

## **The use of storytelling for the development of oral production in english for sixth grade A2 level**

DOI: 10.46932/sfjdv4n5-022

Received on: July 31<sup>st</sup>, 2023

Accepted on: August 28<sup>th</sup>, 2023

**Del Rosario Yagual Magda Janeth**

Master in Basic Education

Institution: San José La Salle Educational Unit

Address: Av. Felipe Pezo Campuzano and Guillermo Cubillo, Cdla. Blue Bird

E-mail: mdelrosarioyagual@gmail.com

**Italo Carabajo Romero**

Master in Management

Institution: Universidad Estatal Península de Santa Elena

Address: Av. Principal La Libertad

E-mail: icarabajo@upse.edu.ec

### **ABSTRACT**

In the development of this document, in the first part, a bibliographical analysis of the importance of telling personal stories in English as a second language has been elaborated, highlighting the importance of the hippocampus and memory to be able to put together a story from a psychological point of view; the importance of the hippocampus in the development of the verbalisation of the past tense. The Piaget period is highlighted, that of concrete operations as a means of learning. Linguistically, an analysis is made of the consonantal combinations that later affect phonetics. Methodologically, the method of focus groups (focus groups) was applied with students between 9 and 11 years of age, using a random, probabilistic, qualitative sample. It is concluded that the use of storytelling is useful for the development of oral production in English for sixth grade A2 level. Storytelling helps to access the socio-cultural function and properties of the new varieties, especially at the lexical level, as it is an area where its usefulness as a tool for social cohesion in the classroom becomes clear.

**Keywords:** allophones, focus groups, phonetics, storytelling, linguistics.

### **1 INTRODUCTION**

During the development of the activities in the classroom as a teacher, the methodological concern was developed to know how the use of *storytelling* affects the development of oral production in English for sixth grade level A2 of the Educational Unit "San José" in the city of Guayaquil, from the year 2023? In order to get to know the true dimension of this linguistic concern, it was necessary to promote the use of *storytelling* using personal experiences for the development of oral production of the English language in students of the sixth grade level A2. The analysis was warranted, and it was done, together with the students, by rehearsing the phonetic practices within the stories chosen by them, which made it easier to describe how the use of *storytelling* in the narratives of personal experiences should be used to improve

the phonetic ability of the students of the sixth grade A2 level. Along with the development of language skills, it was necessary to identify the main linguistic difficulties in the use of storytelling when using personal experiences for the development of English language oral production in sixth grade A2 level students. It was necessary to encourage the use of *storytelling* by using verbalisation in the preterite correctly in the narrative and its presentation to the listener.

## 2 LITERATURE BACKGROUND

(Dasniati Tambunan, Lumban Raja , & Stasya, 2019) They prepared an article "*Improving student's speaking skill through story telling technique to the eleventh grade students of SMA Swasta katolik budi murni 2 Medan*". ("*Improving student's speaking skill through story telling technique to the eleventh grade students of SMA Swasta katolik bud imurni2 Medan*"). This research was conducted in order to improve students' speaking skill through storytelling as a technique to eleventh grade students of SMA Swasta Katolik Budi Murni 2 Medan.

In conducting this research, the author used Classroom Action Research (CAR). This research showed that teaching speaking skill through story telling technique to eleventh grade SMA Swasta Katolik Budi Murni 2 Medan students could improve their speaking skill. The result of this research showed that the students' responses after being taught using story telling technique is very good.

The test result showed the mean score of the students in the pre-test is 57.37 with 20% of the students scored  $\geq 70$ , in the formative test the mean score is 70.85 with 60% of the students scored  $\geq 70$  and in the post-test the mean score is 80.05 with 88.57% of the students scored  $\geq 70$ .

The results of the research showed that the application of storytelling. The technique could improve students' speaking skills. It is recommended that English teachers should apply storytelling technique as a technique to improve their students' speaking ability. (Baleghizadeh & Zeinab , 2018) write about a study conducted in Iran: "The use of different spelling strategies among young learners of English as a foreign language"; which aims to investigate the number of times a teaching strategy for learning English is applied between one and another. The sample was selected from children in the first levels of English language learning. It is associated that those students who have low learning, depending on the strategy implemented by the teachers.

Performance levels in pronunciation, linguistic analogy and spelling were measured with dictation. As teachers implemented remedial strategies, the quality of teachers improved. (Guimaraes & Parkins , 2020) conducted a cross-sectional study between two languages: Portuguese and English, in relation to the effect of bilingualism on English spelling strategies in children aged 6 to 7 years. A variable indicator was taken into account, such as the case of monolingualism and the effect of cultural impact on the development of English phonics.

(Meneses Paucar & Medina Chicaiza, 2022) wrote "Methodological strategy based on information and communication technologies in oral expression of the English language" from the city of Latacunga and Ambato in Ecuador. This research established that "the acquisition and mastery of oral expression of a second language should not be taken lightly, as it requires the participation of Information and Communication Technologies (ICT)"(p.113).

Thus, it focuses on the need for students to learn how to learn the real use of English (and not the English of books as traditionally taught), outside the classroom, in different scenarios and with different strategies and technological resources, connected with the world and with themselves, strengthening the psychological factors that influence language knowledge and offering opportunities for reflection and social interaction that learning the linguistic system and its use in the understanding and production of discourse demands.

(Carnero González , 2019)wrote how to prevent reading comprehension difficulties, emphasising that this requires reaching a level in the mastery of reading comprehension, which he calls basic competence, and then including complex skills, which are necessary to interact in any area of the child's life and make possible the development of socialisation skills. In such a way that this basic competence being in English the meta-cognitive is indispensable in storytelling to master: the semantic value of the word and then the syntactic value.

An article was written in Cuba for the journal *Mendive Education* in which the relationship between communicative and intercultural competence is highlighted, taking into account three communicative indicators: the communicative approach, the interactive approach, and reflection in each of the socio-linguistic processes. The human being was born to speak, and all living species communicate or fulfil their function by moving or moving to fulfil their mission.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment sets out the levels at which learners learn, within Level A2 of the Common European Framework of Reference for Languages considers "a simple description or presentation of people, or conditions of life or work, daily activities, likes and dislikes, in a short list of simple sentences and conditions.

In the sustained monologues, learners must demonstrate competence in describing experiences in order to represent at A2 level that they are telling stories or describing something by means of a simple relationship of elements. For the description of the story, the learner must demonstrate the development of temporal intelligence, the ability to remember the past and narrate it, and to relate how he/she describes everyday aspects of his/her environment.

The environments can be divided or selected in ratios, in which the first ratio is that of the family, the second that of the neighbourhood, the third that of the city, a province and the country. From this

description the learner shows the acquisition of lexicology, which enables him/her to reach oral and written comprehension, but also the ability to pronounce sentences.

A teacher can manage the content to teach through listening to personal stories, not only lexically, but phonetically, with an overall mental view of the facts, in order to have the ability to see the problems as a whole, to relate the parts and coordinate them correctly, before telling the story.

The use of storytelling methodology allows the development of skills such as speaking, listening, but also writing. The story in English allows the child to distribute his or her vocabulary in 3 to 5 minutes, and will be reviewed by the group in such a way that the group also acts as a judge of the process. The students will review the most important vocabulary and expressions in which they must put into practice the communicative, lexical and semantic skills, based on processes such as flip teaching.

The flip teaching consisted of the reading part being done at home, and sent in a virtual form, like a flipped classroom, and then in the classroom in the speaking process it was done in person, in which the level of problematicity is complex. In children with Asperger's or autistic traits, the flipped classroom allows the student to develop the flip teaching phase in his or her inner world.

The essence of English language speech focuses on the use of the hippocampus as an important element in the child's memory and the features it can bring to verbalisation by recalling events from the past. From the methodological point of view, the phenomenon of diction has been considered. According to (RAEL , 2022) diction, "is the way of speaking or writing" (p. 2).

(Castaño Marín , 2020)considers that in the operational stage carried out by Piaget's schemas, thought and language graded the ability to think symbolically, imitates behaviours, symbolic games, drawings, mental images and the development of spoken language, so the *storytelling allows the child to recreate this linguistic capacity and improve it.*

The period of concrete operations (7 to 12 years) according to Piaget, at this stage the child can use logic on what he has experienced and manipulate it in a symbolic way, as in the case of operations in which verbal tenses come into play. He thinks about what it is to move forward and backward. (Castilla Pérez, 2020)

For example, in the developmental part of operational thinking, the learner recognises that, if half a cup of coffee was moved from a tall container to a short one, it is still half a cup, which is what it was to begin with. Piaget calls the ability to think backwards reversibility. This aptitude helps to speed up logical thinking and deductions can be made, which allowed them to elaborate the stories. Here we can see the upward loop of the development of intelligence, from the knowledge built up during the concrete experiences of the sensorimotor period, to the possibility of being able to symbolise it and reason about it abstractly.

Reasoning processes become logical and can be applied to concrete or real problems. (Castaño

Marín , 2020) Primary school children can do serialisation, group classifications and other logical operations. If they are shown a piece of string A longer than a piece of string B and later another piece of string C shorter than B, they can deduce that A is logically longer than C without the need to see them or make a sensory-motor comparison. (Castilla Pérez, 2020)

The reduction of the ontological essences of the facts and phenomena recounted by the child, allows in advance the correct participation of the allophones such as p, b, t, and in their corresponding phonemes /p/ as in place (pleis) or when this is presented inside a word as in company (k^mpaní); and to know how to differentiate when a consonant which at this moment is p, has another value at the end of the word as in group, but the child has to be clarified.

Explanation is not enough, the child needs a punctual explanation of the differentiations. The Real Academia de la Lengua defines allophones, as follows:

1. adj. speaking a different language. 2. m. Phon. Each of the variants that occur in the pronunciation of the same phoneme, according to its position in the word or syllable, according to the character of the neighbouring phonemes, etc.; e.g., the first consonant of bebe, which is occlusive, and the second, which is approximant, are allophones of the phoneme /b/. (RAEL , 2022) Some English allophones are a p,b,t,ph , th ;

of this allophony, words like ( place- pleis); mid-word ( company-kampani), ( group-guup); the allophone ph manifests itself as /p/ ( part- ph art); support ( sβ-ph ɛrt); of other consonants like: (b) /b/be( bi), number(n^mber), etc.

(Herrera Arenciba, Pérez Ramírez, & Acosta Padrón, 2020) consider that in this context of a communicative, interactive and reflexive approach to language teaching, which emphasises the need for meaning for the student, the social context for language and the text as a unit of analysis, storytelling is approached from pedagogical practice and experimentation, as a methodological resource for the intensification of English learning in university classrooms. The authors develop their argumentative axis under some affirmative premises and others with a negative character, in relation to the linguistic foundation:

"The language of a nation represents the means of communication by which its members relate and communicate" (p.112) (Herrera Arenciba, Pérez Ramírez, & et al., 2020); in such a way that its principles are based on the fact that language is a means of communication, and in such a way that the story can therefore be taken as a means, but like all means it needs an instrument, which is the human being at the service of communication. Being a means of relationship, it develops within a space that usually develops in a native space, but in such a way that in this project of the story in English, it is necessary to make this migration between the native language and the foreign language.

(Hurtado Osorio , 2020) considers that teachers propose didactic strategies that crystallise in their actions in the classroom, which will have an impact, in some way, on their students' learning. In addition, they will receive, or not, with pleasure the didactic teaching strategies depending on whether they adjust to their particular way of perceiving the information of the chemical substances, which need practice to process it, that is, according to their cognitive pragmatic style ( p.34).

(Salazar Manzano, 2020) defines strategy as the art of planning and directing; the strategist plans, orders and directs operations to achieve the proposed objectives. Thus, learning strategies refer to a series of cognitive operations that the student carries out to organise, integrate and elaborate information and can be understood as processes or sequences of activities that serve as a basis for carrying out intellectual tasks and that are chosen with the purpose of facilitating the construction, permanence and transfer of information or knowledge. Specifically, it can be said that strategies are intended to facilitate the acquisition, storage and use of information.

According to studies of the history of linguistics of second language learning, (Herrera Arenciba, et al. 2020); At the end of 1980 valuable deductions were made from the role of interaction in learning thanks to the works of Vygotsky, and they assume the intensification and use of techniques that activate conscious and subconscious psychic processes, as well as active methods of memorisation to intensify the process of foreign language learning. ( p.25).

(Aberastury et al., 2020) writes Art, Illustration and Visual Culture, ; writings should not be plagued with adjectives and verbs in participle, ending in ar, er or ir, and it is not enough in didactics to show a collaborative pedagogy, but it is of enormous benefit to obtain more realistic and descriptive statements in the world of language; hence the advantages of storytelling, in which originality prevails, which is responsible for transmitting knowledge in its infinite relationship with reality.

Each strategy that a teacher applies during the learning process constitutes the basis for the construction of knowledge in the student and can facilitate the acquisition of new learning in a clear and meaningful way. In education, methodological strategies are a set of procedures and resources used by the teacher with the aim of developing skills and abilities in their students, promoting meaningful learning, where the student is motivated to express opinions, analyse issues and create their own knowledge. (Vigotsky, 2018,p.10)

Every foreign language is a new space at the same time, it is a mental translocation that manages to adapt when the context and the culture in which the child develops is a cultural mix. The brain understands its registers, and learning is facilitated when the stories are new. Sometimes the usefulness of English has been rejected because terms are learned automatically, but the phonetic reflex is not recognized as the most adequate way (Pavón Vásquez, 1998)

Cognitive style, as a personality-related characteristic, leads to the student's learning task being facilitated or hindered by the didactic strategy, to the extent that the planned activities are in correspondence or contradiction with their cognitive preferences. (Hurtado Osorio , 2020)

### 3 METHODOLOGY

In the present research, it was recommended to first write and then tell personal stories, within the genre of narrative. During the experimentation, the following was applied (Bernal Torres, 2020) comments on random selection, which is the mechanism by which each element belonging to a list of the population is selected for the sample, with only chance intervening in the analysis of the stories.

In this curricular reality, the starting point has been, from:

1. Concrete experience

1.1 Prerequisite Measurement: The teacher talked to the students and told them that she has prepared something very nice for them, which comes close to their important moments in their personal experience. Different examples from the past tense are shown to talk about how their family goals are fulfilled affectively and about their anecdotes, and clear information about the topic was then given. The teacher asked the students some questions related to the adjectives

1.2. The teacher will ask about the grammatical structure. The teacher encouraged the students through terminological gamification activities. Reflective observation: Teacher and students will read the story.

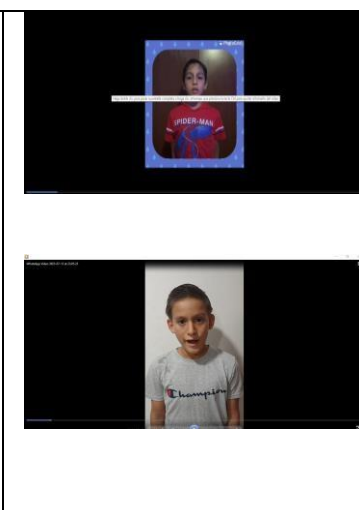
1.3. Conceptualisation: Teacher motivated to identify the difference between the two tenses: present and preterite.

In the case of the student of the Unidad Educativa San José, the method of *focus groups* [focus groups] was applied with the students in three stages:

1. Tell them the objective of the general task to be carried out in 15 days.
2. Select the situation at the origin of the cartoon, so that the reflection of a past event allows them to improve their long-term memory.
3. Development of *reading* for about 3 days with the semantic help of virtual dictionaries, trying as much as possible that the children acquire metalinguistic independence, i.e. that they know how to reflect on what they write and speak.
4. The children told their stories
5. Students made comments in class and through a survey.

Table 1 Piaget's Period of Concrete Operations as applied to linguistics

Ability	Activity	Demonstration	Photos or evidence
Express in descriptive form	Students will write an anecdote from their	Describe what everyday aspects of your	

<p>realistic and personal anecdotal events in the student's family context.</p> <p>Express in a descriptive way realistic and personal anecdotal facts in the student's family context.</p>	<p>family life including the correct use of past tense verbs using their own memory as a neuro-educational resource.</p> <p>Narrate, giving brief and basic descriptions of a visit to the beach or the mountains or a village (what activities you have done during this visit.</p> <p>Narrate how it went when you made a medical appointment.</p>	<p>environment you experienced with people, places, a work or study experience.</p> <p>Narrate describing how plans ended up in what when you visited a city other than Guayaquil, other than Samborondon or other than Durán.</p> <p>What are the food habits of your trip to some point in Ecuador, usual or past activities and personal experiences.</p>	
---	--	--	---

Source: (Herrera Arenciba, Pérez Ramírez, & Acosta Padrón, 2020)

This method becomes the cornerstone of the art of teaching. Moreover, it is recognised as a living art, like music and dance, which comes alive in people's interpretation of events.

### 3.1 QUESTIONS

1. What do you think of the duty and video you did?
2. Were you worried about the search terms?
3. Who supported you with the task?
4. How long did it take you to make the story and the video?
- 5.- Which vowel combinations were most difficult for you?

### 4 DISCUSSION OF THE RESULTS

1. What do you think of the duty and video you did?

We first write a narrative of no more than 10 lines, then describe it verbally and record it on the computer or mobile phone, and send it to the teacher. You can only write a story, using a dictionary or a Spanish-English app or Google English Reader

2. Were you worried about the search terms?

From the neuro-psycho-linguistic point of view, it was important to remember concrete objects where they have the ability to mentally order the objects of the subject, but the use of the logical rule of transitivity became evident, which was analysed from the point of view of the critique of diction, and then to look for the terms both from semantics and from English syntax and phonology. For example in the analysis, the student selected 1: [*In December twenty five, my mom(...)*]; but this error is corrected with [*The twenty five, December my mom(...)*] [*On December twenty-fifth my mother(...)*]; and he looked up its semantic value in English in the dictionaries.



### 3. How did you elaborate the cartoon during the task?

70% of the students affirm that they were using their memory and in their narrative, they were able to carry out temporo-spatial operations of location from the preterit and locate where the objects were, as is the case of sample 4 of a student who described what they had for breakfast in the city of Quito, on a short holiday: ["*In the morning we have breakfast in the hotel coffee- Por la mañana we have breakfast in the hotel coffee*"]; this achieves the meta-linguistic notion of how the elements of matter are preserved and related in space, listing their breakfast with [*orange juice - zumo de naranja- awruhnjjoos*], [*toast(towst)- tostada*].

In the story: (...) And we started to play forming the puzzle in which a big elephant was formed. My brothers phoned my parents. It was very cold and my younger brother had pneumonia. [And we began to play forming the puzzle in which a large elephant was formed. My brothers phoned my parents. It was very cold and my younger brother had caught *pneumonia*].

Phonetic regulation before and during the telling of the story focused on:

"P does not sound if it is at the beginning of words with the combinations PS, PT, and PN"; PH (from elephant) will often sound like F. Each symbol corresponds to a phoneme.

### 4. How long did it take you to make the story and the video; and what kind of help did you receive from the teacher?

Most of the students helped themselves with the dictionary, and that took them about 3 days to elaborate. And then the students concentrated on their diction; for about 4 hours they analysed the phonetic rules and then in class they expressed them in Spanish to their classmates by means of an outline. The teacher in the preparation of the personal story, recommended to take into account free English expressions, while the child is developing and then narrating his story, the current perception of time was different from the simple structure of present, past and future; phenomenologically, the present is the now, what the child is living progressively, what does not stop.

### 5. Which vowel combinations were most difficult for you?

In Narrating personal stories, in which he/she describes some event or facts, by means of a simple relation, we also heard expressions such as : I Travelled to Quito, (we went out to dinner); hi, I live play soccer, the second brother, the left brother, my father, my mom, it is my family, the last year, (In the morning we have breakfast in the hotel cafeteria); there were expressions, which were used mostly as links. When narrating personal experiences, the main themes were: The taste for sports (soccer context), trips to cities other than Guayaquil, short holidays of the students with their families (shorts vacations).

The fundamental rules of English are necessary for the child to be aware of: In words like [Thrive ] thrive, if the e is found at the end it is silent. This was respected by one of the students when in his story he said: "[It's a short vacation but it was nice"]; ( nice).

The b is silent if it comes after the eme, at the end of the word as in comb; [comb]; the c is usually silent in the sc combination. (Álvarez , 2023)The 's' in the '-sC(-)' group, i.e. 's' followed by consonant in non-initial position, is pronounced according to the voicing of the following consonant: as [s] if the following consonant is voiceless, as in taste [teɪst] as [z] if the following consonant is voiced, as in husband ['hʌzbənd];

In a student's expression: We all sat down and the fork with the knife I didn't know how to handle them together( The child should note that the consonant K in the word Knife also does not sound when it forms the union kn and is placed before the N at the beginning of a word in:

"We all sat down and the fork with the knife did not know how to handle them together". In the narrative the selected student 2 for example, narrated: In my neighbour's house, there was a black and brown cat. It was a big, strong cat. It was 25 to 30 cm long. It had been brought from Esmeraldas and was in the neighbour's house in Quevedo. Although he was not supposed to, this cat ate biscuits, corn and even fig leaves. Three months ago the owner took him back to Esmeraldas.

[In my neighbor's house, there was a black and brown cat. He was a big, strong cat. It measured between 25 to 30 cm. They had brought it from Esmeraldas and it was at the neighbor's house in Quevedo. Although he shouldn't, that cat ate cookies, lampreado corn and even fig leaves. It has been 3 months since the owner took it back to Esmeraldas].

## 5 CONCLUSIONS

Children's diction evolves in phases and sectors. It is important to take a part of the phonetic system, little by little, taking into account that in the storytelling system it is one of the causes of success or failure.

It is concluded that human beings use the senses as a source of knowledge, and that it is of enormous value in forming their vocabulary.

When the activity is developed in the classroom, in the development of the dialectic of the curriculum, planning, avoids the dilation of the contents, therefore within the context of English as a second language, a context has been taken as a reference respecting the biological heritage and culture, the environment which is going to lead the student,

The environment will lead the student, child or adolescent to remember his family realities and events that are part of his individual wealth, so that the phonetics that he will develop in his life among his peers, will also allow him to express what is happening in his life with his father or mother and he will be able to express and communicate especially in which he already participates with his verbs in the preterite with the teacher. It was explained to them that the past is the reality that is gone; and the future is what the child is moving towards. But in *storytelling* the past was accessible through their memory and

consequently was subject to distortions, which improved with personal feedback, so that in the face of the distortion of times, it became necessary to help the memory in writing, so that categorial phenomenology attempted to reconstruct the children's inner linguistic world through the conscious analysis of how and when space, time, causality can be explained together with the materiality they remember.

To the extent that knowledge is built up during the concrete experiences of the sensorimotor period, up to the possibility of being able to symbolise it and reason about it abstractly, the accompaniment of the teacher was very important in order to reach the stages correctly.

The application of the didactic strategies in the classroom merited a period of diagnosis on a personal level, because not all students arrive with the same level of learning and it was necessary that as English had to be thought and expressed, it was possible to reach the stages of mastery from diction to the semiotic representation of the signs. How have some scientific pedagogues implemented the planning and execution for the formation of the emotional and cognitive construct of the students?

## **RECOMMENDATIONS**

But before entering into diction, the child needs to have overcome diction from the simple to the complex, from vowels, consonants, pronunciation of monosyllables, and progressively that of bisyllables, so that the stages are overcome little by little, both phonetically and mentally.

It is also important that symbols are discovered as the brain grows in the pre-operational period. Already in the classroom, the teacher has to go through all these stages in the fulfilment of his or her classroom activities.

One hour of class should represent the development of all stages, as if at the birth of each class, the concrete periods will lead to the formalisation in which the formation of propositions has been important. To the extent that the teacher used logic, the student should also be motivated to achieve it and the achievement should be reflected in describing the processes so that students at the age of 10 or 11 can name, with the help of the teacher, describe acts or objects, enriching their vocabulary.

It is important that when the didactic strategies are applied in the classroom, the period of phonetic diagnosis must be well planned at a personalised level, because not all students arrive with the same level of learning and it was necessary that, as English should be thought and expressed, the stages of mastery from diction to the semiotic representation of the signs should be reached.

## REFERENCES

Aberastury-Apraiz, E., Arriaga Azkarate, A., & Marcellán Baraze, I. (2020). Art, Illustration and Visual Culture. Basque Country : University of the Basque Country .

Álvarez , J. (2023). Latin Academy . Retrieved from Curso de fonética y fonología del Inglés : <https://academialatin.com/ingles/reglas-s-z/>

Baleghizadeh , S., & Zeinab , D. (2018). The use of different spelling strategies among EFL Young Learners. *Porta Linguarum*. Retrieved from <https://digibug.ugr.es/bitstream/handle/10481/31988/Baleghizadeh.pdf?sequence=1&isAllowed=y>

Bernal Torres, C. A. (2020). Research methodology for administration, economics, humanities and social sciences. La Sabana : Universidad de la Sabana, Clombia .

Carnero González , F. (2019). Preventing reading comprehension difficulties: Meta- analysis and proposal of an intervention programme for Primary Education. Pedagogical experiences and Educational Innovation. *Aportaciones desde la praxis docente e investigadora*. Retrieved 2023, from <https://dialnet.unirioja.es/servlet/articulo?codigo=7282545>

Castaño Marín , M. (2020). Theory of knowledge according to Piaget . *Virtual Journal of Social and Human Sciences* .

Castilla Pérez, M. F. (2020). Piaget's theory of cognitive development applied in the primary classroom. Valladolid: University of Valladolid.

Dasniati Tambunan, V., Lumban Raja , V., & Stasya, A. (2019). Improving student's speaking skill trough story telling technique to the eleventh grade students of SMA Swasta katolik budi murni 2 Medan . *Kairos elt Journal*. Retrieved 2023, from <https://core.ac.uk/download/pdf/327176738.pdf>

Guimaraes, S., & Parkins , S. (2020). Young Bilingual Children's Spelling Strategies: A comparative study of 6 to 7 years old bilinguals and monolinguals . *International Journal of Educational Psychology*. Retrieved from <https://www.latindex.org/latindex/ficha/21500>

Herrera Arenciba, I., Pérez Ramírez, A., & Acosta Padrón, R. (2020). Storytelling to contribute to the teaching of English. *Mendive Revista de Educación*.

Herrera, M., & Cochancela, M. (2020). Contributions of curricular reforms to compulsory education in Ecuador. *Scientific*, 362-383. doi:<https://doi.org/10.29394/Scientific.issn.2542-2987.2020.5.15.19.362-383>

Hurtado Osorio , G. E. (2020). Active didactic strategies in the learning of chemistry problem solving. Influence of the student's cognitive style . *TED Pedagogical Journal in Colombia* . Retrieved from <https://revistas.pedagogica.edu.co/index.php/TED/article/view/4578/3770>

Meneses Paucar, S. P., & Medina Chicaiza, R. P. (2022). Methodological strategy based on information and communication technologies in expression. *UIDE INNOVA Research Journal*.

Pavón Vásquez, V. (1998). Phonetic Notation in English: Nature, Systems and Uses.

ALFINGE, 309- 329.

RAEL . (2022). Real Academia Española de la Lengua . Retrieved 2023, from <https://dle.rae.es/dicci%C3%B3n?m=form>

Salazar Manzano, S. E. (2020). Methodological strategies in the learning of inorganic nomenclature, in the students of first of baccalaureate of the public school Andrew in the period 2015-2016. Quito: UCE. Retrieved from <http://www.dspace.uce.edu.ec/handle/25000/8810>

Vigotsky, L. (2018). The development of higher psychological processes. Moscow: Grijalbo Publishing Group.