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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Theme: Folktales-based instruction and speaking skills

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Ambato – Ecuador

2024

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I declare this undergraduate dissertation entitled "Folktales-based instruction and speaking skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God for giving me the resilience and determination, as well as the invaluable gift of my family. My parents for their guidance and support, without them this achievement would have been impossible, my brother for his advice and moral encouragement, and to my girlfriend for her support, and affection throughout this process.

Sebastián.

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Firstly, I thank myself for the effort and dedication I put into my studies and that is what has allowed me to achieve my goals, I also thank God for allowing me to seek and achieve my goals, in the same way, I thank my parents who have tried to give me the necessary tools and education in values to move forward. I also thank my brother who has given me his support and advice. I thank my girlfriend for always accompanying me and helping me throughout the process. Finally, I thank my teachers for the time they have invested in teaching me.

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THEME: “Folktales-based Instruction and Speaking Skills”

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ABSTRACT

The objective of this research was to know the impact of the use of folktales to improve speaking skills in which 64 students at the Technical University of Ambato, 22 men and 42 women were involved in descriptive, non-experimental research. In addition, the data was collected using a survey which consisted of 17 questions in Likert scale and 3 open questions. Additionally, it was validated through the tutor review and two subject matter experts and using the coefficient Cronbach's alpha (0,732). Additionally, the research was developed based on three research questions. Furthermore, the results revealed that fairy tales, epics, and legends are the folktales that learners like to use the most due to their content, format, and good adaptation to current times, while fables and myths are less liked. In addition, the speaking strategies most used by the students are practicing a monologue alone at home using tools such as a mirror, talking with classmates, and speaking in a more basic way. Due to the sense of assurance students experience when practicing their speaking abilities with classmates and independently at home, they are free from judgment. However, reading aloud and repetition exercises are less used speaking strategies. Finally, it was found that students use jigsaw activities and gap-filling activities where students must interact with peers to obtain information and complete a task. Additionally, students most frequently use role-playing activities and reasoning-gap activities. Because these types of activities reinforce the spontaneous communication of the students and reinforce critical thinking. However, opinion-sharing activities and information-gathering activities are little used by the participants.

Keywords: Folktales, speaking skills, strategies for speaking skills, folktales-based instruction activities.

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RESUMEN

El objetivo de esta investigación fue conocer el impacto del uso de cuentos populares para mejorar las habilidades de expresión oral en la que participaron 64 estudiantes de la Universidad Técnica de Ambato, 22 hombres y 42 mujeres en una investigación descriptiva, no experimental. Además, los datos se recogieron mediante una encuesta que constaba de 17 preguntas en escala Likert y 3 preguntas abiertas. Además, se validó mediante la revisión del tutor y dos expertos en la materia y utilizando el coeficiente alfa de Cronbach (0,732). Además, la investigación se desarrolló a partir de tres preguntas de investigación. Además, los resultados revelaron que los cuentos de hadas, las epopeyas y las leyendas son los cuentos populares que más gustan a los alumnos por su contenido, formato y buena adaptación a los tiempos actuales, mientras que las fábulas y los mitos gustan menos. Además, las estrategias de expresión oral más utilizadas por los alumnos son practicar un monólogo a solas en casa utilizando herramientas como un espejo, hablar con los compañeros y hablar de forma más básica. Debido a la sensación de seguridad que experimentan los alumnos cuando practican sus habilidades orales con compañeros de clase y de forma autónoma en casa, se sienten libres de juicios. Sin embargo, la lectura en voz alta y los ejercicios de repetición son estrategias de expresión oral menos utilizadas. Por último, se observó que los alumnos utilizan actividades de rompecabezas y de rellenar huecos en las que deben interactuar con sus compañeros para obtener información y completar una tarea. Además, los alumnos utilizan con más frecuencia las actividades de representación de papeles y las de rellenar huecos de razonamiento. Porque este tipo de actividades refuerzan la comunicación espontánea de los alumnos y refuerzan el pensamiento crítico. Sin embargo, las actividades de intercambio de opiniones y las de obtención de información son poco utilizadas por los participantes.

Palabras clave: Cuentos populares, destrezas orales, estrategias para las destrezas orales, actividades de instrucción basadas en cuentos populares

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

To support this research, a diverse range of sources was utilized. The information gleaned was derived from various reputable online platforms, such as Scielo, Dialnet, Google Scholar, and Scholarpedia. Furthermore, the information collected is about the utilization of folktales as a means to enhance proficiency in oral communication.

In the study conducted by Andrian and Faudi (2020), their primary objective was to assess the oral proficiency of students using the storytelling technique, with a specific focus on fluency and vocabulary. The research was carried out at MTsN 2 Aceh Besar, an educational institution in Indonesia, with a sample size of 32 first-year students. The research methodology employed in this study encompassed both qualitative and quantitative approaches, utilizing an experimental research design. The research instruments utilized included a test and a questionnaire. Through a thorough analysis of the collected data, the researchers concluded that the students' speaking abilities exhibited significant improvement following the implementation of folktales. Moreover, the students displayed a keen interest in learning the speaking skill through the utilization of folktales.

Rahman et al. (2021) conducted research with the aim of assessing whether the utilization of digital folktales can enhance the speaking skills and vocabulary proficiency of a group comprising 20 seventh-year students from SMP Negeri 9 Buru. This qualitative study employed an experimental design within a single group, incorporating pretest and posttest assessments. Ultimately, the researcher concluded that there were notable disparities in the participants' vocabulary levels following the intervention. Additionally, it was observed that the implementation of digital folktales effectively supported vocabulary acquisition among students and fostered their motivation to engage in learning.

Daud et al. (2021) carried out a study whose primary aim of this research was to examine whether the utilization of folktales from the Enrekang locality could enhance the speaking abilities of the participants. The research population consisted

of 20 tenth-grade students from Man Enrekang High School. The research methodology employed was experimental, and the data collected was quantitative in nature. The research instruments included a pretest, the implementation of Enrekang folktales as treatment, and a subsequent posttest. The research findings focused on two key aspects, namely the accuracy and fluency of the participants' speaking skills. The results clearly indicated an improvement in accuracy and fluency, suggesting that the use of folktales was effective in enhancing the speaking abilities of the participants.

Hakim et al. (2023) handled a research project whose primary aim of this research project is to determine the extent to which the utilization of Sulawesi folktales can enhance the oral proficiency of first-year master's students. A quantitative approach was employed for this study. The methodology involved the utilization of an evaluation sheet as a data collection tool. The research findings indicate that the incorporation of Sulawesi folktales proved to be advantageous in enhancing students' oral proficiency. Additionally, the use of folktales created a sense of comfort among students, enabling them to confidently share their stories within the classroom setting.

Yectinigtyas and Purnamasari (2020) developed a research project, with the primary aim centered around the instruction of the English language to children residing in Jayapura Regency, with a specific focus on enhancing their speaking skills. This study took the form of a descriptive and qualitative investigation, employing observation and interviews as the primary methods for data collection. Furthermore, the study incorporated Vygotsky's scaffolding theory. The findings of this research project indicate that children exhibit enthusiasm when they are exposed to English language learning through the utilization of folktales. Moreover, as a conclusion the incorporation of folktales in the language learning process allows children to learn about the cultural heritage of their ancestors and acquire sociocultural values that are involved in these folktales.

Mantra and Maba (2018) led research whose main objective was to explore the usefulness of the implementation of folktales-based instruction to improve the participant's level of English as a foreign language. The participants of this research were 30 adult learners of English as a foreign language. The research method used was action research, where four activities were used, namely planning, action, observation, and reflection. Likewise, the tools used for data collection in this research were pretest,

posttest, and questionnaire. The result of the research showed that the students' speaking ability improved, and the survey showed that the students enjoyed learning to speak through integrating folktales-based instruction.

Pricilia and Rahmansyah (2022) carried out a study with the main objective to investigate whether the use of folktale-based storytelling has a significant effect on students' speaking proficiency. The research focused on second-semester students in the English program at Pendidikan Tapanuli Selatan High School. The research employed a quantitative method and collected data through a speaking test. The collected data was analyzed using descriptive and inferential methods, specifically the t-test formula. Furthermore, the research compared the results obtained from the treatment group, where the narrative method based on folktales was used, with the results from a control group where a conventional method was employed. Ultimately, the research findings indicated a significant positive effect of the narrative method based on folktales on the speaking proficiency of students in the English program.

Yuniarti et al. (2020) developed a research study aimed at enhancing the oral performance of 21 students from the Early Childhood Education Department at Kemmis dan McTaggart University through the use of Kalimantan folktales. Employing the action research method, the researchers collected data using performance observation sheets to assess speaking and social skills, along with perception questionnaires. The study consisted of two cycles, each comprising four phases: planning, action, observation, and reflection. The findings indicated that the participants demonstrated significant improvements in pronunciation, comprehension, and fluency, yielding satisfactory results. Notably, the participants also exhibited enhanced social skills, such as increased confidence and proficiency in collaborative group work during speaking practice. However, the research highlighted the need for sustained exposure to the method to ensure continued language development among the participants.

Ruampol and Wasupokin (2014) managed a study in which the primary objective of this study is to examine the development of speaking skills in second-grade children and evaluate the progress of participants' skills before and after the intervention. The study focuses on a group of 10 second-grade kindergarten students as the research population. The research methodology employed in this study is both

quantitative and qualitative, allowing for a comprehensive analysis. The research design is exploratory, aimed at exploring the relationship between the intervention and the development of speaking skills. The research utilizes various tools to achieve its objectives. Lesson plans are employed to facilitate oral activities, while a pretest and posttest are administered to assess the participants' skills. These activities have been previously approved and validated. Additionally, storytelling and folktales activities are implemented, involving a total of 24 interventions. The posttest is conducted after the completion of the oral activities. Furthermore, a rating scale is employed to measure the success of individual students. The results of the research indicate that the students have significantly enhanced their speaking skills. The utilization of storytelling and role-playing activities has not only facilitated learning but also fostered enjoyment and participation among students, enabling them to develop critical thinking skills. A satisfaction questionnaire administered to both teachers and students corroborates the improvement in speaking and critical thinking abilities.

Ibrahim et al. (2015) conducted a study with the objective of exploring the impact of various folktales on students' vocabulary development. The research focused on a sample size of 240 teachers responsible for English language learners in different schools located in Babil, Iraq. The research methodology employed was descriptive, and qualitative data was gathered through the use of questionnaires and random interviews conducted with the English teachers. The collected data was subsequently analyzed using SPSS software. The findings of the study revealed that folktales significantly contribute to vocabulary acquisition and proficiency, particularly in terms of pronunciation, spelling, and comprehension.

Wiyahnyuy and Valentine (2023) developed a study with the objective to investigate the viewpoints of 20 teachers and 15 parents from the Kumbo region of Cameroon regarding the integration of folktales in educational settings as a means to enhance students' speaking, listening, and vocabulary skills. This research adopts a case study approach and employs qualitative data collection methods. The primary data collection tool utilized in this study was interviews, which encompassed both open-ended and closed-ended questions. The interviews consisted of two parts: the first part focused on inquiring about the teachers' utilization of folktales in their classrooms, while the second part aimed to understand the parents' practices and

preferences concerning the types of folktales they shared with their children. The data analysis process followed the methodology proposed by Kvale. The findings indicate a mutual agreement among parents and teachers regarding the inclusion of folktales in English language instruction for students.

Ahda (2016) managed a research project with the objective of developing interactive material based on folktales and fables for use in oral activities. The research focused on three classes of high school students and their teachers. A quasi-experimental method was employed, involving two groups. The research utilized a checklist, interviews with the teachers, and a questionnaire administered to the students as data collection instruments. The findings of the research indicated that the use of interactive material based on folktales was highly accepted by the students, generating enthusiasm and motivation for oral activities.

1.2 Theoretical foundation

Independent variable

Communicative Language Teaching

Richards (2005) pointed out that Communicative Language Teaching (CLT) encompasses a set of principles pertaining to the objectives of language instruction, the process of language acquisition, and the dynamics within the classroom. These principles encompass various aspects, such as the types of activities that foster language learning, as well as the respective roles of students and teachers during the instructional process. Consequently, CLT can be defined as a framework of principles that aims to develop communicative competence through engaging in communicative activities and delineating the roles of participants in the learning environment. It is important to note that different authors may offer their own interpretations of Communicative Language Teaching.

According to Desai (2015), Communicative Language Teaching refers to an approach that concentrates on teaching a foreign or second language, with an emphasis on developing communicative competence. Furthermore, this approach underscores the significance of interaction as a means of language instruction. Thus, CLT represents a collection of principles that strive to foster communicative competence

through communicative activities that facilitate learners' interaction. It can be challenging to pinpoint an exact definition of Communicative language teaching (CLT) because different authors have varying perspectives on what it entails.

However, Brown (2007) identified six characteristics that could be considered as a definition. These characteristics are as follows: The objectives of the class revolve around developing all aspects of communicative competence. Language techniques are designed to actively engage learners in using language authentically and functionally for meaningful purposes. Fluency and accuracy are viewed as complementary principles rather than separate from communicative techniques. In a communicative classroom, students are expected to effectively use language in real-life situations by the end of instruction. Students could focus on their own learning process by understanding their individual learning styles and employing suitable strategies for independent learning. The teacher takes on the role of a facilitator in the communicative classroom.

Most authors who discuss Communicative Language Teaching (CLT) share a similar viewpoint regarding its origin. According to Richards and Rodgers (2001), CLT emerged in the late 1960s as a response to the traditional British language teaching methods. Up until then, situational teaching, which relied on structured practice, had been the predominant approach. However, during the mid-1960s, British linguists began to question the effectiveness of this traditional approach. Consequently, the communicative approach emerged as a solution to fix the limitations of previous language teaching methods that were becoming outdated.

Littlewood (1981) proposed that the communicative approach appeared in the communicative movement, which aimed to overcome the weaknesses of previous approaches and satisfy the communication needs of an increasingly globalized world. Thus, the communicative approach was developed to rectify the deficiencies of previous methods and adapt to the demands of contemporary generations and the globalized society.

Rambe (2017) noted that the main objective of Communicative Language Teaching (CLT) is to facilitate the development of communicative competence among language learners. Communicative competence encompasses various elements,

including linguistic or grammatical competence, sociolinguistic competence, strategic competence, additional competence (which includes pronunciation), and discursive competence. CLT aims to equip learners with all the necessary elements to acquire a proficient and competent use of the language.

According to Richards (2005), the primary goal of CLT is to teach communicative competence, which conforms to the ability to use language effectively for different purposes or functions and to understand the appropriate level of language to use in various contexts, such as formal, neutral, and informal. Moreover, it involves the proficiency to produce and comprehend different types of texts, including narratives, reports, interviews, and conversations. Consequently, CLT emphasizes the acquisition and instruction of a language with the objective of achieving mastery and the ability to use it accurately in any situation and with any person.

Content-Based instruction.

Brown (2007) pointed out that Content-based Instruction (CBI) is a pedagogical approach that aims to achieve language teaching objectives by focusing on the learning of subject matter. CBI involves the simultaneous acquisition of language skills and the understanding of content or subject matter. In this approach, language is used as a medium for learning the content, rather than solely focusing on grades or tests. The primary goal of CBI is to develop language proficiency and promote learner autonomy using textbooks, materials, and teacher guidance. In essence, CBI can be defined as an approach to language learning in which students acquire knowledge of specific content through the use of language.

According to Alkhateeb (2002), Content-based Instruction is an effective teaching approach for both English as a second language and English as a foreign language. By learning a language through the exploration of a particular topic, students can concurrently enhance their language skills and gain valuable information about the subject matter. According to Brinton et al (2017), there exist three fundamental models of content-based instruction. These models are as follows.

Theme-based instruction:

Theme-based instruction involves specific and engaging topics that capture the learners' interest. Examples of such topics include heroes, saving the world, and more. The duration of this model can vary, ranging from short periods of time, such as a 4-page content, to longer durations of days, weeks, or even an entire midterm dedicated to a single topic. Through this model, learners are provided with an environment where language takes center stage, allowing them to practice and immerse themselves in it for an extended period.

Sheltered instruction

The sheltered instruction model is beneficial for learners who are still in the process of developing their skills in their second language (L2) and are separated from native speakers. This model provides an accommodating environment that accomplishes the specific needs of these learners.

Adjunct instruction

The adjunct instruction model involves the integration of two courses, where both normal students and L2 proficient students are mixed. The content presented in this model is tailored based on the linguistic needs of the group. Furthermore, the content itself is challenging and of a high level, aiming to facilitate the acquisition of the L2 language.

Therefore, although today there are several models for applying this methodology, these three are the most widely used and the most recommended to use.

Folktales–based instruction.

According to Taylor (2000), folktale is a term encompassing a diverse range of narratives, that can be conveyed through written literature or oral tradition. These tales are perpetuated across generations, passed on from parents to children, and so forth. Moreover, folktales encompass not only traditional oral narratives but also literary works like the well-known tale of Little Red Riding Hood. Literary folktales tend to be longer and have a much more complex level of writing than just one told by word of mouth. In essence, folktales represent a myriad of stories with various themes that exist in both written and oral forms. According to Dawkins (1951), folktales primarily

arise from the oral transmission of stories between individuals. Furthermore, many folktales have their origins in literary sources before being assimilated into the cultural fabric and oral tradition. As a result, these tales may have originated as written stories that were subsequently disseminated through word of mouth, often leaving the author's identity unknown to the general populace.

In accordance with Mantra (2018), folktales not only facilitate language learning but also play a significant role in oral expression, social and cultural development, and the imparting of moral values. Therefore, the incorporation of folktales in education is advantageous not only academically but also in shaping students' cultural identity and moral understanding. Ong (1982) highlighted that storytelling and the use of folktales can effectively enhance oral communication skills, making them a valuable and accessible resource for classroom instruction. Thus, using folktales in the classroom can help students develop their skills as well as being a very interesting and easy-to-handle material.

Type of folktales

In the world of storytelling, there exists a variety of narratives originating from the term "folktales," each of them with distinct styles and serving different purposes in teaching speaking skills. Aarne and Thompson (1961) mentioned the presence of numerous folktales across various regions of the world. Categorically, these folktales are into different classifications, including animal tales, ordinary folktales, jokes and anecdotes, formula tales, and unclassified tales. Consequently, this classification of folktales provides a group of materials for the facilitation of speaking skills instruction, ensuring that learners are consistently exposed to new and interesting narratives. Furthermore, Hickey (1995) remarked on the existence of several other types of folk tales, such as fables, animal tales, epics, myths, legends, and fairy tales, all of which can be used in the teaching of speaking skills. Each of these categories needs to be explored.

Animal stories/fables:

These narratives consistently convey moral lessons, with nameless protagonists who show human qualities through their animal counterparts.

Epics:

Epics, in the form of poetic compositions, show chronologically, recounting the heroic exploits of individuals watched as heroes. For example, the Iliad, and the Odyssey. Also, this type of folktale contains admirable values and vocabulary that is a bit complex. In addition, epics can be inspirational because of the epicness of the acts within the stories.

Myths

Myths are stories in which you can find customs, moral stories, stories of heroes, and even religious stories can be found in the myths.

Legends

Legends are stories that are based on people who do exist in history. However, the facts that are told or the exploits are not real, they are invented. Also, legends are narratives rooted in the folklore of a specific region, passed down through generations, and focused on individuals or locations that are often discussed and revered. Additionally, Layzer (1993) mentioned that legends, as a form of folktales, foster interactive experiences due to their entertaining nature and the existence of multiple versions that have been orally transmitted. Furthermore, the local nature of legends enhances their familiarity among individuals residing in the same region. This familiarity and the engaging qualities of legends contribute to their ability to facilitate meaningful interactions.

Fairy tales

These stories try to explain the phenomena of nature. Hence, the longevity of folktales, regardless of their type, can be attributed to the longstanding tradition of oral storytelling that has persisted across numerous years and generations. Presently, we are fortunate to utilize these interesting and valuable stories within the educational aspect for language instruction purposes. According to Hazra (2018), Fairy tales remain highly favored as a genre due to their rich thematic content, which lends itself well to various activities. Moreover, Bańnie and dziś (2021) expressed that the enduring popularity of fairy tales can be attributed to their intergenerational

transmission and the production of high-quality film adaptations by companies such as Disney.

Advantages of using folktales in EFL classroom

Many authors have stated that the usage of folktales contributes to students' language acquisition incredibly. Mantra and Gana (2018) expressed that folktales have a double function in terms of helping students grow since they give them the opportunity to enhance their linguistic ability and discover certain values and beliefs. On the other hand, Taylor (2000) stated that they are valuable because of their practicality which makes them easy to read and listen. For instance, Taylor exposed certain features of folktales. They include time-ordered story structure, repetition and redundancy, predictability, simple grammar, concrete vocabulary, concrete ideas, illustrations, and unique reader-writer relationships.

Time-ordered story structure

Folktales tend to be sequential in terms of their structure since they tell the events in the order they occur. This means that they contain temporal conjunctions. Therefore, the material is methodologically ordered to be easily understood.

Repetition and redundancy

Folktales encompass the repetition of different words or expressions. This could be advantageous in language learning since as some portions of words are repeated students could store them in their minds and give students a smaller amount of language to handle.

Predictability

Folktales are predictable for two reasons. Firstly, the repetition of words or a group of words allows students to guess what is coming. Secondly, the moral that is behind the structure of a folktale since they try to instruct people about values and important, they are in society. Usually, they present a common pattern that includes a problem, a step action and a solution.

Simple grammar

Folktales include simplified grammar structure in order to be more suitable for students. In this case, they contain short sentences and tenses that are directly related with the past.

Concrete vocabulary

Folktales incorporate sensory words. Thus, they have vocabulary that are related with objects or things that you can see, feel, taste, touch and smell that evoke the five senses. Therefore, students could have a vivid portrayal of something.

Concrete ideas

Folktales denote different characters that have clear and concrete goals. However, they tend to have abstract qualities such as patience, respect, kindness, and so on. These stories provide enriching examples of how abstract qualities can be clearly demonstrated in real-life situations or practical situations.

Illustrations

Illustrations are an important element within folktales since they give a clear context about what is written and even if there is a misconception about vocabulary, there is a clue to understand what is happening in the story. Additionally, they make the folktale more fun to read.

Unique reader-writer relationship

Students could be identified with some of the characters presented in the folktale. Therefore, students could relate their real life to the story and have a great interaction with the story. Additionally, Myrich (2012) added other characteristics that make folktales good in terms of their implementation in the classroom.

Development of awareness

Students have the potential to cultivate a sense of social responsibility by discerning between what is morally upright and morally reprehensible. Therefore, they could reflect on their own behavior and decide what is their role in their community or society.

Discover other's cultural perspectives

Students could examine different folktales from various cultures and discover different traditions, rituals, and other cultural elements. Furthermore, folktales can serve as valuable resources for facilitating meaningful discussions and providing a platform for students to articulate their own perspectives and ideas.

Activities to use in Folktales-based instruction

According to Taylor (2000), folktales are well-suited for communicative approaches to teaching, making CLT activities an ideal method for teaching communicative skills using folktales as content. Therefore, the most effective way to learn and teach speaking skills is through CLT activities that incorporate folktales. For example, information-gathering activities, reasoning-gap activities, opinion-sharing activities, etc. Additionally, Richards (2006) highlighted various activities that focus on communicative culture, as described in the methodology of communicative language teaching.

Information-gap activities and jigsaw activities

Information gap activities refer to obtaining information they do not have they use their communicative resources to obtain information they don't know. For example, the teacher shares two identical images with slight differences and students must obtain information from other students to know what the differences are. In addition, jigsaw activities follow the same principle as information gap activities but here the students have some of the information needed to complete an activity. That is, students must communicate verbally in discussion groups. In addition, in real communication, the reason people communicate is to obtain information from other people, and for that reason it is attractive to learners because authentic communication takes place in the classroom as learners use their linguistic resources for a reason, which is to obtain information.

Information-gathering activities

These activities are undertaken with the purpose of gathering information pertaining to a particular subject matter and emphasizing the utilization of students'

language abilities to acquire information via the implementation of surveys and interviews.

Opinion-sharing activities

Information-sharing activities focus on students comparing their beliefs, values, or opinions about a topic with another student.

Information-transfer activities

These activities involve the process of transforming information presented in one format into another. For instance, one can acquire knowledge on a subject and convey it through an oral presentation, or alternatively, organize the information using a concept map. Furthermore, the primary objective of these activities is to facilitate students in effectively transferring information between spoken and written forms, and vice versa.

Reasoning-gap activities

Activities that require reasoning to bridge gaps entail generating fresh insights from provided information using methods like practical thinking and for instance, figuring out a teacher's schedule based on the class timetables provided.

Roleplay

Role-playing games emphasize fostering communication skills by requiring students to assume a character and engage in spontaneous scene improvisation.

Dependent variable

English Language skills

There are a variety of definitions from different scholars about what language is. For instance, it can be said that language is a set of symbols and sounds to which a context is given to communicate opinions and emotions.

Husain (2015) pointed out that, language is a talent. It is not a content-based topic like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to disseminate information and saturate the mind with knowledge. Basically, language is a skill that naturally falls within the psychomotor realm. The capacity to do an action successfully may be referred to as a skill. People use their acquired talents to

accomplish activities like swimming and playing. Learning about these things is a cognitive activity, whereas using or doing them is an action. According to Sebas (2016), four subskills make up the complicated language talent: speaking, listening, writing, and reading. These skills should be fully dominated to develop language. Therefore, they should be integrated into language learning. These skills should be addressed in a way that enables pupils to achieve the goals you set for them as they gradually increase their communication proficiency (Manaj, 2015).

According to Hossain (2015), language is the most important feature of learning because it is the way we can understand and communicate, and to have a good understanding of the language we must master the language skills which are divided into 4 sub-skills. Therefore, it is crucial to acquire language skills, which can be categorized into productive and receptive skills. The productive skills encompass speaking and writing, while the receptive skills comprise listening and reading.

Productive skills

Skolverket (2018) commented that productive skills are the ones that show whether the learner masters the language or not as this way the language is produced and can be evaluated. Productive skills are very important when learning a language because by mastering these skills you can practice the language and acquire communicative competence.

Setiyadi and Mahpul (2018) stated that productive skills resemble receptive skills in the sense that language learners, upon mastering these skills, can use language accurately, fluently, and appropriately within the given context. However, productive skills place greater emphasis on learners' active involvement in both oral and written production. Consequently, Productive skills, which encompass language output such as speaking and writing, are distinct from receptive skills, which involve language input like listening and reading. These two sets of skills are interconnected and mutually beneficial, as practicing productive skills enhances receptive skills by promoting familiarity with language structures and vocabulary through active use. Both productive and receptive skills are crucial for achieving language proficiency. However, the emphasis on actively using the language and achieving effective communication makes productive skills particularly significant in language learning.

By engaging in speaking and writing activities, learners develop the ability to communicate confidently and effectively in real-life situations. Shared storybook reading has also been found to enhance language skills by exposing learners to different language patterns and vocabulary.

Receptive skills

Sowton (2021) stated that the importance of receptive skills is in their ability to enable learners to comprehend and assimilate information. Furthermore, the continued development of receptive skills can facilitate the acquisition of communicative abilities. Hence, receptive skills are the basis for learning communicative skills. In addition, Aguilera (2012) mentioned that the sub-skills of listening and reading are receptive skills that rather than helping to produce a text help to understand and make sense of it. To make sense of something read or heard, one must understand the text at the word level and contextualize the content of the text with one's own awareness of the world. Thus, Proficiency in receptive skills is essential for comprehending and evaluating auditory and written information, thereby enabling the generation of expressive language.

Productive skills

Spratt et al. (2011) alluded that speaking is considered one of the four fundamental language skills, which are listening, reading, and writing. Speaking, specifically, is categorized as a productive skill, focusing on the oral production of language rather than its reception. It involves the use of speech to convey meaning and communicate with others. Productive speaking skill, therefore, refers to the act of verbally producing language to express ideas and emotions to others. In addition to speaking, writing is also classified as a productive language skill, which aims to convey a message through written symbols on a page. Writing encompasses the ability to form letters and words, which are then combined to create sentences that effectively communicate a desired message.

Consequently, writing represents a productive language skill that involves the creation of written language using symbols that form words, and these words collectively provide the necessary context to effectively communicate ideas. Therefore, both speaking and writing are essential language skills that fall under the

category of productive skills. While speaking involves orally producing language to convey meaning and emotions, writing involves the creation of written language using symbols and words to effectively communicate ideas (Spratt et al., 2011).

Teaching productive skills

Golkova and Hubackova (2014) pointed out that in the process of language acquisition, individuals are consistently exposed to the acquisition of productive language skills, which means the ability to effectively convey information through both oral and written means. Consequently, language learners need to acquire these active skills, necessitating the understanding of the appropriate methods for their acquisition. Rigggenbach and Lazaraton (1991) stated that instead of prioritizing activities that only enhance accuracy, many educators emphasize the development of communicative competence through the utilization of communicative activities. Thus, the most effective approach to acquiring productive language skills and achieving communicative competence helps engage learners in activities that facilitate language production.

Majeed and Ilankumaran (2022) pointed out that the best way to practice grammar, learn new vocabulary, and study pronunciation rules is through writing activities. In addition, writing regularly improves learners' self-sufficiency. Hence, a good reason to learn productive skills is that you can learn new vocabulary and practice grammar.

Speaking skill

Each literary person has his or her own concept of the ability to speak. Nunan (1995) stated that speaking skill is the ability to produce verbal expressions in a systematic way in order to convey meaning. In addition, speaking skill is the channel or medium through which a message is conveyed. Therefore, it is a natural ability we have to express ideas through a verbal channel. However, being able to speak a language that is not our own is a bit more difficult. Harmer (1997) mentioned that speaking occurs when two people are communicating with each other and do so for a specific reason. Therefore, speaking is the interaction of two people who have a specific purpose.

During the act of speaking, various characteristics are employed in order to communicate effectively and convey a message accurately. According to Spratt et al. (2012), speaking involves a multitude of sub-skills, including the use of vocabulary, grammar, and language functions. Furthermore, the appropriate level of formality is employed based on the context, along with the utilization of connected voice and body language functions. Additionally, coherent speech is generated by producing various types of texts and ensuring appropriate intonation and meaningful word and phrase combinations. The correct word count is maintained, and interactive strategies are employed to engage the listener.

However, authors like Brown (2004) highlighted the existence of micro and macro skills that contribute to effective speaking. For instance, producing language of varying lengths, accentuating specific words, employing an appropriate number of words, and delivering fluent speech are considered micro-skills. On the other hand, macro skills involve the proper usage of language functions, utilizing different registers and styles, establishing connections between events, and employing body language. Finally, strategies such as emphasis, rephrasing, and providing context are implemented. As a result, numerous language features are at play during oral expression.

Leong and Ahmadi (2017) pointed out that speaking skill is considered the most complex and one of the most crucial skills to develop for effective communication. Many English language learners face challenges in expressing their ideas accurately and naturally, leading some to abandon language learning due to its difficulty. Therefore, it is important to prioritize the acquisition of speaking skills, as it enables people to attain language mastery and achieve the wanted level of communicative competence.

According to Ur (1996), among the four language skills, speaking is widely regarded as the most significant, as people proficient in a language are referred to as speakers of that language. Furthermore, most second language learners exhibit a big preference for mastering speaking skills. Consequently, speaking proficiency is the primary objective for all English as a Foreign Language (EFL) or English as a Second Language (ESL) learners, as the goal of language acquisition is the ability to engage in verbal communication with others in the target language.

Types of Speaking

Kurum (2016) stated proficiency in speaking is an essential skill for individuals learning the English language, as it serves as an indicator of their ability to effectively communicate in the language. Moreover, the act of speaking encompasses more than just constructing grammatically accurate sentences; it encompasses a diverse range of subskills. Hence, it is imperative for learners to familiarize themselves with the various types of speaking, enabling them to comprehend and for educators to assess their students accordingly. Brown (2004) outlined the different categories of speaking that exist which are.

Imitative

Imitative speaking is a form of oral communication that involves the repetition or imitation of words, phrases, or even entire sentences. This type of speaking primarily focuses on evaluating the phonemic aspects of oral production. Furthermore, the assessment criteria encompass various linguistic elements, including prosody, vocabulary, and grammar. It is worth noting that imitative speaking places particular emphasis on pronunciation while disregarding the ability to comprehend or convey meaning in a conversation with another person.

Intensive

Intensive speaking pertains to the production of concise language segments that showcase grammatical, lexical, and phonological competence, encompassing intonation, accentuation, and rhythm. This type of speaking typically involves minimal interaction. Activities that can be undertaken include reading aloud, sentence completion, and dialogues.

Responsive

Responsive speaking involves interaction within brief conversations, where comprehension may be assessed. Although limited, conversations in this category include greetings, short exchanges, simple comments, and requests.

Interactive

Interactive speaking distinguishes itself through the complexity and duration of the interaction, which involves multiple exchanges and engages several individuals. The purpose of such interaction may be to exchange specific information or maintain social relations. Informal registers and colloquial language are commonly used in these interactions.

Extensive

Extensive speaking refers to the oral production of speeches, oral presentations, and storytelling. Listener participation is typically limited, often focusing on storytelling. The language level in this context is generally formal, although informal monologues are also possible.

Speaking subskills

Spratt et al. (2012) pointed out that as a criterion for evaluating students, it is necessary to consider a set of sub-skills for assessing the communicative competence of the students. The sub-skills related to speaking that can be evaluated include fluency, accuracy in language use, appropriateness in language use, interactive strategies, pronunciation, vocabulary range, and discourse organization. However, the focus will be on the four sub-skills that students are already familiar with, namely fluency, vocabulary, grammar, and pronunciation.

Fluency

According to Segalowitz (2010), fluency is a term used to describe proficiency in a second language. It signifies that an individual possesses communicative competence and that an L2 learner can effectively utilize grammar, vocabulary, and pronunciation. Consequently, fluent language usage entails employing various strategies to communicate accurately. Furthermore, Spratt et al. (2012) stated that oral fluency involves the ability to speak naturally without pausing to consider. Additionally, oral fluency emphasizes the conveyance of meaning and ideas rather than the absolute accuracy of the information. Thus, speaking fluently entails the ability to express oneself effortlessly and naturally, regardless of the veracity of the

information conveyed. The primary objective is to communicate ideas in a seamless manner.

Vocabulary

According to Schemitt (2000), there exists a correlation between vocabulary and language knowledge. Vocabulary serves as a complement to language proficiency, as it enables learners to effectively utilize language. Furthermore, the use of language facilitates the acquisition of vocabulary, as learners are able to expand their vocabulary through increased language use. Thus, vocabulary knowledge plays a crucial role, as it is enhanced by language usage, allowing for improved language practice, and helping in language acquisition.

In a study by Linse (2006), vocabulary is defined as the cumulative sum of words known by a person who is learning a second language. Rafinggi (2013) stated that vocabulary is the collection of words within a language, which are utilized for communication purposes. Additionally, vocabulary is closely related to language, as a strong vocabulary is essential for expressing ideas accurately. Consequently, vocabulary has a significant importance within language, as a lack of proficiency in vocabulary hinders the ability to express ideas effectively. This forces the simplification and proper practice of language and with the simplification of the language, it is more difficult to communicate an idea, stopping correct language acquisition.

Grammar

According to Ayokunle (2016), the term "grammar" presents a challenge when it comes to defining it due to its extensive scope and ambiguity. However, Spratt et al. (2012) suggested that grammar encompasses the principles of combining and organizing words and word groups to convey meaning. Furthermore, grammar is a subconscious component utilized in speaking, reading, writing, and listening. Therefore, while the definition of grammar may be complex, it can be understood as the unconscious organization of words to establish contextual significance, which applies to activities such as reading, listening, and writing. To gain a deeper comprehension of grammar, it is essential to acknowledge the various types of grammar in existence.

Therefore, Katz and Watzinger-Tharp (2008) propose two primary categories: prescriptive or normative grammar, which dictates the correct usage of language in speech and writing; and pedagogical grammar, which focuses on language structure and the interplay between languages. Pedagogical grammar aims to be practical by providing general rules and promoting the application of specific structures through learner practice.

Pronunciation

In his work, Cook (1996) provided a definition of pronunciation as the process of producing sounds in the English language. Consequently, it can be mentioned that pronunciation involves the accurate coordination of speech organs to generate meaningful sounds, which are further influenced by factors such as rhythm and melody. Orion (1988) expressed the view that pronunciation represents the most challenging aspect of acquiring proficiency in a new language. Moreover, as people are forced to enhance their pronunciation abilities, they must familiarize themselves with new articulatory movements involving the tongue, lips, jaw, and other relevant organs, which are essential for producing sounds. Failure to articulate sounds effectively, with the appropriate rhythm and melody, can impede the listener's comprehension of the intended message. Therefore, it is crucial to develop proficient pronunciation skills to ensure effective communication. Additionally, the learning of pronunciation has significant importance in language learning.

Harmer (2001) pointed out that instruction not only facilitates the acquisition of new sounds but also enhances overall speaking proficiency. Moreover, by focusing on sounds, language learners can achieve the goal of comprehension and intelligibility. Thus, the acquisition of pronunciation skills by students facilitates their understanding of the processes involved in word formation and enhances their ability to achieve communicative competence.

Teaching speaking skills

According to Purnamu (2020), to facilitate the acquisition of communicative competence for EFL and ESL learners, it is important for students to develop their speaking skills. The goal of this remarks the significance of learning these skills and comprehending the learning process. As highlighted by Spratt et al. (2012), it is crucial

for young learners to have a period known as the "silent period," during which they engage in listening, processing, and assimilating the language. Moreover, the sequence for a speaking skills class should start with an introductory phase, where the topic to be covered is introduced. Subsequently, the practice step should incorporate tasks that afford learners the opportunity to exercise the language. Finally, post-task activities contain activities that encourage learners to freely engage in conversation about the language used in the tasks.

Consequently, it is important to be aware of the sequential steps involved in acquiring speaking skills, as well as the existence of a language assimilation period. According to Spratt et al, engaging in repetitive exercises and reciting memorized information is an effective method for students to concentrate on achieving accuracy. Through these exercises, students can apply grammar and vocabulary while honing their pronunciation skills. Additionally, simplifying the language is a good way to increase confidence and practice the language freely. Yang (2014) stated that there are several strategies that contribute to the development of good speaking skills. These strategies include:

Watching TV shows and movies: By watching movies and news with English subtitles and repeating the words heard, individuals can acquire vocabulary and improve pronunciation. Quan (2016) and Mayer (1997) have utilized TV shows and movies as a means of enhancing the pronunciation, intonation, and vocabulary skills of ESL (English as a Second Language) learners. By incorporating them into language learning activities, learners are exposed to authentic and natural language use, allowing them to improve their communication and speaking skills. Additionally, students get excited about learning by using awesome images and cool sounds that appear in movies. It must be emphasized that movies are flexible and universal there exist different movies according to student's likes, basically they will learn English in an implicit way by enjoying a film according to their preferences-

Practicing alone: Practicing real-life situations in front of a mirror through role-playing allows for the practice of speaking skills. Fidyati et al. (2020) mentioned that due to the pandemic, students have had to discover novel methods to hone their English skills. One such approach involves practicing in solitude at home, enabling them to engage in practice sessions without the fear of being evaluated. Furthermore,

the utilization of mirroring techniques allows learners to observe the native-like pronunciation of words and attempt to replicate it, thereby enhancing fluency.

Reading aloud: Reading aloud helps in practicing intonation and pronunciation. Recording the reading allows individuals to identify mispronounced words and practice accordingly. According to Huang (2010), the most important method for bridging reading and speaking skills is reading aloud. Reading requires students to analyze, interpret, and comprehend the intended meaning of written materials. On the other hand, speaking skills involve the accurate pronunciation of words. Reading aloud not only helps students enhance their reading proficiency and foundational skills, but also improves their oral expression. By following this technique consistently and gradually tackling more challenging texts, both students and teachers can effectively enhance these interconnected abilities.

Talking to a classmate: Engaging in conversations with classmates helps in improving confidence when speaking English. Due to the existing friendship dynamics between classmates, students often feel less pressured to engage in conversation, which in turn boosts their confidence and encourages meaningful communication. Also, many learning theories propose that knowledge is actively constructed, and skills are improved through interactions among learners. Johnson (1995) asserts that well-structured and managed learner-learner interactions play a crucial role in cognitive development, educational achievement, and the development of social competencies. Collaborative work through these interactions can also enhance learners' abilities. Such interactions foster social relationships, promote a sense of learning community, and reduce isolation in the classroom.

Talking to a teacher: Talking to a teacher in English is a very good way to improve because you can practice the language and you can also ask a teacher any questions you may have. Additionally, Adaba (2017) mentioned that in teacher-learner interaction, it is important for the teacher to understand that learners need to actively engage in speaking in order to develop their speaking skills. While the teacher should reduce their own talking time in the classroom, it does not mean they have no role to play. The main job of the teacher is to involve all learners in interactive activities and use teaching strategies to encourage student participation when teachers communicate with their students, they should focus on three key aspects. Firstly, they need to use

language that the students can understand, making sure their output is comprehensible to all students. Secondly, teachers should consider what they say to their students as a valuable resource for their learning. Finally, teachers should be mindful of how they speak, including their voice, tone, and intonation. These factors contribute to effective teacher-learner interaction.

Listening to English music: Listening to English music aids in improving pronunciation. Also, one clear advantage of music is its universal appeal and popularity among individuals of all ages and cultural backgrounds, making it an excellent tool for engaging learners. Whether they are young L2 learners or adult L2 learners at any proficiency level, music offers several benefits. Firstly, it reinforces the understanding of rhythm in a language. Secondly, it provides an opportunity to explore culture and diversity through authentic songs and other materials. And thirdly, it allows learners to delve into human vocal expression and communication, from spoken language to singing when it comes to learning the rhythm of a language, incorporating songs in the classroom can enhance listening comprehension and provide opportunities for pronunciation practice. Additionally, learners can acquire vocabulary and idiomatic expressions through music and even review grammar concepts they have previously studied.

Imitating native speakers: If the opportunity arises to listen to a native speaker, individuals can imitate their speaking style. Alternatively, imitating the speech of a favorite actor is also beneficial. Also, Imitation plays a crucial role in improving oral English skills as it relies on the presence of a model. Also, Changshui (2010) stated that students can develop cognitive mechanisms that aid in language acquisition and improve their spoken communication there are several advantages to imitation. Firstly, it helps learners enhance their speech production and perception of the target language by emulating models. Secondly, having a model creates a sense of relaxation, allowing learners to focus better on their learning. This, in turn, enables adult learners to overcome linguistic and psychological obstacles, build confidence, and develop a greater interest and motivation to imitate. Moreover, engaging in more imitation exercises leads to the automation of language skills. This automation frees up mental resources for learners to pay attention to other aspects of communication, ultimately leading to greater fluency in their expression. In summary, the presence of

a model in the process of imitation offers several benefits, including the development of cognitive mechanisms, improved speech production and perception, increased confidence and interest, and the acquisition of automated language skills, resulting in enhanced fluency.

1.3 Objectives

General Objective

To describe the learners' perspective on Folktales-based instruction to learn speaking skills.

Specific Objectives

1. To identify the types of folktales mostly used in EFL classrooms.
2. To analyze the strategies that learners use to improve speaking skills.
3. To explore the different activities that help speaking skills learning with folktales-based instruction.

Fulfillment of the objectives

The research successfully achieved its main objective and specific objectives by utilizing a survey as the data collection tool. The survey effectively addressed the three research questions.

To familiarize the students with folktales, a brief presentation was conducted. The survey enabled the students to identify the various types of folktales commonly used in the classroom including fairy tales, epics, and legends. Additionally, the survey provided information about the strategies employed by the students to enhance their speaking skills. It was revealed that the most frequently utilized strategy was practicing alone at home through monologues. However, engaging in conversations with peers and participating in repetition exercises were also popular strategies.

Moreover, the survey played a crucial role in determining the activities employed by the students about folktales. The most used activities included jigsaw activities, information gap activities, roleplays, and opinion-sharing activities. Lastly, the open-ended questions in the survey proved invaluable in meeting the research

objectives by providing information about folktales, strategies to improve speaking skills, and activities involving folktales.

CHAPTER II

METHODOLOGY

RESOURCES AND MATERIALS

2.1 Materials

In this study, crucial human resources were utilized, along with technological resources such as laptops and cell phones equipped with internet connectivity, which facilitated the survey response process. Furthermore, the survey was administered utilizing the Google Drive Forms tool, while the data analysis was performed using the Statistical Package for Social Sciences (SPSS) software.

Instruments

This research started with the implementation of a survey, which was constructed and validated through the utilization of Cronbach's Alpha, showing the following result: (0,732) in the pilot test. After that, the survey was administered to a population of 64 students enrolled in third, fourth, and fifth semester at the Universidad Tecnica de Ambato. The survey comprised four sections, with the initial part focusing on gathering personal information, while the next three sections addressed the research questions pertaining to the utilization of folktales in EFL classrooms. These inquiries encompassed the following: What types of folktales do teachers predominantly employ in EFL classrooms? What strategies do learners employ to enhance their speaking skills? and What activities, based on folktales, are utilized to improve speaking skills?

The questions in each section of the survey were formulated based on the research objectives derived from the research questions. The survey encompassed a total of 17 Likert scale questions and 3 open-ended questions. Specifically, the first section contained 5 questions concerning the various types of folktales, along with one open-ended question. Similarly, the second section consisted of 6 questions related to strategies for developing speaking skills, accompanied by one open-ended question. Lastly, the third section encompassed 6 questions regarding the activities employed to enhance speaking skills using folktales and 1 open-ended question. According to Mathers et al. (2009), surveys are considered a highly valuable and straightforward

method for collecting qualitative information, particularly in descriptive research designs.

Population

The research participants consisted of a group of intermediate-level students enrolled in the Pedagogy Career of National and Foreign Languages at the Technical University of Ambato. The total number of participants was 64, with a breakdown of 42 women and 22 male participants. The participants' ethnicity was mestizo and indigenous, and their ages ranged from 18 to 25 years old. The selection criteria for the participants were based on their preparation as future teachers of English as a foreign language and their familiarity with various teaching approaches and methodologies. These aspects were explored by the students when planning their classes. Additionally, the participants in this study had access to technological resources such as mobile phones and laptops with internet connectivity.

Table 1:

Population

Population	Participants	Percentage
Male	22	34,4%
Female	42	65,6%
Total	64	100%

Note: Career students surveyed.

Ethical considerations

The execution of this study necessitated the explicit approval of the students. Moreover, the information derived from the students was managed with the highest degree of responsibility and privacy. Similarly, Dooly et al. (2017) highlighted that a researcher's ethical obligations should ensure the protection of the participant's confidentiality and anonymity. Furthermore, ethical research practices also encompass the duty to accurately interpret and manage data collected from participants. This is to prevent overinterpretation or misinterpretation and to ensure the study's conclusions accurately represent the findings.

Procedure

The research was conducted step by step and with great attention to detail to thoroughly explore the subject and gather as much information as possible. Initially, a

comprehensive literature review was undertaken, focusing on folktales, and speaking skills. This involved examining previous studies conducted by various authors, as well as exploring prominent theories regarding the dependent and independent variables, namely folktales and speaking skills. Various sources were consulted, including books, scholarly journals, articles, and even doctoral theses. Different books and articles about speaking skills and the use of folktales played an important role in enhancing our understanding of the underlying aspects of folktales and served as a valuable knowledge resource. Additionally, to ensure the acquisition of all necessary information, we utilized various online platforms such as Google Scholar, Taylor, and Francis, ResearchGate, Scielo, and others.

Subsequently, a survey was developed specifically addressing folktales and speaking skills, with the questions designed in alignment with the three research objectives that directly correlate with the defined research questions. Additionally, the process undertaken to develop the 20 survey questions involved a careful examination of the theory presented in part 1 of the research work. Additionally, information was required, it was incorporated to ensure a comprehensive understanding of the subject matter and to determine the most advantageous types of questions for achieving the specific objectives. Furthermore, three open-ended questions were included in the survey to gather valuable insights into the participants' perspectives and understanding of the topic. However, the survey development process underwent an extensive review by my advisor, resulting in necessary modifications to enhance the clarity and consistency of the questions.

Once the development process of our survey was concluded, we proceeded with the operationalization of the dependent and independent variables. The independent variable, referred to as "folktales-based instruction," encompasses communicative language teaching and content-based instruction. The dependent variable, which pertains to speaking skills, considers English language skills and productive skills as its defining characteristics. The operationalization of variables served as a means of validating our survey, which was reviewed by our tutor and two experts in the field. Furthermore, the survey was administered to a test group comprising 10 participants from eighth semester. The data obtained from the pilot test were inputted into the Statistical Package for the Social Sciences (SPSS) system,

enabling us to validate the survey. The resulting coefficient of (0,732) indicated the instrument's reliability, affirming our ability to proceed with the data collection process.

To ensure an effective data collection process, an intervention was conducted prior to administering the survey. This intervention aimed to familiarize the students with the concept of folktales and their role in enhancing speaking skills. Once the survey's reliability was confirmed and the students were adequately informed about folktales, data collection commenced. The survey was distributed to 64 students enrolled in the Pedagogy of National and Foreign Languages program at the Technical University of Ambato. Participants accessed the survey through a provided link, allowing them to complete it conveniently using their cell phones or laptops. The survey encouraged participants to express their own perspectives on the use of folktales and their impact on speaking skills.

The collected data, both qualitative and quantitative, were analyzed using SPSS software. Numerical data were evaluated through means calculation and the construction of data tables. Qualitative data, acquired through open-ended questions, underwent manual analysis using the same software and thematic analysis techniques. The data analysis yielded conclusive findings and enabled the formulation of valuable research recommendations. Ultimately, the research findings provided new important information on the topic. The meticulous and comprehensive process employed throughout this research significantly contributed to its credibility and reliability.

Mixed approach

In accordance with Creswell (2009), mixed research involves the integration of qualitative and quantitative methodologies within the same study. Therefore, our research is considered mixed as it encompasses both approaches in order to gather the participants' opinions, emotions, and experiences through a survey. Furthermore, the research also incorporates a quantitative aspect by processing the survey results numerically. Moreover, as stated by Ugwu and Eze (2023), a qualitative design primarily focuses on data in the form of words rather than numerical data, aiming to comprehend the participants' viewpoints, ideas, and experiences by collecting data through videos, audio, or text. Additionally, qualitative data collection methods strive

to obtain textual information, making techniques such as face-to-face interviews, focus groups, and surveys where participants respond to questionnaires highly recommended.

Therefore, our research employed a survey as the chosen data collection technique, consisting of a Likert scale and open-ended questions. This allowed students to express their own experiences and opinions. In addition, Leedy and Ormrod (2001) stated that quantitative research endeavors to comprehend both observable phenomena, such as weight, and unobservable phenomena, like participants' learning, through the utilization of numerical data. Furthermore, the interpretation of results in quantitative research is facilitated through statistical analysis. Hence, our research adheres to a quantitative design as the data collected are interpreted using numerical methods, specifically through statistical analysis.

Descriptive

Nassaji (2015) Advocated that descriptive research primarily centers around providing a thorough representation of the attributes and qualities associated with a phenomenon under investigation. In this type of research, the variables of interest altered or controlled; rather, they are objectively observed and measured. Therefore, it allows the researcher to have a comprehensible understanding of the phenomenon in question. Consequently, this research relies on a descriptive level since an in-depth analysis of perspectives and opinions regarding Folktale-Based Instruction will be carried out to understand its generalities and qualities by employing a survey and cautiously interpreting all the responses provided by the population. It is important to acknowledge that there are numerous advantages associated with the utilization of a descriptive design. One notable benefit is its cost-effectiveness, as it is a practical and economical approach to implement. Additionally, the descriptive design is characterized by its ease of application and minimal resource requirements, making it a convenient choice for implementation.

Research questions

- What types of Folktales are mostly used in EFL classrooms?
- What strategies do learners use to enhance speaking skills?

- What activities of folktales-based instruction are used to improve speaking skills?

CHAPTER III
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the result

This chapter presents the analyzed data from the survey, which addresses the three research questions posed in the objectives. The data was analyzed using SPSS, to obtain the mean and tabulate the data from the open-ended questions manually. Formally, the following are the three research questions that were presented in this study.

What types of Folktales are mostly used in EFL classrooms?

What strategies do learners use to enhance speaking skills?

What activities of folktales-based instruction are used to improve speaking skills?

Table 2:

Types of folktales

Item	Mean
I am happy to read stories that deal with magic, enchantment, witches, princesses, etc in the classroom.	3,70
I like to read stories or poems that relate to the adventures of heroes or gods who perform superhuman deeds in class.	3,56
I am glad to read folkloric stories that are told from generation to generation and tell the story of a person or place in class.	3,42
I like to read stories starring animals that behave like people and have a moral at the end in the classroom.	3,39
I read myths that have a religious or mythological context and try to explain the forces of nature through the gods in the classroom.	3,22

Note: The measures were obtained utilizing the following rating scales: 1. Consistently, 2. Frequently, 3. Occasionally, 4. Infrequently, and 5. Never.

Analysis and Interpretation

Research Questions: What types of Folktales are mostly used in EFL classrooms?

This study revealed that students exhibited a predisposition towards reading magical narratives featuring princesses, ogres, fairies, and other fantastical elements. Notably, stories such as The Little Mermaid, Pinocchio, Jack and the Beanstalk, Cinderella, and Puss in Boots garnered a mean score of 3.70 over 5, indicating that these are the most frequently consumed story materials by students. Apart from their

pedagogical value, folktales are also highly enjoyable. Furthermore, the study demonstrated that epics were the second most popular genre of folktales, with a mean score of 3.56 over 5. Epics, which encompass tales of gods or heroes. Following closely behind were legends and fables, with mean scores of 3.42 and 3.39 over 5, respectively. Legends, being oral narratives passed down through generations via word-of-mouth, hold enduring cultural significance. Epics, which encompass tales of gods or heroes. Fables, on the other hand, captivate readers with their animal protagonists and often impart moral lessons. Lastly, students indicated the least usage of folktales rooted in religious or mythological backgrounds, known as myths, with a mean score of 3.22 over 5, These myths typically serve to provide explanations for natural phenomena through the involvement of gods.

Based on the findings, it can be inferred that a greater proportion of participants exhibit a preference for engaging with fairy tales, while myths are the least favored among the genres of folktales. This difference may be attributed to the different nature of the story content, with fairy tales primarily aiming to entertain and feature easily comprehensible themes, whereas myths entail a religious framework and serve to explain phenomena through the involvement of deities.

Table 3:

Strategies students use to improve speaking skills

Item	Mean
I talk to myself alone at home to act as someone else.	3,84
I practice my speaking skills by talking to my classmates.	3,81
I speak in a more basic way and use synonyms to be able to express well what I want to say.	3,77
I improve my speaking skills by talking to a teacher.	3,64
I repeat and say memorized things I learned by reading or listening to a folk tale.	3,59
I read aloud and record my voice so that I know if I am wrong and can improve	2,95

Note: The measures were obtained utilizing the following rating scales: 1. Consistently, 2. Frequently, 3. Occasionally, 4. Infrequently, and 5. Never.

Analysis and Interpretation

Research Questions: What strategies do learners use to enhance speaking skills?

Among strategies employed by students as Foreign Language learners talking alone at home with a mirror emerges as the most frequently utilized strategy, attaining

a mean score of 3.84 over 5. Talking alone involves engaging in a monologue where students can improvise conversations individually to simulate real-life scenarios. Additionally, talking to a partner constitutes another highly employed strategy, garnering a mean score of 3.81 over 5. Furthermore, the third most prevalent strategy involves simplifying language usage to gain confidence and facilitate speaking practice with a mean score of 3.77 over 5. However, although one would think that it is a very useful strategy to be able to improve speaking skills conversing with teachers is not in the top 3 of the preferred strategies and receives an average of 3.64 over 5. Moreover, the strategy of repeating memorized material about specific topics with a mean score of 3.59 over 5, falls significantly below the top three. Lastly, the least employed strategy, with a mean score of 2.95 over 5, involves reading aloud and recording one's voice to refine pronunciation skills.

Based on the research findings, it can be noticed that students demonstrate a preference for solitary practice or assuming alternative roles to enhance their speaking abilities. This inclination may be attributed to their heightened confidence levels when engaging in independent or peer-based practice, as evidenced by the second most prevalent strategy chosen by students is talking to friends. Conversely, the least favored strategy among learners' entails engaging in reading-aloud exercises to improve speaking skills, potentially due to the perceived monotony of such exercises and the availability of more effective strategies for language improvement.

Table 4:

Activities of folktales-based instruction

Item	Mean
I improve my speaking skills when I talk to my classmates to complete a task using my information and the information my classmates possess.	3,81
I improve my speaking skills when I improvise discussions by acting as someone else.	3,80
I improve my communication skills when I reason and discuss with my peers to complete the information that I have.	3,64
I improve my speaking skills when I perform activities in which I transform written information into oral presentations.	3,55
I improve my speaking skills by comparing my beliefs, values, and opinions about a particular topic with my classmates.	3,41
I improve my communication skills by conducting surveys and interviews with my classmates to gather information.	2,94

Note: The measures were obtained utilizing the following rating scales: 1. Consistently, 2. Frequently, 3. Occasionally, 4. Infrequently, and 5. Never.

Analysis and Interpretation

Research Questions: What activities of folktales-based instruction are used to improve speaking skills?

The data analysis of this research revealed that the most commonly employed activities with folktales are information-gap activities and jigsaw activities, which involve students talking to their peers and completing tasks using both their own information and that of their classmates. The average score for this activity was 3.81 over 5. The popularity of these activities can be attributed to their efficacy in utilizing folktales as a resource for language practice. Similarly, role play received a nearly identical average score of 3.80 over 5, making it the second most favored activity among respondents. Reasoning activities and information transfer activities were found to be used with moderate frequency, with mean scores of 3.64 and 3.55 over 5 respectively. However, students exhibited less comfort when engaging in communicative activities that involved making choices or expressing beliefs, as indicated by the mean score of 3.41 over 5 for such activities. Furthermore, information-gathering activities, including interviews and surveys conducted among peers, were found to be infrequently utilized by respondents, with a significantly lower mean score of 2.94 over 5 compared to other activities.

Based on the findings, it can be deduced that students exhibit a preference for communicative activities involving folktales where they are required to utilize their knowledge and collaborate with peers to successfully complete the tasks at hand. Role-playing activities also enjoy great acceptance among students. However, activities involving surveys or interviews are notably underutilized by students for speaking practice. This may be attributed to the potential disruption of the dynamics established by the utilization of folktales, as surveys are perceived as more traditional in nature compared to other communicative language teaching (CLT) activities.

Table 5:

Open-ended questions

Question 1	Answer	Total
What kind of folktales do you like to read the most?	Legends (King Arthur, Atlantis, and Robin Hood)	18
	Myth (Hercules, the story of Icarus)	14
	Fairy tales (The Little Mermaid, Pinocchio, Jack and the Beanstalk, Cinderella, and Puss in Boots)	12
	Fables (the hare and the turtle, Goldilocks and the three bears, and the three little pigs)	11
	Epics (the Odyssey and the Iliad)	6
	Myths or conspiracy theories	1
	Tales of terror Adventure, mystery, and intrigue	1
	Romantic, and suspense	1
	Total	64
Question 2	Answer	Total
What strategy do you use to improve your speaking skills?	Talk to classmates	16
	Act like someone else	14
	Repeat things you memorize	10
	Read aloud	6
	Talk to a teacher	6
	Speak in a simplified way	2
	Talk to a friend	2
	Watch movies	2
	I try to watch TV series in English	2
	Interact with native speakers	2
	Scaffolding	1
	Communication with a native speaker	1
Total	64	
Question 3	Answer	Total
What activities of folktales-based instruction are used to improve speaking skills?	Opinion-sharing activities	25
	Roleplays	16
	Information-gap activities and jigsaw activities	7
	Information-gathering activities	6
	Reasoning-gap activities	4
	Information-transfer activities	2
	Games	1
	Practice alone	1
	Vocabulary Exchange	1
	Participate in debates	1
Total	64	

Note: Qualitative findings derived from the open-ended questions

Analysis and Interpretation

Table 5 displays the outcomes derived from the open-ended questions employed to further support the research inquiries.

The initial open-ended question was “What kind of folktales do you like to read the most?”. The majority of participants indicated a preference for legends, with 18 individuals specifically highlighting this genre as their favorite. Legends are folktales that are commonly told and survive from generation to generation as they are passed from mouth to mouth. Myths were identified as the second preferred type of folktale, with 14 individuals indicating a preference for this genre. Fairy tales were ranked as the third most popular genre of stories among the students surveyed in terms of reading enjoyment. However, fairy tales were not reported as the type of stories the respondents liked to read the absolute most. Fairy tales are characterized as narrative works, either written or verbal, that primarily aim to entertain by recounting fantasy stories. Examples of popular fairy tales include "The Little Mermaid," "Pinocchio," "Jack and the Beanstalk," "Cinderella," and "Puss in Boots."

In contrast, a smaller subset of 11 people from the entire population expressed a preference for fables. Conversely, Epics were identified as the least preferred type of folktales, with only 6 individuals indicating a preference for this genre. It is worth noting that 3 respondents mentioned alternative genres they enjoy, such as conspiracy theories, horror, adventure, mystery, and intrigue stories, as well as stories with romantic or suspenseful content.

The second open-ended question, "What strategies do you use to enhance your speaking skills?" garnered 64 responses, 16 respondents revealed that conversing with classmates in a supportive environment, where they feel comfortable and free from judgment, is the first most favored strategy for improving speaking skills. Furthermore, it indicates that the second most utilized strategy for improving speaking abilities is practicing alone at home with 14 responses. Through role-playing, individuals engage in simulated real-life scenarios and assume the role of another person, helping them to practice speaking in everyday situations.

Moreover, one strategy received a moderate level of acceptance among respondents, with 10 individuals mentioning the practice of memorizing and repeating

phrases or passages they encounter through various mediums, such as visual, auditory, or textual sources. Also, the fourth most frequently selected strategy, as indicated by 6 respondents, is the practice of reading aloud, which was preferred over other strategies. Additionally, engaging in conversations with teachers to enhance speaking skills was found to be a less favored strategy according to respondents. Conversely, speaking in a simplified way to build confidence and practice speaking, even with limited language proficiency, was also highlighted by 2 participants as the least favorite strategy.

Furthermore, 2 respondents expressed a preference for conversing with friends outside the classroom as a means of practicing speaking skills, while 3 participants emphasized the importance of interacting with native speakers to improve proficiency. Additionally, 2 individuals reported watching movies in English, while another 2 preferred watching TV series in the language. Lastly, 1 participant mentioned the adoption of a scaffolding strategy to facilitate language development.

The third open-ended question, "What activities of folktales-based instruction are used to improve speaking skills?" garnered 64 responses, indicating that the most frequently utilized activity for developing speaking skills with folktales is opinion sharing where 25 students answered this. This activity involves comparing the beliefs, opinions, and values of different individuals on a specific topic. Following closely behind, with 16 respondents, is the activity of Roleplay. In this activity, students engage in improvisation of monologues or conversations, simulating real-life or everyday scenarios, including fictional situations, to practice language skills.

Additionally, 7 respondents expressed a preference for Jigsaw and information-gap activities. These activities require interaction with others to exchange information and collaboratively complete tasks. Conversely, activities such as information gathering, which involve using surveys and interviews to collect information on a particular topic, received fewer endorsements, with 6 respondents favoring this activity.

Furthermore, activities with lower acceptance among respondents include reasoning gap activities, where individuals collaborate to obtain missing information and complete tasks, as well as information-transfer activities, which involve

transforming written information into spoken or vice versa. For instance, this may entail creating an oral presentation based on a book or a story. The former received 4 responses, while the latter garnered 2 responses. Additionally, 4 respondents acknowledged using other communicative language teaching (CLT) activities with folktales, including discussions, games, individual practice, and vocabulary sharing with peers.

Discussion

The three research questions were formulated to investigate and uncover students' perspectives on the efficacy of utilizing folktales as a means to enhance their speaking skills.

Question 1: What types of Folktales are mostly used in EFL classrooms?

Taking into account the survey findings, it can be inferred that fairy tales and epics are the most commonly favored narrative genres among students. However, legends also emerge as a significant category of folklore that students enjoy using. Contrary to the research results exposed by Yectinigtyas and Purnamasari (2020) stated that students tend to prefer legends because they had a historical background behind. Other authors expressed why is better to used fairy tales in class. For instance, Hazra (2018) mentioned that Fairy tales hold significant value in educational settings due to their ability to engage students in relevant subject matter and facilitate the development of language skills. Moreover, Bańnie and dziś (2021) stated that the enduring impact of fairy tales is attributed to their oral transmission across generations, as well as their continual adaptation to contemporary contexts through well-crafted films featuring renowned actors and captivating soundtracks. This ongoing relevance ensures the continued importance of this genre.

Epics are a genre of folklore that apprentices displayed a preference for due to it referring to the extraordinary narratives of heroic figures, often imbued with admirable teachings or moral lessons. Also, epics possess the ability to captivate readers through heroic exploits within their narratives, thereby serving as a source of inspiration. Although in these stories the vocabulary can be a bit mature and complex. Likewise, Hickey (1995) noted that epics are narratives or poetic works that revolve

around heroic figures, such as the Iliad, and are characterized by their epic content and the intricate linguistic style they employ.

Also, Legends are utilized due to their ability to be effectively incorporated into activities involving folktales. Likewise, Layzer (1993) mentioned that the incorporation of legends in English as a Foreign Language (EFL) classrooms facilitates genuine and spontaneous interaction among students. When sharing legends, storytelling creates a dynamic exchange between the narrator and the listener, as these narratives have been handed down through generations, allowing for the possibility of different versions of the same story. Furthermore, since legends are rooted in local contexts, they feature characters, places, and narratives that are familiar to individuals, which causes interest in listening to or recounting legends. This contributes to the widespread use and popularity of this genre.

Myths, unlike other folktales, are often excluded by students. Myths are a category of folklore that students don't enjoy using possibly due to the religious content. In like manner, Hickey (1995) pointed out that myths, characterized by their moral content and focus on gods, can also encompass religious themes.

Question 2: What strategies do learners use to enhance speaking skills?

Based on the survey findings, it can be concluded that the respondents predominantly utilize two strategies: practicing alone at home by assuming different people and engaging in monologues, employing a mirror, and practicing speaking skills by talking with classmates. Similarly, Fidyati et al. (2020) mentioned that the pandemic has necessitated the exploration of new English practice methods, one of which involves solitary practice at home, providing a judgment-free environment for students who lack confidence in conversing with others. Furthermore, the use of everyday objects like mirrors aids in individual practice by allowing learners to observe mouth shapes during pronunciation and attempt to mimic the speech patterns of native speakers.

It is also suggested that having a visual reflection in the mirror while speaking enhances confidence and promotes fluency. In like manner, Yang (2014) highlighted that students' confidence levels rise when engaging in conversations with their peers due to the absence of judgment, and the presence of a supportive friendship dynamic

among classmates improves their confidence. Thus, facilitating the acquisition of meaningful communication skills. Additionally, Students often employ the strategy of simplifying their vocabulary and adopting a simpler manner of speaking to effectively communicate their ideas, especially when they may not possess full command over the language. As highlighted by Spratt et al. (2012), This approach allows them to build confidence in their ability to express themselves. Additionally, engaging in conversations with teachers is infrequently employed by students due to concerns about being evaluated or judged by their teachers. Nevertheless, engaging in dialogue with teachers can yield significant advantages and benefits. Similarly, Yang (2014) stated that talking to a teacher can be a good way to practice the language and at the same time correct mistakes by being able to ask the teacher about speaking performance.

Also, the repetition activities emerged as a widely adopted strategy. Similarly, Spratt et al. (2012) asserted that the utilization of repetition drills as a strategy aid in attaining accuracy by allowing students to apply grammar and vocabulary while simultaneously enhancing their pronunciation abilities. In addition, Reading aloud is a strategy that many students tend to avoid as it is perceived as less effective for language practice and potentially tedious. However, this approach offers several advantages for students. As stated by Yang (2014), engaging in reading aloud and recording one's voice facilitates the identification and rectification of errors, thereby enhancing intonation and pronunciation skills.

Question 3: What activities of folktales-based instruction are used to improve speaking skills?

The research findings indicate that the primary communicative activities employed by students when utilizing folktales are Information-gap activities and jigsaw activities. These activities involve students completing tasks related to a specific topic by supplementing their information with that of their peers. Additionally, Roleplay activities, which require students to engage in impromptu conversations with their classmates, are also commonly utilized. However, other study contradicts this fact since Mantra and Maba (2018) stated that the best activity was to show multimedia images combined with multiple speaking exercises such as describing the situation, retelling the folktale and discussing the moral values it exhibited. In contrast a study

carried out by Ruampol and Wasupokin (2014) concurred with the result obtained since it advocates that the best learning activities based on folktales are role play because they enjoy interacting with their classmates and enhance critical thinking. Similarly, according to Richards (2006), learners are drawn to jigsaw activities and information-gap activities due to the inherent motivation they provide for communication. In these activities, learners engage in communication not for the sake of it, but to obtain information from others and accomplish a specific task. Furthermore, roleplays are extensively utilized by learners as they facilitate the spontaneous practice of language skills. Richard stated that roleplays prioritize authentic and unforced communication by enabling students to assume different roles and engage in conversations in an engaging manner.

Another noteworthy activity is reasoning-gap activities where students must generate new ideas from information already provided and think critically and practically. In the same way, Richards (2006) mentioned that these activities are often used because they facilitate practical thinking and allow students to reason.

Opinion-sharing activities, which involve students expressing their perspectives and viewpoints on a specific topic among their peers is an activity that is not very favored by the survey even though this type of activity aligns seamlessly with the utilization of folktales. Likewise, Taylor (2000) highlighted that communicative language teaching (CLT) activities complement the incorporation of folktales in improving speaking skills. Conversely, information-gathering activities are less favored by learners as they involve a more forced rather than spontaneous approach to language development. In the same manner, Richards (2006) explains that information-gathering activities revolve around learners practicing their skills through the implementation of surveys or interviews.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After conducting data tabulation and analysis, the following findings were derived:

Considering the survey results, it can be concluded that students predominantly prefer to read fairy tales and epics. Fairy tales encompass interesting narratives such as Pinocchio, the Little Mermaid, and Cinderella, among others. Also, epics are poetic compositions that recount the courageous exploits and adventures of renowned heroes from a particular era. Moreover, students exhibit an interest in locally rooted legends, often encountered in oral storytelling traditions. However, myths and fables receive comparatively less attention from students, as they do not manifest a significant preference for these genres. Nonetheless, some students expressed an affinity for alternative folktales, such as horror stories or love stories, which were not included in the survey.

Regarding the enhancement of their speaking skills, the most prevalent strategy adopted by students is practicing monologues at home, utilizing aids such as mirrors to improve their abilities. Additionally, conversing with classmates to practice the language without fear of judgment ranks as the second most frequently employed speaking strategy. Moreover, some students prefer to employ a simplified manner of speaking to effectively convey their ideas. Also, a subset of students prefers talking with teachers as their preferred strategy. Conversely, a smaller proportion of students indicate that reading aloud and repetition exercises are less frequently utilized strategies. However, according to the open-ended questions, students assumed that they did not like to talk in a simplified way, nor converse with teachers but according to the survey these strategies are used by students constantly. Finally, a minority of students mentioned supplementary strategies like watching movies, TV series, or conversing with friends.

Regarding the employment of folktales in the context of Communicative Language Teaching (CLT), information gap activities and jigsaw activities emerge as

the preferred choices among students, as they share spontaneous interaction with classmates. Additionally, roleplays, where students engage in improvisations centered around specific topics, are also highly favored. Another commonly employed activity involves reasoning gap activities. Activities involving opinion-sharing and information transfer receive lesser utilization. However, a small fraction of students, who prefer language practice through surveys and interviews, opt for information-gathering activities. However, the results from the open-ended questions indicate that the activities preferred by students are those that involve sharing opinions, which are not adequately captured by the Likert scale questions. Nevertheless, activities like gaming or vocabulary exchange are employed by a minimum fraction of the student population as supplementary CLT activities.

4.2 Recommendations

Teachers should exploit the educational potential of fairy tales, epics, and legends to enhance students' speaking skills, considering their appeal as widely enjoyed forms of folktales in written, oral, and storytelling formats. Furthermore, it is crucial to employ non-traditional media to present these folktales effectively. For instance, Disney-produced fairy tale movies serve as captivating tools to capture students' attention and facilitate their utilization as materials for Communicative Language Teaching (CLT) activities. Additionally, it is suggested that educators encourage the incorporation of lesser-known folktales, such as myths and fables, as a means to enhance the learning experience within the educational environment.

Teachers are encouraged to foster the utilization of strategies such as individual practice at home and the promotion of peer interaction among classmates. However, teachers must reinforce the importance of strategies like reading aloud, which offer significant benefits but tend to be overlooked by students. Additionally, teachers should actively encourage in-class dialogue with students to improve confidence in practicing the language with a teacher.

To optimize the integration of folktales into CLT, it is recommended that teachers promote the adoption of information-gathering activities, despite their limited appeal to learners, as they offer important benefits to language development. Also, teachers should regularly incorporate jigsaw and information gap activities. These

interactive activities, involving language skills to solicit information from others, prove highly valuable and are greatly favored by students. Moreover, the extensive utilization of role-playing activities in the classroom is important as they effectively encourage student's confidence in language practice.

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ANNEXES

Annex 1

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 07 de septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Folktale-based instruction and speaking skill" propuesto por el/la estudiante Ricardo Sebastián Carrera Sánchez, portador/a de la Cédula de Ciudadanía, 185022751-1 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Leda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec



Annex 2

Cronbach's alfa validation

Reliability Statistics

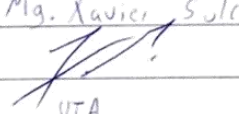
Cronbach's Alpha	N of Items
,732	17

Note: Cronbach's Alpha Validity of 17 Likert scale questions.


Annex 3

Checklist validation

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: Mg. Xavier Sulca					ID: 1602447548			Date: Nov 6 th /23				
Signature: 					Email: manuelxsulca@uta.edu.ec							
Place of work: UTA					Academic degree: Magister.							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓				✓		
2	✓		✓			✓				✓		
3	✓		✓			✓				✓		
4	✓		✓			✓				✓		
5	✓		✓			✓				✓		
6	✓		✓			✓				✓		
7	✓		✓			✓				✓		
8	✓		✓			✓				✓		
9	✓		✓			✓				✓		
10	✓		✓			✓				✓		
11	✓		✓			✓				✓		
12	✓		✓			✓				✓		
13	✓		✓			✓				✓		
14	✓		✓			✓				✓		
15	✓		✓			✓				✓		
16	✓		✓			✓				✓		
17	✓		✓			✓				✓		
18	✓		✓			✓				✓		
19	✓		✓			✓				✓		
20	✓		✓			✓				✓		
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Mg. Doris Cumbe					ID: 1803694369					Date: Nov. 1st, 2023		
Signature: 					Email: dm.cumbo@uta.edu.ec							
Place of work: UTA					Academic degree: Master in TEFL							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations		
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions				
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No			
1	/		/			/	/		/				
2	/		/			/	/		/				
3	/		/			/	/		/				
4	/		/			/	/		/				
5	/		/			/	/		/				
6	/		/			/	/		/				
7	/		/			/	/		/				
8	/		/			/	/		/				
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11	/		/			/	/		/				
12	/		/			/	/		/				
13	/		/			/	/		/				
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15	/		/			/	/		/				
16	/		/			/	/		/				
17	/		/			/	/		/				
18	/		/			/	/		/				
19	/		/			/	/		/				
20	/		/			/	/		/				
General Aspects										Yes	No	*****	
The instrument has clear and precise instructions to answer the questionnaire										/			
The items allow to accomplish the objective of the research.										/			
The items are distributed in a logical and sequential way										/			
The number of items is enough to collect data. If not, suggest the items to be included.										/			
APPLICABLE					<input checked="" type="checkbox"/>							NOT APPLICABLE	
Validated by: <i>Mg. Edgar Encalada T.</i>					ID: <i>050/824/771</i>			Date: <i>November 6th, 23</i>					
Signature: <i>[Signature]</i>					Email: <i>eg.encalada@uta.edu.ec</i>								
Place of work: <i>UTA-FCHE-PINZ</i>					Academic degree: <i>Magister</i>								
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19, 228 - 247</p>													

Annex 4

Survey Available Upon Request

Annex 5

Turnitin report



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