo en la clase de inglés me hace sentir:

Desmotivado  ___ ___ ___ ___ ___ ___ ___ Motivado
Incómodo     ___ ___ ___ ___ ___ ___ ___ Cómodo
Desconfiado  ___ ___ ___ ___ ___ ___ ___ Confiado

5.  Realizar actividades de traducción del inglés al español me hace sentir:

Desmotivado  ___ ___ ___ ___ ___ ___ ___ Motivado
Confuso      ___ ___ ___ ___ ___ ___ ___ Tranquilo
Desconfiado  ___ ___ ___ ___ ___ ___ ___ Confiado

SECCION III: EXPECTATIVAS SOBRE LA CLASE DE INGLÉS

A. Ordena de 1 a 10  los contenidos que quisieras que el profesor incluyera en la clase para poder avanzar en el aprendizaje del idioma. Recuerda que el 1 es el que más te gusta y el 10 el que menos te gusta.

Geografía. _____
Biología. _____
Periodismo informativo. _____
Música. _____
Medio ambiente. _____
Deportes. _____
Tecnología. _____
Redes sociales. _____
Convivencia. _____
Moda. _____

Otro? ____ Cual? _____

B. Responda las siguientes preguntas con toda seriedad y sinceridad:

1. ¿Cuáles son las principales dificultades que usted enfrenta en el proceso de aprendizaje del inglés?

_____
_____
_____

2. ¿Qué sugerencias puede dar para mejorar los procesos de enseñanza-aprendizaje en la clase de inglés?

_____
_____
_____
_____

Gracias por su colaboración.

# TEACHER JOURNAL

This journal is intended to collect general information that helps me get to know the level of the English language and the most significant possible failure in the acquisition of the English language as a foreign language, in a group of ten graders belonging to Escuela Normal superior de Manizales, located in Manizales across from the Palo Grande stadium.  The group of students participating in the research is aged between sixteen and seventeen years old. They have four hours of English class a week. And most of the study at this school because they are planning to be teachers in the future.

<u>Wednesday, September the 1irst 2020:</u> After having started four months ago on April the 20th 2020 the interesting experience of teaching English on internet to students of tenth grade at Normal de Manizales (a school that has a teaching forming program), having little resources, having no experience at all on how to teach on internet and being very afraid of what was coming.  Also knowing nothing about teaching platforms and trying to learn how to use zoom, etc.

**EXPLORING EFL LEARNING IN A TENTH GRADE CLASS**
**TEACHER INTERVIEW GUIDE**

**OBJETIVO:** Esta entrevista busca conocer las diversas percepciones que tienen los docentes de inglés de la Institución Educativa Normal Superior de Manizales respecto al aprendizaje del idioma inglés en términos de dificultad- progreso y así identificar posibles barreras presentadas al momento de adquirir el idioma por parte de los estudiantes de grado 10º.

Los datos recolectados mediante esta entrevista serán tratados con absoluta confidencialidad y los nombres de los participantes serán mantenidos en el anonimato.

SECCION I: INFORMACION GENERAL

1. ¿Qué formación profesional tiene?
2. ¿Cuántos años de experiencia tiene en la enseñanza del inglés?

SECCION II: HABILIDADES LINGUÍSTICAS

3. ¿Cómo puede describir las habilidades lingüísticas de los alumnos de grado 10º en la clase de inglés?
4. ¿Qué actitudes muestran los estudiantes frente a la clase de inglés en el aprendizaje de cada una de las habilidades lingüísticas?
5. ¿Cuáles son las principales estrategias que usa en la clase de inglés?
6. ¿Cuáles son las estrategias que los estudiantes prefieren en la clase de inglés?
7. ¿Cuáles son las actividades que más utiliza en la clase de inglés?
8. ¿Cómo percibe que se sienten sus estudiantes cuando les habla en inglés en la clase?
9. ¿Cómo percibe a los estudiantes cuando les propone hacer actividades orales?

SECCION III: EXPECTATIVAS SOBRE LA CLASE DE INGLÉS

10. ¿Cuáles cree que son las principales expectativas de los estudiantes en relación con los contenidos tratados en la clase de inglés?
11. ¿Cuáles cree que son las principales dificultades que los estudiantes enfrentan en el proceso de aprendizaje del inglés?
12. ¿Cómo cree que se pueden mejorar los procesos de enseñanza-aprendizaje en la clase de inglés?

Gracias por su colaboración.

Appendix 4. Student interview

ESCUELA NORMAL SUPERIOR DE MANIZALES

SEPTIEMBRE 29 2020

Materia Inglés

Grupo 10-4

Profesor: Juan Carlos Salazar

## CUESTIONARIO DE ENTREVISTA
## WORKSHOP 1 RETELLING STORIES

Contesta las siguientes preguntas con la mayor precisión posible e incluye todos los detalles que consideres necesarios.

1. ¿Qué aprendiste de este taller **Pinocchio Retelling Stories,** en relación con tu desempeño oral en inglés? / Haz una lista de los aspectos que aprendiste:

a. Hablar inglés en "la vida real" es un cuento diferente a resolver guías en el salón.
b. Que debo practicar mucho más si en verdad quiero aprender.
c. El inglés que hemos aprendido es muy básico y si poco se habla en clase, mucho menos fuera de clase.
d. Hay técnicas para aprender a hablar inglés, y una tiene que saber de esos métodos.
e. Aunque yo soy muy espontánea, no niego que estaba nerviosa y me daba pena hacer el video.

2. ¿Qué fue los más difícil relacionado con la expresión oral en inglés durante la grabación del video?  ¿Por qué?
a. Aunque hoy en día los videos son muy comunes, para mi No es común hacerlos yo.
 b. Hablar bajo "Presión" es un poco incomodo y uno se siente jusgado.
 c. Los nervios influyen en la memoria, quien No sabe la historia de Pinocho, pero del susto a uno se le
      olvida las cosas.
 d. Indudablemente me falta fortalecer mi vocabulario en inglés. Lo único que todos decimos siempre
       es "Good Morning y Good Bye" pero ya una charla en forma, poco.
 e.  Me falta seguridad.

3. ¿Qué tips darías a tus compañeros para que en el próximo taller tengan mayores posibilidades de desarrollar la expresión oral en inglés?

    a. Lo primero es que hay que enfrentar los retos, yo veo que todos somos muy gallinas para hacer
       videos y hablar delante los demás.

b. Ser muy atentos a lo que se dice en el video original, oír bien y repetir palabras, oraciones varias

   veces para cogerse confianza

c. Informarse de la historia, leerla, oírla, verla y fotografiarla con la mente.

d. Si no me acuerdo, debo improvisar un poco, no quedarme paralizado

e. Ejercitar un poco la memoria para llevar el hilo de lo que debo decir

De uno a cinco. Tomado el uno como deficiente y el 5 como muy eficiente.

Cuéntame de manera objetiva y concreta cómo evalúas los siguientes enunciados:

1. Tu nivel general de pronunciación durante la elaboración del video fue:

   1_____   2_____3__X__ 4 _____ 5_____.

2. El detalle en la pronunciación de ALGUNAS palabras específicas usadas en la historia durante la elaboración del video fue:

   1_____   2 __X__  3 _____ 4_____ 5_____.

3. De uno a 5 cuanto crees que tus oyentes entienden lo que tu grabaste en inglés en el video:

   1_____   2_____  3__X__ 4_____ 5_____.

4. Tu grado de comodidad y satisfacción respecto a la forma como hablaste inglés durante la elaboración del video es:

   1_____   2_____  3__X__ 4_____ 5_____. Eso es porque es la primera vez, segura más adelante No sentiré nervios.

5. De uno a cinco crees que podrías mejorar tu forma de hablar inglés en un segundo video con otra historia diferente. 1 no lo creo. 2 tal vez sí. 3 creo que si, 4 si puedo mejorar 5. Completamente Seguro que puedo mejorar.

   1_____   2_____  3_____ 4__X__ 5____. Por supuesto que sí.

**ESCUELA NORMAL SUPERIOR DE MANIZALES**
**ENGLISH   10-4th Grade**
**THE STORY RETELLING STRATEGY TO IMPROVE THE SPEAKING SKILL OF TENTH GRADE STUDENTS**
**OBSERVATION FORM**

| Teacher: Juan Carlos Salazar | Class:  10-4 | Date: October _____ 2020 | Observer: |

RATIONALE AND INSTRUCTIONS: This observation form is intended to record the information about 10<sup>th</sup> graders' performance in a story re-telling task; fluency, vocabulary, pronunciation, the story re-telling strategy use, and the use of ICT resources will be the focus of the observation.

Please, tally every time each descriptor is observed in the speaking task. Add any additional comments about the learners' performance.

| ASPECTS TO OBSERVE IN SPEAKING PERFORMANCE | Frequencies of events | Descriptions or comments |
|---|---|---|
| FLUENCY | | |
| 1) Student displays smooth and fluid spoken discourse when retelling the story | | |
| 2) Student shows few or no hesitations in story retelling task | | |
| VOCABULARY | | |
| 1) Learner displays control of range of well-chosen vocabulary items to make story coherent | | |
| 2) Student shows good control of vocabulary with handling of topics and situations in the story | | |
| PRONUNCIATION | | |
| 1) Student's pronuncitaiton is clearly intelligible with minor mispronunciation instances | | |
| 2) Leaner's story retelling discourse pronunciation and intonation are clear and natural | | |
| STORY RE-TELLING STRATEGY USE | | |
| 1) Student retells the story with a logical sequence that includes beginning, middle, end, characters, and moral. | | |
| 2) Student effectively retells the story with appropriate use of language forms learned in the lesson (past tense) | | |
| USE OF ICT RESOURCES | | |
| 1) Student displays full control of ICT resources used in the story retelling task | | |
| 2) Student manage to adapt ICT tools to facilitate their speaking performance | | |

Appendix 6. Speaking assessment rubric in action stage

# ESCUELA NORMAL SUPERIOR DE MANZALES

THE STORY RETELLING STRATEGY TO IMPROVE THE SPEAKING SKILLS OF TENTH

GRADERS IN NORMAL SCHOOL

WORKSHOP 1 SPEAKING PERFORMANCE RUBRIC

**RATIONALE:** This rubric is designed to assess the students' speaking performance in a story re-telling task. This instrument describes aspects related to students' fluency, vocabulary range, pronunciation, use of the story retelling strategy, and use of ICT tools.

**SPEAKING PERFORMANCE ASSESSMENT CRITERIA**

STUDENT: _____

STORY RETOLD: _____

| | SECTION | POINTS ASSIGNED | POINTS EARNED | COMMENTS |
|---|---|---|---|---|
| 1 | **FLUENCY** **Smooth and fluid spoken discourse with few to no hesitations in story retelling task** | **10** | | |
| 2 | **VOCABULARY** **Learner displays control of range of well-chosen vocabulary related to the story being retold.** | **10** | | |
| 3 | **PRONUNCIATION** **Learner's speech is clearly intelligible with minor occasional mispronounced words** | **10** | | |
| 5 | **USE OF STORY RE-TELLING STRATEGY** **Learner retells the story with a logical sequence that summarizes content of original story** | **15** | | |
| 6 | **USE OF ICT RESOURCES** **Student displays full control of ICT resources used in the story retelling task** | **5** | | |
| | **TOTAL** | **50** | | |

**ADDITIONAL COMMENTS ABOUT ASSESSMENT OF SPEAKING PERFORMANCE:**

_____

_____

# ESCUELA NORMAL SUPERIOR DE MANZALES

# ENGLISH AREA

### *THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS UNDER TBL*

# WORKSHOP 1

**The Use of Retelling Stories Technique in Developing English Speaking Ability of Grade 10° Students at Normal Superior de Manizales**

| |
|---|
| **GOAL.**<br><br>At the end of Workshop 1, students (Ss.) will be able to retell stories in English. |
| **Linguistic purposes of the lesson:**<br><br>To develop their oral English ability, step by step, through the *retelling stories technique* after being empowered by previous activities containing vocabulary, grammar, listening input and a lot of oral practice.<br>**The Communicative purpose of the lesson:**<br>T*o retell Pinocchio´s story* in their own words describing past events appropriately and paying attention to the minimum standards of pronunciation, just to get to be understood by their listeners.<br>**Kids stories Previous-knowledge** *(content) purpose.*<br>To reflect and talk about the importance of being honest in all daily life situations, no matter what it is about, and be trustworthy before their parents, teachers, friends and before all people in the world. |
| **Topic:** *Bed time stories,* Pinocchio the wooden made puppet |
| **Speaking strategy:** *Story retelling* |
| **MATERIALS**<br>**Listening input:** https://www.youtube.com/watch?v=8ZvPS7bElnI    Video of *Pinocchio Story*<br>**Reading input:** https://kidsshortmoralstories.com/short-story-of-pinocchio-with-pictures-short-moral-stories-for-kids/ Short Story Of Pinocchio With Pictures \|short moral stories for kids.<br> A text to be read by the Ss.<br>**Vocabulary input:** a crossword puzzle with vocabulary referring to the story (honesty, Puppet.)<br>https://www.google.com/search?q=pinocchio+story+vocabulary&tbm=isch&source=iu&ictx=1&fir=k3<br>Lgll3BB4korM%252CNm8ku7L9r7UOnM%252C_&vet=1&usg=AI4_-<br>kTkTV1r1OVg7mpe1DA_VEcQfYeTcQ&sa=X&ved=2ahUKEwjfifTJ88brAhVLo1kKHakLCKMQ9QF6BAgKE<br>B0#imgrc=0Cj_nioxy__PeM |

**Digital flash cards**
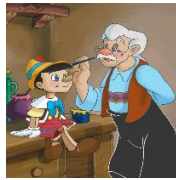


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**Platforms**: Zoom.
**Google browser**. **Internet.**
**Software**: Applications online: Wordsift.org and Text-to-Speech
**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.

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1-WARM-UP

The teacher (T) introduces the topic asking the students what stories they used to hear when they were children. In this stage, previous knowledge is activated and contextualization of the needed language is guaranteed. Titles of stories and basic vocabulary are listed on the screen according to the students' contributions.

**PRESENTATION**
Ss and teacher will Take a look at short reading this link.
http://www.saberingles.com.ar/curso/lesson14/02.html  a ten lines story of real life.
The teacher will exemplify and illustrate the use of past forms of irregular verbs guiding the use of verbs related to daily life routines with questions such as:
***Where did they go yesterday? They went to a restaurant,***
***What did they hear after the lights went out?  They heard a lot of noise?***
***Who appeared? A thief appeared.  What did he have in his hands? He had a gun.***
***Last question. What did they give him? They gave all the money to him.***

After some rehearsal of past forms and with the same link, the learners will also find a glossary briefly explaining the main vocabulary in the story.

The learners are going to be asked to read aloud, EXPLAIN EXACTLY WHAT is MENTIONED IN THE ANNEX all the time in order to train their speaking ability in English; corrections of grammar or pronunciation mistakes will be made at the end of every student's intervention.

After rehearsal of the past form with the reading aloud task, the learners are going to be explained with an example, what retelling a story is about. The teacher will illustrate the strategy with the help of a short video; he will play a story and show how to retell portions of the story in it.
He will also share an explain in a short text, the purpose of retelling stories as a technique to develop the speaking ability.

**Retelling Stories Technique**

The main purpose of this exercise is to advocate retelling stories technique as a way of developing speaking ability of students belonging to 10th grade at Normal de Manizales. This technique is going to be integrated in the lesson plans. Narrative text of short stories in videos, which refer to daily and social life are taken to perform the exercise; pictures are going to be used for each lesson plan.

Students are going to be trained to work as a group, using story's mind map, illustrations, and role-playing activities in class.

There are three main steps of teaching retelling stories:

1. Before retelling (alternative techniques).

2. While retelling (students' practice by using activities of brainstorming, role play, and discussion)

3. And retelling story. (The main step).

The lesson plans will be piloted with 34 students of 10th grade.

This preliminary study is expected to provide an example of useful techniques in improving the speaking ability, thus, it is expected to be used in the future, in other English courses guided in our school.

**Words to be aware of:** Retelling stories, Speaking ability, Teaching speaking

## PRACTICE

To prepare the students for the main task, they will solve the crossword Puzzle in Annex

Then, the students will watch the video Pinoccio 2 or 3 times and write down on the chart in Annex 3, as many words as they hear and remember from the video. The teacher will guide them through the re-telling task playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback as necessary highlighting past forms and the vocabulary learned in the lesson. To elicit speaking, the learners will also use pictures to recall the story and re-tell what they saw in the video.

Ss will be asked to form small groups of 5 people, the story will be divided in five parts, and each group is in in charge of recalling orally one part of the story. *Retelling stories Technique,* there 2 minutes available for group to do it.

Images of the story will be given to the different groups, to make it easier and authentic. With the pictures, many ideas, words and sentences will come to their brains. And they will have more stuff to talk about.

https://www.google.com/search?source=univ&tbm=isch&q=images+of+pinocchio+story&sa=X&ved=2ahUKEwixn-Ca3OnrAhXPslkKHXIrCvkQjJkEegQICRAB&biw=1920&bih=969

## PRODUCTION

At this stage of the lesson, the task to be done refers to showing their individual performance. The learners will prepare themselves to record a video reconstructing the story of Pinocchio´s life in their own words, with their own style and using the speaking technique proposed for this exercise Story retelling. The video has to last between 2 and 3 minutes.

### WRAP-UP
**Sharing Time:** The videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story being told by a student using their own style, the give vocabulary and their own ability to speak the English language.

# ESCUELA NORMAL SUPERIOR DE MANZALES

# ENGLISH AREA

## DEVELOPING THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS IN A TEACHER PREPARATION PROGRAM THROUGH STORY RE-TELLING

## WORKSHOP 2: The Grasshopper and the Ants

https://www.youtube.com/watch?v=1i6mbw6_2IU

| |
|---|
| **GOAL.**<br>At the end of Workshop 2, students (Ss.) will be able to retell stories in English. |
| **1-Linguistic purposes of the lesson:**<br>-To use simple past tense in English, the ED, the irregular verbs and the auxiliary did, in affirmative, negative and interrogative forms.<br>**2-The Communicative purpose of the lesson is:**<br>-To describe and tell past events appropriately. To empower the oral language.<br>**3-Pedagogical objective:**<br>To recognize and apply the story telling and picture description speaking strategies in English. |
| **Topic:** *Bed time stories,* The Grasshopper and the Ant. |
| **Speaking strategies:**<br>Warm Up: The students will be asked about bed-time stories they heard at school or at home when they were little kids in order to activate knowledge. some pictures will be shown by the teacher on the screen with the purpose helping them remember those stories.<br>https://5minutebedtime.com/bedtime-stories/ <span style="float:right">Annex 1</span><br><br>Next the students will have a short reading comprehension with two purposes. To know the story and review and learn how to use the simple past tense forms to use them at the moment of retelling.<br>https://kids-pages.com/folders/stories/Aesops_Fables/page1.htm<br>Annex 2<br><br>Reading aloud: is one of the most important things parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.<br>In everyday life, speaking is very important specially for those who want to learn foreign language like English. Mastering speaking skill for most people is very important aspect of learning a foreign language and the success of learning a foreign language is measured in terms of the ability to perform conversation **(Nunan 1991:39).**<br>In other words, the ability to speak that foreign language is the most essential skill in foreign language teaching and learning since it´s the basic for communication and as the matter of fact it is the most difficult skill. |
| <div align="center">**MATERIALS**</div>**Listening and visual input:** https://www.youtube.com/watch?v=1i6mbw6_2IU<br>Video of The Grasshopper and the ants.<br>**Vocabulary input:** a crossword puzzle with vocabulary referring to the story (wins, start, e f) |

**Digital flash cards**

**Platforms**: Zoom.

**Google browser**. **Internet.**

**Software**: Applications online:  Wordsift.org and Text-to-Speech

**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.

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## 1-WARM-UP

The teacher (T) introduces the topic asking the students if  they have  heard  this fable when they were children at home or at the school. In this stage, previous knowledge is activated and contextualization of the needed language is guaranteed. Bed-time stories and basic vocabulary are listed on the screen according to the students' contributions. This is guided by the teacher and the learners' answers are listed on the screen with key words about the stories they mention.

## 2- PRESENTATION:

Students and teacher will Take a look **at a short reading** on this link. (Annex  2)

Short and concise Story of the Hare and the Tortoise with Pictures and a short moral for kids to learn.  A text to be read aloud by the Ss.

The Ss are going to be asked to read aloud all the time in order to train their speaking ability in English; corrections of grammar and pronunciation mistakes will be made during and in the end of every student's intervention.

After a rehearsal of the past forms with the reading aloud task, the learners are going to be reminded, what retelling a story is about. The teacher will illustrate the strategy with the help of a short video; he will play a story and show the students how to retell portions of the story in it.  And he will emphasize that on retelling Stories, we have to tell the important parts that happen and the order that they happen in. a beginning, a central part and a concluding part.

## 3- PRACTICE

3.1 To prepare the students for the main task, they will solve the crossword Puzzle in Annex Number3; then, the students will watch the video The Grasshopper and the ant a couple of  times and write down on the chart in Annex 5 , Write as many words as they hear and remember from the video. In the annex 4 they will carefully watch the pictures, they will name the pictures and next they will write a couple of sentences telling what is happening in the picture.

3.2 The teacher will guide the re-telling task by playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback about their speaking. He will also highlight past forms and the vocabulary learned in the lesson. To elicit speaking, the Ss will also see pictures to recall the story and re-tell what they saw in the video.

3.3 Students will be asked to form small groups of 3 people. The Grasshopper and the ant´s story will be divided in 3 parts, and each person in the group will be in charge of re-telling orally one of the three parts of the story (beginning-Central part and concluding part). Three minutes will be allotted for each group to fully re-tell the story. Images of the story will be given to the different groups, to make it easier and authentic, by means of the following link: **The Grasshopper and the ant Images link.**
https://www.google.com/search?source=univ&tbm=isch&q=THE+GRASSHOPPER+AND+THE+ANT+%C3%8DCTU
RES+FOR+KIDS&sa=X&ved=2ahUKEwi1sdHD-
L3wAhXPEVkFHcyuCJMQjJkEegQIBRAB&biw=1920&bih=937#imgrc=GUZkYs7BgE4yqM

After each group retells the story, feedback will be given by the teacher on language use, pronunciation, and the story retelling strategy.

The pictures keep track of the sequence of the story in order to help the students remember the beginning, middle and the end of the story.

WHEN THE STUDENTS HAVE TO RETELL THE STORY, THEY WILL ADD AS MANY DETAILS AS POSSIBLE. THEY WILL ALSO DRAW A MESSAGE OR MORAL FROM THE STORY.
MORAL SAMPLE:

The **grasshopper** has no food or shelter, so he dies out in the cold. The **moral** of the old story: Be responsible for yourself! Modern version: The **ant** works hard in the withering heat and the rain all summer long, building his house and laying up supplies for the winter. PREVENTION CAN MAKE YOUR LIFE LONGER AND AVOID YOU HAD BAD TIMES.

Assessment of the speaking performance will be carried out by means of the rubric accompanying this workshop plan (Annex 6)

## 5- PRODUCTION

The speaking production task to be done refers to showing their individual performance. The Ss will prepare themselves and record a video reconstructing the story of The hare and the tortoise race in their own words, with their own style and using the speaking technique of Story retelling. The video has to last between 2 and 3 minutes and has to take into account the following as stated in the workshop rubric:

**WRAP-UP**
**Sharing Time:** The videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story  being told by a student using their own style, the given vocabulary and their own ability to speak the English language.
Feedback on language performance will be provided by the teacher during and after watching each video.

Appendix 9. Workshop No. 3

**DEVELOPING THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS IN A TEACHER PREPARATION PROGRAM THROUGH STORY RE-TELLING**

# WORKSHOP 3: THE HARE AND THE TORTOISE

https://www.youtube.com/watch?v=Ru9hBek5Kw8

**GOAL.**
At the end of Workshop 3, students (Ss.) will be able to retell stories in English.

**1-Linguistic purposes of the lesson:**
-To use simple past tense in English, the ED, the irregular verbs and the auxiliary did, in affirmative, negative and interrogative forms.

**2-The Communicative purpose of the lesson is:**
-To describe and tell past events appropriately.

**3-Pedagogical objective:**
To recognize and apply the story telling and picture description speaking strategies in English.

**Topic:** *Bed time stories, The hare and the Tortoise an Aesop´s Fable.*

**Speaking strategies:**

Warm Up: Student will try reading some tongue Twisters in order to stretch and warm up their vocal muscles and get ready to speak.

https://www.google.com/search?source=univ&tbm=isch&q=tongue+twister+british+council&sa=X&ved=2ahUKEwj1vICN-4vsAhUrrlkKHVXIDMwQjJkEegQICRAB&biw=1920&bih=969#imgrc=fP1PEI_A9ulLxM
Annex 1



next we will go to a link where The teacher will show the students a site on internet where they will see images of at least 10 different bed-time stories and ask them how familiar they are with those stories. The hare and the tortoise, the ant and the grasshopper, Pinocchio, sleeping beauty, and some others. So they will start participating and talking.

https://www.google.com/search?source=univ&tbm=isch&q=Pinocchio-the+hare+and+the+tortoise-the+Grasshopper+and+the+Ant-cinderella-snow+white-rapunzel+bedtime+story+collection&sa=X&ved=2ahUKEwjWzJCf3LXwAhVUPn0KHcXxBSkQjJkEegQIBRAB&biw=1920&bih=937
Annex 2

Reading aloud: is one of the most important things parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

In everyday life, speaking is very important specially for those who want to learn foreign language like English. Mastering speaking skill for most people is very important aspect of learning a foreign language and the success of learning a foreign language is measured in terms of the ability to perform conversation **(Nunan 1991:39).**
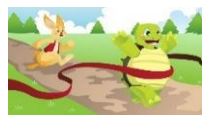
In other words, the ability to speak that foreign language is the most essential skill in foreign language teaching and learning since it´s the basic for communication and as the matter of fact it is the most difficult skill.

**MATERIALS**

**Listening and visual input:** https://www.youtube.com/watch?v=Ru9hBek5Kw8

Video of The Hare and the Tortoise

**Vocabulary input:** a crossword puzzle with vocabulary referring to the story (wins, start, race, fast)
**https://thewordsearch.com/puzzle/19735/the-tortoise-and-the-hare/.**



**Digital flash cards**

**Platforms**: Zoom.
**Google browser**. **Internet.**
**Software**: Applications online: Wordsift.org and Text-to-Speech
**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.

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1-WARM-UP
The teacher (T) introduces the topic asking the students if they have heard this fable when they were children at home or at the school. In this stage, previous knowledge is activated and contextualization of the needed language is guaranteed. Bed-time stories and basic vocabulary are listed on the screen according to the students' contributions. This is guided by the teacher and the learners' answers are listed on the screen with key words about the stories they mention.

**2- PRESENTATION:**
https://www.google.com/search?source=univ&tbm=isch&q=crossword+puzzle+the+hare+and+the+tortoise&sa=X&ved=2ahUKEwigwufB0cPsAhXPpFkKHVZMDZAQjJkEegQIChAB&biw=1920&bih=969#imgrc=MKwi1mq4aEMRgM
Students and teacher will Take a look **at a short reading** on this link. (Annex 3)
Short and concise Story of the Hare and the Tortoise with Pictures and a short moral for kids to learn. A text to be read aloud by the Ss.
With a fifteen lines story of real life the teacher will exemplify and illustrate again the use of past forms of regular and irregular verbs with questions of the mini-story of the Hare and the tortoise. It can´t take longer than 15 minutes.

> *What was the hare sure about? He was sure about being the fastest animal.*
>
> *What did the hare think about the tortoise?* He thought the tortoise could not beat him in any manner.
>
> *What happen when he decided to rest? He fell asleep and he*

The Ss are going to be asked to read aloud all the time in order to train their speaking ability in English; corrections of grammar and pronunciation mistakes will be made during and in the end of every student's intervention.
After a rehearsal of the past forms with the reading aloud task, the learners are going to be reminded, what retelling a story is about. The teacher will illustrate the strategy with the help of a short video; he will play a story and show the students how to retell portions of the story in it. And he will emphasize that on retelling Stories, we have to tell the important parts that happen and the order that they happen in. a beginning, a central part and a concluding part.
3- PRACTICE
3.1 To prepare the students for the main task, they will solve the crossword Puzzle in Annex Number1; then, the students will watch the video The hare and the tortoise a couple

of times and write down on the chart in Annex 2, Write as many words as they hear and remember from the video. In the annex 3 they will carefully watch the pictures, they will name the pictures and they will write a couple of sentences telling what is happening in the picture. Finally, in the annex 4 they will answer the questionnaire.

3.2 The teacher will guide the re-telling task by playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback about their speaking. He will also highlight past forms and the vocabulary learned in the lesson. To elicit speaking, the Ss will also see pictures to recall the story and re-tell what they saw in the video.

3.3 Ss will be asked to form small groups of 3 people. The Hare and the tortoise story will be divided in 3 parts, and each person in the group will be in charge of re-telling orally one of the three parts of the story (beginning-Central part and concluding part). Three minutes will be allotted for each group to fully re-tell the story. Images of the story will be given to the different groups, to make it easier and authentic, by means of the following link: **The hare and the tortoise Images link.**
https://www.google.com/search?q=images+of+the+hare+and+the+tortoise&sxsrf=ALeKk02Xbw5z3Jtm IRaU5jdvIRINPeKAyA:1603400940852&tbm=isch&source=iu&ictx=1&fir=bX0OjBBsfxkNhM%252CUolggsCJ 8_cAdM%252C_&vet=1&usg=AI4_-kS9gzkDwutwGjak33qfpm4e4sTI6g&sa=X&ved=2ahUKEwjq2ov8jcnsAhWRylkKHZ-jAlAQ9QF6BAgKEDA&biw=1920&bih=969#imgrc=paRk05wnV8ALkM
(Annex 4)

After each group retells the story, feedback will be given by the teacher on language use, pronunciation, and the story retelling strategy.

The pictures keep track of the sequence of the story in order to help the students remember the beginning, middle and the end of the story.
WHEN THE STUDENTS HAVE TO RETELL THE STORY, THEY WILL ADD AS MANY DETAILS AS POSSIBLE. THEY WILL ALSO DRAW A MESSAGE OR MORAL FROM THE STORY.
MORAL SAMPLE: Slow and steady wins the race, Power and abilities are useless when the person loses the focus on what he/she has to do. Pride makes people lose their focus and blocks them from watching their goals. Concentration, dedication, seriousness, and responsibility are necessary to succeed at all times.
Assessment of the speaking performance will be carried out by means of the rubric accompanying this workshop plan (Annex 4)

## 5- PRODUCTION
The speaking production task to be done refers to showing their individual performance. The Ss will prepare themselves and record a video reconstructing the story of The hare and the tortoise race in their own words, with their own style and using the speaking technique of Story retelling. The video has to last between 2 and 3 minutes and has to take into account the following as stated in the workshop rubric:

INCLUDE CRITERIA FOR THE PERFORMANCE OF THE MAIN TASK

**WRAP-UP**
**Sharing Time:** The videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story being told by a student using their own style, the given vocabulary and their own ability to speak the English language.

Feedback on language performance will be provided by the teacher during and after watching each video.

# ESCUELA NORMAL SUPERIOR DE MANZALES

# ENGLISH AREA

## DEVELOPING THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS IN A TEACHER PREPARATION PROGRAM THROUGH STORY RE-TELLING

# WORKSHOP 4: CINDERELLA

| **GOAL:** |
| --- |
| At the end of Workshop 4, students (Ss.) will be able to retell stories in English. |
| **1-Linguistic purposes of the lesson:**<br>-To use simple past tense in English, the ED, the irregular verbs and the auxiliar did, in affirmative, negative and interrogative forms.<br>**2-The Communicative purpose of the lesson is:**<br>-To describe and tell past events appropriately.<br>**3-Pedagogical objective:**<br>To recognize and apply the story re-telling as speaking strategy when learning and teaching the English language, and realize the importance of using tongue twisters as an efficient tool to improve and strength the articulation, vocalization and diction of sounds in the English language. |
| **Topic:** *Bed time stories,* Cinderella |
| **Speaking strategies:**<br>Story re-telling: This technique is integrated in the lesson plans following Morrow's framework. Narrative text (by using the ICT- in my case) of short stories which refers to daily life and social including pictures have been used for each lesson plan, in order to develop the speaking ability of the students by modeling what a fluent speaker sounds like through focused speak-aloud.<br>Picture description<br>Teachers of English as a foreign language (EFL) are all the time encouraging students to take a more active role in the oral activities in the classroom through different strategies. The use of picture descriptions as a strategy to develop and enhance communication skills among the students is a very efficient tool to improve the students' oral skills in English as a foreign language. |
| MATERIALS<br><br>Listening and visual input: https://www.youtube.com/watch?v=hD2l1TFWIUc<br>Video of **Cinderella´s Story**.<br>Vocabulary input: a crossword puzzle with vocabulary referring to the story (Godmother) |

**Platforms**: Zoom.
**Google browser**. **Internet.**
**Software**: Applications online: Wordsift.org and Text-to-Speech
**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.

WARM-UP.
First step: The teacher will ask the students if they have ever heard the fable of Cinderella, when they were children, at home or at the school. In this stage, previous knowledge is activated and contextualization of the needed language is guaranteed. Bed-time stories and basic vocabulary are listed on the screen according to the students' contributions. This is guided by the teacher and the learners' answers are listed on the screen with key words about the stories they mention.

**PRESENTATION**
a-Students and teacher will solve a couple of crosswords having vocabulary of related to Cinderella in this link with the teacher´s help: https://www.google.com/search?q=crossword+puzzle+of+Cinderella-&sxsrf=ALeKk03yncB5nWzbRY6BAJ2zAiwqwlmVsw:1604877353869&tbm=isch&source=iu&ictx=1&fir=aAEoTKeoo_ZFEM%252ChukiNh11BTG9mM%252C_&vet=1&usg=AI4_-kQrV72oA5pJ94KRLKIZeTGvq6Lkyw&sa=X&ved=2ahUKEwipjteEivTsAhVOuVkKHSrVCUMQ9QF6BAgKECA#imgrc=Ut0v7g0lAkJzVM              See  Annex 1

b-Next a very short and concise text of the Cinderella´s story with 5 Pictures will be read for one of the students in the class.  The text  is going to be read aloud.
http://www.shortstories4kids.com/2016/05/cinderella-short-story.html
With a  ten lines story of Cinderella the teacher will make notable the use of past forms of regular and irregular verbs with questions of the mini-story of Cinderella. It will take 5 minutes.                                                                                                        See Annex 2

***Who did Cinderella live with? She lived with her stepmother and her two step sisters.***
***Why did she work so hard?*** *Because her mother treated her as a slave.  She did not love Cinderella…*
***Why did her "sisters and mother" go to the ball leaving her at home?***
***Who helped Cinderella to go to the party? The fairy….***
The Ss are going to be asked to read aloud all the time in order to train their speaking ability in English; corrections about grammar (past tense) and pronunciation mistakes will be made during and in the end of every student's intervention.


**3- PRACTICE** https://www.youtube.com/watch?v=hD2l1TFWIUc
3.1 Since the main part of the lesson is, the moment they are asked to retold the story, the teacher will  play the video a couple of  times, and the students will be asked to listen carefully and write down the key words they heard during the story (they will be given a chart to do it).                                                                                                                     See Annex 2
3.2 They will be illustrated by the teacher on how retelling story strategy works. He will play and stop the video five times and he will retell the corresponding portions of  it.
Note: They won´t have any script of the video to avoid reading.
3.3 The will be emphasized on the importance of training memory and being organized to success in doing the exercise. It is, they have to remember key vocabulary and they

have to mentally map the three stages of the story: beginning, central part and a concluding part.

3.4 The teacher will guide the re-telling task by playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback about their speaking. He will also highlight past forms and the vocabulary learned in the lesson.

To elicit speaking, they will be asked to order the pictures by following the correct sequence. Each letter corresponds to a number from one to five.

```
They have to say the letter, the number and tell what they are referring to.
For example. The picture where they are lovely dancing  is letter A and correspond
to number 3.  It is an enjoyable time, because the prince has fallen in love with
the unknown girl… (Obviously they won´t be able to say it with so many details,
but the idea is  to encourage them to speak and to coordinate memory, organization
and language to the maximum of their possibilities)
```

A (    )          b(    )          c (    )          d (    )          e (    )



MORAL FROM THE STORY

Always Be Kind No Matter What happens. A little kindness goes a long way, and no doubt Cinderella is a kind soul. Her kindness can make her seem like a pushover (especially when her evil stepmother and stepsisters are overloading her with housework!). But it actually takes a certain quiet strength to remain as kind as she does to others, Cinderella's kindness allows her to be selfless, to remain grateful and to appreciate others. Takeaway: Help your kids understand the importance of kindness and generosity, and remember to show other parents some kindness as well!

4- PRODUCTION

The speaking production refers to showing their individual performance.  In this final part the students have to retell and record the story on a video at home and by themselves. They  will be asked to add as many details as possible and to  reconstruct the story of Cinderella in their own words, with their own style and using the speaking technique proposed for this exercise Story retelling. The video has to last  at least  2 minutes and has to take into account the stated in the workshop rubric.

**WRAP-UP. To be done in the next class.**

**Sharing Time:** Some of the videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story  being told by a student using their own style, the given  vocabulary and their own ability to speak the English language.

Feedback on language performance will be provided by the teacher during and after watching each video.

Appendix 11.  Workshop No. 5

# ESCUELA NORMAL SUPERIOR DE MANZALES

# ENGLISH AREA

## DEVELOPING THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS IN A TEACHER PREPARATION PROGRAM THROUGH STORY RE-TELLING

# WORKSHOP 5: SNOW WHITE
https://www.youtube.com/watch?v=gwDdDc8Wnsg

**GOAL:** At the end of Workshop 6, students (Ss.) will be able to retell stories in English.

**1-Linguistic purposes of the lesson:**
 a- To use simple past tense in English, the ED, the irregular verbs and the auxiliar did, in affirmative, negative and interrogative forms.
b- To get familiar with some basic concepts of phonetics and phonology in order to be conscious about the real possibility of emitting "all kinds of sounds" needed to speak the English language.

**2-The Communicative purpose of the lesson is:**
a- To describe and tell past events appropriately.
b- To perform a minimum required knowledge on phonetics to articulate, vocalize and pronounce better in order to make their speech clear and easy to be understood.
c-To read aloud in order to recognize, accept and respect their voices because that´s the tool to verbally communicate their ideas all around the world.
**3-Pedagogical objective:**
To recognize and apply the story re-telling as speaking strategy when learning and teaching the English language,  and realize the importance of using tongue twisters as an efficient  tool to improve and strength the articulation, vocalization and diction of  sounds in the English language.

**Topic:**  *Bed time stories, Snow white.*

**Speaking strategies:**
Story re-telling: This technique is integrated in the lesson plans following Morrow's framework.
Narrative text (by using the ICT- in my case) of short stories which refers to daily and social life, including pictures have been used for each lesson plan, in order to develop the speaking ability of the students by modeling what a fluent speaker sounds like through focused speak-aloud.

It also emphasizes on the need of differentiate sounds to detail in order to be a more efficient communicator in the English Language.

**Use of tongue twisters:** All levels and ages enjoy tongue twisters. They work well as a warm up to get students speaking, and they help students to practice pronouncing difficult sounds in English. **C**onsidering tonguetwisters as word or group of words difficult to articulate rapidly, usually because of a succession of similar consonantal sounds, as in *"Shall she sell seashells?"* **Morris,1975.** The use of tongue twisters as a speaking technique gives the students the oportunity to devolop their ability and confidence to use the spoken language while they play, and get some entertaiment, aditionally they can release the initial stress of being heard and watched while trying to speak a foreign language and they can do it more natural and espontaneously.
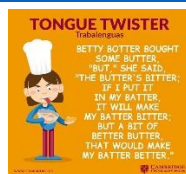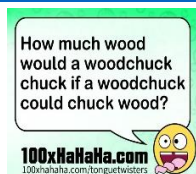
MATERIALS

**Listening and visual input:** https://www.youtube.com/watch?v=gwDdDc8Wnsg

Video of **Snow White´s Story**.

**Tongue twisters :**
**https://www.google.com/search?source=univ&tbm=isch&q=tongue+twister+british+council&sa=X&ved=2a hUKEwj1vICN-4vsAhUrrlkKHVXIDMwQjJkEegQICRAB&biw=1920&bih=969#imgrc=5QzY9AU1lvOvPM**
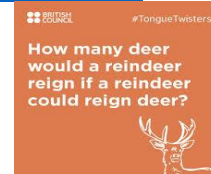


**Vocabulary input:** a crossword puzzle with vocabulary referring to the story (Godmother)
**https://www.google.com/search?q=crossword+puzzle+of+snow+white&tbm=isch&ved=2ahUKEwj1kIu5zqLwAhWhbDABHTKgDIkQ2- cCegQIABAA&oq=crossword+puzzle+of+snow+white&gs_lcp=CgNpbWcQAzoECAAQEzoCCAA6BAgAEB46BggAEAgQHjoICAAQCBAeEBNQ9 D5Yq3hgn31oAHAAeAGAAYUDiAHLGJIBCDAuMTguMS4ymAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=hDWKYPW- NaHZwbkPssCyyAg#imgrc=_kDe0lTa5TCQeM**

**Platforms**: Zoom.
**Google browser**. **Internet.**
**Software**: Applications online: Wordsift.org and Text-to-Speech
**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.
https://www.youtube.com/watch?v=iM2Fws06bFY

1-WARM-UP
The teacher will start the class playing with some tongue twisters. There are two Steps:
The first one is to encourage the students to risk speaking, while they play and laugh a little, and second purpose is to stretch the vocal cords and the vocal muscles to get ready to speak easily. The only way to learn to speak English is by SPEKING, listening, practicing, trying, making mistakes and finally correcting mistakes.
"NO COMMUNICATIVE FACTS ⇨  NO LEARNING OF THE ORAL LANGUAGE".
Staying mute for ever and ever.
Second step: To ask the students if they have heard the fable of Snow White when they were children, at home or at the school. In this stage, previous knowledge is activated and contextualization of the needed language is guaranteed. Bed-time stories and basic vocabulary are listed on the screen according to the students' contributions. This is guided by the teacher and the learners' answers are listed on the screen with key words about the stories they mention.

## 2- PRESENTATION
a-Students and teacher will solve a couple of crosswords having vocabulary of related to Snow white in this link with the teacher´s help:                                    Annex 2

b- Some structures about the simple Past tense will be reviewed. We will devote 10 minutes to have a short and interesting reading with some questions, where the students will have the chance to review and remember how to use the simple past tense. The title of the reading is <u>THE DOG WHO CAME TO STAY</u>.

## 3- PRACTICE  https://www.youtube.com/watch?v=hD2l1TFWIUc

3.1 Since the main part of the lesson is, the moment they are asked to retold the story, the teacher will play the video a couple of times, and the students will be asked to listen carefully and write down the key words they heard during the story (they will be given a chart to do it).                                                                                                  Annex 3

3.2 They will be illustrated by the teacher on how retelling story strategy works. He will play and stop the video five times and he will retell the corresponding portions of it.
Note: They won´t have any script of the video to avoid reading.

3.3 They will be emphasized on the importance of training memory and being organized to success in doing the exercise. It is, they have to remember key vocabulary and they have to mentally map the three stages of the story: beginning, central part and a concluding part.

3.4 The teacher will guide the re-telling task by playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback about their speaking. He will also highlight past forms and the vocabulary learned in the lesson.

To elicit speaking, they will be asked to order the pictures by following the correct sequence. Each letter corresponds to a number from one to five.

They have to say the letter, the number and tell what they are referring to.

For example. The picture where they are lovely dancing is letter A and correspond to number 3.  It is an enjoyable time, because the prince has fallen in love with the unknown girl… (Obviously they won´t be able to say it with so many details, but the idea is to encourage them to speak and to coordinate memory, organization and language to the maximum of their possibilities)

A.(     )              b(      )           c (     )             d (      )             e (      )



## MORAL FROM THE STORY
This story teaches children many lessons. One of the most important lessons it teaches is the **danger of vanity**. The evil queen wants Snow White dead because she cannot accept the fact she is not the most beautiful woman in the kingdom. But it is this vanity that destroys her at the end.

The concept of real beauty is another theme discussed in this story. The evil queen may be beautiful on the outside, but she is wicked and ugly on the inside. Snow White, in contrast, is beautiful both inside and outside. Perhaps the mirror names her as the fairest of all not because of her physical beauty, but because of this real beauty. The queen will never be beautiful as Snow White because her heart is not pure. Therefore, the idea that **real beauty comes from within** is also discussed in this fairy tale.

This story also has another message for children. Just like in the tale of the Little Red Riding Hood, this story also contains the message **don't trust strangers.**

## 4- PRODUCTION

The speaking production refers to showing their individual performance.  In this final part the students have to retell and record the story on a video at home and by themselves. They will be asked to add as many details as possible and to reconstruct the story of Cinderella in their own words, with their own style and using the speaking technique proposed for this exercise Story retelling. The video has to last at least 2 minutes and has to take into account the stated in the workshop rubric.

**WRAP-UP. To be done in the next class.**

**Sharing Time:** Some of the videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story being told by a student using their own style, the given vocabulary and their own ability to speak the English language.

Feedback on language performance will be provided by the teacher during and after watching each video.

# ESCUELA NORMAL SUPERIOR DE MANZALES

# ENGLISH AREA

## DEVELOPING THE SPEAKING SKILL IN AN ONLINE 10TH GRADE CLASS IN A TEACHER PREPARATION PROGRAM THROUGH STORY RE-TELLING

# WORKSHOP 6: RAPUNZEL

https://www.youtube.com/watch?v=hM9hXBMvGiw

**GOAL:** At the end of Workshop 6, students (Ss.) will be able to retell stories in English.

**1-Linguistic purposes of the lesson:**
 a- To use simple past tense in English, the ED, the irregular verbs and the auxiliar did, in affirmative, negative and interrogative forms.
b- To get familiar with reading aloud texts and saying complete sentences in English in order to recognize and accept their voices when performing the oral language. Speaking has a lot to do with listening to others and listening to yourself.

**2-The Communicative purpose of the lesson is:**
a- To describe and tell past events appropriately.
 b- To perform this simple knowledge on phonetics to articulate, vocalize and pronounce better in order to make their speech clearer and easier to be understood.

**3-Pedagogical objective:**
To recognize and apply the story re-telling as speaking strategy when learning and teaching the English language, and realize the importance of using tongue twisters as an efficient tool to improve and strength the articulation, vocalization and diction of sounds in the English language.

| **Topic:**  *Bed time stories, Rapunzel.* |
|---|
| **Speaking strategies:**<br>Story re-telling: This technique is integrated in the lesson plans following Morrow's framework. Narrative text (by using the ICT- in my case) of short stories which refers to daily and social life, including pictures have been used for each lesson plan, in order to develop the speaking ability of the students by modeling what a fluent speaker sounds like through focused speak-aloud.<br>It also emphasizes on the need of differentiate sounds to detail in order to be a more efficient communicator in the English Language.<br>**Use of tongue twisters:**  All levels and ages enjoy tongue twisters. They work well as a warm up to get students speaking, and they help students to practice pronouncing difficult sounds in English. Considering tonguetwisters as word or group of words difficult to articulate rapidly, |

usually because of a succession of similar consonantal sounds, as in *"Shall she sell seashells?"* **Morris,1975.** The use of tongue twisters as a speaking technique gives the students the oportunity to devolop their ability and confidence to use the spoken language while they play, and get some entertaiment, aditionally they can release the initial stress of being heard and watched while trying to speak a foreign language and they can do it more natural and espontaneously.
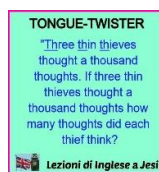
MATERIALS

**Listening and visual input:** https://www.youtube.com/watch?v=hM9hXBMvGiw

Video of **Rapunzel´s Story**.

**Tongue twisters :**

https://www.google.com/search?source=univ&tbm=isch&q=tongue+twister+british+council&sa=X&ved=2a
hUKEwj1vICN-4vsAhUrrlkKHVXIDMwQjJkEegQICRAB&biw=1920&bih=969#imgrc=5QzY9AU1lvOvPM



**Vocabulary input:** a crossword puzzle with vocabulary referring to the story (Godmother)

https://www.google.com/search?q=crossword+puzzle+of+Rapunzel&tbm=isch&ved=2ahUKEwiwypf6tb3wAhVu
YzABHWctAhkQ2-
cCegQIABAA&oq=crossword+puzzle+of+Rapunzel&gs_lcp=CgNpbWcQAzoECCMQJzoCCAA6BAgAEB46BggAEAgQHlC6J
FiQRGDLVGgAcAB4AIABsASIAcwekgEMMC4xMC41LjEuMS4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=t
0OYYPCSG-7GwbkP59qIyAE#imgrc=KuHYgz8nDd7BmM&imgdii=lVW1w3RjfrUrQM

**Platforms**: Zoom.

**Google browser**. **Internet.**

**Software**: Applications online: Wordsift.org and Text-to-Speech

**Hardware:** Lap tops, desk computers, tablets, I-phones, cellphones, smart phones.

https://www.youtube.com/watch?v=iM2Fws06bFY

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**1-WARM-UP**

The teacher will start the class playing with some tongue twisters. The students keep gaining more confidence to speak, not only because this kind of exercises have been performed before but they already know, they can vocalize, articulate and differentiate most of the sounds they hear. Undoubtfully the more I Know something the more I can enjoy it. It's a matter of getting close to what you need or want to know.

After the students have been asked about their memories of Rapunzel, previous knowledge will be activated and contextualization of the needed language is guaranteed. Bed-time stories and basic vocabulary are listed on the screen according to the students' contributions. This is guided by the teacher and the learners' answers are listed on the screen with key words about the stories they mention.

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**2- PRESENTATION**

a-Students and teacher will solve a couple of crosswords having vocabulary of related to Snow white in this link with the teacher´s help:

https://www.google.com/search?q=crossword+puzzle+of+Rapunzel&tbm=isch&ved=2ahUKEwiwypf6tb3wAhVu
YzABHWctAhkQ2-
cCegQIABAA&oq=crossword+puzzle+of+Rapunzel&gs_lcp=CgNpbWcQAzoECCMQJzoCCAA6BAgAEB46BggAEAgQHlC6J
FiQRGDLVGgAcAB4AIABsASIAcwekgEMMC4xMC41LjEuMS4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=t
0OYYPCSG-7GwbkP59qIyAE#imgrc=KuHYgz8nDd7BmM&imgdii=ivq9FyKBH7gL1M

b- Some structures about the simple Past tense will be reviewed. We will devote 10 minutes to have a short and interesting reading with an easy questionnaire, where the students will have the chance to review and remember how to use the simple past tense. The title of the reading is <u>WHEN I WAS TWELVE</u>.

https://www.google.com/search?q=short+reading+in+past+tense+with+question&tbm=isch&source=iu&ic
tx=1&fir=osbXhVQkp4mH7M%252CaWS7JL_E3qayIM%252C_&vet=1&usg=AI4_-

## 3- PRACTICE  https://www.youtube.com/watch?v=hD2l1TFWIUc

3.1 Since the main part of the lesson is, the moment they are asked to retold the story, the teacher will play the video a couple of times, and the students will be asked to listen carefully and write down the key words they heard during the story (they will be given a chart to do it). Annex

3.2 They will be illustrated by the teacher on how retelling story strategy works. He will play and stop the video five times and he will retell the corresponding portions of it.

Note: They won´t have any script of the video to avoid reading.

3.3 They will be emphasized on the importance of training memory and being organized to success in doing the exercise. It is, they have to remember key vocabulary and they have to mentally map the three stages of the story: beginning, central part and a concluding part.

3.4 The teacher will guide the re-telling task by playing the video back as many times as necessary. Learners will take turns to retell portions of the story and the teacher will give them feedback about their speaking. He will also highlight past forms and the vocabulary learned in the lesson.

To elicit speaking, they will be asked to order the pictures by following the correct sequence. Each letter corresponds to a number from one to five.

They have to say the letter, the number and tell what they are referring to.

For example. The picture where they are lovely dancing is letter A and correspond to number 3.  It is an enjoyable time, because the prince has fallen in love with the unknown girl… (Obviously they won´t be able to say it with so many details, but the idea is to encourage them to speak and to coordinate memory, organization and language to the maximum of their possibilities)
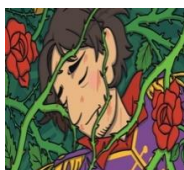
A (     )              b(     )            c (     )            d (     )            e (     )



## MORAL FROM THE STORY.

This tale teaches many lessons to children. The **consequences of stealing, the value of patience and determination,** are some of these qualities. It is because of Rapunzel's parents' actions that Rapunzel is taken away by the witch. Yet at the end of the story, it is the young lovers' patience and determination to find each other that unite them.

Therefore, the moral of the story can be described as follows. **When something is destined to happen then no one, by any of their powers, can stop that from happening.** We should **never give up** on our hopes no matter how bad or hard the situation.

However, this tale could also have a different interpretation for adults. It serves as a **caution for adults that children grow up no matter how hard the parents try to shield them from the harsh realities of life.**

## 4- PRODUCTION

The speaking production refers to showing their individual performance.  In this final part the students have to retell and record the story on a video at home and by themselves. They will be asked to add as many details as possible and to reconstruct the story of Cinderella in their

own words, with their own style and using the speaking technique proposed for this exercise Story retelling. The video has to last at least 2 minutes and has to take into account the stated in the workshop rubric.

**WRAP-UP. To be done in the next class.**

**Sharing Time:** Some of the videos will be shown on the virtual class, so that their classmates and teacher have the chance to enjoy the story being told by a student using their own style, the given vocabulary and their own ability to speak the English language.

Feedback on language performance will be provided by the teacher during and after watching each video.