

Narrative-Based Didactic Strategies for Enhancing Oral Proficiency in Sixth-Grade English

Learners: A Case Study at Nuestra Señora del Carmen School.



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Abstract

This case study examines the impact of narrative-based didactic strategies on enhancing oral proficiency among sixth-grade English learners at Nuestra Señora del Carmen School. The primary objective is to assess how the integration of narrative didactic strategies in English language teaching influences the development of students' speaking skills, including fluency, vocabulary acquisition, and overall communication effectiveness.

The research employs a mixed-methods approach, combining quantitative assessments of students' oral proficiency before and after the intervention with qualitative feedback from both students and teachers. Data collection methods include pre- and post-intervention oral proficiency tests and classroom observations.

Preliminary findings suggest that these strategies contribute positively to the development of oral proficiency, with observed improvements in students' confidence, participation, and language use. Additionally, participant feedback indicates that these strategies enhance classroom dynamics and make language learning more enjoyable. The study also offers recommendations for educators seeking to improve oral proficiency through innovative teaching methods.

Keywords: narrative-based strategies, oral proficiency, English learners, case study, educational impact.

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Resumen

Este estudio de caso examina el impacto de las estrategias didácticas basadas en narrativas en la mejora de la competencia oral entre los estudiantes de sexto grado que aprenden inglés en la Escuela Nuestra Señora del Carmen. El objetivo principal es evaluar cómo la integración de estrategias didácticas narrativas en la enseñanza del idioma inglés influye en el desarrollo de las habilidades orales de los estudiantes, incluyendo la fluidez, adquisición de vocabulario y efectividad general en la comunicación.

La investigación emplea un enfoque mixto, combinando evaluaciones cuantitativas de la competencia oral de los estudiantes antes y después de la intervención, con retroalimentación cualitativa tanto de los estudiantes como de los docentes. Los métodos de recolección de datos incluyen pruebas de competencia oral pre y post intervención, además de observaciones en el aula.

Los hallazgos preliminares sugieren que estas estrategias contribuyen positivamente al desarrollo de la competencia oral, con mejoras observadas en la confianza, participación y uso del lenguaje por parte de los estudiantes. Además, los comentarios de los participantes indican que estas estrategias mejoran la dinámica en el aula y hacen que el aprendizaje del idioma sea más agradable. El estudio también ofrece recomendaciones para educadores que buscan mejorar la competencia oral a través de métodos de enseñanza innovadores.

Palabras clave: estrategias basadas en narrativas, competencia oral, estudiantes de inglés, estudio de caso, impacto educativo.

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1. Contextualization

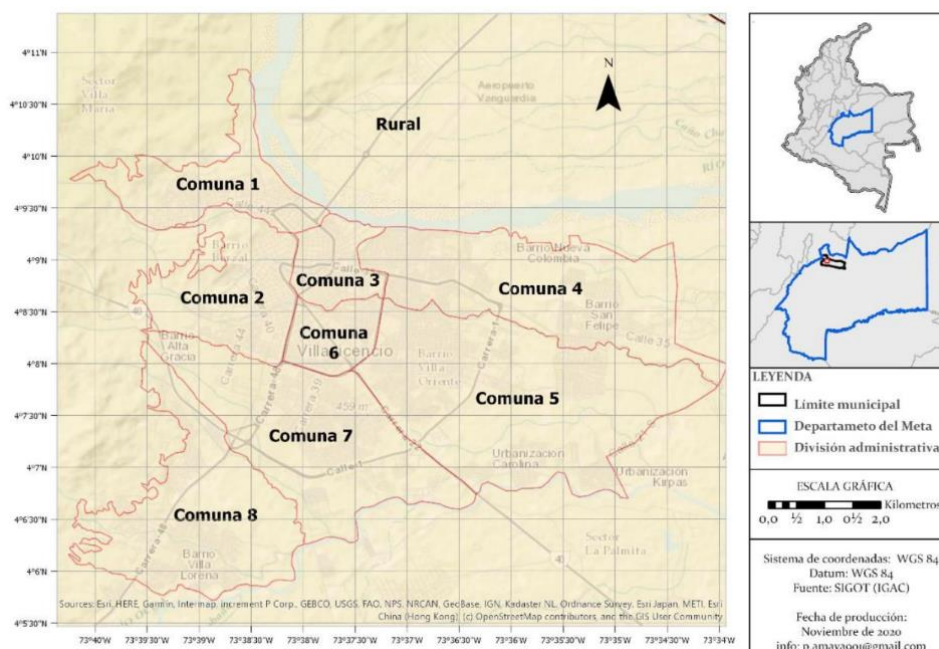
From birth, human beings have the need to communicate in order to express their feelings, emotions, thoughts, and ideas. This need re-emerges in the process of language learning. However, for various reasons, such as lack of knowledge, limited vocabulary, fear, or a lack of appropriate teaching and learning techniques, the process of communication and interaction in the new language is constantly restricted, thereby limiting students in the development of their language skills (Grácia et al. 2021).

Additionally, in the development of English classes in Spanish-speaking countries, there is a focus on the development of writing and listening skills, while reading, speaking, and dynamic activities that allow for a balanced approach to learning are neglected. Therefore, traditional education prevails, which implies that learning processes are standardized, directly impacting the acquisition of knowledge in EFL (Caiza, M. 2022).

Therefore, based on the observation and diagnosis of oral skills within the educational context, the study population consists of 19 boys and 11 girls aged between 10 and 12 years, all sixth-grade students at Colegio Nuestra Señora del Carmen, located in Comuna Four of Villavicencio, the capital of the Meta department in Colombia.

Figure 1. *Villavicencio by communes*

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Note. Map of Villavicencio organized by communes. Source. Amaya (2021).

These students face a teaching process that focuses solely on grammar, planning monotonous activities based exclusively on texts. This approach hinders the development of speaking and comprehension skills, as well as limits vocabulary acquisition. As a result, the second language is not used for oral expression and interaction, leading to rigid classes that fail to motivate the learning process of English as a foreign language. Moreover, Suárez (2022) states that the lack of didactic strategies in learning English as a foreign language is reflected in the speaking limitations that arise throughout the training process.

Modern education has been structured in such a way that students build their learning process based on the skills provided by teachers (Gamboa, 2019). Therefore, it is proposed to implement actions in the classroom that directly impact interaction, group motivation, and the personal development of oral skills.

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A pre-test and a post-test (Appendix 2) were administered, consisting of four sections that covered the development of oral skills through the observation and description of images, context, and clothing, to determine the effectiveness of teaching strategies based on narratives. This allows for a before-and-after comparison, concluding with the improvement of communicative skills in English as a foreign language. Additionally, they were also designed to identify areas for improvement.

This didactic teaching strategy (Appendix 3) is implemented during English classes, and based on the results, the relationship between the implementation of the narrative-based teaching strategy and the development of oral skills in sixth-grade students is determined. Checklists (Appendix 4) are created to assess whether the results of the strategy's implementation have achieved the relevance needed to improve oral skills. A field diary (Appendix 5) is also included, in which each of the observations made during the application of the teaching sequence and its activities are recorded.

The results of this research contribute to the process of learning English as a foreign language in sixth-grade students, serving as a pedagogical update that enables the development of classes with a specific purpose, analyzing strategies, and emphasizing the development of oral skills focused on expanding vocabulary and participating in conversations.

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2. Research Statement

Considering that education specifically focused on teaching English as a foreign language requires students to overcome basic competencies that enable them to interact through reading, writing, listening skills, and the ability to communicate through speaking, it is important to address the Common European Framework. According to Bernal (2020), this framework ensures that educational policies in Colombia promote immersion and the development of communicative skills, especially speaking.

Based on this and considering the context of the sixth-grade students at Colegio Nuestra Señora del Carmen in Villavicencio, during English classes, as their teacher and while developing classroom activities with them, it was observed that they lack the necessary vocabulary to engage in basic oral communication and fear making mistakes when using the foreign language.

One of the main issues was their difficulties with pronunciation and their lack of basic vocabulary, which limits their ability to perform simple tasks such as introducing themselves or describing an emotion. In addition, the pre-test was designed to assess the extent of the problem and determine the students' level of competence in order to guide their learning process and help them achieve the course's learning objectives.

2.1. Research Question

How does the implementation of a narrative-based teaching strategy influence the development of oral proficiency in sixth-grade EFL students, Nuestra Señora del Carmen School?

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2.2. Research Objectives

2.2.1. General Objective

To analyze the relationship between the narrative-based teaching strategy and the development of students' speaking skills in EFL classes.

2.2.2. Specific Objectives

1. To assess the current proficiency level of speaking skills among sixth-grade students in EFL classes.
2. To create a narrative-based teaching strategy aimed at enhancing students' speaking skills in English classes.
3. To execute the designed narrative-based teaching strategy within the English classes to facilitate the development of students' speaking skills.

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3. Theoretical Framework

This section will present the theoretical framework that describes the aspects of the constructs in the research proposal (narrative-based teaching strategy, English as a foreign language, and Oral Skills) and how these concepts relate to the teaching of English as a foreign language. At the same time, it describes the type of Action Research study and how the authors relate to the proposal's argumentation.

3.1 EFL (English as a Foreign Language)

The English language has been crossing borders due to global advancement and current globalization processes. For this reason, educational institutions around the world propose the teaching of English as a foreign language.

Considering the non-native context, differences are identified in the teaching and learning processes. According to Peng (2019) the audience for English as a foreign language consists of those for whom English is not their first language or the official language of the country. This allows them to have knowledge of the language and participate in a communicative process, but its use in daily life is neither necessary nor mandatory.

In the pedagogical processes applied in the teaching of English as a foreign language, the main objective is generally to practice basic communicative and interpretative notions, in which students have the opportunity to practice English 'in situ.' However, this process takes place only during the school day, which can limit the possibility of acquiring proficiency in the target language. Additionally, it is recognized that in countries where the native language is not

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English, teaching methods tend to be traditional, preventing learning experiences from being based on context. This means that communicative skills do not develop as expected in the curriculum guidelines (Mohammed, G. & Mohammed, S., 2021).

3.1.2. Methods in Language Teaching

From the above, it is possible to mention that the way in which knowledge of a language is acquired needs support in terms of teaching or learning methods. Based on this, Setiyadi (2020), citing Richards and Rodgers (2001), mentions that to establish a theory in this field, two postulates must be considered. Firstly, identifying the cognitive processes present in learning, and secondly, determining the conditions that allow these processes to be activated.

On the other hand, Setiyadi (2020) mentions that there are various methods for developing language skills in language learning. These methods stem from theories about the nature of language and how it is applied to everyone. Due to their culture, customs, prior education, and worldview, the processes of learning and teaching vary. Figure 2 reveals the main methods in language teaching.

Figure 2. *Methods in language teaching*

The Silent Way	• Language encompasses sounds with particular meanings and adheres to grammatical rules.
Audio Lingual Method	• Language refers to the spoken communication of everyday individuals at a regular pace.
Communicative Language Teaching	• Language serves as a means for conveying meaning.
Total Physical Response	• Language comprises a collection of grammatical regulations, including language components.
Suggestopedia	• The learning process involves both subconscious and conscious functions.

Note. The figure outlines the key aspects of language teaching methods. Source. *Adapted from Setiyadi (2020).*

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3.1.3. Distinctions Between a Second Language and a Foreign Language

The terms second language (L2) and foreign language (FL) are frequently used in language acquisition studies; however, they refer to different learning contexts and processes. Understanding the differences between these two types of language acquisition is essential to grasp the dynamics of language learning environments, pedagogical approaches, and learner outcomes.

3.1.3.1. Context in Language Acquisition. The main distinction between a second language and a foreign language lies in the context in which the language is acquired. According to Villareal and Martínez (2024), a second language is typically learned in an environment where the target language is actively spoken and used by native speakers in daily communication. For instance, a learner of English in an English-speaking country is acquiring English as a second language. This context provides learners with rich, interactive exposure to the language, facilitating immersion-based learning.

In contrast, a foreign language is generally learned in an environment where the language is not widely used outside of educational or formal settings. As Villareal and Martínez (2024) highlight, language learning often takes place in classrooms or through media but lacks the immersive social environment that characterizes second language acquisition. This often limits learners' opportunities to practice the language in real-life interactions.

3.1.3.2. Exposure and Interaction in Learning English. As noted by Benati and Chan (2023), exposure to the language plays a crucial role in the acquisition process. L2 learners are exposed to the language daily and interact with native speakers in both formal and informal settings, enabling real-time language use. Mackey and Gass (2022) emphasize that the richness

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of interaction in L2 environments is essential for developing communicative competence, including pronunciation, grammar, and pragmatics.

Conversely, FL learners typically have more limited exposure to the language. According to Mackey and Gass (2022), instruction is provided in structured classroom settings, with reduced practical use outside the classroom. Consequently, FL learners may struggle with conversational fluency and often focus on explicit grammar and vocabulary learning rather than acquiring the language through interaction.

3.1.3.3. Motivation for Learning and Social Integration. The motivation behind learning a second or foreign language differs significantly. In the case of second language acquisition, learners are often highly motivated to integrate into the linguistic community of the target language. According to Villareal and Martínez (2024), motivation can stem from a desire to engage with the native-speaking community, as well as from academic and professional development goals. However, the primary aim is social integration, which naturally creates opportunities to practice language skills and adapt to diverse cultural settings.

For foreign language learners, motivation tends to be more academic or extrinsic. FL learners may study the language to earn academic credits, for personal interest, or for professional reasons, but without an immediate need to use the language in everyday life. As Villareal and Martínez (2024) suggest, this often results in a more formal and less immersive learning experience.

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3.1.4. Foreign Language (FL) Proficiency goals

According to Wong (2020), regarding the FL mastery objectives, vital aspects such as the communication skills addressed in this research work are taken into account, their objective is to achieve functionality competence in everyday conversations, debates and in professional conversations; To achieve these purposes in teaching, activities such as role plays, real conversational interactions and structured debates are taken into account.

On the other hand, according to Pawlak (2021), the linguistic skills that cover the mastery of grammar, extensive vocabulary, pronunciation and syntax at an advanced level are considered, for which the implementation of pronunciation workshops is suggested from the academic field. and grammar and vocabulary exercises.

In addition, it must be taken into account that there is a cultural integration to properly understand the contexts in which the language is used; films, videos and interactions with the L2 community must be integrated from the teaching-learning process, in addition to talks and collaborations with native speakers that allow constant interaction that strengthens the acquisition and development of L2.

3.1.5. Diversity and Cultural Awareness

Diversity and cultural awareness are inherent aspects of learning and teaching English as a foreign language. Being aware of these differences can help improve the efficiency of teaching and make it more meaningful for non-native students, fostering a strengthened learning experience that allows them to learn the L2 with respect and understanding of cultural

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differences, thus creating inclusive environments that enhance the learning experience

(Yurtsever & Özel, 2021).

On the other hand, Al-Obaydi (2019) emphasizes that exposure to diverse cultural contexts help students better understand the use of English in various social settings, improving their communicative competence and fostering empathy and sensitivity towards different perspectives and ways of seeing the world.

At the same time, it is crucial to understand that motivation and engagement go hand in hand in helping students learn, which is why it is recommended that learning materials be focused on inclusive education where each student feels represented. This approach facilitates cultural exchanges and mutual learning, promoting collaborative work and critical analysis of language use (Al-Obaydi, 2019).

Peng (2019) mentions that teachers should receive training that allows them to address cultural competencies to understand students' needs. Additionally, the technological environment in English as a second language classes encourages participation in virtual exchanges that enhance collaboration between students and teachers from different countries and cultures. Furthermore, the processes of globalization significantly affect language teaching and compel educational systems to rapidly evolve in response to social changes and global openness.

Locally, according to Becerra et al., (2022), Colombia requires a transformation in various aspects of teaching and learning. The author points out that to develop English proficiency and foreign language education, it is vital to promote processes that emphasize

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fluency and communication, offering more autonomy to students, along with understanding their own context as well as the context of the FL.

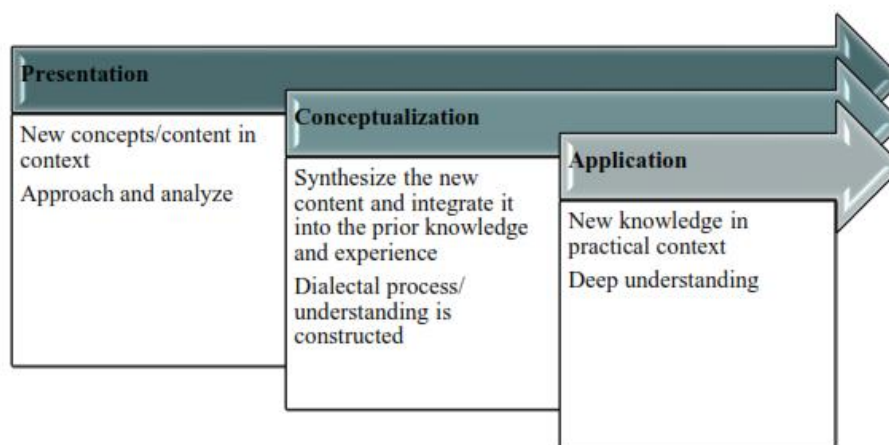
Additionally, states that teacher training is largely limited to the use of booklets, textbooks, and supplementary exercises that are based on a culture different from the context of Colombian students, with little real interaction with the foreign context of the training materials. This limitation prevents genuine cultural exchange and contextual recognition. Therefore, the research considers the learning context and the influence of cultural diversity to guide students in developing narrative-based didactic strategies, aiming for all students to develop their speaking skills, acquire vocabulary, and overcome the fear of communicating in the FL.

3.2. Didactic Strategies Based on Narratives

The didactic sequence is a fundamentally valuable resource in education, facilitating and enabling strategic organization in the teaching process, promoting the effectiveness of activities, as well as taking advantage of prior knowledge to be able to build and train a base that allows for meaningful learning. Huang (2022) mentions that the main objective is to get students to create new mental connections from existing knowledge, which allows them to regenerate and complement their educational processes. He also establishes that didactic sequences are resources that can be structured in the teaching of a second language, and it is composed of three main stages as evidenced in Figure 3.

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Figure 3. *Stages of the didactic sequence*



Note. Adapted from “Didactic Sequence: A Dialectic Mechanism for Language Teaching and Learning”, by D. Ceni, 2019, *Revista Brasileira de Linguística Aplicada*, 17 (1).

Furthermore, a didactic sequence not only focuses on the organized acquisition of new content; according to Santolària (2019), also promotes the development of students' cognitive abilities. Linguistic competencies are strengthened through constant interaction and negotiation of meaning. The implementation of this type of strategy allows for increased active participation and serves as a guide to promote critical thinking in all subjects related to languages. Thanks to its dialectical approach, the didactic sequence becomes a flexible and effective resource for language teaching.

It is a strategy that allows for improvement in the oral expression processes of the target language through narratives, since its main foundation is to motivate students to get involved in communicative processes, as Gràcia et al. (2018) mentions, it aims to improve their understanding, fluency, vocabulary, grammar, and pronunciation.

Additionally, Berg and Persson (2023) affirm that the creation and development of narratives allows the use of the most basic resources inherent to each human being, voice,

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intonation, facial and body expression can produce a meaningful learning experience, emphasizing motivation, imagination and oral expression, allowing students to focus on discussing and putting into practice the topics covered in class, understanding if the acquired knowledge was internalized and if the attitude towards the thematic development changed.

As mentioned by Zanchi et al. (2020) narratives are oral activities where language and gestures are used colorfully to create scenes in a sequence; however, storytelling is more than just telling stories. As part of the oral activities in class, creating narratives is also an effective teaching skill that allows students to focus on the structure of the story.

On the other hand, as mentioned by Storr (2020), it is necessary to take into account that historically narratives have transformed but storytelling has existed since ancient times as an essential form of effective communication that has allowed societies to develop. Therefore, the present study is based on the use of storytelling as a narrative format to develop a didactic sequence that leads to improving oral skills in the learning of English as a foreign language.

3.2.1. Storytelling

According to Linh et al. (2020), the ability to tell stories is crucial for the advancement of language skills as it promotes social interaction and collaboration among students. The author suggests that telling stories motivates students to interact with their teachers and peers, creating an environment conducive to sharing experiences and learning.

Furthermore, Grácia et al. (2018) points out that Storytelling is fundamentally about engaging students in communicative processes, allowing them to establish connections from

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different perspectives to train and adapt to various contexts. Ahmad and Yamat (2020) state that storytelling is a commonly used technique in English language teaching. Teachers have adopted it because of its effectiveness and benefits for students, who can learn through storytelling and then apply that knowledge to learning the English language.

Férez and Coyle (2023) argue that students should also be prepared to understand different forms of storytelling. On the one hand, there is oral storytelling where students can identify the original version of a story and its subsequent adaptations, as well as create new versions through creative activities in class development. On the other hand, narration based on illustrated books implies a process that is more faithful to the original story, including reading aloud or narrating texts supported by images.

On the other hand, it is important to consider that telling stories involves the use, identification and establishment of narrative elements in its structure, which allow ideas and scenes or events to be organized in a coherent and sequential manner. This enriches the language and vocabulary of the students. Students should recognize that the setting of a story consists of time, characters, and places, along with a structure that includes a beginning, middle, and end. Being able to identify these aspects allows students to enhance their participation, creativity and overcome the fear of communicating in English (Arguello et al., 2020).

In addition, over time digital media has been developed that allows students to diversify their learning experience. The Internet offers a wide range of L2 training opportunities. However, some pages such as www.learningenglishkids.britishcouncil.org/ in. They offer a wide variety of resources on all communication skills. According to Yadav (2021), this free website

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provides teachers and parents with integrative activities based on movies, stories, songs, games and poems.

In the case of the present study, on the page in question there are resources in which students can write their own story, in addition to choosing the characters, settings and events that allow the development of a story. Additionally, there is a section in which It demonstrates the process of discussion and analysis based on history, activities that are integrated into storytelling and diversify the way of sharing and improving speaking skills.

3.3. Speaking Skills

When it comes to the ability to speak, it is crucial to highlight the importance of being able to develop a successful communication process. According to Rao (2019) citing Nazara (2011), speaking ability also provides excellent job opportunities and the chance to practice abroad (p.491). Furthermore, it is mentioned that most non-native students learn English to master speaking.

Speaking is arguably a fundamental tool for social development, involving the use of words to express thoughts, feelings, knowledge, and deliver speeches through the production of sounds. It is worth noting that there are various functions for utilizing the ability to speak, but it is considered the central axis in communication (Shamin, 2020).

In addition, Pulido et al. (2022) mention that the main skill when learning a language is oral communication, as it is not only a communicative skill but also a means to acquire the language. Through this skill, students can understand the facts and feelings of others, which is

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only achieved through practice. They add that speaking the language in the classroom is important for three main reasons, as evidenced in figure 3.

Figure 4. *Importance of speaking skill in the classroom*



Note. Adapted from Didactic strategies to strengthen oral competence in English based on meta-analysis. Pulido et al. (2022). *Journal of Positive School Psychology*, 6(3), 1794-1812.

Reading aloud learning is an activity that offers multiple benefits for the acquisition of a new language. According to Pulido et al. (2022), when students read texts aloud, they “express, hear, and integrate the rhythm and intonation of the language.” By doing so, students can hear the correct pronunciation of words, fluent speech, and avoid isolation into syllables, they can also improve their learning of how the tone of voice of their speeches should be. In addition, as Rao (2019) mentions, learning aloud creates a possibility for greater interactivity between students and the teacher.

In addition, vocabulary building is crucial for the acquisition of advanced language skills. According to Gao et al. (2023), being aware of expressing many words and ideas more accurately and understanding the reading of denser texts. In turn, activities that focus

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on vocabulary building, such as word games and correlation exercises, have been shown to increase proficiency in several investigations.

3.3.1. Grammar in Oral Expression

Speaking skills are crucial in language acquisition as they involve both fluency and accuracy in grammar and vocabulary. As one of the most interactive forms of communication, speaking requires learners to process and produce language in real-time. Research in this area explores how learners develop their ability to speak effectively and how language instruction can enhance these skills.

Grammar is the structural foundation of language. While speaking requires fluency, precise use of grammar ensures clarity and effectiveness. Studies show that grammar is essential for understanding spoken language and expressing ideas coherently (Derwing et al., 2022). Oral proficiency often involves both implicit and explicit grammatical knowledge, with explicit teaching focusing on rule-based systems and implicit learning occurring through interaction and use.

Additionally, in terms of grammar and fluency, it is suggested that learners may use simplified grammar in the early stages of speaking, but gradually incorporate more complex structures as their proficiency increases (Pouyan et al., 2023). This shift typically occurs through task-based language learning, where students focus on communication rather than rule-following, thus indirectly improving their grammatical accuracy. Furthermore, in grammar instruction, the importance of contextualized input is highlighted. For example,

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listening to and producing grammatically rich discourse is more effective than isolated exercises.

3.3.2. Vocabulary in Speaking

Vocabulary is essential for effective speaking as it allows learners to express themselves with greater precision and fluency. Research suggests that vocabulary acquisition for speaking involves both active and passive learning (Webb, 2020). Active vocabulary refers to words that learners can easily use in speech, while passive vocabulary consists of words that they can recognize but do not actively use in conversation.

Moreover, vocabulary size and speaking fluency show that having knowledge of a broader vocabulary allows learners to be more flexible in their speech, producing more varied and accurate utterances (Sun et al., 2023). Additionally, the frequency of word use in spoken contexts is closely related to vocabulary retention.

At the same time, vocabulary learning strategies, including semantic mapping and repetition techniques, improve learners' ability to use new words in speaking (Sun et al., 2023). Tasks that promote meaningful use of vocabulary, such as debates or storytelling, support the retention and active application of new terms.

Effective speaking requires a dynamic interaction between grammar and vocabulary. While grammar provides the necessary structure for comprehension, vocabulary enriches communication and allows for more precise expression.

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3.4. State of the Art

It is important to recognize that narrative-based didactic strategies can benefit students in their process of learning English as a second language, improving their communicative skills and participation. To identify the types of strategies, training, and methods used, it is necessary to conduct a search of previous related research, aiming to achieve the proposed objectives by addressing specific aspects of vocabulary and oral interaction in the autonomous production within the learning process.

Considering strategies specifically based on the use of narratives for the development of speaking skills in EFL learning, as a result of an extensive reading and research process, fundamental theoretical foundations were established in the project focused on teaching English as a foreign language.

3.4.1. Storytelling to Improve Students' Speaking Skill

In Zuhriyah (2017) investigation, the main objective of this research was to know whether storytelling could improve the speaking skill of students in class N in the second semester of the intensive English program of Hasyim Asy'ari University Tebuireng Jombang in the academic year of 2016/2017. This study was developed from collaborative action research, divided into four steps, which are: planning, implementation, observation, and reflection, working shoulder to shoulder researcher (EFL teacher) and collaborator (student). The research population was 23 students from class N in the second semester of the intensive English program.

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Some of the results generated from the present study were that the students in the first and second as were a bit noisy because they did not get to the full story, however, they did identify new words with unknown pronunciations in the readings. The students learned to respect the reading times and improved their pronunciation and oral expression, going from zero discussion time to being able to speak for at least twelve minutes each, motivating themselves to participate in each conversation, it is related to my research because it intends to leave a mark of learning in students, in addition to finding alternatives that allow them to be confident of their knowledge and thus be able to communicate.

3.4.2. Hear me out! Digital Storytelling to Enhance Speaking Skills

Precintha et al., (2019) Investigate the use of digital storytelling to improve students' oral skills in English and students' perceptions regarding the use of digital storytelling to improve their speaking skills, based on action research methodology involving the steps of plan, act, observe, and reflecting. The study was applied to 20 students studying in a suburban school in Pahang, Malaysia. The results of the study indicate that students improved in motivation, speaking, and listening skills, and teachers identified new teaching strategies.

It is directly related to my research proposal because it uses narratives as teaching strategies seeking to establish tools that support the formative processes of learning English as a foreign language.

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3.4.3. Didactic Strategies to Improve Speaking Skills in Students from 6 to 7 Years old at Alausí Foundation

Tomalá's research (2021) explores the impact of didactic strategies on improving oral skills in students aged 6 to 7 at the Alausí Foundation. The study's main objective was to enhance students' oral proficiency through storytelling, creating an immersive and supportive learning environment. The methodology employed a quantitative approach, gathering data through surveys and interviews with students. The analysis of this data informed the development of a proposal featuring six engaging stories and seven activities designed to reinforce students' prior knowledge and encourage classroom participation. The study concludes that incorporating didactic strategies such as storytelling can significantly contribute to the development of oral skills in young second-language learners, making the learning experience both effective and enjoyable.

This research is related to the present study as it focuses on implementing narrative-based didactic strategies to enhance oral skills. This connection allows for a thematic comparison and enables an analysis of whether the obtained results are comparatively similar.

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4. Research Design

This section presents the research design through which this project will be developed based on research topic with the theme Communicative language activities and which will be of vital importance to determine the implementation of the pedagogical strategy based on narratives in the development of students' oral skills, considering that this is equivalent to what is stated in the objectives, in addition to structuring and determining the methods to be used to obtain the results (Ávila et al., 2019). It will be organized according to the following parameters: the research approach that, due to the purpose of the study, responds to a qualitative investigation using resources from quantitative research, the type is action research and its relationship with this study, the data collection instruments and the description of the participants and their context.

From the perspective of Wagner, Kawulich and Garner (2019) who mention qualitative research as an experiential and practice-based learning opportunity for students that revealed their desirable pedagogical characteristics (p. 1) it can be inferred that the practice through various activities in the classroom motivates and develops the knowledge of students allowing them to achieve the objectives established for them, fosters learning that enables the understanding of phenomena through the analysis of various perspectives, both on an individual and collective level.

In this way, this approach that allows the objectives of this research to be achieved, allowing a flexible analysis of students' behaviors and social interactions, as well as collecting descriptive data and making a deeper understanding. Thus, it is specified that qualitative research

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focuses on the interpretation, collection, and use of data and empirical approaches, emphasizing not the objective nature of behavior, but also its subjective meanings (Aspers and Corte, 2019).

This research approach is characterized by addressing the reality of the participants with the aim of understanding, evaluating, and exploring various dynamic phenomena while maintaining sensitivity and avoiding influencing their perceptions. Lichtman (2023) emphasizes the importance of adapting to everyday situations and the evolution of research questions and design as data is collected. Qualitative researchers use inductive analysis to provide a detailed understanding of social and human phenomena. It is considered holistic in observing the population, reflective and interactive in the sensitive relationship between people and the researcher, and naturalistic in focusing on natural context situations.

According to Elg. et al. (2020), action research involves active participation and collaborative work to address practical problems through the implementation of strategies to generate knowledge that leads to change in a particular context. In this way, it is possible to generate significant learning that leads to actions to improve the processes studied and evaluated and thus it is possible to correlate qualitative research with action research, since as in this research work, it is intended to collaborate with the participants, implement and develop strategies and evaluate their effectiveness.

In the educational field, it facilitates the processes through which knowledge is built and fed, for which reason Clark et al. (2020) mention that "Action research is a process to improve educational practice. Its methods involve action, evaluation, and reflection". Therefore, it is usually characteristic that this type of research is participatory and practical, to generate

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knowledge from the implementation of plans that, continuously developed, lead to reflection, thus being an evolutionary process.

For its part, the role of the researcher is fundamental according with Xu et al., (2020), since it takes advantage of the way in which they can participate to develop different observation and implementation processes that allow the evolution of pedagogical knowledge, implementing guidelines that will lead to obtaining estimated results such as how to observe the causes and consequences of change, the process that leads them, and act from their work for their benefit, thus becoming a cyclical process. Faced with this idea, my role as a researcher intends to intervene in social transformation from objectivity, accompanying various academic and training processes that as a teacher give students the opportunity to be leaders of their process, thus promoting change for all agents participating in the context.

Consequently, the participants in this research are thirty students between the ages of 10 and 12 belonging to the sixth grade of the Nuestra Señora del Carmen School, located in the reserved Jordán neighborhood of commune four of the city of Villavicencio, department of Meta as shown in Figure 4.

Figure 5. *Villavicencio*



Note: Taken from Instituto Geográfico Agustín Codazzi. (2022).

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There are 19 boys and 11 girls belonging to stratum three whose families tend to dedicate themselves to being technical or professional employees in nationally renowned companies, large local brands or being merchants. It is a population that is characterized by having an English learning process from first grade focused on grammar, writing, reading and listening, leaving aside oral communication processes in the foreign language, children tend to be shy to speaking in English or they are afraid of using the language, it is then that it is sought that through this study the relationship between didactic sequence can be analyzed by implementing narratives through storytelling regarding the development of speaking skills in students.

4.1. Data collection instruments and procedure

4.1.1. Participant Observation

It is a research method used in the social sciences to collect data and achieve a profound understanding of a specific phenomenon. In this approach, the researcher actively engages in the context, studying and participating in situations alongside the participants.

According to Bernal (2016) the researcher must maintain a balance, adopting a reflexive and critical stance, and considering ethical aspects that allow them to collect valuable information. This helps them understand each situation addressed with the participants and explore subjective aspects of the human experience, also, establishes three phases for the process of collecting information through observation.

Identify the research problem, objectives, hypotheses (if any), variables to observe, and measures to record the observation, following a specific script. Observe the context and

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the participants and record the information in the established script. Review that the recorded information is directly related to the study objectives and is sufficient to generate a report of the fieldwork as evidenced in figure 1.

Figure 6. *Context Observation*



Note. *The image shows students engaged in an activity where they had to cut out characters from magazines, newspapers, and old books to create their story.*

The process of participant observation promotes a constant and active relationship between participants and researchers, allowing them to obtain elements that reflect interaction, understand the dynamics of the context, detail behaviors and relationships relevant to teaching and learning processes. This is achieved without modifying aspects of daily life or altering the environment, using field diaries to record information and daily events, providing an in-depth and contextualized view of the social and cultural phenomena studied, enriching understanding and findings.

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For the observation and recording of evidence, permission was obtained from the institution, and an informed consent form was prepared, in which the parents' representative signed on behalf of the community as a whole ([Appendix 1](#)).

4.1.2. Pre-test and post-test

The following section outlines a descriptive process detailing the execution of each action related to the application of the instruments in the research work, validated by an expert evaluation ([Appendix 2](#)). This is done to determine the sequence and theoretical relationship of these actions, aiming to achieve the established goals.

Pre-tests and post-tests are used as fundamental tools in the educational evaluation process, particularly useful for measuring the learning and development of students' skills throughout a pedagogical intervention process (Creswell & Creswell, 2018).

The pre-test is applied prior to the development of a training proposal in an educational community, with the aim of evaluating the level of knowledge or skills of students before the implementation of a new teaching strategy, allowing to establish a starting point that will be used to compare the progress of students at the end of the intervention (Fraenkel, Wallen, & Hyun, 2019). On the other hand, the post-test is carried out at the end of the intervention, with the aim of measuring the progress achieved by students after the implementation of the educational strategy. The comparison between the results of the pre-test and the post-test provides data on the effectiveness of educational intervention (Cohen et al., 2018).

In the research process, it allows us to identify areas for improvement in students' skills or knowledge, and to adapt teaching strategies based on evidence. In the context of

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language teaching, these instruments are especially useful for measuring improvements in language skills such as listening comprehension, verbal fluency and vocabulary acquisition (Brown & Abeywickrama, 2019).

As a starting point, a diagnostic questionnaire or pretest is established in which sixth grade students are evaluated taking as reference their prior knowledge, as well as their strengths and weaknesses in oral skills. It was applied on April 23rd with an estimated time of 40 minutes ([Appendix 3](#)). During that time, four exercises were established that consisted of recognizing vocabulary from audios, as well as relating vocabulary with images from sounds, completing the sentence with the word according to the context and deduce the continuity of a story from the information given.

During the development of the activity, it was evident that the students refrained from speaking in the FL. They expressed feeling afraid or unsure of how to do so because they did not know how to say the words. They also faced difficulties in describing actions observed in images, which prevented them from completing the assigned exercises. An evaluation rubric was considered, including each of the instances to be reviewed as well as their value. In these areas, the students (a group of four participants) who made the most progress earned a point in their final grade, while the others faced significant limitations., this step was carried out following the format shown in Figure 7.

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Figure 7. Pre-test/ Post-test template

 COLEGIO NUESTRA SEÑORA DEL CARMEN Educación Pre – Escolar – Básica Primaria Aprobado según Resolución No. 1077/99 Básica Secundaria Resolución No. 1134/2000			
PRE-TEST/ POST-TEST			
Teacher Jessica Herrera B			
First Part			
Rubric			
Rubric, Questions 1-3			
Score 0	Score 1		
Rubric, Questions 4-6			
Score 0	Score 1	Score 2	
Second Part			
Rubric			
Rubric			
Score 0	Score 1	Score 2	
Third Part			
Rubric			
Score 0	Score 1	Score 2	
Rubric			
Score 0	Score 1	Score 2	
Fourth Part			
Rubric			
Rubric			
Score 0	Score 1	Score 2	Score 3

Researcher's Own Elaboration

Post-test was implemented to assess the effectiveness of narrative-based teaching strategies. This process was conducted at the conclusion of the intervention, aiming to measure

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the progress in oral competence among sixth-grade English students. The results obtained were compared with those from the pre-test, enabling the identification of improvements in the students' fluency, pronunciation, and use of oral language, as well as the effectiveness of the strategies employed.

4.1.3. Didactic Strategy

It is a highly important technique in participatory action research projects. It offers the opportunity to address social issues that need changes or improvements from a comprehensive and participatory perspective. This approach involves several stages like analysis and diagnosis of the problems, identification and assessment of viable potential actions and definition and formulation of a specific plan for the required change or development.

For the development and fulfillment of the general objective of the project, the application of a didactic strategy was established that is divided into three stages, each with two sessions in each of the sections. Specific goals or purposes are established so that the students achieve to develop their speaking skills through interaction with their peers, seeking to generate specific vocabulary development, loss of fear of communicating in English and acquisition of skills that allow them to start conversations ([Appendix 4](#)).

The strategy is not only used to collect information, but also to analyze and plan. It facilitates collaboration and empowerment of the actors involved in resolving social problems. The goal is to achieve significant changes and improvements in the community or context studied through a participatory and comprehensive process (Lichtman, 2023).

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Based on the above, evidence is established in Figure 8 that allows for the observation of the conditions for the development of oral skills, as well as the enthusiasm, creativity, and dedication of each group of students, other activities carried out in class are recorded in a photographic and video log ([Appendix 5](#)).

Figure 8. Activity *All about me*

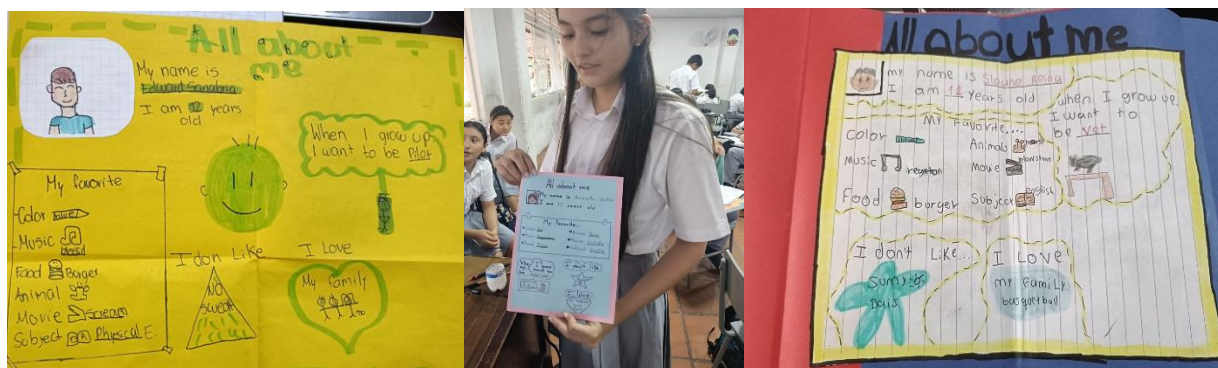


Figure 9. Do you have the X factor? Sing and complete activity



4.1.3.1 Checklist. Is an instrument used to record and organize data during the collection and analysis of qualitative information. It helps researchers maintain a systematic record of the themes, categories, or patterns that emerge, these lists collect the actions of the

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phenomenon under study and fragment them into parts that give them functionality within qualitative research (Pérez 2019).

A typical checklist includes categories with the concepts, ideas, or recurring patterns that emerge from the analysis of data such as interviews, focus groups, or document review are listed. Relevant quotes considering verbatim quotes or specific examples that support the identified themes are recorded, providing concrete evidence and enriching understanding, also, additional notes with reflections on researcher biases, relationships between themes, or other relevant information, for the research project the checklist form is evidenced in figure 9.

Figure 10. Checklist form

	UNIVERSIDAD SANTO TOMÁS ABIERTA Y A DISTANCIA							
	B.A IN THEACHING ENGLISH AS A FOREIGN LANGUAGE							
Implementation of a Didactic Strategy Based on Narratives for the Development of Oral Skills in English Classes.								
CHECKLIST								
GRADE: Sixth				AREA: English				
OBJECTIVE:								
STAGE DIDACTIC STRATEGY:								
TOPICS:								
TEACHER:								
EVALUATION CRITERIA:								
1								
2								
3								
4								
No.	NAMES AND SURNAMES	EVALUATION CRITERIA				RESULTS BY NUMBER OF STUDENTS		
		1	2	3	4	ACHIEVED	NOT ACHIEVED	
1								
2								
3								
OBSERVATIONS:								

Researcher's Own Elaboration

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Data sources including the source of each data point (participant's name, date, context) is recorded to ensure traceability when analyzing multiple sources and subthemes or subcategories if the main themes can be further subdivided, they are included for greater organization and structuring of the data. The checklist should be flexible and adaptable to the specific needs of the research project. It can be modified as the data analysis progresses.

[\(Appendix 6\).](#)

4.1.3.2. The field diary. Is a data collection tool used in qualitative research by researchers to thoroughly document their observations, impressions, reflections, and questions while working in the field. It is an instrument that allows systematizing experiences for later analysis (Bernal, 2016).

According to Sánchez et al. (2021), field diaries can be used from the beginning of the research, taking notes in an organized manner that include the date and location, names of activities and those involved, descriptions, and reflections on the application. Field diaries capture the context, interactions, and events as they occur, providing an in-depth record of the researcher's experience. They allow reflection on their own role, identification of biases, and assumptions as evidenced figure 12.

Figura 11. *Field Diary Template*

	Universidad Santo Tomás Abierta Y A Distancia
	B.A In Teaching English as a Foreign Language
	Implementation of a Didactic Strategy Based on Narratives for the Development of Oral Skills in English Classes.
FIELD DIARY	
Teacher	
Date	
Start time	

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End time	
Grade	
Topic	
Objective	
Activities to do in each session:	
Number of students:	.
The best/ to improve	
Observations and feedback	

In this research, a documented participant observation process is carried out, allowing the connection of behaviors, sensations, and conceptions during the development and application of comprehensive didactic strategy.

The designed field diary considers aspects such as date, time, grade, topic, and spaces to record observations from the beginning, development, and completion of the sequences, referring to the work, abilities of the students, and the objectives and criteria proposed in the communicative participation activities ([Appendix 7](#)).

4.2. Role of the researcher

As a researcher in action research, my role was to design the instruments, apply them, facilitate, and support the research process. For this, a direct line of work was established with the sample to identify the situation or problem that arises. As a researcher, an objective and impartial process is proposed to guarantee the viability of the project as well as its execution and validity in the results.

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4.3. Ethical aspects in educational Research context

As a researcher in the field of education, it is my duty to ethically manage the data collected in this action research, ensuring compliance with ethical principles such as informed consent of schools, honesty and good faith among all participants of the study.

Educational research seeks to explore the unknown and is based on a clear research question, a defined objective and a structured methodology in a specific context. Therefore, ethical rigor requires that the researcher maintain the trust and integrity of the people participating in the research, as well as the educational community in general (Lichtman, 2023).

To move forward with the pedagogical implementation, have the support of the director of the institution and the signed consent of the parents of the sixth-grade students ([Appendix 1](#)). It is crucial to highlight that this project is developed exclusively for academic purposes, with the objective of reviewing and reflecting on the process of teaching and learning English based on narratives to improve speaking skills.

4.4. Description of pedagogical implementation

The implementation of the instruments pre-test, didactic sequence, and post-test enabled a comprehensive evaluation of the pedagogical strategy's impact on sixth-grade students' oral skills in EFL. The pre-test provided a detailed diagnosis of the students' initial oral communication abilities. It revealed significant gaps in vocabulary, fluency, and contextual comprehension, highlighting the students' limited exposure to conversational

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activities. Exercises such as vocabulary recognition in audio and deducing story continuity emphasized the students' difficulties in processing spoken language and integrating vocabulary into meaningful contexts deficiencies and served as the foundation for designing the didactic sequence.

On the other hand, the structured didactic sequence, divided into three stages, proved to be a key element in achieving the project's objectives. The step-by-step progression allowed students to gradually build confidence and oral competencies. The focus on peer interaction fostered collaborative learning, creating an environment where students could experiment with language use without fear of being judged. Specific activities aimed at vocabulary enrichment and guided conversations demonstrated a measurable reduction in students' eagerness when speaking English, leading to increased active participation.

The interactive nature of the strategy, with its emphasis on narratives, enabled students to develop both linguistic and cognitive skills. This approach not only facilitated vocabulary acquisition but also enhanced their ability to use grammar and pronunciation effectively in real-time communication scenarios.

Finally, based on the post-test results compared to the pre-test, students exhibited notable improvements in fluency, pronunciation, and vocabulary use. Most participants demonstrated greater confidence in performing oral tasks, reflecting the impact of an interactive and supportive learning environment. The comparative analysis showed progress from basic to intermediate levels in oral competencies, with students using more complex linguistic structures and showing a greater willingness to initiate conversations in English.

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Additionally, narratives stood out as a particularly effective tool to motivate students and make the learning process more engaging by connecting learning activities to real-life contexts sustained improvement.

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5. Data Analysis

For the data analysis, qualitative methods were used to understand the impact of narrative-based strategies on the oral skills of sixth-grade students in English as a Foreign Language (EFL). Quantitative data were derived from pre-test and post-test scores collected during and after the intervention, focusing on three specific categories: vocabulary, fluency, and confidence in verbal communication using the second language. Qualitative data were gathered from classroom observations, student reflections, and field notes to capture student engagement, participation, and responses to the narrative teaching approach.

In relation to the qualitative analysis, techniques such as classroom observations, field diary were used; these provided data on student participation, engagement, and responses to the narrative-based approach. This data was analyzed through content analysis, coding the students' responses to identify common patterns and trends related to the impact of storytelling strategies on their speaking skills.

On the other hand, the use of quantitative tools focused on the scores obtained in the pre-tests and post-tests, in order to measure progress in three specific areas: vocabulary, fluency, and confidence in verbal communication, analyzing the performance levels of each participant. A comparative analysis was then conducted.

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5.1. Organization and Preparation of the Data

Quantitative data were collected through the scores from the pre-tests and post-tests administered to the sixth-grade students. Each test focused on three categories: vocabulary, fluency, and confidence. The results were systematized in a spreadsheet, with each student being assessed on a scale from 1 to 5, where 1 represented a low level and 5 represented a high level of competence in each category.

The following tables show the systematization for the pre-test (see Chart 1) and the post-test (See Chart 2).

Chart 1. *Pre-test Systematization*

Categories	Pretest Systematization				
	# Participants 1.0	# Participants 2.0	# Participants 3.0	# Participants 4.0	# Participants 5.0
Vocabulary	10	12	8		
Fluency	15	10	5		
Trust	15	8	7		

Own Creation

The information in the table highlights the importance of the narrative-based teaching strategy for improving oral skills in sixth-grade students. After administering the pre-test, the students' performance levels were found to fall within the range of low to basic, indicating weaknesses in the skills assessed within the categories considered in the study.

Chart 2. *Post-test Systematization*

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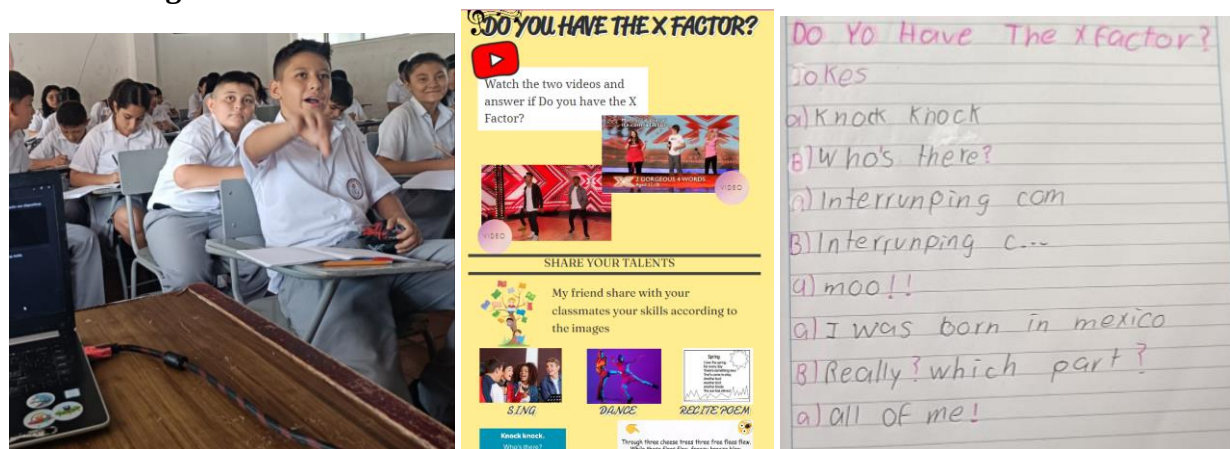
<i>Posttest Systematization</i>					
<i>Categories</i>	<i># Participants 1.0</i>	<i># Participants 2.0</i>	<i># Participants 3.0</i>	<i># Participants 4.0</i>	<i># Participants 5.0</i>
<i>Vocabulary</i>		2	8	12	8
<i>fluency</i>		4	11	10	5
<i>trust</i>		3	10	13	4
<i>Own Creation</i>					

The strategy based on narratives was applied to improve the students' oral skills. It is detailed that, among 28 students, the proposed activities were productive in terms of vocabulary acquisition; 26 students showed improvement in the fluency category, and finally, 27 students demonstrated increased confidence when expressing themselves in a foreign language. On the other hand, some students continue to show minor but noticeable deficiencies in acquiring the studied categories.

It is important to highlight that the school has a strict paper-use policy. Consequently, a website was created ([Appendix 8](#)) for the guides and activities addressed in each phase of the teaching strategy. During each session, audiovisual media were used, as evidenced in Figure 12.

Figura 12. *Activities to Improve Oral Skills evidence*

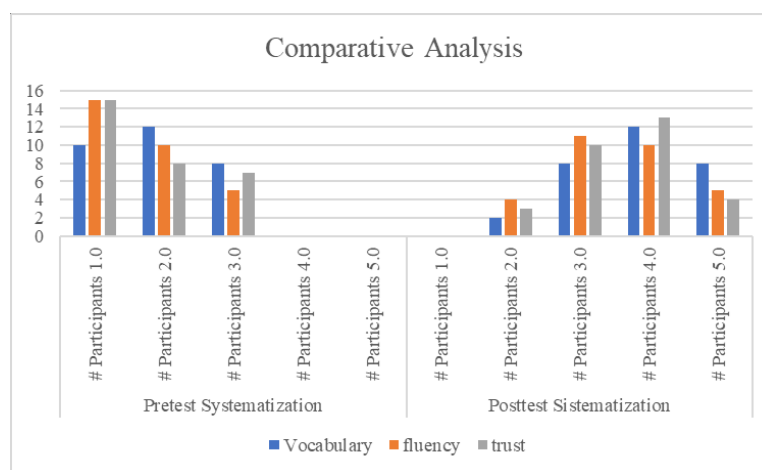
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Note. The images show the students participating in the activities, as well as the created webpage and the development of the activities within the teaching strategy to improve oral skills.

Finally, in figure 13, the data is organized for comparative analysis, allowing the evaluation of the results of the applied teaching strategy on the sixth-grade students and the impact it had on improving their speaking skills.

Figure 13. Pre-test/ Post-test Comparative Analysis



Researcher's Own Elaboration

For the qualitative analysis, the students' observations and reflections were recorded in field journals, and the responses were coded into emerging themes related to the improvement of speaking skills and the impact of narratives on learning. Continuing with the

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data organization, the checklist used, which contains the criteria for evaluating the activities employed during the implementation of the teaching strategy in all its stages, is systematized in Chart 3.

Chart 3. *Systematization Evaluation Criteria in the Didactic Strategy*

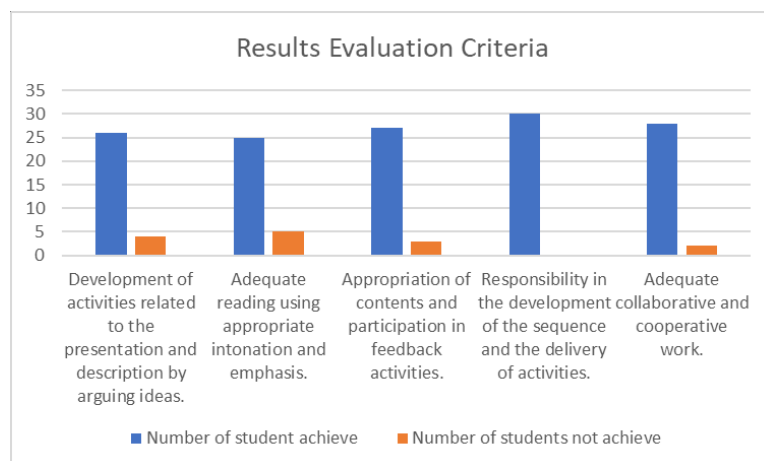
Evaluation Criteria		
Development of activities related to the presentation and description by arguing ideas.	Number of students achieve	Number of students not achieve
Adequate reading using appropriate intonation and emphasis.	26	4
Appropriation of contents and participation in feedback activities.	25	5
Responsibility in the development of the sequence and the delivery of activities.	27	3
Adequate collaborative and cooperative work.	30	0
	28	2

Researcher's Own Elaboration

The implementation of didactic strategy to enhance EFL foreign language speaking skills and the evaluation of the criteria included in the checklist demonstrate that the research was helpful, as the participants developed skills in acquiring and mastering the knowledge gained, as well as oral skills when expressing themselves and using vocabulary and pronunciation in the foreign language. Additionally, they gained confidence in interaction and the development of communication processes, interacting with peers and teachers while using appropriate intonation, grammar, and demonstrating mastery of new vocabulary (see figure 14).

Figura 14. *Results Evaluation Criteria*

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Researcher's own elaboration

Finally, the results of the observations collected in the field journals were systematized according to the three categories considered in the implementation of the teaching strategy (see Chart 4).

Chart 4. *Observation Systematization*

Categories	General Observation
Vocabulary	During the implementation of the didactic strategy, it was observed that as participants progressed through the planned activities in each stage, they enriched their vocabulary and used it appropriately in their conversations and dialogue construction. Additionally, they gradually required less personalized guidance, solving their doubts independently and efficiently.
Fluency	Regarding this category, as with the previous one, participants progressively acquired oral skills, which were reflected in the fluency of their conversations, as well as in their speed in responding to questions during dialogues. They provided complete and coherent information while avoiding constant hesitations in the communication process.
Trust	As participants recognized their progress and acquired various communicative educational tools used in the different stages of the didactic strategy, their confidence in actively expressing themselves in English as a second language was enhanced.

Researcher's own elaboration

The observation records once again support that the use of the teaching strategy to strengthen oral skills, in relation to the acquisition and mastery of the foreign language English, is positive. Participants progressively enriched their skills in relation to the study categories, as well as their love for and satisfaction with their own progress.

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5.2. Discussion of the Findings from the Data Analysis

The systematized data indicate that students felt more comfortable participating in oral activities as the intervention progressed. Classroom observations showed that many students initially felt shy when speaking in English, but as the storytelling sessions continued, they began to show more confidence. Students also mentioned that they enjoyed the storytelling activities as they allowed them to express ideas and tell stories creatively, which helped improve their fluency and increase their vocabulary.

5.2.1. Relationship of Findings to the Research Question

Given the research question, how does the implementation of a teaching strategy based on narratives influence the development of oral competence in sixth-grade students in English as a Foreign Language (EFL) classes at Escuela Nuestra Señora del Carmen, it is possible to establish that the results show significant improvements in vocabulary, fluency, and confidence, indicating that narrative strategies are effective in fostering oral expression in a second language.

The activities based on storytelling facilitated the acquisition of new vocabulary, an essential component for improving oral expression. In the narratives, students not only learned new words but also used them in real contexts, improving their ability to retain and apply the vocabulary they had learned.

On the other hand, oral fluency significantly improved. Storytelling promotes continuous speaking practice, allowing students to express themselves more fluently

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and naturally. Storytelling activities created a low-stress environment where students could speak without the pressure of speaking perfectly, which, in turn, increased their fluency.

Additionally, it is important to note that confidence is a key factor in oral competence. Thus, the use of narrative-based strategies provided opportunities to practice in a safe environment, allowing participants to overcome the fear of speaking in English and feel more confident when interacting with their peers and teachers.

Consequently, during the intervention, it was observed that students began to actively participate in oral activities, especially in storytelling. Initially shy and reluctant to speak, this changed progressively as students showed a greater willingness to share their stories and express their ideas in English as the implementation of the teaching strategy advanced.

Another notable aspect is that participants began to use more complex grammatical structures and a broader vocabulary in their narratives. This indicates that narratives not only facilitated speaking practice but also encouraged the learning of new grammatical structures and the use of richer vocabulary, further supporting the development of oral competence. By using narratives as a teaching tool, an environment was created where students could experiment and make mistakes without fear, which allowed the implementation of the narrative-based teaching strategy to enhance the development of oral competence in the sixth-grade students.

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5.2.2. Relationship of Findings with the Literature Review

The implementation of narrative-based didactic strategies to improve oral skills in sixth- grade students has proven to be an effective methodology aligned with the theoretical principles addressed in this research. According to Grácia et al. (2021), narratives not only foster vocabulary acquisition and fluency but also motivate students to actively participate in communicative processes. These findings align with the results obtained in this study, where participants showed significant improvements in their ability to express themselves orally.

In the EFL context, oral skills are often the most neglected, particularly in Spanish-speaking countries (Caiza, 2022). This is partly due to traditional teaching methods that prioritize grammar and writing over oral interaction. The narrative strategy applied in this study aimed to counteract this trend by utilizing activities such as storytelling to create a dynamic and participatory learning environment. This approach, as suggested by Storr (2020) and Linh et al., (2020), allows students to practice linguistic structures in meaningful contexts, thereby strengthening their oral competencies.

The qualitative analysis revealed significant progress in three key areas: vocabulary, fluency, and confidence. These results reinforce Wong's (2020) assertion about the importance of integrating communicative activities, such as debates and narratives, into the EFL classroom to promote functional competence in both every day and academic conversations. Moreover, students developed confidence in participating in oral activities, a critical factor identified in the literature as a common barrier to learning English in non-native contexts (Mohammed & Mohammed, 2021).

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Additionally, the importance of integrating cultural elements and fostering awareness of diversity in EFL teaching is emphasized (Yurtsever & Özel, 2021). During the implementation of narrative strategies, an inclusive approach was promoted, enabling students to relate the stories to their own experiences and cultural contexts, making learning more meaningful and motivating. This aspect was crucial in increasing their engagement and commitment, as highlighted by Al-Obaydi (2019) and Becerra et al. (2022).

Furthermore, and in line with previous studies such as those by Ahmad and Yamat (2020), the findings of this study confirm that the use of narratives in English teaching not only enhances linguistic skills but also improves social interaction and empathy among students. The results reflect an improvement in both fluency and the quality of vocabulary used by the students, aspects also highlighted in studies by Gao et al. (2023) and Zanchi et al. (2020).

While the results are promising, it is important to consider limitations in terms of time and the need for long-term follow-up to evaluate the sustained impact of narrative strategies. The exploration of digital tools is also suggested to diversify the application of narratives, as proposed in Gao et al.'s (2023) study.

Finally, this research confirms the effectiveness of narrative strategies as an innovative didactic resource to overcome traditional barriers in teaching English as a foreign language. The findings not only validate the theoretical framework but also provide a foundation for future research and pedagogical applications.

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6. Conclusions

This section describes the conclusions drawn from the analysis of the findings obtained in the research, as well as a critical analysis of them. It includes the contributions made in terms of professional development, both as a teacher and as a researcher, the relevance of the research design and the object of study, and the limitations encountered during the research process. The following outlines the pertinent conclusions.

The results of this research have provided evidence of the effectiveness of teaching strategies based on narratives in the development of oral skills among sixth-grade students at the Escuela Nuestra Señora del Carmen. The significant improvement and strengthening of vocabulary, fluency, and confidence demonstrate that the implementation of narratives, specifically through storytelling activities, has a positive impact on students' oral competence.

Regarding vocabulary and fluency, students showed significant progress in both areas, a finding that is consistent with previous studies (Grácia et al., 2018; Sun et al., 2023), which argue that narratives not only promote vocabulary expansion but also improve fluency by providing students with opportunities to use the language in a more natural and contextualized manner.

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In terms of confidence, students demonstrated a significant increase in their willingness to communicate in English. This improvement is crucial, in common barriers in EFL, and narratives prove effective in reducing it by creating a more relaxed and less fearful environment (Grácia et al., 2018).

Furthermore, classroom observations highlighted the importance of storytelling activities, as they provided students with a safe space to express themselves and gain confidence, helping them overcome the fear of making mistakes. This demonstrated how narratives provide not only linguistic benefits supporting language learning.

6.1. Contributions of the Study in Terms of Professional Development as a EFL Teacher and Researcher

This research has had a significant impact on my professional development as a EFL teacher, as it has allowed me to reflect on pedagogical practices and explore dynamic approaches using technological tools, as well as engage directly with students. Additionally, the implementation of narrative-based strategies enabled me to observe how didactics and communicative methodology can enhance oral skills, boost confidence, and foster the ability to interact in EFL without the fear of making mistakes. Students were able to learn from their errors through respectful feedback, moving away from traditional methods that often focus on grammar or writing.

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Using narratives to improve oral skills fosters a participatory learning environment, which has taught me that a flexible classroom atmosphere, based on creativity and active participation, is key to improving oral competence in students.

This study has also significantly contributed to my growth as a researcher. The research methods provided an integral view of the impact of narratives on students' learning. Additionally, the action-research approach became a valuable tool, allowing me to apply what I learned directly in the classroom and adjust pedagogical strategies as the research progressed. This reflective process not only contributed to improving the classroom environment but also provided a better understanding of educational challenges and how to effectively address barriers in EFL learning.

6.2. Relevance of the Object of Study

The object of study, focused on how narrative-based strategies influence the development of oral skills in English, is highly relevant in the current educational context. Curricula developed for teaching English in Colombia typically rely on traditional methods, which makes oral competence one of the most challenging areas for students. The use of narratives in these learning processes offers an innovative and effective approach to improving oral expression, as it promotes meaningful and contextualized learning. The strategy developed in this study could serve as a foundation for future research exploring new, more communicative, and student-centered teaching methods.

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6.3. Limitations of the Study

Despite the helpful results, it is important to consider certain limitations, particularly regarding the duration of the research, as it was conducted over a short period. This may have limited the long-term impact of the strategy. It is recommended that future studies involve longer interventions to assess whether the observed effects are sustained over time.

Additionally, the context in which the research was carried out is unique, meaning that the results may vary depending on factors such as socioeconomic level, the pedagogical approach of the institution, and the specific group of students. External factors, such as motivation and family environment, also play a significant role in influencing the outcomes of the study.

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Appendices

Appendix 1.

[1. INFORMED CONSENT.pdf](#)

Appendix 2.

[2. EXPERT EVALUATION.pdf](#)

Appendix 3.

[3. PRETEST-POSTTEST F.pdf](#)

Appendix 4.

[4. DIDACTIC STRATEGY.pdf](#)

Appendix 5.

[5. VIDEOS AND PHOTOS](#)

Appendix 6.

[6. CHECKLIST.xlsx](#)

Appendix 7.

[7. FIELD DIARY.docx](#)

Appendix 8.

<https://jedaheba.wixsite.com/englishcoursepresent>