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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Storytelling and English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023.

Narración de cuentos y habilidades orales en inglés a través de entornos simulados en estudiantes de segundo de bachillerato de una institución de la ciudad de Loja. Año escolar 2022-2023.

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Dedication

In the first place, I would like to start by thanking God for giving me life, health, perseverance, and encouragement not to give up and for giving me enough courage to continue my work despite my hardest moments. In the same way, to the memory of my beloved mother and grandfather who always wanted to see me, as a professional I will finally fulfil their wish. To my nieces Mónica and Ovi, my dear sister Betty and my father who were there for me, contributing with their advice, prayers, hugs and calls to achieve one of my biggest goals. And then, to my friends Karen, and Joselin, because of their support through every night, every tear, every hand, and friendships built up through these years. Besides, I want to dedicate this work to one of the best people I have ever met, Nayeliss, for all her moral support throughout my university career and for making my ordinary world an extraordinary one. Thank you guys for teaching me to be more than I believed myself to be.

Miguel Angel Herrera Mora.

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Miguel Angel Herrera Mora.

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1. Title

Storytelling and English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023.

2. Resumen

La habilidad de expresión oral es considerada una de las más importantes destrezas del idioma inglés ya que permite a los estudiantes interactuar y comunicarse con otros de una manera clara y precisa. La revolución tecnológica ha cambiado la enseñanza tradicional por una nueva manera interactiva de aprender. Los ambientes simulados y sus beneficios (avatares) pueden ser una herramienta exitosa para el proceso de enseñanza-aprendizaje de una lengua extranjera, especialmente utilizando la narración de cuentos digital para la mejora de la habilidad de expresión oral. Por esta razón, la presente investigación tuve como objetivo mejorar la habilidad de expresión oral inglesa a través de la narración de cuentos en ambientes simulados entre estudiantes del segundo año de Bachillerato en una institución privada de la ciudad de Loja, en el año escolar 2022-2023. Esta investigación usó una acción de investigación practica a través del método mixto para recolectar datos cualitativos y cuantitativos aplicando un pre y post prueba y un cuestionario. Para analizar los datos, se usó la estadística descriptiva para los datos cuantitativos y cualitativos por medio del análisis temático. Los datos analizados muestran que la narración de cuentos en ambientes simulados afectó positivamente en la habilidad de expresión oral de los estudiantes, especialmente en la pronunciación, fluidez, precisión vocabulario, coherencia, y pronunciación. Además, los estudiantes describieron que la estrategia SWBST aplicada fue relevante tanto que les ayudó a resumir una historia precisamente.

Palabras claves: *Ambientes simulados, avatares, expresión oral, narración de cuentos.*

2.1 Abstract.

Speaking skill is considered one of the most important skills of the English language because allows students to interact and communicate with others in a clear and precise way. The technological revolution has changed traditional teaching for a new interactive way of learning. Simulated environments and their benefits (avatars) can be a successful tool for the teaching-learning process of a foreign language, especially by using digital storytelling in the improvement of speaking skills. For this reason, the present research had as its aimed to improve English-speaking skills through storytelling in simulated environments among second-year students at a private institution in Loja city, in the 2022-2023 school year. This research used practical action research through mixed-method for collecting qualitative and quantitative data by applying a pre and post-test and a survey. In order to analyze the data, it was used descriptive statistics for quantitative and qualitative data through thematic analysis. The data analyzed showed that storytelling in simulated environments helped students to master their speaking skills. It was concluded that storytelling in simulated environments positively affected students' speaking skills, especially pronunciation, fluency, accuracy vocabulary, coherence and pronunciation. In addition, students described that the applied Somebody, Wanted, But, So, Then (SWBST) strategy was relevant as it helped them accurately summarize a story.

*Keywords***:** Simulated environments, vatars, English-speaking skills, storytelling.

3. Introduction

Speaking skill is an important tool for learners of English to deliver a message and communicate for different purposes effectively (Celce-Murcia, 2019). This skill is one of the most essential components in the English learning process since it allows users to interact in the same language. For that reason, the Ministry of Education (MINEDUC), has included this subject in the national curriculum to enhance the language level established by the Common European Framework of References for Languages (CEFR). The students who belong to the Bachillerato General Unificado level at the end of the second year must achieve the B1 level whose level allows learners to be able to have basic conversations and introduce themselves, and others.

The development of speaking skills is the biggest challenge in learning a second or foreign language. This happens because students usually do not feel encouraged at the moment of speaking. They rarely raise their hands to answer a question voluntarily, so teachers most of the time force them to say something. What is more, when they have to speak, they feel very insecure about what they pretend to say. Many authors such as Marzuki, et al. (2016), Doğan and Selcen (2021) have found that students have problems with speaking skills due to physiological, or sociological effects of the speaker caused by the anxiety of themselves the moment of producing a message. Therefore, it has been considered to apply storytelling to improve students' speaking skills. Zuhriyah (2017) states clearly that "Storytelling can help to solve problems of the hesitation and weakness of speaking"

In order to fulfil this deficiency in this skill, it has established the following central research question How does storytelling help learners improve speaking skills through simulated environments with students of Bachillerato General Unificado at a high school in Loja city? This general research has been derived into two sub-questions What is the effectiveness of storytelling on the development of the English-speaking learning experience by using simulated environments? and what are the students' perceptions about the advantages of storytelling on developing English-speaking skills through simulated environments?

Additionally, various research studies have focused on the use of digital storytelling for improving students' English-speaking skills by implementing simulated environments. Salama (2019) found that applying digital storytelling as a pedagogy helped students to develop their overall speaking skills components. Furthermore, this outcome is similar to what Syafryadin et al. (2019) obtained in their study which showed that digital storytelling is a good alternative for teaching students since enriches students' participation and makes them critical thinkers, and more confident in the moment of speaking. Therefore, it is supported by Schank (1990) who stated that storytelling had positive, significant and demonstrable value in teaching. In this sense, storytelling through simulated environments helped to strengthen the students' communicative skills of second-year students of Bachillerato General Unificado (BGU). Although these authors have had success with this work with university students, they have not carried this out with students of high school level. For this reason, to fill the deficiencies in this skill, the present research work purpose was to employ simulated environments through the Plotagon application to tell stories with learners of the second year of BGU in the city of Loja.

Moreover, the present research work provided an important contribution since it implemented storytelling by using simulated environments to improve students' English-speaking skills. The biggest advantage of this research benefited both teachers for new methodological styles and learners for their improvement in this skill. At the same time, this project is justified by the Plan de Creación de Oportunidades which mentions that everybody in rural and urban areas has equal opportunities to access education of quality. Additionally, new teaching styles through the use of technological tools are flexible to be adapted and implemented according to students' needs.

The intervention plan lasted 40 hours of English classes with 30 students of second-year of BGU students at a private institution in the city of Loja. This research covered two main important variables such as Storytelling in simulated environments which promoted motivation, participation, engagement, creativity and interaction. And English-speaking variables with components such as pronunciation, fluency, accuracy, vocabulary and coherence. For this reason, it is said that the work carried out had a satisfactory impact on the English teaching-learning process. However, some limitations stopped this process as

students' non-attendance as there was no control group. Therefore, the results cannot be generalized, and the time for the intervention was not enough. Based on this, further research is required to have more time and implement new strategies for storytelling to get betterment in speaking skills.

To fulfil the purpose of this research, the main objective was to improve English-speaking skills through simulated environments among second year students of Bachillerato at a high school of Loja city. School year 2022-2023. To carry out this main objective two specific objectives were established: To identify the effectiveness of storytelling on the development of the speaking learning experience by using simulated environments   among second year students of Bachillerato, and to describe the students' perceptions about storytelling on developing speaking skills among second year students of Bachillerato.

4. Theoretical Framework

To argue the development of this thesis project in this chapter, the conceptual and scientific foundations, theoretical bases, and their respective authors that are considered relevant to this research will be presented below.

4.1 Simulated Environments.

4.1.1 Definition

Simulated Environments, also called Virtual Reality (VR), is a sophisticated simulation of an environment that slightly seems to be in that situation using technological equipment. Liu et al. (2017) affirm that the idea of Virtual reality is to create a fantasy of what people are watching. The purpose of virtual reality (VR) is to create those participants supposed to be in that virtual space and be part of what is happening (p.19). Likewise, Seidel & Paul (1997) defined virtual reality as "human immersion in a synthetic environment"; so that, farther from this fantasy, virtual reality is designed to be computerized, synchronously, and even controlled through body movements. Therefore, VR has been considered a tool to be implemented in the educational field. That is why VR provides multiple benefits that contribute to the improvement of students learning.

4.1.2 Virtual Reality in Education

Currently, the advancement of technology and the teaching-learning process have been influenced by VR. This development has created a surround where students can have the opportunity to be immersed and explore the capabilities that VR has to gain students' attention. In that way, the students will demonstrate interest, develop their target skills in the target language, and will get meaningful learning. To support this claim, Kamenov (2017, par. 4) states in his paper that he affirms that the benefits of bringing VR to the educational field involve relevance, creativity, engagement, and participation. For that reason, VR is an innovative teaching tool that provides many ways to communicate, share, and interchange information, knowledge, and skills.

4.1.3 Simulated Environments in the Teaching Process.

Simulation inside the teaching-learning process contains a wide variety of advantages. It adapts to students' needs, time, speeds, and knowledge. This technique promotes putting into practice what they know, and that helps students learn by themselves.

Besides, VR through situations allows students to be creative and thoughtful. The main problem with this explanation is that people tend to think that VR's purpose in this field is to offer diversion to students. However, there is an inconsistency with this argument because VR contributes to learners being integrated into this world. Virtual Reality allows being capable to solving problems, becoming talented children, and developing their metacognitive abilities. Although, Shaviniva (2013) differs in that innovation is an extremely important element in the educational process. Her theory at different from others in that innovation does not build innovators, but this is an alternative way of teaching, which helps students develop their talents, motivation, and critical thinking since students are not going to demonstrate an interest in it at all.

4.1.4   *Blended Environments.*

Interestingly, Blended Learning is a kind of method that mixed both traditional with modern classrooms. Modern technological tools provide a wide flexible space for teaching and learning. Storytelling immersed in Blended learning environments develops the skills of participating interactively. It provokes on students the necessity of becoming self-aware of their knowledge to construct the ideas to then say them. In contrast, this method gives students the opportunity of learning at any time, in any place, since it helps their formative assessment.

The teaching is no longer to pick up a pen and paper to write and memorize something. Instead, Abouchacra points out this statement.

> A blended model means that learning is no longer constrained by the timing and location of a traditional lecture. Instead, coupling face-to-face learning with online instruction can provide students and educators with more flexibility than the traditional classroom can. In this environment, students have access to supplementary course material such as readings or recorded lectures. This means students can choose when and where they study as well as how often they access material to fully understand a concept. Blended learning also gives instructors additional flexibility. (2022, p. 7)

4.1.5   Cognitive aspects integrated into simulated Environments.

In the learning process, the cognitivism theory is related to the human memorization process to learn something new. In the development of cognitivism theory, Piaget thinks of it as a key factor in the growth of cognitivism because he says that it produces changes in the behaviour in abilities of students while they learn through storytelling. Piaget sets out four important stages:

- The sensorimotor stage: at the beginning of the life stage children gain knowledge through the manipulation of objects. he also adds that through manipulation children will distinguish the object without being seen (children from birth to 2 years).
- The preoperational stage: children become more aware even when they have struggles with the world around them. (children from 2 to 7 years).
- The concrete operational stage: although at this stage child thinks logically, they have some problems with abstract and hypothetical concepts. (children from 7 to 11 years).
- The formal operational stage: Piaget at this stage assumes that children become smarter and increase their logic and their deductive reasoning as well to understand basic ideas. (12 age and up).

A primary concern of cognitivism is that pupils can have the access to the information, use their memorization, and avoid losing their concentration. Therefore, cognitivism brings to students the opportunity to be creative to be able to solve problems through the use of their function of conscious decisions and applied when it will be necessary.

The main purpose of this study is to develop an understanding of the outside world by using technology. Lev Vygotsky points out that children learn and acquire knowledge through their curiosity and their active participation in class. Therefore, the researcher assumes that simulated environments play an important role in the learning process because it creates curiosity and keeps students involved in the class.

4.2 Storytelling.

4.2.1   Definition.

Storytelling is more than the art of telling something, it promotes communication and interaction at the beginning, in the middle, and at the end. It can be told through games that

inspire purposeful conversation. Friday (2014) Storytelling as the word itself describes it is the art of telling something with the purpose of, getting attention, and motivating those who are listening or reading to speak. The storytelling technique provides students with the chance of going through a story, express thoughts, and emotions, know more about a different culture and be able to connect with that moment. It has a variety of materials to be implemented, and teachers can use them to create a new story. It can be represented by singing, showing pictures, gestures, or in a written way. In (2008) Serrat states that "storytelling is the vivid description of ideas, beliefs, personal experiences, and life lessons through stories or narratives that evoke powerful emotions and insights" (p. 1).

Recent studies have manifested that storytelling is an effective method to teach a foreign language since it breaks the rule of traditional classes. From that point of view, it is easy to know how efficient storytelling is in the teaching-learning process. Likewise, it wakes up students' curiosity and reflection while they watch or listen to the story.

Taking into consideration Powell & Murray (2012) argue that storytelling is a tool in which students can understand the world around them. It is an ability to be able to recognize and identify the chronological order and the characters of the stories which become students participate actively in class

4.2.2   Types of Storytelling.

Throughout history, telling stories has become an art. This art keeps preserving our culture, and in that way, there have been appearing different ways to tell stories, there are four types of storytelling which are described above:

1. Oral Storytelling: It has become an important part of our society since the main purpose of oral storytelling is to pass information from one to another. One of the main characteristics is that oral storytelling seeks to entertain, reflex, and share life experiences or fantasy stories. There are many ways of storytelling to be expressed such as singing, reciting poetries, through games, or telling jokes.

2. Visual Storytelling: This type of storytelling has been involved in the art field. It can be represented by paintings, drawings, photos, illustrations, or infographics.

Currently, modern technology has been modified through a screen using cartoons or another application to get the audience's attention.

3. Written Storytelling: Writing stories is another incredible and unique way to express feelings and emotions through different styles. These styles are designed for all kinds of people who are interested in romance, sci-fi, comedy, or love.

4. Digital storytelling: these days' technology has been the biggest tool for teaching since you can combine the previous type of storytelling with new digital elements even if it offers can add music, voices, and so on. On the internet, there are many options to create a story or just use one which has been already designed.

Digital Storytelling is going to be displayed since it is a main part of the following thesis.

4.2.3   Digital Storytelling (DST).

Digital storytelling (DST) is a more sophisticated method than the common art of storytelling. This advanced method contains the power of showing a video, using music, effects, filters, a voice for the characters, different backgrounds, and so on. This new teaching alternative goes hand in hand with Augmented Reality through the use of technology. It motivates students to interact and engages them in the lesson by using an enjoyable experience. Robin (2008) mentions that digital storytelling engages students in the learning process through conversations, it also promotes the students' comprehension to receive the message, and it is a comfortable way in which teachers got students' attention to their interests. During the development of AR storytelling. The main goal for teachers is to pick up the vocabulary to be taught to give an understanding sense of the story. Moreover, the teacher should make the content flexible and easy to be learned. In that way, students will learn better not for the use of the technology but how meaningful are the tools and the contents presented in the class.

4.2.4   "Plotagon" Application.

Some applications allow working with storytelling. The creator of this application Love says that "Plotagon" can produce animated movies of a text dialogue (2013). The major objective of this platform is to potentiate critical thinking skills, enrich students' creativity, and enhance communication among students. Technically, this tool consists of two main sets of scenes and characters. The user has the chance to choose the sets, spaces, characters, kind of background, and dialogues, and give them a voice. The main choices why "Plotagon"

needs to be immersed in the teaching-learning process are: it is an online free tool, you have many amazing options for your scenes, and a variety of characters for any situation. From the curricular point of view: It allows to expression of ideas and sharing knowledge, during this part students will be involved and so they will participate actively and logically.

Learning by doing something is a great motivation for teachers as for students because the management of this tool develops the student's multiple intelligences. Its use will provide many solutions to today's students' problems with speaking skills. Giving them access to the knowledge through the use of simple tools promotes them the opportunity to get meaningful and lifelong learning, especially in the skill focused.

Figure 1.

Plotagon scenes.

Note: Image taken form EMTIC (2015)

4.2.5   Avatars.

Avatars are another simulation of the real world such as people, animals, places, and so on. They have been created to be part of interaction in virtual spaces. Antonio (2019) One of the biggest advantages is that Avatars can be used according to what the tutor wants to present. Avatars offer to students the opportunity to engage students inside of an unreal imaginary experience that occurred in the surround they are living. In other words, it is said that Avatars helps those students who have problems interacting with other. So, avatars are

not only a technological toy, but also they allow students the communication by expressing feelings, thoughts, and ideas. It changes the role of the tutor towards one sophisticated guide as well.

Figure 2.

Avatars to be used in "Plotagon "
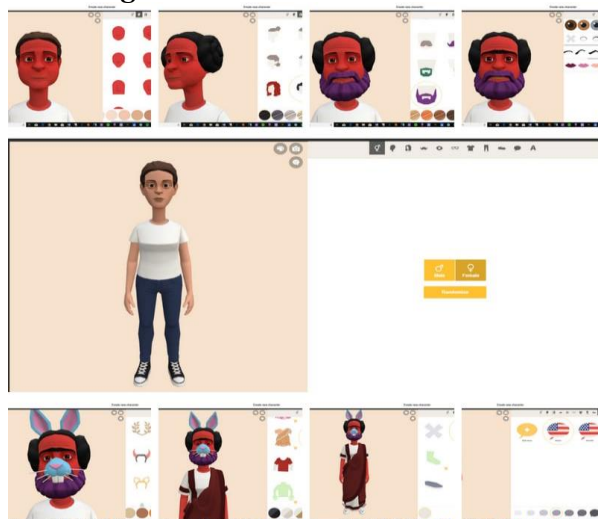
Note: Avatar modified by the researcher to show how the Plotagon Application works

4.2.6   Genres of Storytelling.

The literature offers a set of genres which have been done for each reader's interest in reading. Fikriah (2016) points out that storytelling generates trust, develops language skills, and engages students to be fluent. And she mentioned that there are eight forms of storytelling:

- Literature fiction: Mostly it is related to social life like politics, and economics which shows a human's perceptions.
- Mystery: Also called detective fiction. They always try about solving a problem from the beginning to the end. During this, you can find some information. The advantage of this type of storytelling is that gat the audience's attention.
- Thriller: They are characterized by being dark, mysterious, and suspenseful.
- Horror: It means the scare, shock, startle, murderers, death, demons, and evil spirits. Most of them are used to elicit a terrifying sense of dread.

- Historical: They mainly take place from past events, they allow the readers or listeners an overview of how happened the events in the past.

- Romance: They are centres specifically on love between two people, they have to face good and bad situations to be happier ever after.

- Science fiction: This type of story is a story with imaginative elements that can or couldn't exist in our surround. They are characterized by their adventures in other places.

- Fantasy. They are also imaginative stories. They are based on mythology and elements of magic to attract both children's and adults' attention.

- Magical realism: it is true with a bit of intervention of magic elements.

- Realistic: This last type of the stories is focused on what is happening in the real world. They are as real as possible, they express everyday life and the laws that exist to understand our existence.

4.2.7   Elements of Storytelling.

Telling stories is not easier than it is thought. It implies a vital role in the learning process because it helps to develop students' imagination and the sequence of the story (Staff, 2021).

1. Plot: The plot is the most important part of any story. It defines what the story is all about and what the audience will experience. It sets up the motivations, challenges, the Goal, and the road people are taking to fulfil them. It helps the audience to empathize with the protagonist (User), which connects and understands the underlying characteristics and details involved with it. A simple plot is all that is required to build a good story.

- Character: Characters are the elements who are living in the story. The people who are being affected by the Plot, who has motivations, traits, personalities, weaknesses, and fear, and take actions based on their psychological traits. These are the elements whose actions determine the flow of the plot.

- Dialogue: It is the way characters connect to you, The Audience. The choice of words used in the story. The tone used, the words being used and how it caters to the

Audience it has been designed for. Because this element enables the story to resonate with the intended audience.

4.2.8   Strategy for summarizing a story.

4.2.8.1 Somebody, Wanted, But, So, Then (SWBST) strategy.

Summarizing a story is an easy way of retelling something in short order in any genre. This strategy is useful for learners who are struggling with summarizing a story, especially to develop speaking skills. This strategy mainly improves students' memory, helps them to be careful with the details, and enhances their understanding. According to Kirsten (2022) the stages of this strategy are so interesting since it helps to retell an accurate story.

- Somebody: who is the main character?
- Wanted: What did the main character want?
- But: What was the problem?
- So: How was the problem solved?
- Then: How did the story end

4.3 Speaking skills.

4.3.1   Definition.

Speaking skills is a fundamental skill that all foreign language learners need to achieve success and obtain a fruitful clear conversation. To be more clear about the definition of this skill. Zuhriyah (2017) claims that communication is part of our daily life and is developed by speaking. This skill allows one to interact and express what a speaker means orally. In that way, Bahadorfar & Omidvar, (2014) argue that speaking skills are a crucial tool to communicate with each other.

Speaking is one of the productive skills of English language learning. Derakhshan, (2016) states that English contains four skills which are listening, reading, speaking, and writing. Inside those skills, speaking and writing belong to this category. They are said that they are the hardest to be developed for many factors such as their practice, knowledge of the language, and their influence in an English environment. Therefore, Derakhshan affirms that speaking skill is difficult to be learned, so this skill should be acquired cooperatively.

During learning English Oradee (2012) indicates that speaking is the skill more important to be achieved. This skill allows pupils to interact and transmit what they think in a real situation. In order to interact, students have to use the language fluently and effectively. To enrich the effective use of the language, students have to get over some difficulties such as pronunciation, intonation, and coherence. Nevertheless. The same author reports that second English learners face some troubles at the moment of acquiring the language. The lack of students' self-confidence when they have the opportunity to communicate with a native speaker or even in the EFL classroom. In other words, students feel scared of having mistaken when they are using the language. As a result, communication sometimes tends to be weak or misunderstood.

Fortunately, many technological tools have been immersed in the classrooms to the improvement of the learners' speaking skills. Teachers have adopted it to motivate and encourage students to speak as much as they can. Therefore, the presence of the internet and its advantages have gone hand in hand with the teaching process, especially in the teaching of speaking skills.

Accounting for what has been mentioned, to become a master in speaking skills it is important to know that some components must be learned which are pronunciation, accuuracy, cohesion, grammar, and vocabulary. To enhance this skill in the EFL classroom teachers have to offer a methodology that implements communication by using authentic materials or technology.

Richards (2008) classified Speaking skills into three main functions, they are: talk as Interaction, transaction and performace.

Talk as Interaction: "Talk as interaction refers to what we normally mean by conversation and describes an interaction that serves a primarily social function" (p. 22). Occasionally, it involves exchanging greetings, engaging in small talk, recounting experiences, and so on. This function focuses on how the speaker pretends to say his message during the conversation, it could be formal, informal, or casual. This function has many characteristics described as follows:

- Has a primarily social function

- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

Some of the skills involved in using interaction involve knowing how to do the following things:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Joking
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs
- Interrupting
- Reactingng to others
- Using an appropriate style of speaking

Talk as a Transaction: Talks as a transaction refer to situations where the focus is on said or done, the message is understood clearly and accurately rather than on participants and how they interact socially. In this part the speaker makes the listener understand what was said through the use of good language. Here we have some features :

- It has a primarily primaryprimaryprimary primarycus is on the message and not the participants
- Participants employ communication strategies to make themselves understood
- They may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.

- There may be negotiation and digression
- Linguistic accuracy is not always important.

Talk as a Performance: This third function that can usefully be distinguished has been called performance. It means to the public talk, transmit information, present something in front of an audience, classroom presentations, public announcements, and speeches. There are many features below:

- A focus on both message and audience
- Predictable organization and sequencing
- Importance of both form and accuracy
- Langauge is ore like written language
- Often monologic

4.3.2   Oral Production as a Second Language.

Oral production is a topic that has been treated carefully in the learning of a second language. Studying and learning speaking skills as a second language is hard work. It is not developed by itself individually. This skill needs other activities or elements to can be spread at all. Oral production depends on having a good domain of pronunciation, grammar, and vocabulary to make up sentences that promote clear and understood communication.

For this reason, Hughes (2011) mentions that oral production is the conception of the first language that creates the written form. So in that way, the acquisition of a second language is demonstrated and emphasized in the learning of the speaking skill, whose domain is developed before the writing skill. Pomposo (2016) contributes that evaluating the oral production of a second language is though, it is not easier than evaluating a written form, However, it is important to take into account many aspects such as pronunciation, grammar, cohesion, and fluency. As a result, those factors help teachers know more about the student's performance and participation, and that the message must be clear and well-understood.

4.3.3   Components of Speaking.

Regarding the basic components of English speaking skill, Cameron (2001) points out that to produce correctly a language. It is mandatory to use the appropriate components, to transmit the message effectively and in an exact way. Puma (2016) corroborates that

enriching speaking skills demand adequate use of these components such as vocabulary, grammar, and pronunciation that need to be transmitted with accurate fluency at the moment of learning a second language.

4.3.4   Pronunciation.

Every single language has its own dialect. Pronunciation is how a language is spoken. This component refers to the act or manner of pronouncing a series of words to produce specific sounds. It can involve physical acts, eye movements, facial expressions, and gestures. In other words, pronunciation contributes to the message or de intentions of the person who is talking will be clear, understandable, and direct.

According to Gilbert (2008), pronunciation involves many challenges. The most important one is that the teacher does not normally have time to teach their students the sounds of the words, and when they do have time to teach them, they help them with the sounds of words, but sometimes they find some other challenges that hamper them from continue teaching pronunciation (p. 1).

4.3.5   Fluency, Accuracy, and Complexity.

According to Goh & Burns (2012) "the effects of cognitive-processing demands on learners' language use is that they may not have adequate cognitive resources to produce speech that s both fluent and adequate" (p. 42). Each of these components is measured together and shows a proficient domain of the language since they are so important at the moment of producing the target language. So that, in this way the authors gave meaning to each one of the components to have a clear understanding of them.

Table 1.

Three key characteristics of speaking skills.

	Definition	Focus
Fluency	The speech where the message is communicated coherently with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners	Meaning

Accuracy	The speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms.	Form
Complexity	The speech where the message is communicated precisely. More advanced grammatical forms are used, such as subordination and clausal embedding, which are appropriate for a speech about the social and cultural context, as well as the roles, and relationships with, interlocutors	Meaning and form

Note. The chart is taken from the book Teaching speaking to provide a clear understanding of these components (Goh & Burns, 2012).

4.3.6 Comprehension.

In accordance with Clark (1977) argues that comprehension "in its narrow sense, denotes the building of meaning from sounds. Comprehensibility, in its broader sense, is the interpretation of the meaning and utilizes the speech act conveyed" (p.5). That is why comprehension encompasses the interpretation of the message that was given, likewise, accounting for sounds, gestures and facial expressions which students use during speaking to transmit clear information. Furthermore, getting a good level of comprehension is such a difficult job particularly if it is about the English Language, for instance; if the audience does not understand what is being talked about, they will not be able to hold correct and clear communication with others (Rahman, 2007).

4.3.7 Grammar.

English grammar is one of the important elements of speaking which is used to arrange a correct sentence in a conversation, although it is not the most important. Ur (1996) defines grammar like a language system which show how the words and sentenced are ordered. Besides, this is developed through the use of different rules that the language has to create and express a correct idea or though. A bad grammatical structure can give a different sense or confusion. In addition, utilize grammar rules helps to form the ideas in the different

tenses. Therefore, teaching and learning to use correctly English grammar is a paramount necessity because it helps to express clear ideas and even create a good dialogue (Ur as cited in Fajariani, 2010, p. 17).

4.3.8 Communicative Strategies

Thornbury (2005) states that the teaching-learning process has been considered a multifaceted process that includes roles for teachers, students, and the book. Oral communication is the key part of our interaction and it is one of the barriers that learners of a second language face. The role of CSS is to let learners know how to say and how to expand the target language efficiently. Recent studies have discovered some communicative strategies that are implemented in the classroom:

1. Message reduction
2. Approximation
3. Circumlocution
4. Code-mixing miming
5. Self-repetition
6. Other repetition
7. Appealing for help
8. Comprehension
9. Check out
10. Accuracy check
11. Asking for repetition
12. Guessing
13. Using of fillers and hesitation devices
14. Feigning understanding

4.3.9 How to teach Speaking

Jeremy Harmer (1998) in his English language teaching (ELT) book clears up that, teachers and learners should be sure and understand what type of speaking is going to be utilized for teaching the topics and the grammar to be learned inside the EFL classroom (p. 88). Moreover, it is important to take into account that, pupils make use of the language based on oral activities that the teacher assigned them for learning the language. It is essential to

give and use speaking assignments since it encourages the students' motivation to acquire the target language. Harmer mentions three paramount points because it is the best notion to apply speaking tasks in the classroom.

Second, at this point, students are evaluated by the teachers' observation based on what students say, their performance, and the English language domain. Teachers explain to students the mistakes they are making when they produce the language. This type of feedback is useful for students to realize that the English language is easy to be learned and give attention to their mistakes to do not to make them again. Therefore, including speaking activities during the lesson promotes confidence and creates students' satisfaction with their progress in learning the foreign language since it rises participation and reduces the feeling of fairness.

Last but not least, the third point, better activities and better performance. Tasks help to increase a higher motivation to interact anytime. When students do not have fear of saying something, immediately they lose interest in learning a new language even if the task is not clear. In a nutshell, these three points that Harmer mentions can be useful for solving problems that teachers can come across in the class during teaching speaking (Jeremy Harmer. p. 123).

4.4 Previous Studies.

The following section specifies studies developed for speaking skills through simulation environments in the context of English as a foreign language. The purpose of this part is to take into account what has been researched and the foundations for this research. There have been several longitudinal studies involving English speaking skills with simulated environments but these two previous studies have reported that this skill provokes hesitation, anxiety and troubles at the moment of acquisition as a second language.

Table 2.

Studies have researched storytelling using simulated environments for speaking skills.

Researcher	Year	Country	Population	Method	Level of Education
Filiz Doğan, Selcen Çifci	2021	Turkey	6th-grade students	Mixed-method	Primary

Hayam Mohamed Salama Eissa	2019	Kingdom of Saudi Arabia	University students	Mixed-method	Third level
Muhammad Lukman Syafii, Slamet Santoso, Sri Hartono	2021	Indonesia	38 University students	Action-research	Third level
Syafryadin, Haryani, Salniwati, Ainur Rosyidah Azmie Putri	2019	Indonesia	34 students in tenth grade	Action-research	Primary
Marzuki, Johannes Ananto Prayogo, Arwijati Wahyudi.	2016	Indonesia	22 students	Action-research	Primary
Farzaneh Khodabandeh	2018	Iran	30 English students	Mixed-method	Third level

Note: Recompilation of information from six different previous studies which have used storytelling through simulated environments to improve learners' speaking skills and the application of it to improve the English language teaching process.

For this reason, Doğan and Selcen (2021) guided a mixed-method study in Turkey with students in the sixth grade of primary education on speaking skills using storytelling strategies. It was supposed that this research will find out whether there is a significant relationship between the acquisition of storytelling skills and impromptu speaking attitudes and speaking anxieties since sometimes the physiological, sociological or psychological effects of the speaker cause problems in speaking. The data gathered in this study had two sources: The quantitative data were collected by the 'Speaking Skill Attitude Scale'; likewise, Qualitative data were also collected with student interview form and observation form. Based on the studies Doğan and Selcen deduced that the acquisition of storytelling was significantly associated with students' impromptu speaking attitudes and anxiety levels when they deliver impromptu speeches.

In the same position, Salama (2019) led a mixed-method study as well in the Kingdom of Saudi Arabia with university students about the pedagogic effectiveness of digital storytelling in improving the speaking skills of Saudi EFL learners. This study aimed to find out why adult learners are unable to speak English as a Foreign language (EFL). One of the main problems is that the conventional method of teaching in Saudi Arabia is not a fruitful one. Students' role is only restricted to receiving information. Consequently, students are not able to either speak or communicate in English properly. The data was obtained from two sources: quantitative data generated by the interpretation of statistical data, and a questionnaire designed to collect learners' feeling of self-confidence and their English

speaking improvement. The carried out study found that learners at the selected university find difficulty in speaking English, and that applying DST as a pedagogy helps the students to develop their overall speaking skills.

Another deeper study about the use of storytelling to improve students' speaking skills by Muhammad Lukman Syafii, Slamet Santoso, and Sri Hartono (2021) who directed classroom action research with 38 University students at the Muhammadiyah University of Ponorogo in Indonesia. The reason for this research was to produce practical knowledge that is useful for people in the everyday context of their lives because having the poor vocabulary and grammatical usage makes them reluctant and unmotivated to speak. The data stored in this study were observation checklists, field notes, self-assessment sheets, and peer-assessment sheets, and the students" speaking performance was measured using scoring rubrics, tape recordings, and questionnaires. The findings indicated that the first criterion was when 65% of the learners get into or are earnestly engaged in the teaching and learning process. The outcomes of this research showed that the story-telling technique utilizing puppets is effective in progressing not only the speaking ability of the students in terms of telling a story (narrative texts) but also their participation in the teaching-learning process and their fun in learning English. It is recommended to conduct classroom action research or other designs on the use of this technique in the teaching of other language skills, for instance, listening and writing and also other types of genres.

Likewise, a recent study conducted by Syafryadin, Haryani, Salniwati, and Ainur Rosyidah Azmie Putri (2019) in Indonesia, had the purpose to investigate the impact of digital storytelling towards senior high school students' speaking ability in various text genres and analyze to what extent it works effectively. This study used action research, digital storytelling method, also random sampling technique (Planning, acting, observing, and reflecting). In this research, the researchers used a rubric to measure how effective students' digital storytelling is towards speaking competence. Hence, the reason why the researchers used this group was because of the low achievement and less motivation in speaking English, whose study showed the following findings. Although the tenth-grade students had accepted and used speaking material before, they could not master it optimally. Therefore, the researchers gave an alternative way to enrich students speaking skills by creating digital

storytelling activities since digital storytelling generates students to become more critical, creative, and confident as a digital generation.

A study to extend the knowledge about the improvement of learners' speaking skills is the research headed by Marzuki, Johannes Ananto Prayogo, and Arwijati Wahyudi (2016), with 22 junior high school students from a remote area in Indonesian EFL learners. This study's aim was to improve the EFL learners' speaking ability and their classroom activities through the implementation of an Interactive Storytelling Strategy. However, some classroom instructions suffer from limitations of the learners' communicative interaction, and many research projects display some conditions that the EFL learners' speaking skill is still unsatisfactory. Learners in the learning process were unmotivated in bearing their speaking in classroom activities. The learners seemed reluctant to reveal their thought when they had something to speak. The design of this study was action research by using interactive storytelling procedures. Likewise, the data gathered was through rubrics and observation checklists. Fortunately, the finding of this study was that the implementation of the Interactive Storytelling Strategy increased the EFL learners' speaking ability and their classroom activities.

Last but not least, another study confirms its previous findings and contributes additional information for the present research project is the study handled by Farzaneh Khodabandeh (2018) in Iran, which has as its purpose to examine the effect of storytelling through the use of Telegram on the oral language of English as a foreign language (EFL) students. Unfortunately, using storytelling as a teaching tool for improving language learners' speaking skills in virtual classes, especially with the Telegram messaging app, has not yet been researched. Thus, it is hoped that using storytelling in the telegram class will help students improve their speaking abilities. This research adopts a quasi-experimental design with one experimental and one control group. Besides, the data collected was through pre-test and post-test, and questionnaire. Therefore, the findings of the post-test revealed that telling stories through a virtual environment improved the speaking abilities of both experimental and control groups. Whether the participants retold the stories or just answered the comprehension question did not make any difference. This finding supports the idea of

Schank (1990), who states that storytelling has positive, significant and demonstrable value in teaching.

To conclude, the objective of this research review was to verify the points of view, and tendencies in storytelling through the use of simulated environments to improve bachillerato students' speaking skills at a private institution in Loja city. This section covers the three main variables for this study such as simulated environments or virtual reality (VR), storytelling, and English-speaking skills. The findings gathered from this review show that storytelling by using simulated environments is not only a teaching technique but also its application helps students to develop their talents, motivation, critical thinking, and interests. Therefore, this study enhances the students' English language speaking domain effectively since it adapts to students' needs, time, knowledge, and learning speed. Lastly, even though the authors have developed their work on improving students speaking skills, none of them has focused on the production of the language based on its components such as: pronunciation, fluency, accuracy, and vocabulary, that is why the following study is important to be carried out.

5. Methodology

5.1 Setting and Participants

This research work was developed at a private high school in the city of Loja with students who belong to the second-year high school level, during the school year 2022-2023, a place well-known as the musical and cultural capital of Ecuador. It is located in a highland area in the south of Ecuador in South America, whose geographic coordinates are 3°59'35.3" South 79°12.253' West.

The sampling group was selected by convenience which is the process of taking the desired members for the study based on the accessibility that the researcher had (Gay et al., 2012). This group of students is naturally homogenous that suited to the research design. Finally, in order to collect data collection for the results section, participants were provided with an anonymous code in order to comply with the ethical principle of privacy in research.

5.2 Procedure

5.2.1 Method

The ongoing research was carried out through the use of the mixed method action research approach defined as the combination of both quantitative and qualitative methods which provided numerical and narrative data (Creswell & Gay et al., 2012). (Creswell, 2010; Gay et al., 2012

5.2.2 Research Design.

The research was worked on by using practical action research since its main goal was to investigate a specific situation which provides an improvement during the practice (Creswell, 2012) and contributes to solving a problem by being part of it. This model has been suitable because this study had a sequence in the following stages suggested by Efrat and Ravid (2022) where they assume that cyclical action research begins with a question and finishes with the implementation of enough knowledge which allowed the execution of the research work taking as main point the research question.

This model of research has six important stages which allow conducting a cyclical reach. The first one was focused on the identification of the main problem to be solved. The second step was in charge of the all information available about the problem that the researcher decided to explore. In the third step, the researcher designed a plan for the methods

to be used in the study. Therefore, in the fourth step, the researcher gathered all the data in the target group where found the problem. The fifth step shows the interpretation of the information obtained. Finally, the sixth step has based on the presentation of the findings of the research.

5.2.2.1 Identification of the main problem.

The study started by identifying a problem in the speaking skill of the target researched group. The researcher was able to find out some more data about the problem by applying a pretest so it was possible to develop a more detailed diagnosis. Through this analysis, it was possible to state and define a research general problem which was addressed to ask how does storytelling help to improve English speaking skills through simulated environments? In order to guide the research process, the main problem was divided into three sub-questions which are aligned to identify the effectiveness, apply strategies and describe the students' perceptions of digital storytelling over speaking skills (Efrat and Ravid, 2022).

5.2.2.2 Gather information.

Once the researcher identified the main problem regarding speaking skills, a wide range of information is presented on the theoretical framework about storytelling, simulated environments, and speaking skills. Therefore, alternative possible solutions have been researched in order to respond to the problem effectively through previous studies related to this research work. From all these postulations one plan of action has been constructed which includes an important storytelling strategy Somebody, Wanted, But, So, Then (SWBST) that allowed to improve speaking skills with the target group. The plan was aligned with the research questions stated in the study and the research instruments were designed according to both the characteristics of the participants and the design of the research study. It is important to mention that the researcher used a code to identify students keeping in mind the students' anonymity (Efrat and Ravid, 2022).

5.2.2.3 Designing a plan.

In this stage, the researcher obtained a well-designed intervention plan that emerged through deep research of theoretical references. It was implemented by applying a specific digital storytelling strategy "SWBST" which helped to improve the problem in speaking

skills. The proposal was addressed to solve the research problem. The plan of intervention was implemented as a strategy continually monitored, evaluated and revised to determine its effectiveness during the research process. During the application of the proposal, the researcher collected the data by using several research techniques and instruments that permit the recording of important information. The information was used later to triangulate or relate the data and communicate the outcomes obtained in the study. The flexibility of the plan allowed the researcher to make specific adjustments during the action stage by monitoring the strategies applied as an effective response to the questions that guide the research process (Efrat and Ravid, 2022).

The time that lasted plan of intervention was 40 hours of English class, that is to say, it was carried out in eight weeks, five-hour class periods weekly during the 2022-2023 school year. It is important to point out that the teaching methodology was developed through on-site classes in the institution which belongs to the selected group. The contents were executed under the guidance of the nine events by (Gagné et al., 1916) who mention that it is an accurate design which suggests "what to do" rather than "how to do". Those nine stages provide a wide and well-structured lesson plan for the teacher during the intervention (see annex 8).

5.2.2.4 Collecting data.

At this stage, the researcher implemented an intervention proposal among the target group of learners to improve their English speaking skills among two instruments. The proposal was developed simultaneously with the action plan through famous-local stories (The man and the serpent's fable, the witches of Zamora Huayco, The tunnel of the hanged, and The headless priest). This stage is a process which gathers information on the variables of interest (Efrat and Ravid, 2022).

5.2.2.5 Interpretation of data.

This stage intends to analyze the outcomes obtained from the plan of intervention by interpreting the quantitative and qualitative data collected. The general findings were reported establishing conclusions and recommendations that can help both to answer the research-specific questions stated in this study and to develop further research about the topic. It is relevant to report the findings because they might be used by a wide range of

educators who are constantly reaching for ways to improve their practice in the English as a foreign language teaching process (Efrat and Ravid, 2022).

5.2.2.6 Presentation of the main findings

The outcomes acquired through the research process were presented in the educational community to enhance and execute further studies that will help teachers improve their students speaking skills through digital storytelling with local stories by using simulated environments (Efrat and Ravid, 2022).

5.2.3 *Data Collection Source-Technique*

The testing technique was used with the instrument of pre-test (see annex 1) which allowed the collection of data before the intervention. This technique is used to examine people's knowledge to determine what that person knows or has learned. (Madsen, 1983). While the post-test (see annex 7) helped to identify the effect that storytelling through simulated environments had on speaking skills. Moreover, there was used selection method scored through the criterion-referenced scoring suggested by Gay et al. (2012). Likewise, the technique of survey with the instruments of a questionnaire (see annex 5) that was applied to gather information about students' perceptions of the influence of digital storytelling on the development of speaking skills. This survey included closed-ended and open-ended questions in order to argue the students' answers (Creswell, 2012).

5.3 Data Analysis

Considering the design of the study, it is important to mention that the researcher used descriptive statistics to process and analyze the quantitative data. This helped to summarize the overall trends or tendencies in the data (Creswell, 2012). This data was presented in tables and graphs by using the excel program to take the measures of central tendency which was useful to analyze the results gathered in the pre-test and post-test.

The qualitative data was presented by categorizing and analyzing themes with the indicators (Creswell, 2012) that helped to support the outcomes about the influence of digital storytelling over speaking skills. These data were analyzed based on the students' perceptions by using an adaptation of the Likert scale that allowed to organize and set these results.

6. Results

Objective 1: To **identify** the effectiveness of storytelling on the development of the speaking learning experience by using simulated environments among second year students of bachillerato.

6.1 Pretest and Posttest Results

The following segment shows the results obtained throughout the research. A pretest was administered at the beginning of the intervention, and a posttest was applied at the end, respectively. These instruments allowed the researcher to measure students' speaking skills such as "pronunciation", "fluency", "accuracy", "vocabulary", and "coherence". Likewise, a questionnaire was used to discern students' perceptions about storytelling used in simulated environments towards speaking skills. Therefore, the results of the pretest and posttest are presented per indicator through the following tables.

Table 3.

Pretest results.

Results gathered from the Pretest of the Second year BGU students' speaking skills components.										
Grading scale (2/2) Frecuency (F)	**Pronunciation**		**Fluency**		**Accuracy**		**Vocabulary**		**Coherence**	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Grades (0 - 0,5)	3	10	4	13	5	17	6	20	5	17
Grades (0,6 - 1)	7	23	8	27	7	23	6	20	3	10
Grades (1,01 - 1,5)	8	27	6	20	9	30	9	30	9	30
Grades (1,6 - 2)	12	40	12	40	9	30	9	30	13	43
Total of Students	30	100%	30	100%	30	100%	30	100%	30	100%
MEAN	1,48		1,43		1,37		1,21		1,46	
TOTAL OF MEAN = 6,91										

What is interesting in the data in Table 1, is that students presented many deficiencies in their speaking skills. Therefore, they were not able to attain the average set by the national grading scale (7/10). For that reason, it was crucially necessary to plan and carry out an intervention plan that empowers the skill under study. This Table, shows the number of students and the percentage of scores acquired in the pre-test between 0-0,5; 0,6-1; 1,1-1,5; and 1,6-2 per component, such as "pronunciation", "fluency, "accuracy", "vocabulary", and

"coherence". These skills were evaluated before the intervention to identify the effect of implementing digital storytelling with the Plotagon Application.

Regarding the "pronunciation" component with a mean of (1,48/2). 40% of students had a score of 1,6-2, which means students did not have problems producing a message. It is followed by 27% who got a grade between 1,01-1,5 which is almost good pronunciation. 23% obtained a grade between 0,6-1, showing some trouble in pronunciation, and 10% got a score of 0-0,5 because their speech was unintelligible, they made mispronunciations and hesitation which caused a misinterpretation of the message and reduced clarity at times.

Similarly, in the "fluency" component, with a mean of (1.43/2), 40% of the students scored 1,6-2, as they found it easy to speak faster and with confidence. Likewise, 20% accomplished a grade of 1,01-1,5 which means that their fluency was not the best but not unsatisfactory. On the other hand, 27% reached a score of 0,6-1 which reflected the students' difficulties using suitable words at the moment of speaking. Additionally, in 13% with a 0-0,6 score, the students had complications speaking quickly due to their limited vocabulary and filler words which made the message difficult to understand.

As for the "accuracy" component with a mean of (1,37/2), 30% of students with a score of 1,6-2 did not make mistakes in relation to grammar structures, and the message was understood. The 1,01-1,5 score with 30% of students showed that they faced some obstacles to being direct and precise. Unlike the last grade, 23% of students obtained a score of 0,6-1, which meant that students dealt with the organization of their ideas. Unfortunately, 17% of students got a score of 0-0,5 because they could not manage this component at all. Their responses were not clear at all and the sentences were weak with deficient utterances.

With reference to the "vocabulary" component, the result was not as satisfactory as expected, with an average of (1.21/2). 30% of the students scored 1,6-2 which means that the students had a wide knowledge of words that allowed them to describe anything. In this sense, the other 30% that achieved a score of 1,01-1,5 presented minimum problems remembering some words to describe something or telling information. Lamentably, 20% with a grade of 0,6-1 demonstrated that they lack enough vocabulary to express ideas. However, the last 20% scored 0-0.5, which shows that when the students had to describe an image, they found it impossible to convey an adequate and accurate description.

Concerning the "coherence" component, with a mean of (1.46/2), 43% of the students with a score of 1,6-2 successfully passed this component, as they had no problems linking their ideas. Apart from this, 30% of students got a score of 1,01-1,5 since they express roughly great and clear ideas. On the contrary, 10% with a grade of 0,6-1 showed that making coherent sentences was such hard work. 17% of the students with a score of 0-0.5 were not able to handle the linkers to create sentences and express precise ideas. They knew the linkers but used them inadequately, which did not allow them to express a complete thought and broke the sequence of the message, with the consequent loss of coherence.

In a nutshell, students' lowest performance was reflected in the "vocabulary" component, which refers to the suitable use of expressions, or words to convey clear ideas about the topic to be talked. Unlike that, the highest performance was seen in the "pronunciation" component which stands for the flexible understanding and intonation throughout the message. Nevertheless, fluency, accuracy and coherence were also some of the main focuses for the researcher to improve during the intervention proposal.

Table 4.

Posttest results

Results gathered from the Posttest of the Second year BGU students' speaking skills components.										
Grading scale (2/2) Frecuency (F)	Pronunciation		Fluency		Accuracy		Vocabulary		Coherence	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Grades (0 - 0,5)	1	3	0	0	1	3	0	0	0	0
Grades (0,6 - 1)	4	13	10	33	9	30	1	3	3	10
Grades (1,1 - 1,5)	10	33	7	23	10	33	8	27	6	20
Grades (1,6 - 2)	15	50	13	43	10	33	21	70	21	70
Total of students	30	100%	30	100%	30	100%	30	100%	30	100%
MEAN	1,65		1,55		1,48		1,88		1,86	
TOTAL OF MEAN = 8,38										

Table 2, illustrates the number of students and the percentage of scores obtained during the post-test between 0-0,5; 0,6-1; 1,1-1,5; and 1,6-2 per component, such as "pronunciation", "fluency, "accuracy", "vocabulary", and "coherence". This was evaluated after 40 hours of intervention to identify the effect of implementing digital storytelling with the Plotagon Application.

Regarding the "pronunciation" component with a mean obtained of (1,65/2). 50% of the students had a score of 1,6-2 improved significantly since students could pronounce almost many words without a second thought. This reflected not only the students´ engagement but also the teacher's competence in teaching basic phonetic sounds .33% with a grade of 1,01.1,5 accomplished improving their pronunciation even though they make some pronunciation mistakes. With a score of 0,6-1, 13% of students kept struggling with the phonetic sounds. On the other hand, 3% of the students got a score of 0-0,5 due to their no-attendance or because they did not pay attention and learnt some basic phonetic sounds.

With regard to the "fluency" component, the mean obtained was (1,55/2), interestingly, 43% of students' speech improved even though there was not the highest level of fluency, but the message was captured and understandable to the listeners. Likewise, 23% of the students with a grade of 1,01-1,5 had almost a fast way of telling and conveying their intentions even though they paused rarely. Whereas the 0,5-1 score had a 33% which means that students took time to think, and sometimes they used filler words, but finally, the message was logical.

Talking about the "accuracy" component the mean obtained was (1,48/2), 33% of students obtained a score of 1,6-2 because students' production was clearer and as direct as expected. While 33% with a score of 1,01-1,5 and 30% with a score of 0,6-1 make reference to students who had almost few grammatical mistakes at the moment of speaking. Although 3% of students produced rare mistakes in sentences, they were occasional, this allowed students to immediately provide themselves with a self-correction.

As for the "vocabulary" component with an of (1,84/2), the result was surprisingly unexpected since 70% of students got a score of 1,6-2 the contents taught, the stories and the creation of morals promoted new useful and suitable vocabulary to strengthen sentences and convey information. Followed by 27% with a score of 1,01-1,5 which means students got to extend their lexis, However, 3% still struggle with this component since they could not remember the exact vocabulary for what they were talking about.

Regarding the "coherence" component with a mean of (1,86/2), in the 1,6-2 score 70% of students' English production changed notably in their performance at the moment of speaking since they learnt deeply how to use correctly the connectors for contrasting or

adding information without losing the sequence of the message. Unlike, in the pre-test grade of 1,01-1,5 went down 10%, which means that students started using the connectors accurately. Whereas, 10% of students with a grade of 0,5-1 showed some difficulties in strengthening sentences by using appropriate connectors.

Figure 3.

Comparison between Pretest and Posttest results
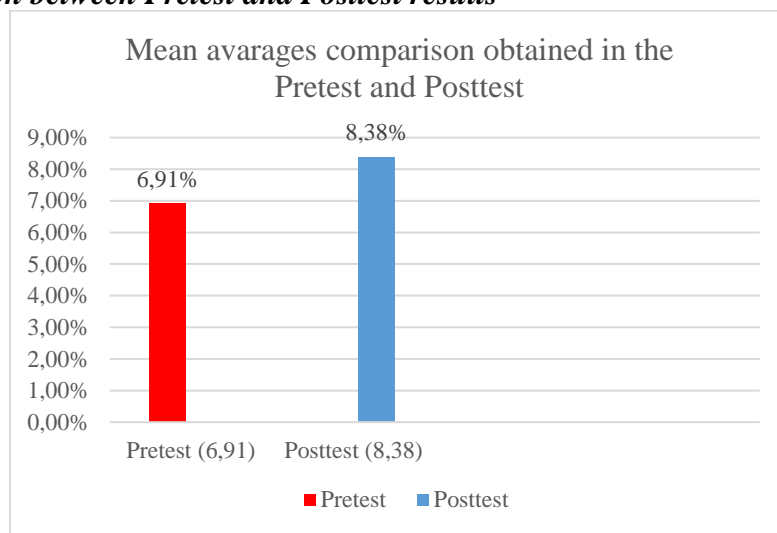
It is satisfactory to say that the results obtained in the execution of the posttest showed that there was a significant improvement in students' speaking skills, after the application of storytelling through simulated environments during their learning process. This result is noticeable, the average of the pretest 100% of students got a score of 6,91/10 while in the posttest it was 8,39/10. It can be said that the students' average reached a higher level of improvement that belongs to the satisfactory range (between 8 and 9).

6.2 Questionnaire Results

Objective 2: To **describe** the students' perceptions about storytelling on developing speaking skills among second year students of Bachillerato.

Furthermore, the researcher decided to apply a questionnaire to corroborate and know students' perceptions of how the advantages of storytelling in a simulated environment and how this has influenced their speaking skills development.

Question 1: Did you feel that the stories caught your attention?

Figure 4.

Students' responses about how often stories caught their attention
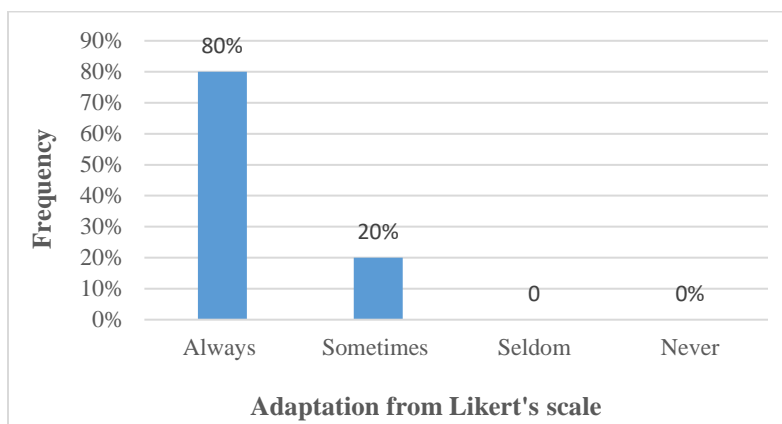
As shown in Figure 4, 80% of the students answered that the digital stories caught their attention, while 20% left mentioned that the stories sometimes were catchy for them.

From the open-ended questions, students provided extra information for this selection. They said that stories were catchy because they are like a film but with questions at the end in order to know what they have understood, besides stories allowed them to learn new vocabulary and improve their pronunciation. On the other hand, 20% commented that they sometimes lost their attention and interest due to the unknown words in the story. From the researcher's field notes, as it was observed, students felt that the stories were catchy since they were interactive for the questions at the end, moreover, the researcher encouraged students to pay attention.

Question 2: Which of the stories did you like the most?

Figure 5.

Students' answers about the best genre of the stories
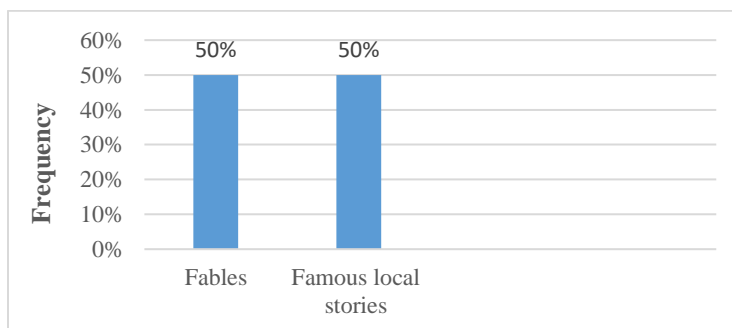
As shown in Figure 5, 50% of the students answered that the fables and famous local stories were entertaining.

From the open-ended questions, students argued some details about both selections, they said that they liked both. According to (*Student 02*) "fables are good since they offer an interesting morale, and also provide new vocabulary". Likewise, the other 50% stated that famous local stories are also good since they are well known and they can relate the Spanish words with English ones. From the researcher's point of view, it is corroborated that students felt that both types of stories were interesting enough.

Question 3: Do you think that the questions asked by the avatar motivated you to speak in class?

Figure 6.

Students' responses about how often the avatars motivated them to speak

Adaptation from Likert's scale
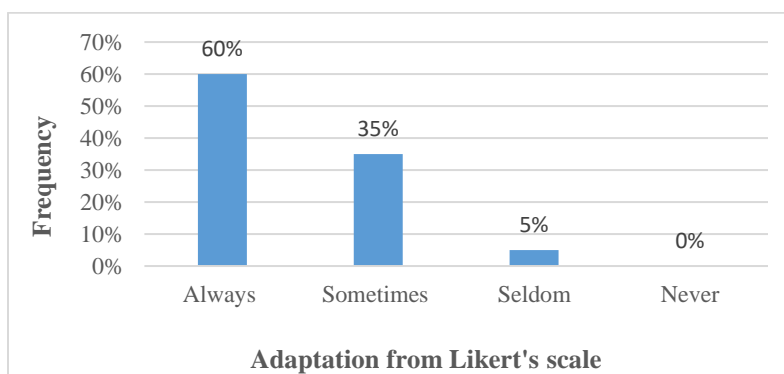
As shown in Figure 6, 60% of the students answered that the questions highly motivated them to second-year, 35% allude to they felt sometimes motivated to, whereas, the questions by the avatars seldom promoted students' participation in 5%.

From the open-ended questions, students supplied interesting comments. They said that the questions make them participate, acquire new vocabulary, and gain points. According to (*Student 10*) she selected sometimes since "some questions were difficult to understand and it was a reason why I did not have the good intentions to participate". However, other students suggested in their comments that it would be better if the avatars spoke slowly. From the researcher's expertise, it is corroborated that the questions from the avatar were a little bit of a problem to the whole, even though most of them got the questions, a minimum group

struggled to understand what the avatar asked. So, the researcher reproduced the questions form the avatars twice.

Question 4: Did the Plotagon Application arise your curiosity?

Figure 7.

Students' responses about the application arise their curiosity
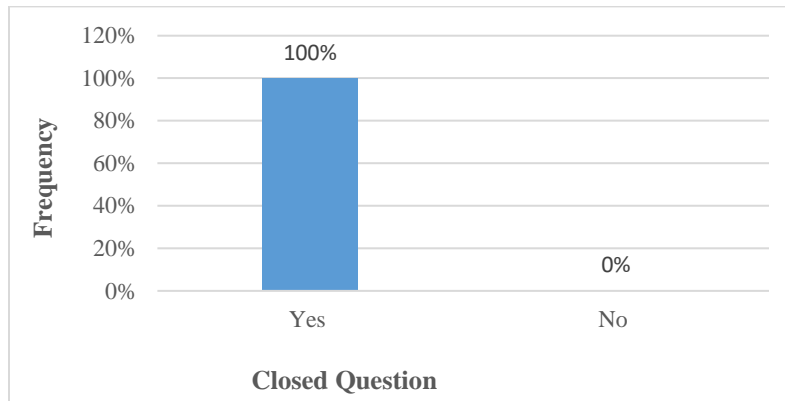
As shown in Figure 7, 100% of the students interestingly selected the Plotagon app arose their curiosity

From the open-ended questions, students were contented with curious comments, they said that this application can be used to make funny and entertaining stories, and it also can be used for other subjects since the way of handling it was easy and the stories can be elaborated in a short period of time. From the researcher's position, it can be confirmed because the students were involved in how the story is made, and how to organize the scenes.

Question 5: Do you think that creating a new ending for the story helped you to foster your fluency?

Figure 8.

Students' responses about how the strategy helped them to summarize a story
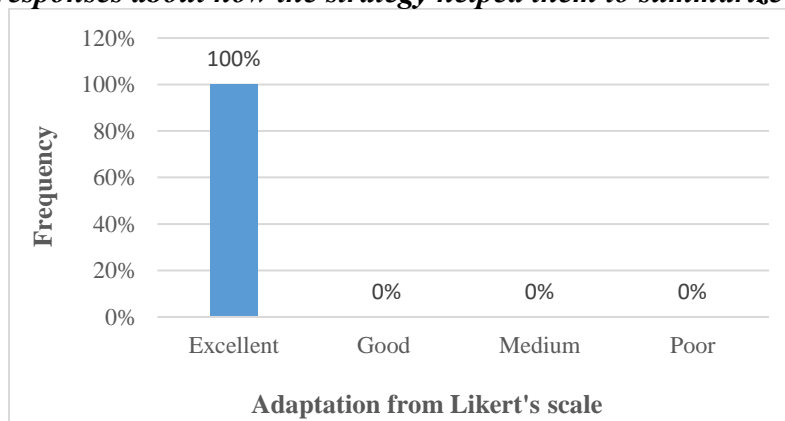
As shown in Figure 8, 100% of the students surprisingly opted for selecting the option "excellent" for the SWBST strategy to summarize a story.

From the open-ended questions, students agreed with the before comment, because this strategy was extremely useful to summarize any kind of story. According to (*Student 06*) "this strategy allowed me to get a short but precise summarize of any story, it doesn't matter how long the story would be". From the researcher's viewpoint, it is said that students easily domain and identify the key elements from the stories worked on in class and the stories that they already wrote.

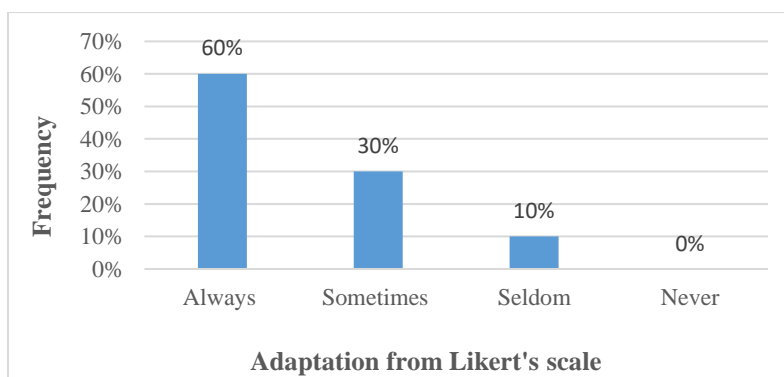**Question 7: Do you think that the creation of morale promoted your critical thinking (a deep analysis that arguments to form a judgment)?**

Figure 9.

Students' responses about how often stories promoted their critical thinking

As shown in Table 9, 60% of the students preferred to select "always", 30% desired to select "sometimes", and 10% of them chose seldom.

From the open-ended questions, the 60% of the students mentioned that the elaboration of morale allowed them to develop their critical thinking. In accordance (*Student 20*) "writing a morale was so important because it helped us to be critical thinkers, creatives". The sometimes option was selected for those students who had difficulties at the moment of expressing clearly what they wanted to say. The 10% mentioned that they struggle a little bit with vocabulary to carry execute this activity. From the researcher's field notes, it is clearly expressed that students were involved in the fables since many times they were related to their real-life.

7. Discussion

This research work was conducted to improve English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city, School year 2022-2023. Therefore, based on this main objective two subsequent questions were settled down.

The first question sought to determine "what is the effectiveness of storytelling on the development of English-speaking skills through simulated environments?". A pretest with a score of 6,91 and a posttest with a score of 8,38 results showed that there was a significant statistical difference of 1,47 between both instruments applied. It leads to think that, there was positive and productive effectiveness in their speaking skills after having applied storytelling through simulated environments. This outcome is supported by Salama (2019) who found that applying Digital storytelling as a pedagogy helped students to develop their speaking skills components such as pronunciation, fluency, accuracy, vocabulary, and coherence. Likewise, this is corroborated by Schank (1990) who states that storytelling has positive, significant and demonstrable value in teaching. Therefore, it can be said that the outcomes obtained agreed with the results of the previous studies which showed that digital storytelling is a good resource for teaching and improving English-speaking skills and is recommended to carry out further research on this topic.

For the second question, "What are the students' perceptions about storytelling on developing English-speaking skills through simulated environments?". To give qualitative support to this question a questionnaire was designed in which interestingly 100% of students agreed that the SWBST strategy through the use of fables, and local famous stories genres help to become creatives, critical thinkers, and motivated to participate in class when the avatars asked them. Likewise, 100% of the students interestingly selected the Plotagon app enriched their curiosity, allowing them to be involved, and motivated to participate during the lesson which improved English language performance. This finding is consistent with those of Syafryadin et al. (2019) who in their study showed that digital storytelling is a good alternative for teaching students since enriches students' participation, interaction, and makes them critical thinkers, more creatives, and more confident at the moment of speaking.

80%t of the students indicated that both types of stories captured their attention, as the vocabulary was familiar to them and the stories were entertaining. This result is similar to what was observed by Syafryadin et al. (2019), the variety of genres helped to effectively develop oral skills. It is corroborated by 80% of the respondents who mentioned that creating new morals or creating new endings for local fables and stories fostered their fluency. Although some students had difficulties with the language and the organization of their ideas, it can be said that it was not as difficult as it seemed, as they struggled to choose the best connector. Therefore, it can be mentioned that the limitations of this study were, the limited 40 hours of intervention, students' no-attendance, and that students were only exposed to the target language in English classes.

8. Conclusions

The implementation of storytelling in simulated environments was effective in teaching and improving students' speaking skills. This enabled the students to enrich adequately the main components of speaking such as vocabulary and coherence, on a minor scale, it supported students to improve their pronunciation, fluency, and accuracy, even though the 40 hours of intervention were not enough to master all these components.

Likewise, it is concluded that students had positive perceptions towards the application of storytelling with the support of simulated environments. The results showed that the employment of the Plotagon application in simulated environments helped students to become critical thinkers, obtain a better domain of the speaking components, and feel motivated to participate by the questions asked by the avatars. Therefore, it can be said that the advantages of storytelling in simulated environments provided remarkable improvement in their speaking skills components during students' learning process.

9. Recommendations

It is recommended that teachers implement different didactic strategies for improving speaking skills taking into account the students' level and their multiple intelligences. A good strategy that can be perfectly applied is somebody, wanted, but, so then (SWBST), since the elements of this strategy allow learners to produce a precise, understandable and coherent message, in addition, this strategy should be used with fables because the moral promote students' critical thinking.

It is recommended for Teachers of English as a Foreign Language to use and incorporate storytelling in simulated environments in the lesson plan to improve students speaking skills. Moreover, it is suggested to diversify the stories using different genres according to the group of students and their level.

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11.Annexes

Annexe 1. Pre-test and Post-Test for Speaking skills

PRE-TEST AND POST-TEST

Number of the student: ……… Date: …………. Course: ……………… Time: 60 minutes

SPEAKING SKILLS

A. INDICATORS TO BE EVALUATED

- *Pronunciation*

Objective: to check the articulation of the language

1. Read aloud the following text. (2.5 points)

Man and the Serpent

A Countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died. The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss. Well, the Farmer thought it best to make it up with the Serpent, and brought food and honey to the mouth of its lair, and said to it:

"Let's forget and forgive; perhaps you were right to punish my son, and take vengeance on my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?". "No, no," said the Serpent; "take away your gifts; you can never forget the death of your son, nor I the loss of my tail. *MORAL:* **Injuries may be forgiven, but not forgotten.**

B. INDICATORS TO BE EVALUATED

- *Fluency*

Objective: To identify how quickly students domain the language

2. Describe the following pictures, you are allowed to answer in 1 minute. (2.5 points)

C. INDICATORS TO BE EVALUATED

- *Accuracy*

Objective: to analyse the logical order of the information

3. Answer the next questions about Music. (2.5 points)
   - ✓ What type of music do you like? Why?
   - ✓ Do you want to play in a band? Why?
   - ✓ Do you play the drums, the guitar or the bass? Why?
   - ✓ Do you think music is a good hobby to be practiced? Why?
   - ✓ How does music affect the brain?

D. INDICATORS TO BE EVALUATED

- *Vocabulary*

Objective: to notice the students' knowledge

4. You are going to be asked to say the meaning of five different words in the chart below. (2 points)

- ✓ Enjoy
- ✓ Show
- ✓ Practice
- ✓ Inspiring
- ✓ Catchy
- ✓ Clever
- ✓ Brave

- Go over
- Encouraging
- Brilliant
- Adventurous
- Have fun
- Popular
- Performance

E. INDICATORS TO BE EVALUATED

- *Coherence*

Objective: to analyse how students use the connectors to express clear ideas.

5. Unscramble the following sentences, then use the connector in the blank to combine the two sentences. (2 points)

1. A: hurts / music / say / ears / loud / our / sometimes / People / that

   _____

   B: always / good / about / I / feel / it / hearing / alone.

   _____

   C:

   _____
   _____

   | But |
   | or |

2. A: music / classical / before / often / I / to / bed / I / listen / go.

   _____

   B: relaxing / to / I / is / and / so / helps / sleep / me.

   _____

   C:

   _____
   _____

   | Because |
   | and |

RUBRIC TO EVALUATE STUDENTS' SPEAKING SKILLS
ENGLISH LANGUAGE
Number of the student: …………. Date: ……………………………….

SPEAKING SKILLS					
Criteria	**Superior Performance (2 p)**	**High Performance (1.5 p)**	**Basic Performance (1 p)**	**Low Performance (0.5)**	**Points**
Pronunciation and fluency	The student can articulate easily and quickly the whole message	The student can articulate and pronounce almost the whole message easily.	The student expresses and pronounces some parts of the message easily	The student cannot express easily the message and does not pronounce the words correctly.	
Accuracy	Content is accurate and information is presented in a logical order	The content is accurate but some information is not presented in a logical order, but is still generally easy to follow	Content is accurate but the information is not presented in a logical order, making it difficult to follow	Content is questionable and inaccurate and information is not presented in a logical order, making it difficult to follow	
Vocabulary	The student uses a suitable vocabulary according to the spoken topic with clear ideas	The student uses a proper vocabulary according to the spoken topic with a bit mistakes	The student uses the vocabulary related to the topic, which is understandable but he/she makes some mistakes	The student hardly ever uses the vocabulary related to the topic and shows lots of mistakes.	
Coherence	The student proves coherence and cohesion using correctly the connectors and provides clear ideas	The student proves coherence and cohesion using grammatical rules.	The student shows a low coherence and cohesion in his/her speech as a result of a lack of knowledge.	The student does not show coherence and cohesion, nor a good grammar domain	
Message	The message is interesting (precisely, appropriately, and strongly supported)	The message is clear and understandable for the supporting material	Basically is not well understood and deduced but it is repeated	The message could be deduced but is not well supported	
Total					/10

Annexe 3: National grading scale

ENGLISH SPEAKING SKILLS

Table 5.   Rating of the Score scale provided by the Ministry of education

Quantitative score range	Qualitative score range
Very satisfactory	9-10
Satisfactory	7-8.99
Little satisfactory	4-6.99
Needs to improve	1-3.99
Fail	0

Number of the student: …………. Date: ……………………………….
STORYTELLING BY USING SIMULATED ENVIRONMENTS
Objective:
- To describe the students' perceptions about storytelling on developing speaking skills among second year students of Bachillerato.

Instruction:

Dear student, the present survey aims to learn about the use of narrative stories in simulated environments as a strategy to improve oral communication in the English Language (speaking skills). Therefore, it is kindly asked that you respond with complete sincerity and information will be kept anonymous.

Read each question carefully and mark with an (X) according to your opinion, on a scale of one to three (from the higher category to the lower category) for each question.

3. Did you feel that the stories caught your attention?

Always		Sometimes		Seldom		Never	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

4. Which of the stories did you like the most?

Fables		Famous local stories	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

5. Do you think that the questions asked by the avatar motivated you to speak in class?

Always		Sometimes		Seldom		Never	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

4. Did the Plotagon Application arise your curiosity?

Yes		No	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

6. Do you think that creating a new ending for the story helped you to foster your fluency?

Always		Sometimes		Seldom		Never	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

7. What do you think about the Somebody, Wanted, But, So, Then (SWBST) strategy which was used to summarize the story?

Excellent		Good		Medium		Poor	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

7. Do you think that the creation of a morale promoted your critical thinking (deep analysis that arguments to forma a judgment)?

Always		Sometimes		Seldom		Never	

Why?…………………………………………………………………………………………………
…………………………………………………………………………………………………..

Thank you for your cooperation!

Universidad Nacional de Loja

Results gathered from the Pretest of the Second year BGU students' speaking skills.

Students' code	P (2/2)	F (2/2)	A (2/2)	V (2/2)	C (2/2)
Student 01	1,5	1	1,5	1,2	2
Student 02	2	2	2	2	2
Student 03	1,5	2	2	1,2	2
Student 04	2	2	1	0,6	2
Student 05	2	1,5	2	1,5	1,5
Student 06	2	2	2	2	2
Student 07	1	1,5	1	0,3	1
Student 08	2	2	2	2	1,5
Student 09	1	2	1	1,9	1,5
Student 10	1,5	1	1	0,6	2
Student 11	1,5	1	0,5	1,2	1,2
Student 12	1,5	2	1,5	2	2
Student 13	1	1	1	1,5	0,5
Student 14	2	2	2	2	2
Student 15	0,5	1,5	1,5	0,3	0,5
Student 16	1	0,5	1	0,3	0
Student 17	0,5	1	0,5	0,9	0
Student 18	1,5	0,5	1	0,6	1,25
Student 19	0,5	0,5	0,5	0,6	1,5
Student 20	2	2	2	1,2	2
Student 21	1	1	0,5	2	2
Student 22	1,5	1	1,5	0,3	1,5
Student 23	2	2	2	1,5	1,5
Student 24	2	1,5	1,5	1,5	1,75
Student 25	1,5	1,5	1,5	0,3	1,2
Student 26	2	1,5	1,5	2	2
Student 27	2	2	1,5	1,5	1,5
Student 28	2	2	2	2	1,5
Student 29	1	0,5	0,5	0,3	0,25
Student 30	1	1	1,5	0,9	2
MEAN	**1,48**	**1,43**	**1,37**	**1,21**	**1,46**

Results gathered from the Posttest of the Second year BGU students' speaking skills.

Student´s code	P (2/2)	F (2/2)	A (2/2)	V (2/2)	C (2/2)	TOTAL (10/10)
Student 01	1,5	2	1,5	2	2	9
Student 02	2	2	2	2	2	10
Student 03	1,5	2	2	1,8	2	9,3
Student 04	2	2	1	1,5	2	8,5
Student 05	2	1,5	2	1,8	2	9,3
Student 06	2	2	2	2	2	10
Student 07	1,5	1,5	1	1,2	1,75	6,95
Student 08	2	2	2	2	1,75	9,75
Student 09	1	2	1	2	2	8
Student 10	2	1	1	2	1,75	7,75
Student 11	2	1	1	2	2	8
Student 12	1	1	1,5	2	2	7,5
Student 13	1,5	1,5	1	1,5	1,75	7,25
Student 14	2	1	2	2	2	9
Student 15	1	1	1,5	1,2	2	6,7
Student 16	2	1,5	1	1,5	2	8
Student 17	1	1,5	1	1,5	1	6
Student 18	1,5	1	1,5	1,8	1	6,8
Student 19	0,5	1	0,5	2	2	6
Student 20	2	2	2	2	2	10
Student 21	1,5	1	1	2	1,75	7,25
Student 22	1,5	1	1,5	2	1,25	7,25
Student 23	2	2	2	2	2	10
Student 24	2	1,5	1,5	1,5	2	8,5
Student 25	1,5	1,5	1,5	2	2	8,5
Student 26	2	2	2	2	2	10
Student 27	2	2	1,5	2	2	9,5
Student 28	2	2	2	2	2	10
Student 29	1,5	1	1,5	2	1,75	7,75
Student 30	1,5	2	1,5	2	2	9
MEAN	**1,65**	**1,55**	**1,48**	**1,84**	**1,86**	**8,39**

Annexe 7. Lessons Plan

LESSON PLAN 1	
Class: Second BGU "B". **Number of students:** 30	**School year:** 2022 - 2023
Language level: B1	**Topic:** Present Perfect "What I have done"
Date:	**Type of institution:** Private Institution.
Teacher: Miguel Angel Herrera Mora.	**Schedule:** **Time per lesson:**
Materials	**Lesson Objective**
- Computer - Projector - Book - Speakers - PowerPoint presentations	At the end of the lesson, students will be able to use the past perfect as a narrative tense to describe past events, anecdotes, or telling stories.

Warm-up and Objective Discussion
The teacher explains that they are going to play the hangman and the teachers gives an object for the students to pass from hand to hand until the teacher says STOP, the student who has the object in his hands must guess a letter that is part of the word in the spaces. If the student answers well, will win a 0,10 points ticket for a low score. After that, the teacher presents in the front of the class the objective where pupils will use the new topic as a narrative tense to describe past events, anecdotes or telling stories. Then, the teacher introduces a new topic about the past perfect and its different usages.

Instruct and Model
Instruct   - Teacher explains the grammar about the Past Perfect in a PowerPoint presentation.   - Teacher explains that the Past Perfect is also used as a narrative tense.   - Teacher plays a video about a story in *Storyboard THAT* app using the Past Perfect.   - Teacher plays the video again and pauses it in order to ask some sentences about they have watched in the story.   **Model**   - Teacher shows some prompts in the slide presentation to students make sentences using the tense taught, then it is going to be checked together to the teacher.   Resource: - https://www.youtube.com/watch?v=CWq7CcqDQkA

Guided Practice
Students have to work on the exercises provided in the slide presentation, where they have to read and analyze the actions presented using the past perfect or past simple.   **For example:** *I had finished the work, when the teacher picked them up.*

Independent Practice
In pairs students have to make some sentences about their personal experiences they had been through, then they are going to share with the rest of the class.

Assessment
Students will have to look for a story and then, write a short dialogue in order to narrate what happen in the story using the past perfect through *Storyboard THAT* app.   https://www.storyboardthat.com/es/creador-de-guiones-gr%c3%a1ficos

LESSON PLAN 2	
Class: Second BGU "B". **Number of students:** 30	**School year:** 2022 - 2023
Language level: B1	**Topic:** Present Perfect
Date:	**Type of institution:** Private Institution.
Teacher: Miguel Angel Herrera Mora.	**Schedule:** **Time per lesson:**
Materials	**Lesson Objective**
- Computer - Projector - Speakers - PowerPoint presentations	At the end of the lesson, students will be able to talk about household chores using phrasal verbs such as: take out, wipe off, clean out, pick up, and so on.

Warm-up and Objective Discussion
The teacher explains that they are going to play a short dynamic which is "Simon says" where the teacher asks for something and students have to do what the teacher is requesting. Next, the teacher asks what they do in their houses. After that, the teacher presents them in front of the class with the objective that pupils will use the new topic for. Then, the teacher introduces a new topic about Household chores and the role that a preposition plays joined with a verb.

Instruct and Model (Pre-storytelling)
Instruct   - Teacher explains that they will learn some new phrasal verbs to describe chores, and explains that they are going to play a game in groups in which they have to guess the synonym of each phrasal verb, whoever gets more points is the winner.   - In this game students have to choose a number which has a picture of a chore, then they have to guess where is the correct phrasal verb that describes the action.   **Resource of the app:**   Bamboozle   **Model:** Teacher explains what a phrasal verb is and what is it used for.   - Teacher presents a video using the content taught (using the synonym of the phrasal verbs learnt previously).   - Students have to pay attention because later they will complete an activity about the story.   https://youtu.be/75_6j7UfZAo

Guided Practice (During-storytelling
The previous story is a source to complete this activity in which students will have to work on an exercise called **SWBST** *(somebody, wanted, but, so, then),* about the story, in which they have to fill out the worksheet with those categories mentioned in the story.   https://www.teacherkarma.com/wp-content/uploads/2019/03/Slide47-555x740-1.jpg

Independent Practice (Post-storytelling)
In pairs, students have to change the dialogue in which they are going to use the phrasal verbs about chores. Then, the students will present the dialogue orally in front of the class.   https://englishspeakingcourse.com/household/talking-about-household-chores-in-english/#axzz7tOpzeC55

Assessment
Students will do a book called *"My friend the Phrasal Verb"* in which they will write down the phrasal verbs learned with sentences. This activity will be carried out during the pre-service teacher practices.

LESSON PLAN 3	
Class: Second BGU "B". **Number of students:** 30	**School year:** 2022 - 2023
Language level: B1	**Topic:** Second Conditional "If I were…"
Date:	**Type of institution:** Private Institution.
Teacher: Miguel Angel Herrera Mora.	**Schedule:** **Time per lesson:**
Materials	**Lesson Objective**
• Computer • Projector • Speakers • PowerPoint presentations	At the end of the lesson, students will be able to talk about unreal, imaginary, hypothetical situations or events that are unlikely to happen in the future using the second conditional for example: *-If I were president, I would change many things.*

Warm-up and Objective Discussion

The teacher explains that they are going to play a short dynamic which is "One more verb". The teacher asks students to divide the class into 4 lines. Next, the teacher explains that all members of the groups have to write a verb in past on the board. The line winner will get a reward. The teacher starts asking if have a dream or if they wish to fulfil something in the future. After that, the teacher presents them in front of the class with the objective that pupils will use the new topic for. Then, the teacher introduces a new topic about the second conditional with its structure and rules.

Instruct and Model (Pre-storytelling)

Instruct
- The teacher uses one example that students said previously for example:
  If I were a millionaire, I would end world hunger
- The teacher explains the structure and rules of the second conditional.
  If + S + V. Past + C + , + S + Would + V. Base form + C
  Rule: **If + S + V. Past + C + , + S + Would + V. Base form + C.**
  Rule: **(were)** is used for all subject pronouns.
- The teacher also explains that the second conditional is changeable or that is possible to make questions as well.
  - I would end world hunger If I were a millionaire.
  -If you were a millionaire, would you end world hunger?
  -What if you found a bag filled with money? What would you do?

Model: The teacher shows a photo of a place and asks students to give examples of what they see.
https://educators.brainpop.com/wp-content/uploads/2013/10/if_you_lived_there-conditional_activity.png
For example: If I lived on an Island, I would spend all the time on the beach. (students continue giving examples)
- After that, the teacher presents a story about the second conditional which students will have to complete an activity later.

Resource: https://www.youtube.com/watch?v=gxaTP6zF9Vc

Guided Practice (During-storytelling

The previous story is a source to complete this activity in which students will have answer some questions orally using the Second conditional
- Questions about the story for example:
  - What was the reason for Sally's late arrival?
  Example: If there were not too much traffic, she would be early….
  - What did Sally's friend recommend to her to loos weigh? (Students answer)

Independent Practice (Post-storytelling)

- Based on the story, the teacher asks students to discuss about the Sally's life style and what they would change in her routine using the second conditional, for instance:
  -If I were Sally, I would not eat junk food. (If I were Sally, I would pay a coach to help her in the gym.)

Assessment

The teacher will evaluate students through an activity on the *word wall app* about the topic and its rules.

Annexe 8. Matrix of the project

THEME	Storytelling and English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023			
GENERAL PROBLEM	**OBJECTIVES**	**CATEGORIES THEORETICAL FRAME**	**METHODOLOGY/ INSTRUMENTS**	**INDICATORS**
How does storytelling help to improve English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023?	-To improve English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023.	*Independent Variable:* *Storytelling through simulated environments.* *Dependent Variable:* *Speaking skills.*	Mixed action research model Quantitative Qualitative	Pre-During-Post storytelling **SWBST** (Somebody Wanted But So Then)
SUBPROBLEMS	**Specific Objectives**			
What is the effectiveness of storytelling on the development of the English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023? What are the students' perceptions about storytelling on developing English-speaking skills through simulated environments among second year students of bachillerato at a high school of Loja city. School year 2022-2023?	-To **identify** the effectiveness of storytelling on the development of the speaking learning experience by using simulated environments among second year students of bachillerato. -To **describe** the students' perceptions about storytelling on developing speaking skills among among second year students of bachillerato.	*6.1 Simulated environments* *-Definition* *-Virtual Reality in Education.* *-Simulated Environment in the teaching-learning process.* *-Blended Environments.* *-Cognitive aspects integrated into Simulated Environments.* *6.2 Storytelling.* *-Definition* *-Types of storytelling.* *-Digital Storytelling (DST). -Plotagon.* *-Avatars.* *-Genre of Storytelling.* *-Elements of Storytelling.* *-Strategies for summarxzng a story *SWBST* *6.3 Speaking skills.* *-Definition.* **Talk as Interaction* **Talk as a transaction* **Talk as a performance*	Testing: pre-post tests Rubric Structured survey-questionnaire	*Genre: Fables* *App: Storyboard THAT* *Storytelling/simulated Environments* *Engagement-attention* *Images- scenarios-creativity* *Characters Avatars-Curiosity* *Fun-Entertaining-Motivation-Participation* *Critical Thinking-Creativity- message* *Reply the story* *Change the ending* *Give a moral of the story* *Speaking* *Fluency* *Accuracy: sentence, coherence, cohesion* *Pronunciation: stress-rhythm-intonation*

		-Oral production as a second language. *-Components of speaking.* *-Pronunciation.* *-Fluency, accuracy, and complexity* *-Comprehension.* *-Grammar* *-Communicative strategies.* *-How to teach speaking*		*Vocabulary: words, phrases, collocations, compound words*