A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GÓMEZ SCHOOL OF BOGOTÁ.

WILLIAM NORBEY QUICENO MUÑOZ

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Research Project in option to the title of Master in Education

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ABSTRACT

The ability to speak with accuracy and fluency, showing a good development of oral communication, in a world where every day human beings speak less due to technological advances, what demand a good process of learning English, With regard to the development of oral English production.

This research presents mainly in the theoretical framework concepts about Task - Based Language Learning, storytelling, process of adoption of storytelling, educational advantages of storytelling and oral production.

Also, it is based on Action Research, Task - Based (TBL) learning, storytelling, reports the results of the design, implementation and evaluation of a proposal. It was conducted in a public school in eleventh grade following specific steps process approach: talk first a test through a comic strip, lesson plans and interviews.

Its methodology includes theoretical methods such as analysis and synthesis, and historical and logical induction and deduction; the instruments designed for this research for data collection were applied five instruments: personal observation, questionnaires, surveys, interviews and modeling of selected activities to improve student’s oral expression.

The results of this study indicate the importance of having a model of writing process with defined steps to guide students' writing in English. Talking is perhaps the most important skill of Beings' human communication and fundamental part of student learning, therefore,
this process should be developed through interesting and enjoyable stories (storytelling) that permit students to develop oral English production.

**Key words:** Action Research, Task-Based Language Learning, storytelling, oral skills, speaking, oral production, communicative competence.
Title: Task-Based Storytelling proposal to develop oral English production in students of fifth cycle at IED Juan Evangelista Gómez School of Bogotá.

Author: William Norbey Quiceno Muñoz.

Key words: storytelling, oral skills, oral production, communicative competence.

Sources: Interviews, surveys, personal observation.

Interview: entrance and final interview.

Contents:

-Introduction: The English language has become the main communication tool of the contemporary, globalized world, which allows modern man, not only to acquire knowledge, to express his feelings and thoughts, but also to meet the economic, social, cultural and technological demands. For these reasons, it is essential to master English as a foreign language, especially in oral production to integrate not only the acquaintance, but the experience in the different areas of human knowledge, and to develop an understanding of other cultures.

-Theoretical Framework: A task is an activity, where the target language is used by the learner for a communicative purpose in order to achieve an outcome” and the outcome may be linguistic (Task – Based Language Learning by Jane Willis (1996: 234), also, storytelling is a good opportunity for the students who are in different stages in their English language learning process (Ellis and Jean Brewster, (March 2002) furthermore, they can learn about other cultures since these stories come from all over the world and include traditional stories and modern retellings of fairy tales, animal stories, stories about everyday life, stories from other cultures and fantasy stories and finally, it can say that the
communication is the ultimate goal of any communicative process (Oral production, Murphy John, (2006).

-Proposal: “Implementation Storytelling to promote and develop oral English production in students of eleventh grade, at Juan Evangelista Gómez School”. This proposal was developed with the implementation of four lesson plans applied during one month. These four storytelling lesson plans were related to oral expression. Students evidenced extensive progress in overcoming initial difficulties such as lack of consistency and clarity to express in communication, insecurity when speaking in front of an audience, among other things. The general objectives was to develop and improve oral English production in students of fifth cycle, at IED Juan Evangelista Gómez School, through the Task - Based storytelling proposal and to implement a storytelling proposal to develop students’ oral skills. Also, it searches to provide to the students the opportunities to develop the oral skills through the storytelling and the interaction with peers and the teacher and use storytelling as a strategy for students to expand their vocabulary, handle grammatical structures and express them clearly, following the structure of a story.

This proposal was design following the research cycle proposed by Kemmis, (1983) Jean McNiff, Action Research, Principles and Practice, McNiff, (1988, 50), who developed it through five important stages: reflection, planning, action, observation and reflection. These stages occur cyclically. This research cycle starts with reflection, which states the research problem through the analyzing of the evidences, choosing the topic, defining the research question, objectives and tasks; the second stage is planning, which is important, taking into account the theory adopted in relation to students’ needs, defining the
instruments to be used during the study, designing the lessons plans using the resources to be implemented in the classroom in order to carry out the research proposal; the third stage is action, and it refers to the implementation of the proposal (piloting and final intervention). The teacher applied Action Research to design lesson plans during the English classes. They collect data and at the same time, a process of observation occurs with the purpose of analyzing data and constructing feedback. After this point, reflection allows the building of interpretations; it reports the outcomes to make the necessary changes and goes back to the beginning of the cycle. After this point, reflection allows the building of interpretations again, reports the outcomes with the objective and goes back to the implemented proposal. Consequently, the researcher makes adjustments and draws implications and conclusions.

-Participant: Eleventh grade students developed the activities planned in the implementation of the pedagogical proposal. However, only twelve students of the mentioned level were randomly chosen to analyze data.

Conclusions: The general objective formulated at the beginning of the study to observe how the implementation of a Task-Based storytelling proposal may affect the oral English production, in students of eleventh grade at IED Juan Evangelista Gómez (Bogotá).

Recommendations: No proposal has been implemented at Juan Evangelista Gómez School, related to foster oral skills. Therefore, this research study recommends to the school to consider including in their classes "Task-Based Storytelling proposal" to develop oral English production.
References:


Methodology: ACTION RESEARCH: according to Kemmis and Mctaggart.

Findings

a. The institution does not have with a pedagogical approach to the development of oral English production, to incorporate the necessary changes in the teaching practices.

b. The designing and implementation of this teaching proposal, seeks to contribute to the improvement of oral English production.
c. Task - Based Storytelling is a pedagogical strategy to develop oral skills in students of fifth cycle at Juan Evangelist Gómez School. (TTLB)

d. It is vital the teacher's role as facilitator in Task - Based Learning process to interact with students. At the same time, students help each other in the task practices.

e. The designing and implementation of teaching proposal contributes to the improvement of oral English production.

**Conclusions:**

a. Task - Based Storytelling proposal searched to develop the four communicative skills, especially oral English production that is the main purpose of this research project.

b. Speaking skills should be worked during all teaching - learning English process since they are essential to speak, to communicate and discuss different texts and contexts.

c. We can say that the question how does a task based on storytelling proposal allows to develop the oral production in English, it was answered positively as storytelling strategies helped to the students develop their oral English production.

d. Storytelling is a learning tool that allows not only learning vocabulary but placing the student as protagonist of their own learning.

e. Many learners of a foreign language usually are afraid of speaking in the target language. Through the proposal, students enhanced their skills in oral production.

Bogotá, October, 28th 2015
INTRODUCTION

The English language has become the main communication tool of the contemporary, globalized world, which allows modern man, not only to acquire knowledge, to express his feelings and thoughts, but also to meet the economic, social, cultural and technological demands. Nowadays, people feel the need to acquire better communicative competences in order to have a respectable interaction in any context where the language is used. Dubin and Olshtain (1991) propose that English is the most sought language worldwide for being the most used language to communicate. For these reasons, it is essential to master English as a foreign language, especially in oral production to integrate not only the acquaintance, but the experience in the different areas of human knowledge, and to develop an understanding of other cultures. The appearance of orality as a way of expression is very deep-rooted and it dates back to about a million years ago (Halliday, 1989).

To carry out this research concerning the development of oral production, some authors and their theories have been taken into account. One of them is John Murphy (2006), who believes that communication is the main goal of any communication process; another theory is that of Gail Ellis and Jean Brewster, (March 2002), who argues that narrative is a great opportunity for students who are at different stages of learning English and finally, Task - Based Language Learning by Jane Willis (1996: 234), who defines a task as an activity where the target language is used by the students for a communicative purpose in order to achieve a linguistic result.

Language is a communication system used to transmit thoughts and feelings using sounds, gestures, signs, signals or any other form of communication. It is specifically human and it
is the basic capacity that distinguishes them from all the other living beings. Also, it is a means to express and communicate ideas, concepts, moods, feelings, attitudes and exchange information with others in verbal and non-verbal ways.

To achieve the development of oral competence, it is necessary that all educational institutions review the implementation of the guidelines of the curriculum for learning foreign languages with educational purposes. In Colombia, referring to basic education, these guidelines express the need for students to understand and develop the ability to speak a foreign language, i.e. communicative competence. Therefore, students should know and use the language as a linguistic system that includes knowledge and skills such as phonics, grammar, spelling, semantics and pragmatics sociocultural.

Agreeing to the ideas discussed above, in Colombia the Education Act (Education Act 115 of 1994) entails that a foreign language is a core area of knowledge and institutions should include it in their curriculum. On the other hand, the "basic standards of competence in a foreign language: English (2006)," a book proposed by the Ministry of Education to serve as a guide for teachers in the development of students’ communicative competence, to promote communication, and to gain new knowledge and use of English in real communication contexts. Moreover, these rules are compatible with the National Plan of Bilingualism contained in the decennial Plan 2006 – 2016, which proposes the development of basic communication skills (listening, speaking, reading and writing) in cycles or groups of grades specifying some indicators that students must accomplish. However, it appears that these recommendations are not being fulfilled in the institution, according to result obtained in the diagnosis of this study.
Given the importance of developing oral proficiency in our Colombian context and based on the evidence of the empirical studies and researcher’s experience, there is a contradiction between the real oral proficiency level of secondary school students and the ideal situation proposed by the regulations. It can observe and analyze in the ICFES statistics study according to the English approval level.

Furthermore, and consistent with the globalization process, the National Plan of Bilingualism in the 22th guide, states that students of public schools must reach level B1 according to the European Common Framework. Therefore, it really is urgent to develop this competence in oral narration of short stories, as this contribution, as suggested above, can inspire or serve as a model for creating other educational strategies that generate progress in other English oral skills in which these students may have difficulties. According Brown (1994), Richards (2008), Brown (1994), Oxford and Vasquez (2000), there exists a wide group of psychological and linguistic difficulties such as shyness, anxiety, low range of vocabulary, grammar, insufficient use of rules, etc.) Also, this affects performance in oral production in English.

Although English is a basic area of knowledge in public schools, some of them only offer 2 or 3 hours per week, with the aggravating that many of teachers of primary levels are not specialized in the English language. English classes are taught by other teachers who do not have any adequate training to teach English; classes are given in Spanish or simply, students do not receive English classes. This issue is especially present in the primary levels, and it hinders or does not allow the development of a decent communicative
competence and therefore, students cannot achieve the standards required by the suggestions of the Plan Bilingualism.

The IED Juan Evangelista Gómez School is a public school located in the south of Bogotá, in the fourth zone (San Cristobal). It offers grades Pre – school through eleventh, in two separate shifts (morning and afternoon). English classes run an average of 3 to 4 hours in the secondary level. (From sixth to ninth grade, 4 hours; tenth and eleventh grade, 3 hours). Pre-kindergarten and elementary grades take only one hour per week. The school’s Institucional Educacional Project (PEI) is "Construyendo el saber con equidad y autonomía". The timeframe of the classes is from 12: 30 to 6:30. Its pedagogical approach is humanistic. Furthermore, in the review of PEI, the researcher found that the humanities curriculum for foreign language has as its general objective "(...) ejercitar a los estudiantes en las cuatro habilidades comunicativas, hablar, escuchar, leer y escribir ", from nursery education. However, students begin their English teaching - learning process from sixth grade on only.

On the other hand, the curriculum for the humanities and foreign language (implemented since 2005) states that “dentro de las competencias a desarrollar en básica secundaria y media vocacional están las habilidades orales o escritas”. Also, “… generar textos en lengua inglesa; para comunicar sentimientos y / o pensamientos a través de estos mismos textos”. This particular element has to do directly with oral narrative competence in English, and in addition, it establishes a communicative focus to develop communication abilities in grades eight through ninth, "(...) hablar en pasado sobre acontecimientos históricos"; and in tenth and eleventh grade "(...) hablar en pasado, estableciendo
In spite of what the institutional P.E.I. declares, elementary students receive English classes which are not given by licensed teachers. The institution does not have an English lab where students can work on developing their communication skills; it does not have enough technological, structural and didactic resources to develop English classes. The classes are taught in Spanish, making more emphasis on grammar skill development, and they barely reinforce the four communication skills, much less on oral skill. Analyzing the above, it can be concluded that students do not have a proper teaching-learning process which does not motivate them in their learning process and make proper use of a foreign language.

The problematic situation is the poor performance in oral English production in the students of eleventh grade at Juan Evangelista Gómez School, which shows a contradiction between the results expected by the institution and the level shown by them at the end of their academic process, according to the guide 22 (curriculum standards) of the Ministry of National Education and humanities curriculum for foreign language. At the moment, oral skills have been worked on with some activities that only reinforce some limited aspects of the students’ language use such as grammar and vocabulary. However, at the end of the academic term, they have to present oral activities despite the fact that they have not followed a process that helps them to develop their oral skills. As a consequence, they speak in meaningless sentences without a communicative purpose since the majority of them did not know how to organize their ideas coherently to express them in a short paragraph.
To identify the oral English skill level, communicative exercises were applied, to a group of 39 students randomly selected from a total of 69, with a comic strip\(^1\) (Historieta) (Graphic 1). This seeks to measure the level of oral proficiency in this cycle, according to the 22nd guide (curriculum standards) of the Ministry of National Education. It had a series of pictures that represent a story (taken from Deliste, 2008). The research process was developed as following way. First, students practice the verbs and basic vocabulary related with the story. Then they had the opportunity to practice vocabulary and structures in the context with the help of the teacher. Finally, they had to retell the story in their own words. (Annex 14).

The participants in this research were: the English teacher, who is, at the same time, the researcher, and a total of twelve eleventh graders in the afternoon shift; between 15 to 19 years. The research teacher was able to observe some reactions presented by students when they were asked to express their ideas; they were described in a registration chart (Annex 4). Some of them frequently used the dictionary to look for unknown vocabulary, they asked each other, and most of them refused to express anything. Others did not express complete phrases and as a consequence they did not achieve to do the oral activity. However, they presented another oral diagnosis.

As a consequence, the lack of interactive speaking activities that include learning strategies to improve the students’ oral production in English at Juan Evangelista Gómez School, results in a poor student performance when speaking. Students in the fifth cycle presented

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\(^1\) Taken from *Albeit and the others* (Deliste, 2008)
some difficulties such as low participation in class due to shyness, fear of making mistakes in pronunciation, insecurity, fear of ridicule in front of the high number of classmates they have (35 to 40 per class.) There are very few opportunities to practice outside the classroom because the institution does not have didactic teaching materials and adequate spaces for this purpose. Autonomous learning is scarce because the majority of the students do not have study techniques and technological resources, making it difficult to define, control, assess, self-assess it and facilitate a true teaching - learning English process for the students.

The conclusion drawn after the analysis of the oral activity was that students had some difficulties expressing their ideas by using very short phrases, showing limited control over few simple grammatical and syntactic structures, and this does not let them keep a clear and linear sequence on what they intend to say (See annex 4). Also, they communicate pausing and hesitating, repeating words, presenting some doubts to express their ideas and, although their pronunciation was not clear and understandable, they got to communicate, making a great deal of effort using basic common sets of structures and connectors such as “and" or "then" related to predictable situations.

For these reasons, it is necessary to implement a process of oral production (speaking) in order to teach students to communicate coherently, connecting their ideas to form oral texts considering that oral communication is essential, not only in the acquisition of new information, but also to gain new knowledge. Breen and Candlin (1980) Morrow (1977) and Widdowson (1978) state that communication is a form of social interaction that takes place in discourse and sociocultural contexts in which the appropriate use of language
governs. This is an important skill in academic programs and foreign language, and in a way to achieve the goals proposed in the P.E.I. at Juan Evangelista Gómez School.

For these reasons, the following **SCIENTIFIC QUESTION** was established: “*How does a task based storytelling proposal allow the development of oral English production, in students of fifth cycle, at IED Juan Evangelista Gómez School of Bogotá?*”

Oral production and the process of speaking development as well as the methodological and didactic theory to teach foreign language learners have been studied and discussed all over the world. Some of those studies are reported here to establish the state of the art of this important topic: two studies at an international level; first Kiernan (2003), who establishes the possibility of developing narrative models for learners of English as a foreign language, and how to foster the necessary skills to produce and interpret stories in a foreign language.

Also, Kiernan (2003) clarifies that the story grammar is very limited when it comes to explaining or representing all the aspects of the implementation in a storytelling scene. I.e. the scheme or structure of an oral narrative does not give account of oral narration how is actually expressed in everyday conversation. In the same way, Lavov and Waletzky (1967, cited in Kiernan 2003), carried out a study with more than 600 speakers of different ages and social strata, suggesting a six-part teaching model, using the language in such way that a story and the message are understood by listeners. The six steps are: **A Summary**, a short summary of the story or tale; **Orientation**, contextualizing the story in terms of time, place and general features of the situation; **Generating action complication**, the main
action of the story or narrative; **Evaluation**, the focus of the story or narrative and the reasons for telling it; **outcome or resolution**, an explanation of what happens at the end and lastly a **postscript**, an end that brings the listener back to the present.

Thus, we are approaching to a more complete description of the oral narrative process in order to bring oral narrative teaching models closer to oral narratives produced by native speakers based on Kiernan (2003). This author takes a step forward with his study through Japanese learners of English as a foreign language. He proposes the development of narrative tasks through the Task-Based Learning approach.

On the other hand, Pavlenko (2006), seems to have points of contact with the work of Kiernan (2003) because he believes that the concepts of narrative structure, development, and narrative cohesion are the three elements that determine the oral narrative competence in students of a second or foreign language, given that the narrative structure is defined as the logical sequence of the components or parts of a story or agreement and the narrative genre. She also suggests appeals to the order and sequence of exercises where students have to find the correct sequence of parts (verbal or pictorial) of a narrative.

At a national level, speaking skills have been studied by Ríos (2009), who in a Spanish class (intermediate) as a foreign language in a North American High School, studied a population of 14 students. There, he used models of children’s stories, giving explicit instructions of the elements of the story. Also, he explained the past tense and retold the stories using picture books for children. This study aimed to establish how the narrative skills are developed through the retelling of the stories after receiving direct instructions in
stories’ grammar, and also having worked on the telling of three stories supported with picture books for children.

The results are very eloquent in terms of improving these narrative skills: first, qualitative data showed that 71% of students improved their narrative flow; and second, quantitative data showed a 52% increase in the number of students using past time and also an increase of 42% in the number of students who used transitions (coherence between ideas) and connectors in their narratives.

Additionally, Ciro et al (2009), at Technological University of Pereira, wanted to identify the impact caused in third grade primary school students by the implementation of illustrated stories as a strategy for teaching English vocabulary, where students listened to the read-aloud about fairy tales. The stories are illustrated and the images represent the vocabulary to be taught. In this case, students listened and looked at the images related to each of the stages of the story. Ciro et al. (2009) concluded children’s learning starting from illustrations, characters actions, intentions, feelings and sequence of events of each story, without writing input what was evident in this oral and visual activity.

Finally, at local level in Bogotá, Fajardo (1998) retell or retelling and seeks affecting on the oral English production in students of tenth grade from a school in Bogotá, through storytelling. The author found in this study that, before the implementation of his project, students had not acquired any ability to use English for communicative purposes and consequently aimed to develop high levels in oral English production in terms of speaking time and number of sentences produced or retelling the stories. The conclusion of this
investigation establishes that the retelling of facts is a productive task, in terms of using the foreign language for communicative purposes and additionally, that students of English as a foreign language become safe users showing a significant trend to use English in other contexts even without perfect grammatical handling.

The previous studies have important points of convergence and provide an overview of what has been done and what is doing to improve oral English proficiency as a foreign language. The point of view over this field of research and its results serve as a platform, along with the theoretical framework to outline a methodology that can be used by the investigator to solve the research problem.

According to the above results obtained from studying the oral production activities applied at Juan Evangelista Gómez School, it can be deduced that there is a great gap between the requirements of the law against the results of the study, which shows the unfortunate reality. The real situation described leads us to state the **SCIENTIFIC PROBLEM** as the need to develop oral communication skills of students of fifth cycle at the J.E.G. School.

Taking into account the previous considerations and information, a teaching proposal was designed to guide the students toward improving oral English skills. In that sense, the **OBJECT OF STUDY** is the oral English production and the **FIELD OF ACTION OF THE STUDY** refers to the development of the oral English production in students of fifth cycle at IED Juan Evangelista Gómez School.
Therefore, the **GENERAL OBJECTIVE** is to design and implement a Task - Based storytelling proposal to develop oral English production in order to contribute to the development of oral English production in students of fifth cycle at Juan Evangelista Gómez School of Bogotá. It is supported by the following specific goals:

1. To determine the current oral English production of the students.

2. To identify the theoretical basis implicated in the development of the oral English production in students of eleventh grade.

3. To design a teaching proposal focused on task - based storytelling to develop oral production in English.

4. To implement, validate, and evaluate the didactic proposal for oral English production development.

5. To draw conclusions and implications from the application of the teaching proposal.

To achieve the aforementioned objectives, it is necessary to fulfill the following tasks:

- Determining the actual students’ oral English production.

- Identifying the theoretical basis implicated in the development of the oral English production in students of eleventh grade.

- Designing a teaching proposal focused on Task - Based storytelling to develop oral production in English.

- Implementing, validating and evaluating the didactic proposal for oral English production development.


- Drawing conclusions and implications from the application of the oral English proposal.

This project initially was carried out following the same techniques and strategies that were being used by the teacher researcher and the results obtained were analyzed and according to them, the necessary corrective were measures taken. Then, it was applied to Task-Based storytelling as a new methodology proposal where the task was the starting point of starting and basic organization in the different sessions of the oral English learning process what permitted to develop the oral communication skill, necessary, especially in oral production of English. Also, it was a qualitative method adopted which is based on the observation of phenomena and the behaviors observed Investigated. On the other hand, empirical methods were used to plan and implement the proposal. These were staff observation, comic strip, questionnaires, survey and interviews. These instruments were varied and applied to a specific population at Juan Evangelista Gómez School, what permitted diagnostics being that was the population object of study and performance insufficient which presented in oral production.

In addition, to achieve to do the tasks were applied theoretical methods, analysis and synthesis; such as which have been used with the purpose of describing students' current situation; logical historical method to recognize and analyze the antecedents of the phenomenon; induction and deduction useful to review and study some theories generally and information in order to build up the theoretical framework and finally modeling of activities selected to improve oral expression in students.
The components considered for the design of the proposal were: Social, which refers to the necessities and characteristics of the teacher and the students. Profiles mentioned in the P.E.I. of the school and didactics, which includes object, objective (overcoming necessity), contents, methods, didactic resources, setting (time and space) and evaluation (results - products).

No proposal has been found at Juan Evangelista Gómez School, related to developing oral skills and contributing to the solution of the current problem, so this work constitutes a scientific novelty. The practical contribution which creates this research project is to articulate aspects about the development of oral English production in the teaching - learning process of a foreign language, based on international and national laws and the analysis of the real situation and context which students of fifth cycle at Juan Evangelista Gómez School are presenting. For this reason, with the design and implementation of teaching proposal, it seeks to contribute to the improvement of the problem detected in English oral production, highlighting its scientific nature and relevance for this specific educational institution.
1. THEORETICAL FRAMEWORK

This project is based on the following important theories: 1) Task – Based Language Learning by Jane Willis (1996: 234), who expresses that “a task is an activity, where the target language is used by the learner for a communicative purpose in order to achieve an outcome” and the outcome may be linguistic. 2) Ellis and Jean Brewster, (March 2002) who affirm that storytelling is a good opportunity for the students who are in different stages in their English language learning process. Also, it teaches them about other cultures since these stories come from all over the world and include traditional stories and modern retellings of fairy tales, animal stories, stories about everyday life, stories from other cultures and fantasy stories. 3) Oral production, Murphy John, (2006) reflects about the communication as the ultimate goal of any communicative process and lastly a fifth cycle, highlighting its main characteristics.

1.1 Task – Based Language Learning

Task - Based Learning (TBL hereafter) was the methodology adopted by the teacher for this research. This methodology puts the tasks as a basic and initial point of organization, in each language-learning session, giving learners a sequence of tasks which generates the usage of the language. This is appropriate for the students in the context of the present research, as it offers a methodology of stages which helps them follow a real process in the development of their oral production in English.

Also, Task-based Learning aims to provide learners with a natural context for language use, offering abundant opportunities for interaction while completing a task. These possibilities
of interaction are believed to facilitate the acquisition of the target language because students need to make themselves understood and understand others in the foreign language. In this regard, Richards (n.d.) argues, “In the case of TBL the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use especially designed instructional tasks”. In general terms, tasks are not designed to focus on a specific function or language form, and grammar and vocabulary are not-presented directly. Rather, the aim is to engage learners in authentic practice, which helps develop all language skills. Tasks should be motivating and challenging enough for students so that they may be carried out over the entire cycle. Tasks feature a pre-task session, which serves as preparation for the expected outcome, and a feedback session, which represents an opportunity to work on aspects of language that the instructor considers necessary.

Moreover, to use TBL is important to have it into account that should have clearly defined purpose, where the languages teacher, acknowledges the teaching, but without determining the way as language learners will develop therefore, the purpose of choosing TBL is to increase the learning activity; TBL has to do with the learning activity and as the teacher produces and supplies various tasks giving to the students the opportunity to experiment and individually spontaneous way with the foreign language.

Besides, the development of the tasks to the learners provide new experiences and personnel to the teachers have an important role to play. Besides, students must take responsibility for the process of awareness, to follow the activities of the task experience,
take awareness of the TBL method. Teachers must help students recognize the differences and similarities to help clarify them their perceptions of the foreign language.

These tasks are completed collaboratively. The main goal is the completion of the tasks and language is seen as the instrument necessary to carry them out; the teacher supplies whatever language is needed to facilitate the successful outcome of the task. Learners need to actively seek the language and practice the skills they need to achieve a successful outcome. Also, it presupposes confident, adventurous language learners, willing to take risks with language and to take responsibility for their own learning.

Additionally, it is intended to be far removed from traditional approaches, where control (supposedly) resides on the teacher in all the facets of the learning process. Learner independence is encouraged and a successful task achievement acts as the only reward. For these reasons, the TBL method was taken into account in the research which started with a communicative exercise that was applied to the students of the fifth cycle to identify the oral English skill level of each and at the end; a final interview was made to implement the storytelling proposal.

Therefore, Ellis says that a task is "any activity designed to take the students to use language communicatively or reflected, in order to achieve a different specific aspect of learning a L2 result." Ellis, (1994:595) and Nunan (1989:10) affirm that a task is "an element of class work involving students in understanding, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." and finally Willis argues that "the tasks are always activities where the
target language is used by students with a communicative purpose in order to achieve a result." Willis, (1996:23)

Additionally, Breen (1989) stipulates that “a task is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entitled in a new language and its use during communication”. On the other hand, Long (1985) claims that “a task is a piece of work undertaken for oneself or for others, freely or for some reward. In addition, Prabhu (1987) claims that a task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process.

Lee (2000) also states that a task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and produce the target language as they perform some set of work plans. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding. Therefore, learners must be taught in both aspects and skills. In oral skill, the facilitator helps to ensure that activities and tasks allow better flow of communication.

This research has into account the definition of task by Jane Willis (1996: pag. 24), who expresses that tasks are “always activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome”, Willis, J. (1996: 123) Also, Willis emphasizes on the labor of teachers to select the topics and tasks that motivate
the learners, engage the attention and promote their language development in an effective form. Asides from that, she says that "oral skills are an integral part of the process of achieving the objectives of the task are not being practiced separately’’, making reference to the relation between tasks and skills, which is very useful for the research since this focuses on the learner motivation to use the language to achieve the final target that is the development of oral English production through the stages offered by the Task Based Learning Method.

On the other hand, Willis describes six types of tasks (Willis 1996: 149-154): 1) Listing and brainstorming, fact-finding. (e.g. listing people, places, things, actions, reasons, everyday problems, things to do in various circumstances etc.); 2) Ordering and sorting (e.g. sequencing items, actions or events, ranking, categorizing and classifying items); 3) Matching (e.g. matching captions / texts / recorded extracts to pictures; short notes or headlines to longer texts, e.g. news items); 4) Comparing: finding similarities and differences, comparison tasks can be based on two quite similar texts or pictures (a classic example is ‘Spot the Differences’) or places, events that learners have experience or their own work; 5) Problem solving (e.g. real life problems, completion task) and common problems as pollution, relationships, noisy neighbors, traffic problem and so on and 6) Sharing personal experiences and storytelling (e.g. Learners are asked to recount their personal experiences and tell stories are valuable because they give learners a chance to speak for longer and in a more sustained way.²

² It is taken from Teaching English. Six types of task for TBL. Submitted by admin on 11 June, 2008 - 07:59. Chapters 4 and 5 of Doing Task-based Teaching Dave Willis & Jane Willis (Oxford University Press 2006) - file:///F:/GRADO/PROYECTO%20FINAL/PROYECTO/PROYECTO%20OCTUBRE/Six%20types%20of%20task%20for%20TBL%20%20%20TeachingEnglish%20%20%20British%20Council%20%20%20BBC.html#sthash.t9lyeu35.dpuf
Unfortunately, the analyzed eleventh grade students (V cycle), have not had the opportunity to receive classes which use "tasks" since they have been undergoing traditional methods such as grammar translation, (grammar rules and vocabulary as such do no pay attention to the four communicative skills). According to Attar and Chopra, (2010) who traced back to Hymes (1972), proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In addition, Jack C. Richards states that “techniques that were often employed included memorization of dialogue, question and answer practice, substitution drills and various forms of guided speaking and writing practice” (Richards 2006). Of what can be concluded that students do not have a good teaching - learning process and this does not allow them to be motivated in their learning process and make proper use of foreign language which, in turn, affects the development of their oral production. However, it is intended to change the current situation with the implementation of the TBL method planted by Jane Willis (1996).

Moreover, it is important to understand the general parameters for the design of a task. Regarding this issue, Willis (1996, p 60) proposes the design of language learning tasks in four stages: the first is a pre-task; this serves as an introduction defining the subject and task. Here, Willis suggests that the teacher (facilitator) explores topics with the class, helping to the students understand and remember the words and useful phrases ensure that students follow the instructions and select the material according to the task. Additionally, it is necessary to consider how to use the chosen material, the topic to be explored and the quantity of work that is needed by the students. Also, he provides the vocabulary to activate the language through picture exploration, brainstorming, exchange of ideas and
experiences. Then students take notes about the useful words, the phrases and then prepare their particular task.

The second stage is task cycle which is composed of three parts. The first part consists of learners doing their tasks, working in pairs or small groups while the teacher acts as a monitor. The second part is the planning process. Here, students prepare their task. It can be worked on in groups and presented as a report to the whole class (oral or written). According to the task that they have done, students can compare the written reports. The task is a goal-oriented activity in which learners achieve a real outcome.

The third stage is language focusing; it includes analysis and practice. First, students examine and discuss the features of the text. The teacher conducts work based on the analysis giving examples from the text or transcription activities. These examples include cognizance activities, as the identification, classification, and focuses on specific language features. Second, the teacher conducts practice of new words, phrases and patterns that occur in the data, helping students to remember them.

This method based in tasks allows students to follow an organized process of teaching-learning, helping the learners develop their oral skills. The teacher guides the process as the apprentices start to learn new words and short phrases. Then, the work is completed in pairs or groups and presented to them orally or written.

After that, the facilitator gives feedback and evaluation. He encourages students to organize their tasks, adding new information to improve the development of their oral English skills.
The students then can use foreign language to retell stories, interact, communicate and express feelings and thoughts in different contexts, all while being spontaneous and fluent.

Therefore, the use of the Task-Based Learning approach, through the lesson plans has as an overall objective to facilitate the learning of languages through exercise samples. This approach tries to solve the problems of learning a second language and shows that it is good opportunity to apply storytelling to develop oral English production. Students could also carry out communicative tasks in an effective way. Gutiérrez (2005) suggests that creating a low stress atmosphere and using the language for real purposes are ways of obtaining meaningful communication. Also, through interaction, learners have the chance of acquiring students’ perceptions of their oral participation skills. Also, Gutiérrez (2005) highlights the essential conditions for effective language learning, such as exposure, usage, and motivation. With this view of language, Task-Based Learning offers many advantages in the designing of communicative activities and the development and improvement of oral skills. A supportive environment is built by the teacher on several grounds. These situations provide important social and practical bases for students, especially EFL students.3

1.2 Storytelling

Storytelling is an interactive performance between the teller and an audience, which is an essential element of the storytelling experience. Also, it is a co-creative process for assessing and interpreting events, experiences, and concepts that are an intrinsic and basic form of human communication. It can be defined as an ancient art form and a valuable form

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3 It is taken from “STUDENTS’ PERCEPTIONS ABOUT THE DEVELOPMENT OF THEIR ORAL SKILLS IN ENGLISH AS A FOREIGN LANGUAGE TEACHER TRAINING PROGRAM”. Universidad Tecnológica De Pereira Facultad de Bellas Artes y Humanidades. Programa de Enseñanza de la Lengua Inglesa Pereira – Colombia 2010. Víctor Alfonso Castrillón Ramírez
of human expression. Also, it could be considered as an interactive art of using words and actions to reveal the elements and images of a story, all while encouraging the listener’s imagination.

According to Chambers, (1970, p. 43) Storytelling is described as "a technique of teaching that has stood the test of time" and Ringo Ma, (1994) believes that storytelling is an efficient teaching strategy for non-native instructors in the U.S. higher education. From a rhetorical perspective, “the logos, ethos, and pathos derived from storytelling can make a non-native instructor both meaningful and attractive to students” (Ma, 1994: 7). Also, Cassidy (1990, p.5) states that "the narrative can be defined as an oral art that promotes the preservation and transmission of ideas, images, motives and emotions".

1.2.1 Storytelling development

Stories have been a form of communication since ancient times, even when there was no written language. These stories communicate events that have occurred in different places and times. Grainger, (1997, p. 13) (free translation) says that "the narrative is a form of ancient art and a more durable form of education." Storytelling allows people involved in this action to perform a process that involves imagination, understanding and process information. Collins and Cooper (1997, p.1) (free translation) say that "the narrative creates in the listener a sense of mystery, surprise, and respect for life.” Also, storytelling is encouraged from the mother language point of view, as it is an "ideal method of influencing a child to associate listening with pleasure, of increasing a child's attention and retention capacity, or broadening vocabulary, and of introducing a child to the symbolic use of
Language" (Cooper, 1989, p. 3) and it has been promoted as an effective way to teach the English language to non-native speakers. Stories are valued as providing comprehensible input that facilitates language acquisition (Hendrickson, 1992).

Stories are very important for children who are learning their mother tongue, and they are important in learning any foreign language as well. That is why it is proper to start using stories in teaching English as soon as possible since in primary school, children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many stories contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Also, repetition encourages participation in the narrative (Ellis and Brewster, 2002:2). Eric Hoffer (1955, p. 62) is an American philosopher who affirms that human beings have an innate need to tell stories. He states: "Man is eminently a storyteller" Stories give meaning to life, and in the same way, educators use them to make sense in learning processes.

Secondary school students like stories as well as primary school pupils. They want them, maybe not all the time, but basically they all need them. Stories are largely based on words. They give meaning to words. “Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills”. (Ellis and Brewster, 2002:2). Also, Ellis and Brewster (1991) say the storytelling motivates, amuses and allows the development of favorable attitudes in , not only language learning but also to exercise imagination, link reality with the imagination of children, exchange feelings and emotions and helps them gain confidence,
courage and emotional performance. It also allows them to learn new vocabulary and improve focus and concentration. Collins & Cooper (1997) add that storytelling permits teachers to instruct directly and propose interrogations and dialogues.

The oral story, the transcribed story, and the literary story have existed since the beginning of time. As Jane Yolen, editor of Favorite Folktales from Around the World explains: "Storytelling, the oldest of arts, has always been both an entertainment and a cultural necessity ... storytellers breathed life into human cultures" (1986, p.1). Historically, oral cultures throughout the world had (and many still have) the tradition of an esteemed storyteller (i.e., the Irish Shanachie, the African Griot, the European minstrels and troubadours, and the Native American tale teller). Having a large repertoire of stories and songs, storytellers told tales of local and national history as well as moral stories, creation stories, love stories, adventure stories, and supernatural tales (Yolen, 1986, p.2).

Storytelling is the conveying of events in words and images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and instilling moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

On the other hand, Brewster, Ellis and Girard (1991/1992, p. 158) affirm that "(...) great story books can provide an introduction to a foreign language, especially if it is presented in a familiar context for the student". With this Brewster, Ellis and Girard, refer that story books help to provide the recipient managing skills for their imagination and gain a better understanding of history.
The main goals of storytelling are to improve oral skills, familiarize the reader with the text and the illustrations, to read the story multiple times until the reader learns the content and new words. One of its objectives is also to, by listening to the story, act as an example of how to read it aloud so it will serve as a pronunciation guide for certain words as well for sentence stress, intonation pattern and rhythm, know the story well enough without having to read word for word and to read slowly and clearly.

The previous characteristics are directly related with the research proposal since “a Task - Based Storytelling proposal" searches to develop oral skills through the uses of this technique (storytelling) and the Task - Based Learning Method. On the other hand, storytelling is a good opportunity to acquire new vocabulary and structures and for this reason it is a perfect option in the teaching of foreign language since students can use their own experiences and organize information in a personalized way to obtain a better understanding and retention of information and concepts.

1.2.1. Process of adoption of storytelling

At the beginning of the implementation of storytelling, there was some resistance to use stories as a strategy in the classroom for a variety of reasons such as a lack of confidence in their ability to tell stories or read storybooks aloud, a feeling that the language in storybooks was too difficult, a feeling that the content of storybooks was too childish, a lack of understanding about the true value of using storybooks and of understanding of how to use these storybooks and lastly, having no time to prepare a work plan.
Livo and Rietz, (1987) propose theories behind the narrative paradigm, the schema activation, and the role of story schernata in second language comprehension. All of these support the hypothesis that storytelling can be a useful tool within the language classroom. The process of storytelling referred by Gail Ellis and Jean Brewster (Ellis and Brewster, 2002:2) in their book, “¡Tell it again!” talk about the new storytelling handbook for Primary Teachers. Storytelling is a great opportunity for the students who are in different stages in their English language learning process to know about other cultures since these come from around the world and include traditional stories and modern retellings of fairy tales, animal stories, and stories about everyday life, other cultures and fantasy stories.

Nowadays, teachers are more familiarized with an acquisition-based methodology, recognizing the true value of the technique of storytelling as a way to create an ideal environment for learning. This can be achieved by using the stories of the rich world of children's literature as the main source for young people and adults to enjoy and be motivated to listen and tell stories using narrative convention as ‘‘Once upon a time...’’ that provides an ideal introduction to a foreign language.

Authors such as Hester (1983), Garvie (1990) and Ellis and Brewster (1991) have written about the benefits of using stories with children which others have been incorporating in their lessons, this way obtaining experience, expertise and support in order to do a better job with young learners. Also, Storytelling offers students who have not a good English level the opportunity to use this resource to develop oral skills and any proposal of this kind has been implemented in this institution, this research can be used to develop oral English

production in students of eleventh grade (V cycle), thus leveraging the advantages of storytelling in the educational field.

1.2.2 Educational advantages of storytelling

Pesola (1991: p 340) describes storytelling in foreign language classrooms as "one of the most powerful tools for surrounding the young learners with language". In his text entitled *Human Communication as Narration: Toward a Philosophy of Reason, Value, and Action* (1987), Fisher contrasts the narrative paradigm with the rational-world paradigm. The narrative paradigm "symbolizes human communication as an interplay of reason, value, and action" (p.59) The rational-world paradigm is consistent with the scientific method, which promotes behavior ruled by reason only (p. 60). Pineau (1994), Ma states: "The value of storytelling lies not only in the teaching effectiveness but also in its reflection of an open educational system ... pluralistic and nonhierarchical" (p. 5).

Storytelling is also widely promoted as an effective means by which to activate and build upon learner background knowledge and experiences, or schemata. Vacca and Vacca (1989) believe that "comprehension involves the matching of what the reader already knows to a new message" (p.15). If new ideas and concepts are taught within the context of a story, the chance of the student understanding the material will likely be improved since the student can experience an array of familiar details while also being introduced to new concepts. Additionally, Liston, (1994: p. 10, 11) suggests that students who interact with stories as they learn will retain the information much longer than with traditional presentation methods.
Therefore, storytelling is a good alternative for the students who are in different stages in their English Language Learning process to know about other cultures since these come from around the world and include traditional stories and modern retellings of fairy tales, animal stories, and stories about everyday life, stories from other cultures and fantasy stories.

The globalization process has helped the English language become a global language and, in classroom practice, this is reflected with the use of stories from the rich world of children's literature as the principal source of material that the teacher carefully selected. These stories include classics such as Little Red Riding Hood (Charles Perrault), The Three Little Pigs (Scieszka and Lane Smith.) Cinderella (Charles Perrault), Beauty and the Beast (Jeanne-Marie Le prince de Beaumont). The previous stories were selected because these are very common and known by the majority of young people, so it could be a point in favor since it facilitates the work for students in regards to the task development, to learn the related vocabulary in an easy way, and gain confidence and trust to retell the stories, this way improving oral English production which would be of great help for the teaching - learning English process in students of eleventh grade (V cycle) at Juan Evangelista Gómez School.

Also, it is necessary to relate the study of the language with the practice in the classroom in different contexts. The reading of traditional and modern stories is a great opportunity to help students at different stages of learning the English language, to increase the linguistic

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5 Gail Ellis and Jean Brewster March 2002. Tell it again! The new storytelling handbook for Primary Teachers)
and conceptual level, to gain experience and to facilitate their overall learning of foreign languages. Moreover, the repetitive use of this process helps to recognize the language and its varieties, facilitating thinking in said language and so, gradually helps them develop their individual discourse and make the students more aware of the rhythm, intonation and pronunciation of the new language.

In addition, taking advantage of the opportunities offered by the telling of the stories that belong to the oral tradition and daily life, Barthes (1997) points out that it can teach new vocabulary, spread knowledge about new cultures and develop oral storytelling skills. This can be defined as a type of speech in which occur a series of events shared with others. Mistry (1993), cited in Pavlenko (2006). Therefore, for young people and adults, the outcome of this is mainly to make an enjoyable experience from listening and narrating the stories because they are familiarized with them in relation to their mother tongue and with narrative convention such as ‘Once upon a time...’ It can provide them an ideal introduction to foreign language as they present language in a familiar and memorable context. Pedersen (1995) advocates teachers as storytellers and storytelling as a pedagogical method, especially when working with ESL children.6

Also, the storytelling allows the application of a wide variety of activities linked with the language and learning, which, in turn, act as a motivator and a challenge to help to develop positive attitudes towards foreign language, culture and language learning, stimulating the imagination of children so they can get involved in each story, and identify themselves with

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the characters so to try to understand the narrative. This imaginative experience helps the development of their own creative powers and it is a useful tool in terms of linking fantasy and the imagination with the child's real world, this way providing a way of enabling children to make sense of their everyday life and forget links between home and school.

The educational value of using stories and storytelling has always been undisputed throughout the world for foreign language teaching in young learners. These stories provide the starting point and rich context for developing a wide variety of language and learning-related activities involving children personally, creatively and actively in an all-round curricula approach (Ellis 2002: 3).7 For this reason, the teacher must plan, motivate, challenge and enjoy activities in the classroom to tell the stories. These can be told and retold, brainstorming, ordering and sorting, matching, comparing, problem-solving, and sharing experiences trying to action the imagination to involve the students in the story to identify with the characters and to involucrate them in the story.

The reading of traditional and modern stories is a virtuous opportunity to help students at different stages of English learning, to improve the linguistic and conceptual level, to gain experience and to facilitate their learning processes of foreign languages. This can be achieved by using the stories of the rich world of children's literature as the main source for youth and adults to enjoy and be motivated to listen and tell stories, using narrative convention as “Once upon a time...” that provides an ideal introduction to a foreign language. These processes used repetitively help familiarize the student with the language

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and its varieties, it helps facilitate thinking in English and it gradually develops their individual discourse and makes the students more aware of the rhythm, intonation and pronunciation of the new language.

Lastly, the work based on stories with the TBL Method reduces the gap between the study sessions of language and use through role-play. It helps them be creative using of interesting activities that encourage students to understand that learning English can be funny, and also for students to accept foreign language. This is a useful tool to interact with others, participate in debates, discussions and conversations with different people and in different subjects.

1.3 Oral production

Given that the overall objective of this research is to develop oral production in students of the eleventh grade (fifth cycle) at IED Juan Evangelista Gómez School, who have been discovered to have some difficulties to express their ideas in a foreign language due to the fact that they had not incorporated storytelling as a teaching tool through the Task - Based Learning (TBL) Method. This method aids students to develop their oral skills, learn new vocabulary and handle different structures. For that, it is necessary to recognize that a certain amount of grammar and vocabulary is required to clearly understand the difference between knowledge about a language and skill in using it (Bygate, 1987). Other values of storytelling for a first language are listed as: sensitivity to various forms of syntax, diction, and rhetoric; recognizing patterns in language and human experience; stimulating
creativity; and giving practice in problem-solving, decision-making, and evaluation (Baker and Greene, 1987).

Many learners of a foreign language usually do not like or are afraid of speaking in the target language to the public. Most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express naturally and spontaneously (Eckard & Kearny, 1981). According to Karahan (2007) students’ attitudes towards foreign language learning vary depending on their feelings towards the target language, culture, exposure and the level of difficulty it has. He further explains “language attitudes” as the expressions of positive or negative feelings towards a language which may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. “Attitudes towards a language may also show what people feel about the speakers of that language” (p.2)  

There are many definitions about oral production. According to O’ Maley and Valdez (1996) oral production is “the way two people share knowledge about what they know taking in account the context of the conversation”. Also, Brown and Yule (1983), say that “oral production is an interactive process where you can construct a meaning that you can produce in every situation, at least at the moment, taking into account those aspects in which there are participants, context, experiences and the propose of the communication”. To perform the interaction between two people, they must have the knowledge about the language they used and those aspects mentioned before, for example: greetings,

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8 Taken from “Understanding Strategies for Improve Oral Production Skills among EFL Learners at a Public University in Colombia. Darymar Redondo Fuentes.
agreements, etc; Bygates (1991) says “the function of the language in oral production requires the knowledge of the language, which is construed by grammar, pronunciation and vocabulary”.

Now, we have to recognize what oral production is. According to Francisco Moreno Méndez, oral production is “the real expression of the language in every situation that a human can take under control and the person has to have the knowledge about the language used.⁹

In general, despite students’ exposure to the English language, they cannot express themselves effectively when they are asked to participate orally in communicative activities. According to Nunan (1993), this may happen because there is no distinction between knowing various grammatical rules and being able to use them effectively and appropriately when communicating. On the same page, learners feel that they have to perform perfectly from the beginning and they try to speak partly because teachers sometimes highlight accuracy rather than fluency, and thus errors are not considered part of their learning process. According to (Ellis, 1995: 51) error is a deviation from the Norms of the target language. Error is not an end, but a strategy that should be used as a procedure or set of procedures which helps us organize actions sequentially in order to achieve certain educational purposes. Fernández (1995:212) adds that the didactic action should lead the learner to be aware of the problem, to put it in a position to analyze the cause, and organize his or her hypothesis.

In short terms, adequate conceptualization and use of errors and mistakes in teaching can become a strategy to assist the educational innovation. Ram (2001) states that learners lose confidence and present discouragement to speak English; it is part of the problematic of eleventh grade (V cycle) at IED Juan Evangelista Gómez School, due to the fact that they are exposed to oral communicative situations, despite that they have not received an oral English teaching - learning process.

In general, despite students being exposed to English language, they cannot express themselves effectively when they are asked to participate orally in communicative activities. According to Nunan (1993), this may happen because there is no distinction between knowing various grammatical rules and being able to use them effectively and appropriately when communicating. On the same page, learners feel that they have to perform perfectly from the beginning and they try to speak partly because teachers sometimes highlight accuracy rather than fluency, and thus errors are not considered part of their learning process.

In regards to this, Littlewood (1981) suggests that learners should develop skills and strategies for using the language to communicate feelings as effectively as possible in concrete situations. Note that he highlights understanding meaning over the use of structures. However, at Juan Evangelista Gómez School, they makes more emphasis on the vocabulary list, the translation and the exercises with grammatical structures, which suggests the implementation of speaking activities in the English language class since these promote meaningful activities within a cooperative learning environment, this way strengthening self-esteem, and improving social relationships.
Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts" (Chaney, 1998, p. 13) and inherent to all human beings, without following a particular language pattern. However, oral competence is much more complex because it involves other processes such as speaking and listening. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding. Therefore, students should be instructed in these two aspects and skills.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; the teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening. Speaking involves engaging in oral communication in a variety of situations for an array of purposes and audiences. Also, organizing thoughts in a meaningful and logical sequence, using language as a means of expressing values and judgments and to make to use of the language quickly and safely, with few natural pauses, is called fluency. (Nunan, 2003)

According to Francisco Moreno Méndez, oral production is “the real expression of the language in every situation that humans can take under control and the person has to have the knowledge about the language used.’’ Brown and Yule (1983), say that “oral production is an interactive process where you can construct a meaning that you can produce in every way and skill, at least at the moment, taking into account those aspects which are context, experiences and the purpose of the communication”. To perform an interaction between two people, they should have the knowledge about the language that is
used and other aspects mentioned before such as greetings, agreements, etc. Bygates (1991) states that “the function of the language in oral production requires the knowledge of the language which consists of grammar, pronunciation and vocabulary”¹⁰ (Nunan, 1999:216) language learning involves acquiring the ability to compose correct sentences and is about understanding which sentences or parts of sentences are appropriate for a particular context. Widdowson, (1978:2)

Oral communication is a dynamic and interactive transmission of facts, ideas, thoughts, feelings and values and reflects the persistent and powerful role of language and communication in human society to express opinions, create arguments, offer explanations, transmit information, and make impressions upon others¹¹, as Halliday (1978, p. 169) explains, communication is more than merely an exchange of words between parties; it is a “…sociological encounter” (Halliday, p. 139) and through this exchange of meanings in the communication process, social reality is “created, maintained and modified” (Halliday, p. 169). Such a capacity of language is also evident in Austin’s (1962) earlier work on the speech act theory where, as cited by Clyne (1994, p. 2), language, and thus communication, is an “(…) instrument of action”¹².

Teaching speaking is not like listening, reading, and writing since it needs a background of habits of formation; speaking is a productive skill so it needs to be practiced as often as

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Grammatical Errors in Oral Production in Jr.-level learners. Dafne Janett Reyes Zeind, José del Carmen García Vega, Arlett Jhovana Vidal Gallegos. Universidad Juárez Autónoma de Tabasco. Universidad de Quintana Roo – Departamento de Lengua y Educación http://fel.uqroo.mx - fonael@yahoo.com
possible. Traditionally, classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question and it is not a real speaking exercise. Unfortunately, many of these things happen in the English classes at Juan Evangelista Gómez School.

There are four things that students have to do with the “new” language: being exposed to it, understand its meaning, understand the way of building it and practice it (Harmer, 1998:52). However, the use of English is limited only in the classroom. Therefore, it is important to expose students to foreign language so that they also have to use and develop communication skills, especially the ability to speak, so they can communicate meaning more efficiently.

Additionally, Murphy in his book Essential elements of teaching academic oral communication, (Murphy John, 2006) tries to guide teachers to help students deal with the teaching - learning English process, being organized from the first day of class, presenting them all the strategies referencing group management, giving clear strategies, introducing topics, developing class work, demonstrating security and order, as to gain confidence in themselves and each other, inside and outside the classroom and get the respect and confidence of the students.

To have evidences of the involvement of students in classes and in activities such as listening and speaking, the use cell phones or video cameras are permitted. Also, it is
important that teacher offers a comfortable environment to facilitate the oral communication and start and end the classes on time; establishes eye contact with the students to foster the use of the language avoiding difficulties. Students can work in pairs or groups to create a final written or speaking report. Also, it is very important that the teacher manages the number of tasks to avoid the overload of activities, assess their strengths and weaknesses, and learn the name of the student as soon as possible and his or her principal personal information (Hobbies, interests), as well as a brief self - physical description. (Murphy, J. (2006))

Moreover, it is necessary to take into account the audience attention and provide tools and necessary experiences for students in the classes in which students can participate as speakers in English when they need and desire to do so. Therefore, this research seeks to improve the four skills but especially oral production. Annie Cutler (19987:108) reflects on the importance of speaking in English while learning, stating that "the main goal of a speaker is successful communication, and for this, the semantic, syntactic, and lexical choices are rationed directly by the need of the listener." This means that oral production involves the content and grammar, but it does not mean that you should have a high level of the language to express the ideas in front of others; it is enough to have some tools of language and the rest is going to be right along the process.

Moreover, Cutler says that teachers can determine aspects of the message, for instance, with even more familiar language or simple syntactic construction to express what they want to say. The psycholinguistic research has demonstrated that speakers replace harder
constructions with easier ones when communication seems to be unsuccessful (Valian and Wales, 1976)

For these reasons, it is necessary improve to the teaching - learning English process and teachers must give the students the necessary tools to develop oral skills. In addition, the teacher has to be the students guide and help, but without becoming a judge. He must be a person who is in the classroom to share knowledge with them. Therefore, the main objective of a speaker is organizing a message without forgetting that perception is conditioned by the representative of the characteristics of listeners. This can evidence that students speak more to their partners than his master. They feel more insecure about the perception of teachers and in this case, it is necessary to find-mechanisms to help students become more relaxed when speaking in front of others. For these reasons, it is necessary to apply storytelling as a technique that allows teachers to energize the teaching - learning English process in the classroom and so, students can acquire the necessary tools to develop of their oral production.
2. METHODOLOGY

“The aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself” (Kaplan, 1993)

The researcher in this chapter intends to define and give details about the type of methodology used in the research, highlighting the features of the method, the type of research, the different kinds of instruments used for data collection, their corresponding rationales and the necessary procedures used to attain the objectives of this research.

2.1. Research design

The Qualitative Method is based on the observation of phenomena to investigate and which yields results that detail the behaviours observed. It does not involve measurements or statistics i.e. the results of Qualitative Research are descriptive rather than predictive. Taylor & Bogdan (1987, p.19) say that "the phrase qualitative methodology in its broadest sense to the research that produces descriptive data: the own words of people, spoken or written, and observable behaviour". On the other hand, Densin Lincoln (Rodriguez, Gil & Garcia, 1999, p.32) says that Qualitative Research is a multi-method in the spotlight; it implies an interpretive and naturalistic approach towards its study objective” so it can be said that Qualitative Research is aimed at gaining a deep understanding of a specific organization or event, rather a than surface description of a large sample of a determined population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants, according to observable phenomena of

Qualitative Research collects qualitative data (data in the form of text, images, sounds) drawn from observations, interviews and documentary evidence, and analysis of them using qualitative data analysis methods. Also, Qualitative Research seeks to understand the reasons and motivations, to provide knowledge on setting up a problem, to generate ideas to discover prevailing trends in thought and opinion. It is all about exploring issues, understanding phenomena and answering questions based on feelings and beliefs (Ereaut, 2002). The sample in the qualitative process is a group of people, events, communities, etc., on which they will have to collect the data, without necessarily be a representative of the universe or the population under study (Hernández et al 2008, p 562); data collection is done within a certain context to be processed in the right way. Qualitative Methods tend to be more appropriate in the early stages of research (exploratory research) and for theory building. Qualitative Research is all about exploring issues, understanding phenomena and answering questions, based on feelings and beliefs (Ereaut, 2002).

The main characteristic of the qualitative methodology is that it aims at describing the qualities of a phenomenon and in it, must speak of understanding in depth rather than accuracy. It is to get the deepest possible understanding. Qualitative Research has certain particular characteristics according to the author’s perspective. These characteristics are defined by Taylor & Bogdan and Denzin & Lincoln in Rodríguez et al, 1999):
Among the main features of this methodology, I can mention that:

1. It is inductive. The researcher develops concepts, intellecctions and comprehensions from the data and no data or preconceived theories.

2. The researcher sees the stage and people from a holistic perspective; the people, scenarios or groups are not reduced to variables, but considered as a whole. Researcher studies people in the context of their past and the context where they find themselves.

3. Qualitative researchers are sensitive to the effects that they cause on people who are the subject of his study. The researcher interacts with the informants in a natural way and not intrusively.

4. Quality researcher tries to understand people within the framework itself. The research experiment as the reality others experience it.

5. The qualitative researcher suspends his or her beliefs, perspectives and predispositions. As stated Bruyn (1966), the qualitative researcher sees things as if they were happening for the first time.

6. For the qualitative researcher, all perspectives are valuable. The research does not seek "truth" or "morality" but a detailed understanding of the perspectives of others.

7. Qualitative Methods are Humanists. The research seeks to get to know the participants personally and to experience what they feel in their daily struggles in society.

8. Emphasize the validity of qualitative researchers in their research. Qualitative Methods are designed to ensure a close fit between the data and what people actually say and do.

9. For the qualitative researcher, all settings and people are worthy of study. All settings and people are rather similar and unique.

10. Qualitative Research is an art. The researcher is a craftsman.
Also, according to Creswell (2003), the characteristics of the method vary according to the viewpoint of the author. However, there are some general characteristics, these are: Qualitative Research is conducted in natural settings; Qualitative Research uses different methods that are interactive and humanistic, qualitative studies are commissioned to the passage of the investigation, not predetermined, and the researcher makes an interpretation of the information gathered and it has a holistic approach.

Qualitative approach is important and useful in this thesis since the main objective is to observe the impact of the use of storytelling to develop oral production in eleventh grade students, at Juan Evangelista Gómez School. This is why the qualitative study is ideal for this research, since it seeks to obtain a behavior or result in knowledge or student learning rather than a statistical result, this implies and interprets, as the researcher already mentioned, results and data obtained from the application of the practical part of this thesis.

All this helped form the definition of the Action Research as a method of this research because the features are expressed in the following session. Also, it is educational and its development depends on the provision that the teacher has to do it. It was also stressed that an essential element of this research is to reflect on the actions carried out in the classroom and this is what the researcher does in most cases.

The term "action research" comes from author Kurt Lewis and it was used for the first time in 1944. He describes a type of research that could link the experimental approach to social sciences and social action programs. In addition, Lewis argues that theoretical advances and social changes could be achieved simultaneously with the use of the wide range of
strategies undertaken to improve the educational and social system. Moreover, according to Elliott, the chief representative of Action Research from an interpretative approach defines it as "a study of a social situation in order to improve the quality of action within it". That is, a reflection on human actions and social situations experienced by teachers in order to change the situation once a deeper understanding of the problems is achieved.

Action Research is an important approach which gives teachers the opportunity to reflect on their teaching performance, specifically in the difficult situations of students, and to try to find solutions to problems. It can be understood that Action Research involves the theoretical analysis of a practice that was performed and its main lure is that the solutions or conclusions are at an individual level since they are made by the researcher. In addition, Cohen and Manion (1985) offer a definition: "Action Research is first and foremost situational, being concerned with the identification and solution of problems in a specific context". A teacher research can have an impact on the students' learning, using different instruments as interviews, observation charts, reports and more for a specific classroom context.

Also, Carr and Kemmis (1986) suggest that Action Research provides an excellent educational research methodology because: the purpose of educational research is to develop theories that are grounded in the problems and perspectives of educational practice (rather than the problems and perspectives of some social scientific practice) (p. 122). Besides, Michael J. Wallace, (1998) defines, in his book titled Action Research for Teachers, Action Research as an approach that seeks to develop a particular strategy progressively to accelerate and improve the teaching of foreign languages in general and
teacher education through the systematic collection of data. This works to analyse their 
daily practice in order to reach some decisions about what we should be teaching in the 
future in Action - Research - in the context of professional development. This kind of 
research collects information in a spiral way in order to solve problems, understand, and 
change or innovate classroom processes. Many researchers have designed different models 
to apply Action Research, as is the case of Cohen & Manion (1985) model. They proposed 
eight stages in the action research process:

1. Identify the problem.
2. Develop a draft proposal based on a discussion and negotiation between the interested 
   parties.
3. Review what has already been written about the issue in question.
4. Restate the problem or formulate hypotheses.
5. Select research procedures, resources, materials, methods etc.
6. Choose evaluation procedures.
7. Collect data, analyze it and provide feedback.
8. Interpret the data, draw out inferences and evaluate the project.

That is why it is necessary to specify the research question: How to implement a Task -
Based Storytelling proposal to develop oral English production, in students of eleventh 
grade (V cycle) at IED Juan Evangelista Gómez School of Bogotá, and for this, one must 
consider the most important of the theoretical considerations for the development of oral 
skills.
With this purpose in mind, the following features of the Action Research Approach are worthy of consideration (Koshy, 2010: 1):

• Action Research is a method used for improving practice. It involves action, evaluation, critical reflection and – based on the evidence gathered – changes in practice are then implemented.
• Action Research is participative and collaborative; it is undertaken by individuals with a common purpose.
• It is situation-based and context specific.
• It develops reflection based on interpretations made by the participants.
• Knowledge is created through action and at the level of application.
• Action Research can involve problem solving, if the solution to the problem leads to the improvement of practice.
• In Action Research, findings will emerge as action develops, but these are not conclusive or absolute.\(^\text{14}\)

To clarify a little more about the significance of Action Research, Elliot in Altrichter, Posch, & Somekh (1993, p 4), states that "Action Research is the study of an institution which shows social view to improve the quality of action within itself" He is trying to make us understand that this type of research considerably involves the work of educational nature in which the teacher could take the role of a researcher with the purpose of obtaining benefits and improvements in how to conduct classes.

As mentioned before, the characteristics of Action - Research can be seen easily; however, some of them require a more complex analysis to be understood as such. Principles and characteristics of Action – Research would be the ones described by Hult and Lennung (1980:241–50) and McKernan (1991:32–3) who suggest that Action - Research:

- Makes for practical problem solving as well as expanding scientific knowledge;
- Enhances the competencies of participants;
- Is collaborative;
- Is undertaken directly in situ;
- Uses feedback from data in an ongoing cyclical process;
- Seeks to understand particular complex social situations;
- Seeks to understand the processes of change within social systems;
- Is undertaken within an agreed framework of ethics;
- Seeks to improve the quality of human actions;
- Focuses on those problems that are of immediate concern to practitioners;
- Is participatory;
- Frequently uses case study;
- Tends to avoid the paradigm of research that isolates and controls variables;
- Is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research;
- Includes evaluation and reflection;
- Is methodologically eclectic;
- Contributes to a science of education;
- Strives to render the research usable and shareable by participants;
Additionally, one can observe that Action Research highlights cooperative and participatory work that exists in the classroom, together with the study of the situation that is being conducted and presented. From the foregoing, it can be inferred that “Action Research can provide a systematic pathway reflection on the action, while facilitating a process of incomparable value to qualify and define where it's headed" Pérez, (1998, p.138). All of this seeks to improve the quality of the target population.

In this project, Action Research is used as it is associated with the study of classroom actions and social problems related to language teaching. Action Research classifies collaboration as an important item; one that aims to improve the current state of affairs within the educational context in which the research is being carried out.

It is also important that the researcher has direct contact with the people, the situation and the phenomenon which is under study. The experiences and personal views associated with the research are an important part the study and are crucial to understanding the research problem.

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Because of this, one can say that this thesis seeks to observe the impact the application of storytelling in students from eleventh grade can have, at Juan Evangelista Gómez School. It is considered appropriate to use Action Research as the practical part of it in the application of various storytelling methods to evaluate the development of oral production. Therefore, the analysis of the situation studied in this thesis found that the actions that must be applied for such improvements are storytelling and these should be observed according to their implementation and the results obtained from them.

Another common feature is that the application of this thesis should increase oral production of the target population, which in this case, is the eleventh graders at Juan Evangelista Gómez School, who study English as a foreign language. Storytelling is a tool that engages the audience and it involves the audience, making them a part of the story, so that action can be seen as a collaboration, which is another feature of Action - Research.

Another reason why it is considered useful to use Action Research is because the characteristics of this type of research coincide with the objectives laid out in this thesis. It is going from something simple to something more general, where the researcher is the responsible for the application and at the same time, he is the responsible of the group and the class. It is important to take into account several aspects which are considered appropriate in order to use Action Research for this thesis, but the first and most important is that, according to the objectives of the thesis seeks to implement, observe, analyze, Action-Research is the one that know how to treat it better.
On the other hand, Nunan defines Action Research (Nunan 1997) ‘since it is reflective and evaluative’ it lets us include pedagogical interventions and observe what happens during and after the class, as well as examining the role of teachers and their proposed activities in the EFL classroom. In addition to this approach, Elliot (1991: 49) affirms that Action Research works to ‘improve practice rather than to produce knowledge. The production and utilization of knowledge is subordinated to, and conditioned by, this fundamental aim’. Seen from this point of view, the research wants to analyse the outcomes in eleventh grade students after the intervention done during the educational process to develop oral skills.

Also, Elliot (1991; 52) affirms that Action Research improves practice by developing the practitioner’s capacity for discrimination and judgment in particular and complex human situations. At the same time, Kemmis and McTaggart, (1988, 5) say that Action Research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. This method is called Participatory Action Research (PAR) and, while it holds the same fundamental canons as action research, participatory action research is a form of “insider research” (Kemmis & McTaggart, 2000), in which participants move between two positions. On the one hand, they see themselves, their understandings, their practices and their settings from the perspective of insiders, who on the other see these in an intimate way.

In addition, Wallace (1998; 15) says that Action Research is problem-focused and it describes what motivated this research to be carried out, which has to do with the
developing the specific problematic oral skills the students of eleventh grade (V cycle) at Juan Evangelista Gómez School, which is what constitutes the main objective of this research. Also, Wallace (1998; 14) includes the structured reflection as one of action research characteristics. In this sense and regarding the way the problem is faced, according to Kemmis and McTaggart (1982) Action Research is the kind of research that better suits the ‘strategical action’ of this research project. This research has a cyclical process, state Kemmis & McTaggart (1998 cited in Bums 1999), in which it is necessary to reflecting about the situation or need to make a planning and then acting to implement the plan, observing the effects of the intervention, to again reflecting to improve the plan or report the results found.

Action Research always involves the same seven-step process and it can be developed by only one teacher, a collaborative group or the entire faculty. The seven steps are: Selecting a focus, clarifying theories, identifying research questions, collecting data, analysing data, reporting results and taking informed action. Additionally, Action Research has three different methods and these serve to three different purposes as they are: building the reflective practitioner, following the process of school wide priorities and building professional cultures.

Also, Action Research is an effective way to improve teaching practice, as it allows moving from practice to theory and from most of the theory into practice, motivating the teachers to reach their own conclusions and solutions about their difficulties in daily work and make it more appealing and attractive. This indicates that action research allows research participants to be the protagonists of their own knowledge construction process, i.e. it
involves theoretical analysis of a practice that was done and provide to researcher individual solutions or conclusions allowing at the same time a re-evaluation of their own pedagogical and didactic practice and the teaching-learning process of students.

2.2. Context, participants and sample

The project was carried out at IED Juan Evangelista Gómez School. It is a public school located in the south of Bogotá, D.C. in fourth zone (San Cristobal) It offers grades Pre-school through eleventh, in three shifts (morning, afternoon and night). English classes run an average of 3 to 4 hours in secondary level, each one of them about 50 minutes long (from sixth to ninth grade, 4 hours and tenth and eleventh grade, 3 hours). In spite of this, students in general have limited English vocabulary and low levels in basic communication skills. In addition, the institution has some full-time teachers, and in some cases occasional teachers.

The problematic situation is the existing contradiction between the way oral skill is taught in the classes and what to expect of students to speak at the end of their English teaching process. According to the 22nd guide (Curriculum Standards) of the Ministry of National Education and humanities curriculum for foreign language objective that says "(...) ejercitar a los estudiantes en las cuatro habilidades comunicativas, hablar, escuchar, leer y escribir ", from preschool to eleventh grade"; "...dentro de las competencias a desarrollar en básica secundaria y media vocacional están las habilidades orales o escritas”; “... generar textos en lengua inglesa; para comunicar sentimientos y / o pensamientos a través de estos mismos textos”; "... hablar en pasado sobre acontecimientos históricos"; and in
tenth and eleventh grade, "... hablar en pasado, estableciendo relaciones con el presente para hablar acerca de diferentes eventos".

At the moment oral skill has been worked on with some kind of activities only to reinforce students’ aspects of the language such as grammar and vocabulary. However, at the end of academic term, they each had to present oral activities despite the fact that they have not followed a process that helps them develop their oral skills. As a consequence, they speak meaningless sentences without a communicative purpose, since the majority of them did not know how to organize their ideas to express them with coherence in a short paragraph.

The project was carried out at IED Juan Evangelista Gómez School. It is a public institution of the fourth zone San Cristobal in Bogotá, where, according to the institutional P.E.I., teachers must look to develop the four communication skills; reading, writing, listening and speaking, which are the main purpose in this research (in relation to the Curriculum). The participants were the English teacher, who is, at the same time, the researcher and 39 students from eleventh grade (V cycle) (afternoon shift); their ages range between 15 to 19 years old. The evidence was worked with 12 students of a population of 39 through two instruments. They have been receiving four English classes for four and five years (sixth, seventh, eighth and ninth and three hours per week, in fifth cycle, with different English teachers, for about 50 minutes an hour.

The researcher was able to observe some reactions presented by students when they were required to express their ideas; they were described in a registration chart (Annex 1). Some of them remained in silence; others tried to organize their speech in Spanish first to present
it in English then or used the dictionary to look for the vocabulary; others asked their partner. They felt frustrated due to the fact that they did not know how to express their ideas and so they did not do the oral activities, they did not express complete sentences. They only spoke some words and they did not achieve the oral activity.

2.3. Fifth cycle

Curricular reorganization by cycles henceforth (RCC) and the transformation of education guarantee the right to a quality education for children and youth in Bogotá, who is led by the Bogotá Secretary of Education from the development of the Sector Plan 2008-2012. "Quality Education for a positive Bogotá" has its foundation in the 1991 Constitution, Act 115 of 1994, the National Educational Movement Fecode (1982), the statements of the district educational Forum 2008, on integral assessment and District Educational Forum 2009 on quality and relevance of education.

The intention of the District Education Secretary is to improve the quality of education through the upgrade of programs and the transformation of school organization and teaching; youth must be educated with values, respecting the principles of the society and the curricular reorganization by cycles search to get this goal.
Overview of Cycles

Cycle 1 - Stimulation and Exploration. From five to seven years old, children become curious about people and how the world works. They also show an increasing interest in numbers, letters, and other areas, and become more and more interested in final products. Children this age gain more confidence in physical skills, use words to express feelings, and become more outgoing and are able to play cooperatively. The characteristics above are generally referred to as cognitive and social needs of young learners and are expected to be taken into account during the curriculum design in order to involve young learners in developmentally appropriate practice. This cognitive/developmental approach is generally seen as the most effective, as it considers what children may be able to do at various stages of development (Greenberg, 1990). It involves different types of learning, such as social learning, physical learning and play, emotional learning, and intellectual and academic learning. Nissani (1990) summarizes this approach as one in which “children are encouraged to become involved in purposeful and creative activities with other children; to make major choices among hands-on learning activities; to initiate and accomplish self-motivated tasks in a rich environment; and to construct knowledge at their own individual pace by discovering and engaging in open-ended activities that reflect all areas of their development”

Cycle 2 - Discovery and experience. The cognitive/developmental approach is followed through all the cycles. In this specific cycle, students in sixth and seventh grades explore and are involved in scenarios related to values, citizenship, culture, sports and art. These experiences can contribute to the development of receptive and productive communication
skills by providing them with a safe learning environment in which they feel comfortable using the language.

**Cycle 3 - Inquiry and experimentation.** Students at this stage are provided with a range of opportunities to raise awareness about their role in the community. They are encouraged to recognize the rights and responsibilities of each individual in different areas of life.

**Cycle 4 - Vocational aptitudes and professional exploration.** Students at this stage are preparing to define their future. For this reason, it is important to foster autonomy and provide learners with tools to be able to identify preferences and career areas.

**Cycle 5- Research and Development for the world of work.** In this cycle the main aim is expanding students’ competences and knowledge of the cross curricular areas covered in the previous cycles, considering the fact that the students are about to become adult members of society. This cycle emphasizes the need for students’ academic and professional development. Students are expected to deepen their knowledge in the areas of further education and work environments -- the spaces in which they will be immersed as soon as the secondary stage of education comes to an end. At this stage, students are also guided through the use of technology research information about areas of interest that will help them make better decisions for their future life.16

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The National Plan of Bilingualism of the National Ministry establishes through the 22nd Guide: Language Training (2006), the appropriate standards for each grade of primary, secondary and high school. These rules provide that even students of fourth cycle (grades 8 and 9, junior high school) should be able to “recite, using oral English, short stories linking ideas appropriately.” Bilingualism refers to having a degree of mastery of the language to communicate in a second language, culture or a foreign language, which is the case of Colombia.  

The whole study is based on Guide No. 22 Basic Standards of Competence in Foreign Languages: English, using a scale measuring competitive performance level in communication which is reaching students in their learning process for beginners A1, A2 basic, pre-Intermediate B1, B2 intermediate, pre C1 - C2 advanced and advanced. Therefore, it is important to define clear criteria and standards such as public used to assess whether students or institutions that meet the expectations of common quality. As for skills, reading and listening, it is intended that students receive oral and written information to help them understand the grammatical structures, to develop self-esteem and improve conversation, which is part of the oral and a natural exercise, without preparation or mechanized actions like memorizing questions and answers.

Finally, the competence is defined as the set of knowledge, attitudes, dispositions and cognitive, socio-emotional and communicative skills, which facilitate the performance. This are relatively new and challenging contexts and overall skills as pillars seeking

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students that are learning to know, learning to do, learning to live together and learning to be; it should be developed for all students in any discipline.

2.4. Research proposal

Taking into account the previous considerations and the diagnostic test (comic strip,) which showed difficulties in developing the following speaking skill components: pronunciation, vocabulary, fluency, coherence, cohesion, a teaching proposal was made to guide the students to improve oral skills in English. It is the “IMPLEMENTATION OF STORYTELLING TO PROMOTE AND DEVELOP ORAL ENGLISH PRODUCTION IN STUDENTS OF ELEVENTH GRADE, AT JUAN EVANGELISTA GÓMEZ SCHOOL”. This proposal was developed with the implementation of four lesson plans applied during a month. These four storytelling lesson plans were related to oral expression. Students evidenced extensive progress in overcoming initial difficulties such as lack of consistency and clarity to express in communication, insecurity when speaking in front of an audience, among other things.

The following general and specific objectives were stated:

To develop and improve oral English production in students of fifth cycle, at IED Juan Evangelista Gómez School, through the Task - Based storytelling proposal and to implement a storytelling proposal to develop students’ oral skills.

To provide the opportunities to the students to develop the oral skills through the storytelling and the interaction with peers and the teacher and use storytelling as a strategy
for students to expand their vocabulary, handle grammatical structures and express them clearly, following the structure of a story.

2.5. **Instruments for data collection**

The stage of the data collection is to apply data collection instruments through certain activities that are linked together to collect the information. Batista & Fernández Hernández (2003, p.344) mention these activities: to select an instrument or method of data collection among those available in the study area, in which our research is inserted.

The instruments used must be valid and reliable, otherwise we cannot rely on their results, i.e., to obtain observations, records or measurements of variables, events, contexts, categories or objects that are of interest to our study.

The instruments designed for this research were personal observation, questionnaires, survey, interviews and a modeling of activities selected to improve oral expression in students. These instruments were varied and applied to a specific population at Juan Evangelista Gómez School, which presented insufficient performance in oral production. It is in order to collect relevant information related to the way students are developing oral production in English and to inquire about previous strategies used by teachers during the English classes, and especially the ones related to oral production in English. Additionally, there must be an identification of possible reasons to research the problem and know students’ perceptions about their performance in oral skills. The instruments designed to be applied in this research were varied and in concordance to the objective of the research. For
this reason, a set of four lesson plans was implemented in which the Task - Based Storytelling proposal was used. That is why the data collection instruments are going to be described regarding the intention and stages of application in the following way:

2.6. Procedures

This study was based on the research cycle presented by Kemmis, (1983) Jean McNiff, Action Research, Principles and Practice, McNiff, (1988, 50). Kemmis and McTaggart, (2000) (See graphic 2). Also, Kemmis (1984) says that Action Research is not only as practical as moral science, but also as a critical science. According to the actor Action Research is:

"[..] a form of self-reflective inquiry undertaken by participants (teachers, students, or address for example) in social situations (including education) to improve the rationality and justice of: a) its own social or educational practices; b) their understanding of themselves; c) situations and institutions in these practices (classrooms or schools, for example) are performed."

Also, Kemmis and McTaggart (1988) have described at length the characteristics of action research, highlighting as salient features the following: It is participatory, people working with the intention of improving their own practices; introspective spiral cycles of planning, action, observation and reflection; collaborative, group by the people involved; creates self-critical communities of people who participate and collaborate in all phases of the research process; is a systematic learning process oriented praxis (critically informed and committed
action); induces theorize practice; tested practices, ideas and assumptions; It involves recording, collecting, analyzing our own judgments, reactions and impressions about what happens; It requires keeping a journal in which our reflections are recorded; It is a political process that involves changes that affect people; performs critical analyzes of situations; gradually comes to broader and begins with small cycles of planning, action, observation and reflection changes, moving towards more substantial problems; the small group of collaborators start, expanding it gradually to a larger number of people. Moreover, they say the main benefits of Action Research are improving practice, practice understanding and improving the situation in which the practice occurs.

Moreover, Kemmis (1989) based his model on the model of Lewin, who develops a model to be applied to teaching. The process is organized on two axes: strategic one consists of action and reflection; and another organization, consisting of planning and observation. Both dimensions are in constant interaction, helping to solve problems and understand the practices that take place in everyday life of the school.

The process consists of four interrelated phases or stages: planning, action, observation and reflection. Each time implies a look back and a prospective intention that together form a self-reflexive spiral of knowledge and action. Kemmis model is represented in a spiral of cycles, each cycle is comprised of four stages: the development of a critically informed action plan to improve what is already happening, an agreement to put the plan into practice, the observation of effects Action in the context in which they occur and reflection
around these effects as a basis for planning new, critically informed action later, etc. through successive cycles. See graphic 2.

This model was developed through five important stages: reflection, planning, action, observation and reflection. These stages occur cyclically. This research cycle starts with **reflection**, which states the research problem through the analyzing of the evidences, choosing the topic, defining the research question, objectives and tasks. The second stage is **planning**, which is important, taking into account the theory adopted in relation to students’ needs, defining the instruments to be used during the study, designing the lessons plans using the resources to be implemented in the classroom in order to carry out the research proposal.

The third stage is **action**, and it refers to the implementation of the proposal (piloting and final intervention). The teacher applied Action Research to design lesson plans during the English classes. They collect data and at the same time, a process of **observation** occurs with the purpose of analyzing data and constructing feedback.

After this point, reflection allows the building of interpretations; it reports the outcomes to make the necessary changes and goes back to the beginning of the cycle. After this point, **reflection** allows the building of interpretations again, reports the outcomes with the objective and goes back to the implemented proposal. Consequently, the researcher makes adjustments and draws implications and conclusions.

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Empirical instruments were used to review student’s oral expression and the documents were personal observations, questionnaires, surveys, interviews and modelling of activities were selected to improve oral expression in students. Also, this study was carried out with a descriptive and interpretive focus. As interpretation and description are distinctive features of Qualitative Research, this study is a qualitative study. By using this type of study, it was desired to illustrate and infer the elements that are involved in the lack of oral language development among eleventh students grade (fifth cycle) in a public school in the fourth zone of San Cristóbal in Bogotá.

For this reason, this research expects to find valuable information to help solve the oral deficiencies, in students of eleventh grade (fifth cycle) at Juan Evangelista Gómez School, and this way to improve oral production in English by implementing “A Task- Based Storytelling proposal”. The components considered for the design of this proposal are mainly social because they include the necessities and characteristics of the teachers and students. Profiles mentioned in the school’s P.E.I. include the object, the objective (overcoming necessity), the contents, the methods, the didactic resources, the setting (time and space) and the evaluation (results – products). Therefore, the design of the teaching proposal, intends to contribute to the improvement of problem detected, reflecting its scientific nature and relevance to the specific educational institution.

The TBLL Method allowed students to follow an organized teaching - learning English process, helping learners develop their oral skills. The teacher guides the process and the apprentices start to learn new words and short phrases. Then, the work is developed in pairs
or groups and they must present them either orally or written. It is a form of collective introspective research of one or more participants in social and academic situations and aims to improve these same practices through understanding and situations in which they take place.

This method suggests three stages: **Pre – Task** being the first one. It helps the teacher as he introduces the topic, selects the material, and provides unknown vocabulary, useful words, phrases and instructions where students prepare their particular task. **Task Cycle** comes second; first, students prepare their own task, working by pairs or small groups; second, they plan the task with the teacher’s help (monitor) and finally, some groups of students present the report (oral or written) in front of the whole class. Students can compare the tasks with others. Finally, the third stage is **Language Focus**. It includes analysis and practice and then, the teacher conducts the practice of new words, phrases and patterns, helping students remember them. A general speaking objective is stated for the lesson plan; contents, speaking process activities, resources and feedback are focused on the generative topic. It is necessary to emphasize that the speaking process should be flexible according to the students’ learning progress.

The speaking process had the following stages:

Before the students start doing the first task, they must agree with the teacher on the kind of stories they would like to work on.

**Frist stage:** the teacher introduces the topic, selects the material, provides unknown vocabulary, and reviews the grammatical structures, useful words, phrases and gives
general instructions for students prepare their particular task. The teacher can ask them about the story, the vocabulary and to implement the grammatical structures.

**Second stage:** students plan the task with the teachers’ help (monitor) and some groups or pairs of students present the report (oral or written) to the whole class. Students can compare their tasks with others. The teacher helps the students formulate they want to say. The teacher does not correct mistakes. The emphasis of the task is on the spontaneity and fluency.

Having completed the task, students prepare the report on the outcome. Now, the emphasis is on the organization and accuracy. The teacher advises students on language and helps them correct any errors they make during this phase. Some or all of the group’s report to the class briefly. The others listen in order to compare findings or conduct a survey. The teacher may rephrase but not correct the language.

**Third stage:** It includes analysis and practice. Here, the teacher conducts the practice of new words, phrases and patterns, helping students remember them. Learners focus on the question structures about language features. The teacher conducts the activities based on the work analysis or examples from the text or transcript.

A general speaking objective is stated for the lesson plan; contents, speaking process activities, resources and feedback are focused on the general topic. It is necessary to emphasize that the speaking process should be flexible according to the students’ learning progress.
To do the feedback in the speaking process, it’s important to take into account that the teacher can correct the texts presented by students whether spoken or written (grammar, vocabulary, fluency, pronunciation and text coherence and cohesion), making comments about them. At the same time, the collaborative work can help the students recognize and correct their mistakes. Finally, teacher can make some comments and recommendations in Spanish to help the pairs or groups to correct the final version.

2.6.1. Diagnostic stage

Personal interview

Firstly, the diagnosis stage was developed using a comic strip (comic). (See annex 1). This interview was designed and applied at the beginning of the process in order to identify what was the level of students’ oral production in English. This was done specifically in the fifth cycle and studied the aspects in which the students have more problems regarding the communicative skills. It planned the possible strategies that would be the most appropriate to develop oral skill in the fifth cycle. It was necessary to implement an interview where they had to use certain oral skill according to their age and academic level.

The topic of short stories was developed using a comic strip. This was selected because was involved in a study of a previous research and was already connected to it. The collection instrument used was applied to 39 students out of the 69 that make up the cycle. This was chosen randomly and the format was filled out during an English class at school, where we got the following results. (See Annex 1).
The first interview was applied to the target population in order to prove if students were able to tell a short story without getting distracted with anything. They firstly had the opportunity to observe the comics, review the vocabulary about it and finally try to tell the story according to the images and the vocabulary given in advance. Summarizing: remembering, organizing, identifying and expressing seemed to be the most difficult skills for the majority of the students in which they were evidenced in the analyses according to the Guide 22nd Basic Standards of Competence in Foreign Languages: English, using a scale measuring competitive performance level in communication which is reaching students in their learning process for beginners A1, A2 basic, pre-Intermediate B1, B2 intermediate, pre C1 - C2 advanced and advanced. In this process they only got A1, B2 and only, some of them obtained B1. The rest of the students did not achieve any level.

The data analysis showed that the students had some trouble expressing their ideas orally. However, some of them tried to communicate while mixing words of their mother tongue and the second language. In spite of that in the English curriculum at Juan Evangelista Gómez school, the main objectives are to read, speak and write, they have to build up a spécial reading program in which the radio station, the school newspaper and the billboards must be involved in order to promote the proper use of the language, the friendship and fellowship, and to help to improve communication skills and teamwork. On the other hand, To develop four communicative skills (reading, writing, listening and speaking), taking into account that oral utterance is the main objective of this research

Secondly, the instrument applied was an entrance survey (See annex 3). This instrument was designed and applied at the beginning of the process to know the possible causes
related with the problems in the development of oral production. It was also designed to inquire about previous strategies used by teachers during the English classes and especially those related to oral production in English. The survey was applied to 12 students as a sample and part of the process for getting familiar with their personal information (greeting) their preferences about the teaching - learning speaking process.

Taking into account the previous experiences with them we noticed that they had difficulties to express their ideas, based on Guide No. 22 “Basic Standards of Competence in Foreign Languages” English; it was decided to focus the attention to develop these skills and for it the topic of storytelling was selected because it involved a previous research study and it is an innovative strategy which they were already connected with.

Students had to answer four questions related to the aforementioned topics. They answered the entrance survey during an English class at school. They were instructed that they could ask about any vocabulary that they would not have understood. That fact did not affect the validity of the results, because what was studied here was the ability to develop speaking skills.

The first question asked to the target population had the purpose of intending to know what kind of teaching strategies had been used by their teachers during English classes to develop the oral skill in previous grades; 15% of the population answered role-playing games; 25% answered songs; 30 % answered explanations; 30% answered dialogues and 0% answered storytelling (See graphic 1); the second question asked students about their preferences in relation to the teaching strategies used by their teachers during English
classes to develop the oral skill in previous grades. Their answers indicated that: storytelling has 0%; songs have 70%; dialogues have 15%; role-playing games have 10% and explanations have 5%.

In the third question, students give their opinion about which strategies, used by their teachers during their English classes, they did not like. Five percent of the population answered role-playing games; 2% answered songs; 80% answered explanations; 13% answered dialogues and 0% answered storytelling.

Finally, in the fourth question, students expressed their preferences about the strategies they liked to work on in order to develop their oral skill. Their answers showed that 50% of them would like to work with songs; 30% would like to work with storytelling (taking into account they have not worked with this strategy in their previous grades,) 7% would like to work with dialogues; 6% would like to work with explanations and 7% would like to work with role-playing games.

The results of this interview showed that the strategies applied by teachers in English classes, in previous grades have been oriented toward the development of the grammatical structures and writing skill, which has caused an underdevelopment of oral skills in the eleventh graders at Juan Evangelista Gómez School.

Thirdly, the instrument implemented was a set of four lesson plans in which Task - Based Storytelling proposal was used. The main aim of the lesson plans was to design and
implement the four lesson plans to develop speaking skill thought tasks and to create students’ study habits to develop their oral production in English.

The last instrument applied was a closure survey. (See annex 19). This instrument had the intention of knowing what were the results obtained after the implementation of the Task-Based Storytelling proposal. Also, it intended to know the difficulties students had at the moment of developing the activities and prepare their reports. Additionally, it was created to know if the implementation of the new proposal really helped them develop their oral production in English. It was also created to know students’ opinion about the used methodology and what the oral production level was after implementation of the new pedagogical strategy and finally, to identify if the new methodology and the feedback of the teacher were enough to develop their oral skill in English.

2.6.2. Intervention stage

Each one of the sessions was presented with planning activities and materials in a detailed way. As this research was framed in the Action Research process, the analysis and results enriched the next step to be developed. In this sense, the three stage strategy proposed by Willis, J (1996) was adapted in order to develop oral skills, through the implantation of storytelling, according to Gail Ellis and Jean Brewster, ¡Tell it Again! (Penguin 2002.)

After analyzing the results of diagnostic tests, the researcher proceeded to design the four lesson plans to be applied in the different sessions. This was due to the fact that every lesson planning and intervention meant to evaluate the applied strategy. In addition to that,
the teacher observed and took notes and these were taken into account. At the same time students' performance (storytelling) in each one of them helped improve the next lesson plans.

This intervention stage was made up of four (4) lesson plans where the results were described and analyzed. At the same time, the results of the reports presented by the students were regarded as important input since these represent the way in which, not only the speaking skill tasks were implemented, but also the kind of effectiveness they had in the class sessions.

Also, it is relevant to explain the lesson plan format used, due to the fact that at the beginning, it tries to follow Task-Based Learning with its three stages (pre-task, task cycle and focused language) proposed by Willis (1996). In the Task-Based task is the starting point for the ... organized as a sequence of tasks carefully woven that revolving around a theme and consistently leading the development of a final task.19

The lesson plan format (See annex 6) has the normal specifications of any other lesson plan, such as: unit number and title, institution, group, date of preparation, timing, lesson plan number in the unit, number of students, teacher's name, language aim, specific objectives and resources. In the following sessions, the lesson plan pretended to develop the same three stages, applying different activities. Each one of these stages has one objective, according to the specific speaking skill used.

The main objective for the implementation of the lessons and the development of specific tasks was always to develop oral skills. The intention of it was the creation of habits in the speaking processes to develop oral production in English. In order to create habits, the frequency and the conscious awareness were fundamental for the effectiveness of the process. In this sense, it is relevant to analyze the frequency of speaking skills during the four lesson plans, taking into account that the main priority to be fostered is speaking skill and secondly, the fostering of collaborative work due to the short time of the intervention stage.

First lesson plan

In the first lesson plan, the classical story “Little Red Riding Hood” was used. It is a version written by Charles Perrault. This story is about a little girl called Little Red Riding Hood. She was a girl who lived in the forest. One day, she was walking through the woods to deliver food to her sick grandmother. Suddenly, a wild wolf appeared and wanted to eat her. The wolf approached Little Red Riding Hood and suggested her that she picked up some flowers to take her sick grandmother. In the meantime, he went to the grandmother's house. Then, the wolf swallowed the grandmother, and waited for the girl, disguised as the grandmother.

When the girl arrived, she noticed that her grandma looked very strange to be her grandmother. Little Red Riding Hood then asked her, "Such big hands you have grandmother?" And the wolf answered her: "They are meant to hug better", "Such big teeth you have!" the wolf replied, "It was to eat better" and the big bad wolf swallowed
her, too. However, a hunter came to help them. He cut the wolf’s belly and rescued Little Red Riding Hood and her grandmother.

Then, teacher started asking the students about the story as motivation. "What do you know about Little Red Riding Hood?" "What are the main characters of the story?" Then he started with the activity. The activity was to watch a video about the story. This video was selected because it could help in learning new vocabulary. Students would enjoy it, and also they were familiarized with the story helping them practice the pronunciation of unknown new story words.

Some students stated that they did not know the story; other of them, said that they did not understand the questions and others expressed their opinion about story in Spanish as “Uh... esa es la historia de una niña que vivía en el bosque un lobo se la quería comer”

In the pre-task stage, the teacher introduced the topic, selected the material and provided students unknown vocabulary, useful words and punctual phrases. Also, he gave them instructions to prepare for their task. Then, the teacher pasted on the board a series of graphics and vocabulary related to the story with the respective translations. (See lesson plan one). The shared vocabulary was, many, different, live, show, clothing work, play, help, need, get, meet, am, is, are, make, can, together, some, space, them, new, neighborhood, information, neighborhood, kinds, world, families, things, people, food, home, by oneself, there are, each other, on line, if you are not alone, them, need some things. The intention of showing new vocabulary and the images was to help them follow the sequence of the story, associating and understanding its order more easily, taking into
account the most salient facts. Finally, teacher explained the translation and practiced unknown vocabulary and its pronunciation.

Then, students had to complete the task activity classifying the given vocabulary in the next chart, according to its grammatical function and the teacher helped them review some expressions of the story such as when Little Red Riding Hood spoke with her mother (See lesson plan one). This approach is referred in chapter one and it is about Task – Based Learning. The exercises can be repeated all the necessary times to reinforce the learning depending on the student’s necessities. Students in this stage prepared the task. They worked in small groups organized by the teacher. They tried to use the English language however they mixed it with their mother language. Then, they compared their activities and corrected them. Also, they made questions to the other classmates, using the story pictures as a support to retell the story, but in Spanish. The teacher helped as a monitor. He ensured that the purpose of the report was clear and helped them rehearse oral reports about Little Red Riding Hood and organize them in a written or spoken way.

Then, the teacher put the video again and he handed out copies with the text of the story so they would read it, underlining unknown vocabulary. Next, students prepared the report and talked about how they did the task and what they found in it. In addition, they rehearsed what they had to say as final version of their task.

Finally, in the third stage students executed the task, making brief feedback about the content and form of the task in each group. Some of them retold the story in an oral way to the whole class. Students could compare their tasks with others. Also, the teacher
conducted the practice of new words, phrases and patterns helping students remember them. Learners focused on questions about language features. The teacher conducted activities based on the work or examples from the text.

The lesson plan had a general speaking objective, contents, speaking process activities, resources and feedback, all focused on the general topic. But it is necessary to emphasize that the speaking process should be flexible according to the students’ learning progress. To practice, students presented the final task after the passed through all the stages of the Task-Based Learning. They watched and listened to the video (Little Red Riding Hood) again and after that, the students created a new story taking into account the story they had previously seen.

These recommendations were made to improve the next lesson plans. Also, the teacher recognized that the lesson plan was very focused on grammar and it should be changed for the next lesson plan activities to really help with the oral English development of the students. The teacher recognized various factors that could have influenced in the results of this first lesson plan. It was due to his lack of experience with creating tests, the absence of activity revision before testing among other things. Nevertheless it is a good strategy to change his English teaching strategies and design better lesson plans in the next opportunities. Even though they were sometimes asked more than once, some of them did not answer. However, the teacher found some interesting impressions related to the story; in this sense the teacher-researcher wrote in his field notes.
The teacher took notes. This exercise was easy to accomplish for some of students, but for some of them it was not. Thanks to the assessment and regulation of the rest of the group, they could do the correcting of their tasks successfully. It was very interesting to see how cooperative situations helped them understand, not just the exercise itself but also the reasons to choose the correct words to do their task report. The students’ point of view when making decisions contributes enormously to the fostering of speaking skills, not just in this exercise but in the whole process of intervention.

**Second session**

In the second lesson plan the classical story, “Cinderella” was used. It is a version written by Charles Perrault. This story makes reference to Cinderella's father who was widowed and left with a daughter. Sometime later, he got married to a woman who had two daughters. The two daughters were envious of Cinderella because of her sweetness and beauty, so, she was treated with great contempt, forcing her to do the dirtiest work, but she still remained sweet and serene. One day, a prince organized a dance in his palace and invited all the girls of the region so to find his wife. However, Cinderella’s stepmother prohibited her to assistance to the prince’s palace. However, Cinderella’s fairy godmother transformed her into a princess for the ball, warning her that the spell would be undone at midnight. Cinderella and the prince felt in love and danced nonstop, but at midnight Cinderella left running and she lost one of her slippers. The prince followed her and picked up the slipper. Then, he decided to try it on all the girls in hopes of finding Cinderella to marry her. Many girls of the region attempted to put on the slipper but it was impossible. The daughters of the evil stepmother tried to do it, but it was impossible, too. Then,
Cinderella put on the slipper, and it fit perfectly. Finally, Cinderella and the prince got married and lived happily ever after.

This session of lesson plan started with a general objective, aims of the lesson for each stage, assumptions and anticipated problems and solutions. The idea was to try to find all the difficulties that students had to develop this lesson plan. The teacher started the session making the students some questions about the story. Do you know this story? What do you know about the story? What does this story mean? What vocabulary do you know about the story? The teacher encouraged students to come up with a definition for the unknown words in the story. Some students answered in Spanish and others tried to answer in English, but they mixed words of their mother language. *This story is sobre una niña pobre. Ahh, esa historia es cenicienta.*

After that, teacher pasted on the board some scramble sentences related to the story and suggested them to get organized by groups, telling them to remember their infancy and gave them time to organize the scramble sentences. After ten minutes he asked some of them for the correct order. Then, the teacher wrote two questions on the board. What does Mr. Anderson look like? What is Mr. Anderson’s personality like? And he gave them a dialogue (See annex 9) for the students to practice. He reviewed the pronunciation asking them how to ask WH questions (See annex 21). Then, the teacher started the cycle task putting the video about Cinderella and then, he gave the students some pictures of characters of the story so they would describe them. (See annex 22).
Finally, teacher conducted the practice of new words, phrases and patterns helping students remember them. Learners focused on asking questions about language features. The teacher conducted activities based on the work and examples from the text or transcript. A general speaking objective is stated for the lesson plan; contents, speaking process activities, resources and feedback are focused on the general topic. It is necessary to emphasize that the speaking process should be flexible according to the students’ learning progress. They watched and listened to the video (Cinderella) again and after that, the students created a new story taking into account the story as an example.

They had some suggestions for the teacher about the use of past; then they developed written and oral texts to retell the story and compared their views with other classmates using expressions. The analysis in this stage of the lesson plan was taken more like a language focus since, once all the reports were presented, the teacher highlighted features of the language used for the task, without making major emphasis from grammar to register to the text features. The teacher determined some aspects of the language that required additional practice and gave students an extra activity so they could develop accuracy in regards to a specific language feature.

At the end of the process, it could be observed that the teacher did not predetermine a language focus, rather, he showed an evolution since he based his observations of the students’ performance with evidence that in TBL.
Third lesson plan

The story in the third lesson plan was “The Beauty and the Beast”. This story is about a merchant who lived in the forest with his three daughters. The youngest girl was called Bella. One day, he had a trip and he asked his daughters what they wanted as a gift. His youngest daughter asked for a rose but it had to be cut by him. The merchant left for the trip but when he returned he got lost due to the fact that his horse got scared and ran off. He arrived at a mysterious castle which was closed. The merchant stayed the night there. Next morning, he cut a rose from the castle’s garden but a monstrous voice shouted that whoever steals roses in his garden was killed.

The merchant explained the monster what was the reason he cut the rose and the monster accepted his excuses but he had to make a promise. It was that he had to bring him a beautiful reward. The merchant came back home and told Bella what had happened. Bella was agreeing and set out for the castle. Bella stayed in the castle and her father returned to his home. After some time, Bella’s father became ill and she asked permission from the monster to go take care of him. The Beast gave her permission and beautiful girl forgot to return. One night, in a dream she saw that the Beast was very sick. Then, she returned to the palace and found the Beast very sick of grief for her absence.

Then, Bella realized much she loved him and that despite the fact that he had an ugly appearance, he had a great heart and Bella told him "Do not to die!. I'll marry you!" and believing him dead, she kissed him tenderly and he turned into a handsome prince. Then, he
explained what had happened and finally, they got married and they lived happily ever after.

The main objective of the students was to develop oral skills and the teacher reviews them and teaches them new vocabulary as well its pronunciation and translation. In addition, students were familiarized with past simple, present simple and present perfect.

This is a speaking lesson plan which chose to integrate reading, listening and writing, using the TBL Method to develop oral skills. At the end of this session students had to retell the story of the Beauty and the Beast. Students were familiar with the vocabulary of the story in Spanish so it was possible that this facilitated their learning and use. Then, teacher started this stage suggesting that students remember their childhood when they saw these classical stories and made them some questions. Have you ever listened classical stories?

What did this story mean for you? What vocabulary did you remember? The teacher encouraged the students to give them definition for it. Students participated but some of them expressed their ideas in their mother language. Others said that they did not remember the story since they had forgotten the story, the vocabulary and others simply remained silenced. Then, teacher wrote on the board the unknown vocabulary and the actions of the story in present and in past and gave them a crossword to choose the words worked in class.

Students made groups and they started to work in the planning stage discussing about different situations of their daily life. After that the teacher put the video again so the
students could practice listening, speaking and writing since they had to interact making new questions according to the topic worked. At the end of the stage they had to tell a personal anecdote.

Where do you live? What do you do daily? Do you share with your family? Do you share with other people besides your classmates? What do you like to do on weekends? What do you like and dislike? What are your hobbies? How are your family relations? What have been your main life experiences?

Students read the questions but answer mixing English and Spanish. They had ten minutes to discuss those questions. Then, the teacher gave students a copy with the story to underline the vocabulary. The teacher read it in a dramatic, engaging and fun way, giving students an opportunity to practice vocabulary and actions related to the story. The teacher also told students that according to the story, they should organize the given sentences and make their own anecdote.

In the second task, the teacher gave the students some scrambled sentences and they had to organize them. Then, teacher asked them to identify what was the correct order of the sentences according the story “Beauty and the Beast”.

To raise students’ awareness about the target language, the teacher explained them how to use “use to” in affirmative and negative form. A copy of the story was handed out and the teacher asked students to find other examples of how they had used “use to.” After that, teacher pointed out that in English we use “used to” to talk about states and habits that
continued for a period of time in the past. The teacher asked the students some questions and he also explained the grammatical rules. Students worked with their partners and they repeated the same task that they had made of the report but at that moment they had to apply target structures used in their speaking. After that, students practiced their report with a partner while the teacher corrected them when it was necessary. Finally, the teacher randomly chose twelve students to retell the story with their own words. (See annex 16)

This experience was very productive since students could express themselves, even adding new information that they could infer from the pictures and all the preconceptions they have about the kind of life people have at different stages of life. Even though for some of students this work was not an easy task, according to the researcher’s perceptions of the class, some of them could express their ideas with coherence and cohesion.

**Fourth lesson plan**

The last story used was “The Three Little Pigs”. It is a story that talks about three pigs that lived in the forest. One day, their mother told them they had to leave the house to get to know the world. For this reason, they decided to build their houses out of different materials. The big bad wolf lived near the place where the three little pigs were building their houses. The first little pig built its house out of straw. The second little pig built its house out of wood sticks and the third little pig built its house out of bricks.

One day, the big bad wolf came to the first pig’s house. He blew as hard as he could and the straw house came crashing down. The little pig ran to the house built out of wood sticks.
The second little pig let him in. The wolf followed him and blew the wood stick house and it was destroyed as well. Then, the two little pigs ran to the brick house. The third little pig let them in. The wolf blew on the brick house to destroy it but he couldn't do it. The three little pigs laughed, and the wolf got angry. The wolf climbed onto the roof, but the three little pigs put water in a pot to boil in the house. The wolf felt into the boiling water and he burned his tail. The wolf ran away. The three little pigs laughed and sang. They were not afraid of the big bad wolf!

This is a speaking plan which chose to integrate reading, listening and writing, using TBL Method to develop oral skills. At the end of the session students had to retell the story of The Little Three Pigs. The main objective of the lesson plan was to develop students’ oral skills and to do that, the teacher reviewed and taught them new vocabulary as well its pronunciation and translation. As students are familiar with the past, present simple and the vocabulary of the story in Spanish, it is possible this facilitated their learning and use. As it also was possible that they had problems with new vocabulary, it was introduced before listening to the story.

The teacher started this stage giving the students scrambled sentences. Then, he showed the students some pictures of different kinds of buildings and asked them what they thought were the differences among those were. Then, he took the pictures of the buildings and walked around the class, showing them to the students. After that, teacher asked them what the differences among them were. Next, he put the picture up on the board and asked them. “What other differences are there about the buildings?” He allowed more comments and suggestions from the class, but did not tell them if they were right or wrong in their
guesses. Next, the teacher explained to them that they had to find them later. Additionally, the teacher wrote unknown vocabulary and the actions of the story in present and in past on the board.

Students made groups and discussed about how they would like to build their own house, taking into account some questions given by the teacher. What do they know about the three little pig’s story? What were the main characters of the story? Did they like to hear this kind of stories? What kind of building material did they know? How would they like to build their houses?

The teacher gave the students enough time to discuss. Then, the teacher showed them the video about the story to practice listening, speaking and writing. Next, students worked together to show the report to the whole class. They wrote notes for this summary and prepared to report orally to the rest of the class. A time limit of ten minutes was set for them to do this.

When the students were ready, the teacher asked a spokesperson from each group to report the group’s summary. The teacher told the class about why they had worked in each group’s report and decided at the end of all the reports which were the styles of houses that they had preferred and what the most used materials were to build them. Then, after all the reports, the teacher asked the students how they thought the houses would be built in the future and suggested the students that they explain how and where they would like to build their houses. Finally, the teacher read to the students the story with in a dramatic, engaging and fun way giving students an opportunity to practice vocabulary and actions related with
the story. Teacher drew the students’ attention again about the pictures that he passed on the board and explained that they were going to ask what they had done. The teacher read the text and put the video about the story.

Then, the teacher made some quick questions about what they had listened in the reading and in the video. Then, the teacher suggested the students to find examples from the text about the use of ‘‘used to’’ and wrote them on the board. Also, teacher explained the grammatical rules. Students worked with their partners repeating the same task that they had made of the report in this moment, applying the target structures used in their speaking. Additionally, the teacher asked the students for their work with a partner whom they had not worked with during this session. Then, the teacher told them to repeat the previous tasks but they had to include the target structure ‘‘used to’’ into their speaking.

Students had to practice together with a partner to report back to the class what they talked about with their partner. Teacher was focused on accuracy i.e. he corrected the mistakes when they made some of them. As a final task, students worked with a partner who they had not worked with in this session, but using the new suggested vocabulary and the verbs. Then, teacher gave the students the photocopies about the story and students had to find other examples about the use of ‘‘use to’’ and ‘‘used to.’’

2.6.3. Closure survey

Finally, the last instrument was the closure survey (See annex 19) in order to collect relevant information related to the way students develop their oral production in English,
the applied strategies, the difficulties that students had with the new strategy or tasks and if the implementation of the Task – Based Storytelling proposal helped them develop oral production in English.

This closure survey was again applied in Spanish and the teacher made the oral explanation and specifications necessary to understand the format and all the items. It was answered by 12 students (sample) at the end of the oral process with the objective to ask their ideas, opinions or experiences about the oral activity that they did. It was designed in a clear and simple language, in Spanish, for it to be clearer to the students. It has a set of four closed questions with multiple option answers, so students read the questions and then they could select the responses according to the personal criteria or experiences lived during the applied process.

According to the results obtained from the closure survey applied to the students, the teacher could infer that students think that oral skills could improve if they follow the stages proposed in the Task - Based Learning process associated with storytelling methodology, and this way they can develop their oral production in English easily. At the same time, they expressed that each step of the Task - Based Learning process was easy to understand because the oral activity was developed through an input of a model text and clear stages, which are important conditions in the oral English skill.

It is important to also clarify that in this stage of the research, the survey was used to analyze speaking skill which is the main goal of the research. Also, it was important to
mention that the results of the survey were analyzed, and were compared to the results of the entrance survey implemented in the English classes.

According to the results of the closure survey it can be said that one of the main objectives of the research was achieved as students developed their oral skills thanks to the implementation of Task - Based Storytelling proposal. These results are also relevant to the investigation because these permitted comparing and contrasting processes which are the prerequisite to relate, characterize and develop many other analytical skills.

One of the intervention’s limiting items was time. It was very short, in comparison to the wide main goals of the research; the results of the specific tasks and their frequency in the Implementation stage were affected positively, changing the perception of students towards the corresponding difficulty. Besides, this didactic strategy helped change the old traditional methods and strategies in benefit of the target population. (See annex)

Also, it can be said that the frequency of the activities affected directly on the security and confidence of the students when they had to do the different kinds of tasks. The conscious awareness of the tasks also affected the target population’s perception through the different activities suggested since they showed a better disposition and compromise to decrease the difficulties at the moment of the tasks.

Finally, it can be concluded that the teacher and students’ experiences during the implementation of the new strategy used were excellent. This result is a great contribution to the research because it shows that oral tasks can be worked as a collaborative activity and creates a better classroom atmosphere for making feedback during the process.
2.8. Data analysis

The first instrument was applied through a personal interview (See annex 1) in order to know the strategies used by the previous teachers during the English classes and specially those related to oral production in English; the likes and dislikes of students in relation to those strategies. Finally, with this instrument, the researcher wanted to know other options or suggestions expressed by the students about what strategies they would like to work on in classes to develop and improve their oral production in English.

The analysis of student responses showed that the strategies used by the old masters were translations, transcriptions, repetition and formal explanations of structures and activities in English according to these characteristics. All these strategies seek to stimulate written ability, but not the oral skill.

The third instrument applied was a comic – strip (See annex 3) to know what the level of students’ oral production in English was. This activity was planned and implemented at the beginning of the research in order to identify the knowledge level of oral skills of students of eleventh grade (V cycle) and what aspects of this oral skill had more problems. This was also done in order to identify the strategies that would be most suitable for the development of oral proficiency in the fifth cycle.

The topic of the stories was developed using a comic strip (Tira cómica.) This collection instrument was applied to 39 of the 69 students that are part of the cycle. They were chosen
at random and filled the survey in an English class, which obtained the following results. (See Annex 1)

The analysis of the data showed that students had some problems to express their ideas in an oral way. However, some of them tried to communicate mixing some words of their mother language with the second language. Also, the researcher could observe some reactions represented by students when they were required to express their ideas; they were described in a registration chart (Annex 4). Some of them remained silent, others tried to first organize their speech in Spanish and then to present it in English, or used the dictionary to look for the unknown vocabulary and others asked their partner. Some of them felt frustrated due to the fact that they didn’t know how to express their ideas; they did not do the oral activities; they did do express complete sentences; they only speak some words and they did not achieve the oral activity.

Fourthly, a set of four lesson plans were implemented in which Task Based Storytelling proposal was used, taking as a representative sample a group of 12 students. The intervention consisted in four sessions with duration of 100 minutes each one, were done in different activities related with the story that was being worked on and four interviews (task cycle – reporting) as an answer to the behavior, interaction and answer to the use of didactic materials and the application of the task based storytelling proposal. This process started from August 01 to October 01, 2013. The definition of storytelling, according to Jane Willis (1996: 234), was given in the first chapter corresponding to the theoretical framework. Storytelling is a complex process however; it brings benefits to the students. It
was developed applying Task - Based Learning and following its three stages (pre – task, cycle task and language focus)

The aim of this research to implement this proposal continuously as a useful tool for the development of oral production in English and included in the curriculum as a learning strategy. Also, the added value of this research is that the use of storytelling impacted positively on the development process of oral production in English, in students of eleventh grade at Juan Evangelista Gómez School. With the above, it is reiterated that the storytelling is useful to develop oral production but it must be adapted and connected with the curriculum, to make the results be more apparent and storytelling is not seen as an independent learning tool.

The results obtained during the four sessions of storytelling were successful because students did their best effort to retell the stories however, it was noted that not all of them reached the purpose. Some students refused to present the activities and others did not follow the instructions. Some students showed good spirit and interest in work. However, the instructions failed because they did not often use the foreign language but they developed their task in Spanish. Also, the group indiscipline and their decocentration increased the difficulties of working to them and avoided to obtain better results, because the verbal warning dispersed the student’s attention, making so difficult to give them clear instructions about the activities or tasks that they had to resolve. Besides, it was evidenced the low participation of the group not everyone was motivated to solve storytelling activities. However, at the end when they had to retell the stories showed commitment.
One way in which you could improve the implementation models of storytelling was to include supporting material with new activities, where they had to draw, to work in pairs and not in groups to avoid the concentration of the group. For the continued project implementation, it should take into account these limitations and correct them so that they can motivate and be more willing to work. Apart from that this is a new way to work for them because they are not accustomed to speak or do teamwork, they mostly translate or transcribe text situations.

Although from the beginning constraints to carry out the project is known, however, the same needs arising from the experience of working with this group last degree. The four sessions were applied in the same format, but the first did not respond to the intention to strengthen the oral production that was corrected in the three remaining in session. Also, the project was not included in the curriculum. Although, the activities were planned through the lesson plans taking stories as a basis for work. Storytelling session were applied however, after that, it continued with the traditional methodology what made more difficult to work with the group and obtain the resulted waited.

Previous situation, forced to the teacher to change his teaching strategies, to include supporting material with new activities, where they had to draw, to work in pairs and not in groups to avoid the concentration of the group. For the continued implementation of the project he must take into account these limitations and correct them. Besides, it is necessary to motivate students so that they are willing to work. Apart from this activities were new to them, they were not accustomed to speak or team work otherwise, mostly of them are accustomed to translate or transcribe English texts.
It is important to clarify that also in this stage of the research; the survey was used to analyze speaking skill that is the main goal of the research. Also, it was important to mention that at the same time the results of the survey were analyzed, it will be done compared to the results of the entrance survey and under the light of the frequency made of the specific speaking processes implemented in the English classes.

Finally, the last instrument applied was the closure interview (See annex 19). According to the results obtained from the closure survey applied to students, researcher could infer students think that oral skill can be develop easily if they follow the steps in the Task - Based Learning process associated to the storytelling methodology. At the same time, they expressed that each step of the Task Based Learning process was easy to understand because the oral activity was developed through an input of a model text and clear stages, which are important conditions in the oral skill.
2.8. FINDINGS AND IMPLICATIONS

During the implementation of the proposal it could observe that students had several positive experiences about the development of their oral skills and it can say the result was very fruitful and constructive. Also, it was noticed how students were developing step by step their oral abilities and also, they could work in collaborative way their tasks in group. Besides, the mutual assessing was very constructive to correct tasks and analyze and guiding their classmates in the accomplishing the tasks or get that others modify their behaviors.

The implementation of the research proposal had certain limitations that to be addressed. First, it is clear that students must follow the steps of talks in order to achieve the proposed objective that was to develop oral production in English. Some students could not do it by factors such as attendance, behavior problems or learning disabilities. Second, research teacher faced a problem of time because he had only three hours a week to implement the proposal as it took longer than expected. Third, some limitations and demands institutional must be followed by the teacher in the planning of teaching English, which could not be changed to make other adjustments in the research proposal.

The institution does not have with a real pedagogical approach to the progressive development of speaking in English, so it is necessary to incorporate the changes necessary and appropriate in the plan area studies curriculum for students of different grades, can enjoy innovative programs English in school and sharp text for each level.
Also, the research showed that the role of the teacher as a guide in the process of fostering students' speaking skill helped to take conscience to be much more active in the teaching - learning process and to be exposed to situations in which students experienced speaking skills exercises and awareness of the need to change the traditional methods with new methodologies and teaching strategies that meet the needs and tastes of apprentices was taken.

Furthermore, the design and implementation of the new methodology (Task - Based Storytelling proposal) was relevant and positively impacted to improve speaking skills of students in a progressive manner and continues, creating habits and including new methodologies, teaching strategies in the classroom, cooperative work of students who are useful elements for both teacher and students allowing you to see the teaching - learning from a different perspective.

The research finding can be useful not just in the school setting but in higher educational levels due to the fact that this research proposal searches mainly to foster speaking skills students and help them speaking in a more fluid way. It can highlight that the use of Task - Based Storytelling proposal as a high yield strategy to increase students' speaking skill could be used as a didactic axis in all subjects, in any other educational center, what would guaranty good students' results in future and it would increase opportunities to them not just happier but more satisfied and at the same time could modify also, the institutional school policies.
Task - Based Storytelling became in a pedagogical strategy for developing oral skills in students of fifth cycle and enjoys storytelling. In this sense, it is vital the teacher's role as facilitator in Task - Based Learning process to interact with students, similarly, between classmates since students helped each other in the task realization making questions or giving opinions what facilitate to internalize new vocabulary to talk about the stories or retell them.

Experience showed that there are many failures in public education that directly affect the teaching - learning English, all given by different factors such as lack of motivation of students, teaching resources, technical resources, skilled human resources (teacher training ) to address and resolve problems with the application of new teaching proposal for teaching a second language.

For this reasons, the proposal applied research, sought to offer all the necessary pedagogical strategies to encourage, develop and enhance the students' oral production development strategies English. In addition, the research showed that the implementation of the tasks - based learning using storytelling helped the students to develop their oral skills.

However, regardless of the research positive evidences, this study has some limitations that need addressing. First, it is evident that should students follow the steps of the speaking process in order to develop oral production in English. On the other hand, some students could not complete all the process due to factors as class attendance, behavior problems, and demotivation or learning problems. Second, a time problem faced teacher research because he had only three hours per week to implement the proposal and it took longer than planned. Third, the institution requires some demands that must be followed by the research teacher in
the English lesson planning and he could not change them to do new adjustments in the research proposal.

The inclusion of storytelling as pedagogical strategy applied to the oral skills development allowed to the eleventh grade's students to improve their speaking skills. The researcher used storytelling, presented them the story as a sequence of pictures what allowed them to familiarize with the text of the stories, enjoying reading through the sequence of events and images. Also, students discovered that could to express feelings, emotions, to know different places and cultures to learn new vocabulary make use of synonyms, antonyms to retell more easily the story, encouraging their verbal ability to communicate what they observed through the sequence of pictures.

The scientific novelty is that no found any proposal related with the development of oral skills in English at school Juan Evangelista Gómez, and this proposal could solve the institution current problem, in this aspect. For this reason, the design and implementation of teaching proposal to contribute to the improvement of problem detected in oral English production, whose main objective is to improve educational problem identified in this specific context, and even in other public schools in Bogotá and Colombia. Moreover, this scientific contribution proposed and demonstrated its relevance in this particular educational institution and all institutions wishing to apply for teaching proposal and so can modify the English and PEI; regarding the second language and generally adopting the Task- Based storytelling proposal as a model to develop oral production in English.
The implementation of this research proposal allowed the researcher to give clues about what is happening in public and private schools in relation to the curriculum for teaching English as a foreign language and an educational system designed to achieve a real improvement in oral production in English, despite all the social, psychological, and educational difficulties or deficiencies in infrastructure that affect negatively the lives of young people in this public school. Also, it is significant because the development of this communicative ability, structurally speaking, could adapt to the development of the other components of communicative skills.
CONCLUSIONS

This project tried to design, implement and evaluate a speaking approach based on Task-Based Storytelling proposal, with the purpose to develop students’ English oral production in IED Juan Evangelista Gómez School, of Bogotá. Previous information shown that many learners of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express naturally and spontaneously (Eckard & Kearny, 1981).

Also, students’ attitudes towards foreign language learning vary depending on their feelings towards the target language, culture, exposure and difficulty of it. (Karahan, 2007). Besides, oral production is “The way two people share knowledge about what they know taking in account the context of the conversation”. Also, Brown and Yule (1983), say “oral production is an interactive process where you can construct a meaning that you can produce in every situation, at least at the moment, taking into account those aspect which are participants, context, experiences and the propose of the communication”. (O’Maley y Valdez, 1996). The proposal permitted to evidence the improvement of the students’ oral English production after being applied suggested teaching strategy since they could to link better their ideas and produce oral text to communicate their ideas and retell the short stories worked.

The lesson plans were developed in accordance with the institution’s demands, with designed activities that involve students in the speaking process through storytelling, in this way, Hester (1983), Garvie (1990) and Ellis and Brewster (1991) have written about the benefits of
using stories with children what others have gone incorporating them in their lessons getting experience, expertise and support to do a better work with learners.

On the other hand, the teacher identified some strengths and weaknesses, what force some relevant changes in the lesson plans and implement a storytelling proposal as an effective technique to develop oral production in English, according to the students’ characteristics and context. Furthermore, the proposal provides students a model of stages based in tasks for students to follow it in their own speaking process. These stages of the learning process can be seen in the lesson plans and Task - Based Learning stages. Jane Willis (1996: 234) defines it as an activity where the target language is used by the student for a communicative purpose in order to achieve a result and the result can be linguistically and finally the fifth cycle.

At the beginning of the sessions students showed reluctance by learning a second language or just learn, but at the end they were more receptive about the new proposal. However, they showed a better disposition and capacity to retell the stories worked. Moreover, the implementation of the narrative proposal required that in each session the teacher improve the methodology, teaching strategies, classroom discipline students and of course, the management of the same proposal by the teacher.

The use of the Task - Based Learning (TBL) in the implementation of the proposal was productive, because students gradually followed stages of the process what helped them learn, remember and use the learned vocabulary and structures that allowed them to retell the stories worked.
Because of this, Task - Based Storytelling proposal offers students have not a good English level the opportunity to use this resource to develop oral skills and any proposal of this kind has not been implemented in this institution, this research can be used to develop oral English production in students of V cycle, thus leveraging the advantages storytelling in the Educational field.

The outcomes of the survey indicate that students can follow and understand the steps of the speaking process because they are clear and help students to develop oral production easier. Most students think that speaking in English is easy if they follow the stages; it is essential to have a process with some useful stages to address speaking tasks in order to develop speaking skill in learners in an effective way. It must take into account that a task is an element of class work involving students in understanding, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan, 1989:10). Besides, the tasks are always activities where the target language is used by students with a communicative purpose in order to achieve a result (Willis, 1996:23). Other important element in this process is the interaction with the stories which help to students to learn and retain the information much longer than with traditional presentation methods. (Liston, 1994: p. 10, 11).

It is difficult to secure an apprenticeship when only works for a few weeks or months and is not a continuous process. In addition, the context does not help because students do not practice what they have learned in other contexts and outside the classroom. For best results, it is important to have more time to work, taking the teaching aids, educational and technological, as well as the learning assessment tools to check on a more specific learning
and that students can apply I learned not only in scheduled activities, but in different contexts of their daily lives.

The activities carried out through Task - Based Storytelling proposal searched to develop the four communicative skills, especially oral English production that is the main purpose of this research project. Another benefit obtained, referring to cooperative work and support learning, where students helped each other to explain and clarify what to do in certain activity or to identify the meaning or the pronunciation of a word. Also, they shared activities such as performances and cooperative work.

The expected results that were raised at the beginning of the research proposal are successfully generated, yielding knowledge about the benefits of using Storytelling in the development of basic skills of listening, reading, speaking and writing, increase of new vocabulary, simple phrases, positive attitude and following instructions, all of this evidence in students learning and their interest towards learning English and to improve oral production in English.

However, when teaching another language to upper grade students, from readings and storytelling, we should have in mind that they have to be interesting, motivating and according to their age. A student is a good reader when he finds many readings to choose not only at school but at home. He finds interesting the readings when he identifies himself with the topics and the characters of the stories. It is also important to encourage him to use different strategies to understand each one of the readings he reads.
Readings and stories narrated are a valuable source of exposure to English, thus allowing students to increase their vocabulary, improve their pronunciation and learn different stories and cultures. It also helps to develop the ability to listen and follow instructions.

The collaborative work was a positive aspect on students because they helped each other and feeling them more confident to receive suggestions from their partners when they were making their speaking or writing report about their tasks. It shows that a speaking task can be worked as a collaborative activity. In a certain way, it is an experience that helps students to realize their weaknesses and strengths in some aspects of their speaking skill and it gives students the opportunity to be active in their own speaking process.

The most important implication of this study might be the development of oral production through the implementation of a speaking process model based on Task- Based Storytelling proposal. It is relevant to have a systematic and organized speaking process suitable for learners with the purpose of enhancing their oral production. Furthermore, it was important for students in all the aspects mentioned before, since it provided a useful element for the teachers, who could follow and monitor students’ progress in their speaking skill.

It is also important to note that through this investigation, it was possible to develop the ability of speaking which is the main objective of the research, since that, if we compare the results of the first interview (comic strip) (annex 3) and the results of the fourth lesson plans (annex 17) it can observe that students reached the objective of this research. It can be evidenced in the improving their oral English production as a consequence of the processes
applied in the different sessions through Task - Based Storytelling proposal to develop students’ oral skills.

As a personal reflexion, this study was important not only for students but also for researcher teacher, who concluded that speaking skill should be the most worked on skill worked along the teaching - learning process from school to university where it is essential to speak, to communicate and discuss different texts and contexts. To achieve the objective to develop speaking skills, raised by this project, it was necessary to read and analyze different speaking models. Also, the teacher looked for information about how to develop oral production in English in higher levels and to follow the same stages of the speaking process established for students. However, it was not an easy task to the researcher, since he used to use some traditional methods and techniques which were changed after the implementation of the new technique which ultimately gave students and him better results, in regards to the oral production development.

Finally, we can say that the question how does a task based on storytelling proposal allows to develop the oral production in English, it was answered positively as Storytelling strategies helped to the students their oral production in English. Furthermore, it was shown that Storytelling is a learning tool that allows not only to learn vocabulary but place the student as protagonist of their own learning, teamwork, and enjoy the classic literary stories and to prove to himself that if they follow the proposed strategies can improve their own oral production in English.
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WEB REFERENCES:


ANNEXES

Annex 1. Personal interview (comic strip)

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT
PERSONAL INTERVIEW
PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.
MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDACTICA DE LA LENGUA EXTRANJERAS
UNIVERSIDAD LIBRE
FACULTY OF SCIENCE OF THE EDUCATION
CENTER FOR RESEARCH AND GRADUATE INSTITUTE

Conventions:
T: Teacher
S: student

Good afternoon, I am going to listen to you to talk about the story. (Comic strip)

<table>
<thead>
<tr>
<th>Interview 1</th>
<th>Interview 2</th>
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<tbody>
<tr>
<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<tr>
<td>S: Good afternoon.</td>
<td>S: Good afternoon.</td>
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<tr>
<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
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<tr>
<td>S: First, a princes eh frog kiss ammnd frog ruuning running??</td>
<td>S: Ehmm, the principe. Estooo, is a princens (no sé cómo se dice sapo) … estooo, tamnn tamnn. Profe yo no sé. Tanmmm</td>
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<tr>
<td>T: Thank you, sit down.</td>
<td>Teacher: Thank you, sit down.</td>
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<th>Interview 3</th>
<th>Interview 21</th>
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<tr>
<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<tr>
<td>S: Good afternoon.</td>
<td>S: Good afternoon, teacher</td>
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<tr>
<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
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<tr>
<td>S: Ehmm, the principe. Estooo, is a princens (no sé cómo se dice sapo) … estooo, tamnn tamnn. Profe yo no sé.</td>
<td>S: the princes kisses a the frog, and a the frog ehh ja! Converrr, gg.. ahh prince. Ya profe</td>
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<tr>
<td>Teacher: Thank you, sit down.</td>
<td>T: Thank you, sit down.</td>
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<th>Interview 4</th>
<th>Interview 22</th>
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<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<td>S: Good afternoon.</td>
<td>S: Good afternoon.</td>
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<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
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<tr>
<td>S: Ehmm, the principe. Estooo, is a princens (no sé cómo se dice sapo) … estooo, tamnn tamnn. Profe yo no sé.</td>
<td>S: Eh I’m sorry I don’t know</td>
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<tr>
<td>Teacher: Thank you, sit down.</td>
<td>T: Thank you, sit down.</td>
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<th>Interview 5</th>
<th>Interview 23</th>
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<tr>
<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<tr>
<td>S: Good afternoon.</td>
<td>S: Good afternoon.</td>
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<tr>
<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
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<tr>
<td>S: One upon a time a princes that is walking and take the frog, ehh she kisses him and the frog returned into the prince, eh in this moment the princes returned into the frog and the prince kiss the frog.</td>
<td>S: I’m sorry I don’t know</td>
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<tr>
<td>T: Thank you, sit down.</td>
<td>T: Thank you, sit down.</td>
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<th>Interview 24</th>
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<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<tr>
<td>S: Good afternoon.</td>
<td>S: Good afternoon.</td>
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<tr>
<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
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<tr>
<td>S: The, the history eh is the hens, ehh the prince, the prince like it the sad ehhh finish.</td>
<td>S: I’m sorry I don’t know</td>
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<td>T: Thank you, sit down.</td>
<td>T: Thank you, sit down.</td>
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<th>Interview 25</th>
<th>Interview 26</th>
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<tr>
<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
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<td>S: Good afternoon.</td>
<td>S: Good afternoon.</td>
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<tr>
<td>T: Please, tell us the story.</td>
<td>T: Please, tell us the story.</td>
</tr>
<tr>
<td>S: One upon a time a princes that is walking and take the frog, ehh she kisses him and the frog returned into the prince, eh in this moment the princes returned into the frog and the prince kiss the frog.</td>
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<tr>
<td>T: Thank you, sit down.</td>
<td>T: Thank you, sit down.</td>
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<th>Interview 26</th>
<th>Interview 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon.</td>
<td>T: Good afternoon.</td>
</tr>
</tbody>
</table>
Interview 7:
T: Good afternoon
S: Guus.. Good afternoon
T: Please, tell us the story.
S: I’m sorry, don’t know... you
T: Thank you, sit down.

Interview 8:
T: Good afternoon
S: Good afternoon
T: Please, tell us the story.
S: first, a princes found a frog, kisses and explointed (se convirtió) jaja eh a prince, after that the prince kisses a princes explointed ... y se convirtio ja! en a frog. Ehhhh mm a prince eh a kiss a frog y ya.
T: Thank you, sit down.

Interview 9:
T: Good afternoon.
S: good afternoon.
T: Please, tell us the story.
S: The princes and frog, theee apared a princes amm after that the she ehhhh frog aa frog the aparied, the frog y she kiss.
T: Thank you, sit down.

Interview 10:
T: good afternoon
S: Good afternoon, af af afternoon
T: Please, tell us the story.
S: the history a princes eh had a frog, a frog is a prince y the princes emm a faid the ehhhh a fai eh the price, the price eh ha kissed princes eh the princes a frog ..y ya.
T: Thank you, sit down.

Interview 11:
T: Good afternoon
S: Good afternoon.
T: Please, tell us the story.
S: I’m sorry, and do not
T: Thank you, sit down.

Interview 12:
T: Good afternoon
S: Good afternoon
T: Please, tell us the story.
S: Ehhh ahh first and the front and the fog... en the princes and the kiss y annnd ahhh emm transformation a frog mmmmm fin.
T: Thank you, sit down.

Interview 13:
T: Good afternoon
S: Good afternoon
T: Please, tell us the story.
S: Ehh, send princes, princes eh in kii then kiss ehh frog ehh
<table>
<thead>
<tr>
<th>Interview 15</th>
<th>T: Thank you sit down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>S: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>T: Please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: I don’t... jaja,ja,ja</td>
<td></td>
</tr>
<tr>
<td>T: Sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 16</th>
<th>T: Please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>S: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>T: please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: Emm mm cómo se dice jaja... I’m sorry no no no</td>
<td></td>
</tr>
<tr>
<td>T: Thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 17</th>
<th>T: Please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon.</td>
<td></td>
</tr>
<tr>
<td>S: Please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: Emmm. Princes kiss the frog and turn into a prince mmm ahhh I’m sorry.</td>
<td></td>
</tr>
<tr>
<td>T: Thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 18</th>
<th>T: Please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon.</td>
<td></td>
</tr>
<tr>
<td>S: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>T: Please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: I’m sorry, I don’t know.</td>
<td></td>
</tr>
<tr>
<td>T: Thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 19</th>
<th>T: Please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>S: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>T: Please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: The princes ehh, kisses a frog in return in princes</td>
<td></td>
</tr>
<tr>
<td>T: Thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 20</th>
<th>T: Please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>S: Good afternoon</td>
<td></td>
</tr>
<tr>
<td>T: Please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: I don’t know.</td>
<td></td>
</tr>
<tr>
<td>T: Thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 35</th>
<th>T: good afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: please, tell us the story.</td>
<td></td>
</tr>
<tr>
<td>S: I’m sorry i don’t know.</td>
<td></td>
</tr>
<tr>
<td>T: thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 36</th>
<th>T: please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: the princes a kiss the return into the can i ahh ehh to frog and after, the can i kisses return into the princes to can out to frog and thee, the can i the when a well.</td>
<td></td>
</tr>
<tr>
<td>T: thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 37</th>
<th>T: please, tell us story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: I’m sorry i don’t know.</td>
<td></td>
</tr>
<tr>
<td>T: thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 38</th>
<th>T: please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: I’m sorry teacher, i don’t know.</td>
<td></td>
</tr>
<tr>
<td>T: thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview 39</th>
<th>T: please, tell us the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: one upon a time, a prince to kisses a frog and this returner into a prince, later this prince kisses to the princes and she returned into a frog and the prince ... nooo!</td>
<td></td>
</tr>
<tr>
<td>T: thank you, sit down.</td>
<td></td>
</tr>
</tbody>
</table>
CONSENTIMIENTO INFORMADO COLEGIO IED JUAN EVANGELISTA GÓMEZ.

Apreciado(a) Padre de Familia:
Solicito a Usted, autorización para que el trabajo desarrollado durante las clases de inglés se pueda monitorear y recopilar valiosa información que se podría emplear en la sistematización de mi experiencia como docente de lengua extranjera, en la publicación de la investigación de MAESTRÍA EN DIDÁCTICA DE LENGUA “A Task Based Storytelling proposal to develop oral English production, in students of fifth cycle at IED Juan Evangelista Gómez School of Bogotá” “Cómo implementar una propuesta didáctica que permita el desarrollo de la producción oral en Inglés, a través de la narración de cuentos, en los estudiantes de quinto ciclo en el IED Juan Evangelista de Bogotá”

En todos los casos, se tratará la información que provenga de su hijo de manera confidencial, para lo cual se usarán nombres ficticios a menos que usted indique lo contrario.

Atentamente, solicito su autorización para emplear la información, para lo cual le agradezco completar el formato que encuentra a continuación y entregarlo a la mayor brevedad.

Agradezco su atención y colaboración.

Cordialmente,
William Norbey Quiceno Muñoz

AUTORIZACIÓN

Mediante la presente manifiesto mi autorización para que se emplee la siguiente información recolectada (favor marcar con un visto bueno o una equis):

Evaluaciones ____________ Reportes orales ____________
Reportes escritos ____________ Videos durante las clases ____________
Fotografías durante las clases _______ Trabajos escritos ____________
Cuestionarios o escritos__________ Conclusiones de grupos de discusión___

Autorizo que se use el nombre real de mi hijo durante el reporte de la investigación?

Sí _______ No _______

Manifiesto que conozco y comprendo el uso que se dará a la información por mí suministrada, con base en los principios éticos propios de las Ciencias Sociales.

Aclaro que tengo la libertad de retractarme, si así lo deseo, y que se me ha dado la oportunidad de preguntar acerca de los propósitos para los cuales se espera utilizar la información. Para ello cuento con la voluntad expresa del investigador, quien estará dispuesta a responder mis interrogantes.

Manifiesto que he leído y comprendido perfectamente lo anterior y que todos los espacios en blanco han sido completados antes de mi firma y me encuentro en capacidad de expresar mi consentimiento.

Nombre del (la) padre (madre) ____________________________________________
Firma del (la) padre (madre) ____________________________________________
C.C. N° ____________ de ____________ Teléfono fijo ____________
Celular ____________ Correo electrónico ____________
Lugar y fecha __________________________________________________________
Annex: 3 (Entrance survey)

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT
PERSONAL INTERVIEW
PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.
MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDACTICA DE LA LENGUA EXTRANJERAS
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CENTER FOR RESEARCH AND GRADUATE INSTITUTE

ENTRANCE SURVEY

This (diagnostic) personal interview seeks to inquire about previous strategies used by teachers during the English classes, and especially those related to oral production in English. The interview will be applied to 39 participants. This is made in Spanish to the students answer it easily.

Read carefully instructions and answer the questions without hesitate to ask any questions you have.

1. What kind of teaching strategies had been used by your teachers during English classes to develop the oral skill in previous grades?

2. Which are your preferences in relation to the teaching strategies used by your teachers during English classes to develop the oral skill in previous grades?

3. Which strategies used by your teachers during the English classes, did not you like?

4. What strategies would you like to work on in order to develop your oral skill?

ENCUESTA DE ENTRADA

Esta entrevista personal (de diagnóstico) busca indagar acerca de las anteriores estrategias utilizadas por los profesores durante las clases de inglés, y en especial las relacionadas con la producción oral en inglés. La entrevista será aplicada a 39 participantes.

Lea cuidadosamente las instrucciones y responda las preguntas sin dudar en hacer cualquier pregunta que tenga.

1. ¿Qué clase de estrategias de enseñanza han sido usadas por sus maestros durante las clases de inglés la competencia oral en los grados anteriores?
   a. Traducción de textos  b. Exposiciones  c. Diálogos  d. Storytelling  e. Songs

2. ¿Cuáles son sus preferencias en relación con las estrategias de aprendizaje utilizadas por sus maestros durante las clases de inglés para desarrollar la producción oral en los años anteriores?
   a. Traducción de textos  b. Exposiciones  c. Diálogos  d. Storytelling  e. Songs

3. ¿Cuáles de las estrategias de enseñanza utilizadas por los maestros durante las clases de inglés, no le gustaron?
   a. Traducción de textos  b. Exposiciones  c. Diálogos  d. Storytelling  e. Songs

4. ¿Qué estrategias de enseñanza le gustaría trabajar, con el fin de desarrollar su producción oral?
   a. Traducción de textos  b. Exposiciones  c. Diálogos  d. Storytelling  e. Songs
Annex 4

PROFICIENCY SCALE FOR STORYTELLING ORAL ENGLISH LEVEL ZERO TO B1

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
<th>FLUENCY</th>
<th>PRONUNCIATION</th>
<th>COHERENCE AND COHESION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
</tr>
<tr>
<td>A1</td>
<td>They show only limited control over a few simple grammatical structures and syntax.</td>
<td>They evidence a basic and very limited repertoire on specific situations. Besides, they operate with very short sentences, with many pauses to search for expressions and save communication.</td>
<td>They operate with very hort sentences, with many pauses to search for expressions and save communication.</td>
<td>They present errors in pronunciation but they express can be understood with some effort. Native speakers used to dealing with speakers of that language group to which the user or student.</td>
</tr>
<tr>
<td>A2</td>
<td>They use some simple structures correctly. However, often confused tense and forget to keep the agreement, however, there is usually clear what he intends to say.</td>
<td>They use some simple structures correctly. However, often confused tenses and forget to keep the agreement, however, there is usually clear what he intends to say.</td>
<td>They have not a sufficient command of the vocabulary to express basic communicative needs.</td>
<td>They express their ideas through short interventions, passing; repeating words, having doubts but even so understand of others.</td>
</tr>
<tr>
<td>B1</td>
<td>They have good grammatical control and properly use a common set of structures related to predictable situations. However, there is a clear interference of the mother tongue (Spanish), and still makes mistakes but it is clear what he intends to express.</td>
<td>They have an acceptable command and of basic vocabulary, however, they evidence still some mistakes when Expressing complex ideas.</td>
<td>They have be able to keep his speech, but make frequent breaks to sort the grammar and vocabulary for long periods of free production.</td>
<td>Their pronunciation is intelligible but, still, his accent is evident and occasional mistakes.</td>
</tr>
</tbody>
</table>

Annex: 5

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT
PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.
MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDACTICA DE LA LENGUA EXTRANJERAS
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CENTER FOR RESEARCH AND GRADUATE INSTITUTE

Lesson plan format

<table>
<thead>
<tr>
<th>Topic past simple</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA: Humanidades</td>
<td>SUBJECT: Inglés</td>
</tr>
<tr>
<td>INSTITUCION: IED JUAN EVANGELISTA GOMEZ</td>
<td>FOURTH ZONE: San Cristóbal</td>
</tr>
<tr>
<td>TEACHER: WILLIAM NORBEY QUICENO MUÑOZ</td>
<td>SESSION TIME: 80 minutes</td>
</tr>
<tr>
<td>SPEAKING OBJECTIVE:</td>
<td></td>
</tr>
</tbody>
</table>
### Specific objectives:
Resources: identify cards, board, book, dictionary, cards, markers, erasers, photocopies, story’s text... etc.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AIM</th>
<th>PROCEDURE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE</strong></td>
<td><strong>AIM</strong></td>
<td><strong>PROCEDURE</strong></td>
<td><strong>TIME</strong></td>
</tr>
<tr>
<td>PRE-TASK PHASE (including topic and task)</td>
<td>The teacher</td>
<td>To introduce and define the subject, with activities to help students learn useful words and phrases, ensuring that they understand the task instructions, plays a recording or a similar task.</td>
<td>Teacher explores topic with the class, helping students understand the instructions, you play a recording or a similar task</td>
</tr>
<tr>
<td></td>
<td>The students</td>
<td>Student</td>
<td>The students take a few minutes to prepare individual tasks about what they heard on the recording or similar task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>TASK CYCLE (including analysis and practice)</td>
<td>TASK</td>
<td>Act as monitor and encourage students.</td>
<td>Teacher monitors from a distance</td>
</tr>
<tr>
<td></td>
<td>The teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students</td>
<td>To do the task in pair/small groups. It may be based on a reading/listening text.</td>
<td>Students do the task in pairs or small groups, while the teacher monitors.</td>
</tr>
<tr>
<td></td>
<td>PLANING</td>
<td>To ensure that the purpose of the report is clear. To act as a language advisor and helps to the students rehearse oral report or organize written ones.</td>
<td>The teacher ensures that the purpose of the report is clear. To acts as a language advisor and helps to the students rehearse oral report or organize written ones.</td>
</tr>
<tr>
<td></td>
<td>The teacher</td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>The students</td>
<td>To prepare to report to the class how they did the task and what they discovered/ decided. Also rehearse what they will say or draft a written version for the class to read.</td>
<td>Students The students prepare to report to the class how they did the task and what they discovered/decided. Also rehearse what they will say or draft a written version for the class to read.</td>
</tr>
<tr>
<td></td>
<td>REPORT</td>
<td>To act as chairperson, selecting who will speak next, or ensuring all students read most of the written report. Also may give brief feedback on content and form or play a recording of others doing the same or similar task.</td>
<td>The teacher acts as chairperson, selecting who will speak next, or ensuring all students read most of the written report. Also he may give brief feedback on content and form or play a recording of others doing the same or similar task.</td>
</tr>
<tr>
<td></td>
<td>The teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students</td>
<td>To present their spoken reports to the class, or circulate/display their written report.</td>
<td>Some groups of students present their spoken reports to the class, or circulate / display their written report.</td>
</tr>
<tr>
<td></td>
<td>ANALYSIS</td>
<td>To review each analysis of the activity with the class, brings other useful words, phrases and patterns to the student’s attention and may pick up on language items from the report stage.</td>
<td>The teacher reviews each analysis of the activity with the class, brings other useful words, phrases and patterns to the student’s attention and may pick up on language items from the report stage.</td>
</tr>
<tr>
<td></td>
<td>The teacher</td>
<td></td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>To do consciousness/ raising activities to identify and process specific language features from the task text and/ or transcript and also may ask about other features they have noticed</td>
<td>The students do consciousness/ raising activities to identify and process specific language features from the task text and/ or transcript and also may ask about other features they have noticed</td>
</tr>
<tr>
<td></td>
<td>PRACTICE</td>
<td>To conduct practice activities after analysis where necessary, to build confidence.</td>
<td>The teacher conducts practice activities after analysis where necessary, to build confidence.</td>
</tr>
<tr>
<td></td>
<td>The teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students</td>
<td>To practice words, phrases, patterns from the analysis activities, others features occurring in the task text or report stage and enter useful language items in their language notebooks.</td>
<td>The students practice new words, phrases, patterns from the analysis activities, others features occurring in the task text or report stage and enter useful language items in their language notebooks.</td>
</tr>
<tr>
<td></td>
<td>REVIEW AND REPATEAT TASK</td>
<td>To give explanations about language, vocabulary, structures, clarify misunderstandings</td>
<td>The teacher gives explanations about language, vocabulary, structures, clarify misunderstandings and evaluate the performance of the task: if it was really effective? Communicative objective were achieved?</td>
</tr>
</tbody>
</table>
### FEEDBACK AND EVALUATION

**The students**
To review the material again and get a better understanding of language structures and vocabulary difficult or unusual and if the vocabulary was enough? Was there enough motivation? Were there linguistic structures that causing confusion? etc.

**The students review the material again and get a better understanding of language structures and vocabulary difficult or unusual and reflect about if the vocabulary was enough? Was there enough motivation? Were there linguistic structures that causing confusion? etc.**

**The teachers**
To evaluate and make a feedback session (if she/he wants) to discuss the success of the task, giving suggestions for improving it and provide useful information for students when they plan further tasks.

**The facilitator evaluate and make a feedback session (if she/he wants) to discuss the success of the task, giving suggestions for improving it and provide useful information for students when they plan further tasks.**

**The students**
To discuss, work together, performing in a group, reactions to the topic, amount of language input.

**The participants have the opportunity to discuss, work together, performing in a group, reactions to the topic, amount of language input.**

---

### Annex 6

IED COLEGIO JUAN EVANGELISTA GÓMEZ  
AFTERNOON SHIFT  
PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.  
MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDACTICA DE LA LENGUA EXTRANJERAS  
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**LESSON PLAN ONE**

<table>
<thead>
<tr>
<th>TOPIC: STORYTELLING IN PAST SIMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA:</strong> Humanidades</td>
</tr>
<tr>
<td>INSTITUCION: IED JUAN EVANGELISTA GOMEZ J.T.</td>
</tr>
<tr>
<td>TEACHER: WILLIAM NORBEY QUICENO</td>
</tr>
</tbody>
</table>

**SPEAKING OBJECTIVE:** To develop oral English production, through the storytelling.

Specific objectives:
1. To develop oral production in English retelling short stories.
2. To use grammatical structures in past and the new vocabulary.
3. To retell shorts stories in English storytelling following the pictures.
4. To promote collaborative work.

**Resources:** Identify cards, board, book, dictionary, cards, markers, erasers, photocopies, story’s text... etc.

---

### LITTLE RED RIDING HOOD

**GUIDE PRACTICE**
1. Text of the story
2. Copy and hand out flash cards with new vocabulary
3. Clear instructions

**PRE-TASK PHASE (including topic and task)**
Listen carefully the next questions about the story and answer them (Little Red Riding Hood)
1. What do you know about Little Red Riding Hood?
2. What are the main characters?
3. Do you like to read this kind of stories?
Then they watch the video [http://youtu.be/coj-tBIm0g](http://youtu.be/coj-tBIm0g)

**a. Vocabulary**
1. Look at the following vocabulary pasted on the board, repeat it as many times as necessary to learn it, according to the guidance of the teacher.

2. Classify the next vocabulary on the chart below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past</th>
<th>Meaning</th>
<th>Adjectives</th>
<th>Adjetivos</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appear</td>
<td>Appeared</td>
<td>Aparecer</td>
<td>Hard</td>
<td>Duro</td>
<td>Maybe</td>
</tr>
<tr>
<td>Obtain</td>
<td>Obtained</td>
<td>Obtener</td>
<td>Possible</td>
<td>Posible</td>
<td></td>
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<td>Share</td>
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<td>Compartir</td>
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<td>Juntos</td>
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<td>Lived</td>
<td>Vivir</td>
<td>Many</td>
<td>Muchos (contables)</td>
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<table>
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<tr>
<th>Nouns</th>
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<th>Conectores</th>
<th>Expressions</th>
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<tr>
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<td>y</td>
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<td>Al mismo tiempo</td>
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<tr>
<td>Development</td>
<td>Desarrollo</td>
<td>Nowadays</td>
<td>Hoy en día</td>
<td>Belong to</td>
<td>Pertenecen a</td>
</tr>
</tbody>
</table>

b. Grammar: Reinforcing the learning process
a. Answer these questions about the story what is this? What are those? This is a … They are...

b. Sentences in past simple. What happened here?
Little Red Riding Hood spoke with her mother
She gave her a basket with some cakes and a bottle wine
One day her mother said to her
Little red riding hood was walking in the forest
She was picked up flowers to her grandmother

c. Research handed out the copies of Little Red Riding Hood to the students
a. Look and listening to the video
b. Read the text and underline unknown vocabulary
c. Read comprehensibility

Pragmatic: (use the knowledge in context)
A. Identify the characters of the story

b. I presented them examples and additional elements to each scene.
- Little Red Riding Hood’s mother is speaking with her mother
- Little Red Riding Hood is looking her mother
- The wolf is looking Little Red Riding Hood in the forest
- Little Red Riding Hood’s mother put some cakes and breads into a basket
- The hunter was running through the forest
- Little Red Riding Hood went to her grandmother’s house
- Right now, in this moment, here …
c. Work in pair and asking each other about the story.
- Where did Little Red Riding Hood live?
- Where did Little Red Riding Hood's grandmother live?
- What did Little Red Riding Hood pick up in the forest?
- Where did Little Red Riding Hood meet with the wolf?
d. Students took a few minutes to prepare their own task.

CYCLE TASK

TASK: Retell the story with your own words.
a. Make pair and prepare with your own words the story about Little Red Riding Hood.
b. Then compare the activities and correct it.
c. Make questions to the other classmates.
d. Use the story pictures as support to retell the story.

PLANNING:
a. I ensure that the purpose of the report was clear and helped them to rehearse oral report and organize written ones about Little Red Riding Hood.
b. The students watch Little Red Riding Hood video.
c. The students prepare to report about Little Red Riding Hood and talked how they did the task and what they found in it also they rehearsed what they will say or draft a written version for the class to read.

REPORT
a. Some students present their report in written or speak way
b. Teacher selects the order and ensures that majority of them present the report
c. Teacher may give brief feedback and do some comments
d. The research can put again the

LANGUAGE FOCUS (ANALISYS AND SYNTESIS)
a. Students examine and discuss specific features
b. Teacher review each analysis activity with the class
c. Teacher complement the use of language adds some new useful words, phrases and patterns to students’ attention.

Then students
a. Practice new words, phrases and patterns from the analysis activities.
b. Practice other features occurring in the task text or report stage
c. Enter useful language items in their language notebooks

Annex 7

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT

PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.

MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDACTICA DE LA LENGUA EXTRANJERAS
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LESSON PLAN: TWO

IED JUAN EVANGELISTA GOMEZ J.T.

TOPIC: STORYTELLING IN PAST SIMPLE

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<thead>
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<th>Humanidades</th>
<th>SUBJECT:</th>
<th>Inglés</th>
<th>GRADE:</th>
<th>Eleventh grade</th>
<th>HOURS:</th>
<th>3 hours per week</th>
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<tr>
<td>IMPRONTA DE CICLO IV</td>
<td>Proyecto Profesional y Laboral</td>
<td>EJE DE DESARROLLO</td>
<td>Investigación y desarrollo de la cultura para el trabajo</td>
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<td>STUDENTS:</td>
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<td>SESSION TIME:</td>
<td>90 minutes per hour</td>
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<td></td>
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<td></td>
<td>Monday, 22nd April 2013</td>
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<td>SPEAKING OBJECTIVE:</td>
<td>To develop oral English production, through the storytelling.</td>
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</table>

Type of Lesson: Speaking and vocabulary: describing people physical appearance and personality, using storytelling- Task-based lesson based on the story Cinderella

PREPARATION:
LEVEL INTERMEDIATE: eleventh grade.
Cycle: V

**Lesson aims:**
- To introduce the students the vocabulary used to describe people
- To develop speaking skills by discussing the topic of describing physical appearance and characteristic traits of someone they know.
- Introduce and practice descriptive adjectives (topic related vocabulary).
- Give students semi-controlled and freer practice in speaking through communicative activities.

**Lesson Outcome:** By the end of this lesson students will be able to share their opinions and give a physical and personality description of someone they know using the appropriate adjectives introduced during the class.

**Assumptions:**
- Students are more familiarized with grammatical structures (present and past simple).
- They are familiar with most of the vocabulary presented in the story in mother language.
- They are familiar with summarizing, translation but very little with retelling stories.
- Students should be familiar with some of the descriptive adjectives from previous classes.
- Students should be comfortable sharing their opinions and giving descriptions in pairs.
- Students should be able to give simple descriptions of what someone looks like.

**Anticipated problems and solutions:**
- Students may not be familiar with some of the vocabulary from the list of fill in the gap/synonym activity.
- Teacher will provide students with examples and pictures from the magazines to describe meaning.
- Students may not understand how to execute the activities initially – Teacher should provide students with clear and simple instructions before each activity.

**Time:** 90 minutes
**Material:** Story “Cinderella,” picture cards, Task 1 worksheet, copies of the story, sticky tape, chalkboard, markers, notepads, pens, handouts with vocabulary, handouts with fill in the gap/synonym activity, handouts with questions to be used during the activate stage

**PRE-TASK**
1. Creating interest in the topic about describing people.
   **Technique:** unscramble sentences
   **Interactive Pattern:** T-S, S-S
   **Time:** 10 minutes
   **Material:** chalkboard, flash cards, notepads, pens and markers.

   **Teacher:** Today, you must remember back when you were a child and listened this stories. Did you ever listened classical stories? What does story mean? What vocabulary do you know about the story? (Teacher must encourage students to come up with a definition for the word story)

   Also, teacher writes some scramble sentences on the board, asking to the students to work in pairs to order them.
   1- Smith is tall Mr very = Mr Smith is very tall.
   2- curly I hair have = I have curly hair.
   3- Successful Alicia but smart not is = Alicia is smart but not successful.
   4- funny Ted intelligent is and = Ted is funny and intelligent.
   5- baby blue has the eyes = The baby has blue eyes.

   After T gives Ss enough time to work on the sentences then calls on Ss to share their answers with the rest of the class.
   T: Can you tell us the first sentence Asuka?
   S: Mr Smith is very tall
   T: Excellent. How about sentence 2 Saki?
   S: I have curly hair.
   T: Does everybody else have the same order?
   Ss: Yes.
   T: Excellent. Next sentence Kazuki?
S: Alicia is smart.....
T: Very good.

**STUDY**

**STUDY 1- Introduction to new language**
Technique: Skim/scan reading
Time: 10-12 min
Aids: board, marker, handout with the mum-daughter dialogue
Interactive Pattern: S-S, T-S

Students: participate but maybe they can express that they do not remember or know the vocabulary; they do not the story or simply do no answer.

T writes the following two questions on the board and asks Ss to read the following dialogue and find the answers. Teacher reviews and practices pronunciation.

– What does Mr. Anderson look like?
– What is his personality?

Mum: Who is your English teacher Ellison?
Ellison: His name is Mr. Anderson.

Mum: What does he look like?
Ellison: He is very handsome. He is tall and has brown hair. I think his eyes are blue.

Mum: What is he like? Is he a good teacher?
Ellison: Yes, he is. He is very smart and friendly. He is also very patient with his students.

After Ss discuss the answers to the questions in pairs T elicits the way to ask for a description from Ss.

T: So what question do we use when we want to describe someone?

Ss: “What does he/she look like?”

T: And what question do we ask to know the personality of someone?

Ss: What is he like? What is his personality like?

T: Excellent

T: So what words describe Mr Anderson physically? – Writes “physical description” on the board

Ss: handsome/tall/has blue eyes/brown hair...

T: And which words describe his personality? – Writes “Personal traits” on the board?

Ss: He is friendly/smart/patient

The board looks like this:

<table>
<thead>
<tr>
<th>Physical description</th>
<th>Personality traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>handsome</td>
<td>friendly</td>
</tr>
<tr>
<td>tall</td>
<td>smart</td>
</tr>
<tr>
<td>blue eyes</td>
<td>patient</td>
</tr>
<tr>
<td>brown hair</td>
<td></td>
</tr>
</tbody>
</table>

T: Excellent, when we are describing someone we know, we talk about their physical description and their personality.

Ss: Yes

T: If it is someone we only saw once? Can we describe their personality?

Ss: No

T: That’s correct.

**STUDY 2- Teaching vocabulary**

Technique: Fill in the gaps/synonyms
Time: 10-12 min
Aids: Handout with fill in the gap activity, pens
Interactive Pattern: S-S, SSS

T then passes around the handouts with fill in the gap activity and asks Ss to complete the sentences with the words from the word bank in pairs.

Word Bank
slim, good-looking, pretty, brunette, easy-going, delighted, adventurous, exhausted, disappointed, miserable, humorous, honest, optimistic, pessimistic, polite
1- Oh wow! Nancy lost a lot of weight. She is so _________(Skinny)
2- My math teacher is very tall and _______________ person (Handsome)
3- We have a new girl in our class, she is very elegant and _______________(Beautiful)
4- She has long and brown hair I guess we can call her a_________(Brown-haired girl)
5- John would agree with anything we say. He is a very ____________ person.(Agreeable person)
6- Of course, I would be _______________ if you could come with us Mary. We miss you! (very happy)
7- Tenor likes mountain climbing. He is an _______________person (brave)
8- Oh what a long day. I am going home to sleep, I feel __________________(very tired)
9- When I lost my purse I was very _____________________(very sad)
10- Shannon was very upset when she failed her exam. She was ___________ for the rest of the afternoon (unhappy)
11- Ted loves making funny jokes, he is very ______________________(Funny)
12- Jack made my lunch and helped me with my homework, he is the most ____________ person I know (kind)
13- Can you tell me the truth please. I just want you to be ______________(Telling the truth)
14- We need to be positive and think good thoughts, can you try to be more _________________(Thinking positive)
15- You always think of the worst, I have never seen anyone as _________________as you are.(Thinking negative)

Once upon a time... there lived an unhappy young girl
All the nice things, kind thoughts and loving touches were for her own daughters.
One day, beautiful new dresses arrived at the house.
T and Ss go through the sentences together in order to correct Ss’ mistakes. If there are any words Ss do not know the meaning of T will provide them with examples and pictures from the magazines.
T: What is the answer for number 1, Berigues?
Ss: Slim
T: Excellent. What is your answer for number 2, Rodríguez?
Ss: Good-looking
T: Great. How about number 4, Escobar?
Ss: I don’t know/maybe brunette?
T: Does anybody else know the answer? – T encourages peer correction – If Ss can’t come up with the correct answer T finds a picture with a brunette girl from the magazine and shows the Ss.
T: It means a girl with brown hair.

STUDY 3 - Reinforcement of vocabulary
Technique: Synonyms/Antonyms
Time: 10-12 min
Aids: Magazines, handout with the vocabulary list, dictionaries
Interactive Pattern: S-S, T-S
T then hands out Ss the rest of the descriptive adjectives that will help them describe someone they know using the vocabulary from the list and vocabulary previously taught during the study stage.
Describing Someone:
T asks Ss to read the list of adjectives and discuss their questions with their partners if they don’t know the meanings of the vocabulary on the list. T will provide Ss with some pictures from the magazines and drawings on the board to explain the meaning of the vocabulary if Ss need further help (bold, blonde, wavy hair, mustache, goatee etc).

**CYCLE TASK**

**Aims:** To give students an opportunity to practice listening for comparisons (detailed listening) in the story: Next, teacher puts a video [http://youtu.be/KSuYphHr](http://youtu.be/KSuYphHr) (10.51 minutes) about Cinderella.

**Interactive Pattern:** T-S, S-S, individual work

**Time:** 20 - 40 min.

**Aids:** Cinderella story, handout

The teacher will distribute the first handout. Then assigns each pair of Ss a picture to be described using the character of Cinderella.

Tasks Ss to take a look at the picture and describe the person they see in the images about Cinderella to their partners trying to include as many details as they can.

**Expected performance:**

T then calls on volunteers to share their descriptions with the rest of the class.
T: What does your person look like, Gaitán?
S: She has curly hair and glasses. She is wearing a white shirt. She is overweight.

**Main Task**

Students must retell the story “Cinderella” at the end of the process of the Task - Based Learning Method.

The teacher reads the story in a dramatic, engaging and fun way to give students an opportunity to practice comparisons.

**Planning and Report**

The students made the description of the characters of the story, taking into account their particular characteristics.

The teacher will check their answers with the whole class, asking students how they describe each of the characters as they are.

The students describe their drawings to their partner, helping them fill in the descriptions that their partner missed. The teacher will check their answers with the whole class, asking students how they drew each of the characters as they are.

**ACTIVATE 2- Describe Your Partner**

T then asks Ss to use the handout as their guideline and collect information about their partners and give a description on their physical and personal traits using at least three traits in their descriptions.
What does he/she look like?
He/she… is tall / short / average
is slim / mid-weight
has long / short / curly / wavy / spiky / straight hair
has black / brown / red / blond / gray hair.
is bald (has no hair)
has brown / blue / green eyes.
wears glasses / contacts
wearing a hat / earrings / a necklace / skirt/pants/shirt
has a mustache / a beard

What is he/she like?
He/she…
is smart, successful
is optimistic / pessimistic
is relaxed / lazy / hard-working
is kind / friendly
is generous / outgoing / adventurous
is humorous / happy / pleasant
likes dancing / playing golf / swimming

LANGUAGE FOCUS:
ANALYSIS
Aims: To introduce the grammatical concepts about describing people physical appearance and personality. The teacher demonstrates ways to describe through examples in the context of the story.
Time: 20 min.
Aids: none
ACTIVATE 3- Describe your best friend
T then asks Ss to discuss and answer the questions below in pairs. While one S is describing her/his best friend the other S will prepare a summary of the description. Then Ss will exchange notes and correct their partners’ mistakes (Peer correction encouraged).
1. How did you meet your best friend?
2. What does your best friend look like?
3. What is he/she like?
4. What does he/she like doing? Hobbies, interests?
5. What do you have in common?
6. How do you stay in contact?
7. What do you like about him/her?
8. What do you not like about him/her?
9. Are you planning to visit your friend soon?

PRACTICE:
Aims: To give students an opportunity to practice vocabulary and redaction answering the question what does he/she look like? What is he/she physical appearance? Finally, students have the opportunity to write about your partner’s best friend
ACTIVATE 4-
T asks Ss to summarize the description of their partner’s best friend, including as many details of the description as they can remember. Students should write their responses and report it to their partner to compare their stories. They should compare what details their partner remembered that they didn’t. Ss may give feedback to their peers by adding/removing details to the reports written by their partners.

Feedback: T walks around the class and gives Ss feedback whenever necessary and asks questions to check Ss’ comprehension. T also reinforces peer correction and provides Ss with feedback, explaining written and spoken mistakes, on the board at the end of the class.


Annex 8

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT

PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.
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LESSON PLAN THREE

IED JUAN EVANGELISTA GOMEZ J.T.

TOPIC: STORYTELLING IN PAST SIMPLE
AREA: Humanidades
SUBJECT: Inglés
GRADE: Eleventh grade
HOURS: 3 hours per week

IMPRONTA DE CICLO IV
Proyecto Profesional y Laboral
EJE DE DESARROLLO
Investigación y desarrollo de la cultura para el trabajo
STUDENTS: 
SESSION TIME:  90 minutes per hour  
Number of students: 28  
DATE: Monday, 22\textsuperscript{th} April 2013

SPEAKING OBJECTIVE: To develop oral English production, through the storytelling.

Type of lesson: Listening lesson that integrates speaking, reading and writing skills using the classical story Beauty and the Beast

Level: Intermediate eleventh grade
Aims: Using a story to develop speaking skill.
To review and teach related vocabulary as well as its pronunciation
To integrate speaking, reading and writing skills into the activity
To provide students with practice summarizing and retelling
To provide students with practice identifying and analyzing the meaning of a story

Assumptions: Students are more familiarized with grammatical structures (past, present, present perfect). They are familiar with most of the vocabulary presented in the story in mother language. They are familiar with summarizing, translation but very little with retelling stories.

Anticipated problems and solutions: It is possible that students find an uncommon vocabulary in the story or simply they are not used them. Also, can be that certain sentences are phrased would be confusing to them. For this reason, the most troublesome vocabulary is going to be introduced before the listening. In the activities following the listening, any other difficult vocabulary or phrases should be examined and reviewed.
The students may have some difficulty understanding the main themes and events of the story as it is told in a somewhat indirect way. Towards the end of the lesson, the students have to retell the story in their own words.

Time: 90 minutes
Material: Story “Beauty and the Beast” picture cards, worksheet, copies of the story, sticky tape, and chalkboard

PRE-TASK
1. Creating interest in the topic
Technique: brainstorming
Interactive Pattern: T-S, S-S
Time: 10 minutes
Material: chalkboard, flash cards.

Teacher: Today, you must remember back when you were a child and listened this stories. Did you ever listened classical stories? What does story mean? What vocabulary do you know about the story? (Teacher must encourage students to come up with a definition for the word story)

Students: participate but maybe they can express that they do not remember or know the vocabulary; they do not the story or simply do not answer.

Teacher: teacher writes on the board the main vocabulary related with the story that students say and then, complements it giving them a crossword with some vocabulary of the story. After that, students review and practice the pronunciation of vocabulary with teacher assistance.

\begin{tabular}{|c|c|}
  \hline
  ABANDONED & ACCEPTED \\
  APPEARED & ASKED \\
  BEAST & BEAUTY \\
  BEFORE & CASTLE \\
  CUT & DAUGHTER \\
  DESPITE & DIE \\
  FOREST & GALLOPED \\
  HAD & HEART \\
  HORSE & INLOVE \\
  KNEW & MERCHANT \\
  MYSTERIOUS & PROPOSED \\
  REALIZED & RESTLESS \\
  RETURNED & ROSE \\
  RUN & SEE \\
  SEVERAL & SICK \\
  STOLE & THE \\
  WANTED & \text{\texttt{Koko11koko.com}} \\
  \hline
\end{tabular}
**CYCLE TASK**

**Aims:** Students discuss about their daily life and different situation they live, to tell one personal anecdote.
To give students an opportunity to practice listening, writing and speaking with the story, Beauty and the Beast. Next, teacher puts the video [http://youtu.be/QncrJm4vIFY](http://youtu.be/QncrJm4vIFY) (12.07 minutes).

**Interactive Pattern:** T-S, S-S, individual work

**Time:** 20 min.

**Aids:** Beauty and the Beast handout, papers sheet, pens.

Ask students to work in groups of three. Tell them to talk about their daily life, taking into account the different experiences of their life. Put the following questions on the board:

- Where do you live?
- What do you do daily?
- Do you share with other people different classmates?
- What do you like to do on weekends?
- What are your different likes and dislikes? Different hobbies?
- How are your family relations?
- What has been your main experience?

Explain that the questions are to help them start talking. Give them a time limit of five to eight minutes to discuss this. Circulate and listen to the students doing the task, but do not correct any language at this moment.

The teacher will distribute the copy of the story and the students underline the given verbs.

<table>
<thead>
<tr>
<th>Verb</th>
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<th>Translation</th>
<th>Verb</th>
<th>Past</th>
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<td>Decider</td>
<td>Return</td>
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<td>Regresar</td>
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<td>Morir</td>
<td>Ride</td>
<td>Rode</td>
<td>Montar a caballo</td>
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<td>Fall in love</td>
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<td>Enamorarse</td>
<td>Roar</td>
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<td>Run</td>
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<td>Corer</td>
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<td>Stay</td>
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<td>Left</td>
<td>Dejar/salir</td>
<td>tell</td>
<td>Told</td>
<td>Decir</td>
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</table>

**Main Task**

Students must retell the story “Beauty and the Beast” at the end of the process of the Task - Based Learning Method.

The teacher reads the story in a dramatic, engaging and fun way to give students an opportunity to practice vocabulary and actions related with the story. Also, he explains that as the students listen to the story, they must put the sentences, according to the story and make their own anecdote. Finally,

**Planning and Report**

The students watch the video about BEAUTY AND THE BEAST [http://youtu.be/QncrJm4vIFY](http://youtu.be/QncrJm4vIFY). Them they match the pictures with the sentences that teacher gives on photocopies the board. Teacher, checks the answers of the students with the whole class, asking them how they found and matched the text with the respective picture.

- Once upon a time there lived a wealthy merchant and his three daughters.
- One day, the father was to go to a far-off place and he asked his daughters what they wanted on his return.
- Suddenly, he found a huge castle and went inside to find nobody.
- Then the merchant went into the bedroom and slept on a soft and fluffy bed.
- The merchant was frightened and told the Beast about Beauty’s gift.
- Father, I only need a rose plucked by your hand.”
- The Beast decided to let him go only if he promised to send Beauty to this castle.
• The merchant, on his way back, had to cross through the deep forest. It was dark and the merchant tried to find a place to sleep.
• Merchant saw a beautiful rose bush growing in the lawn and remembered Beauty’s gift.
• He plucked a red rose from the bush. Suddenly, a ferocious looking beast sprang out of the bush.
• The Beast treated Beauty with a lot of kindness. He was never rude to her.
• One day, the Beast asked Beauty to marry him, but she refused. “Please let me go home!”
• She had a terrible nightmare in which she saw the Beast was very ill and about to die.
• The Beast miraculously changed into a handsome prince.
• Her father, on seeing Beauty, felt very happy and soon recovered.
• She cried and said, “Please don’t die, Beast! I will live with you forever!”

http://www.adisney.com/colorear/blanca/
https://www.google.com.co/search?hl=es&site=imghp&tbnid=isch&source=hp&biw=1360&bih=653&q=casa+en+el+bosque+para+colorear&oq=casa+en+el+bosque+para+colorear&gs_l=img.1.0.0.17850.27161.0.29267.31.13.0.18.18.0.163.1608.0j13.13.0....0...1ac.1.24.img..0.31.1658.2LhTa-vKxD8

Task two
Teacher gives some phrases in disorder to the students organize them. The teacher asks the students to identify what is the correct order of the sentences according the story “Beauty and the Beast”.

<table>
<thead>
<tr>
<th>One day,</th>
<th>found a huge castle</th>
<th>what did they want on his return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchant</td>
<td>saw a beautiful rose bush growing</td>
<td>with a lot of kindness</td>
</tr>
<tr>
<td>Beauty</td>
<td>changed into a</td>
<td>together they lived ever after</td>
</tr>
<tr>
<td>The Beast</td>
<td>Beauty’s father</td>
<td>and he went inside it</td>
</tr>
<tr>
<td>Merchant</td>
<td>were married and</td>
<td>bush growing in the lawn</td>
</tr>
<tr>
<td>The Beast miraculously</td>
<td>needed only a rose</td>
<td>handsome prince</td>
</tr>
<tr>
<td>Beauty and the Beast</td>
<td>treated Beauty</td>
<td>went to the far off place</td>
</tr>
<tr>
<td>Merchant</td>
<td>asked to his two first daughters</td>
<td>plucked by her father hand</td>
</tr>
</tbody>
</table>
Language Focus:

Analysis

Aim: To raise students’ awareness about the target language.
Choose two or three sentences from your text which include the grammar “used to” and write them on the board. For example:

a) I used to go to heavy metal concerts.
b) I used to have long black hair.
c) I used to wear tight leather trousers.
d) I didn’t use to do my homework.

Check that students understand the meaning of the sentences. This is best done by concept check questions. For example a) above, the concept check questions would be:

- Did I go to heavy metal concerts in the past? (Yes)
- Was it a regular occurrence? (Yes)
- Do I go to heavy metal concerts now? (No).

Explain the rules of form for used to:

- used to + infinitive and
- didn’t use to + infinitive

At this point you could distribute the script of your story and ask students to find other examples of how you used to. Point out that in English we use used to talk about states and habits that continued for a period of time in the past.

Practice

Aim: To give the students some restricted written practice in the target language.

If you feel that your class needs some restricted practice in the grammar, ask them to write down three things that they used to do and three things that they didn’t use to do when they were children. Circulate and monitor. Ask students to check their sentences with each other and elicit some examples to put on the board.

Optional follow-up

Aim: To give the students a chance to repeat (and hopefully improve) the task.

Ask students to work with a partner that they haven’t worked with yet during this class. Tell them to repeat the same task as they did at the beginning of the class, but that they should try to include the target structure used to into their speaking.

Once students have practiced together, ask a couple to report back to the class what they talked about with their partner. Use this time to focus on accuracy, i.e. correct what they say if they make mistakes using the target language.²⁰

ILE COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT
PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELP ORAL ENGLISH PRODUCTION IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.

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LESSON PLAN FOUR

TOPIC: STORYTELLING IN PAST SIMPLE

AREA: Humanidades
SUBJECT: Inglés
GRADE: Eleventh grade
HOURS: 3 hours per week

INSTITUCION: IED JUAN EVANGELISTA GOMEZ
J.T.
FOURTH ZONE: San Cristóbal
IMPRONTA DE CICLO IV
PROYECTO PROFESIONAL Y LABORAL
EJE DE DESARROLLO
Investigación y desarrollo de la cultura para el trabajo

TEACHER: WILLIAM NORBEY QUICENO

LESSON PLAN: two
SESSION TIME: 90 minutes
NUMBER OF STUDENTS: 28
DATE: Monday, 22nd April 2013

SPEAKING OBJECTIVE: To develop oral English production, through the storytelling.

THE THREE LITTLE PIG

Type of lesson: Listening lesson that integrates speaking, reading and writing skills using the classical story “The Three Little Pigs.”

Level: Intermediate eleventh grade

Aims: Using Task – Based Learning method to develop speaking skill, to the students can retell the story Little Three Pigs” at the end of the stages application.

To review and teach related vocabulary as well as its pronunciation.
To integrate speaking, reading and writing skills into the activity.
To provide students with practice summarizing and retelling.
To provide students with practice identifying and analyzing the meaning of a story.
To follow instructions and learn what kind of building materials are used to do a house.

For this activity it is going to use the description of the houses that appears in the story “Little Three Pigs.”

Also, students need to bring different kinds of buildings and consult about the used material to build them. Besides, they listen and observe a video about the story. [http://youtu.be/Olo923T2HQ4](http://youtu.be/Olo923T2HQ4). On the other hand, teacher reads the story in a loud voice and them, handing out the text of the story.

Assumptions: Students are more familiarized with grammatical structures (past simple affirmative and negative form). They are familiar with most of the vocabulary presented in the story in mother language. They are familiar with summarizing, translation but very little with retelling stories.

Anticipated problems and solutions: It is possible that students find an uncommon vocabulary in the story or simply they are not used them. Also, can be that certain sentences are phrased would be confusing to them. For this reason, the most troublesome vocabulary is going to be introduced before the listening. In the activities following the listening, any other difficult vocabulary or phrases should be examined and reviewed.

The students may have some difficulty understanding the main themes and events of the story as it is told in a somewhat indirect way. Towards the end of the lesson, the students have to retell the story in their own words.

Time: 100 minutes


PRE-TASK WARMER:

Aim: to prepare students for the task, to engage their attention.

Warm Up: Unscramble Sentences
Aids: notepads, pens, board, marker
Time: 10 min
Interactive Pattern: T – S

Teacher shows to the students some pictures of different kinds of building. Ask them what they think are differences, but don’t correct them at this stage (i.e. respond to the meaning of what they say, not the form). Allow time for three or four suggestions. Then take out the pictures of buildings and walk around the class, showing them to the students. Ask them what the differences among them are. Next, put the picture up on the board and ask “What else are the...
differences about the buildings?” Allow more comments and suggestions from the class, but don’t tell them if they are right or wrong in their guesses. Explain that they will find this out later.

**CYCLE TASK**

**TASK**

Aim: for students to discuss how they would like to build their houses.

**Warm Up:** Unscramble Sentences

Aids: notepads, pens, board, marker

Time: 15 min

**Interactive Pattern:** T – S S

After T gives Ss prudent time to work on the answer the questions of the oral way and write them on the board.

Asked the next questions about the history (The three little pigs) [http://shortstoriesshort.com/story/the-three-little-pigs/](http://shortstoriesshort.com/story/the-three-little-pigs/)

1. What do you know about the three little pig’s story?
2. What are the main characters of the story?
3. Do you like to see this kind of stories?
4. What kind of building material do you know?
5. How would you like to build your house?

Explain that the questions are to help them start talking. Give them a time limit of five to eight minutes to discuss this. Circulate and listen to the students doing the task, but do not correct any language at this moment.

**Planning**

Aim: For students to prepare an oral report of their task.

**Stop the task.** Students must work together to prepare a summary of their discussion to report to the whole class. They must write notes for this summary and be prepared to report this orally to the rest of the class. Set a time limit of ten minutes for them to do this.

**Report**

Aim: For students to present their reports and find out what kind of house do they prefer and what kinds of material do they use to build them.

When the students are ready, ask a spokesperson from each group to report the group’s summary. Tell the class that they must listen to each group’s report and decide at the end of all the reports which are the styles of houses preferred and what the most used materials to build them are.

After all the reports, ask students who they think how will be the houses in the future. You could ask the students that explain how and where they would build their houses.
Post-task listening
Aim: For students to hear a fluent English speaker doing the same task.

Draw the student’s attention back to the pictures of you pasted on the board and explain that you are going to ask them to listen to you doing the same task that they did. Read the text and replay the recording video you brought for the activity. Ask the students some quick comprehension questions about what they heard (e.g. What did the first pig say about its hose? What did the second pig say about its hose? What did the third pig? What do they think about the pig’s attitude in the house building? What are the best material to build their house) why do they believe the wolf do not build its house?

If the students find it difficult to understand, repeat the text again.

Language focus
Aim: To raise students’ awareness about the target language.

Choose four or five sentences from your text which include the grammar “used to” and write them on the board. For example:

a) The youngest pig used to build its houses of straw
b) The second pig used to build its house of wood.
c) The third pig always used to build its house of brick.
d) A big bad wolf used to chase the Three Little Pigs though the forest
e) The Three Little Pigs didn’t use to walk along the forest

Check that students understand the meaning of the sentences. This is best done by concept check questions. For example a) above, the concept check questions would be:

- Did the Three Little Pigs build their own houses? (Yes)
- Was it common the chasing the Three Little Pigs? (Yes)
- Do you build your own house now?  (No)
- Do you know how to build a house? (No)

Explain the rules of form for used to:

- used to + infinitive verb
- didn’t use to + infinitive verb

At this point you could distribute the script of your story and ask students to find other examples of how you used used to. Point out that in English we use used to talk about states and habits that continued for a period of time in the past.

Language practice
Aim: To give the students some restricted speaking practice in the target language.

If you feel that your class needs some restricted practice in the grammar, ask them to write down three things that they used to do and three things that they didn’t use to do when they were children. Circulate and monitor. Ask students to check their sentences with each other and elicit some examples to put on the board.

Optional follow-up
Aim: To give the students a chance to repeat (and hopefully improve) the task.
One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter." Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village. As she was going through the wood, she met with a wolf, which had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, answered, "It is your grandmother and carry her cake and a little pot of butter from my mother."  "Does she live far off?" said the wolf "Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."  "Well," said the wolf, "and I'll go and see her too. I'll go this way and you go that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap. "Who's there?" "Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up." The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap. "Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you." The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up." Little Red Riding Hood pulled the bobbin, and the door opened. The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come to get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"  "All the better to hug you with, my dear."  "Grandmother, what big legs you have!"  "All the better to run with, my child."  "Grandmother, what big ears you have!"  "All the better to hear with, my child."  "Grandmother, what big eyes you have!"  "All the better to see with, my child."  "Grandmother, what big teeth you have got!"  "All the better to eat you up with." And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.

Moral: Children, especially attractive, well-bred young ladies, should never talk to strangers, for if they should do so, they may well provide dinner for a wolf. I say "wolf," but there are various kinds of wolves. There are also those who are charming, quiet, polite, unassuming, complacent, and sweet, who pursue young women at home and in the streets. And unfortunately, it is these gentle wolves who are the most dangerous ones of all.21

Annex 11  

CINDERELLA

Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. All her kind thoughts and loving touches were for her own daughters. Nothing was too good for them – dresses, shoes, delicious food, soft beds, and every home comfort. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters’ hand-me-downs.

No lovely dishes, nothing but scraps. No rest and no comfort. She had to work hard all day. Only when evening came was she allowed to sit for a while by the fire, near the cinders. That’s why everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat said, “Miaow”, which really meant, “Cheer up! You have something neither of your stepsisters has and that is beauty.” It was quite true. Cinderella, even dressed in old rags, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at the palace and the stepsisters were getting ready to go. Cinderella didn't even dare ask if she could go too. She knew very well what the answer would be: "You? You're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy". Cinderella sighed, "Oh dear, I'm so unhappy!" And the cat murmured, "Miaow".

Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella", said the fairy. "I know you would love to go to the ball. And so you shall!". "How can I, dressed in rags?", Cinderella replied. "The servants will turn me away!".

The fairy smiled. With a flick of her magic wand Cinderella found herself wearing the most beautiful dress she had ever seen. "Now for your coach", said the fairy. "A real lady would never go to a ball on foot! Quick! Get me a pumpkin!". "Oh of course", said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice, and, remember they must be alive!"

Annex 12  

BEAUTY AND THE BEAST

There was once a merchant who lived with her daughter in the field. The girl called Bella. On one trip, the father of Bella through the forest, when suddenly his horse was restless and galloped. When the poor man got calm, he realized that he had lost.

They rode until it got dark and came to a mysterious castle that looked abandoned. They spent the night. Before leaving, cut a rose. Appeared a being monstrous.-By in here and steal my roses, die!- Let me say goodbye to my daughter.

The beast let him go. Upon arriving home he told everything to his daughter, who wanted to accompany him. Back at Castle, dined with the beast, and Bella made him a deal: -Let my father, I'll stay in place. The beast accepted. At first the girl was scared, but the beast was good and nothing was missing.

The beast who was in love with Bella, he asked her to marry him. Bella did not accept, but he proposed to be friends. Bella asked permission of the beast to go to see his father, promising to return soon. The beast let her go.

Bella spent several days caring for her father. There were sick and sad thinking that would never see. On his return to the palace he found the beast half dead with grief for his absence. Then Bella knew how much I wanted and realized that, despite their ugly appearance, had a big heart. -Do not die; I'll marry you -wept as he hugged. Believing dead tenderly kissed...

And the horrible monster... transformed into a handsome prince. A witch he loved until someone loved. Luckily, beautiful knew that real beauty is in the heart.

Annex 13  

THE THREE LITTLE PIGS

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals they will make!” He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig’s house that was made of bricks.

22 http://ivyjoy.com/fables/cinderella.html

23 https://www.google.com.co/#bav=on.2,or.r_qf.&fp=92df6964b8b99003&q=BEAUTY+AND+THE+BEAST
The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their house with bricks and lived happily ever after.24

Annex 14

IED COLEGIO JUAN EVANGELISTA GÓMEZ
AFTERNOON SHIFT

PROJECT: A TASK BASED STORYTELLING PROPOSAL TO DEVELOP ORAL ENGLISH PRODUCTION, IN STUDENTS OF FIFTH CYCLE AT IED JUAN EVANGELISTA GOMEZ SCHOOL OF BOGOTA.
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THE STORY THE LITTLE RED RIDING HOOD.

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24 http://shortstoriesshort.com/story/the-three-little-pigs/
Interview 04
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Fernando
T: What cycle are you in?
S: I am in fifth
t: please, talk about the story the little red riding hood.
S: little red riding hood life in the forest eh the mother gave on to little red riding hood at home her grandmother little red riding hood.
T: thank you.

Interview 05
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Karen Sofia
T: What cycle are you in?
S: I am in fifth cycle.
t: please, talk about the story the little red riding hood.
S: red riding hood niar, niar basket forest with her grandmother. She, she sick visit in basket …. Something he’s ……. to walk basket, walk, walk…..
T: thank you.

Interview 06
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Paula Baquero
T: What cycle are you in?
S: I am in fifth cycle.
t: please, talk about the story the little red riding hood.
S: in mother have a cake paid him son sandwich eh with her grandmother was sick.
T: thank you.

Interview 11
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Jeisson Léon
T: What cycle are you in?
S: no responde
T: please, talk about little tree pigs
S: no habla
T: thank you.

Interview 12
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: My name is Nicolas Berigues
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell the story
S: the story of little red riding hood began eh whit her mother who said her … eh she, eh she go to the Grandmother’s house to carried on eh her a basket with fruits and a bottle wine. Eh the mother of little red riding hood said her eh she took the right then when he when she, when she, when she went walking eh, she, she went waking she, she, she found a wolf who said her she took the right way and not the left way. Eh to, to she picked up flowers for his grandmother for his for her grandmother. Eh little red riding hood took the right way and picked up very much flowers very beautiful. And the wolf took the left way and she, he arrives first to the grandmother house. In the grandmother’s house eh the wolf knocked the door and enters there. The, the, the grandmother scared from the wolf, scared by the wolf and the wolf ate the grandmother’s little red riding hood. Eh meanwhile little red riding hood isn’t there forest and go and she go walking and when she arrives to the grandmother’s house. She knocked the door and enter and she encounter there her grandmother in the bedroom, lie in the bedroom and she asked her eh for his eyes and his nose but the wolf exact to her to the grandmother say, answer her grandmother eh because he see better, listen better and then the wolf scared little red riding hood and ate her. Eh the wolf decided eh slept a nap and while he make this a hunter who passed for this way eh he safe the wolf and carried out little red riding hood and her grandmother.
T: thank you.
### THE STORY CINDERELLA

<table>
<thead>
<tr>
<th>Interview 01</th>
<th>Interview 07</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** Yerman  
**T:** What cycle are you in?  
**S:** I am in fifth cycle.  
**T:** please, tell me the story.  
**S:** Cinderella was an unhappy girl. Her life was with her stepmother and stepsisters. The stepmother didn’t like Cinderella. The stepmother gave, eh, gave, gave food delicious but Cinderella didn’t give nothing. Cinderella was slave stepmother and the stepsister. Cinderella the, the, the clothes used by stepsisters.  
**T:** thank you. | **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** My name is Alexandra  
**T:** What cycle are you in?  
**S:** I am in fifth cycle.  
**T:** please, tell me the story.  
**S:** Cinderella is a young and unhappy because she was a servant. She lives with stepmother and her stepsisters. One day she and the prince…  
**T:** thank you. |
| **Interview 02**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Charles  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** Cinderella was a girl unhappy and poor. She live with her stepmother and her stepsisters. She talked with the cat.  
**T:** thank you. | **Interview 08**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Brayan  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** Cinderella…. ya no se más  
**T:** thank you. |
| **Interview 03**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** Juliana  
**T:** What cycle are you in?  
**S:** I am in cycle fifth  
**T:** please, tell me the story.  
**S:** Cinderella was a beauty and unhappy girl. She lives with stepmother and stepsisters. She talked with a cat.  
**T:** thank you. | **Interview 09**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Karen Garcia  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** Cinderella is a young, poor and happy girl. She lives with stepmother and stepsisters. She talked with a cat.  
**T:** thank you. |
| **Interview 04**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Karen Rodríguez  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  | **Interview 10**  
**T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Yoldy  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, talk about the story  
**S:** Cinderella is lived with her stepmother and her stepsisters. She is a poor and beautiful. She is, is ah  
**T:** thank you. |
| **Interview 11**  
**T:** Good afternoon |

---
| T: please, tell me the story. | S: Cinderella was unhappy girl. She was live with her stepmother and stepsisters. She was unhappy and poor. Her stepmother didn’t like Cinderella. She was… she had to washes the dishes. A day arrive some dresses to stepsisters and her stepsisters went to the party and the castle. After that ah…..
T: thank you. |
|---|---|
| **Interview 05**
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Lizeth
T: What cycle are you in?
S: in fifth cycle.
T: please, tell me the story.
S: The story is Cinderella. The Cinderella live with her father. The father had married after that live her stepmother and her stepmother.
T: thank you. |
| **Interview 06**
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: Juan Sebastian Ulloa
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell me the story
S: Cinderella was unhappy girl. She lives with her stepmother and her two stepsisters.
T: thank you. |
| **Interview 12**
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: My name is Javier Benavides
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell the story
S: Cinderella was unknown, unhappy and poor girl. She lives with her stepmother and two stepsisters. But her stepmother didn’t like the Cinderella. The Cinderella only, only talked with her cat and the cat said “miau”. One day came adresses at the house the Cinderella of the stepsisters went to the happy castle
T: thank you. |
### THE STORY THE BEAUTY AND THE BEAST

<table>
<thead>
<tr>
<th>Interview 01</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name Tatiana Ortiz  
**T:** What cycle are you in?  
**S:** I am in fifth cycle.  
**T:** please, tell me the story.  
**S:** beautiful and father live a father in the field. In the father left galloped the night arrived to the castle sleep. In the morning to the merchant cut a rose the castle garden.  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 02</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Carlos Alexis Gómez  
**T:** What cycle are you in?  
**S:** in cycle fifth  
**T:** please, tell me the story  
**S:** the beauty, the beauty and the beast live a father in the field. In the father left galloped the night arrived to the castle sleep. In the morning the merchant cut a rose the castle garden.  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 03</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** I am Paula Baquero  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** beauty and the beast is eh, eh. In the castle, in the castle the beauty and … merchant, the merchant. He is se me olvidó. He is  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 04</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon, teacher.  
**T:** What’s your name?  
**S:** my name is Jefferson Córdoba  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** the girl and the father lives in the forest. One day the father is...  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 08</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Harold Enrique Domínguez  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** a girl life with her father in the field. The father left in the forest then the when came in the castle when cut a rose  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 09</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Judy Tatiana Pineda Pérez  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me story  
**S:** a merchant, the, the girl live in the, the forest. One day the merchant the horse galloped. The merchant come, come ah come in the castle. In the castle the merchant cut a rose a plane a being monster.  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 10</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Steven Alzate  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me story.  
**S:** a merchant living, live with a girl. One day a merchant left ....  
**T:** thank you. |

<table>
<thead>
<tr>
<th>Interview 11</th>
</tr>
</thead>
</table>
| **T:** Good afternoon  
**S:** Good afternoon  
**T:** What’s your name?  
**S:** my name is Miguel Pérez.  
**T:** What cycle are you in?  
**S:** I am in fifth cycle  
**T:** please, tell me the story.  
**S:** A merchant live with a girl in the forest. A merchant, a merchant one day left the house and the horse galloped. The merchant come, come ah come in the castle. In the castle the merchant cut a rose and the monster condemned the merchant die.  
**T:** thank you. |
Interview 05
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Yudy Tatiana Ortiz
T: What cycle are you in?
S: I am in fifth cycle.
T: please, talk about the story the little red riding hood.
S: red riding hood niar, niar basket forest with her grandmother. She, she sick visit in basket …. Something he’s …… to walk basket, walk, walk…. T: thank you.

Interview 06
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Yudy Tatiana Ortiz
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell the story.
S: a girl, a girl and her father live in the field. And girl the father left and girl and girl the father, the father cut a rose the castle garden and the girl father was condemned die. The best, the beast ….. T: thank you.

Interview 07
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Camilla Martinez
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell me the story.
S: the father and the girl live in the forest. The father one day the father left in the forest the horse. The merchant, the merchant come in the castle and live in the a monster. The merchant cut a rose. The monster, the monster was die.
T: thank you.

Interview 12
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: My name is Nicolas Berigues
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell the story.
S: the story of a beauty and the beast began with the beauty and his father who live in a field. The merchant of the bella’s father left his house and he go, go to galloped in the forest. Eh, eh the horse scared for something in the forest and ran. Eh, they arrived to a castle arrived to a castle. In the castle the bella’s father pass, passed the night and in the morning he cut a rose that, that eh, eh suddenly, a monster appeared and condemned bella’s father to die. To the monster permitted to the bella’s father visited her daughter. Bella’s father told her all passed. Bella’s father went to the castle, to the castle and the father, the father. The monster accepted that bella’s father retina to a house. Also to the monster asked to bella if she wanted to get married with him but she answered him. Bella said the monster that she wanted to be only friend and the monster accepted. His father was sick and weak. Then she returned to the castle and she found the monster sick in the floor. She accepted get married with him and kisses him. The monster transformed in a prince and she married and live happy for ever.
T: thank you.
THE STORY THE THREE LITTLE PIGS

Interview 1
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: Yerman
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the three little pigs
S: the tree little pigs were living in the with a wolf. The wolf always persecuted the pigs and never, never, never ….. The pigs decided to build a house. The small pig, the small pig, the small pig eh, eh built a house from straw. Middle from wood and the older from bricks. The wolf persecuted the little pigs. The pigs run at the house eh, eh the wolf blew and blew and felt down the house from of straw. The small pig run at the house of the middle pig. The wolf walked blew and blew and felt down the middle pig. The, the they are run at the house the older pigs. The wolf blew and blew the house didn’t fall down. In the house the wolf, the wolf, the wolf decided to entries the house from chimine eh in the house eh the older pig put water in the fire and the wolf felt down the fire and burn the tail.
T: thank you.

Interview (2)
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Cristina
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the three little pigs
S: in the forest live tree little pigs and living the wolf persecuted the three little pigs. The pigs decided to build three house. Three little pigs built the smallest straw, wood and bricks. The oldest pig built a house block. The second pig built a house of wood. The older pig built a house of bricks. The wolf, the wolf persecuted the three little pigs a house of smallest pig eh built and build house. The smallest pig run a house the second, the second pig and wolf persecuted a small pig little pigs, the wolf blew, blew persecuted a second house. The two brothers run a three house of older pig. The wolf persecuted …
T: thank you.

Interview (3)
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Karen Rodríguez
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the three little pigs
S: in the forest live tree little pigs which were persecuting by the wolf for

Interview (6)
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Juan Sebastián Ulloa
T: What cycle are you in?
S: I am in fifth cycle
T: please, tell the story
S: okay. The three little pigs and the wolf live in the forest but eibol the wolf persecuted the three little, the three, the three pigs. The pigs decided to build three house. Three little pigs built the smallest straw, wood and bricks. The smallest, the smallest pig build a house block. The second pig built a house of wood. The older pig built a house of bricks. The wolf, the wolf persecuted the three little pigs a house of smallest pig eh built and build house. The smallest pig run a house the second, the second pig and wolf persecuted a small pig little pigs, the wolf blew, blew persecuted a second house. The two brothers run a three house of older pig. The wolf persecuted …
T: thank you.

Interview (7)
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Viviana
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the three little pigs
S: in the forest live tree pigs brothers. The wolf persecuted to eat. The pigs decided to build a houses. Small a house. Small built a house of straw. The middle built a house of wood and the older built a house of bricks. The wolf persecuted a ….. No professor no sé.
T: thank you.

Interview (8)
T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Jorge
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story three little pigs
S: tree tree little pigs, the tree little pigs and a wolf live in the forest eh the pigs built tree house, made of straw, wood and bricks. The wolf blew and blew the house felt down. The wolf …… the pigs, the two pigs persecuted for, for the wolf….
T: thank you.
this reason the decided to build a house for each one. The smallest pig built the house of straw. The middle pig made of wood. The older pig made the of bricks. Then the wolf go to the house of small pig and blue and blue. The wolf decided blew and blew the house and the house fell down, felt down. The small pig run the house of the middle pig and but the wolf blew and blew and the house too fell down. After that the two brothers escaped at the house of older pig and the wolf went to house and the older pig, older pig and blew and blew and the house didn’t fall down. Later the three pigs, the tree pigs …

T: thank you.

Interview (4)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Charles
T: What cycle are you in?
S: I am in cycle fifth
T: please, talk about the story the three little pigs
S: the live pigs. The pigs live in the forest which they were persecuted with a wolf. They then eh decided to build tree houses. The smallest pig. The smallest pig. My house the built of straw. The second pig my house the wood. The older pig, the older pig my house the bricks. After that, after that the wolf persecuted the small pig blew and blew the small pig. The wolf, the wolf my in the wolf persecuted blew and blew.

T: thank you.

Interview (5)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Javier.
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the little tree pigs
S: the tree little pigs life… lived in the forest which were present by a wolf. Then they decided build a houses. The smallest pig house the for straw. The middle pig made house the for wood. The older and older pig made of a house bricks. But the wolf went to house of smallest pig and blew and blew and the house of smallest pig felt down. Then smallest pig left the house the second brother. But wolf persecuted a, a smallest pig enter to house of middle of middle house pig felt down. The two brothers come… the house of older pig. But wolf persecuted the two brothers to the house of older brother and blew and blew but the house, the house didn’t felt down. Then the wolf tried to enter the house for chimney ….. But the wolf burn the tail. The finally, finally the wolf left and the tree little pigs live happy for ever.

T: thank you.

Interview (9)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my names is Natalia
T: What cycle are you in?
S: no responde
T: please, talk about the story the three little pigs
S: the three little pigs live in the forest and the wolf persecuted and the three pigs. Uhh… in the pigs and wolf construct a house of straw and wolf, and wolf blew and blew….

T: thank you.

Interview (10)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am David Gamba
T: What cycle are you in?
S: I am in cycle fifth
T: please, talk about the story the three little pigs
S: the tree little pigs and a wolf live in the forest. The tree little decided to build houses. The smallest pig eh the house in straw.

T: thank you.

Interview (11)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: my name is Alejandro
T: What cycle are you in?
S: I am in fifth cycle
T: please, talk about the story the three little pigs
S: tree little pigs, tree little pigs I lived brothers wolf. I lived in the forest. The tree little pigs Built tree houses. The wolf left down two houses.

T: thank you.

Interview (12)

T: Good afternoon
S: Good afternoon
T: What’s your name?
S: I am Liliana
T: What cycle are you in?
S: I am in fifth
T: please, talk about the story the three little pigs
S: the three little Pigs live in the forest. The wolf persecuted the three little pigs. The tree little pigs construct tree houses.

T: thank you.
ENCUESTA DE CIERRE

STUDENT’S NAME: FIFTH CYCLE ELEVENT GRADES AFTERNOON SHIFT.

Las siguientes preguntas están destinadas a recoger información relevante acerca de cómo se han desarrollado sus habilidades orales en la clase de Inglés y determinar si después de la aplicación de la metodología propuesta (Task Based Learning with storytelling strategies) contribuyó a mejorar las habilidades orales de inglés en la población objetivo.

Por favor, conteste a cada de los elementos requeridos con veracidad. La información obtenida sólo será tomada en cuenta para la investigación y su nombre estará bajo anonimato.

Marque con una x una de las cuatro opciones requeridas (excelente, buena, regular, baja,) y referidas a las actividades desarrolladas en la clase de Inglés. Usted tiene cuatro opciones para elegir: Excelente, buena, regular o bajo

1. El desarrollo de un proceso do través del grupo de aprendizaje basado en la metodología del storytelling fue
   a. Excelente  b. buena  c. regular  d. Bajo

2. ¿Cree usted que la metodología aplicada fue
   a. Excelente  b. buena  c. regular  d. Bajo

3. Percibe usted que el nivel de mejoría en su producción oral, fue
   a. Excelente  b. buena  c. regular  d. Bajo

4. ¿Considera usted que el uso de las estrategias didácticas como imágenes, vocabulario, preguntas, trabajo cooperativo, con la asesoría del docente, siguiendo Task - Based storytelling Proposal para mejorar su producción oral en inglés fue?
   a. Excelente  b. buena  c. regular  d. Bajo

CLOSURE SURVEY

STUDENT’S NAME: FIFTH CYCLE. ELEVENTH GRADE. AFTERNOON SHIFT.

The following questions are intended to gather relevant information about how you have developed your oral skills in English class and determine if after application of the proposed methodology (Task - Based Learning with storytelling strategy), it was contributed to improving the oral skills English in the target population.

Please, answer each of the required elements truthfully. The information collected will only be taken into account for the investigation and his name will be on condition of anonymity.

Please, put X where one of the four required options (excellent, good, average, and low) and referred to the activities in English class. You have four options to choose from: excellent, good, and fair or under

1. The development of a process do through group-based learning with storytelling methodology was
   a. Excellent  b. good  c. Regular  d. Low

2. Do you believe that the methodology applied was?
   a. Excellent  b. good  c. Regular  d. Low

3. Do you perceive the level of improvement in their oral production was?
   a. Excellent  b. good  c. Regular  d. Low

4. Do you consider that the use of teaching strategies as images, vocabulary, questions, cooperative work, with the assistance of teachers, following task based storytelling Proposal to improve their oral production in English was?
   a. Excellent  b. good  c. Regular  d. Low...
Activity lesson plan two.

Read carefully and complete the activity putting the corresponding adjective as the case.

Lea cuidadosamente y completar la actividad poniendo el adjetivo correspondiente según sea el caso.

STUDENT: ___________________________  GRADE: Eleventh grade

Teacher: WILLIAM NORBEY QUICENO MUÑOZ  AREA: HUMANITIES

LEARNING: ENGLISH  CURRICULAR AXE: LA COMUNICACION

1- Oh wow! Nancy lost a lot of weight. She is so ________________(Skinny)

2- My math teacher is very tall and ________________ person (Handsome)

3- We have a new girl in our class, she is very elegant and ________________(Beautiful)

4- She has long and brown hair we guess we can call her a ________________(Brown-haired girl)

5- John would agree with anything we say. He is a very ________________ person. (Agreeable person)

6- Of course, I would be ________________ if you could come with us Mary. We miss you! (very happy)

7- Tenor likes mountain climbing. He is an ________________person (brave)

8- Oh what a long day. I am going home to sleep, I feel ________________(very tired)

9- When I lost my purse I was very ________________(very sad)

10- Shannon was very upset when she failed her exam. She was ________________ for the rest of the afternoon (unhappy)

11- Ted loves making funny jokes, he is very ________________(Funny)

12- Jack made my lunch and helped me with my homework, he is the most ________________ person I know (kind)

13- Can you tell me the truth please. I just want you to be ________________(Telling the truth)

14- We need to be positive and think good thoughts, can you try to be more ________________(Thinking positive)

15- You always think of the worst, I have never seen anyone as ________________as you are.(Thinking negative)

Annex 20

Activity lesson plan two.

Cinderella

Observe carefully the picture and describe it, according the adjective worked.

Lea cuidadosamente y completar la actividad poniendo el adjetivo correspondiente según sea el caso.

ESTUDIANTE: ___________________________  GRADO: undécimo

PROFESOR: WILLIAM NORBEY QUICENO MUÑOZ  ÁREA: HUMANIDADES

APRENDIZAJE: INGLÉS  EJE CURRICULAR: LA COMUNICACION
## PROFICIENCY SCALE FOR STORYTELLING ORAL ENGLISH LEVEL ZERO TO B1

<table>
<thead>
<tr>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
<th>FLUENCY</th>
<th>PRONUNCIATION</th>
<th>COHERENCE AND COHESION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
<td>Without descriptor</td>
</tr>
<tr>
<td>A1</td>
<td>They show only limited control over a few simple grammatical structures and syntax.</td>
<td>They evidence a basic and very limited repertoire on Specific situations. Besides, they operate with very short sentences, with many pauses to search for expressions and save communication.</td>
<td>They operate with very short sentences, with many pauses to search for expressions and save communication.</td>
<td>They present errors in pronunciation but they express can be understood with some effort. Native speakers used to dealing with speakers of that language group to which the user or student.</td>
</tr>
<tr>
<td>A2</td>
<td>They use some simple structures correctly. However, often confused tenses and forget to keep the agreement, however, there is usually clear what he intends to say.</td>
<td>They use some simple structures correctly. However, often confused tenses and forget to keep the agreement, however, there is usually clear what he intends to say.</td>
<td>They have not a sufficient command of the vocabulary to express basic communicative needs.</td>
<td>They express their ideas through short interventions, passing; repeating words, having doubts but even so understand of others.</td>
</tr>
<tr>
<td>B1</td>
<td>They have good grammatical control and properly use a common set of structures related to predictable situations. However, there is a clear interference of the mother tongue (Spanish), and still makes mistakes but it is clear what he intends to express.</td>
<td>They have an acceptable command and of basic vocabulary, however, they evidence still some mistakes when expressing complex ideas.</td>
<td>They are be able to keep his speech, but make frequent breaks to sort the grammar and vocabulary for long periods of free production.</td>
<td>Their pronunciation is intelligible but, still, his accent is evident and occasional mistakes.</td>
</tr>
</tbody>
</table>
Graphic 1: comics

(Taken from Albeit and the others (Deliste, 2008)).

Graphic 2

THE LITTLE RED RIDING HOOD.  http://youtu.be/whP2p9sLJ6w

https://www.google.com.co/search?hl=es&site=imghp&tbn=isch&source=hp&biw=1360&bih=653&q=casa+en+el+bosque+para+colorear&oq=casa+en+el+bosque+para+colorear&gs_l=img.1.0.0.17850.27161.0.29267.31.13.0.18.18.0.163.1668.0j13.13.0....0...1ac.1.24.img..0.31.1658.2LhTa-vKxD8
CINDERELLA  [Link to Video]

[Link to Coloring Pages]

http://www.adisney.com/colorear/blanca/
https://www.google.com.co/search?q=casa+en+el+bosque+para+colorear&oq=casa+en+el+bosque+para+colorear&gs_l=img.1.0.0.17850.27161.0.29267.31.13.0.18.18.0.163.1608.0j13.13.0....0...1ac.1.24.img_0.31.1658.2LhTa-vKxD8
All the nice things, kind thoughts and loving touches were for her own daughters. The stepmother and stepsisters didn’t like Cinderella. Cinderella was near to chimney. Cinderella used to spend long hours all alone talking to the cat.

The prince organized a ball at Court and invited whole beautiful girls. My dear girl, you're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. Cinderella found herself wearing the most beautiful dress, the loveliest ever seen in the realm. The pumpkin turned into a sparkling coach. You must leave the ball at midnight and come home. For that is when the spell ends.

Cinderella danced with the prince. She ran away and lost one of her slippers, but not for a moment did she dream of stopping to pick it up! The Prince picked up Cinderella’s slipper. Cinderella’s foot as well. Surprise! The slipper fitted perfectly. Cinderella got married with the prince.
PERSONAL INTERVIEW

The first question
1. What kind of teaching strategies had been used by your teachers during English classes to develop the oral skill in previous grades?

The first question 1
What kind of teaching strategies had been used by your teachers during English classes to develop the oral skill in previous grades?

Role Play | Songs | Explanation | Dialogues | Storytelling
---|---|---|---|---
0% | 8% | 33% | 25% | 34%

Graphic 9

The second question

Which are your preferences in relation to the teaching strategies used by your teachers during English classes to develop the oral skill in previous grades?

The second question 2
Which are your preferences in relation to the teaching strategies used by your teachers during English classes to develop the oral skill in previous grades?

Role Play | Songs | Explanation | Dialogues | Storytelling
---|---|---|---|---
0% | 17% | 17% | 8% | 58%
The third question
Which of strategies used by your teachers during the English classes, did not you like?

![Pie chart showing the percentage of strategies disliked by students.]

Graphic 11

The fourth question
What strategies would you like to work in order to develop your oral English skill?

![Pie chart showing the percentage of strategies preferred by students.]

Graphic 11
CLOSURE SURVEY

Graphic 12

The first question 1.
The development of your learning English process through the Task - Based Learning with the methodology of storytelling was

![First question 1 graph](image1)

Graphic 13

The second question 2.
You consider that the methodology used was...

![Second question 2 graph](image2)
The third question 3.
Do you think that the level of improvement in your oral production in English was?

**Third question 3**
Do you think that the level of improvement in your oral production in English was?

- Excellent: 25%
- Good: 8%
- Regular: 67%
- Low: 0%

The fourth question 4.
Do you consider that the use of teaching strategies such as pictures, graphics, new vocabulary, questions, cooperative work, and monitoring teacher to improve your oral production in English was…?

**Fourth question**
Do you consider that the use of teaching strategies such as pictures, graphics, new vocabulary, questions, collaborative work, and monitoring teacher to improve your oral production in English was…?

- Excellent: 0%
- Good: 50%
- Regular: 42%
- Low: 8%
## PERSONAL SURVEY

### The first question 1
1. What kind of teaching strategies had been used by your teachers during English classes to develop the oral skill in previous grades?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>%</th>
<th>NUMBER OF ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>8.3%</td>
<td>1</td>
</tr>
<tr>
<td>Songs</td>
<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Explanation</td>
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<tr>
<td>Dialogues</td>
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</tr>
<tr>
<td>Storytelling</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>99.9%</td>
<td>12</td>
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</table>

### The second question 2
2. Which are your preferences in relation to the teaching strategies used by your teachers during English classes to develop the oral skill in previous grades?

<table>
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<tr>
<th>OPTIONS</th>
<th>%</th>
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<tbody>
<tr>
<td>Role Play</td>
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<tr>
<td>Dialogues</td>
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</tr>
<tr>
<td>Storytelling</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>12</td>
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</table>

### The third question 3
3. Which of strategies used by your teachers during the English classes, did not you like?

<table>
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<tr>
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<tbody>
<tr>
<td>Role Play</td>
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<tr>
<td><strong>TOTAL</strong></td>
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### The fourth question 4
What strategies would you like to work in order to develop your oral skill?

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<tr>
<td>Role play</td>
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<tr>
<td>Songs</td>
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<tr>
<td>Dialogues</td>
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<tr>
<td><strong>TOTAL</strong></td>
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**CLOSURE SURVEY**

**The first question 1.**
The development of your learning English process through the Task - Based Learning with the methodology of storytelling was

<table>
<thead>
<tr>
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<th>%</th>
<th>NUMBER OF ANSWERS</th>
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</thead>
<tbody>
<tr>
<td>Excelent</td>
<td>8.3%</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
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<td>8</td>
</tr>
<tr>
<td>Regular</td>
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<td>2</td>
</tr>
<tr>
<td>Low</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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**The second question 2.**
You consider that the methodology used was…

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<th>NUMBER OF ANSWERS</th>
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</thead>
<tbody>
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<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>58.3%</td>
<td>7</td>
</tr>
<tr>
<td>Regular</td>
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<td>2</td>
</tr>
<tr>
<td>Low</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**The third question 3.**
Do you think that the level of improvement in their oral production in English was?

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>%</th>
<th>NUMBER OF ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excelent</td>
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<tr>
<td>Good</td>
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<tr>
<td>Regular</td>
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<td>3</td>
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<tr>
<td>Low</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>12</strong></td>
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**The fourth question 4.**
Do you consider that the use of teaching strategies such as pictures, graphics new vocabulary, questions, cooperative work, and monitoring teacher to improve your oral production in English was…?

<table>
<thead>
<tr>
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<th>%</th>
<th>NUMBER OF ANSWERS</th>
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<tbody>
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<tr>
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<tr>
<td>Low</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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