



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

TESIS DE MAESTRÍA

The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

González Espinoza Eliezer Augusto

MSc. David de Jesús Vallejos Rodríguez

DEPARTAMENTO DE EDUCACION Y HUMANIDADES

¡Universidad del Pueblo y para el Pueblo!

**Área de Conocimiento
Educación y Humanidades**

Regional University Center Cur-Matagalpa

The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

Thesis submitted in fulfillment of the requirements
for the master's degree in English didactics

Author

BAs. Eliezer Augusto González Espinoza.

Tutor

MSc. David de Jesús Vallejos Rodríguez.

May, 2025.



¡Universidad del Pueblo y para el Pueblo!



Tutor Approval



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA CENTRO UNIVERSITARIO REGIONAL MATAGALPA

"2025: Eficiencia y Calidad para seguir en Victorias"

Mayo 2025

La presente tesis, desarrollada por el licenciado Eliezer Augusto González Espinoza, carnet N° 22816057; remitida como requisito para optar al título de Master en Didáctica del Idioma Inglés, con el tema **"The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025"** cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - CUR Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por el estudiante, el cual cumple con todos los requisitos técnicos, científicos, académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa.

A handwritten signature in black ink, appearing to read 'David Vallejos'.

MSc. David de Jesús Vallejos Rodríguez
Tutor

Dedication

To God, my parents, my girlfriend, and my grandmother.

I dedicate this thesis to God, my all-in-all, who has given me the insight, wisdom, and strength to advance in this professional journey. Even though it has been a difficult trip, you have consistently provided me with forbearance, understanding, and strength to continue my life endeavors.

I would like to express my deepest gratitude to my parents, Guillermina and Cesar, for always being there to support and encourage me throughout my entire life. They are the foundation that believes in my potential to reach the aims of my academic journey, also inspiring me to get better every single day, and somehow repaying the innumerable efforts that have been put into me.

I want to dedicate this research to my girlfriend, Hazel, for her constant encouragement and support along this trip. I appreciate you listening to me, being patient with me throughout long study sessions, and joining me in celebrating every accomplishment. I sincerely appreciate having you on my side.

I wish to honor and dedicate the memory of my beloved grandmother, Lourdes, whose advice to finish my education and never give up on knowledge is still relevant to me, even though she is no longer with us. Her confidence in my abilities and her steadfast encouragement gave me the willpower to overcome challenges and pursue my goals. I will always be appreciative of the love and lessons Grandma gave me. As I work to uphold the morals she instilled in me, this thesis is dedicated to her memory.

This degree and achievement belong to you for all this and more.

Acknowledgments

First and foremost, I thank God, the source of wisdom and strength, for guiding and sustaining me throughout this academic journey. His constant presence has given me hope in difficult moments and clarity to move forward with determination.

To my family, for their unconditional love, constant support, and unwavering belief in my abilities. Every word of encouragement and every gesture of understanding have been fundamental pillars in reaching this goal. Without you, this achievement would not have been possible.

I express my deep gratitude to my advisor, MSc. David Vallejos, for his valuable guidance, patience, and dedication throughout the development of this research. His expertise, constructive feedback, and consistent support have greatly enriched this work.

I am also grateful to the university for providing the academic environment and resources necessary for my professional growth, and for promoting critical thinking, research, and personal development. **UNAN-Managua, CUR-Matagalpa: the institution that shaped my professional path, strengthened my academic journey, and where my future began to grow!**

To all those who, in one way or another, contributed to making this project a reality, my sincere thanks.

Abstract

The present research examines the influence of retelling as a didactic strategy to foster oral communication skills through a quasi-experimental, with a single-group time-series design. Grounded in a positivist paradigm, focusing on the educational field and it employs a quantitative approach. Data collection techniques included tests, interviewing and survey. The study was conducted with a sample of 12 seventh-grade students from an intact study group. The intervention was implemented in a natural classroom setting, where the experimental treatment of using retelling to enhance oral communication skills was applied to the students. The resources utilized include technological tools (projectors and cellphones), printed materials (short stories, graphic organizers), customized data collection instruments, and basic programs for data processing and analysis (Microsoft Word, Excel, and ATLAS.ti). The most relevant findings of the research revealed several key outcomes: first, 100% of the students accepted the use of retelling activities; second, retelling proved to be an effective didactic strategy for improving their vocabulary assimilation, pronunciation, fluency and self-confidence in the language. Additionally, retelling was identified as an engaging and motivational tool that stimulated student participation and contributed to the development of oral communication skills. These results highlight the potential of retelling as a didactic strategy while underscoring the need for complementary approaches to address fluency improvement.

Keywords: *Retelling, oral communication, skills, learning.*

Resumen

La presente investigación examina la influencia del recuento como estrategia didáctica para mejorar las habilidades de comunicación oral a través de un diseño cuasi experimental con una serie temporal de un solo grupo. Basada en un paradigma positivista, enfocado en el ámbito educativo, emplea un enfoque cuantitativo. Las técnicas de recolección de datos incluyeron pruebas, entrevista y encuestas. El estudio se llevó a cabo con una muestra de 12 estudiantes de séptimo grado pertenecientes a un grupo intacto. La intervención se implementó en un entorno de aula natural, donde se aplicó el tratamiento experimental del uso del recuento para mejorar las habilidades de comunicación oral de los estudiantes. Los recursos utilizados incluyeron herramientas tecnológicas (proyectores, teléfonos celulares), materiales impresos (historias cortas, organizadores gráficos), instrumentos personalizados para la recolección de datos y programas básicos para el procesamiento y análisis de la información (Microsoft Word, Excel y ATLAS.ti). Los hallazgos más relevantes de la investigación revelaron varios resultados clave: primero, 100% de los estudiantes aceptaron el uso de las actividades de recuento; segundo, demostró ser una estrategia didáctica efectiva para mejorar la asimilación de vocabulario, pronunciación, fluidez y autoconfianza en el idioma. Además, el recuento se identificó como una herramienta atractiva y motivadora que estimuló la participación estudiantil y contribuyó al desarrollo de las habilidades de comunicación oral. Estos resultados destacan el potencial del recuento como estrategia didáctica, al tiempo que subrayan la necesidad de enfoques complementarios para abordar la mejora de la fluidez.

Palabras clave: *Recuento, comunicación oral, habilidades, aprendizaje.*

Index

Tutor Approval	i
Dedication	ii
Acknowledgments	iii
Abstract	iv
Resumen	v
List of Tables	x
List of Illustrations	xi
List of Figures	xii
I. Introduction	1
II. Research Background	3
2.1 At the International Level	3
2.2 At the National Level	4
2.3 At the Local Level	5
III. Justification	6
IV. Research Problem	8
V. Research Objectives	9
5.1 General Objective	9
5.2 Specific Objectives	9
VI. Hypothesis	10
VII. Framework	11
7.1. Retelling	11
7.1.1. Definition	11
7.1.2 Characteristics	12
7.1.3 Types of retelling	13
7.1.3.1. Oral Retelling	14
7.1.3.2. Written Retelling	15
7.1.3.3. Visual Retelling	16
7.1.4. Benefits for EFL Learners	16
7.1.4.1. Structured and Comprehensive Recall	16

7.1.4.2. Narrative Elements to Connect Information.....	17
7.1.4.3. Language Skills Enhancement.....	18
7.1.4.4. Significance for Speaking Skills.....	19
7.1.4.5. Reading comprehension and text understanding	20
7.1.4.6. Mental imagery and comprehension monitoring	20
7.1.4.7. Awareness of narrative text structure	21
7.1.4.8. Language internalization complexity	22
7.1.4.9. Language development.....	23
7.1.5 Challenges	24
7.1.5.1. Cognitive Demands	25
7.1.5.2. Need for Explicit Instruction and Scaffolding.....	26
7.1.5.3. Time and Effort	27
7.1.5.4. Shyness	28
7.1.5.5. Multilevel Competencies	29
7.2. Oral Communication	30
7.2.1 Definition.....	30
7.2.2 Components of Oral Communication	32
7.2.2.1. Vocabulary.....	32
7.2.2.2. Pronunciation.....	33
7.2.2.3. Fluency	34
7.2.2.4. Confidence.....	35
7.2.3 Characteristics	36
7.2.3.1. Fleeting and Temporary.....	37
7.2.3.2. Informality and Susceptibility to Errors	38
7.2.3.3. Rapid Exchange of Information	39
7.2.3.4. Cultural Representation	40
7.2.4 Types of oral communication.....	41
7.2.4.1. Informal Oral Communication	42
7.2.4.2. Formal Oral Communication.....	43
7.2.5 Importance.....	44
7.2.5.1. Professional Relevance.....	44
7.2.5.2. Educational Significance	45

7.2.6 Advantages	45
7.2.6.1. Continuous and Masterful Role in Language and Communication	46
7.2.6.2. Coverage of Learners' Different Strengths	47
7.2.6.3. Constitution of Interaction.....	48
7.3. Impacts of Retelling in Oral Communication	49
7.3.1. Improvement of Cognitive Processes	51
7.3.2. Support for Language Proficiency.....	52
7.3.3. Promotion of Comprehension and Discourse Understanding	53
7.3.4. Theories Supporting Retelling as Oral Communication Enhancer	55
7.4 Retelling as a Didactic Strategy to Enhance Oral Communication	58
VIII. Methodological Design	61
8.1 Type of Research Paradigm.....	61
8.2 Scope of the Study	62
8.3 Focus of the Study	63
8.3 Research Design	64
8.4 Type of Research	65
8.5 Population and Sample	65
8.5.1 Selection Criteria for Sample Participants.....	66
8.6 Methods Used.....	66
8.6.1 Theoretical Method.....	66
8.6.2 Empirical Method.....	67
8.7 Techniques and Instruments for Data Collection.....	68
8.7.1 Test	69
8.7.2 Interview	70
8.7.3 Survey	71
8.8 Descriptor Matrix	72
8.9 Data Analysis and Interpretation.....	74
8.10 Instruments Validation	74
8.10.1 Test	74
8.10.2 Survey.....	76
8.10.3 Interview	76
IX. Results	77

9.1 General Context of the Study	77
9.2 Experiment Description.....	77
9.2.1 Representation	77
9.2.2 Procedure	78
9.3 Outcomes.....	79
9.3.1 Results Obtained from the Pre-test.....	79
9.3.2 Results from the Pre-test.....	80
9.3.3 Results from the Post - test.....	86
9.3.4 Consolidation of the Information Obtained with the Pre-test and Post-test.....	91
9.3.5 Results of the Survey Applied to Participants	93
9.3.6 Results Gathered from the Interview Applied to Students.....	103
9.3.7 Triangulation and Interpretation of Results.....	109
X. Didactic Strategy Proposal.....	116
10.1 Objective.....	116
10.2 Methodology.....	116
10.2.1 Application	116
10.2.2 Timeframe	120
10.2.3 Function	120
10.2.4 Adaptation	120
XI. Conclusions.....	121
XII. Recommendations	122
XIII. References	123
XIV. APPENDIX.....	138

List of Tables

Table 1: Descriptor Matrix. Own Source	73
Table 2: Challenges that students faced on fluency weakness (stammering, using filler words, and pauses), vocabulary problems, and pronunciation mistakes, Pre-test. Own source.	84
Table 3: Challenges and advancements that students faced in fluency weakness (stammering, using filler words, and pauses), vocabulary problems, and pronunciation mistakes. Post-test. Own source.	89
Table 4: The first session of the proposed didactic strategy procedure.....	117
Table 5: The second session of the proposed didactic strategy procedure	118
Table 6: The third session of the proposed didactic strategy procedure.....	119

List of Illustrations

Illustration 1: Data Triangulation.	110
--	-----

List of Figures

Figure 1. Results of fluency weaknesses, Vocabulary Problems, and Pronunciation Mistakes. Source: Test register Pre-diagnosis (T1) (<i>Graphic 1</i>).	84
Figure 2. Results of fluency weaknesses, Vocabulary Problems, and Pronunciation Mistakes Source: Test register Post-diagnosis (T2) (<i>Graphic 2</i>).	89
Figure 3. General Results from pre-test and post-test (<i>Graphic 3</i>).	91
Figure 4. Results of vocabulary problems (<i>Graphic 4</i>).	92
Figure 5. Results of pronunciation mistakes (<i>Graphic 5</i>).	93
Figure 6. Experiences with retelling activities (<i>Graphic 8</i>).	95
Figure 7. Overall impact of retelling (<i>Graphic 10</i>).	98
Figure 8. Overall impact of retelling (<i>Graphic 11</i>).	100
Figure 9. Type of retelling activities found as the most effective for improving the speaking skills (<i>Graphic 13</i>).	103
Figure 10. Challenges faced while participating in retelling activities (<i>Graphic 15</i>)	105
Figure 11. What would make retelling activities easier or more effective (<i>Graphic 17</i>)	107
Appendix 9 – Figure 12. English learning perception. (<i>Graphic 6</i>)	
Appendix 10 – Figure 13. English learning perception. (<i>Graphic 7</i>)	
Appendix 11 – Figure 14. Experiences with retelling activities. (<i>Graphic 9</i>)	
Appendix 12 – Figure 15. Feedback and suggestions. (<i>Graphic 12</i>)	
Appendix 13 – Figure 16. Enhancements students noticed in their ability to communicate in English. (<i>Graphic 14</i>)	
Appendix 14 – Figure 17. Engagement in retelling activities vs. traditional activities. (<i>Graphic 16</i>)	

I. Introduction

One worldwide language that has been increasingly popular in recent years is English, since many people in the world speak it, are learning it, and use it for communication. When an individual is learning a language requires the development of different skills and micro-skills such as reading, writing, listening, and speaking, also these skills aid language learners in establishing communication with others.

The Education Ministry of Nicaragua (MINED), introduced the new curriculum in English as a second language teaching/learning in seventh grade since 2024, in the regular modalities. In El Porton community, Municipality of Esquipulas, Department of Matagalpa, this new program is being carried out in order for students to develop the language skills and micro-skills of the English language while paying great attention to communication skills development.

Nevertheless, the development of speaking skills is essential for learners to engage real-time communication, since speaking is defined as “oral mode or the productive skill which is more complicated and which involves more than just pronouncing words” (Iqbal 2012, as cited in Rao, 2018, p. 288). In the line with this perspective, Kurniawan and Tristo (2022) express that speaking skills are esteemed as vital skills, but learners do not easily master them because they have to be knowledgeable of the language structure, grammar, and vocabulary. However, English teachers have the labor to guide students to reach, enhance, and strengthen those language skills.

The objective of this research is to analyze the influence of using retelling as a didactic strategy to foster oral communication skills in English as a foreign language students, within the context of formal secondary education. The participants involved are 12 seventh-grade students at Ruben Dario secondary school from El Porton community of Esquipulas municipality of the department of Matagalpa, in the English classes during the 2025 academic year.

Scholars have emphasized the value pedagogical use of retelling as an instructional strategy (Gambrell, Koskinen, & Kapinas, 1991; Gambrell, Pfeiffer & Wilson, 1985; Lipson & Wixson, 1997, as cited in Stoicovy, 2004), argue that “with regard to language learning, the benefits of retelling are numerous. Research suggests that oral retelling of what has been listened to or read results in increased comprehension and recall of discourse” (para. 5). Retelling has emerged as a promising strategy. Retelling involves the recounting or summarization of a story or text, which requires learners to process and reproduce information in their own words.

This study is structured as follows: first, it includes a cover page with the general information of the study. Following that, the abstract, introduction, background, justification, problem statement, objectives, hypothesis, literature review or theoretical framework, methodological design, and analysis and interpretation of data. Finally, the conclusions, recommendations, reference list, and appendices are presented.

II. Research Background

In recent years, English as a Foreign Language (EFL) and English as a Second Language (ESL) have been playing an essential role in the teaching and learning fields worldwide. While learning the English language, learners are immersed in different micro-skills, which are reading, writing, listening, and speaking. Rao (2018) highlights that “the main objective of all these four language skills is to develop the learners’ learning abilities in producing oral discourses” (p.286). In the context of English foreign language learning, speaking involves the development essential communication skills.

Tiu et al. (2023) state that “speaking skills are integral components of the broader spectrum of communication skills, encompassing verbal fluency, pronunciation, intonation, and the ability to engage in meaningful dialogue” (p.344). Therefore, teachers have the labor to develop learning activities for all of those four micro-skills without omitting the main purpose of English learning, which is to aid students in developing communication skills and the capacity to engage in interaction with others.

However, learning EFL or ESL learners face difficulties in developing oral communication, which involves fluency, pronunciation, intonation, and dialogue. To overcome such problems, a solution is retelling as a didactic strategy to enhance all of those speaking abilities that are part of oral communication skills.

2.1 At the International Level

Internationally, many researchers have carried out studies investigating the use of retelling for the enhancement of oral communication skills in English as a foreign language (EFL) or English as a Second Language (ESL). For instance, Fitri et al. (2017) conducted a study titled *Improving*

Students' Speaking Skill" by Retelling Technique Using Video. Findings demonstrated a significant enhancement of speaking skills in second grade learners.

Another international study related to this topic is *The Effectiveness of retelling short stories towards students' accuracy in speaking skill*, it was carried out by Hasanah and Atikah (2020). The pre-experimental study demonstrated that learners involved in retelling short stories improve their accuracy in speaking skills.

2.2 At the National Level

At the national level, two studies were identified that share similarities with the present research.

The first study identified was conducted by Centeno et al. (2021), titled *Storytelling as a pedagogical strategy to teach English Language vocabulary to children*. This study presents a qualitative analysis. Nevertheless, in this project, researchers explain the benefits of using storytelling in teaching English vocabulary, such as instructional tools used in English classes for young learners and the ability to understand workbook assignments. The major finding was that retelling to teach vocabulary boosts communication.

The second research study identified related to the use of retelling is *Effectiveness of using storytelling in enhancing 9th grade students' listening comprehension skills* carried out by Bellorin (2016). In this study, the researcher highlighted that using retelling as a strategy for listening comprehension at school appeared to be challenging and required both prior knowledge from the students and careful preparation by the English teacher.

2.3 At the Local Level

In the local level, there is no published evidence of studies related to the topic under investigation. No database presents any study published related to retelling as a didactic strategy. Therefore, this study is considered a pioneer in this field, focusing on retelling to enhance oral communication skills in English as a Foreign Language teaching, in secondary education. Hence, it is of utmost importance to investigate this issue in EFL learners, which is the reason for conducting this study.

III. Justification

This study aims to investigate the influence of retelling to foster oral communication skills in seventh-grade students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa. Developing different English language skills is important, but one of the most crucial skills to develop is oral communication for those students who are learning English as a Foreign Language (EFL). Effective communication is crucial in this globalized world; communication brings academic success for future professionals and keeps personal interactions with other language users.

In Nicaragua, the Education Ministry (MINED) has highlighted the importance of English learning in the curricula. However, the major method used by secondary education English teachers is the traditional teaching method, which has not presented improvement in communicative skills. This study emphasizes a critical gap in education practices, and a didactic strategy called “retelling to enhance oral communication among seventh graders” is proposed.

This study plays a pivotal role in the context of seventh-grade students in secondary education as it focuses on the enhancement of English language teaching and learning practices in real-life situations. It provides solutions to the issue addressed, and insights that are conducive to alike educational settings in Nicaragua, and other countries that face similar difficulties in this regard.

Furthermore, this investigation contributes significantly to the body of knowledge in the pedagogical field. It provides evidence of the effectiveness of the use of retelling in the enhancement of oral communication skills in seventh grader students. In addition, it is offered as a practical and innovative strategy that can be integrated into the current national curricula of English as a Foreign Language teaching in Nicaragua.

This research will serve both teachers and students. Teachers will profit from a tested teaching strategy that can be implemented in multiple settings, making their lesson executions interactive and effective. On the other hand, learners will benefit from the enhancement of their oral communication skills. This improvement will help them strengthen their learning competencies and confidence in the process of English learning at school. This matter is essential for implementing more dynamic and effective lessons.

Finally, the findings of this research will have a broader impact on education practice by manifesting the effectiveness of retelling in fostering oral communication skills. In addition, this research can apprise curriculum design, education policies focused on the improvement of EFL education in Nicaragua, and English teaching programs for teachers. Moreover, this study will provide the basis for future researchers in this field.

For these reasons, this study is worth to be carried out.

IV. Research Problem

For years, the Education Ministry of Nicaragua has included the English Language subject as part of the curricula, pretending to teach it to learners from seventh to eleventh grade in secondary education modality, using traditional teaching methods for the development of the four language skills. In addition, students are involved in an environment where English is not used at a 100% level in the classroom. English has been taught as a Foreign Language.

In recent years, there has been an increasing recognition of the importance of communication skills development in English. That is why the Ministry of Education has changed the approach to English as a Second Language, since this language is now taught from first grade in Primary Education and has reached the eighth grade nowadays in Secondary Education.

As with any change in life, some difficulties have arisen in this context as well. At Ruben Dario Secondary School in the municipality of Esquipulas of the department of Matagalpa, significant challenges in developing oral communication skills have been identified among seventh-grade students.

The factors are many, including that not all of these students studied English in Elementary school, they come from rural areas where technology and materials in English language are scarce, and the methods used so far have not worked properly for their oral communication skills. These learners struggle to express themselves orally in the English language.

Based on this situation, the present research aims to investigate:

How does the use of retelling as a strategy influence the enhancement of oral communication skills in seventh-grade students at Ruben Dario secondary school, Esquipulas-Matagalpa?

V. Research Objectives

5.1 General Objective

Analyze the influence of retelling on fostering oral communication skills among seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

5.2 Specific Objectives

1. Identify the benefits of retelling in the learning process of English as a Foreign Language.
2. Examine the impacts of retelling to enhance oral communication skills in students.
3. Propose a didactic strategy to foster oral communication skills in seventh-grade students, at Ruben Dario High School, municipality of Esquipulas, Department of Matagalpa, in the first semester of 2025.

VI. Hypothesis

The implementation of retelling activities in English as a Foreign Language has a positive impact on fostering oral communication skills in seventh-grade students of Ruben Dario Secondary School, Esquipulas-Matagalpa, in the first semester of 2025.

VII. Theoretical Framework

In this framework, essential concepts, scientific theories, and proper analysis that support this research are introduced. The whole information presented herein sustains and contextualizes the field of this study. Furthermore, this phase of the study discusses valuable information on the variables “Retelling and Oral Communication” since they are seen as the focus on this investigation.

7.1. Retelling

Retelling tends to have a positive impact on English learning as a foreign language, empowering students by enhancing their oral communication skills, demonstrating potential to reinforce language acquisition and improve learners’ comprehension. Likewise, the main goal of this study is to foster oral communication in students. Therefore, some important theoretical information is presented in this section, starting with retelling.

7.1.1. Definition

Retelling is an instructional strategy that supports learners in reconstructing and expressing the content of a story using their own words. It allows students to reflect on what they have heard or read, organize it mentally, and communicate it to others. As Besral et al. (2019) state, “Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others” (p. 8). This makes it a powerful tool not only for comprehension but also for developing communication skills.

Moreover, Ayu Chandra (2008), as cited in Hasanah and Atikah, (2020) defines retelling as “a technique for English teaching execution by using materials or stories using gestures, accentuations, accomplishment, facial expressions, demonstration, and perhaps visual aids, which serve to help learners conceive a lesson” (p. 138). This emphasis on multi-sensory engagement

highlights how retelling goes beyond simple recall to involve meaningful interaction with language. Therefore, retelling is a strategy to help learners develop and enhance oral, listening, writing, or reading skills. The significance of oral retelling plays a pivotal role in this study due to bringing opportunities for students to improve oral communication.

In the context of this study, oral retelling is applied as a strategy to promote active use of English in real classroom situations. It provides seventh-grade EFL students, particularly in rural settings with limited exposure to the language, a structured yet creative opportunity to practice oral production, build vocabulary, fluency, and increase confidence in speaking.

7.1.2 Characteristics

One of the most important characteristics of the retelling strategy is its emphasis on structured and meaningful recall. Rather than simply repeating a story, students must organize and reconstruct its essential components, which reinforces both comprehension and communication. Stoicovy (2004) highlights that retelling provides substantial influence on language learning and enhancement of language skills for rearranging the information of the text read by learners. Therefore, this process helps learners internalize content and express it in their own words, supporting deeper cognitive engagement with the material.

Morrow (1985), building on the work of Fitzgerald and Gordon, points out that effective retelling requires learners to systematically and coherently recall key elements of a story, including the setting, plot, theme, and resolution. This process not only enhances comprehension but also supports the development of oral language skills in young learners. This structure serves as a cognitive map for students, enabling them to recreate narratives logically and fluently. Likewise, Pellowski (as cited in Farhana 2018) adds that a complete retelling involves

components such as “the setting, characters, problem, events, and solution” (p. 2), which reflect learners’ understanding of the story’s flow and structure.

Based on these characteristics, it allows significant insights into the realm of language skills enhancement, leading language learners to a successful oral or written retelling.

The relevance of these retelling characteristics examined in those studies provides a valuable overview of speaking skill development in such a way that allows students to be confident and engage to establish communication in the classroom or real-life situations.

For EFL learners in rural classrooms, this becomes especially meaningful, as it provides a framework to practice oral communication in a purposeful and manageable way, helping them transition from passive listeners to active speakers, for those reasons are of utmost importance for this thesis.

7.1.3 Types of retelling

Retelling can be applied in different formats depending on the pedagogical objective and the learners’ needs. One common distinction is between oral and written retelling, both of which serve to enhance reading comprehension and overall language proficiency. According to Hasanah and Atikah (2020), retelling functions as a strategy that supports students in organizing and expressing their understanding of a text, making it particularly effective in promoting comprehension.

As in Fitri et al. (2017) explain that there are two types of retelling: oral and written retelling.

In oral retelling, students are not limited by their writing abilities. They can use vocabulary that is likely most accessible to them. Written retelling allows the student to reflect

more deeply than oral retelling. Students can revise and expand their responses in a written retelling.

This distinction highlights how each form addresses different cognitive and linguistic processes. While oral retelling emphasizes spontaneous communication and fluency, written retelling allows for revision, organization, and deeper reflection.

Morrow (2005) highlights that three types of retelling: written, oral, and visual retelling.

Visual retelling learners represent the main elements of a story or concept using diagrams, drawings, or other visual representations. In addition to this type of retelling can be beneficial for visual learners and learners who face difficulties with verbal or written.

In the context of EFL environments offer the chance to practice speaking in a natural and meaningful way especially for learners in rural areas with limited access to authentic speaking opportunities, oral retelling becomes an effective method to promote vocabulary use, narrative structure, and self-expression.

7.1.3.1. Oral Retelling

Oral retelling is a technique used in educational fields as a pedagogical tool in which students recall and produce information that they have listened to, read, or observed. This is done by their own words to express the meaning and the main structure of the original discourse.

Cahya (2017) mentions that “oral retelling strategy encourages students to retell the information they obtain from the text to others orally” (p. 82). Therefore, oral retelling involves the dynamic practice of recounting a story in an unwritten way. Allowing to storyteller and the audience to experience an active engagement during the retelling process.

According to Gambrell, et al. (199, 1985) and Lipson and Wixson (1997, as cited in Domingo, 2015), oral retelling involves recalling and reproducing. Therefore, it is carried out by “what has been listened to, read results, and recall of discourse”. On the other hand, oral retelling combines receptive and productive skills. This process involves a combination of listening, reading, recall, and producing discourse. This makes oral retelling a valuable technique for enhancing comprehension and oral communication skills in particular with English language learners.

7.1.3.2. Written Retelling

According to Morrow (1985), written retelling is a strategy where students recount a reading or a text. Also, this type of retelling is used to summarize information. Both recounting and summarization in retelling allow students to reconstruct the reading while maintaining the main ideas, details, and structure.

According to Manyrawi (2013, as cited in Cahya, 2017) written retelling strategy “is an active mental thinking process that enables the learner to re-produce the already read material in a new written form. The readers need to explore the relation between ideas, read between lines to find clues, and explore text structure” (p.86).

Based on these insights, it is clear that written retelling helps students to enhance their reading comprehension and writing skills. This requires students to organize their ideas on paper, which is very different from oral retelling that allows students to improvise to retell the read portion. Surely, written retelling is beneficial for English language students to develop their writing skills.

7.1.3.3. Visual Retelling

Fang (1996) defines visual retelling as a pedagogical approach where students use various visual representations to lead a recounting of a portion of a text, story, or events. Fang also highlights that visual retelling incorporates cognitive processes, allowing students to rebuild and interpret the information in a creative way, and supports comprehension and memory retention. This pedagogical approach urges creative thinking; thus, students decide how to represent the information, events, or concepts in a visual manner (Burke et al., 2016).

Therefore, visual retelling is a pedagogical approach that helps learners develop and enhance comprehension skills in language learning by writing and incorporating visual elements in the retelling process. This strategy facilitates the presentations of their retelling by following the sequence of the story when using the visual material; also makes it enjoyable for students to retell.

7.1.4. Benefits for EFL Learners

7.1.4.1. Structured and Comprehensive Recall

Structured and comprehensive recall in retelling contexts plays an important role because students can retrieve information in a well-organized manner. Endres et al. (2020) claim that retrieval practice is a learning activity that enables students to recall information from memory and enhances retention in contrast to restudying the material. In addition, based on their findings, they mention that educators should use retrieval practice tasks corresponding to the principal education aims in a particular lesson.

Furthermore, when an individual is immersed in retelling activities, individuals not only bear in mind key details but also structure their narrative in a clear and organized way to make sense to listeners during the retelling activity.

Retelling also supports vocabulary development, particularly because it requires learners to intentionally retrieve words they have already learned. As Strong (2023) explains “By encouraging active recall of previously learned words, this technique strengthens the retention and retrieval processes, providing a strong basis for advanced language comprehension and usage” (p. 185). Therefore, structured and comprehensive recall within retelling activities requires learners to organize their ideas in a logical sequence, which aligns with effective oral communication. These characteristics help improve the organization, retention, clarity, and flow of learners’ oral communication in the target language.

In other words, structured and comprehensive recall are essential characteristics that enhance memory retrieval processes, leading to improved accuracy and understanding of oral communication across different EFL educational contexts.

7.1.4.2. Narrative Elements to Connect Information

In order for students to successfully retell a story, they must understand and apply key narrative elements that give coherence, structure, and emotional depth to a text. These elements help organize information and guide the retelling process, especially in oral communication where clarity and flow are essential. As Nordquist (2024) explains, “a narrative is a type of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information” (para. 1). This mode relies heavily on specific elements such as plot, characters, conflict, setting, and resolution, which contribute to the logical and emotional structure of a story.

Jenkins (2023) emphasizes that narrative works as a technique to connect events, characters, and details in a meaningful way. He highlights that elements like point of view, climax, and theme allow the storyteller to present a message or “monumental truth” that resonates

with the listener. Likewise, Noall (2024) outlines the importance of narrative components such as “the plot, which includes background, conflict, climax, and conclusion,” and “the setting, which establishes time, place, and environment.” These elements help learners better internalize the structure of a story, enabling them to recall and express ideas more confidently during oral retelling.

Therefore, narrative elements are essential parts of a story, working together to create a clear, cohesive, and engaging story, it also allows the readers to have an emotional connection with the storyline. On the other hand, by engaging listeners through relatable characters, vivid settings, structured plots, compelling conflicts, and meaningful themes, storytellers can create memorable experiences.

Emphasizing the insights of these authors and incorporating these narrative elements effectively into retelling could foster oral communication among students, taking into account engagement, clarity, and emotional connections when reading and retelling the story. Moreover, these narrative tools are not only literary in nature, but they also serve as scaffolds for speaking and comprehension, especially for learners acquiring English as a foreign language.

7.1.4.3. Language Skills Enhancement

Undoubtedly, retelling is a powerful technique in educational contexts for enhancing language skills among students, playing a pivotal role in language acquisition and learning to not only foster learners’ comprehension, vocabulary, and expressions but also communication skills.

One language skill enhancement a language learner can develop by using retelling is vocabulary expansion. Time4quindergarten (2024) highlights that all language learners can develop this skill by “engaging in the recounting of stories exposes learners to new words, helps

reinforce existing vocabulary, and enhances their understanding of language structure”. Therefore, when students are exposed to use retelling, they tend to learn new vocabulary and improve their comprehension and structures of language patterns. This is a fundamental process for building a strong vocabulary ground, especially for language learners.

Furthermore, the act of implementing retelling provides an enhancement in oral language proficiency such as pronunciation, fluency, and communication. Syafiatul (2016) draws the conclusion that learners can improve their speaking skills when using retelling by covering aspects such as ideas, opinion, content, language, and delivery. Besides, Fitri et al. (2017) specify in their study that when students are engaged in using retelling significantly improves their speaking skills. Hence, these insights of retelling promote the use of the language actively and foster the understanding of the content, apart from this; learners tend to increasingly improve their oral language proficiency.

7.1.4.4. Significance for Speaking Skills

Retelling is a powerful technique for assisting learners to enhance their speaking skills. Retelling promotes different language proficiency aspects such as fluency, vocabulary, and comprehension.

Saputri et al. (2020) affirm that retelling as a technique helps language learners improve all aspects of their speaking skills, among those aspects are involved vocabulary, pronunciation, fluency, comprehension, and grammar (p.203). Additionally, Hamadaoglu and Toplu (2023) claim that retelling is a technique that cooperates for students to develop “speaking skills and increase their proficiency in speaking in terms of pronunciation, intonation, and speaking speed” (p. 191).

Therefore, retelling is crucial for the enhancement of speaking skills among English language learners. The significance of retelling a story gives an opportunity for students to develop various speaking aspects, as mentioned by Saputri et al. (2020) and Hamadaoglu and Toplu (2023) in their studies. Consequently, aspects such as vocabulary, pronunciation, fluency, comprehension, grammar, intonation, and speaking speed play a significant role in the speaking abilities of English language learners to keep communication in the target language.

7.1.4.5. Reading comprehension and text understanding

One of the advantages of incorporating retelling into English learning is that it not only supports reading comprehension but also for text understanding. Both are essential for English as a foreign language students to improve their comprehension and understanding of a text to help them analyze, interpret, and produce their thoughts about a certain reading portion.

Kemp (2023) states that understanding is the ultimate goal of reading, which is similar to an exciting treasure hunt. Finding meaning, creating connections, and losing oneself in the story are more important than simply understanding words. In other words, retelling activities are essential to develop an understanding of text due to students are exposed to story reading and use their critical thinking to produce in a spoken way the retelling of the story.

7.1.4.6. Mental imagery and comprehension monitoring

Another advantage of retelling activities is the development of mental imagery and comprehension monitoring. This refers to the cognitive abilities that students have to create visual representations in their minds, this process occurs when learners are reading or listening. Both skills are essential in retelling activities.

In addition, comprehension monitoring refers to the learner's ability to evaluate their understanding of a text while reading, identifying potential difficulties, and applying strategies to clarify meaning. This skill enables learners to become more autonomous readers and to improve the accuracy and depth of their retelling performance.

Ross and Stephens (1989, as cited in Knore, 1993) explains "imagery enhances language and thinking processes by creating images that complement reading comprehension" (p. 10). Furthermore, Gambrell and Bales (1986) in their study found that students who were using mental imagery were more successful in identifying inconsistencies in texts compared to those who did not use such strategies. They also noted that mental imagery is a comprehension monitoring strategy.

For the most part, the advantage that mental imagery and comprehension monitoring provide the combination of these strategies with retelling would significantly enhance reading comprehension skills and language skills. Because students can imagine every action that is happening in the reading text or story during the reading and the retelling processes, this empowers students' language skills development.

7.1.4.7. Awareness of narrative text structure

Continuing with the advantages of retelling awareness of narrative text structure is not out of this matter; awareness of narrative text structure is considered as the understanding of how a narrative is organized, which includes key aspects such as how they act together to form a story.

According to Anderson and Anderson (2003), a narrative text is one that entertains the reader by telling a story, which typically includes action, setting, and character. In most narratives, the opening of a story introduces the people, the setting, and the conflict. The problem

reaches its peak at the midway point. Finally, the narrative concludes with the resolution of the problem, bringing closure to the events presented.

Anderson and Anderson have also written about the structure of narrative texts, and they outline the five stages involved in creating a narrative text; in addition, these stages are orientation, complication, sequence of events, resolution, and coda.

Therefore, awareness of this structure helps students to anticipate the information expected in a narrative, facilitating the understanding and retentiveness of the materials. Thus, following this structure in story retelling would assist students in enhancing their awareness of narrative text structure while simultaneously improving comprehension skills by actively engaging with narrative elements. Keeping in mind that students reinforce their understanding and develop essential language and communication skills necessary for academic success and prepare them for real-life situations which is a crucial advantage by implementing it with retelling.

7.1.4.8. Language internalization complexity

Language internalization complexity refers to the process where individuals absorb, understand and incorporate the system of the language that is being learned into their cognitive framework, and form it as a part of their linguistic competencies.

Ellis (2008) highlights that internalizing language possesses key aspects involving memory, attention, and cognitive patterns. Where students must process and store the linguistic inputs that are carried out with phonology, syntactic, and semantic complexities.

Thus, learning English as a foreign language is not easy for some students due to its internalization complexity. Therefore, applying retelling as a strategy pretends that students

develop memory retention, attention, and mental cognition. In other words, they can enhance language internalization complexity because they are actively engaging with retelling stories and rebuilding them with their own words. Thus, learners not only strengthen their capacities to understand the content but also develop language skills crucial for effective communication.

7.1.4.9. Language development

The applicability of retelling, whether written or oral, with EFL students supports understanding, language development, and communication skills. Retelling as a strategy requires students to reorganize and reproduce information, which aids them in enhancing their ability to process, recall, and articulate ideas in the language.

Written retelling fosters grammar awareness and vocabulary reinforcement, as students craft sentences to express key elements of a story. It also contributes to deeper reading comprehension, as learners must analyze content closely to restate it coherently. According to Gunning (2013), when students are involved in written retelling, they develop sentence construction, vocabulary, and grammar. And McKeown et al. (2009) mention that written retelling supports students' memory retention because it provides a physical record that they can revisit for reinforcement.

Oral retelling, on the other hand, strengthens spontaneous language production. As students speak, they engage in real-time summarization, paraphrasing, and organization of ideas, which contributes to fluency and listening skills. Nation and Newton (2009) highlight that oral retelling helps students build oral communication and enhance listening skills by practicing speaking in structured, meaningful ways, improving self-reliance and fluency when speaking, and listening to their peers actively. Therefore, this format also cultivates self-confidence and promotes meaningful practice in a low-stress setting. Furthermore, Brown and Cambourne (1987)

declare that oral retelling aids students in developing cognitive skills because it involves summarization, processing, and synthesizing information in real time.

This reaffirmed that both forms of retelling empower students to develop essential language abilities. The choice between oral and written formats should depend on the instructional goal, whether the focus is on refining accuracy, enhancing fluency, or deepening comprehension. When used intentionally, retelling can serve as a bridge between receptive and productive skills in the EFL classroom.

7.1.5 Challenges

Researchers highlight some potential challenges and disadvantages of retelling, such as:

Bransford et al. (2000) that claim one of the disadvantages of retelling has to do with the cognitive demands it places on learners, which may be particularly challenging for some students. Nevertheless, retelling requires a high level of cognitive process or mental attempt, which some students face difficulties to handle with it. In contrast to this, the cognitive process and mental effort in retelling bring the opportunity to enhance other language skills such as speaking where oral retelling takes place.

Additionally, Stein and Glenn (1979) emphasize that another disadvantage of retelling is the need for explicit instruction and scaffolding to ensure that students understand how to effectively engage in the retelling process. Without a doubt, a drawback of the retelling process is that it requires significant time and effort from educators to provide clear, direct teaching (explicit instruction) and ongoing support (scaffolding). This additional effort is necessary to ensure that students can successfully learn and apply the skills needed to effectively retell a story or content.

7.1.5.1. Cognitive Demands

Retelling, as a strategy for educational purposes, is valuable because it helps the users enhance comprehension and language skills, and tends to present cognitive demands that act as disadvantages to students. These demands arise because the process of the application of retelling requires the integration of multiple cognitive functions that might be challenging for students, particularly those students with limited language proficiency.

Pauls and Archibald (2021) state that one of the main challenges lies in the need to recall detailed information from a narrative, such as events, characters, and sequences, and then articulate it in a coherent and logical structure. Therefore, for students with underdeveloped working memory, this can be particularly difficult, as it involves managing both content and language demands in real time.

Moreover, successful retelling depends on the ability to organize thoughts clearly, use appropriate vocabulary, and structure sentences accurately. These demands can become overwhelming for learners who have not yet mastered key linguistic elements. Vretudaki (2022) points out that by using retelling, users can articulate thoughts clearly and coherently. But this demands linguistic skills that not all students have probably developed, including vocabulary comprehension, grammar structure, and the ability to tell the events in a sequential and logical manner.

Retelling also engages higher-order thinking skills such as comprehension, synthesis, and language production. These are complex tasks that, although beneficial in the long term, can initially frustrate students who are still developing their basic communicative competence. Morrow (1985) declares that retelling demands cognitive tasks, among them comprehension,

memory retrieval, synthesis, and language production. These cognitive aspects, for some learners who are acquiring a foreign language, are overwhelming to manage.

Meanwhile, retelling supports language learning, but it is not without its challenges. Teachers must be aware of these cognitive demands that consequently make retelling challenging for some students who present limited language proficiency or limited working memory capacity, affecting the development or the enhancement of language skills in students. Also, teachers must provide adequate scaffolding, such as modeling, visual aids, and vocabulary pre-teaching to help students manage the mental processes involved. With the right support, even learners with limited language backgrounds can benefit meaningfully from retelling activities.

7.1.5.2. Need for Explicit Instruction and Scaffolding

Although retelling offers significant benefits for language development, it is not an entirely intuitive process for all learners. For many students, especially those with limited proficiency, retelling requires targeted support to be effective. Without clear guidance, learners may struggle to identify key ideas, organize content logically, or use appropriate vocabulary. In the application of retelling as a strategy, students need explicit instruction and scaffolding, but it can be challenging in terms of time, effort, and resource allowance for teachers.

Explicit instruction becomes essential in this context. Students often need step-by-step guidance to understand what retelling involves, including how to extract main points, maintain narrative sequence, and express events clearly, as Morrow (1985) claims that retelling is not an intuitive skill for learners, particularly young learners or students with limited language proficiency. Therefore, educators must provide clear guidance on the strategies required in the retelling process, such as how to identify main ideas, sequence events, and use the correct vocabulary.

On the other hand, Reutzel and Cooter (2012) mention that students require scaffolding as a gradual release of a structured framework, such as graphic organizers, story mapping, or guiding questions to aid students in the retelling process. These supports not only aid memory and organization but also reduce the cognitive burden of producing language independently. Thus, without them, students can struggle to remember and articulate details.

However, the need for this level of support presents practical challenges. Implementing effective scaffolding demands time, planning, and resources from teachers. For learners with low language proficiency or working memory limitations, progress may be slow, requiring extended guidance and repetition. While these efforts can yield strong results over time, they may be perceived as disadvantages in fast-paced or resource-limited classrooms.

For these reasons, the success of retelling depends heavily on how it is introduced and supported. When accompanied by thoughtful instruction and scaffolding, it becomes a powerful strategy. Without them, it risks becoming a frustrating experience for both students and educators.

7.1.5.3. Time and Effort

Retelling activities require intensive time and effort; these can be challenging for both educators and students. Preparing and implementing effective retelling activities involves careful planning, selection of appropriate texts, and development of scaffolding materials that align with students' linguistic needs. This preparation phase can be demanding, particularly when working with learners at varying proficiency levels (Morrow, 1985).

In the classroom, retelling also requires extended periods of instructional time. Reading, guiding students through the retelling process, and offering individualized feedback can occupy a

significant portion of a lesson. Snow et al. (1998) mention that the process of teaching retelling significantly takes classroom time, which can diminish other critical learning activities.

In terms of intensive effort, Sweller (1988) mentions that the effort required to recall, organize, and articulate information can be overwhelming, particularly for students with limited language proficiency or working memory capacity. These challenges may be intensified in schools where lesson duration is affected by extracurricular commitments or administrative interruptions.

Therefore, retelling activities are challenging in terms of time-consuming and effort from students and teachers because in certain lessons, time is shorter than in other lessons, and these can be affected by extracurricular activities executed in the school. In contrast, retelling can produce strong outcomes. But also, balancing the benefits of retelling with classroom realities requires thoughtful scheduling, streamlined materials, and flexibility in instruction.

7.1.5.4. Shyness

Another factor that students face in English learning is shyness. This phenomenon is characterized by feelings of unpleasantness. This can influence their participation, relationship with peers, and academic performance. Therefore, shyness can affect the retelling process of students.

In retelling tasks, this hesitation becomes especially evident. Students may avoid participating due to anxiety over pronunciation errors or fear of being misunderstood. Horwitz et al. (1986) argue that students commonly present a fear of public speaking because making mistakes, mispronunciation, or being judged by others can discourage them from participating.

As a result, students may choose silence over risking a mistake, missing valuable opportunities to develop their oral communication skills.

Shy learners may also feel uncomfortable performing in front of peers, which can hinder the interactive nature of retelling activities. This reluctance limits not only individual expression but also collaborative learning moments where students build confidence through peer interaction. As Ely (1986) notes that shy students cannot participate in retelling tasks, limiting their chances to practice and enhance their oral communication skills.

With this in mind, shyness affects the process of the retelling activities because shy students would not participate in the applicability of the retelling and they would feel uncomfortable, involving engagement at the time of participating. Therefore, while retelling offers rich language development potential, its success depends on creating an emotionally safe environment. Encouraging participation through positive reinforcement, small group formats, and non-evaluative feedback can help mitigate the effects of shyness and support all students in engaging more fully with the task.

7.1.5.5. Multilevel Competencies

Multilevel competencies are another of the biggest disadvantages that students could face in the implementation of retelling as a strategy. This is considered to be the differentiation of linguistic levels, cognitive, and narration skills that students have; therefore, they can affect their abilities to partake actively in retelling story activities.

Learners with limited language proficiency may face difficulties in understanding the resources or retelling them clearly, and this could frustrate them and lose confidence (Nation,

2007). In contrast, higher-level students might find the resources and retelling activities unchallenging, resulting in disengagement.

Additionally, Klingner and Vaughn (1998) mention that retelling activities commonly require active participation, but students who present weaker skills could find it difficult to contribute positively. This unbalance can guide students to unequal learning opportunities.

The inequality in skill levels used to hinder teamwork and peer learning, key aspects of the retelling strategy. Students with higher levels may dominate discussions, limiting the participation of lower English levels (Vygotsky, 1978).

Multilevel competencies are a significant factor to consider when applying retelling strategies. Without appropriate differentiation and classroom management, these differences can reduce the inclusiveness and effectiveness of the activity. Teachers must implement flexible grouping, targeted support, and varied task complexity to ensure that all learners, regardless of level, can participate meaningfully in the development of oral communication skills.

The aforementioned are some disadvantages that students could face in a multilevel competency classroom during the application of retelling as a strategy. These factors of multilevel competencies that students have would affect the effectiveness of the development of retelling in English language learning and teaching for better enhancement of oral communication skills.

7.2. Oral Communication

7.2.1 Definition

Rahman (2010) defines oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in

more formal environments does not come naturally. What should be learned is how to critically think about how to present oneself as a speaker on all occasions and then how to function in a variety of speaking environments. This means that language learners must move beyond spontaneous speaking to develop purposeful and strategic use of spoken language.

Additionally, oral communication is a fundamental aspect of language use, encompassing the ability to express ideas, emotions, and opinions through spoken language in both formal and informal contexts. Equipo editorial, Etecé (2023) explains that “oral communication is one of the forms of expression used by human beings, consisting of the use of spoken words that vary according to the tone, volume, speed, and clarity with which they are pronounced” (para. 2). Therefore, it is quite clear that developing oral communication requires the practice of speaking skills, which aid language learners to reach real-life communication in their context.

Speaking, therefore, is the central skill through which oral communication is realized. It serves as a medium for building interpersonal relationships and facilitating real-world interactions. Irwan (2016) defines speaking as the ability used by individuals to convey feelings, ideas, and opinions to keep communication between the speaker and listener. In this way, oral communication becomes both a personal and social tool for meaningful interaction.

Furthermore, Saraç (2006, as cited in Bulut & Kırbaş, 2022) state that “oral Communication is the oral communication of feelings, thoughts, impressions, and designs. Oral Communication, which plays an important role in personal and social relations, has important functions in keeping the language alive and protecting it” (p.766). For that reason, speaking skills play a pivotal role in oral communication, not only inside the classroom but also in real-life situations.

Furthermore, Thornbury (2003, as cited in Irwan, 2016) explains that “speaking is oral communication” (para. 5). Consequently, oral communication and speaking are the same in language, and are executed in every life situation, not only in education.

Oral communication is more than the act of speaking; it is a complex, purposeful, and context-sensitive skill. Fostering it requires structured practice, reflection, and a focus on building both fluency and confidence in authentic communicative tasks. Developing oral communication skills is essential for successful integration into academic, professional, and social environments. This study places a strong emphasis on oral communication because it is the primary means through which students demonstrate language competence, especially in EFL contexts where exposure to natural spoken English may be limited.

7.2.2 Components of Oral Communication

7.2.2.1. Vocabulary

Vocabulary is an essential component of oral communication, as a building block for expressing ideas, thoughts, and feelings, and effectively understanding spoken language. It enables learners not only to construct meaningful sentences but also to comprehend others’ speech in real-time interactions. A limited vocabulary often leads to hesitation, miscommunication, or breakdowns in conversation, as students struggle to find the right words to express their thoughts.

According to Nation (2001), vocabulary is particularly important for formulating thoughts in a clear and effective way. Lower vocabulary can be an obstacle to one’s ability to express ideas in a comprehensive way, provoking failures to communicate. In contrast to this point, Thornbury (2005) affirms that a strong vocabulary permits language speakers to understand words and phrases appropriate to the context in which they are involved.

Therefore, considering these insights it seems that learners with a low level of vocabulary could struggle to participate in discussions and explain their perspectives, for this reason, retelling as a strategy plays a pivotal role in enhancing vocabulary by prioritizing the correct application for increasing vocabulary learning in students to communicate coherently, understandably, and fluently in a spoken manner.

In this regard, retelling serves as a powerful strategy in this process by exposing students repeatedly to target words within meaningful contexts. Through retelling, learners not only reinforce word recognition but also practice using vocabulary actively and appropriately, which supports long-term retention and oral fluency.

In short, strengthening vocabulary through strategies like retelling enhances learners' ability to communicate effectively, both inside the classroom and in real-world situations where English is used.

7.2.2.2. Pronunciation

Another important component of oral communication is pronunciation. This aspect of oral communication influences how a person delivers a certain message comprehensibly to others. Underpinning the production of sounds, intonation, stress patterns, and rhythm, which are essential for spoken language.

Munro and Derwing (1995) claim that pronunciation influences intelligibility, which is the grade which a speaker can be understood by a listener. Also, pronouncing clearly ensures that individuals' sounds and words are potentially correctly formulated, making it easier to communicate. Moreover, Morley (1991) says that learners with higher pronunciation problems used to struggle to express their ideas clearly, affecting their confidence and willingness to be

part of a conversation. Enhanced pronunciation helps to increase their engagement in oral exchange.

Furthermore, Murcia et al. (2010) argue that pronunciation is linked with other aspects of a language such as vocabulary, grammar, and fluency. Mispronouncing guides to misunderstanding, no matter if the language speaker is strongly knowledgeable in the vocabulary or grammar of the language.

Therefore, pronunciation is an essential component of oral communication skills, and students have to master it to be engaged in real interaction, whereas students with higher pronunciation problems would fail. For this reason, it is vital to pay attention to it and engage students in the enhancement of their pronunciation to establish comprehensible, understandable, and clear communication with other language users.

7.2.2.3. Fluency

Fluency is another crucial component of the English language in oral communication skills. Fluency is effective for maintaining the flow while communicating with others and expressing their ideas and thoughts. In other words, it is also a key indicator of language proficiency.

Nation (1989) highlights that it is important the pace of language speech or the rate at which words are spoken and both are taken as an aspect of fluency. He also mentions that if a certain person speaks too fast or too slowly this can provoke misunderstanding or comprehension. Additionally, Skehan (1996) mentions that language users can use pauses as a strategy for highlighting key information without losing the flow of communication but

excessively using pauses speakers can present a lack of fluency or difficulties in retrieving language.

Lennon (1990) emphasizes that non-native speakers commonly face difficulties with fluency due to vocabulary limitation, lack of grammar knowledge, and because of the lack of real conversation practice in their contexts.

Therefore, fluency is another essential component of oral communication skills for all of language learners. It is considered that students can face difficulties at the time of developing fluency or its enhancement. However, it remains necessary for them to communicate with others in a clear and comprehensible way through the exposure of real-time practice in their contexts.

Hence, it requires not only linguistic knowledge but also practice in real-time interaction. Activities like retelling can help students gradually improve fluency by encouraging continuous speech, reducing hesitation, and building confidence in spoken language use.

7.2.2.4. Confidence

Confidence is a key element in oral communication, especially for learners of English as a foreign language. It plays a vital role in helping students convey their messages clearly, take part in conversations, and engage meaningfully in classroom discussions. When learners feel confident, they are more willing to participate, take risks, and express their thoughts without excessive hesitation or fear of making mistakes.

Hennings (2000) notes that speakers who are confident present clear articulation, adequate volume, steady pacing, and a natural intonation. These help them to communicate engagingly and to be understood. That is, confidence also helps reduce the anxiety that often inhibits communication in a second language. Gregersen and Horwitz (2002) say that confidence

reduces anxiety for communicating or nervousness, assisting speakers to be focused on conveying their message rather than their fears of expressing thoughts.

Moreover, confidence is closely tied to learners' willingness to initiate and sustain spontaneous conversations. As Dörnyei (2001) mentions that when people are confident, they are more disposed to be part of spontaneous conversations and express their thoughts without vacillation.

Confidence plays an important role in English language learning because individuals tend to be more motivated at the time of participating in different conversations inside the classroom or even outside, in other words, in the contexts in which they are involved. Furthermore, confidence is an essential component and can impact engagement, clarity, and persuasion of the language.

In this sense, building confidence is not just an emotional benefit but a practical necessity. It enhances learners' engagement, supports the clarity of their speech, and strengthens their ability to persuade or influence through language. Encouraging confidence through structured activities such as retelling can gradually empower students to speak with greater fluency, accuracy, and purpose.

7.2.3 Characteristics

Effective oral communication involves more than just using correct language; it also depends on how that language is delivered and received. Successful communicators draw on a range of verbal and non-verbal elements that influence clarity, engagement, and mutual understanding. Key characteristics include eye contact, body language, tone of voice, and the ability to listen actively and respond appropriately.

Speakers must also be able to adapt their style and language to suit their audience, maintaining politeness, clarity, and conciseness. These aspects help create a communicative environment where both speaker and listener feel understood and respected.

Rahman (2010) explains that apart from the language used for communication, there are several other elements which the speaker should learn to communicate effectively. The Skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At the tertiary level, it is assumed that the learners know the basics of the language.

In educational settings, especially at more advanced levels, it is often expected that learners already possess basic language skills. However, true communicative competence also involves developing these interpersonal and strategic elements, which play a crucial role in ensuring the message is conveyed effectively. Teaching strategies that incorporate these characteristics, such as retelling, can help students refine their spoken performance beyond vocabulary and grammar. Additionally, Equipo editorial Etecé (2023) characterized oral communication as:

7.2.3.1. Fleeting and Temporary

Oral communication is inherently fleeting and temporary. Unlike written language, which can be stored and revisited, spoken language exists only in the moment it is produced. Once the words are uttered, they vanish unless captured by a recording device or written down. This transitory nature makes oral communication a dynamic but fragile mode of expression.

Miller and Steinberg (1975) describe oral communication as fleeting and temporary, requiring a transitory nature. It means that spoken words only have a duration of their utterance,

making them transient unless caught through recording or note-taking. In contrast, written communication exhibits permanency and the ability to revise content, and oral communication demands attention and retention at the same time from the listener.

Moreover, Hargie (2011) declares that the fleeting nature of oral communication can guide struggles in understanding, as individuals who act as listeners operate information in real-time situations. This pays close attention to clarity, repetition, and verbal cues to improve understanding.

Fleeting and the temporary nature make oral exchanges ideal for spontaneous, dynamic interactions, such as conversations or debates, where immediate feedback is possible. These characteristics emphasize that they are carried out by recording using a device, paying attention to the spoken words in a short duration.

In summary, the fleeting nature of oral communication highlights both its strengths and its demands. It enables flexible, human interaction, but requires clear expression and focused listening for successful comprehension and response.

7.2.3.2. Informality and Susceptibility to Errors

Being informal and prone to errors, such as using augmentatives, diminutives, or filler words, would not be appropriate in written communication. That is, its spontaneous nature allows for real-time interaction but often results in unplanned language use.

According to Keyton (2011), because oral communication is spontaneous and dynamic, it is characterized by informality and error-proneness. Since oral communication is typically given in real-time, without the chance for editing or modification, it frequently lacks the planned and

structured formality of written communication. As a result, this informality enables speakers to seamlessly follow the conversation's flow.

The susceptibility to errors as a characteristic of oral communication is further aggravated by factors involved in the context, among them are the level of confidence of the speaker, the cultural setting, and to get familiar with the subject matter. Due to oral communication relying strongly on unwritten and written cues, misunderstanding can appear from vague phrasing, misapprehension of gestures, or inappropriate feedback (Bavelas, 2018). However, oral communication's immediacy and adaptability make it effective for interactive and collaborative exchanges. This vulnerability to errors is further exacerbated by contextual factors, such as the speaker's level of confidence, the cultural setting, and the need to become familiar with the subject matter.

Despite these challenges, the informal nature of oral communication offers significant advantages. It encourages fluid, engaging dialogue and supports collaboration. The ability to adjust tone, rephrase ideas, and respond to listener cues in real time makes it particularly effective in educational and conversational settings, even if it is more vulnerable to spontaneous errors.

7.2.3.3. Rapid Exchange of Information

A defining feature of oral communication is its capacity for rapid information exchange. Unlike written communication, which often involves delays in response and feedback, spoken language allows for immediate interaction between speaker and listener. This quick back-and-forth supports clarification, emotional expression, and collaborative meaning-making in real time.

This immediacy encourages speakers to adapt their language, tone, and gestures to the flow of conversation. According to Burgoon et al. (2016), oral communication requires

spontaneity and adaptation, where the receiver might encode the information to maintain the flow of the conversation carried out with the sender. Moreover, Hamilton (2020) emphasizes that the rapid exchange of information enables the way how expression of feelings and intents through tone, pace, and gestures to be expressed orally and exchange messages with the receiver.

The ability to exchange information rapidly is particularly important in both interpersonal and professional contexts. It allows speakers to ask questions, confirm understanding, and resolve misunderstandings on the spot. In educational settings, this feature enhances participation and engagement, as students can react instantly to prompts or feedback.

It is important to know that rapid information exchange lets speakers have immediate conversations with listeners. This characteristic allows for dynamic idea sharing, immediate feedback, and clarification in real time, which are crucial for carrying out effective interpersonal and professional communication.

Since the speed of interaction makes oral communication ideal for dynamic and collaborative environments. While it demands quick thinking and active listening, it also fosters more natural and human-centered exchanges.

7.2.3.4. Cultural Representation

Being representative of each culture, as it reflects various accents specific to each particular population. Also, this representation is an important characteristic of language skills, such as oral communication. It involved the cultural model, values, and the speaker's personality. All of these can be denoted by the use of language involving tone, gestural, and storytelling, speakers share their cultural background, traditions, and experiences interchange.

Hall (1997) states that culture significantly influences oral communication in high or low contexts, where clarity and confidence vary according to wordless cues used. Additionally, Ting-Toomey (1999) mentions that oral communication is also represented in the culture by what is said and how it is said, emphasizing different dynamics, such as respect and relationships among the values that individuals have within the society.

Otherwise, oral communication is represented as a means to guard and transmit cultural conception, fostering an apprehension of identity and community within the members of a cultural setting. This characteristic is achieved by the use of slang, proverbs, idioms, and consequently, the cultural background, which empowers communication.

7.2.4 Types of oral communication

Oral communication is essential in the realm of EFL learning, facilitating the exchange of information, ideas, and knowledge between teachers and students. Understanding the different types of oral communication helps educators select appropriate strategies to meet various instructional goals and learner needs. There are different types of oral communication. Maurya (2024) mentions that oral communication can be carried out formally or informally.

Certainly, oral communication can be categorized into formal and informal types. Formal oral communication typically occurs in structured settings such as classroom presentations, academic discussions, interviews, or public speaking tasks. These contexts require preparation, clarity, and the use of academic or professional language. In contrast, informal oral communication happens more spontaneously, often in everyday interactions like small group work, peer conversations, or casual exchanges between teacher and student. These moments, though less structured, offer valuable opportunities for authentic language use and fluency development.

Thereby, incorporating both types into classroom activities, such as through role plays, discussions, or retelling, teachers can create a balanced approach that supports comprehensive oral communication development.

7.2.4.1. Informal Oral Communication

Oral communication is carried out informally when it is produced in disorganized, casual interchanges of information that could happen in sociable or relaxed contexts. Also, immediate interactions, usage of the flexibility of the language, and a little bit of formal conventions are aspects that characterize informal oral communication.

According to Beebe and Beebe (2020), this form of oral communication focuses on the understanding and setting shared, is effective in building good relationships, and further promotes collaboration in contexts that involve personal and professional ambit.

Additionally, Tubbs and Moss (2006) state that informal oral communication punctuates spontaneous disposition by promoting the opportunity to be creative and sincere. This can guide to innovate, solve solutions, and increase interpersonal relationships.

However, informal oral communication allows individuals to use inappropriate vocabulary, idioms, slang, and unwritten cues such as gestures, tone of voice, and facial indications to transmit mean of what is being said. Commonly, this is done in everyday conversations in a setting where family, friends, or colleagues are involved, but with the purpose of sharing ideas, fostering and increasing relationships, or problem-solving without taking part in formal conversation.

7.2.4.2. Formal Oral Communication

Formal communication is a type of communication that is constituted, organized, and professional exchange of information within a certain hierarchy or system. This is directly controlled by memos, reports, official letters, emails, presentations, and meetings, which will ensure clarity, consistency, and accountability in message delivery involving the use of communications in business, educational, and governmental settings.

One of the major benefits of formal communication is that it creates an expectation that goes along with keeping records of communications. Hamilton (2020) notes that formal communication ensures that messages are conveyed systematically and can be traced for accountability purposes. Guffey and Loewy (2019) also argue that formal communication enhances professionalism, reduces misunderstanding, and promotes effective teamwork in hierarchical organizations.

More precisely, formal oral communication may at times be less flexible and slower than informal oral communication exchanges. Since it requires adherence to established procedures and approval processes (Bovee & Thill, 2021). Nonetheless, its role is vital for language users because it helps maintain order and clarity in organizational activities, it also allows them to transmit messages appropriately in formal settings.

Despite this, formal oral communication remains essential for maintaining professionalism, order, and transparency in academic and organizational contexts. For EFL learners, developing skills in this area supports their ability to participate effectively in formal discussions, presentations, and interviews.

7.2.5 Importance

7.2.5.1. Professional Relevance

Oral communication plays a crucial role in professional development, influencing how individuals collaborate, lead, and present themselves in workplace environments. The ability to express ideas clearly, engage in dialogue, and respond appropriately to different professional contexts is essential for building trust, promoting teamwork, and enhancing performance.

Harappa (2020) says that oral communication is essential due to its built-up transparency, understanding, and trust in the professional field. Also highlights that oral communication skills aid in building morale, encourage performance, and promote teamwork. Effective communicators are better equipped to resolve conflicts, contribute meaningfully in teams, and adapt to the demands of various roles. Ashikuzzaman (2022) claims that “strong oral communication skills are essential for expressing ideas effectively, building relationships, resolving conflicts, collaborating with others, and succeeding in various aspects of life, including education, career, and social situations” (para. 4).

Additionally, oral communication skills are often seen as a decisive factor in career advancement. Lucanus (2017) states that productive communication is a boost to career development. An ability to convey thoughts in a clear and precise manner would help a student to make a favorable impression at an interview and get the job that he deserves. Communication skills inculcate professionalism in speaking styles, ways of self-expression, and attitudes toward others, and these traits would hold students in good stead in their professional lives.

For language learners, especially in EFL contexts, strengthening oral communication is vital to prepare for real-world interactions where English is required. It empowers students to participate in global academic and professional spaces with greater confidence and competence.

7.2.5.2. Educational Significance

Oral communication plays a significant role in the educational field, where students are engaged in developing this skill in their scholarly years. Lucanus (2017) states that a person learns oral communication at home, and schools. Both settings assist learners in reaching a higher level in this skill by teaching interaction with the rest of the students and the teacher. Lucanus also acknowledges that good communication enables students to assimilate more from the learning process by empowering them to ask relevant questions and discuss doubts. Effective verbal communication nurtures the process of socialization, facilitating new friendships and these in turn aid the learning process.

Thus, oral communication in the realm of education, in this case in English as a Foreign Learning, is crucial in helping learners improve their speaking abilities and enables them to empower their communication skills and become language users not only during the lesson execution but also in real-life situations where oral communication is required.

Notably, oral communication is essential not only in the professional field but also in the educational field. It enhances transparency, understanding, and collaboration, building teamwork and morale. In the realm of English as a Foreign Language learning, developing these skills strengthens students to perform well in class and use the language in real-life scenarios, becoming more confident communicators. This holistic development, from classroom to career, demonstrates how mastering oral communication is of lifelong importance, boosting both social and professional success.

7.2.6 Advantages

Oral communication offers significant advantages in language learning and human interaction. It promotes dynamic, real-time exchanges that enhance both speaking and listening

skills, two essential components of communicative competence. In classroom contexts, oral interaction fosters engagement, immediacy, and authentic language use.

Rahman (2010) highlights that oral communication contemplates a continuous and masterful role of language and communication in human society. Moreover, Zhang (2009) argues that integrating oral communication skills brings advantages such as extending variety, covering learners' different strengths, and constituting interaction by focusing on productive and perceptive skills.

In EFL educational contexts, the use of oral communication strategies like retelling enhances learners' confidence, fluency, and ability to think critically while speaking. These advantages make oral communication a powerful tool for both language development and personal expression.

7.2.6.1. Continuous and Masterful Role in Language and Communication

Oral communication, according to Mehrabian (2017), is well assimilated because of its capacity to combine verbal and non-verbal elements, hence establishing a deeper bond between the communicators.

In addition, McCroskey and Richmond (2018) note that mastering oral communication promotes clarity and accuracy such that a speaker can operate effectively in different contexts with diverse audiences. Such flexibility is most useful in negotiations, public presentations, and personal conversations where the success of such discourse might depend on the enactment of different tones and languages.

However, the continuous and masterful role of language and communication is an essential benefit for improving oral communication among language users. It specifies the active

adaptability of spoken language nature to transmit complicated ideas, feelings, and cultural backgrounds effectively. This contributes to letting speakers enhance their messages in real-time situations, in particular when using intonation, rhythm, and non-spoken cues to improve comprehension, understanding, and engagement.

7.2.6.2. Coverage of Learners' Different Strengths

Oral communication addresses learner diversity in strengths much better, as it caters to more bits of intelligence: verbal-linguistic, interpersonal, and intrapersonal (Abdallah, 2010). It allows students to engage with language in ways that align with their natural preferences, making the learning process more inclusive and effective. Unlike one-size-fits-all approaches, oral activities can be adapted to suit different learners' cognitive and interpersonal styles.

For instance, Abdallah affirms that learners who show strong verbal-linguistic intelligence engage well with storytelling and discussion. Those with interpersonal intelligence will do better in collaborative discussions. Such an approach contributes to a more inclusive and lively learning atmosphere, promoting both understanding and motivation. And also, this flexibility makes it possible for the teacher to individualize according to distinct learning preferences, making the whole educational process more effective and specific to individuals.

Therefore, learners with different strengths in oral communication acquire immediate feedback and clarification, whereas learners with diverse cognitive processes can receive tailored support. Oral communication assists individuals in strengthening their different oral language skill levels.

Admittedly, catering to diverse strengths, oral communication not only improves language development in EFL learners but also boosts confidence and motivation. It ensures that

learners at various proficiency levels receive meaningful practice and support, contributing to a more equitable and student-centered learning environment.

7.2.6.3. Constitution of Interaction

The constitution of interaction as a benefit of oral communication refers to the ability to have a continuous exchange of messages between participants that increases understanding, engagement, and collaboration. This advantage is important in contexts where nearness and flexibility are needed.

Among the main features of the constitution of interaction in oral communication are highlighted the following:

Providing feedback in real-time: oral communication makes it possible to request and receive feedback on messages as they are sent, which increases the likelihood of understanding. For example, Dannels (2011) notes that oral communication in academic settings helps to achieve situational adequacy, thus helping to improve the delivery and receipt of messages.

Improves collaborative learning: Thus, oral interaction enhances collaboration, as it requires that all participants contribute and co-build the understanding of the discussed topic. Tanner (2009) explains that classroom dialogue helps to establish a collaborative learning environment where students can express and develop their ideas.

Aids to develop critical thinking: The interactive nature of oral communication makes it possible for participants to counter-argue, support a claim, or even change their viewpoints. Kennedy (2007) points out that in class discussions and debates, students' critical thinking is developed and engaged in the learning process largely.

Improve relationships: Oral communication enhances relationship development and understanding of people through nonverbal and listening skills. Myers and Ferry (2009) reveal in their paper that interpersonal motives in communication have a significant impact on classroom dynamics and expectations, which in turn create a good atmosphere for interacting with each other.

The constitution of interaction is carried out through the exchange of information with individuals. Therefore, it is important to take into account the different main aspects of it, such as providing real-time feedback, critical thinking, and enhancement of relationships, because they are essential to developing the constitution of interaction that benefits the oral communication skills of individuals.

7.3. Impacts of Retelling in Oral Communication

Retelling is considered a significant and powerful strategy to enhance oral communication skills in students because it involves the recounting of stories, concepts, or information in one's own words. Somehow, in this section will be given relevant information about it.

In educational contexts, oral communication is central to student learning and interaction. As Morrow (1986) says, oral communication is an essential aspect of the education process. Thus, retelling serves as a practical method for achieving this goal. When students retell, they are not simply repeating what they have heard; they are reconstructing meaning, organizing thoughts, and expressing ideas clearly, all of which support oral proficiency.

Likewise, retelling is crucial to developing oral communication in students. Therefore, the influence of retelling in oral communication has a positive impact on students' learning and comprehension. Furthermore, Stoicovy (2004, as cited in Hidayah, 2016) states that, concerning

language teaching, the retelling technique can be used to promote students' comprehension and understanding of discourse.

Retelling also strengthens comprehension and critical thinking. Reem (2013, as cited in Defrioka, 2014) highlights that retelling is an activity that demands the individual to collect items, organize, and find relationships among ideas. Through this process, they rebuild the content and make them known in a new manner while keeping the same meaning and the same core.

Kesevan et al. (2023) argue that “when learners are engaged in retelling, they have to activate their knowledge to understand the organization of stories and later apply it to a new reading. During retelling, students are required to summarize, organize information, and form inferences” (p. 28). In addition to this, Lipson and Wixson (1997, as cited in Domingo, 2015) underscore that retelling amplifies the understanding of learners' comprehension. That is, individuals convey in the quantity, quality, and organization of the information built while reading or listening a story.

Fitri et al. (2017) mention that retelling as a technique influences especially the enhancement of the speaking skills of learners, encouraging them to speak in public. Therefore, retelling as an activity influences oral communication by enhancing memory, organizational skills, understanding, personal discourse, language proficiency, and interactive abilities. Retelling transforms passive listening or reading into an active process of conveying information. Through this shift, learners refine and strengthen their overall communication skills.

7.3.1. Improvement of Cognitive Processes

Retelling contributes not only to language development but also to the enhancement of various cognitive processes involved in oral communication. Through the act of reconstructing and expressing information, learners engage deeply with mental operations such as attention, organization, sequencing, and memory.

Producing or retelling a narrative places considerable demands on the brain. It requires the speaker to recall key details, organize them coherently, and convey them with clarity, all in real time. Duinmeijer et al. (2012) explain that creating or retelling a narrative places considerable cognitive demands on learners, as the process requires the coordinated use of multiple cognitive and linguistic abilities. These resources include attention control, logical sequencing, and inferencing skills, which are essential for forming a meaningful and structured oral narrative.

Central to this process is working memory, which allows students to hold verbal information temporarily while simultaneously planning, organizing, and executing speech. Baddeley and Hitch (1974, as cited in Paul et al., 2021) state that narrative ability is dependent on language understanding as well as other cognitive resources, including working memory. This includes temporarily storing and manipulating information, which supports learners as they construct or retell narratives.

To facilitate complex language processing, including narrative discourse, working memory keeps verbal information active until planning, inferencing, grammatical, and semantic processes are finished (Acheson & MacDonald, 2009; Yeari, 2017; as cited in Paul et al., 2021).

Hence, participating in retelling activities, learners strengthen these cognitive abilities in a communicative context. They learn to manage linguistic structures, organize their thoughts logically, and express ideas with coherence. Over time, this not only enhances their oral communication skills but also promotes general cognitive growth, especially in areas like information manipulation, verbal reasoning, and attention regulation.

In this way, retelling becomes a multidimensional strategy, benefiting both the linguistic and mental faculties of learners. It helps students internalize narrative structures, sharpen memory, and improve the clarity and quality of their spoken language.

Motivating students in retelling activities can process and organize relevant information positively, by doing so, individuals tend to strengthen their cognitive functions, which involve attention, sequence, inference, working memory, information manipulation, and the grammar of the language. All of these cognitive processes are used when individuals are involved in retelling activities; therefore, students have the opportunity to improve these cognitive processes to produce information well-structured, organized, and clearly in an oral way.

7.3.2. Support for Language Proficiency

Retelling as a strategy has been implemented in dimensions where English as a foreign language is taught. Researchers have proved that this tool serves to support language proficiency by enhancing vocabulary, grammar, understanding, and fluency which all of these skills are involved in communicating in a spoken way.

Nation (2009) notes that using retelling as an activity promotes encouragement among students, by utilizing their existing language knowledge. This process helps them strengthen essential mechanical speaking skills.

According to Richards and Renandya (2002), retelling is used to help students incorporate language patterns and increase their vocabulary range. In other words, by using retelling, learners have the opportunity to use new vocabulary and the structure of the language in context, all of this, guides them to rephrase the story with their own words. This results as a result the contribution to the enhancement of language proficiency.

Brown (2007) argues that retelling activities support learners' listening and reading comprehension by requiring them to identify and articulate key ideas and important details from the text. That is, enhancing listening and reading assists students in having a clear comprehension of what is being discussed in the story, and also by developing these skills, students support their language proficiency. Which are crucial to transmit a certain message in the target language.

In short, retelling supports language proficiency by integrating multiple language domains. It not only provides opportunities for students to apply linguistic knowledge but also strengthens the cognitive and communicative skills necessary to transmit clear, structured messages in the target language.

7.3.3. Promotion of Comprehension and Discourse Understanding

Furthermore, retelling promotes comprehension and discourse understanding in oral communication in students. This is because they are motivated to recount and articulate stories, and they are also encouraged to analyze the new material deeply. In this case, analyzing the story before retelling, which enhances recall and understanding. According to Gambrell et al. (1991), learners who are engaged in practicing oral retelling enhance their comprehension and retrieve discourse.

Moreover, retelling promotes metacognitive recognition, due to learners can analyze their understanding and reveal understanding limitations. In addition to supporting language proficiency, retelling fosters metacognitive awareness by encouraging learners to reflect on their understanding of a text. As students reconstruct information in their own words, they are prompted to evaluate how well they comprehend the content and identify any gaps in their knowledge. Morrow (1985) states that “this reflective process is critical for comprehension, as it allows learners to monitor their understanding and make necessary adjustments” (p. 649). That is, it requires students to examine the construction and coherence of the story or information of a text.

Retelling also requires students to assess the coherence and structure of the original text. Kintsch and van Dijk (1978) say that retelling covers the development of a mental model of the information in a text, and this can aid students in holding the organization and relations of ideas of the discourse. This internal representation of the discourse facilitates better comprehension and recall.

Furthermore, retelling has been shown to improve higher-order thinking skills such as inference. Kim et al. (2011) demonstrated in their paper that retelling enhances the inferring of implicit information skills and the correlation between statements and paragraphs. These metacognitive skills are critical for developing both comprehension and effective oral communication.

Therefore, retelling is considered a masterful tool that influences the promotion of comprehension and understanding of discourse in oral communication skills. It allows individuals engaged in recounting story activities. Moreover, retelling supports the development of skills

related to processing, organizing, and interpreting information. All of these abilities help students to improve and develop comprehension and discourse understanding. It is thought that retelling serves as a tool not only for language practice but also for self-regulation and critical thinking, enabling students to become more active and aware participants in their own learning process.

7.3.4. Theories Supporting Retelling as Oral Communication Enhancer

Effective oral communication skills are crucial in the realm of English as a foreign Language learning/teaching to succeed in academic, professional, and real-life situations because they aid in communication with others in our surroundings. Therefore, achieving such skills is essential to applying theories and focusing on enhancing them, so the CLT approach and Schema theory undoubtedly play an important role in this issue.

Communicative Language Teaching (CLT) serves as a foundational approach in foreign language instruction, prioritizing the development of learners' ability to use language meaningfully and effectively in real-life contexts. Rather than focusing solely on grammar or isolated language structures, CLT emphasizes interaction, fluency, and purposeful communication. Zhou and Niu (2015, as cited in Awang et al., 2022) state that “this teaching approach aims to develop learners’ communication skills by taking communicative competence as the ultimate goal of foreign language teaching.” (p. 66). According to Savignon (2002), CLT is a language-teaching approach that underscores the use of language for communication, unlike deepening the grammatical structure of a language.

Concerning schema theory, the importance of background knowledge is emphasized in the processes of language comprehension and production. It suggests that learners interpret and understand new information by connecting it to what they already know. Zhao and itZhu (2012) emphasize that it is used for organizing prior knowledge and providing a substructure for future

understanding. Similarly, Rumelhart (1980) provides insights that schema theory suggests that individuals' prior knowledge and experiences play a very important role in the understanding, comprehension, and production of language. So, in the context of EFL oral communication, activating relevant schemata allows learners to construct meaning more efficiently and engage more confidently in speaking tasks such as retelling.

In the context of retelling Carrell and Eisterhold (1983) state that in the case of schema theory can be applied by activating and building upon learners' existing knowledge about the topic or story being retold. Accessing existing schemata allows learners to make sense of new information more effectively, enhancing comprehension and recall.

Simultaneously, Communicative Language Teaching (CLT) supports the use of retelling as a task that promotes authentic language use. Littlewood (2007) emphasizes that CLT can be applied by designing tasks that demand learners to engage in genuine communication, in addition to sharing personal experiences or summing up a story. Additionally, by combining CLT and Schema theory, retelling becomes a potent tool for developing oral communication in EFL learners.

Engaging in retelling activities provides learners with opportunities not only to practice but also to improve their speaking skills by organizing thoughts and conveying information in a coherent and meaningful way. Morrow (1986) notes that engaging in retelling activities, learners have the opportunity not only to practice speaking but also improve it, organize their thoughts, and convey information in a coherent and meaningful way. Besides, (Stein & Glenn, 1979) the act of retelling can significantly aid individuals in developing vocabulary, grammar, and overall fluency, which all are essential components for oral communication.

The application of CLT and schema theories in retelling activities can be a valuable approach to fostering oral communication skills in EFL learners. By designing tasks that promote authentic communication while drawing on learners' prior knowledge, educators can foster both linguistic competence and communicative confidence. This integrated approach helps learners enhance their fluency and actively engage in real-world communication, making retelling a powerful pedagogical tool for developing oral communication skills in EFL contexts.

7.4 Retelling as a Didactic Strategy to Enhance Oral Communication

This section presents retelling as a strategy to enhancing oral communication skills in EFL seventh-grade students at Ruben Dario secondary school, in El Porton community of Esquipulas municipality, department of Matagalpa.

Session 1: Introduction to Retelling

I. Objective

Present concepts of retelling to assist students in familiarizing themselves with retelling.

II. Activities:

- a) **Demonstration:** The teacher reads a short story aloud and models the retelling process.
- b) **Collaborative work:** Students identify and discuss the main ideas of the story in pairs.
- c) **Retelling Practice:** Students retell the story to their partners.
- d) **Recording and Self-Assessment:** Students record their retelling on their phones and then listen to the recordings, noting strengths and areas for improvement (e.g., coherence, vocabulary, fluency).
- e) **Feedback:** The teacher provides constructive feedback on students' first attempts, highlighting aspects such as clarity, coherence, and language use.

Session 2: Graphic Organizer and Story Retelling

I. Objective

Use of graphic organizers to back up and enhance the students' retelling process.

II. Activities

Students are assigned to retell a given story

- a) **Storyboards:** Students complete the graphic organizer with the story, with each member contributing a part.
- b) **Group Presentation:** Groups present their retellings to the class using their graphic organizers.

Retell Your Story!

Name: _____ Book Title: _____

<u>SETTING</u>	<u>CHARACTERS</u>	
<u>BEGINNING</u>	<u>MIDDLE</u>	<u>END</u>

Session 3: Retelling and Personalization for Fluency

I. Objective

Encourage students to personalize their retellings by integrating their own experiences or opinions, aiming for fluency.

II. Activities

- a) **Personal Connection:** Students select a story from previously studied texts or one that particularly resonates with them.
- b) **Personalized Retelling:** Students develop the retelling, integrating personal experiences or opinions.
- c) **Presentation:** Learners share personalized retellings with the rest of their classmates.
- d) **Feedback:** The teacher provides guidance focusing on fluency, coherence, vocabulary, and accuracy, maintaining consistency with the criteria used in previous sessions.

VIII. Methodological Design

8.1 Type of Research Paradigm

According to Deshpande, 1983, and Mertens, 2012, as cited in Yong et al., 2021, “a paradigm is a set of assumptions that provides a conceptual framework or a philosophical one for a worldview, which enable researchers to construct organized studies around the world”. (p. 5857). Also, Ulz (2023) defines in her study that “a research paradigm is a worldview or philosophical framework, including ideas, beliefs, and biases, that guides the research process. The research paradigm in which a study is situated helps determine the manner in which the research will be conducted” (para. 4).

Continuing with this matter, Rehman and Alharthi (2016) state that “a paradigm is a basic belief system and theoretical framework with assumptions about 1) ontology, 2) epistemology, 3) methodology and 4) methods. In other words, it is our way of understanding the reality of the world and studying it” (p. 51).

On the other hand, a paradigm not only is a worldview but also allows the researcher to establish self-assertion to build up a conceptual framework to conduct the investigation process. The current study is carried out under the positivist paradigm. Consequently, tending to find relevant insights into a didactic strategy, analyze it, interpret it, and explain it, based on the setting where it takes place.

Ulz (2023) emphasizes that the positivist paradigm is aligned with quantitative research methods. Moreover, Park et al. (2020) state that the positivist paradigm “relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables)” (p. 690).

Also, Rehman and Alharthi (2016) argue the following:

Positivist methodology relies heavily on experimentation. Hypotheses are put forward in propositional or question form about the causal relation between phenomena. Empirical evidence is gathered; then, it is analyzed and formulated in the form of a theory that explains the effect of the independent variable over the dependent one. The approach to analyzing data is deductive; first, a hypothesis is proposed, and then it is either confirmed or rejected depending on the results of statistical analysis (p. 54). Thus, the positivist paradigm strongly sustains this study, which aims to prove a hypothesis in a quantitative way stating that retelling activities in EFL can enhance communication skills among seventh-grade learners.

8.2 Scope of the Study

The study aims to investigate the influence of retelling activities on fostering oral communication skills, specifically focusing on how these retelling activities enhance the abilities of students to communicate effectively in English as a foreign language (EFL).

The data collection was conducted on seventh-grade students from Ruben Dario School of the municipality of Esquipulas, of the Department of Matagalpa, in the first semester of 2025.

The main purpose of this study is to highlight the influence of retelling to aid EFL students in enhancing oral communication skills. Retelling is hypothesized to be an effective technique for engaging EFL learners actively and improving their communication skills. The findings are intended to provide a didactic strategy focusing on fostering better oral communication among EFL students.

The study was carried out during the first semester of the 2025 academic year. Allowing suited time for the application and the implementation of the retelling activities to measure their effects on students' oral communication skills in the data collection.

8.3 Approach of the Study

The approach of this study is quantitative. It involves working with measurable variables, processing them in a statistical and explanatory way, to analyze the data collected. This process includes making value judgments and interpreting the results.

According to Bhandari (2023), Ghanad (2023), and Sreekumar (2023), quantitative research involves the collection and analysis of numerical data to identify patterns, averages, and causal relationships. This approach aims to quantify data and generalize findings from a sample to a broader population. By employing statistical analysis, this method helps in making predictions, testing hypotheses, and demonstrating relationships among various data points. Furthermore, Hernández et al. (2014) state that “quantitative approach uses data collection to test hypotheses based on the numerical measurement and statistical analysis, in order to establish behavior patterns and test theories” (p. 4).

This investigation is contextualized within the setting of learners in order to distinguish, comprehend, and gain an in-depth understanding of their responses in the application of retelling activities aimed at fostering oral communication skills. Thus, the quantitative approach is suitable for this study to measure, and examine the variables and the findings.

8.3 Research Design

According to Wentz (2014), McLaren (2014), Creswell (2013a), Hernández-Sampieri et al. (2013), and Kalaian (2008) (as cited in Hernández et al., 2014, p. 128), “The term design refers to the plan or strategy conceived to obtain the desired information in order to address the problem statement.”

In addition, Jilcha (2019) argues that “The research design is intended to provide an appropriate framework for a study. A very significant decision in the research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained; however, the research design process involves many interrelated decisions”. Proof of this, research design refers to the type of study, the procedure of the study, the place where it will take place, and the timeframe in which the research is carried out.

The present research corresponds to an experimental design of a quasi-experimental type of a single-group time series. Hernández et al. (2014) state that in quasi-experimental designs, “subjects are not randomly assigned to groups nor matched; rather, these groups are already formed before the experiment: they are intact groups (the reason for their formation and the way they were integrated is independent of or separate from the experiment)” (p. 151).

Furthermore, Thomas (2020) in his study explains that a quasi-experimental design substantiates the cause-and-effect of the independent and dependent variable relationships. As well as that, Hassan (2024) highlights the following:

In a quasi-experimental design, the researcher uses an existing group of participants that is not randomly assigned to the experimental and control groups. Instead, the groups are selected based on pre-existing characteristics or conditions, such as age,

gender, or the presence of a certain medical condition.

Considering these insights, this study will use a quasi-experimental design. This approach is appropriate for this research because it allows for the investigation of the impact of retelling activities on fostering oral communication skills among seventh-grade learners.

8.4 Type of Research

Based on its application level and the research scope, this study is considered descriptive. It is also cross-sectional since data is collected in a single period of time.

8.5 Population and Sample

The population constitutes the groups of elements desired to be investigated. For instance, the population of this study consists of all seventh-grade students at Ruben Dario School of El Porton community, department of Matagalpa, a total of 12 individuals, of which 8 are women.

According to Hernández et al. (2014), “the sample is a subgroup of the population of interest from which data will be collected” (p. 173). Based on this insight from the sample, the probabilistic sample technique was selected, ensuring that every element has an equal likelihood or opportunity of being chosen for the sample.

Thus, Hernández et al. (2014) assert that a “Probabilistic sample is a subgroup of the population in which all elements have the same possibility of being selected” (p. 175). In other words, the probabilistic sample is a subset selected from the target population using probabilities, where every individual has an equal chance of being chosen.

Additionally, since the population is made up of 12 students, it is determined that all of them were included as the sample. This decision was made to ensure the results are generalizable and to enhance the study's validity. Consequently, the sample is structured as follows:

8.5.1 Selection Criteria for Sample Participants

1. Be an active student in the seventh grade of the Ruben Dario High School of El Porton Community, Municipality of Esquipulas, Department of Matagalpa.
2. Be enrolled in the first semester of the 2025 academic year.

8.6 Methods Used

Methods of investigation are techniques that researchers use to investigate, comprehend, and analyze a phenomenon in order to bridge the gap between theory and real-world results. According to Zorrilla (1998), “a method is the key to arriving at the truth, as it is built upon the relationship between our thoughts and objects” (p. 81). Therefore, in research, there are two categories of methods: theoretical and empirical-analytical methods.

Based on Zorrilla's insights, a method is the guiding strategy for achieving an objective. It is rooted in a particular issue and seeks to reveal the truth, serving as the cornerstone for success in a given field of study.

Also, it is a technique with an organized process to achieve goals. It can be thought of as a formula for success, a logical flow of steps, a set of guidelines for making decisions, an operational framework, and a methodical approach to activities. The scientific or theoretical method and the empirical-analytical method are the two main methods that we will concentrate on in this research because they are both necessary to achieve the stated goals.

8.6.1 Theoretical Method

As stated by García and Cisnero (2005 as cited in Quesada & Medina, 2020) theoretical methods play a significant epistemological role as they enable the conceptual interpretation of the empirical data collected. Thus, when used in the construction and development of theories,

theoretical methods create the conditions to move beyond the superficial and phenomenal characteristics of reality. They allow for the explanation of facts and a deeper exploration of the essential relationships and fundamental qualities of processes that are not directly observable. As well as that, Hernández et al. (2014) note that the theoretical method seeks to explain occurrences by establishing connections between impersonal ideas and their real-world applications.

Hence, the foundation of the theoretical method also referred to as scientific knowledge is the validation of theories in order to acknowledge their validity. Since experimentation is its primary means of knowledge acquisition, it necessitates the application of rational, well-founded, and structured processes and methodologies. Thus, this knowledge is verifiable and testable.

8.6.2 Empirical Method

Njoke (2020) notes that the empirical method derives knowledge from direct experience, systematic observation, and experimentation, rather than relying on purely theoretical assumptions.

Therefore, the empirical method serves to validate hypotheses through experimentation, observation, and sensory experience. This approach is based on data gathered from either direct or indirect experiences, which are then examined to make inferences regarding a certain occurrence. Creswell (2014) affirms that the empirical approach focuses on generating knowledge through systematic observation and experimentation, allowing findings to be verified through evidence rather than relying solely on theoretical assumptions.

Furthermore, Oommen (2024) highlights that “Instead of using theories or opinions, the empirical method depends on real data obtained through direct observation or experimentation” (para. 1). For these reasons, the empirical method is a learning approach that is based on

investigation, analysis, and real-world experience. It provides a substantial wealth of data that can be analyzed through the scientific method.

Even though each method offers a unique technique to gather information and supporting data, combining their components improves the research process and increases validity, especially in qualitative investigations.

8.7 Techniques and Instruments for Data Collection

The technique is a systematic procedure to gather, analyze, and make interpretation of data. Behar (2008) claims that “research is meaningless without data collection techniques. These techniques lead to the verification of the stated problem” (p. 55).

Therefore, techniques are methods, tools, and procedures to gather relevant data of a problem stated and results to be attained. Also, techniques are essential to gather reliable and accurate data on research.

On the other hand, an instrument is a tool to gather information from the participants when the research is carried out. According to Cohen et al. (2018), instruments play an essential role in the investigation field by ensuring data accuracy and reliability of the phenomena under study.

Further, Fraenkel et al. (2012) claim that the instruments used in research are very important, for the conclusions researchers draw are based on the information they obtain using these instruments. Accordingly, researchers use a number of procedures to ensure that the inferences they draw, based on the data they collect, are valid and reliable (p. 147).

More precisely, research instruments are tools used by researchers to gather data and analyze it to draw conclusions for the study, providing accurate, reliable, and valid information, but its main purpose is to record concise data of the study process.

8.7.1 Test

The Test was the main instrument used to measure students' oral communication skills. It was administered in two stages: a pre-test to diagnose initial difficulties and a post-test to evaluate progress after the implementation of the retelling strategy as the intervention. Pre-tests and post-tests are commonly used in quasi-experimental designs to assess the impact of an intervention on specific skills, as they provide measurable and comparable data across different moments in time (Creswell & Creswell, 2018; Fraenkel et al., 2019).

The test was designed using a Test Register. Structured registers are widely recognized as reliable tools in language assessment since they ensure objectivity and consistency in evaluating oral performance (Brown, 2015; Hughes, 2011). Therefore, this test register functioned as a structured format to record students' performance in three key areas. Fluency was assessed by considering pauses, stammering, and the use of filler words. Pronunciation was evaluated based on clarity and accuracy of word production, as well as the frequency of errors. Finally, vocabulary was analyzed in terms of adequacy and variety used during oral performance.

In this research, the test register was used in two moments: firstly, in the application of a pre-test to identify oral communication skill difficulties of students. Secondly, after the application of the strategy, these were done with the purpose of comparing the data from the pre-test and the final data. Moreover, each category was evaluated quantitatively with performance levels, allowing the transformation of classroom observation into numerical data suitable for statistical analysis as a result, valuable information was collected and these results were

compared through triangulation with the survey and the interview. The guidelines for evaluating this instrument were based on listening attentively and assertiveness criteria, evaluated by the researcher, who took notes of the difficulties and the improvements at the precise moment during the experimentation process.

8.7.2 Interview

The Interview was used as a complementary instrument to obtain students' insights regarding their experiences with retelling activities and their perceived progress in oral communication. Interviews are one of the most common instruments in educational research because they allow researchers to explore participants' perspectives in depth, while also providing data that can support or contrast quantitative findings (Cohen et al., 2018; Kvale & Brinkmann, 2015).

In this study, a semi-structured interview was applied. This format was selected because it balances consistency across participants with flexibility to probe deeper into individual responses (Fraenkel et al., 2019). The interview questions were designed to explore students' perceptions of their improvement in fluency, pronunciation, and vocabulary, as well as their motivation and engagement during the intervention.

The qualitative data obtained through the interview served as complementary evidence to the quantitative results from the pre-test and post-test. This integration of instruments provided a richer understanding of the students' learning process and reinforced the validity of the study's findings (Creswell & Creswell, 2018).

8.7.3 Survey

The survey is an instrument with the purpose of collecting data from a group of participants based on experiences, opinions, behavior, or characteristics in different contexts. Surveys, serve as tools to gather both qualitative and quantitative data.

Behar (2008) states that “Unlike a census, where all members of the population are studied, surveys collect information from a portion of the population of interest, with the sample size depending on the purpose of the study” (p. 62). Also, he emphasizes that “The purpose of the survey is not to describe the specific individuals who, by chance, are part of the sample, but to obtain a composite profile of the population” (p. 62).

Therefore, the survey is deemed essential for this study because of its nature and the high quality of data that can be gathered in a short period of time. Thus, in this study will be implemented statistical analyses of the collected data to provide crucial data analysis.

8.8 Descriptor Matrix

Variables	Categories	Subcategories or descriptors
1. Retelling	1.1 Definition	Concept
	1.2 Types	Oral retelling
		Written retelling
		Visual retelling
	1.3 Benefits for EFL learners	Structured and comprehensive Recall
		Narrative elements to connect information
		Language skills enhancement
		Significance for speaking skills
		Reading comprehension and text understanding
		Mental imagery and comprehension monitoring
		Awareness of narrative text structure
		Language internalization complexity
	1.4 Challenges	Language development
		Cognitive demands
		Need for explicit instruction and scaffolding
		Time and effort
Shyness		
	Multilevel competencies	
2. Oral Communication	2.1 Definition	Speaking
	2.2. Components	Vocabulary
		Pronunciation
		Fluency
		Confidence
	2.3 Characteristics	Fleeting and temporary
		Informality and susceptibility to errors
		Rapid exchange of information
		Cultural representation
	2.4 Types	Informal oral communication

		Formal oral communication
	2.5 Importance	Professional relevance
		Educational significance
	2.6 Advantages	Continuous and masterful role in language and communication
		Coverage of learners' different strengths
		Constitution of interaction
3. Impacts of retelling in oral communication	3.1 Retelling in oral communication	Improvement of cognitive processes
		Support for language proficiency
		Promotion of comprehension and discourse understanding
		Theories supporting retelling as oral communication enhancer
4. Retelling to improve oral communication	4.1. Strategy proposition	

Table 1: Descriptor Matrix. Own Source

8.9 Data Analysis and Interpretation

The information presented here has been processed by using tools such as Microsoft Word, Excel, and ATLAS.ti 25. This process has been held to analyze and make connections of the data obtained to achieve comprehensible results, based on the variables and dimensions synthesized.

8.10 Instruments Validation

The instruments administered in this experimental research were validated by experts' judgment. Each instrument was thoroughly reviewed by the specialists, who also offered insightful and detailed feedback on the surveys tools. The tests was validated without making any recommendations for revisions.

Six experts in the field of English language teaching, were asked to validate these instruments. Two specialists with a doctorate level, three holding a master's degree, and one with a bachelor's degree in English teaching, whose experience and expertise in the field of English teaching in secondary education made her valuable to collaborate. These experts were sent the descriptor matrix, the research topic and objectives, and the aforementioned instruments in digital files, along with a request letter asking for their cooperation. All of them proceeded to validate and provided insightful feedback. *See Appendix 8 - Delphi table.*

The following elements are among the suggestions made by the experts:

8.10.1 Test

- The text used for the first activity, "Camping on the Beach," is appropriate for seventh-grade students, but it could be simplified slightly if their reading skills are

lower than expected. Ensure that the vocabulary and sentence structure are easily understandable.

- Provide a brief glossary or explanation for potentially unfamiliar words (e.g., "tent," "campfire," "nuggets"). This will ensure that students aren't struggling with vocabulary when retelling.
- Some students might be nervous about retelling the passage aloud, which could affect their performance. Provide encouragement and emphasize that the activity is not a formal test but a way to practice and learn.
- Consider allowing students to discuss the passage in pairs or small groups before retelling individually. This can lower anxiety and help them structure their thoughts.
- Students may find it hard to retell the story in an organized way. Giving them clear prompts will help them focus on the key parts of the story.
- Allow students to practice retelling in pairs before they do it alone. This will help them feel more comfortable and confident.
- Try the post-test with a small group of students before using it with everyone. This will help you see if it is too easy or too hard.
- If possible, record the students while they retell the story (with their consent). This will allow for a more detailed evaluation of their performance.

8.10.2 Survey

- The heading must reflect to whom the survey is addressed.
- To make participants feel more comfortable, you could include a statement about confidentiality and anonymity, such as: *"All your responses will be confidential and anonymous, used only for academic research purposes."*
- To ensure confidentiality, it may be better to remove the "Name" field unless it is essential for identifying participants. If it is necessary, explain how their identity will be protected.

8.10.3 Interview

- To change the word "Focus Group" to "Interview".
- Questions 4 and 14 are the same. Delete one.

All suggestions were taken into account, improving the instruments to their final version, applied to collect data.

IX. Results

9.1 General Context of the Study

This research was conducted in a rural natural setting, specifically a classroom, with a group of twelve seventh-grade students from Ruben Dario Secondary School, located at El Porton community, municipality of Esquipulas, department of Matagalpa. They were selected based on their enrollment in the school, providing optimal conditions for the nature of this research. These participants have taken English as a Foreign Language (EFL) class during the first three months of 2025, concerning to the preparation stage designed in this level for students who had never taken English classes in primary education before starting seventh grade.

9.2 Experiment Description

According to Campbell and Stanley (1966, as cited in Hernández et al., 2014), experimental research is divided into three categories “pre-experiments, pure experiments, and quasi-experiments” (p. 129). Moreover, Hernández et al. (2014) affirm that “in experimental and quasi-experimental designs, at least one cause is intentionally introduced, and its effects or consequences are analyzed” (p. 158). The exact design is pretest + treatment + Posttest with a single group. It is focused on a single-group series with the aim of analyzing the influence of retelling as a didactic strategy to foster the oral communication skills of participants, and it is represented as follows:

9.2.1 Representation

G T₁ X T₂

Where:

T₁: Pretest or diagnosis (Test, test register)

X: Treatment

T2: Posttest (Test, test register) + Survey + Interview.

9.2.2 Procedure

First and second session's description

In the first phase, it was worked with a short story called "Camping on the Beach, " written by Fajria (2023). The short story was printed and given to every participant as the first step.

Secondly, each student was required to read the aforementioned story aloud, analyze the information provided in the passage and practice the pronunciation of each word in the story.

Thirdly, students were required to retell the story in their own words. In this phase, the researcher took notes about fluency weaknesses (stammering, using filler words, pauses), vocabulary problems (words that were difficult to assimilate for students), and pronunciation mistakes, registering in the T1.

Then, the second phase happened. During the development of this phase was given to students a short story printed, called "The Baby Koala on the Tree" written by Nadee (2022).

Consequently, participants were required to read the short story aloud to practice pronunciation.

Then, participants worked in pairs to identify and discuss the main idea of the passage among them. After that, the researcher asked them to record retelling the story on their phones for reviewing, and to listen to their recordings, in order to note areas for improvement. Later, participants were required to complete a printed graphic organizer with the story. This was given

to all of the participants. After completing the graphic organizer, participants presented their story by retelling it, integrating personal experiences or opinions. Finally, participants presented their retelling.

The work of the researcher during the development of this experimental phase T2 was taking notes in the posttest and pointing all the time to the same factors observed previously in the pretest.

Once the experimental phases already finished, the research proceeded to apply a survey to the whole sample of students, in order to obtain information right from the individuals under experimentation, in order to obtain more data and information to analyze. Immediately, an interview was applied in order to obtain a third source of information, furthermore, triangulate it and gain more validity.

9.3 Outcomes

Based on the data collected using each of the described methodologies and guided by the design assigned for this purpose, the results of this quasi-experimental study are described in detail below. The results from the pre-test is presented first, followed by the survey data, and then the information gathered from the interview, according to the order or sequence in which the methodology was applied.

9.3.1 Results Obtained from the Pre-test

This technique was used before and after the implementation of the experimental session retelling a story (treatment), acting as pre-test and post-test. The first one, regarding the pre-test, was administered while students retold the short story “Camping on the beach” by Fajria (2023).

Assertiveness was one main criteria for this instrument's validity guideline, which focused on listening and registering information at the same time. At the precise moment of experimentation, the researcher took notes on the challenges and advancements, based on fluency weakness (stammering, using filler words, and pauses), vocabulary problems, and pronunciation mistakes.

Below is a breakdown of the results obtained in the pre-test and post-test. First, it lists the instances of stammering, filler words, and pauses. Next, it shows the words that were assimilated. Finally, it indicates the words mispronounced, representing the results obtained from each participant.

9.3.2 Results from the Pre-test

Student Number	Fluency Weaknesses (stammering, using filler words, pauses)	Vocabulary Problems (Words)	Pronunciation mistakes	Observation
1	Stammered once Made a pause Stammered once again Made another pause	Set up White Beach Prepared Cook Fry Campfire Calm Lit Sat	Friends Went Three Each Were Meantime Of Meanwhile Campfire Around It	
2	Paused once Stammered Stammered again Paused again Stammered again Made another pause Stammered once again	Saturday Tent Set up Prepared Was Noodles Meantime Made Campfire Meters Cool	Friends Went Sand Beach Were Three Meantime Chocolate Meanwhile Friends Calm	

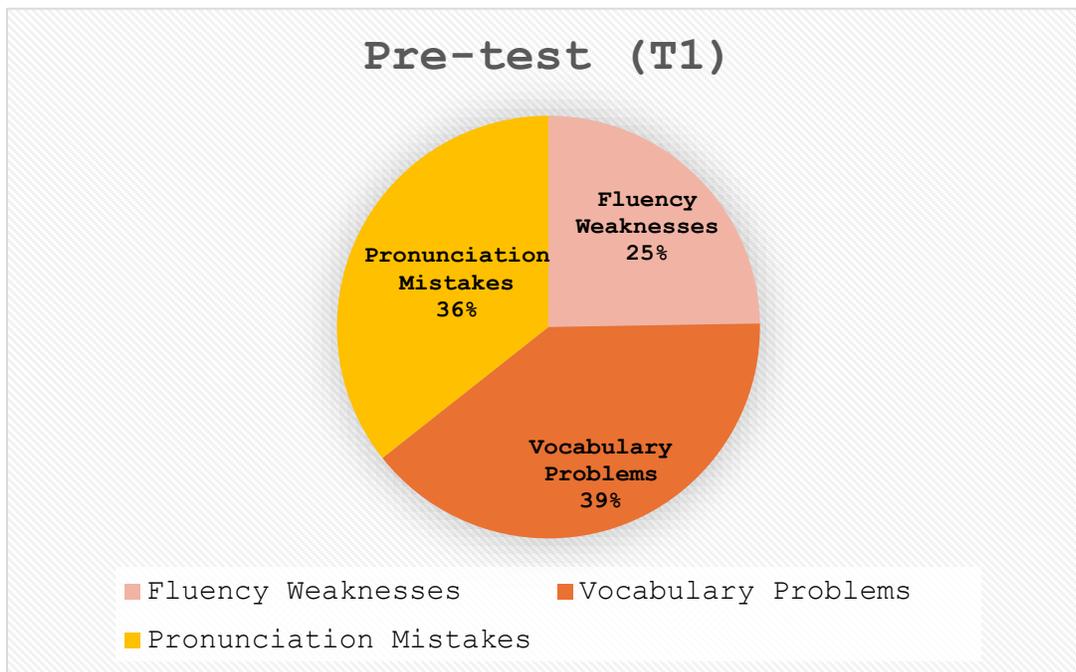
		Sat Songs Dinner	Songs Enjoyed	
3	Paused Paused again Paused once again	Friends Went Set up Sand Beach With Up Were Noodles Made Around Songs Enjoyed	Prepared With Campfire White Were Three Set up Prepared Chocolate Cool Campfire Sang Dinner	
4	Paused Paused again Stammered	Went Set up White Noodles Nuggets Meantime Meanwhile Campfire Calm Sang Dinner Together	Saturday Friends Sand With Three Were Prepared Meantime Meanwhile Made Chocolate Tents Were Cool Sat Around	
5	Paused Paused again Paused one more time	Went Sand Tents Were Meals Meantime Made Calm Lit Around Dinner	Set up Instant Meanwhile Campfire Tents Sang Enjoyed	
6	Paused Paused again	Camping Prepared Meantime	Friends Went White	

		Made Us Meanwhile Campfire Sang Songs	With Three Make Campfire Sat Sang Together	
7	Paused Stammered Stammered again Paused again Paused one more time	Went Camping Set up Sand Meantime Meanwhile Campfire Tents Lit Sat Songs Together	Friends Sand With Three Were Prepared Instant Made Campfire Lit Sang Songs Together	
8	Paused Stammered Stammered Stammered Paused again Stammered Stammered Stammered Stammered Stammered Stammered Stammered Stammered Stammered Stammered Stammered Stammered Paused	Went Camping Set up White Beach Tents Prepared Instant Meantime Hot Us Meanwhile Make Campfire Calm Lit Dinner	Friends Sand Three Set up Prepared Made Hot Campfire Tents Sat Around Sang Songs Enjoyed Together	
9	Paused Stammered Stammered Paused Stammered	Went Camping Set up White Tents Prepared Instant Nuggets	Friends Sand Beach With Three Set up Made	

		Meantime Us		
10	Paused Stammered Stammered Paused Stammered Stammered Paused Stammered Stammered Stammered Stammered Paused	Sand Beach Tent Set up Were Meantime Made Hot Us Meanwhile Calm	Saturday Three With Friends Set up Prepared Instant Made Campfire Sat Favorite Enjoyed	
11	Paused Stammered Stammered Paused Stammered Stammered Paused Stammered Stammered paused Stammered Paused Stammered Paused	Went Camping Set up Tent Were Meals Instant Meanwhile Calm Meantime Made Trying Lit Dinner	Friends White Three With Prepared Campfire Sang Songs Enjoyed	
12	Paused Stammered Stammered Stammered Stammered Paused Stammered Stammered Stammered Paused Stammered Stammered Stammered paused Stammered Paused	Went Camping Tent Sand Set up Noodles Nuggets Meantime Hot Us Meanwhile Were Campfire Calm Sat Dinner	Friends Set up With Three Prepared Chocolate Campfire Songs	

	Stammered			
Total	94	149	134	

Table 2: Challenges that students faced on fluency weakness (stammering, using filler words, and pauses), vocabulary problems, and pronunciation mistakes. Source: Test Register, Own source.



Graphic 1: Results of fluency weaknesses, Vocabulary Problems, and Pronunciation Mistakes. Source: Pre-diagnosis (T1).

Interpretive Analysis

Considering the results of the test register used during the pre-test, 94 in total represent the time of stammering and pauses of the fluency weaknesses that participants made when retelling the short story in the first experimental phase. This represents 25% of the fluency

problems of participants. Hence, 149 words in total denote the quantity of problem vocabulary for students, representing 39% of issues. Thus, 134 words presented difficulties in pronunciation, which is 36% of the obstacles for the students involved.

The most difficult words to assimilate were: “set up” observed on students number 1, 2, 3, 4, 7, 8, 9, 11, and 12, “went” on students number 3, 4, 5, 7, 8, 9, 11, and 12, “meanwhile” on students number 4, 6, 7, 8, 10, 11, and 12, “meantime” on students number 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12, “tent” on students number 2, 5, 7, 8, 9, 10, 11, and 12, “campfire” on participants 1, 2, 4, 6, 7, 8, and 12, “made” on students 2, 3, 5, 6, 10, and 11 and the word “dinner” on participants 2, 4, 5, 11 and 12. Therefore, it is demonstrated that these participants showed that these words were the most difficult to assimilate.

On the other hand, the most common pronunciation mistakes found were the words: “friends” These mistakes were made by the student's number 1, 2, 4, 6, 7, 8, 9, 10, 11, and 12, the word “three” on students 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, and 12, the word “were” on participants 1, 2, 3, 4, and 7, the word “campfire” on students 1, 3, 5, 6, 7, 8, 10, 11, and 12, the word “songs” on students 2, 7, 8, 11, and 12, the word “prepared” on students 3, 4, 7, 8, 10, 11, and 12, the word “with” on participants number 3, 4, 6, 7, 9, 10, 11, and 12, the word “set up” on students number 3, 5, 8, 9,10, and 12, the word “sang” on participants 3, 5, 6, 7, 8, and 11.

Once this information was obtained, the experimental phase took place. Immediately after the experimental session ended, the post-test came about. As supply, for this phase, it was used the short story “The Baby Koala on the Tree” written by Nadee (2022). This story was appropriate for the students in this group and at this level because it contains appropriate vocabulary.

9.3.3 Results from the Post - test

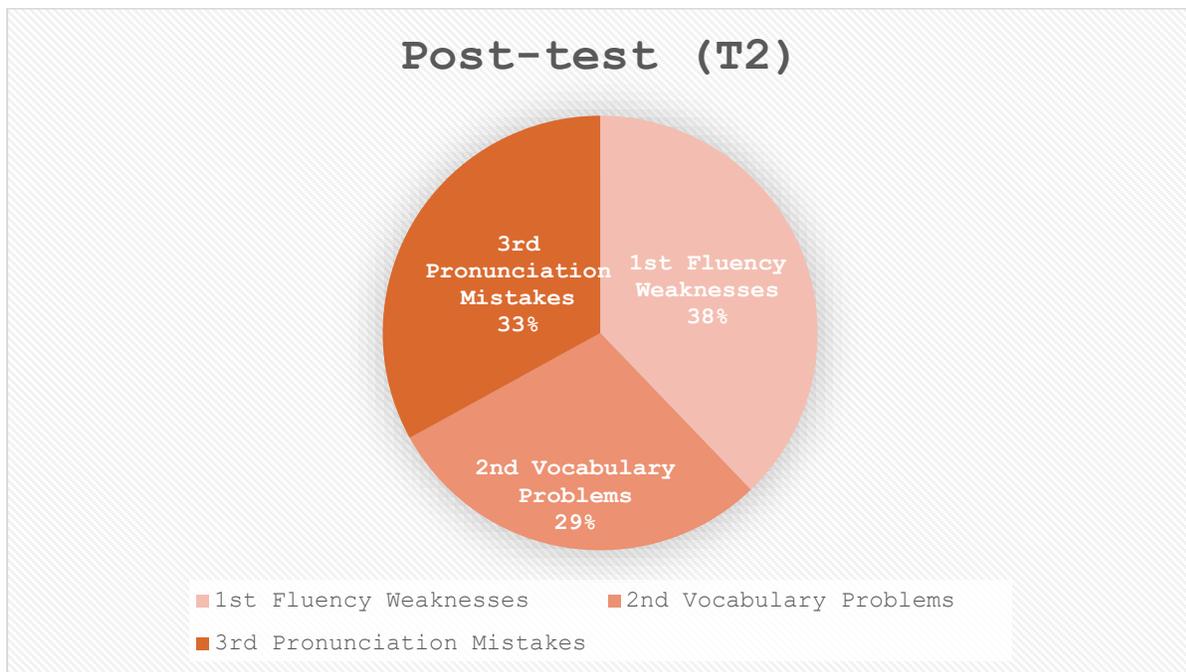
Student Number	Fluency Weaknesses (stammering, using filler words, pauses)	Vocabulary Problems (Words)	Pronunciation mistakes	Observation (Similar, worse, or better) How?
1	Paused Paused Stammered Paused Stammered Stammered Paused	Learned Thought Woke up Ran away	Trees Tired Sleep Couldn't Come Down Eat Thank Sticks	The participant in this experimental phase presented more difficulty in fluency weaknesses than in the pre-test, stammering and pausing
2	Stammered Paused Stammered Stammered Paused Stammered	Learned Knew Tired Tallest Without	Sleep Parents Without Knew Huge Politely Down Said Sticks	This participant presented an increasing enhancement even though the fluency weaknesses remain almost similar
3	Stammered Paused Stammered Stammered Paused	Climb Went Thought While Huge Sticks Came	Parents Down Couldn't With Sticks Ran Branch	This participant presented an increasing enhancement in vocabulary assimilation and pronunciation of words but in fluency weaknesses remain almost similar
4	Stammered Stammered Paused Paused Stammered Pauses Pauses	Learned Want Left Knew Wake Huge Sticks Back	Baby Climb Trees Left Woke Found Said Thank Without Ran away	This participant demonstrated a great improvement in vocabulary assimilation and in pronunciation of words but in fluency weaknesses, it worst
5	Stammered Stammered	Thought Asked	Climb Went	This participant presented worse fluency,

	Paused Stammered Stammered Paused Paused Stammered Paused	Down Knew Huge Saw	Sleep Came Tired Thank Couldn't	enhanced vocabulary assimilation, and worse pronunciation of words
6	Paused Stammered Paused Stammered Stammered Mmmm	Trees Thought Left Knew Came Suddenly	Eat Suddenly Came Without Knew Couldn't Huge	This participant presented an enhancement in vocabulary assimilation and in pronunciation of words but this student was worse in fluency.
7	Paused	Learning Went Thought While Suddenly Took	Left Came Ran Home	This student showed an enhancement in fluency, vocabulary assimilation, and pronunciation of words
8	Stammered Stammered Paused Stammered Stammered Stammered Stammered Paused Stammered Stammered Paused Paused Stammered	Learning Climb Came Thought Branch Back Woke up Said	Climbed Without Asked Couldn't Thank Sticks Took While	This student showed an enhancement in fluency, vocabulary assimilation, and pronunciation of words
9	Stammered Stammered Paused Paused Stammered Stammered Paused Stammered Paused Stammered	Tree Left Knew Eat Sticks Saw Suddenly Said Bears Ran away	Parents Climb Trees Left Went Back Home Couldn't	This participant did not retell a part of the story in the pre-diagnosis, therefore, this diagnosis demonstrated that fluency worst, in word assimilations, remains, and in pronunciation shows an improvement
10	Stammered Paused Paused	Climb Thought Becoming	Left Without Couldn't	This participant demonstrated a great improvement in

	Stammered Paused Stammered Paused Paused Paused Stammered Stammered Paused Stammered Paused Stammered Stammered Paused Stammered Stammered Paused Stammered Stammered Paused	Went Found Said Huge Saw Back	Suddenly Thank Sticks Knew Home Politely	vocabulary assimilation and in pronunciation of words but in fluency weaknesses, it worst
11	Stammered Paused Stammered Stammered Stammered Stammered Paused Stammered Stammered Stammered Stammered Paused Stammered Stammered	Climbed Went Tired Thought Asked Said Saw Suddenly Huge Found Bears Back	Learn Trees Climbed Becoming Tired Said Huge Came Saw Found Branch Home	This participant presented worse fluency, enhanced vocabulary assimilation, and worse pronunciation of words
12	Stammered Paused Stammered Stammered Paused Stammered Stammered Paused Stammered Stammered Stammered Stammered	Learning Left Ran away Becoming While Thought Knew Saw Took Branch	Tired Climbed Parents Tree Went Couldn't Without Suddenly Politely Said Huge Ran away	This participant presented an increasing enhancement in vocabulary assimilation and pronunciation of words, worst, but in fluency, weaknesses remain similar

	Paused Stammered Stammered Paused Stammered		Came	
Total	118	91	103	

Table 3: Challenges and advancements that students faced in fluency weakness (stammering, using filler words, and pauses), vocabulary problems, and pronunciation mistakes. Source: Test register Post-test, Own source.



Graphic 2: Results of fluency weaknesses, Vocabulary Problems, and Pronunciation Mistakes

Source: Post-diagnosis (T2).

Interpretive Analysis

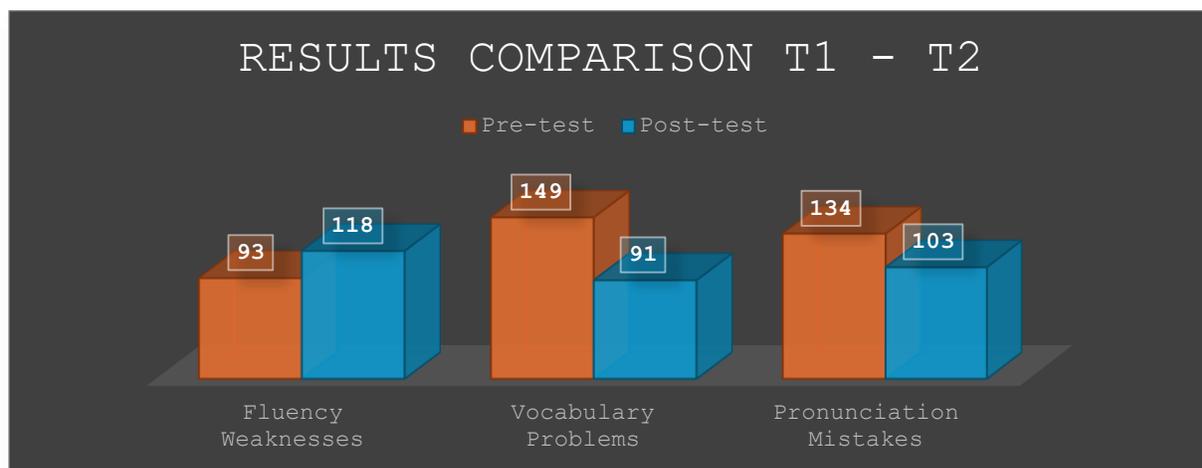
It is determined from the results of the post-test used in this second experimental phase that the 12 participants' total stammering and pauses throughout the retelling of the short story during this phase amounted to 118. This accounts for 38% of the participants' fluency issues. However, 91 words in total indicate the amount of vocabulary that students failed to assimilate, accounting for 29% of the vocabulary issues that participants encountered in T2. Additionally, 33% of the students' pronunciation mistakes during the second experimental phase were related to 103 words that were difficult for them to pronounce correctly.

The test used in this experimental phase showed that the most difficult words to assimilate were “thought” on participants' numbers 1, 3, 5, 6, 7, 8, 10, 11, and 12, the word “knew” on students' numbers 2, 4, 5, 6, 9, and 12, the word “huge” on students 3, 4, 5, 10, and 11, the word “saw” on students 5, 9, 10, 11, and 12. This analysis shows the effectiveness of retelling in the assimilation of vocabulary in seventh-grade EFL students.

Furthermore, the technique demonstrates that participants had difficulty in pronunciation during the implementation of the (T2) on the following word; “trees” on students' numbers 1, 4, 9, 11, and 12, the word “couldn't” on participants' numbers 1, 3, 5, 6, 8, 9, 10, and 12, the word “thank” on students' numbers 1, 4, 5, 8, and 10, the word “sticks” on participants 1, 2, 3, 8, and 10, and the word “came” on students 5, 6, 7, 11, and 12. This showed that these words are the most repetitively mispronounced by participants in the application of the (T2). These results demonstrate the effectiveness of retelling in enhancing pronunciation skills in seventh-grade EFL students.

9.3.4 Consolidation of the Information Obtained with the Pre-test and Post-test

The following information presents the general results obtained with the pre-test and post-test administration, gathered in the test registers. It is basically a comparison of the students' competences in oral communication before and after the treatment was applied.



Graphic 3: General Results from pre-test and post-test.

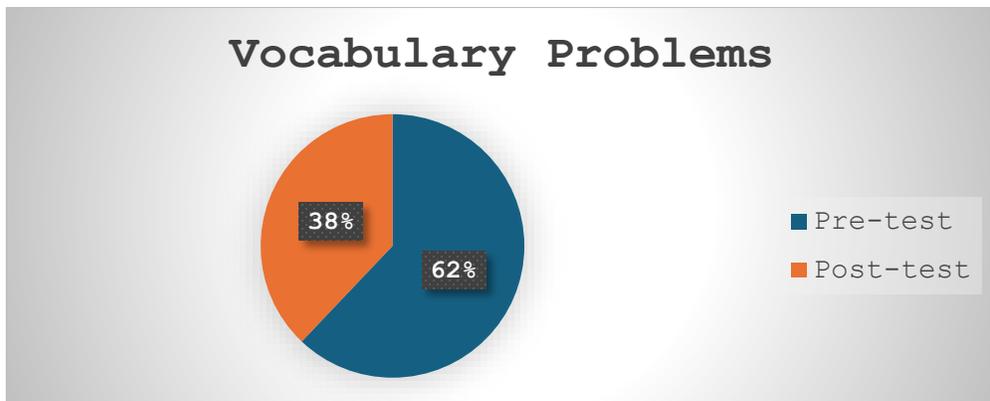
Source: Pre and Post-diagnosis (T1) and (T2).

As illustrated in this graphic, the impacts of retelling in oral communication had positive impacts in the dimensions of vocabulary (39%) and pronunciation (23%). However, a 20% decrease in fluency was observed in three students. This decline was linked to lack of confidence, often caused by shyness, a common factor in rural areas of our nation, when it comes to speaking English.

However, the data presented in terms of fluency weakness and low confidence in the English does not imply that retelling has a positive effect. As a matter of fact, these problems concern to stammering and pauses, but the students fully developed their ideas and communicated the message, which is the approach of oral communication.

Based on these assumptions and facts, it is important to point out that retelling has positive effects on oral communication, despite the lack of improvement in fluency.

The areas of bigger improvement are vocabulary and pronunciation, represented as follows:

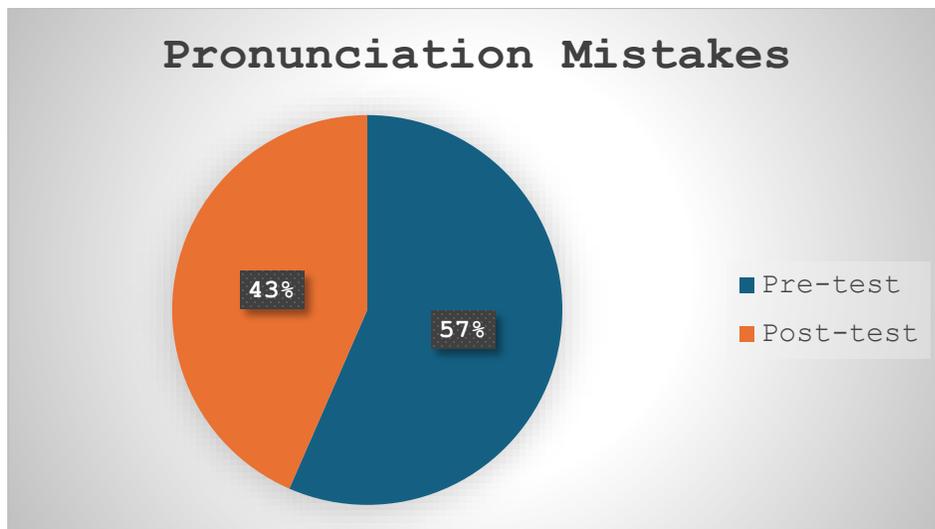


Graphic 4: Results of vocabulary problems.

Source: Pre and Post-diagnosis (T1) and (T2).

In the pronunciation mistakes section, the participants showed that 134 words were hard for students to recognize and use in the pre-test, and after the treatment, 103 words were not recognized and used in the post-test, indicating 23% effectiveness of retelling as a strategy to improve vocabulary recognition in EFL students.

Conversely, the second major improvement is pronunciation, another sub skills of the English language, which is truly important for oral communication. In this case, these are the details obtained:



Graphic 5: Results of pronunciation mistakes.

Source: Pre and Post-diagnosis (T1) and (T2).

As observed above, the improvements in English pronunciation of words after using retelling as a strategy show a significant improvement of 23% in this subskill of the English language.

To sum up, the results found in this process notably substantiated that using retelling in the learning process helps boost oral communication in students.

9.3.5 Results of the Survey Applied to Participants

The following data was obtained through the application of a survey to the participants, immediately after the experimental phase. This had as objective to identify the benefits of retelling in English as a Foreign Language. The Results are explained as follows:

Confirming that students did not take English in primary education, they were asked about this fact, obtaining as an answer that 100% of them did not.

The second question posed how confident students feel when speaking English after the use of retelling. In response, 5 participants declared that they feel very confident when speaking English, 5 students answered that they feel confident, 2 of them responded that they feel neutral, and only 1 of them confirmed not very confident when speaking English (*See Appendix 9*).

Students were also asked about their perception they have about the importance of speaking English. 100% of the participants answered that it is very important for them (*See Appendix 10*).

The following section of the survey is intended to ask participants about their experiences with the retelling activities. 100% of the participants involved in the study affirmed that they like retelling activities. Moreover, participants' perceptions indicate that: 10 students viewed it as a narrative, two as a memorization strategy, and a strategy to illustrate and tell. This means that students see this strategy as an opportunity to narrate, memorize, and speak, which is a way to improve oral communication.

Additionally, 100% of the participants claimed that they think that retelling aided them in improving their oral communication skills in English.

Furthermore, 66.7% of the students affirmed that practicing retelling several times helped them improve fluency and pronunciation skills, and also improved their comprehension and ability to organize their thoughts by using sentence structures relevant to the story. On the other hand, 33% of participants declared that retelling required them to learn unknown vocabulary helping them to increase their vocabulary assimilation. For all of the participants, they consider that it expanded their language use and confidence in speaking.

When asking them how engaging they found retelling activities compared to traditional learning methods, 75% affirmed that retelling activities are much more engaging compared with traditional methods, 17% think that retelling activities are more engaging, and 8% reckon this strategy is about the same as the traditional methods. Therefore, the retelling is accepted as much more engaging than the traditional method, with 75% acceptance. This is statistically represented in the following graphic:

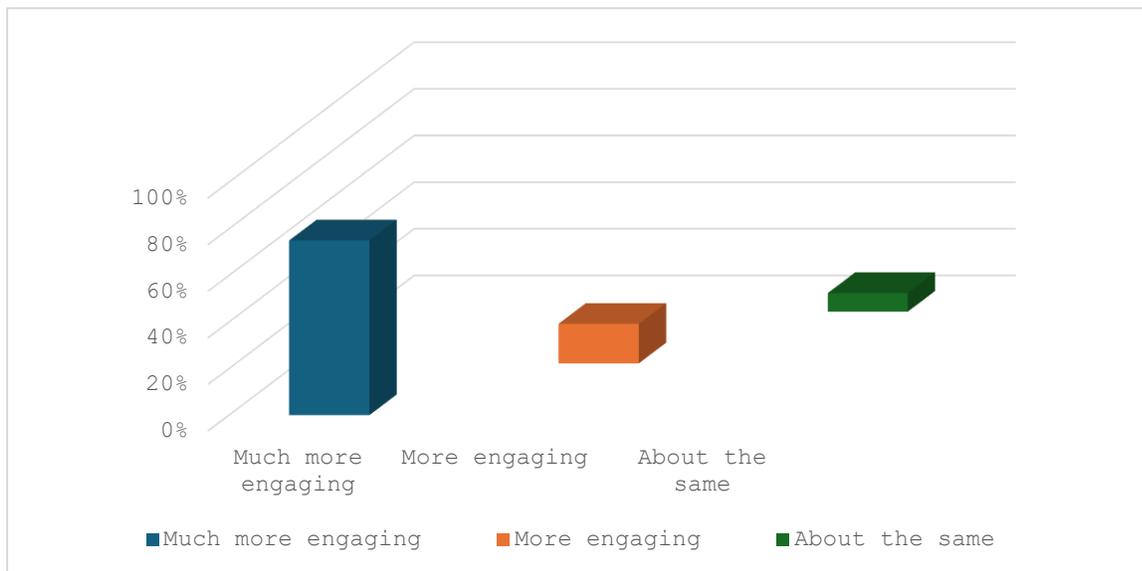


Figure 6 **Graphic 8:** Experiences with retelling activities.

Source: T2: Post-diagnosis – Survey to students

Regarding students’ beliefs about retelling activities if it help them improve English-speaking skills. 5 students said they do, by putting into practice what they learned with others. 3 students stated that retelling activities help improve English speaking skills by practicing the pronunciation to sound natural. Another 3 students concluded that it helped them putting into practice the vocabulary assimilated. Moreover, 1 asserted that it assisted in speaking skills by feeling confident in when speaking. Overall, 42% of them accepted that they improved their

speaking skills using retelling by practicing the learned. In addition, 25% reported that they enhanced their speaking skills by practicing pronunciation, while another 25% stated that they improved their speaking skills by the vocabulary learned. Finally, 8% acknowledged that improved their ability to speak in English by demonstrating confident when speaking in English.

The participants were also asked about what specific areas they felt they have improved due to retelling activities?" 8 participants claimed that vocabulary, pronunciation, fluency and confidence.

They specified that they improved in areas such as vocabulary, pronunciation, fluency, and confidence when using retelling activities. Overall, 67% of the participants reported that improved in areas such as vocabulary, pronunciation, fluency, and confidence. Additionally, 8% indicated that enhancement the vocabulary and pronunciation areas, while another 8% declared that improved the vocabulary area. In further 8% of acceptance that improved the pronunciation area, and another 8% reported gains specifically in fluency area. Hence, these findings demonstrate that participants showed enhancement in specific areas when using retelling activities. (*See Appendix 11*).

The participants also agreed that the aspects of retelling that were more beneficial for enhancing their oral communication skills are memorization and reinforcement of vocabulary and phrases, building speaking confidence, and improving fluency and flow of speech. These aspects corresponded to 42% to the first aspect, 16% to the second, and 42% to the third.

These questions of the survey were focused on answering the first objective **“Identify the benefits of retelling in English as a Foreign Language”** Based on the answers provided by participants of the study, the benefits identified were:

- 58% representing the improvement of pronunciation and fluency, 33% of vocabulary assimilation, and 67% of enhancement of understanding.
- 75% denotes that, retelling activities are much more engaging than traditional methods.
- From the total amount of participants, 42% assert that practicing retelling helped them improve communication, 25% in pronunciation, 25% in vocabulary learned, and 8% denote some boost of in confidence when speaking.
- 67% illustrates improvement in areas such as vocabulary, pronunciation, and fluency.
- 42% confirmed improvement in memorization and reinforcement of vocabulary and phrases, and 42% of enhancement in pronunciation and clarity.

Therefore, it is notable that the benefits obtained from using retelling were the enhancement of pronunciation, vocabulary assimilation, fluency, understanding, confidence when speaking, and preferred retelling activities as much more engaging than traditional methods. Thus, these are the benefits identified of the use of retelling in English as a Foreign Language (EFL).

In relation to the second objective, **“Examine the impacts of retelling to enhance oral communication skills in students”**. The following results were gathered:

For such purpose, the question “How has your confidence in speaking English changed since starting retelling activities?” 6 students considered that significantly increased, 5 of them

confirmed that increased, and 1 of them affirmed that stayed the same. Illustrated in the following graphic:

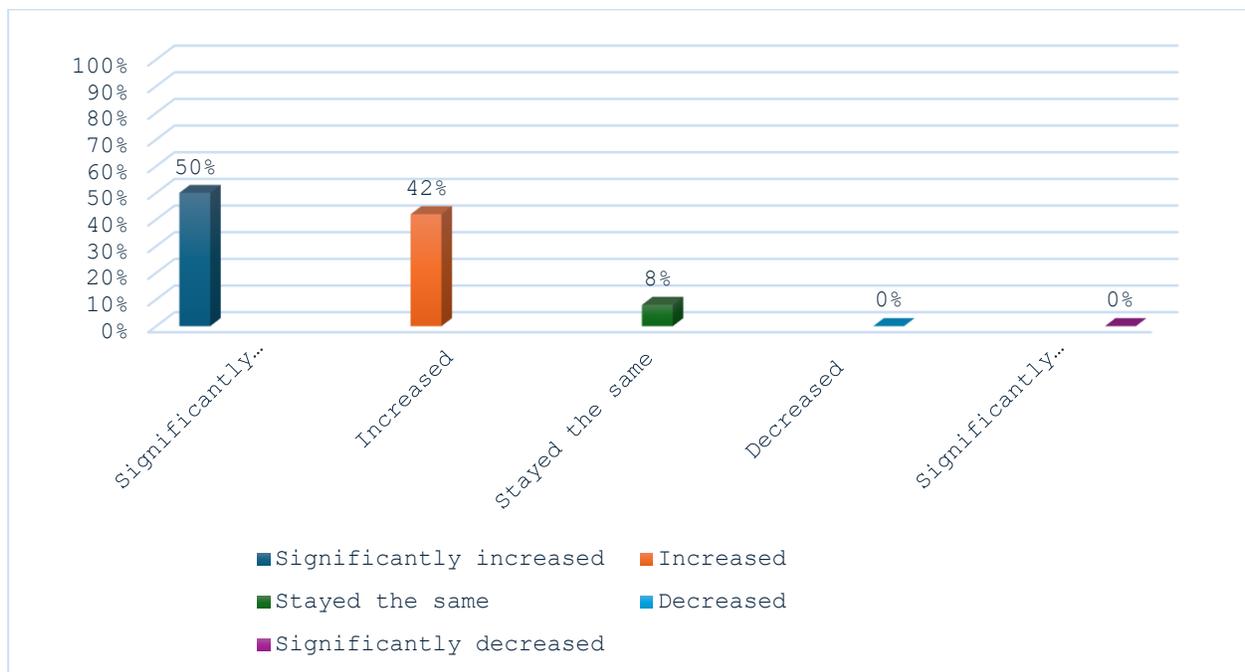


Figure 7. **Graphic 10:** Overall impact of retelling.

Source: Survey to students.

All in all, 50% of the participants affirmed that their confidence in speaking English changed positively since starting retelling activities. 42% of the participants reported that increased in confidence in speaking, and 8% confirmed that it stayed the same.

Additionally, participants were asked if they felt more comfortable participating in class during speaking activities after engaging in retelling. 6 students assumed that they strongly agreed to feel more comfortable in partaking in speaking activities after the retelling activity engagement, and 6 of them presented agreement that felt more comfortable. Thus, demonstrating statistically that 50% of them strongly agree, and 50% of them agree. Thus, this confirms that

they feel more comfortable participating in class speaking activities after presenting the retelling activities.

They were also questioned if they would recommend the continued use of retelling activities in English classes. 6 students declared that they strongly recommend the use of retelling activities in English classes, and 6 students responded that they would recommend it. For this reason, it is considered that 100% of them truly recommend the used of the implementation of retelling activities in English classes.

Aiming to explore if retelling assisted them in organizing their thoughts at the time of speaking, they were asked if retelling helped them. 4 participants strongly agreed and affirmed that retelling helped them organizing their thoughts when speaking. 8 of the participants agreed that retelling aided them in organizing thoughts. Thus, it is clear that 100% of them confirmed that retelling activities have helped them organize their thoughts when speaking in English.

Furthermore, they were called upon the question if they could express their ideas more clearly after practicing retelling, to see whether they were able to articulate their thoughts clearly following the retelling exercises. Ten students agreed, one was neutral, and one strongly agreed. As a result, 92% of the participants reported that they are certain they can articulate their thoughts clearly following the retelling activities, while 8% indicated that they are neutral, this means that they are unsure if the retelling activities aided in their idea expression.

The type of retelling activities that students found more effective for improving their speaking skills were summarizing (condensing a story or text into main ideas), collaborative retelling (working with others to retell a story), and independent retelling (recounting a story or text individually).

Hence, 50% reckon that summarizing was the most effective in improving their speaking skills, while 25% denoted that collaborative retelling was the most effective, and 25% represent that the most effective was independent retelling in enhancing their speaking skills. Thus, these results are represented graphically as follows:

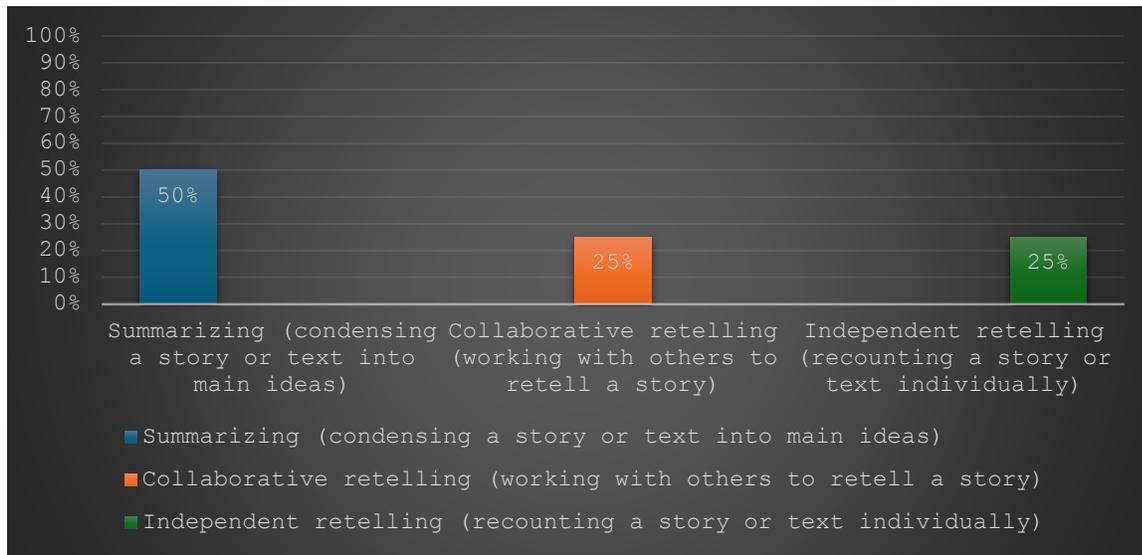


Figure 8. **Graphic 11:** Overall impact of retelling.

Source: Survey to students.

Answering the second objective, “**Examine the impacts of retelling to enhance oral communication skills in students**”. It is considered that retelling activities impacted on:

- 92% of an increment in confidence in speaking skills.
- 100% feel more comfortable in participating in speaking skills.
- 100% organize thoughts better when speaking.
- 92% of expressing ideas more clearly after practicing retelling.

- 50% illustrate that summarizing retelling was the most effective in improving speaking skills. On the other hand, 25% denote that collaborative retelling was the most effective. Whereas, 25% represent that independent retelling was the most effective.

Consequently, it is considered that retelling activities has positive impacts on students to improve their speaking skills, demonstrating that they presented an increasing enhancement in confidence, comfortability, organization of thoughts, and expression of their ideas clearly. Highlighting, that according to the percentage obtained it is concluded that retelling strongly impacted the enhancement of oral communication skills in seventh-grade students in Ruben Dario Secondary School.

Additionally, some other questions were elaborated to gather feedback and suggestions from the participants. They were solicited to tell what they enjoyed the most about retelling activities. 6 students responded that they enjoyed the opportunity to speak, 3 enjoyed gaining confidence, and 3 participants mentioned about improving pronunciation. (*See Appendix 12*).

This demonstrated that 50% enjoyed the opportunity to speak, 25% enjoyed gaining confidence, and 25% enjoyed improving pronunciation. So, the results of this question show what students enjoyed the most about retelling activities.

On the other hand, it was important to ask about the challenges they faced during retelling activities. 6 participants answered that they faced nervousness or anxiety as challenges during the retelling activities, and 6 of them mentioned that faced difficulty remembering details. Then, 50% of nervousness or anxiety and 50% of difficulty remembering details as challenges faced during the retelling activities.

Besides, they were questioned about the improvements they would suggest for future retelling activities, where 10 students responded that more practice opportunities, and 2 of them answered that more guidance from the teacher. Thus, 83% suggested more practice is necessary and 17% mentioned about needing more guidance from the teacher when executing these activities would be beneficial in the future.

As a result of this section of the survey. It is illustrated statistically that when using retelling in the classroom, students think that:

- 50% enjoyed the opportunity to speak.
- 25% enjoyed gaining confidence.
- 25% enjoyed improving pronunciation.
- 50% faced nervousness or anxiety during the retelling activities.
- 50% faced difficulty remembering details during the retelling activities.

As suggestions, participants recommended more practice for future retelling activities, and more guidance from the teacher for executing these activities in the future.

To sum up, the data collected and presented by this research technique (survey) confirms that the use of retelling to foster oral communication skills among seventh-grade EFL students at Ruben Dario secondary school of the El Porton community of the Esquipulas Municipality, Department of Matagalpa, it has been successful, and the results of this strategy are immediately visible.

The information collected through the interview technique is presented here after the survey findings. This will serve as a cross-check and increase the validity of the data received from the use of the other instruments.

9.3.6 Results Gathered from the Interview Applied to Students

This interview was developed after the experiment, taking into account 100% of the participants. Its purpose was to explore the impacts of retelling as a strategy to enhance oral communication and to know the point of view of participants involved in the study, about the use of retelling as a strategy in the enhancement of oral communication skills, giving students a chance to give further information and comment about the experience they lived. The data gathered using this technique was through a questionnaire, whose results are shown below:

In the quest to find the type of retelling activity students find most effective for improving their speaking skills, 5 participants responded that summarizing (condensing a story or text into main ideas), 4 students answered that it was collaborative retelling (working with others to retell a story), and 3 of them said that it was independent retelling (recounting a story or text individually). This data is represented as follows:

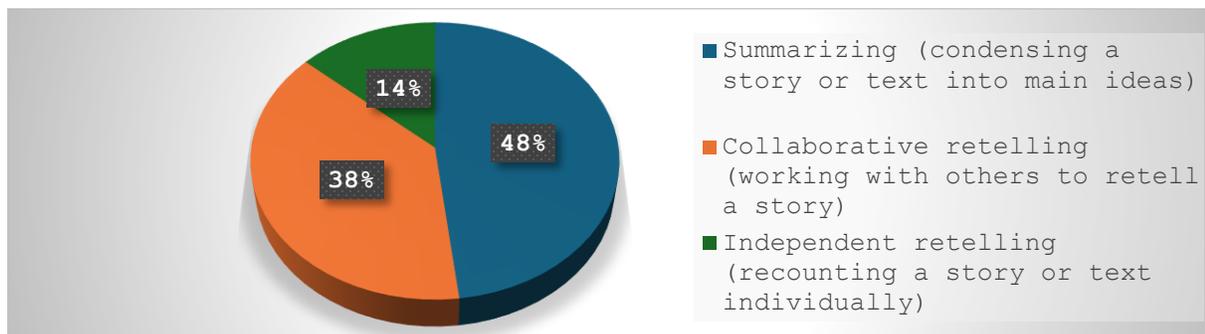


Figure 9. **Graphic 13:** Type of retelling activities found as the most effective for improving the speaking skills.

Source: Interview to Students

As seen in this data, all of them presented their perspective about the types of retelling that worked well for their speaking skill enhancement. This demonstrates that all of these activities work for the same purpose, adapting to different learning styles.

In addition, students were asked if they believed that their speaking skills had been enhanced with the use of retelling activities. 5 students affirmed that retelling activities have helped them to improve their speaking skills by putting into practice the speaking skills, 2 of them said that it has improved by practicing the vocabulary learned, 3 of them highlighted that it was by being engaged all the time in the retelling activities, and 2 affirmed that it has enhanced by feeling confident when speaking.

The specific enhancements students noticed in the ability to communicate in English when using retelling were as follows: 4 participants reported an improvement in their vocabulary when communicating in English, 4 others reported an improvement in pronunciation, 3 in fluency, and 1 in confidence. Accordingly, 34% reported improvements in their ability to assimilate vocabulary, 33% in pronunciation, 25% in fluency, and 8% in their confidence to use the language to express themselves. As a result, students confirmed that they had observed particular improvements in the four elements mentioned above: vocabulary, pronunciation, fluency, and confidence in their ability to communicate in English. (*See Appendix 13*).

The participants were asked if they would recommend the use of retelling activities in English classes. 4 students said that they recommend it because it teaches to improve the English language, 3 recommend it because it assists pronunciation, 3 of them answered that they recommend it because it aids to increase confidence and leave the fear to speak, 1 of them recommends it because it helps to improve in fluency, and 1 participant responded that it means engaging activities. So, it is notable that 100% of them recommend retelling activities for being

executed in English classes because they help to improve in English language, vocabulary, pronunciation, fluency, and confidence in the foreign language.

To investigate the difficulties that participants faced during the implementation of the retelling strategy, they were interviewed about the challenges they faced while participating in retelling activities. 3 participants mentioned that they felt nervous while they were participating in retelling activities, 5 expressed that fear of speaking English, 2 said that it was difficult to memorize vocabulary, and 2 of them faced problems in increasing their confidence to speak in the English language. Graphically represented as follows:

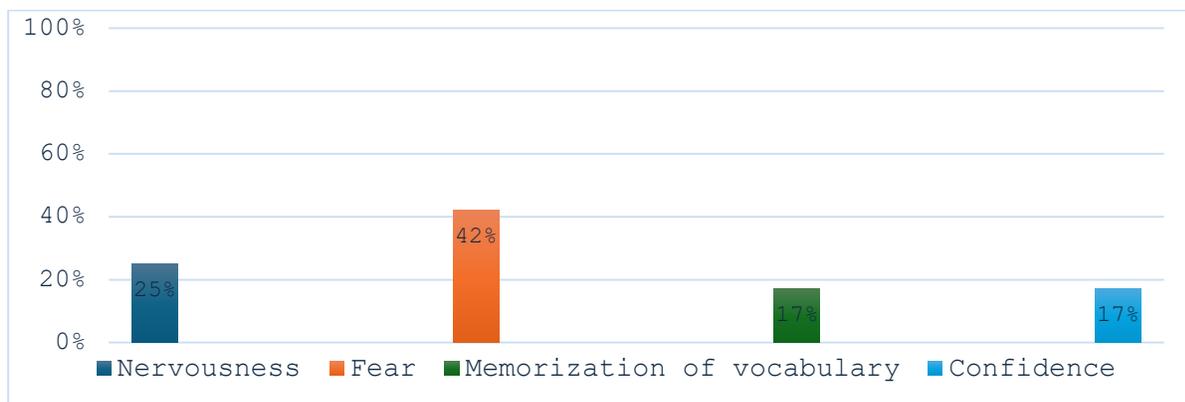


Figure 10. **Graphic 15:** Challenges faced while participating in retelling activities

Source: Interview to Students

Hence, 25% ensured that the main challenge faced was nervousness, 42% affirmed that they faced a fear of speaking, 17% manifested the challenge of vocabulary assimilation, and 16% presented difficulties in increasing confidence.

Then, trying to find the ways students controlled these challenges, 5 students who felt nervousness answered that they controlled those challenges by taking a deep breath, meaning

42% of the participants. 3 students mentioned that they keep control of the speaking difficulties by practicing consecutively, 25%, and 4 of them, who had difficulties with vocabulary, confirmed that they did it by trying relaxing exercises and counting from one to ten, corresponding to 33% of the participants.

Furthermore, in the quest to find the relevance storytelling has for students, they were asked how engaging they found the practice of retelling activities in contrast to traditional activities. 11 students found the practice of retelling activities more engaging than traditional activities, and one of them declared that he did not find any meaningful difference. Thus, 92% confirmed that retelling activities are more engaging than traditional activities, and 8% ensured that both retelling and traditional activities have no difference. (*See Appendix 14*).

Participants were also asked if they felt more motivated in the class after the introduction of retelling activities. 5 students said that feel more motivated in the class after the introduction of retelling activities because they learned to use more the English language, 2 answered that they feel more motivated because they learned more with these activities, 4 responded that they feel more motivated because they enhanced their English, and one of them said that he feels more motivated because retelling activities are more effective to learn English. Hence, 100% of them affirmed that they felt more motivated in the class after the introduction of these activities because they learned how to use more about the English language, learned more with these activities, and enhanced their English. This demonstrates that retelling activities are effective in enhancing the development of oral communication skills of students.

Since motivation and perception of students of a strategy are important, they were asked about their reaction at the time the teacher introduced retelling activities. 1 student said to have reacted with stress because he did not know what was retelling, and another student mentioned

that reacted with fear, 3 of them expressed that took it in a very good manner, 6 answered that they were surprised, and another one declared that was nervous. 8% represented stress, 8% fear, 25% in a very good manner, 9% nervousness, and 50% surprised.

When the participants were asked about the difficulties they faced with storytelling, 3 students claimed that they found it a little bit difficult because they were nervous, 4 of them considered it difficult because they could not pronounce some words, 2 of them affirmed that it was easy because they thought it was funny, 1 student found it hard because he did not know the meaning of some words, and 2 of them responded that it was easy because they found it effective to learn vocabulary. These difficulties were overcome as the different phases of the strategy were developed.

To receive any suggestions from participants, they were consulted what would make retelling activities easier or more effective for them. 4 students answered that by providing more examples, 4 by promoting more pronunciation exercises, 2 by practicing frequently, and 2 by dedicating more time to assimilate vocabulary. These suggestions are considered pertinent to be taken into account for future research on this topic.

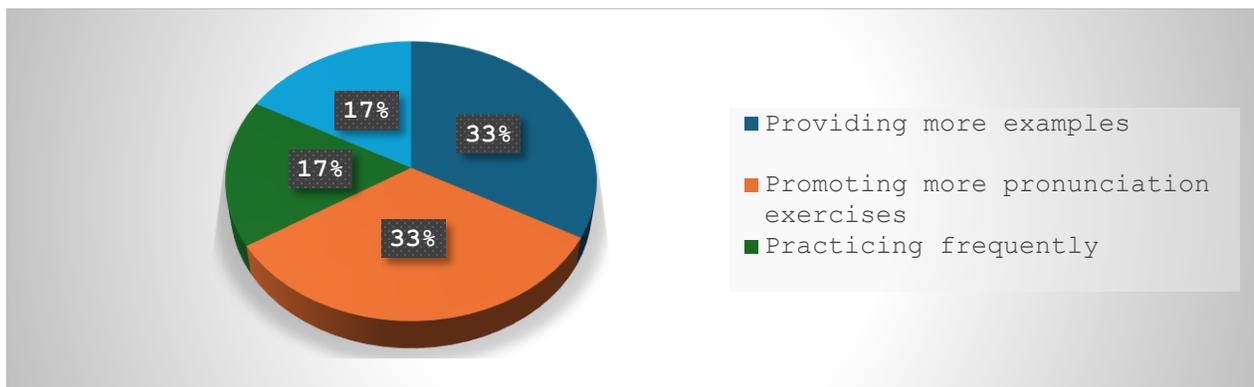


Figure 11. **Graphic 17:** What would make retelling activities easier or more effective

Source: Interview to Students.

The results gathered from the interview are presented as follows:

- 48% of the participants assumed that summarizing retelling was more effective in enhancing oral communication skills in participants, 38% stated that it was collaborative retelling, and 14% mentioned that it was independent retelling.
- 100% confirmed that by using retelling, they have improved their oral communication skills, helping improve speaking, vocabulary acquisition, feeling confident, and engaging in the activities developed. 34% claimed presenting improvement in vocabulary assimilation, 33% in pronunciation, 25% in fluency, and 8% in confidence.
- Participants mentioned that they faced some challenges, 25% presented nervousness, 42% fear, 17% difficulties of vocabulary assimilation, and 16% lack of confidence.
- 92% confirmed that retelling activities are more engaging than traditional activities.
- 100% of participants stated that they felt more motivated in the class after the introduction of retelling because they learned more English by practicing these activities, acknowledging how to use more the English language, and enhancing their target language.

Therefore, from the students' point of view, it is notable that using retelling as a strategy impacts the enhancement of oral communication skills.

9.3.7 Triangulation and Interpretation of Results

In order to better illustrate the results of the experiment “using retelling to boost speaking skill in students” the findings obtained through the application of pre and post-tests, survey, and interview, the data is triangulated by using the qualitative analysis software ATLAS.ti 25. The resulting network of associations includes the variables under study and their interrelationships, which give rise to the strategy proposed in this study.

The constructed network shows how each of the variables is interconnected and dependent on the other, demonstrating also the proposed strategy benefits as well, concerning to the use of retelling to foster oral communication in seventh-grade students.

In accordance with the stated objectives, the analysis is given in a condensed summary that highlights the key findings and their significance or relevance to this investigation.

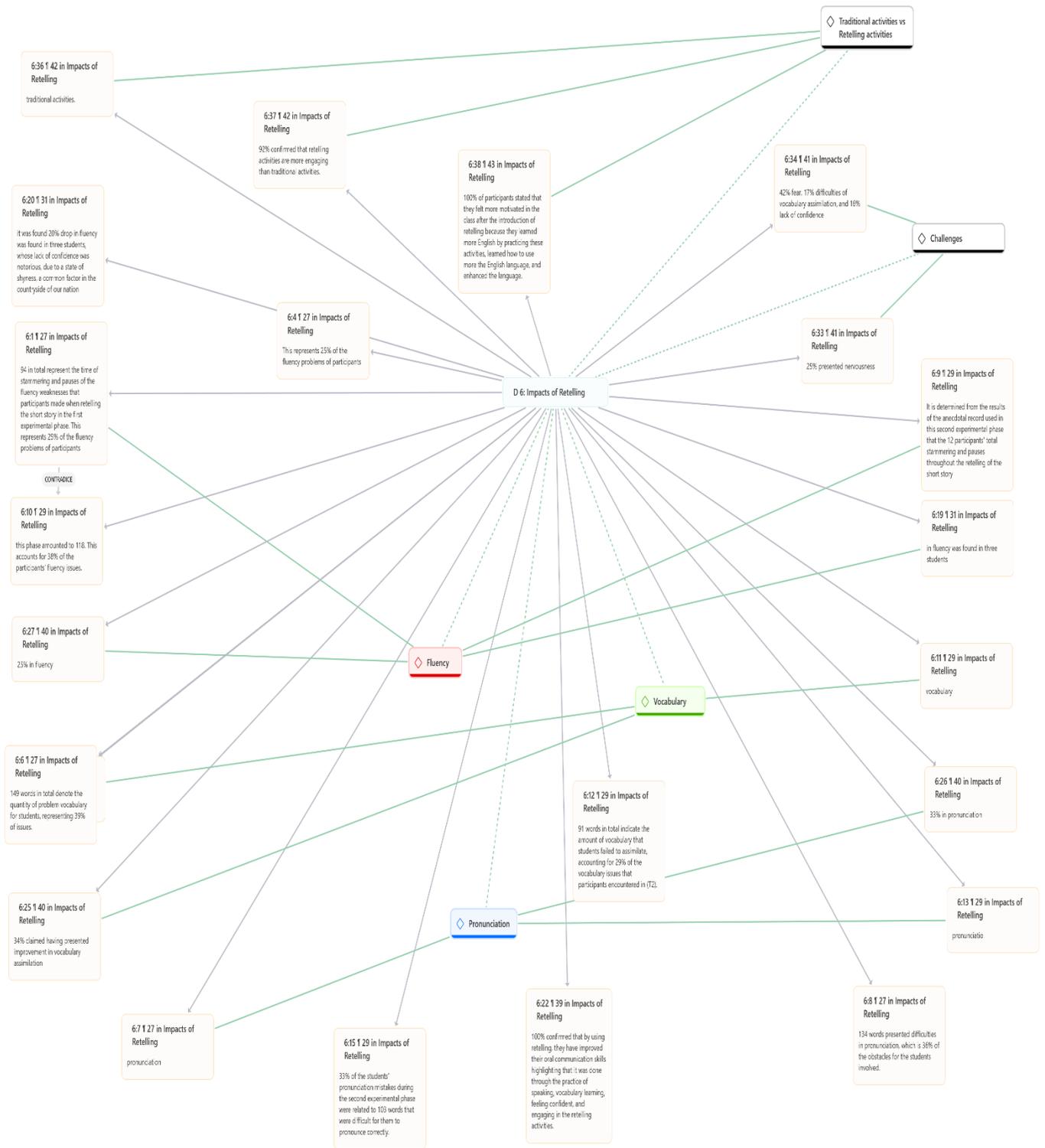


Illustration 1: Data Triangulation.

Own Source

The data gathered using the instruments designed for this research, which are tests and survey, and interview, compared and corroborated with the theoretical framework constructed above, presents how each theoretical construct was manifested in student outcomes, drawing clear connections between pedagogical theory and classroom practice, becoming a valuable piece in this study.

- Retelling as a strategy is defined as a structured recounting of texts through oral, written, or visual means, retelling aims to foster comprehension, organization, and language use (Besral et al., 2019; Morrow, 1985). This structure was reflected in the data gathered, where 100% of students reported improvement in organizing their ideas and recalling the sequence of stories, confirming that retelling supports structured and comprehensive recall.
- Triangulation results showed a 62% improvement in vocabulary and a 57% increase in pronunciation clarity. These results align with theoretical insights that retelling promotes vocabulary learning/acquisition, pronunciation practice, and content comprehension (Fitri et al., 2017; Saputri et al., 2020).
- In fluency skills, despite its many benefits, retelling was less effective in enhancing fluency, but in terms of stammering, pauses, and use of filler words not in producing clear and concise ideas at the time of retold stories. It is represented as 56% of students still exhibited difficulties post-intervention. This outcome correlates with theoretical challenges noted in the framework, such as the cognitive demands of retelling and the need for explicit instruction and scaffolding (Bransford et al., 2000; Stein & Glenn, 1979). Students' comments and test

register data indicate that real-time speech production remained difficult for learners with lower language proficiency.

- Furthermore, the study confirmed theoretical claims that retelling supports cognitive and metacognitive processes like attention, memory, and sequencing (Duinmeijer et al., 2012; Gambrell et al., 1991). Students demonstrated an improved ability to retain and restructure narrative content, indicating enhanced metacognitive awareness and comprehension monitoring.
- A significant 92% of students reported increased confidence when speaking English. This directly reflects the motivational impact of retelling noted in the framework, particularly its capacity to reduce anxiety and improve learner engagement through familiar, personalized, and interactive content (Horwitz et al., 1986; Nation & Newton, 2009).
- In the sense of oral communication component, the improvement in vocabulary and pronunciation reinforces the theoretical components of oral communication—lexical knowledge, pronunciation accuracy, and delivery confidence (Nation, 2001; Morley, 1991; Hennings, 2000). Although fluency remained a challenge in stammering, pauses, and the use of filler words, students were able to express their ideas accurately. Moreover, the increase in participation and confidence supports progress in communication competence as described by CLT principles (Savignon, 2002).
- Retelling has a positive influence in real-world and culture relevance, as oral communication is also culturally embedded, students' interest in retelling

familiar or personally significant stories echoes theoretical claims regarding the cultural and contextual importance of spoken discourse (Hall, 1997; Ting-Toomey, 1999). Personalized retelling activities made learning more relatable and engaging, as reported in both the survey and interview data.

- The study's findings on oral communication components vocabulary, pronunciation, fluency, and confidence (Rahman, 2010), demonstrate strong alignment with the theoretical framework while revealing important nuances. The Communicative Language Teaching (CLT) approach (Savignon, 2002) was operationalized through retelling activities, which successfully promoted authentic interaction and yielded significant gains in vocabulary assimilation (62% improvement) and pronunciation (23% enhancement). These improvements reflect CLT's emphasis on meaningful language use, as students actively reconstructed narratives while receiving immediate feedback through peer collaboration and self-assessment.
- However, the limited progress in fluency, despite increased confidence (92%), can be explained through Schema Theory (Carrell & Eisterhold, 1983). While retelling effectively activated students' prior knowledge of story structures (evidenced by better-organized narratives in post-tests), the cognitive demands of simultaneously retrieving vocabulary, applying grammar rules, and maintaining speech flow likely hindered fluency development. This aligns with Paul and Archibald's (2021) finding that working memory constraints disproportionately affect fluency in L2 learners.

Briefly, the triangulated findings substantiate the theoretical foundation provided in the framework. Retelling effectively enhanced key areas of oral communication, such as vocabulary, pronunciation, fluency in the sense of expressing ideas, confidence, and organization. Overall, this confirms the validity of retelling as a powerful didactic strategy for promoting oral communication skills in EFL contexts.

Having compared the data obtained through the instruments and the theory gathered in the theoretical framework, the following results are drawn:

- Data gathered in the post-test demonstrated that retelling as a strategy was effective in enhancing vocabulary assimilation in these students, as it is illustrated that it was more effective in the post-test application, with a 62% effectiveness in vocabulary assimilation in comparison with the pre-test.
- This strategy represented 57% effectiveness to foster pronunciation skills in seventh-grade EFL students. This was observed after analyzing and comparing the data obtained from the pre-test and post-test.
- Through the test techniques used in the experimentation sections, it is determined that participants increased fluency, despite of the fact of presenting some difficulties in terms of stammering, pauses and use of filter words for expressing their ideas.
- Based on the survey, 58% of the participants ensured that they improved pronunciation and fluency, 33% in vocabulary assimilation, and 67% in understanding, in consensus with the focus where results point out 34% of vocabulary assimilation, 33% in pronunciation, 25% in fluency and 8% in

confidence. Therefore, with the findings gathered with both techniques it is determined that retelling activities were beneficial for students to foster their oral communication skills and increase their confidence and understanding in the language.

- 92% of the participants found retelling more engaging than traditional methods to learn English.
- Using the data gathered from both the survey and interview, it is concluded that 100% of students enhanced their speaking skill, referring to speaking, vocabulary acquisition, confidence to participate, and engagement in retelling activities.
- Among the different types of retelling 49% of students ensured that summarizing retelling was the most effective in improving speaking skills. On the other hand, 31.5% denoted that collaborative retelling was the most effective. And 19.5% of them declared that independent retelling was the most effective. These findings were collected from the survey and the interview.
- In conclusion, the suggested teaching strategy is deemed effective based on the data gathered during this experiment, processed using the techniques employed. Even though comparing the T1 with T2 in the fluency section, students stammered, paused, and used filler words, but expressed their ideas adequately and clearly, it is understandable since this strategy was applied for a short period. In order to get higher results, it is necessary to apply this strategy for longer periods of time or adequate it to the topics that must be developed all year long.

X. Didactic Strategy Proposal



Regional University Center Cur-Matagalpa

UNAN-Managua

The use of retelling to enhance oral communication skills in EFL seventh-grade students

10.1 Objective

Propose a didactic strategy to foster oral communication skills in seventh-grade students, at Ruben Dario High School, municipality of Esquipulas, Department of Matagalpa, in the first semester of 2025.

10.2 Methodology

10.2.1 Application

Phases	Time	Activities	Didactic resources	Observation
Introduction	2 min	The teacher presents concepts of retelling to assist students in familiarizing themselves with retelling.	Projector	
Development	3 min	The teacher reads a short story aloud, and then models the retelling process.	Printed story	

	10 min	Students work in pairs to discuss the main ideas.		
	10 min	Students retell the story in pairs.		
	10 min	Students record retelling the story on their phones for reviewing it.	Cellphones	
	5 min	Students listen to their recordings and note areas for improvement.		
Conclusion	5 min	The teacher provides constructive feedback on their first attempts, focusing on key aspects like coherence, fluency, and use of vocabulary.		

Table 4: The first session of the proposed didactic strategy procedure

Own source

Phases	Time	Activities	Didactic resources	Observation
Introduction	2 min	Show students a graphic organizer, and its use to back up and enhance their retelling process.	Printed sheet	
Development	3 min	Students are assigned to retell a given story	Printed story	
	15 min	Students complete the graphic organizer with the story, with each member contributing a part.	Printed graphic organizer	
	20 min	Groups present their retellings to the class using their graphic organizers.		
Conclusion	5 min	the teacher thanks to students and offers helpful criticism, emphasizing important elements like word usage, fluency, and coherence.		

Table 5: The second session of the proposed didactic strategy procedure

Own source

Phases	Time	Activities	Didactic resources	Observation
Introduction	2 min	Encourage students to personalize their retellings by integrating their own experiences or opinions, aiming for fluency.		
Development	3 min	Students select a story that resonates with them.	Cellphones Google	
	15 min	Students plan the retelling, integrating personal experiences or opinions.	Notebook	
	20 min	Learners share personalized retellings with the rest of their classmates.		
Conclusion	5 min	Encourage clear delivery while maintaining accuracy.		

Table 6: The third session of the proposed didactic strategy procedure

Own source

10.2.2 Timeframe

Depending on the retelling type, the number of students in the classroom, and the chosen purpose (either short-term (immediate formative evaluation) or long-term (process evaluation), each learning session utilizing this strategy has a set duration of 45 minutes, a total of 135 minutes divided into the three sessions, to attend a group of 12 students. Also, with the focus on giving students more learning chances, this didactic strategy is meant to be employed regularly during lessons taught in the semester.

10.2.3 Function

Formative evaluation and fostering oral communication in seventh-grade students.

10.2.4 Adaptation

If the aim of the implementation of this strategy is not to keep a formal, long-term record of assimilation, such as reading tests. This strategy is seen to be flexible enough to be used over a shorter period of time. Alternatively, it may be used exclusively as a tool for instantaneous peer and self-evaluation (short-term outcomes). In other words, it can be adapted depending on the needs of the setting where it will be carried out and learners' needs.

XI. Conclusions

The purpose of this study is to analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025. Based on this and after analyzing the information obtained with the instruments applied and comparing it to the theories that support this study, these are the conclusions drawn:

1. The benefits of retelling in the learning process of English as a Foreign Language are structured and comprehensive recall, information retrieval, connection among events, understanding of narrative elements, enhancement of language skills, language acquisition and learning, comprehension, fluency, pronunciation, vocabulary assimilation, understanding, confidence when speaking, and supports cognitive and metacognitive processes like attention, memory, and sequencing.
2. The impacts of retelling to enhance oral communication skills in students are the improvement in speaking skills, thought organization, information recall, self-confidence, comfort to speak, and clear expression of ideas. Furthermore, it was found that retelling helps increase vocabulary, improve pronunciation, content comprehension, positive motivational impact to reduce anxiety, and improves learners' engagement in the activities developed.
3. Retelling is proposed as a strategy to foster oral communication skills in seventh-grade students, at Ruben Dario High School, municipality of Esquipulas, Department of Matagalpa, in the first semester of 2025, it is proposed to be applied to these students.

XII. Recommendations

After analyzing the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025, the following recommendations are commended:

1. For students of English as a foreign language, engage positively in activities developed using the retelling strategy to carry out exercises, in order to improve their oral communication skills; and teachers who attend English classes in secondary schools, use retelling as a strategy to help their students develop oral communication skills meaningfully.
2. The relevant authorities in charge of creating the curriculum for the English classes as a foreign language program in secondary education modalities, MINED, take this research into account and incorporate this tactic as a recommendation in the methodological guidelines for the different skills and sub-skills development in the students.
3. To future researchers in the field, delve deeper into this area of study because there are still many questions, doubts, and concerns, and the answers are waiting to be discovered.

XIII. References

Abdallah, M. M. S. (2010). *Multiple intelligences, oral communication, and language learning* (Publication No. ED616980) [Doctoral dissertation, Assiut University Faculty of Education, Egypt]. ERIC.

<https://eric.ed.gov/?q=Multiple+Intelligences%2c+Oral+Communication+and++Language+Learning&id=ED616980>

Anderson, M., & Anderson, K. (2003). *Text types in English 2*. Macmillan Education.

Ashikuzzaman, M. (2022, January 30). *What is oral communication?* Library & Information Science Education Network. <https://www.lisedunetwork.com/oral-communication/>

Awang, S., Wan Hassan, W. N. F., Abdullah, N., Wan Zakaria, W. N. F., & Razak, S. S. (2022). Use of communication strategies in oral interactions: (In)effectiveness of CLT approach in L2 teaching. *English Language Teaching*, 15(10), 64–74.

<https://doi.org/10.5539/elt.v15n10p64>

Bavelas, J. B. (2018). Nonverbal and verbal communication: Complementary codes. *Journal of Language and Social Psychology*, 37(2), 127–140.

Beebe, S. A., & Beebe, S. J. (2020). *Public speaking: An audience-centered approach* (10th ed.). Pearson.

Behar Rivero, D. S. (2008). *Metodología de la investigación*. Ediciones Shalom.

Bellorin, A. A. I. (2016). *Effectiveness of Using Storytelling in Enhancing 9th Grade Students' Listening Comprehension Skills* [Thesis, UNAN-Managua]. Repositorio Institucional de la UNAN-Managua. <https://repositorio.unan.edu.ni/id/eprint/1662/>

Besral, B., Yustina, L. S., & Renalsi, L. (2019). *The effect of retelling technique to students' EFL learning in narrating past events*. *Jurnal Ilmiah Pendidikan Scholastic*, 3(2), 7–15. <https://doi.org/10.36057/jips.v3i2.355>

Bhandari, P. (2023, June 22). What is quantitative research? Definition, uses & methods. *Scribbr*. Retrieved February 22, 2025, from <https://www.scribbr.com/methodology/quantitative-research/>

Bovee, C. L., & Thill, J. V. (2021). *Business communication today*. Pearson.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). National Academy Press.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

Brown, H., & Cambourne, B. (1987). Retelling: A strategy for enhancing students' comprehension. *The Reading Teacher*, 40(6), 558–563.

Bulut, M. & Kirbas, A. (2022). Pre-service teachers' perceptions on the concept of oral communication: A metaphor research. *International Journal of Research in Education and Science (IJRES)*, 8(4), 765-782. <https://doi.org/10.46328/ijres.3070>

Burgoon, J. K., Buller, D. B., & Woodall, W. G. (2016). *Nonverbal communication: The unspoken dialogue* (7th ed.). Pearson Education.

Burke, A., O'Brien, S., & Shields, M. (2016). *Creative teaching approaches for 21st-century learners*. Sage Publications.

Cahya, V. C. E. (2017). The effectiveness of oral retelling strategy and written retelling strategy on students' reading comprehension: A comparison. *LET: Linguistics, Literature and English Teaching Journal*, 7(1), 71–92. <https://doi.org/10.18592/let.v7i1.1513>

Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17(4), 553–573. <https://doi.org/10.2307/3586613>

Centeno, C. M. S., Rivera, R. M. C., Sierra, H. L. R., & Lagos, R. W. G. (2021). Storytelling as a pedagogical strategy to teach English language vocabulary to children. *Revista Multi-Ensayos*, 2–6. DOI: <https://doi.org/10.5377/multiensayos.v7i2.12151>

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. DOI: <https://doi.org/10.4324/9781315456539>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide*. Cambridge University Press.

Dannels, D. P. (2011). Time to speak up: A theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication Education*, 60(1), 50–69.

Defrioka, A. (2014). Retelling: An alternative strategy in teaching reading narrative text. *Proceedings of ISELT FBS Universitas Negeri Padang*, 2, 46–52.

Domingo, D. R. (2015). Writing retelling vs oral retelling: an evaluation strategy in an ESL classroom. *International Journal of Social Sciences*, 153-168.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Duinmeijer, I., de Jong, J., & Scheper, A. (2012). Narrative abilities, memory, and attention in children with a specific language impairment. *International Journal of Language & Communication Disorders*, 47(5), 542–555. <https://doi.org/10.1111/j.1460-6984.2012.00164.x>

Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness. *The Reading Teacher*, 61(2), 161–167. <https://doi.org/10.1598/RT.61.2.6>

Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.

Ely, C. M. (1986). An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom. *Language Learning*, 36(1), 1–25.

Endres, T., Kranzdorf, L., Schneider, V., & Renkl, A. (2020). It matters how to recall—task differences in retrieval practice. *Instructional Science*, 48, 699–728. <https://doi.org/10.1007/s11251-020-09526-1>

Equipo editorial, Etecé. (2023, January 23). *Comunicación oral: Qué es, características, ventajas y desventajas*. Enciclopedia Humanidades. <https://humanidades.com/comunicacion-oral/>

Fang, Z. (1996). Illustrations, text, and the child reader: What are pictures in children's storybooks for? *Reading Horizons: A Journal of Literacy and Language Arts*, 37(2), 130–142

Fajria, L. S. (2023). *Applying retelling strategy to improve students' speaking skills of recount text (A quasi-experimental study at eighth grade students of MTs)*. [Undergraduate thesis,

UIN Syarif Hidayatullah Jakarta]. UIN Syarif Hidayatullah Jakarta Repository.

https://repository.uinjkt.ac.id/dspace/bitstream/123456789/74963/1/11190140000038_LULU%20SALMA%20FAJRIA_SKRIPSI%20WATERMARK.pdf

Farhana, S. (2018). *The influence of retelling story technique in improving students' speaking skill by using picture series at the first grade students of SMAN 3 Bandar Lampung* [Undergraduate thesis, University of Lampung]. University of Lampung Repository.

Fitri, S., Komariah, E., & Heriansyah, H. (2017). Improving students' speaking skill by retelling technique using video: An experimental study at the second grade students of MTsN Kuta Baro Aceh Besar. *Research in English and Education Journal*, 2(3), 36-45.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Gambrell, L. B., Koskinen, P. S., & Kapinus, B. A. (1991). Retelling and the reading comprehension of proficient and less-proficient readers. *The Journal of Educational Research*, 84(6), 356–362.

Gambrell, L. B., & Bales, R. J. (1986). Mental imagery and the comprehension-monitoring performance of fourth- and fifth-grade poor readers. *Reading Research Quarterly*, 21(4), 454–464. <https://doi.org/10.2307/747616>

Ghanad, A. (2023). An overview of quantitative research methods. *International Journal of Multidisciplinary Research and Analysis*, 6(8), 3794–3803. <https://doi.org/10.47191/ijmra/v6-i8-52>

Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562–570. <https://doi.org/10.1111/1540-4781.00161>

Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Pearson.

Guffey, M. E., & Loewy, D. (2019). *Essentials of business communication* (11th ed.). Cengage Learning.

Harappa Education. (2020, May 20). *The importance of oral communication*. Harappa Diaries. <https://harappa.education/harappa-diaries/oral-communication-examples-types-and-process/>

Hassan, M. (2024, March 26). *Experimental design-types, methods, guide*. Researchmethod.net. <https://researchmethod.net/experimental-design/#:~:text=The%20primary%20purpose%20of>

Hall, E. T. (1976). *Beyond culture*. Anchor Press.

Hargie, O. (2011). *Skilled interpersonal communication: Research, theory and practice* (5th ed.). Routledge.

Hamadaoglu, M., & Toplu, S. (2023). The effect of retelling technique on EFL learners' speaking skills. *Journal of Language and Linguistic Studies*, 19(1), 1-15.

Hamilton, C. (2020). *Communicating for success*. Routledge.

Hasanah, N. & Atikah, D. (2020). The effectiveness of retelling short story towards students' accuracy in speaking skill. *IDEAS: Journal of English Language Teaching and Learning Linguistics and Literature*, 8(1), 137–144. DOI:[10.24256/ideas.v8i1.1337](https://doi.org/10.24256/ideas.v8i1.1337)

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación* (6th ed.). McGraw-Hill.

Hennings, D. G. (2000). *Communication in action: Teaching literature-based language arts*. Houghton Mifflin.

Hidayah, R. S. (2016). *Improving students' speaking skill through retelling technique using movie (A classroom action research at the eight grade of SMP Negeri 2 Grogol In 2013/2014 academic year)*. [Undergraduate thesis, IAIN Surakarta].

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>

Hughes, A. (2011). *Testing for language teachers* (2nd ed.). Cambridge University Press.

Irwan, D. (2016). The effect of retelling story towards students' speaking ability. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 13–28.

Jenkins, T. (2023). *Narrative elements in storytelling: A guide for educators*. Journal of Language Education.

Jenkins, J. (2024, January 26). *A complete guide to narrative writing—Stories well told*. Jerry Jenkins | Proven Writing Tips. <https://jerryjenkins.com/a-complete-guide-to-narrative-writing/>

Jilcha, K. (2019). Research design and methodology. In *Text mining—Analysis, programming and application* (pp. 27–56). IntechOpen.

<https://doi.org/10.5772/intechopen.85731>

Kemp, D. (2023, February 16). *Unlocking reading comprehension: The art and science of understanding text*. Book Creator. <https://bookcreator.com/2023/02/unlocking-reading-comprehension-the-art-and-science-of-understanding-text/>

Kennedy, R. (2007). In-class debates: Fertile ground for active learning and the cultivation of critical thinking and oral communication skills. *International Journal of Teaching and Learning in Higher Education*, 19(2), 183–190.

Kesevan, H. V., Ridzwan, N. D. R., Gopal, R., & Singh, C. K. S. (2023). *Written retelling strategy in improving reading skill among ESL students in Malaysia*. Education Research International. <https://doi.org/10.1155/2023/6694646>

Keyton, J. (2011). *Communication and organizational culture: A key to understanding work experiences*. SAGE Publications.

Kim, Y.-S., Park, C. H., & Wagner, R. K. (2011). Is oral/text reading fluency a “bridge” to reading comprehension? *Reading and Writing*, 24(9), 1085–1108.

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge University Press.

Kintsch, W., & van Dijk, T. A. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85(5), 363–394. <https://doi.org/10.1037/0033-295X.85.5.363>

Klingner, J. K., & Vaughn, S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99(3), 3–21.

Knore, M. (1993). *Mental imagery as a strategy for enhancing reading comprehension* [Master's thesis, University of Dayton]. eCommons.

https://ecommons.udayton.edu/cgi/viewcontent.cgi?article=4974&context=graduate_theses

Kurniawan, A., & Trisno, E. (2022). Improving speaking ability through retelling technique by using fables' video at SMPN 4 Rejang Lebong. *Atlantis Press Journal*.

https://doi.org/10.2991/978-2-494069-85-5_22

Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE.

Lennon, P. (1990). Investigating fluency in EFL: A quantitative approach. *Language Learning*, 40(3), 387–417. <https://doi.org/10.1111/j.1467-1770.1990.tb00669.x>

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classroom. *Language teaching*. 40(3), 243–249. <https://doi.org/10.1017/S0261444807004363>

Lucanus, A. (2017, November 21). Oral communication skills are important for students. *The College Puzzle*. <https://collegepuzzle.stanford.edu/oral-communication-skills-are-important-for-students/>

Maurya, A. (2024, February 7). *Oral communication: Definition, types, advantages, and disadvantages*. Businesspedia. <https://businesspedia.in/oral-communication-definition-types-advantages-and-disadvantages/>

McCroskey, J. C., & Richmond, V. P. (2018). *Fundamentals of human communication*. Pearson.

McKeown, M. G., Beck, I. L., & Blake, R. G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. *Reading Research Quarterly, 44*(3), 218–253. <https://doi.org/10.1598/RRQ.44.3.1>

Mehrabian, A. (2017). *Nonverbal communication*. Routledge.

Miller, G. R., & Steinberg, M. (1975). *Between people: A new analysis of interpersonal communication*. Science Research Associates.

Morrow, L. M. (1985). Retelling stories: A strategy for improving young children's comprehension, concept of story structure, and oral language complexity. *The Elementary School Journal, 85*(5), 647–661. <https://doi.org/10.1086/461427>

Morrow, L. M. (1986). Effects of structural guidance in story retelling on children's dictation of original stories. *Journal of Reading Behavior, 18*(2), 135–152.

Morrow, L. M. (2005). *Literacy development in the early years: Helping children read and write* (5th ed.). Allyn & Bacon.

Morley, J. (1991). The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly, 25*(3), 481–520.

Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning, 45*(1), 73–97. <https://doi.org/10.1111/j.1467-1770.1995.tb00963.x>

Myers, S. A., & Ferry, M. F. (2009). Interpersonal communication motives and nonverbal immediacy behaviors. *Communication Research Reports*, 18(2), 182–191.

<https://doi.org/10.1080/08824090109384796>

Nadee, S. (2022). *The baby koala on the tree*. Short Story Press.

Nation, I. S. P. (1989). *Language teaching techniques*. Victoria University of Wellington.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nation, I. S. P. (2007). *The four strands. Innovation in Language Learning and Teaching*, 1(1), 2–13. <https://doi.org/10.2167/illt039.0>

Nation, I. S. P. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.

Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429203114>

Nordquist, R. (2024, July 26). *Definition and examples of narratives in writing*. ThoughtCo. <https://www.thoughtco.com/narrative-composition-term-1691417>

Noall, R. R. (2024, December 28). Narrative elements: 9 aspects of narrative writing. *From Whispers to Roars*. <https://www.fromwhisperstoroads.com/understanding-the-7-key-elements-of-a-narrative/>

Njoku, E. T. (2020). Empirical research. In D. A. Leeming (Ed.), *Encyclopedia of psychology and religion* (pp.782-783). Springer. https://doi.org/10.1007/978-3-030-24348-7_200051

Oommen, G. E. (2024, January 18). *Empirical research: A comprehensive guide for academics*. Paperpal Blog. <https://paperpal.com/blog/researcher/empirical-research-a-comprehensive-guide-for-academics>

Pauls, L. J., & Archibald, L. M. D. (2021). Cognitive and linguistic effects of narrative-based language intervention in children with developmental language disorder. *Autism & Developmental Language Impairments*, 6, 1–16. <https://doi.org/10.1177/23969415211015867>

Park, Y. S., Konge, L., & Artino Jr, A. R. (2020). The positivism paradigm of research. *Academic Medicine*, 95(5), 690–694. <https://doi.org/10.1097/ACM.0000000000003093>

Quesada Somano, A. K., & Medina León, A. (2020). Métodos teóricos de investigación: Análisis-síntesis, inducción-deducción, abstracto-concreto e histórico-lógico. *Monografías 2020*, Universidad de Matanzas.

Rao, P. S. (2018). *Developing speaking skills in ESL or EFL settings*. Alford Council of International English & Literature Journal, 2(2), 286–293.

Rahman, M. M. (2010). *Teaching oral communication skills: A task-based approach*. *English for Specific Purposes World*, 9(1), Article 27.

Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *International Journal of Educational Investigations*, 3(8), 51–59.

Reutzell, D. R., & Cooter, R. B. (2012). *Teaching children to read: The teacher makes the difference*. Pearson.

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension* (pp. 33–58). Lawrence Erlbaum Associates.

Saputri, I. D., Setiyadi, B., & Burhanuddin, B. (2020). Teaching speaking skills through retelling story technique at senior high school. *U-JET: Unila Journal of English Teaching*, 9(2), 209–218. <https://jurnal.fkip.unila.ac.id/index.php/123/article/view/20981>

Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>

Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. National Academy Press.

Sreekumar, D. (2023, October 19). What is quantitative research? Definition, methods, types, and examples. *Researcher.Life*. Retrieved February 22, 2025, from <https://researcher.life/blog/article/what-is-quantitative-research-types-and-examples/>

Stein, N. L., & Glenn, C. G. (1979). An analysis of story comprehension in elementary school children. In R. O. Freedle (Ed.), *New directions in discourse processing* (pp. 53–120). Ablex Publishing.

Stoicovy, C. E. (2004). *Using retelling to scaffold English language for Pacific Island students*. *The Reading Matrix*, 4(1), 53–70. <https://readingmatrix.com/articles/stoicovy/>

Strong, B. (2023). *Retrieval, repetition, and retention: unveiling vocabulary acquisition strategies for ESL learners*. *Arts & Humanities Open Access Journal*, 5(3), 185–190.

<https://doi.org/10.15406/ahoaj.2023.05.00206>

Stoutz, S. (2011). *Retelling using different methods* [Master's thesis, St. John Fisher University]. Fisher Digital Publications. https://fisherpub.sjf.edu/education_ETD_masters/199/

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285.

Tanner, K. D. (2009). Talking to learn: Why biology students should be talking in classrooms and how to make it happen. *CBE—Life Sciences Education*, 8(2), 89–94. <https://doi.org/10.1187/cbe.09-03-0021>

Ting-Toomey, S. (1999). *Communicating across cultures*. Guilford Press.

Time 4 Kindergarten. (2024, January 1). *Empowering English language development through engaging story-retelling activities*. Time 4 Kindergarten.

<https://time4kindergarten.com/empowering-english-language-development-through-engaging-story-retelling-activities/>

Tiu, J. S., Groenewald, E. S., Kit, O., Kilag, T., Balicoco, R. D., High, J., Teacher, S., & Asentado, D. E. (2023). Enhancing oral proficiency: Effective strategies for teaching speaking skills in communication classrooms. *International Multidisciplinary Journal of Education*, 1(6), 343–354.

Tubbs, S. L., & Moss, S. (2006). *Human communication: Principles and contexts* (10th ed.). McGraw-Hill.

- Thomas, L. (2020, July 31). *Quasi-experimental design / Definition, types & examples*. Scribbr. <https://www.scribbr.com/methodology/quasi-experimental-design/>
- Thornbury, S. (2005). *How to teach speaking*. Pearson Longman.
- Ulz, J. (2023, March 20). What is a research paradigm? Types of research paradigms with examples. *Researcher.Life*. <https://researcher.life/blog/article/what-is-a-research-paradigm-types-examples/>
- Vretudaki, H. (2022). Beyond the story structure: Qualitative aspects of retelling. *International Journal of Research in Education and Science*, 8(1), 154–166. <https://doi.org/10.46328/ijres.2526>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Yong, W. K., Husin, M. M., & Kamarudin, S. (2021). Understanding research paradigms: A scientific guide. *Journal of Contemporary Issues in Business and Government*, 27(2), 5857–5865. DOI: 10.47750/cibg.2021.27.02.588
- Zorrilla, S. (1998). *La relación entre pensamiento y objeto*.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 47(1), 32–34.
- Zhao, X., & Zhu, L. (2012). Schema theory and college English reading teaching. *English Language Teaching*, 5(11), 111–117. <https://doi.org/10.5539/elt.v5n11p111>

XIV. APPENDIX

Appendix 1. Variables Operationalization Chart

Variable	Concept	Indicators	Questions	Scale	Instrument	To whom
Retelling	<p>“Retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in an oral presentation or a written assignment and involves attention to the main narrative components including character, setting, problem, events, solution, and theme” (Besral, Yustina, et al, 2019).</p>	Definition	<p>Which of the following best defines your interpretation of retelling?</p> <p>In your own words. How do you define retelling?</p>	<p>Multiple Choice</p> <p>a) <input type="checkbox"/> A narrative</p> <p>b) <input type="checkbox"/> A memorization strategy</p> <p>c) <input type="checkbox"/> A strategy to illustrate and tell.</p> <p>d) <input type="checkbox"/> All of them.</p> <p>Open-ended</p>	<p>Survey</p> <p>Interview</p>	<p>Students</p> <p>Students</p>
		Characteristics	<p>Which aspects of retelling do you think were more beneficial for</p>	<p>Multiple Choice</p> <p>a) <input type="checkbox"/> Memorization and reinforcement of vocabulary and phrases</p>	<p>Survey</p>	<p>Students</p>

			enhancing your oral communication skill?	<ul style="list-style-type: none"> b) <input type="checkbox"/> Building speaking confidence c) <input type="checkbox"/> Improving fluency and flow of speech d) <input type="checkbox"/> Enhancing pronunciation and clarity e) Other (please specify): 		
		Types	What type of retelling activity do you find most effective for improving your speaking skills?	<p>Multiple Choice</p> <ul style="list-style-type: none"> a) <input type="checkbox"/> Summarizing (condensing a story or text into main ideas) b) <input type="checkbox"/> Collaborative retelling (working with others to retell a story) c) <input type="checkbox"/> Independent retelling (recounting a story or text individually) 	Survey	Students
					Interview	Students

		Advantages	Do you believe that speaking skills have been enhanced since beginning retelling activities? Explain How.	Yes/No Open-ended	Interview	Students
			What specific enhancement have you noticed in the ability to communicate in English?	Multiple Choice a) <input type="checkbox"/> Vocabulary b) <input type="checkbox"/> Pronunciation c) <input type="checkbox"/> Fluency d) <input type="checkbox"/> Confidence	Interview	Students
			Do you recommend the use of retelling activities in English	Yes/No Open-ended	Interview	Students

			<p>classes? Why or why not?</p> <p>How will the retelling strategy benefit your future English language learning?</p>	Open-ended	Interview	Students
			<p>What challenges did you face while participating in retelling activities?</p>	Open-ended	Interview	Students
		Disadvantages	<p>How did you control those challenges?</p>	Open-ended	Interview	Students

Oral Communication	“Oral communication is one of the forms of expression used by human beings, consisting of the use of spoken words that vary according to the tone, volume, speed, and clarity with which they are pronounced” (Humanidades, 2023).	Definition	<p>Did you attend English classes in primary education? If your answer is yes, how long was it?</p> <p>What components of oral communication do students have problem with?</p> <p>How confident did you feel when speaking English before using</p>	<p>Yes/No Open-ended</p> <p>Multiple choice a) <input type="checkbox"/> Vocabulary b) <input type="checkbox"/> Pronunciation c) <input type="checkbox"/> Fluency d) <input type="checkbox"/> Confidence</p> <p>Linkert Scale a) <input type="checkbox"/> Very confident b) <input type="checkbox"/> Confident c) <input type="checkbox"/> Neutral d) <input type="checkbox"/> Not very confident e) <input type="checkbox"/> Not confident at all</p>	<p>Survey</p> <p>Test register pre-test</p> <p>Survey</p>	<p>Students</p> <p>Students</p> <p>Students</p>
--------------------	--	------------	--	---	---	---

			retelling strategy?			
		Importance	How important do you think it is to improve your English-speaking skill?	Linkert Scale a) <input type="checkbox"/> Very important b) <input type="checkbox"/> Important c) <input type="checkbox"/> Neutral d) <input type="checkbox"/> Not very important e) <input type="checkbox"/> Not important at all	Survey	Students
			How engaging do you find the practice of retelling activities in contrast to traditional activities?	Open-ended	Interview	Students
		Advantages	Do you feel more motivated in the class after the introduction of retelling	Yes/No Open-ended	Interview	Students

			activities? Explain why?			
		Retelling in oral communication	What was your reaction at the time that your teacher introduced retelling activities?	Open-ended	Interview	Students
			Did you find it easy or difficult to practice retelling? Why?	Yes/No Open/ended	Interview	Students
			Did you like retelling?	Yes/No	Survey	Students
			Do you think that retelling helped you improve your oral communication skill?	Yes/No	Survey	Students

			How do you think that retelling helped improve your oral communication skill?	Open - ended	Survey	Students
			How different do you feel now after using retelling, when speaking about something you read?	Open-ended	Survey	Students
			How engaging did you find retelling activities compared to traditional	Multiple choice a) <input type="checkbox"/> Much more engaging b) <input type="checkbox"/> More engaging	Survey	Students

			learning methods?	c) <input type="checkbox"/> About the same		
			How difficult do you find retelling activities?	Multiple choice a) <input type="checkbox"/> Very difficult b) <input type="checkbox"/> Difficult c) <input type="checkbox"/> Easy d) <input type="checkbox"/> Very easy	Survey	Students
			Do you believe that retelling activities help improve your English-speaking skills? How?	Open-ended	Survey	Students
			What specific areas do you feel you have improved due to retelling activities? (Select all that apply).	Multiple choice e) <input type="checkbox"/> Vocabulary f) <input type="checkbox"/> Pronunciation g) <input type="checkbox"/> Fluency h) <input type="checkbox"/> Confidence	Survey	Students
			What specific areas did	Multiple choice a) <input type="checkbox"/> Vocabulary	Test register	Post-test

			students improve due to retelling activities? (Select all that apply).	<ul style="list-style-type: none"> b) <input type="checkbox"/> Pronunciation c) <input type="checkbox"/> Fluency d) <input type="checkbox"/> Confidence 		
		Theory about retelling to improve oral communication	<p>How has your confidence in speaking English changed since starting retelling activities?</p> <p>Do you feel more comfortable participating in class speaking activities after engaging in retelling activities?</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> a) <input type="checkbox"/> Significantly increased b) <input type="checkbox"/> Increased c) <input type="checkbox"/> Stayed the same d) <input type="checkbox"/> Decreased e) <input type="checkbox"/> Significantly decreased <p>Linkert Scale</p> <ul style="list-style-type: none"> a) <input type="checkbox"/> Strongly agree b) <input type="checkbox"/> Agree c) <input type="checkbox"/> Neutral d) <input type="checkbox"/> Disagree e) <input type="checkbox"/> Strongly disagree 	Survey	Students
					Survey	Students

			Would you recommend the continued use of retelling activities in English classes?	<p>Linkert Scale</p> <p>a) Strongly recommend</p> <p>b) <input type="checkbox"/> Recommend</p> <p>c) <input type="checkbox"/> Neutral</p> <p>d) Not recommend</p> <p>e) Strongly not recommend</p>	Survey	Students
			Does retelling help you organize your thoughts better when speaking?	<p>Linkert Scale</p> <p>a) <input type="checkbox"/> Strongly Agree</p> <p>b) <input type="checkbox"/> Agree</p> <p>c) <input type="checkbox"/> Neutral</p> <p>d) <input type="checkbox"/> Disagree</p> <p>e) <input type="checkbox"/> Strongly Disagree</p>	Survey	Students
			Can you express your ideas more clearly after practicing retelling?	<p>Linkert Scale</p> <p>a) <input type="checkbox"/> Strongly Agree</p> <p>b) <input type="checkbox"/> Agree</p> <p>c) <input type="checkbox"/> Neutral</p> <p>d) <input type="checkbox"/> Disagree</p> <p>e) <input type="checkbox"/> Strongly Disagree</p>	Survey	Students
		Didactic strategy using retelling to	What do you think would make	Open-ended	Interview	Students

		improve communication	retelling activities easier or more effective for you?			
			What do you enjoy the most about retelling activities?	Multiple Choice a) <input type="checkbox"/> The opportunity to speak b) <input type="checkbox"/> Learning from peers c) <input type="checkbox"/> Gaining confidence d) <input type="checkbox"/> Improving pronunciation e) <input type="checkbox"/> Other: _____	Survey	Students
			What challenges did you face during retelling activities?	Multiple Choice a) <input type="checkbox"/> Nervousness or anxiety b) <input type="checkbox"/> Difficulty remembering details c) <input type="checkbox"/> Limited vocabulary	Survey	Students

			<p>What improvements would you suggest for future retelling activities?</p>	<p>d) <input type="checkbox"/> Lack of confidence e) <input type="checkbox"/> Other: _____</p> <p>Multiple Choice</p> <p>a) <input type="checkbox"/> More opportunities to practice. b) <input type="checkbox"/> More guidance from the teacher c) <input type="checkbox"/> Smaller groups. d) <input type="checkbox"/> Clearer instructions e) <input type="checkbox"/> Other: _____</p>	<p>Survey</p>	<p>Students</p>
			<p>What do you suggest to improve in retelling strategy for future classes?</p>	<p>Open-ended</p>	<p>Interview</p>	<p>Students</p>
			<p>Any additional comments or suggestions?</p>	<p>Open-ended</p>	<p>Survey</p>	<p>Students</p>

Appendix 2. Test

a) Pre-test



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

Study name: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

General purpose: To analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

Specific purpose: This pre-test aims to explore students' current oral communication level by retelling, to collect relevant data for this study before the strategy is applied.

Application date: _____

Development

Activity one: Read the passage aloud.

Camping on The Beach

Last Saturday, my friends and I went to the beach for camping. We set up a tent on the white sand beach. There were 3 tents with 3 people for each one. Soon after the three tents were set up, we prepared our meals. My job was to cook instant noodles and fry some nuggets. In the meantime, one of my friends made some cups of coffee and hot chocolate for all of us. Meanwhile, some other friends were trying to make a campfire several meters from our tents. At that time, the wind was so calm and cool. After the campfire was lit, we sat in a circle around it, sang our favorite songs, and enjoyed our dinner together.

Fajria (2023)



Activity two: Retell the passage in your own words.

b) Register for Pre-test



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

**Regional University Center CUR-Matagalpa
Master's Degree in English Didactics**

Study name: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

General purpose: To analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

Specific purpose: This test register aims to collect relevant data from the pre-test aimed to explore students' oral communication level before applying retelling as a strategy.

Student: _____ Date: _____

Classroom: _____ Time: _____

c) Post-test



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

Study name: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

General purpose: To analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

Specific purpose: To explore the impacts of retelling as a strategy to enhance oral communication.

Application Date: _____

Activity one: Read the passage aloud

The Baby Koala on the Tree

Once, baby koala was learning how to climb trees. 'This is fun!' he thought.

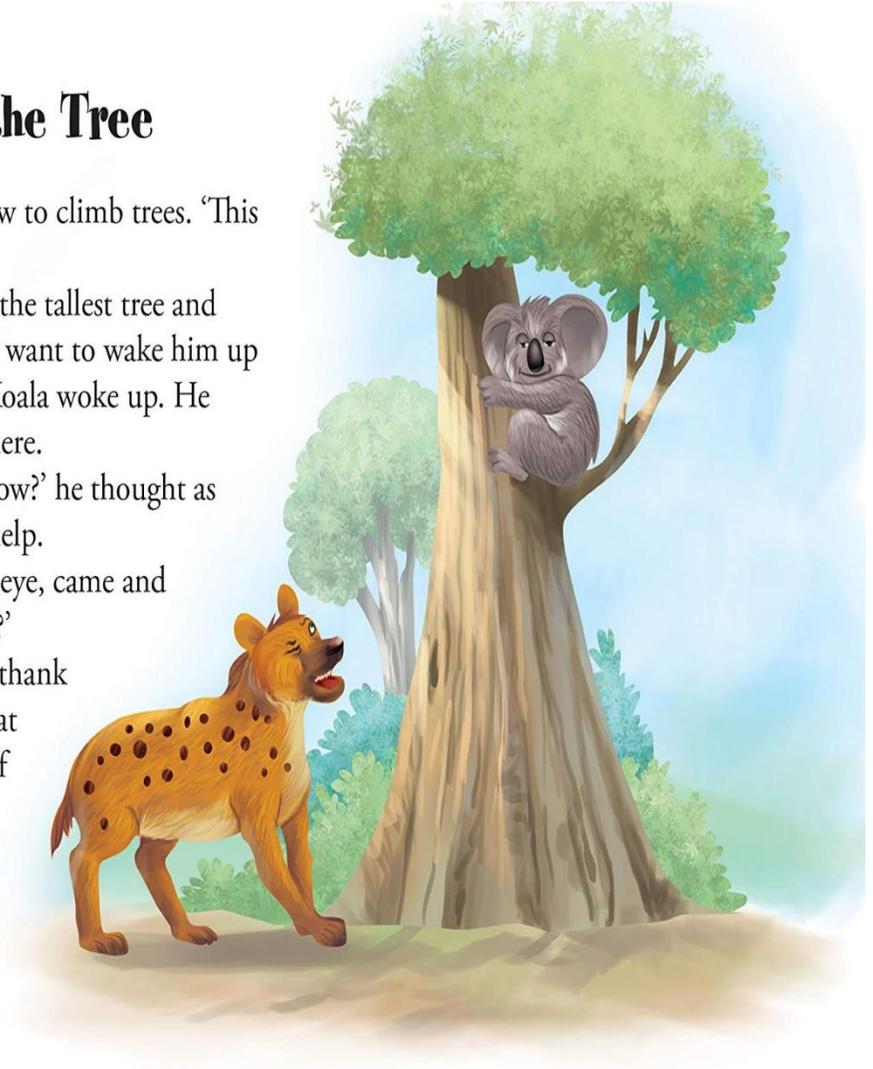
Soon becoming tired, he climbed the tallest tree and went to sleep. His parents did not want to wake him up and left. After a while, the Baby Koala woke up. He found that his parents were not there.

'Oh no! How will I come down now?' he thought as he couldn't climb down without help.

Suddenly, an old hyena, with one eye, came and asked ~~him~~, 'Can I help you down?'

But little koala politely said, 'No, thank you.' He knew the hyena would eat him up. Just then, a huge group of koala bears came with sticks and stones in their hands. The hyena saw them and ran away.

Then, baby koala's father came, took him down from the branch and back home.



Nadee (2022).

Activity two: Use the strategy applied in experimental sessions to carry out retelling.

d) Register for Post-test



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

Study name: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

General purpose: To analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

Specific purpose: This test register aims to collect relevant data from the post-test aimed to explore the impacts of retelling as a strategy to enhance oral communication in seventh-grade students.

Student: _____ Date: _____

Classroom: _____ Time: _____

Appendix 3. Interview to students



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

Study name: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

General purpose: To analyze the influence of retelling to foster oral communication skills in seventh-grade students at Ruben Dario High School in the municipality of Esquipulas, Department of Matagalpa, during the first semester of 2025.

Specific purpose: To explore the impacts of retelling as a strategy to enhance oral communication.

To know the point of view of participants involved in the study, about the use of retelling as a strategy in the enhancement of oral communication skills.

Addressed to: Learners of seventh grade at Ruben Dario High School in the English class.

Place: Esquipulas, Matagalpa.

I. General Data

Participant number: _____ Date: _____ Class: _____

Semester: _____ Grade: _____ Application time: _____

Objective: To identify the students' appreciation of retelling as a strategy to enhance oral communication skills in seventh-grade students.

II. Development

1. In your own words. How do you define retelling?

2. What type of retelling activity do you find most effective for improving your speaking skills?
 - a) Summarizing (condensing a story or text into main ideas)
 - b) Collaborative retelling (working with others to retell a story)
 - c) Independent retelling (recounting a story or text individually)

3. Do you believe that speaking skills have been enhanced since beginning retelling activities? Explain How.

4. What specific enhancement have you noticed in the ability to communicate in English?
 - a) Vocabulary
 - b) Pronunciation
 - c) Fluency
 - d) Confidence

5. Do you recommend the use of retelling activities in English classes? Why or why not?

6. How will the retelling strategy benefit your future English language learning?

7. What challenges did you face while participating in retelling activities?
8. How did you control those challenges?
9. How engaging do you find the practice of retelling activities in contrast to traditional activities?
10. Do you feel more motivated in the class after the introduction of retelling activities?
Explain why?
11. What was your reaction at the time that your teacher introduced retelling activities?
12. Did you find it easy or difficult to practice retelling? Why?
13. What do you think would make retelling activities easier or more effective for you?
14. What do you suggest to improve in retelling strategy for future classes?

Thanks for your valuable time and participation!

Appendix 4. Survey to Students



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

I. Introduction

Dear participants, the present research is based on the influence of retelling as a strategy to foster oral communication skills in English as a Foreign Language learning. It will be presented as a thesis to obtain a master's degree in English Didactics. Your participation is essential in this study and all your responses will be confidential and anonymous, used only for academic research purposes.

II. General Data

Date: _____ Application place: _____ Class: _____

Semester: _____

Grade: _____ Application time: _____

III. Development

Instructions: Please answer the following questions based on your experience with retelling activities in your English class. Your responses are confidential and will only be used for research purposes.

Questionnaire

1. Did you attend English classes in primary education? If you answer yes, how long did you attend English classes in primary education?

English Learning Perception

2. How confident do you feel when speaking English?

- a) Very confident
- b) Confident
- c) Neutral
- d) Not very confident
- e) Not confident at all

3. How important do you think it is to improve your English-speaking skills?

- a. Very important
- b. Important
- c. Neutral
- d. Not very important
- e. Not important at all

Experience with Retelling Activities

4. Did you like retelling?

5. Which of the following best defines your interpretation of retelling?

- a) A narrative
- b) A memorization strategy
- c) A strategy to illustrate and tell.
- d) All of them.

6. Do you think that retelling helped you to improve your oral communication skill?

7. How do you think that retelling helped to improve your oral communication skill?

8. How engaging do you find retelling activities compared to traditional learning methods?

- a. Much more engaging
- b. More engaging
- c. About the same

9. How difficult do you find retelling activities?

- a. Very difficult
- b. Difficult
- c. Easy
- d. Very easy

10. Do you believe that retelling activities help improve your English-speaking skills? How?

11. What specific areas do you feel have improved due to retelling activities? (Select all that apply).

- a. Vocabulary
- b. Pronunciation
- c. Fluency
- d. Confidence

12. Which aspects of retelling do you think were more beneficial for enhancing your oral communication skill?

- a. Memorization and reinforcement of vocabulary and phrases
- b. Building speaking confidence
- c. Improving fluency and flow of speech
- d. Enhancing pronunciation and clarity
- e. Other (please specify): _____

Overall Impact of Retelling

13. How has your confidence in speaking English changed since starting retelling activities?

- a. Significantly increased
- b. Increased
- c. Stayed the same
- d. Decreased
- e. Significantly decreased

14. Do you feel more comfortable participating in class speaking activities after engaging in retelling activities?

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

15. Would you recommend the continued use of retelling activities in English classes?

- a. Strongly recommend
- b. Recommend
- c. Neutral
- d. Not recommend
- e. Strongly not recommend

16. Does retelling help you to organize your thoughts better when speaking?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

17. Can you express your ideas more clearly after practicing retelling?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

18. What type of retelling activity do you find most effective for improving your speaking skills?

- a. Summarizing (condensing a story or text into main ideas)
- b. Collaborative retelling (working with others to retell a story)
- c. Independent retelling (recounting a story or text individually)
- d. Other (please specify): _____

Feedback and Suggestions

19. What do you enjoy most about retelling activities?

- a. The opportunity to speak
- b. Learning from peers
- c. Gaining confidence
- d. Improving pronunciation
- e. Other: _____

20. What challenges do you face during retelling activities?

- a. Nervousness or anxiety

- b. Difficulty remembering details
- c. Limited vocabulary
- d. Lack of confidence
- e. Other: _____

21. What improvements would you suggest for future retelling activities?

- a. More practice opportunities
- b. More guidance from the teacher
- c. Smaller groups for retelling
- d. Clearer instructions
- e. Other: _____

22. Any additional comments or suggestions?

Thanks for your valuable time and participation!

Appendix 5. Delphi technique for Instruments Validation



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Regional University Center CUR-Matagalpa

Master's Degree in English Didactics

Instrument Validation

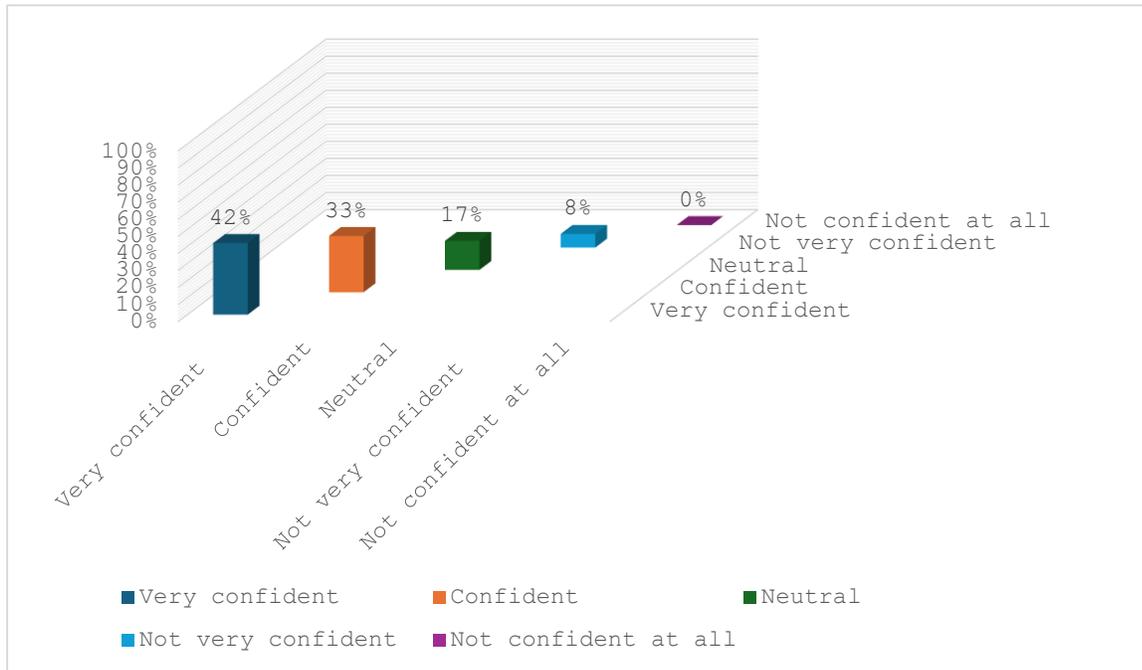
Thesis Topic: The Influence of Retelling to Foster Oral Communication Skills in Seventh-Grade Students of Ruben Dario High School, Municipality of Esquipulas, Department of Matagalpa, in the First Semester 2025.

Nº	Name of the expert and academic degree	Curriculum synthesis	Topics on which he/she has advised
1	Dr. Julio César Roa Rocha	Doctor of Science Research Management and Quality M.A. in TESOL	Meaningful learning. Previous English Linguistic competence in students at UNAN Managua – CUR Matagalpa : Case study. Examining three crucial Second Language Acquisition Theories and their relationship in the acquisition by a six-year-old Nicaraguan Girl.

2	B.A.s. Elizabeth Tórrrez Gutiérrez	Specialist Technician in English Language Teaching Postgraduate degree in School Counseling Bachelor's Degree in Teaching English	
3	Dr. Alber Francisco Sánchez Alvarado	Ph.d in Education. Master's Degree in English Language Teaching.	Teaching and Assessment in All Language Skills
4	MSc. Mauricio Alvarado Sequeira	Master's Degree in Teaching English as a Foreign Language. Bachelor of Science in Education with a Minor in English.	Contextualized Learning. Use of Games to Develop Speaking Skills.
5	MSc. César Enrique López Soza.	Master's Degree of Science. With 15 years of education experience, 6 in higher education. TEFL Professor	English Learning Methods implemented in secondary schools in Matagalpa, Nicaragua II Semester, 2021-Requirement for Middle School (PEM) Undergraduate research.

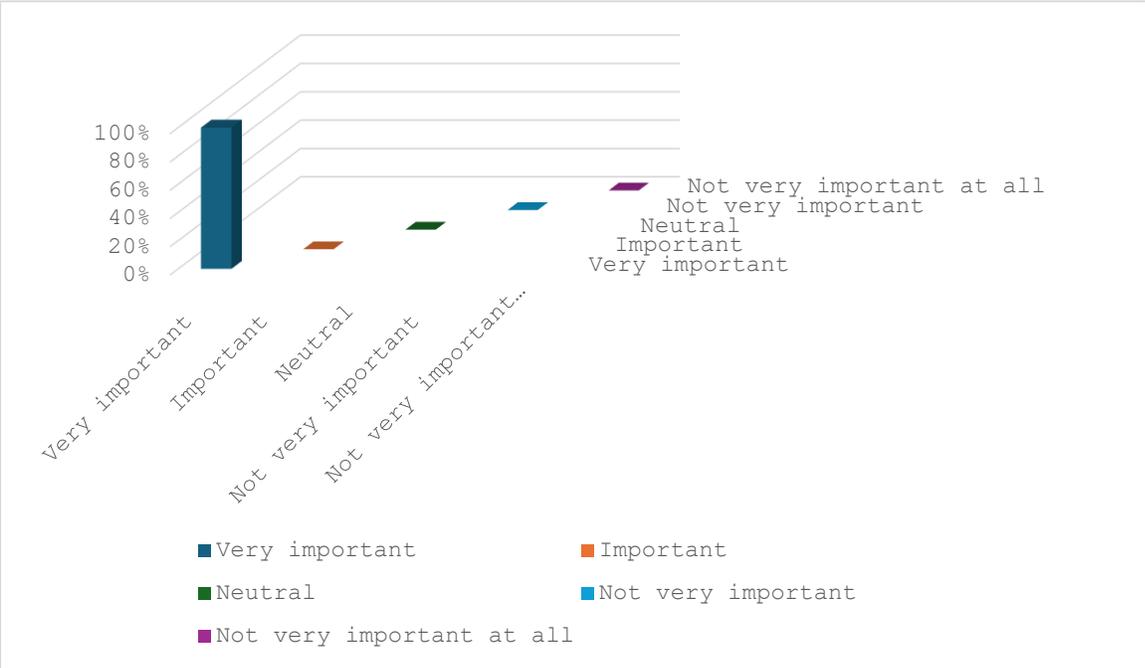
		<p>at UNAN Managua CUR Matagalpa Undergraduate and postgraduate research adviser.</p>	<p>Instructional Strategies for TEFL Achievement in Secondary and Primary Education in Matagalpa, II Semester 2022- Requirement for Bachelor's Degree.</p> <p>Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary Education, II Semester 2023- Requirement for Bachelor's Degree.</p> <p>Towards TEFL Excellence in Matagalpa: A Study of Effective Instructional Practices for Elementary and Secondary Schools in the Second Semester of 2024.</p>
6	<p>MSc. Yader Francisco Escorcia Orozco</p>	<p>Master of University Teaching and Research</p>	<p>The Use of Information and Communication Technologies (ICT) as a Didactic Strategy for Developing Speaking and Listening Competencies in Fourth-Year English Major Students, Second Semester 2020.</p>

Appendix 6. Figure 12. Graphic 6: English Learning Perception.



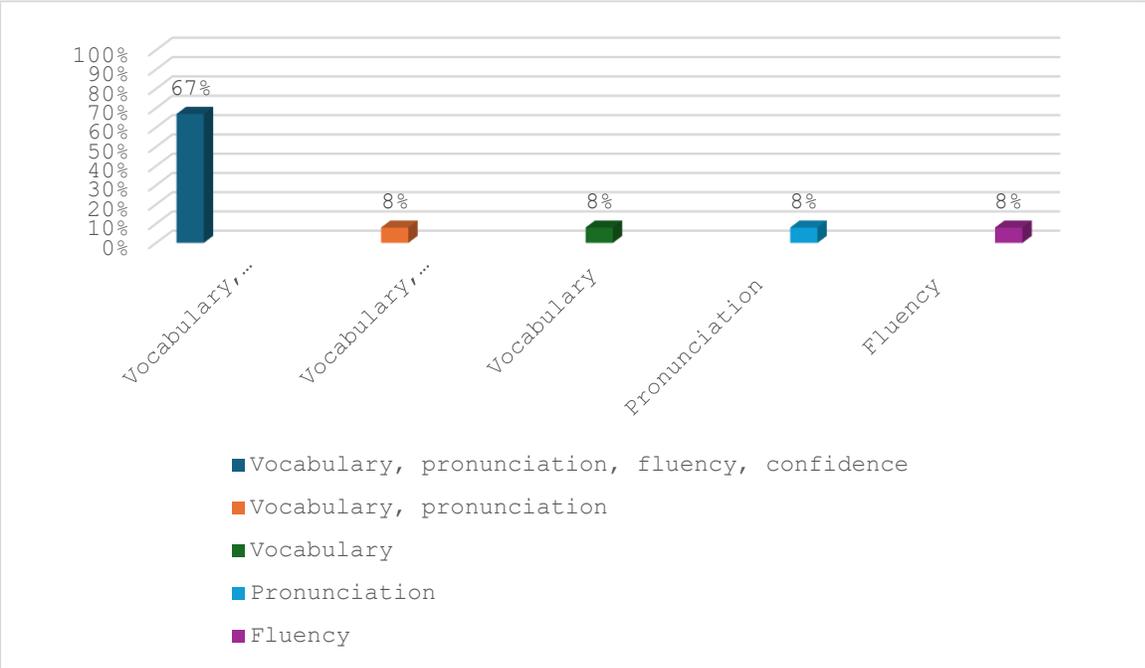
Source: T2: Post-diagnosis (Survey).

Appendix 7. Figure 13. Graphic 7: English Learning Perception.



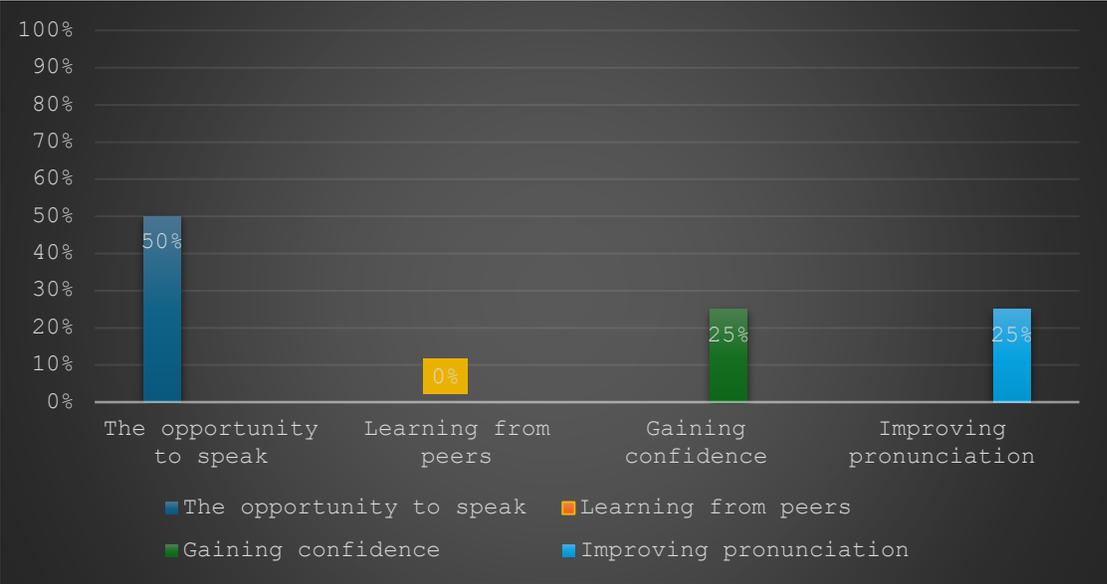
Source: T2: Post-diagnosis (Survey).

Appendix 8. Figure 14. Graphic 9: Experiences with Retelling Activities.



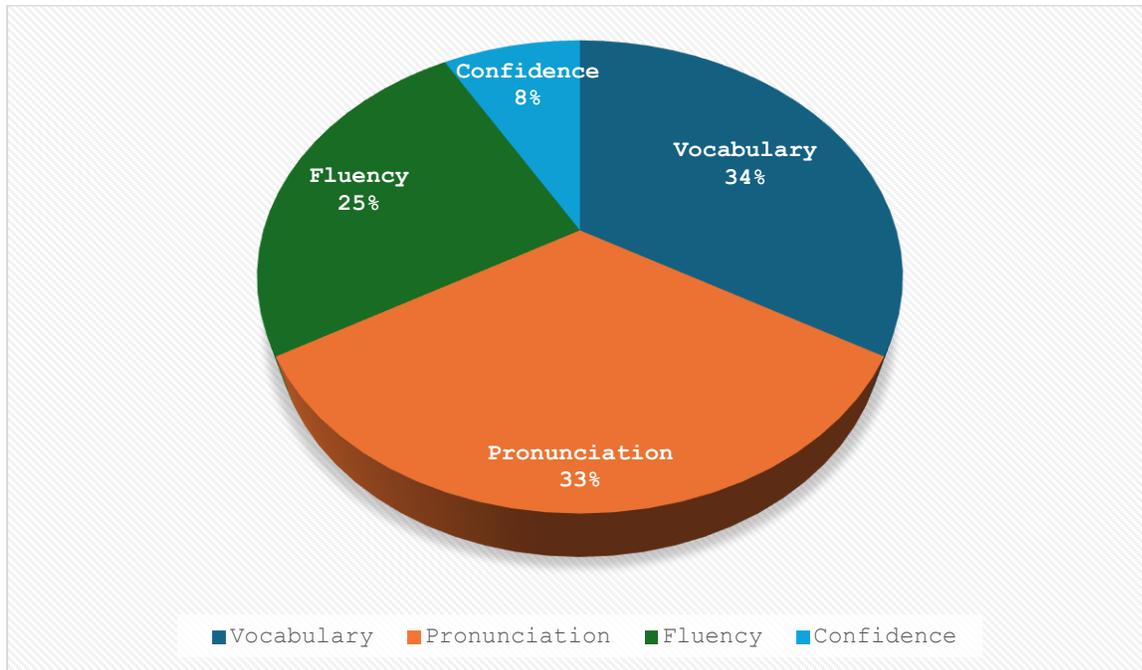
Source: T2: Post-diagnosis (Survey).

Appendix 9. Figure 15. Graphic 12: Feedback and Suggestions.



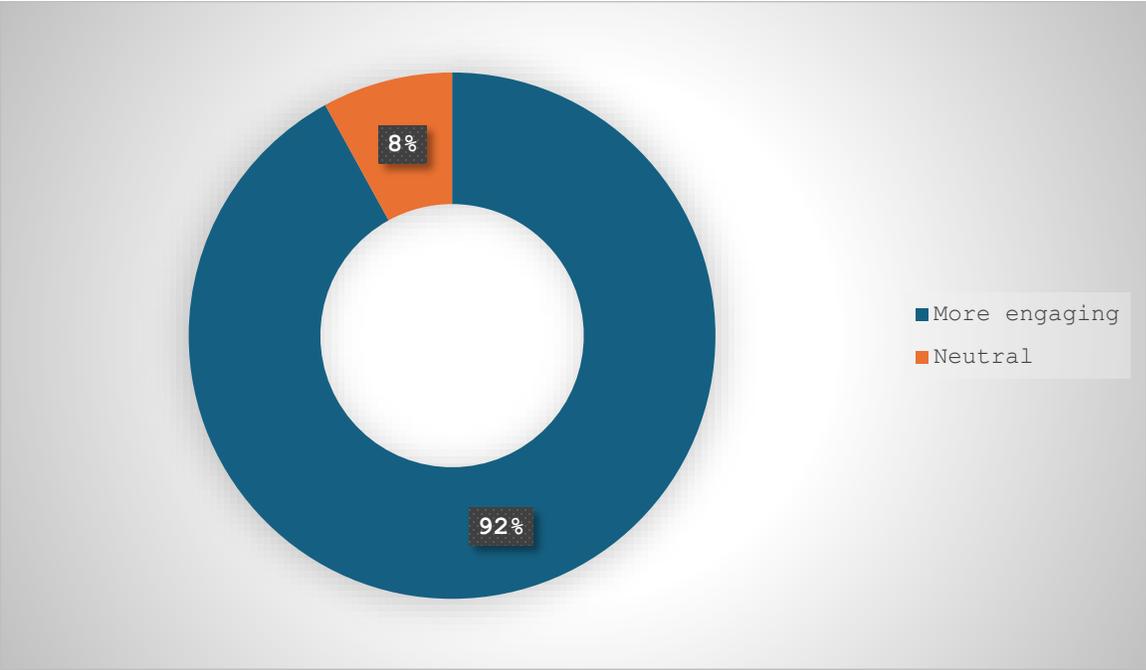
Source: T2: Post-diagnosis (Survey).

Appendix 10. Figure 16. Graphic 14: Enhancements that Students Have Noticed in the Ability to Communicate in English.



Source: T2: Post-diagnosis (Interview).

Appendix 11. Figure 17. Graphic 16: How Engaging Was the Practice of Retelling Activities in Contrast to Traditional Activities.



Source: T2: Post-diagnosis (Interview).

