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The development of reading skills (predicting and inferring) through the use of Storytelling technique.

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Abstract

This study investigates the effectiveness of the storytelling technique in fostering critical reading skills, specifically predicting and inferring, among 8th-grade students at Colegio Experimental México. Rooted in a constructivist paradigm, the research emphasizes the active role of learners in constructing meaning through narratives. The storytelling technique was chosen for its potential to engage students emotionally and cognitively, addressing challenges in traditional methods that often fail to stimulate higher-order thinking. Using a qualitative approach, the research relies on classroom observations, student participation and an analysis of narrative activities to assess the effectiveness of storytelling as a teaching tool. The data collected through observation checklists and student feedback highlights how storytelling fosters engagement, enhances critical thinking and promotes active learning.

The findings reveal that storytelling effectively supports students in predicting story outcomes and inferring implicit meanings, while also increasing motivation and participation. However, challenges such as limited vocabulary and unfamiliarity with storytelling techniques were noted, underscoring the need for scaffolding strategies, including pre-teaching key concepts. Despite these obstacles, the results emphasize the potential of storytelling to transform literacy education by creating dynamic, interactive learning environments that bridge gaps in reading comprehension. This study offers valuable insights for educators seeking to implement innovative strategies in contexts with limited resources.

Despite these challenges, the results demonstrate storytelling's transformative potential in literacy education, not only as a tool for skill development but also for fostering a love for reading. This study provides practical insights for educators aiming to integrate storytelling into the curriculum, particularly in resource-limited contexts, and underscores its importance in bridging gaps in reading comprehension. By promoting prediction and inference, storytelling prepares students for more complex academic tasks, contributing to their overall linguistic and cognitive development.

Background Information

The storytelling technique has gained international recognition for its capacity to enhance linguistic and cognitive skills, particularly in reading comprehension and critical thinking. However, in Nicaragua, its application remains constrained by systemic limitations, especially in public schools with limited access to resources and innovative teaching methodologies. These barriers hinder the potential benefits storytelling offers for language acquisition and student engagement.

Globally, storytelling has been shown to improve foundational literacy skills. Smith (2020) demonstrated that storytelling fosters prediction and inference in primary students, creating a strong foundation for critical reading. However, research by López (2018) highlights the lack of studies focused on secondary education in Nicaragua, leaving significant gaps in understanding how storytelling impacts advanced literacy skills. This scarcity of context-specific research underscores the need to explore storytelling's effectiveness for older learners in diverse educational settings.

In the case of Colegio Experimental México, 8th-grade students face difficulties in prediction and inference, essential for reading comprehension. These challenges stem from traditional teaching methods that rely on rote learning rather than dynamic strategies like storytelling. Furthermore, many teachers lack the training necessary to implement storytelling effectively. The absence of contextualized materials aligned with students' cultural and linguistic realities further exacerbates these challenges, making it difficult for educators to adopt this method successfully.

Despite these obstacles, storytelling presents a transformative opportunity for Nicaraguan classrooms. Addressing teacher training through specialized workshops can equip educators with the tools needed to integrate storytelling into their practice. Creating localized, culturally relevant stories tailored to the linguistic proficiency of students can also enhance engagement and understanding. Moreover, further research into storytelling's impact on secondary education in Nicaragua is essential to validate its benefits and guide its widespread adoption.

By overcoming these barriers, storytelling can play a pivotal role in strengthening literacy and language education, bridging gaps in comprehension skills, and promoting innovative teaching practices across the country.

Broad Topic: The influence of Storytelling on the teaching of reading.

Narrowed Topic: The development of reading skills (predicting and inferring) through the use of Storytelling technique.

Research Questions:

- How does the use of Storytelling technique impact the development of student's prediction and inferring skills in reading comprehension?
- What is the initial level of students' reading skills, specifically in predicting and inferring?
- How does the use of storytelling technique affect students' motivation in the development of reading skills, specifically in predicting and inferring?
- What are the strengths and challenges of the use of storytelling technique in the development of reading skills, specifically in predicting and inferring?

Research Objectives:

General Objective:

- To assess the effectiveness of Storytelling technique in the development of student's prediction and inferring skills in reading comprehension.

Specific Objectives:

- To analyze the current state of students' reading skills, specifically in predicting and inferring.
- To monitor the effects of Storytelling technique in students' motivation to develop reading skills, specifically in predicting and inferring skills in students.
- To evaluate the strengths and witnesses of students in the use of Storytelling as a technique to develop reading skills, specifically in predicting and inferring.

1. Introduction.

Reading is a fundamental skill in education, not only because it grants access to knowledge but also because it fosters critical thinking, reflection and a deeper understanding of texts. However, students often struggle to apply advanced strategies such as predicting and inferring. These skills, crucial for interpreting the implicit meaning of a text, are frequently overlooked in traditional teaching practices, limiting students' ability to engage effectively with what they read.

In this context, innovative techniques like storytelling have emerged as powerful pedagogical tools. Storytelling not only captures students' attention but also creates an environment where learning becomes a meaningful experience. Through stories, students gain more than just information they develop abilities to anticipate events, connect ideas and understand emotions, all of which strengthen their capacity to predict and infer.

Conducting a comprehensive literature review is a critical step in this study. It will help to understand the current state of research on reading strategies and the use of storytelling as a teaching technique. Furthermore, it will identify gaps in existing knowledge, evaluate the documented benefits of this approach and propose new ways of implementing it in the classroom. By building upon previous studies, this research aims to validate whether storytelling is an effective strategy for enhancing prediction and inference skills in reading comprehension.

Finally, this study focuses not only on the impact of storytelling as an educational technique but also on how it can transform the learning experience. Storytelling enables students to actively participate in the reading process, sparking curiosity, motivation and engagement. By exploring this technique, the research aims to provide a practical and effective pedagogical approach that addresses the current needs of students and fosters deeper, more meaningful reading comprehension.

2. Storytelling technique in education.

Storytelling as a teaching technique harnesses the power of narrative to create an immersive and engaging learning environment. Historically, storytelling has been a vital tool for preserving cultural heritage and conveying moral lessons, but its role in education has expanded over time. In modern classrooms, storytelling serves as a powerful method to engage students, making complex concepts more relatable and memorable by embedding them within

stories. This approach allows educators to connect with students on an emotional level, fostering deeper understanding and encouraging critical thinking. As technology continues to shape education, storytelling has evolved from traditional oral forms to digital formats, offering more interactive and dynamic learning experiences (*Brilliantio, 2024*) This adaptability ensures that storytelling remains an essential and effective pedagogical tool in contemporary education.

2.1. Definition and Background of Storytelling as a Teaching Technique:

Storytelling, one of the oldest forms of communication, has been used throughout history to share knowledge, pass down traditions, and convey moral lessons. In modern education, storytelling is defined as the use of narrative techniques to teach students in an engaging and meaningful way. (*Brilliantio, 2024*) highlights that "storytelling has evolved from oral traditions to digital formats, allowing educators to incorporate technology into the classroom for a more immersive learning experience." This shows that while the essence of storytelling remains rooted in human tradition, it has adapted to contemporary teaching methods. The flexibility of storytelling makes it a versatile tool, able to bridge the gap between traditional and digital learning, thereby engaging students in deeper learning.

2.2. How Storytelling Technique is Applied in Educational Settings.

The application of storytelling in education can take many forms, from oral narratives to multimedia presentations. (*Teach Hub, 2015*) explains that "teachers use storytelling to introduce complex topics, making them more relatable by embedding them in familiar, narrative structures." This technique has been especially effective in subjects like history, literature, and language arts, where stories help students understand abstract ideas by linking them to real-life situations. Furthermore, as (*Brilliantio, 2024*) notes, technology has expanded the possibilities for storytelling, using digital platforms, videos, and even augmented reality to create dynamic learning environments. This ability to combine traditional narratives with modern tools makes storytelling adaptable to various educational contexts, fostering active participation and deeper understanding among students.

2.3. Benefits of Storytelling Technique for Student Engagement:

One of the most significant benefits of storytelling in education is its impact on student engagement. By connecting emotionally with the material, students are more likely to be invested in their learning. According to (*Brilliantio, 2024*) "stories captivate attention, making lessons more memorable and enhancing retention." This emotional connection is key to making learning enjoyable and meaningful. Additionally, (*Teach Hub, 2015*) argues that storytelling helps develop critical thinking and creativity, as it encourages students to interpret narratives and relate them to their own experiences. These benefits make storytelling an essential tool for fostering not only engagement but also deeper intellectual development, allowing students to approach learning holistically.

3. Predicting and inferring in reading comprehension.

Predicting and inferring are critical cognitive skills that enhance reading comprehension by allowing readers to engage more actively with texts. Predicting involves using context clues and prior knowledge to anticipate what might occur next in a narrative. This skill not only sets the stage for understanding but also engages readers' curiosity, prompting them to think critically about the storyline (*Creative Classroom Core, 2024*) For example, when readers encounter a character in a dilemma, they might predict potential outcomes based on their understanding of narrative structure and character behavior. In our opinion, this active engagement through prediction not only makes reading more enjoyable but also encourages deeper cognitive processes.

Inferring, on the other hand, is the process of filling in gaps in the text, requiring readers to draw on their background knowledge and the information provided in the narrative. According to (*Reading Rockets, 2021*) inferring can be categorized into forward and backward types, where readers use textual evidence and their knowledge to make logical conclusions about characters' motivations or the text's implications (*Reading Rockets, 2021*) This dual approach is essential for creating a coherent understanding of the narrative, as it allows readers to connect dots and construct meaning from both what is explicitly stated and what is implied. We believe that fostering inferencing skills helps students develop a more profound relationship with the text, enabling them to understand complex ideas and themes.

3.1. The Importance of These Skills for Deeper Understanding of Texts

The skills of predicting and inferring are not just beneficial; they are vital for achieving a deeper understanding of texts. When students practice predicting, they engage with the material more profoundly, often leading to increased retention and comprehension. Research indicates that making predictions before reading can enhance readers' focus on critical details as they seek evidence to confirm or refute their guesses (*Reading Rockets, 2021*). We consider this practice empowers students, giving them the confidence to engage with texts actively rather than passively absorbing information.

Moreover, inferring allows readers to synthesize information from various parts of the text and connect it with their own experiences, leading to a more nuanced understanding. This process is particularly important for interpreting themes, character development, and underlying messages in literature. (*Reading Rockets, 2021*) emphasizes that skilled readers adeptly make inferences about character motivations and relationships, enriching their overall interpretation of the text (*Reading Rockets, 2021*). In our perspective, these skills are essential for developing critical thinking, enabling students to analyze and evaluate the material they read, which is a necessary competency for success in both academic and real-world contexts.

4. Impact of storytelling on reading comprehension.

Storytelling has been widely recognized as an effective method for enhancing reading comprehension. By presenting information through engaging narratives, storytelling allows students to process and retain content more effectively. Its unique ability to involve learners cognitively, emotionally, and socially makes it an invaluable tool in education, particularly for developing a deeper understanding of texts. This section explores studies that demonstrate how storytelling fosters improved comprehension and critical thinking skills, offering both theoretical and practical insights into its educational benefits.

4.1. Studies that examine how storytelling can enhance reading comprehension.

Storytelling is widely recognized as an effective educational strategy that significantly enhances reading comprehension among young learners. According to (*Işık, 2016*) storytelling engages children on cognitive,

emotional, and social levels, transforming them into active participants during the learning process. This active involvement fosters a deeper understanding of the material, as narrative elements facilitate the organization of information, making it easier to recall and comprehend even complex concepts.

Furthermore, storytelling has been shown to cultivate an intrinsic interest in reading and encourage a lasting appreciation for literature. By integrating personal experiences into the stories, learners are more inclined to connect with the content, which positively influences their reading comprehension skills. The findings underscore that storytelling not only enhances the retention of information but also establishes a robust framework for interpreting and analyzing diverse texts effectively.

The active engagement encouraged by storytelling is instrumental in developing critical thinking and analytical skills. By fostering personal connections to narratives, students are more likely to reflect deeply on their interpretations, enabling a nuanced understanding of the text. This level of engagement also supports their ability to analyze and synthesize information across various academic disciplines, promoting a comprehensive and interconnected learning experience.

4.2. Relationship Between Storytelling and the Development of Predicting and Inferring Skills

The article *Inferring to Improve Reading Comprehension* from (*Creative Classroom Core, 2024*) underscores the significance of inference in enhancing reading comprehension. It emphasizes how students draw conclusions based on implicit information in texts. Although the article does not explicitly connect storytelling with the development of these skills, it presents a comprehensive framework for improving inference abilities in readers.

Nevertheless, storytelling can be an effective strategy for cultivating both predictive and inferential skills. As students engage with narratives, they are prompted to predict future events or outcomes based on prior context and story clues. Additionally, they practice making inferences about characters' motivations, themes, and other implicit elements within the text. The structure of storytelling naturally encourages these cognitive processes, making it an ideal platform to reinforce skills in both prediction and inference, which are essential for deeper comprehension.

While the article focuses primarily on inference as a key component of reading comprehension, incorporating storytelling into reading instruction provides a complementary approach that supports the development of both predictive and inferential skills. By integrating storytelling, educators can enhance students' ability to predict and infer, thus deepening their overall understanding of texts.

5. How to apply storytelling in the teaching of reading

Storytelling has proven to be an invaluable tool in the teaching of reading, as it not only captures students' attention but also enhances their comprehension and critical thinking skills. By integrating storytelling into the classroom, educators create an immersive experience that bridges the gap between abstract concepts and real-life contexts. Through narrative, students are encouraged to engage with the text on a deeper emotional and cognitive level, which fosters a better understanding of the material. Storytelling, therefore, serves as a dynamic strategy that can improve students' ability to predict outcomes, infer meaning, and analyze content, all of which are essential skills in developing strong reading comprehension. Moreover, storytelling allows teachers to cater to diverse learning styles, making it an adaptable and effective teaching approach for learners at various levels.

5.1. Storytelling as a Teaching Tool.

Storytelling has long been recognized as a crucial pedagogical tool for fostering comprehension and engagement, as it utilizes the inherent power of narrative to make complex content more accessible and relatable. According to *(Robin, 2008)*, storytelling acts as a bridge between abstract ideas and familiar, real-world scenarios, enabling learners to engage both cognitively and emotionally with the material. This dual engagement is particularly vital for the retention and understanding of complex information. In the context of reading comprehension, storytelling is especially beneficial because it requires students to follow a structured sequence of events and grasp the underlying causality between those events—skills that are integral to the development of comprehension abilities *(Robin, 2008)*. By engaging with narrative structures, students not only improve their comprehension of stories but also develop the cognitive frameworks necessary for understanding more abstract texts.

5.2. Application Strategies for Pre-Reading, During Reading and Post Reading

In reading instruction, storytelling can be structured into phases: pre-reading, during reading, and post-reading, each with specific goals. For instance, pre-reading can involve a "story preview" where teachers introduce characters and settings to activate background knowledge, essential for understanding new content (*Al-Mansour, 2011*). During reading, teachers may use guided pauses for students to predict story developments or reflect on character motivations. Finally, post-reading activities, such as retelling or discussing the story's outcome, can reinforce understanding and encourage critical reflection on the narrative (*Haven, 2007*). By breaking down storytelling into phases, educators can tailor reading activities that deepen comprehension progressively, aligning directly with our study's focus on improving reading skills through narrative techniques.

5.3. Examples of Storytelling-Based Activities to Improve Comprehension.

Incorporating specific storytelling activities, like "story mapping" or "character perspective analysis," can significantly enhance comprehension. These activities encourage students to engage with the text, understand character motivations, and recognize narrative structure (*Nicolopoulou, 2015*). For instance, in story mapping, students identify main events and outcomes, which helps them grasp the story's structure and underlying themes. Such activities are directly applicable to developing predicting and inferring skills, as they require students to make assumptions and draw conclusions based on textual evidence.

6. Strategies to Enhance Reading Comprehension through Storytelling

Storytelling can be an incredibly effective strategy to boost reading comprehension, as it encourages students to actively engage with the text, think critically, and make deeper connections. By using techniques such as predicting, character mapping, and sequencing, educators can help students better understand narrative structures, character development, and plot dynamics. These strategies stimulate students' curiosity, foster emotional connections with the material, and promote higher-order thinking, making comprehension not just about recalling information but about interpreting and analyzing stories on a deeper level. In the following sections, these strategies are explained in more detail, showcasing their role in strengthening comprehension and enhancing students' overall narrative understanding.

6.1. *Predicting Through Stories to Engage Critical Thinking.*

Prediction is a crucial skill that fosters engagement and enhances critical thinking by prompting readers to actively anticipate what might happen next in a story. In the context of storytelling, prediction exercises, such as having students speculate about a character's next actions or the plot's direction, stimulate curiosity and invite students to think beyond the text, creating an interactive reading experience. (*Pinnell, 2012*) emphasizes, this not only holds students' attention but also strengthens their comprehension by encouraging them to focus on narrative cues and make connections to story elements.

Through predictive activities, students actively engage with the narrative, reflecting on the plot, character motivations, and setting, which reinforces comprehension skills. This approach is essential in developing a deeper understanding of the material, as it requires students to draw from prior knowledge and infer possible outcomes. By using prediction as a tool within storytelling, educators can provide an enriching learning experience that promotes critical reflection and enhances students' overall reading proficiency.

6.2. *Character Mapping and Sequencing Activities.*

Character mapping and sequencing activities are integral strategies that support students in navigating complex narratives and improving their reading comprehension skills. Character mapping involves the creation of visual diagrams to represent a character's traits, relationships, and development throughout a story. This method helps to concretize abstract concepts, making it easier for students to engage with and understand the characters' motivations and transformations (*Pantaleo, 2011*). By visually organizing these relationships, students can better track character development and gain insights into the broader narrative.

Sequencing, on the other hand, encourages students to arrange events in chronological order, reinforcing their understanding of cause-and-effect relationships. This activity helps learners identify the logical flow of events within a story, which is critical for grasping the structure of the narrative and the connections between various plot points (*Pinnell, 2012*). Both activities are essential for constructing mental models of a story's elements, thus enhancing comprehension and retention.

By employing these strategies, students can make connections between the characters, events, and themes of a story, which in turn deepens their understanding and strengthens their critical thinking abilities when analyzing texts. These methods are especially useful in improving comprehension, as they provide tangible ways to break down complex narratives into understandable parts (*Pinnell, 2012*).

6.3. Enhancing Critical Thinking and Narrative Understanding.

Storytelling in education serves as a powerful tool for fostering critical thinking and enhancing students' narrative understanding. By engaging students with stories, teachers can pose thought-provoking questions such as "Why did the character make that decision?" or "What would have happened if...?" (*Nicolopoulou, 2015*). These types of open-ended questions stimulate students' ability to infer, analyze, and consider multiple perspectives, all of which are essential skills for deepening reading comprehension. Additionally, storytelling encourages the development of empathy by allowing students to connect emotionally with characters and situations, which in turn strengthens their ability to understand complex narratives and interpret information meaningfully. As students become more involved in the storytelling process, they develop a stronger foundation for interpreting and analyzing texts, not just in literature, but across various disciplines.

7. Storytelling and Predicting in Reading Comprehension.

Storytelling is a powerful tool for enhancing reading comprehension, particularly through the use of predicting. As students engage with stories, they anticipate events and character actions based on context and prior knowledge. This process mirrors the cognitive strategies used in reading comprehension, where readers rely on text clues to make inferences and grasp the narrative. By predicting outcomes, students engage more deeply with the text, which not only boosts comprehension but also strengthens critical thinking skills essential for understanding complex texts.

7.1. The Link Between Storytelling and Predicting.

Storytelling naturally engages prediction skills, as students anticipate events based on context clues, reflecting the cognitive processes involved in reading comprehension. Predictions made during storytelling enhance

engagement, as students actively listen and critically assess possible outcomes, fostering anticipation and a stronger connection with the text (*Dijk, 2018*). This aligns with the study's focus, as prediction is a core component of making meaning from a text and enhances students' ability to make inferences.

7.2. Activities for Pause and Predict and Picture Prediction.

Incorporating pause-and-predict strategies into storytelling helps students hypothesize about story developments using clues provided in the text. This method promotes engagement by inviting students to make predictions and practice their inferential skills. According to (*McKeown, Beck, & Blake, 2009*), these strategies not only boost engagement but also aid in comprehension by challenging students to predict and test their hypotheses about the story. Similarly, Picture Prediction, where students guess story elements based on illustrations, engages younger readers by connecting visual cues with narrative events. This approach is particularly useful in developing comprehension skills at early stages.

7.3. Benefits of Prediction in Improving Reading Engagement.

Prediction, overall, enhances reading engagement by making students active participants in the reading process. When students predict outcomes, they connect emotionally with the story, as they are eager to see if their hypotheses hold true. Research shows that prediction can also sustain motivation, as it taps into students' curiosity and critical thinking abilities (*McKeown, Beck, & Blake, 2009*). In classrooms, this can be encouraged through activities like graphic organizers or "prediction pails," where students can track their predictions before and after reading. These activities are beneficial in making reading more interactive, helping students deepen their comprehension while sustaining their interest in the material.

8. Storytelling and Inferring in Reading Comprehension

Storytelling plays a pivotal role in enhancing inferencing skills, which are essential for deepening reading comprehension. Through compelling narratives, students are encouraged to look beyond the literal meaning of the text and infer the underlying motives, emotions, and consequences of characters' actions. This process of inferring not only helps students develop a more nuanced understanding of the narrative but also fosters connections between new information and prior knowledge, enriching their overall comprehension.

8.1. Developing Inferencing Skills through Storytelling.

Inferencing is a critical cognitive skill that allows students to derive meaning from beyond the surface of a story. It helps them understand characters' motivations, themes, and subtle messages that may not be directly stated. Storytelling is particularly effective in nurturing these skills, as it presents students with scenarios that require them to infer based on context, dialogue, and narrative structure. According to (Zwaan, 1998), storytelling encourages readers to engage with the text at a deeper level, utilizing their background knowledge to interpret the hidden layers of meaning. This process of making inferences enhances reading comprehension by enabling students to grasp both the explicit and implicit aspects of the narrative, which is especially crucial for understanding more complex texts. In the context of this study, developing inferencing skills through storytelling is key to fostering students' ability to engage with advanced texts meaningfully.

8.2. Activities that Prompt Students to Infer Emotions and Motivations.

Activities like "emotion journaling" prompt students to reflect on a character's feelings or motivations in different contexts, which enhances empathy and deeper understanding of the text. This aligns with Bruner's ideas on how narratives help individuals shape their emotional responses based on cultural and contextual cues, highlighting how emotions are shaped by our beliefs and understanding of the world (Bruner, 1986). Moreover, research shows that engaging with fiction helps readers practice empathy, as they infer characters' emotions and motivations, creating connections between the text and their own experiences.

8.3. Impact of Storytelling on Deeper Text Comprehension

Storytelling promotes a more profound grasp of text by encouraging students to derive meaning from implicit details. As students practice making inferences and predictions, they engage in a multi-layered process of meaning-making. This approach fosters a deeper interpretive skill set. Studies confirm that storytelling helps enhance reading comprehension by encouraging the reader to consider both the explicit and subtle elements of the narrative (Haven, 2007). Fiction, in particular, offers a unique opportunity for readers to experience and understand human psychology, reinforcing empathic responses and enhancing imaginative thinking, which ultimately supports the development of cognitive and social understanding.

9. Methodology to Teach Reading Comprehension.

Traditional methodologies for teaching reading comprehension typically emphasize a step-by-step, skill-focused approach. These methods often include direct instruction on phonics, vocabulary building, and explicit comprehension strategies like summarization and questioning. Teachers guide students through the text, helping them identify main ideas, supporting details, and the structure of the narrative. These strategies are designed to ensure that students can understand the literal meaning of a text before moving on to more complex interpretive skills. However, while effective for foundational comprehension, these traditional methods are often complemented by more interactive, student-centered approaches like storytelling, which engage students in deeper, more reflective analysis.

9.1. Pre, During and post reading strategy

The structured approach of pre-, during-, and post-reading strategies offers a methodical pathway for enhancing comprehension through storytelling. In the pre-reading phase, students are provided with context that activates prior knowledge, introduces key vocabulary, and sets the purpose for reading. This allows them to make predictions about the story's progression. The during-reading phase involves active engagement, where students apply strategies, such as questioning and connecting with the text, encouraging them to make inferences and predictions. Finally, the post-reading phase enables reflection, where students summarize, discuss main ideas, and analyze character motives and outcomes. This sequence is essential in promoting a deep, layered understanding, especially in storytelling, as students learn to piece together narrative elements and understand character development, which are vital to reading comprehension (*Al-Mansour, 2011*).

This systematic framework supports the goals of the research by providing a foundation for storytelling to enhance reading comprehension. It demonstrates how each phase reinforces comprehension skills that are crucial in storytelling, where students must sequentially understand events and connect ideas to derive meaning.

9.2. Explicit Instruction on Reading Comprehension Strategies.

Explicit instruction in reading comprehension through strategies like summarizing, questioning, predicting, and clarifying fosters critical analytical skills, especially within a storytelling framework. Summarizing allows

students to distill essential story elements, questioning helps them explore motives and conflicts, predicting encourages engagement with future plot developments, and clarifying helps students resolve confusion about the text's meaning. These strategies foster a better grasp of story details and character actions.

Implementing these strategies within storytelling helps students not only follow narrative sequences but also apply higher-order thinking skills to interpret and evaluate text critically. This explicit teaching is particularly relevant to the research because it equips students with tools that promote independent comprehension, which is especially valuable in educational settings where storytelling is used to explore complex themes.

10. Challenges of Implementing Storytelling in Teaching Literacy

Storytelling is a versatile tool in literacy education, offering a dynamic approach to language learning that goes beyond traditional teaching methods. It engages students by tapping into their imagination and creativity, fostering not only linguistic growth but also cognitive and emotional development. Through storytelling, students gain opportunities to connect with narratives, improving their understanding of language structures while simultaneously building critical thinking and interpretative skills.

This technique enhances learning by providing a context-rich environment where students can explore and apply language concepts in meaningful ways. Stories captivate attention and make abstract concepts tangible, encouraging active participation and collaboration. Furthermore, storytelling helps bridge cultural and linguistic gaps, creating inclusive learning experiences that resonate with diverse student backgrounds. Its potential lies in its ability to transform classrooms into spaces of exploration, where students develop literacy skills while enjoying the process of discovery.

10.1. Potential Limitations and Criticism

One significant limitation in using storytelling as a teaching tool is the students' low proficiency in English, which affects their ability to engage fully with the material. Students often lack the necessary vocabulary, grammatical knowledge, and pronunciation skills to understand and interpret stories effectively. This limitation not only makes it difficult for students to comprehend the material but also hinders their ability to express ideas or write their own texts. For example, a student interviewed for this study expressed confusion over word meanings, which

impacted their ability to construct sentences. Such challenges underscore the importance of addressing foundational language skills before introducing storytelling activities.

Furthermore, students with limited proficiency may experience greater frustration when faced with complex texts, which can reduce their motivation to participate in storytelling exercises. This issue is particularly problematic in classrooms with mixed proficiency levels, as it creates a disparity in learning outcomes. While more proficient students can engage with stories and benefit from the exercise, those with weaker language skills are often left behind, reducing the overall effectiveness of the program.

10.2. Review of Literature Highlighting Gaps and Challenges

The existing literature emphasizes the need for appropriate text selection in storytelling. (*Wright, 2008*) points out that stories should be adapted to the learners' language abilities to ensure engagement and comprehension. However, many studies fail to explore how to implement storytelling effectively in heterogeneous classrooms where proficiency levels vary significantly. This oversight presents a critical gap in the research, as it leaves teachers without clear guidelines on how to scaffold learning for all students.

Moreover, while storytelling is recognized for its potential to enhance literacy skills, the practical challenges of its implementation are often underexplored. Issues such as text length, cultural relevance, and resource availability remain under addressed in the literature.

Addressing these gaps requires more empirical studies focused on classroom strategies that adapt storytelling techniques to diverse educational contexts.

10.3. Proposed Solutions to Overcome Challenges

To mitigate the challenges posed by students' low proficiency levels, several strategies can be employed. First, teachers can allow students to write their initial drafts in their native language before translating them into English. This approach helps students focus on developing their ideas without the added pressure of language barriers. The use of bilingual dictionaries or digital translation tools can further support this process, enabling students to gradually expand their vocabulary while working on storytelling tasks.

Regarding text length, it is crucial for teachers to select stories that are concise and engaging, ensuring that they align with students' attention spans and language abilities. Shorter texts allow students to focus on understanding the content without feeling overwhelmed. Additionally, integrating visuals or multimedia elements into storytelling sessions can enhance comprehension and maintain students' interest. Finally, encouraging peer collaboration, where more proficient students assist their peers, can foster a supportive learning environment and bridge proficiency gaps effectively.

These strategies collectively address the challenges of implementing storytelling in literacy instruction, ensuring that all students, regardless of their initial abilities, can benefit from this engaging and creative approach to learning.

Matrix of Variables

| <i>Variables</i> | <i>Definition</i> | <i>Sub-variables</i> | <i>Indicators</i> | <i>Measurement</i> | <i>Instruments</i> | <i>Scale</i> |
|-----------------------------------|---|---------------------------|--|---|--|---|
| 1. Storytelling technique. | A teaching method that uses stories to facilitate reading comprehension. | A. Narrative structure. | 1. Clarity and coherence of the story. | Observation of storytelling sessions and student participation. | Observation Checklist. | Qualitative |
| | | B. Types of stories used. | 1. Variety and relevance of the stories. | Surveys on the types of stories used and preferences. | Questionnaire. | Quantitative. |
| | | C. Presentation style. | 1. Level of engagement during storytelling. | Student feedback through surveys after sessions. | Post-sessions test. | Likert Scale. |
| 2. Development of reading skills. | The process in which students improve their skills in predicting and inferring while reading. | A. Prediction skills. | 1. Accuracy of students' predictions. | Pre and Post intervention assessments. | Comprehension tests (cloze tests, multiple choice questions) | Point scale. |
| | | B. Inference skills. | 1. Ability to draw inferences from the text. | Comprehension text focusing on inferences. | Standardized assessments (state tests) | Point scale. |
| 3. Students' motivation. | The degree of interest and engagement of students in reading activities. | A. Engagement in reading. | 1. Students' interest in reading activities. | Surveys measuring motivation levels before and after. | Questionnaire. | Satisfied, Very satisfied, A little satisfied, Unsatisfied. |

| | | | | | | |
|--|---|----------------------------------|---|--|---|---|
| | | B. Confidence in Reading skills. | 1. Self-reported confidence level in reading. | Interviews and focus groups on perceived skills. | Interview guides. | Qualitative. |
| 4. Strengths and Weaknesses of the storytelling technique. | Evaluation of the effectiveness of storytelling as a learning tool. | A. Student Feedback. | 1. Student satisfaction with the technique | Focus group discussion and feedback surveys. | Surveys. | Satisfied, very satisfied, A little satisfied, Unsatisfied. |
| | | B. Observed Outcomes. | 1. Improvement in reading comprehension scores. | Comparison of scores before and after storytelling sessions. | Comprehension tests (narrative, summaries, comprehension exercises) | Point scale. |
| | | C. Teacher observations. | 1. Teacher evaluations of student engagement and comprehension. | Teacher evaluations during and after sessions. | Teacher evaluation forms. | Qualitative. |

Methodological Design

Paradigm

The philosophical design underpinning this research is constructivism, which posits that students actively construct knowledge through their interactions with their environment and experiences. In the context of this study, constructivism is particularly relevant, as the research aims to evaluate the development of reading comprehension skills among 8th grade, section E students at Colegio Experimental Mexico through the implementation of Storytelling technique.

This approach is well-suited to the nature of the study because reading comprehension, especially in relation to inference and prediction skills, is viewed not as a passive process of receiving information, but as an active construction of meaning. Students, through the narratives they engage with and create, build their understanding of texts. Moreover, constructivism emphasizes the social and cultural contexts that influence learning, which aligns with the specific educational environment and the group of students involved in this research.

By employing the storytelling technique, the study promotes a learning environment where students not only consume content but also participate in the creation of their own narratives, fostering higher-order thinking skills. This aligns with constructivist principles which focuses on active, student-centered learning. Therefore, this approach provides a solid theoretical framework for assessing the development of reading comprehension skills, as well as the challenges and successes encountered during the intervention, in manner consistent with the goals and methods of the research.

Type of Research

This study employs a qualitative, descriptive research approach focused on understanding the impact of the storytelling technique on the development of reading comprehension skills, specifically prediction and inferring, among 8th-grade students. By observing and analyzing students' engagement and progress, this descriptive research seeks to capture the successes and challenges they encounter in building these skills.

The qualitative nature of this research allows for an in-depth exploration of students' experiences with storytelling as a tool for comprehension. Data collection will be carried out through a pre-intervention test, post-intervention

test, and an observation checklist, enabling a comprehensive assessment of the storytelling technique's effectiveness in enhancing reading comprehension in a real classroom setting. This approach will provide detailed insights into students' learning processes and responses, supporting a deeper understanding of how storytelling can contribute to skill development in an English language learning context.

Population and Sample

The population for this research consists of 10 students from 8th grade, section E, at Colegio Experimental México. These students are aged between 14 and 16 years and were specifically selected due to their potential for developing analytical and interpretative skills, as observed by their teachers. This selection also considers their need for support in strengthening reading comprehension, particularly in skills like prediction and inferring.

The chosen sample of students will provide insights into the effectiveness of the storytelling technique in enhancing reading comprehension abilities. The focus on this small, targeted group allows for a more in-depth exploration of individual progress and challenges throughout the intervention. Observing a focused sample helps identify patterns and outcomes that may later inform broader applications of storytelling in similar educational contexts.

Data Collection Techniques

To evaluate the effectiveness of the storytelling technique on reading comprehension skills (predicting and inferring) in 8th-grade students, three data collection techniques will be employed:

1. Pre-Intervention Questionnaire: This initial test is designed to assess students' baseline reading comprehension abilities, specifically focusing on their skills in prediction and inference before the storytelling technique is introduced. The test will consist of tasks that measure students' understanding of these skills in relation to text. The results of the pre-intervention test will provide a benchmark against which the outcomes of the post-intervention test can be compared, allowing the researcher to identify any improvement in students' comprehension abilities.

2. **Post-Intervention Test:** After implementing the storytelling technique, a post-intervention test will be conducted with the same students to evaluate any changes in their reading comprehension skills. This test will be similar in structure to the pre-intervention test, focusing on prediction and inference to maintain consistency. By comparing the results of the post-intervention test with the pre-intervention results, the researcher can determine the extent of progress or improvement in reading skills due to the storytelling intervention.

3. **Observation Checklist:** Throughout the storytelling sessions, an observation checklist will be used to systematically record student behaviors, engagement levels, and comprehension indicators. The checklist will include items related to students' participation, attentiveness, and ability to follow the narrative, as well as indicators of their engagement with prediction and inference tasks embedded in the storytelling activities. Observations will also capture qualitative aspects, such as student enthusiasm and response quality, providing a detailed understanding of the technique's impact on motivation and comprehension.

This tool allows for real-time insights into student reactions and engagement, offering additional context to support the quantitative data from the tests.

Theoretical Method

This research will focus on the development of inferring and predicting skills as essential components of the storytelling technique. These skills play a fundamental role in fostering a deeper understanding and comprehension of texts. Through storytelling, students are encouraged to make predictions about what might happen next in the story and to draw inferences based on context and character actions. By engaging with these skills, students not only improve their comprehension but also develop a more analytical and interpretative approach to reading. This study aims to highlight the effectiveness of storytelling in cultivating these skills, ultimately contributing to improved reading comprehension abilities among students.

Empirical Methods

- **Pre-Intervention Questionnaire:** This initial test will gauge students' baseline abilities in making predictions and inferences before introducing the storytelling intervention.

- **Post-Intervention Test:** After the storytelling sessions, this test will measure any improvements in students' predicting and inferring skills, providing a comparative analysis with the pre-intervention results.
- **Observation Checklist:** During the storytelling sessions, the researcher will use an observation checklist to document students' engagement, participation, and response accuracy in real-time. This instrument will capture qualitative insights into how students apply inferring and predicting skills throughout the storytelling activities

Tabulation and analysis plan.

Pre-Intervention Questionnaire:

The pre-intervention questionnaire includes multiple-choice and open-ended questions designed to assess students' skills in predicting and inferring information from a text. The responses will be analyzed to understand students' initial abilities and attitudes towards reading comprehension. The tabulation will be conducted as follows:

| <i>Exercise</i> | <i>Question</i> | <i>Correct answer</i> | <i>Number of correct answers</i> | <i>Number of incorrect answers</i> |
|------------------------|--|------------------------------|---|--|
| Prediction | After Juan and his friends finish eating, what do you think they will do next? | They will play more games | 7 | 2 (copied from the text) 1 (did not answer) |
| Prediction | How do you think Juan will feel when he remembers his day at the fair? | Happy | 7 | 2 (unsure) 1 (did not answer) |
| Inference | What emotions do you think Juan feels while playing at the fair? | Excited and joyful | 6 | (neutral / unclear) |

| | | | | |
|-----------|---|---|---|--------------------|
| Inference | Why do you think Juan was so excited to go to the fair? | He loves spending time with his friends | 7 | 2 (did not answer) |
|-----------|---|---|---|--------------------|

Prediction Skills

In the first question, where students were asked to predict what Juan and his friends would do after eating, 70% (7 out of 10) correctly predicted they would play more games. However, 20% (2 students) copied their answers directly from the text, indicating reliance on literal recall rather than making predictions. One student (10%) left the question unanswered, possibly reflecting hesitation or a lack of confidence in responding.

In the second question about how Juan would feel when remembering his day at the fair, 70% (7 students) accurately predicted he would feel happy. Two students (20%) were unsure and provided vague responses, while one student (10%) did not respond.

These results suggest that while the majority of students showed an initial ability to make logical predictions, there is a notable reliance on text and uncertainty among some students.

Inference skills

The first inference question, which asked students to identify Juan's emotions while playing at the fair, was answered correctly by 60% (6 out of 10) of the students, who inferred that Juan felt excited and joyful. However, the remaining students provided neutral or unclear responses, indicating a gap in interpreting emotional cues.

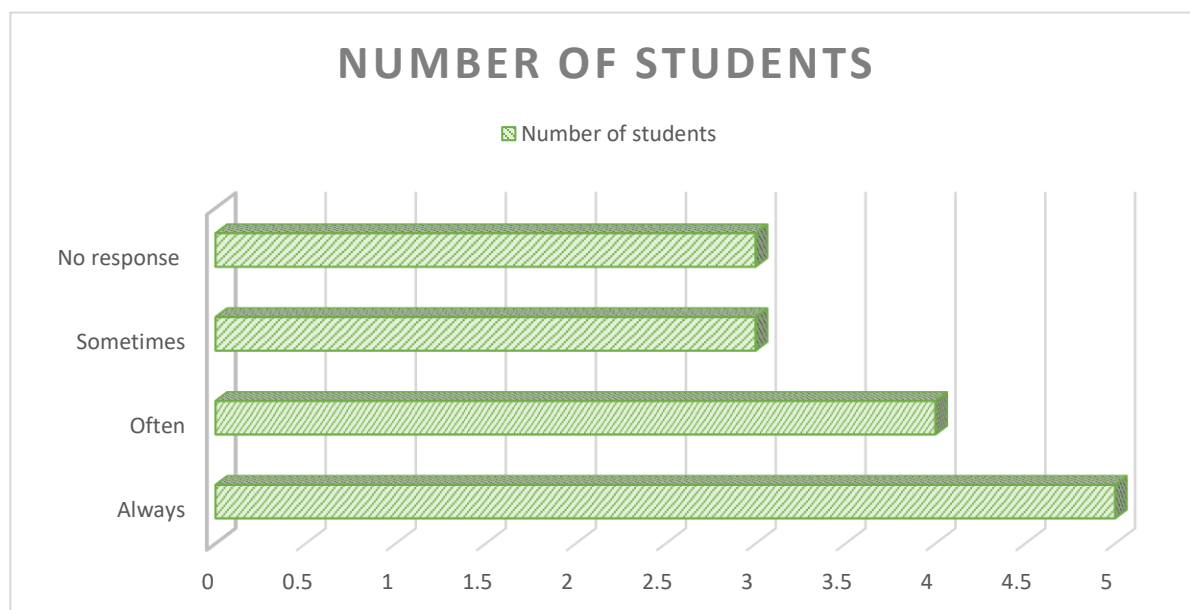
In the second inference question about why Juan was excited to go to the fair, 70% (7 out of 10) inferred correctly that he enjoyed spending time with his friends. Two students did not provide answers, which could point to comprehension difficulties or lack of engagement with the task.

The results for inference skills show that while most students demonstrated an ability to infer emotions and motivations, there is room for improvement in analyzing subtle emotional details and expressing these in their responses.

During the data analysis, each response will be reviewed to identify trends in students' abilities to predict and infer information from the text. This analysis will help to determine the baseline of students' reading comprehension skills before implementing storytelling techniques in future lessons.

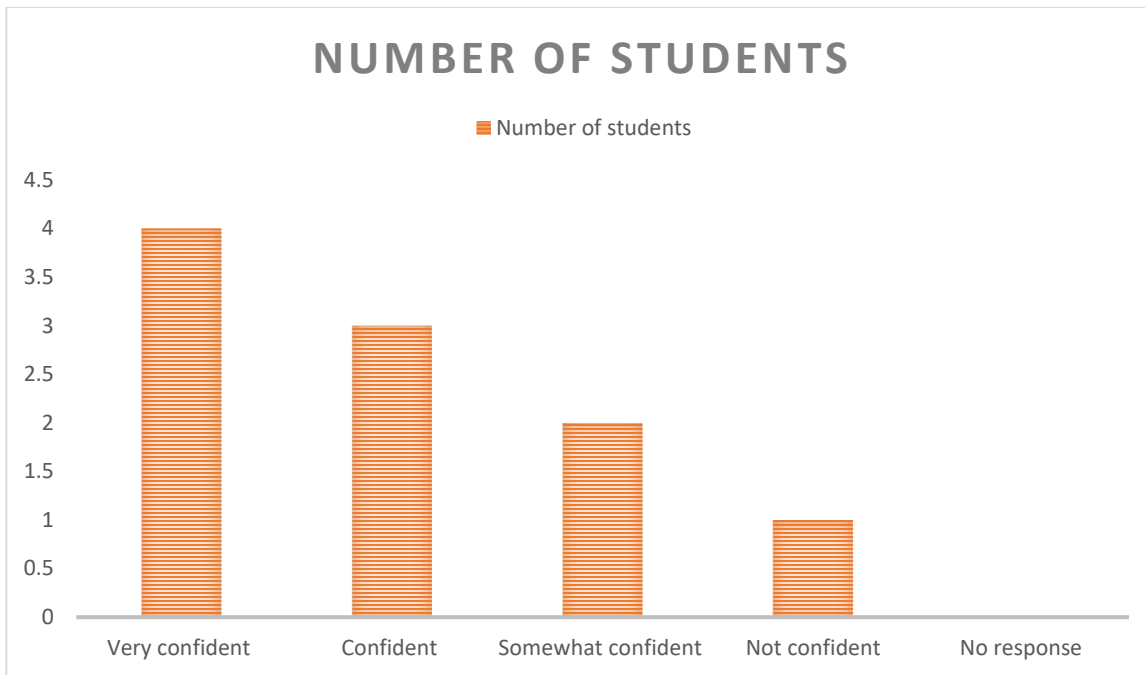
Graphic of attitudes of students

1. How often do you enjoy reading?



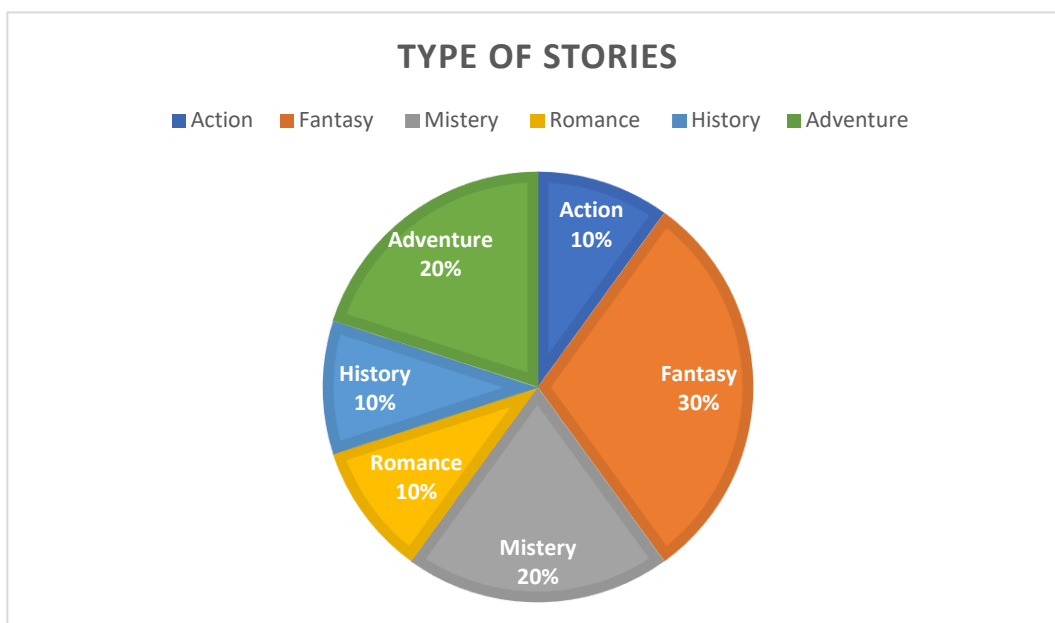
The results presented in the graph reflect the students' attitudes toward reading. The majority of students indicated that they "always" or "often" enjoy reading, which demonstrates a generally positive outlook on this activity. A smaller group of students indicated that they enjoy reading "sometimes", while only a few provided no response. This distribution suggests that, while most students find reading enjoyable, there is a minority that is less engaged or interested in this practice.

2. Do you feel confident when reading texts in class?



This graph focuses on students' confidence levels when reading texts in class. A significant portion of the students reported feeling "very confident" or "confident" indicating a strong sense of self-assurance in their reading abilities. However, a smaller group expressed feeling "not confident", revealing the need for targeted strategies to improve their confidence.

3. What type of stories do you prefer to read?



The results presented in the pie chart reveal students' preferences regarding types of stories. The most popular genre is fantasy, chosen by 30% of the participants, indicating a strong interest in imaginative and creative narratives. Adventure and mystery stories are the second most favored genres, each accounting for 20% of responses. These results suggest that students are drawn to stories with engaging and suspenseful plots. Meanwhile, action, history and romance stories were selected by 10% of the participants, showing that these genres are less appealing to the group. The purpose of gathering data was to identify students' story preferences to inform the future application of the storytelling technique in reading activities. By aligning story selection with their interests, storytelling can be more engaging and effective in promoting reading comprehension.

Post Intervention test

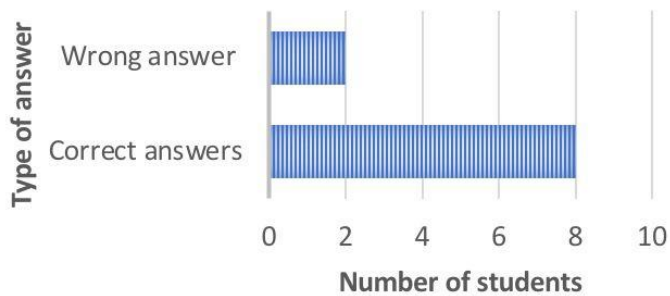
| <i>Exercise</i> | <i>Question</i> | <i>Correct answer</i> | <i>Number of correct answers</i> | <i>Number of incorrect answers</i> |
|---|---|--|----------------------------------|------------------------------------|
| <i>Exercise 1</i> <i>(Prediction Skills)</i> | 1.Prediction of Events What do you think Alex will do after he visits the doctor? | He will go home and rest, drink water, and take his medicine as the doctor recommended. | 10 | 0 |
| | 2.Reasoning Prediction Why do you think Alex decided to go to the clinic instead of staying at home? | He likely wanted to get advice from a doctor to feel better soon or was concerned about his symptoms | 8 | 2 |

| | | | | |
|--|---|--|-----------|----------|
| <p>Exercise 2 (Inference Skills)</p> | <p><i>1. Feeling Inference</i> <i>How do you think Alex feels when he wakes up with these symptoms?</i></p> | <p><i>Alex feels sick, tired and uncomfortable, as he has a headache and sore throat and doesn't want to get out of bed.</i></p> | <p>9</p> | <p>1</p> |
| <p>Exercise 3 (Vocabulary Check)</p> | <p><i>1. Choose the symptoms mentioned in the story</i> <i>Identify specific symptoms mentioned in the story</i></p> | <p><i>(✓) Headache</i> <i>(✓) Sore throat</i></p> | <p>10</p> | <p>0</p> |

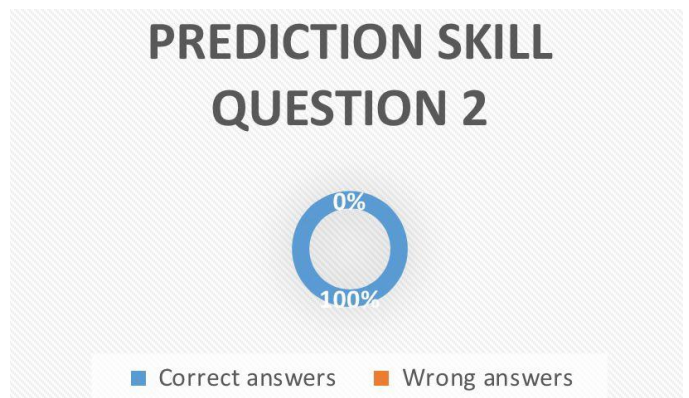
Discussion of Results

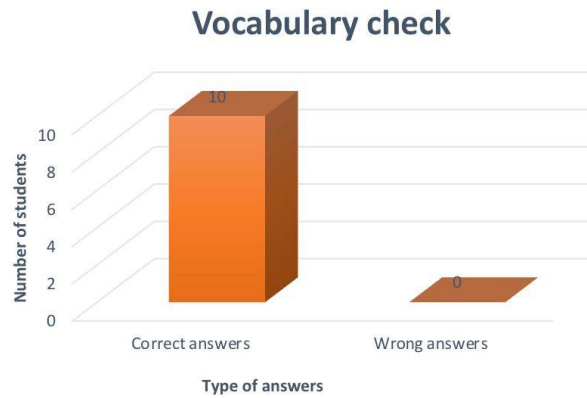
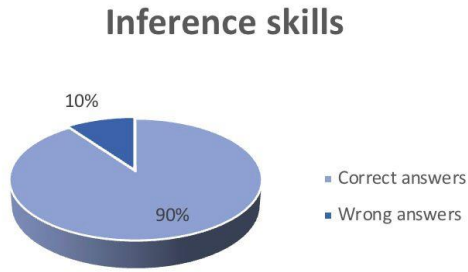
The post-test aimed to assess students' reading comprehension skills following the intervention, with a focus on prediction, inference, and vocabulary related to health symptoms. The test included multiple-choice and open-ended questions, designed to measure students' ability to infer and predict from a short story, "Alex at the Clinic"

PREDICTION SKILLS QUESTION 1



PREDICTION SKILL QUESTION 2





Exercise 1: Prediction Skills

The first exercise assessed students' ability to predict events and justify their reasoning based on contextual information. For the first question, 80% of the students (8 out of 10) successfully predicted what Alex would do after visiting the doctor, while 20% (2 students) provided incorrect answers. This indicates that most students demonstrated a solid understanding of the narrative and could anticipate logical outcomes based on the given information.

In the second question, all students (100%) correctly reasoned why Alex decided to visit the clinic instead of staying at home. This result highlights students' ability to connect contextual clues and prior knowledge to provide logical justifications for their predictions.

These findings suggest that students are developing their prediction skills effectively; however, the incorrect answers in the first question indicate a need for additional practice with less explicit scenarios to enhance their predictive reasoning.

Exercise 2: Inference Skills

In the second exercise, students were tasked with inferring Alex's feelings based on the description of his symptoms. Ninety percent (9 out of 10) of the students accurately inferred that Alex felt sick, tired, and uncomfortable, while one student (10%) provided an incorrect response. This demonstrates that the majority of the students were able to interpret emotional states derived from textual details.

The single incorrect response suggests a minor gap in understanding or possibly a misinterpretation of the emotional cues present in the text. Further practice with nuanced language and inferential reasoning could address this gap.

Exercise 3: Vocabulary Check

The third exercise focused on identifying specific symptoms mentioned in the story. All students (100%) successfully identified the symptoms, showcasing a strong command of vocabulary related to health and symptoms. This result reflects the effectiveness of the instructional activities in reinforcing key vocabulary and ensuring its accurate application.

Observation Checklist for Storytelling sessions

Discussion of results

1. Narrative Structure and Coherence

The story was generally well-structured and clear, although some students initially felt confused. This confusion could be attributed to unfamiliarity with the storytelling method or specific details within the narrative. Despite this initial challenge, the coherence of the story improved engagement as the activity progressed. This indicates the importance of ensuring the narrative's clarity from the beginning to avoid any early misunderstanding.

2. Student Participation and Engagement

Most students demonstrated high levels of interest and actively participated, particularly during the quiz portion of the activity. This suggests that the storytelling method was effective in capturing their attention and encouraging involvement. However, while participation was generally strong, additional strategies could be employed to sustain this engagement across different activity phases, particularly during discussions.

3. Use of Prediction in the Activity

Only some students made predictions about the story's development, which shows partial engagement with this skill. This may reflect a need for more explicit scaffolding or prompts to guide students in making predictions.

Incorporating pre-story questions or pauses within the narrative for collective brainstorming could enhance students' ability to anticipate story outcomes.

4. Use of Inference in the Activity

Similarly, only some students demonstrated the ability to infer emotions, motives, or implicit details within the story. This indicates that while some students are beginning to engage with higher-order thinking skills, others may require additional support to interpret implicit information. Teachers could model inference techniques or use guided questions to develop this skill further.

5. Vocabulary Comprehension

Students showed partial understanding of the key vocabulary, with some resorting to Spanish to answer. This highlights a need to strengthen vocabulary acquisition, particularly related to the topic of symptoms. Pre-teaching critical vocabulary and providing visual aids or contextualized examples could help bridge this gap and promote more confident use of English during storytelling activities.

6. Observed Strengths of the Storytelling Technique

The storytelling technique proved effective in increasing student interest and engagement while fostering prediction and inference skills. Students actively participated and attempted to make predictions in both English and Spanish, showing a willingness to engage despite language limitations. These findings confirm the value of storytelling as a dynamic and interactive approach to language learning.

7. Observed Weaknesses of the Storytelling Technique

The main weakness observed was students' limited vocabulary, which hindered their ability to express thoughts entirely in English. This challenge highlights the need for targeted vocabulary instruction as a complement to storytelling. Additionally, structured opportunities for discussion and reflection could provide students with more practice and confidence in articulating their ideas.

Comparison Between Pre-Intervention Questionnaire and Post-Intervention Test Results

This section presents an analysis of the comparison between the pre-intervention questionnaire and the post-intervention test results, focusing on the development of students' prediction and inference skills through storytelling technique. The purpose of this comparison is to assess the impact of the intervention on students' reading comprehension abilities.

➤ *Prediction Skills*

In the pre-intervention questionnaire, students were tasked with predicting actions and emotional responses within a story about Juan at the fair. The results indicated that:

- 70% of the students (7 out of 10) correctly predicted that Juan and his friends would play more games after eating. Similarly, 70% correctly predicted that Juan would feel happy when recalling his day at the fair.
- However, 20% of the students (2 students) simply copied their answers from the text, suggesting that they relied on literal recall rather than making predictions based on the context. Additionally, one student (10%) left the questions unanswered, potentially indicating uncertainty or a lack of confidence in providing a response.

In contrast, the post-intervention test focused on a story titled “Alex at the Clinic,” where students were asked to make predictions about Alex's actions and reasoning behind those actions. The results showed a marked improvement in prediction skills:

- 80% of the students (8 out of 10) successfully predicted what Alex would do after his visit to the doctor, while 100% correctly explained why Alex decided to visit the clinic instead of staying at home.
- The percentage of students providing correct answers increased from 70% to 80% for the first question, and the complete accuracy in the second question (100%) signifies a notable improvement in the students' ability to connect contextual clues with logical reasoning. This suggests that the intervention helped enhance their predictive reasoning abilities.

➤ *Inference Skills*

In the pre-intervention questionnaire, students were asked to infer emotions and motivations from the story about Juan at the fair. The results indicated that:

- 60% of the students (6 out of 10) accurately inferred that Juan felt excited and joyful while playing at the fair. For the second question, 70% (7 out of 10) correctly inferred that Juan was excited to go to the fair because he loved spending time with his friends.
- The remaining students provided vague or neutral responses, indicating a gap in their ability to interpret emotional cues, or some students may have struggled with engagement or understanding.

Following the intervention, the post-intervention test assessed students' ability to infer emotions based on the context of Alex's symptoms. The results showed significant improvement:

- 90% of the students (9 out of 10) correctly inferred that Alex felt sick, tired, and uncomfortable based on the description of his symptoms. Only one student (10%) provided an incorrect response.
- The improvement from 60% to 90% in the accuracy of emotional inferences suggests that the intervention successfully enhanced students' inferential reasoning abilities, especially in recognizing subtle emotional cues and motivations in texts.
- Vocabulary Comprehension

Although the pre-intervention questionnaire did not explicitly test vocabulary comprehension, students' responses to the prediction and inference questions indicated that some students had a partial understanding of key vocabulary, with a few resorting to answering in Spanish. This suggested a need for improvement in their grasp of the vocabulary related to the story's context.

In the post-intervention test, students were assessed on their ability to identify and understand symptoms mentioned in the story. The results showed that:

- 100% of the students correctly identified the symptoms mentioned in the text.

- This result demonstrates a complete mastery of the vocabulary related to health symptoms, which was the focus of the intervention. It indicates that the instructional activities implemented during the intervention were effective in reinforcing students' understanding and application of key vocabulary.

Conclusions

This research explored the impact of the storytelling technique on the development of prediction and inference skills in eighth-grade students at Colegio Experimental México during the last semester of 2024. Through the evaluation of pre- and post-intervention activities, it was evident that storytelling had a transformative effect on students' reading comprehension abilities. The technique not only improved their capacity to predict story outcomes and infer characters' emotions and motivations but also fostered a more engaged and reflective approach to reading.

The storytelling sessions provided a dynamic and interactive learning environment that encouraged active participation and enhanced motivation. Students demonstrated noticeable progress in connecting with texts, which allowed them to approach stories with a deeper understanding and appreciation. These improvements highlight the potential of storytelling to build critical thinking skills, stimulate creativity, and instill a sense of curiosity in learners.

However, the research also highlighted areas for improvement. Limited vocabulary posed a significant challenge, restricting some students' ability to express their thoughts and fully engage with the texts. This finding suggests that the success of storytelling as a teaching strategy is closely tied to the learners' linguistic proficiency. Addressing these gaps in vocabulary is crucial to ensure the full benefits of storytelling can be realized.

Additionally, the collaborative nature of storytelling fostered a sense of community in the classroom. Students were able to share interpretations, discuss predictions, and refine inferences together, promoting not only individual growth but also peer learning. This demonstrates the versatility of storytelling as an instructional tool that can cater to diverse learning needs and preferences.

In conclusion, the storytelling technique proved to be a highly effective strategy for developing prediction and inference skills among eighth-grade students. It went beyond merely improving academic performance; it also enriched the learning experience by making it more engaging, interactive, and student-centered. The research underscores the importance of integrating storytelling with targeted vocabulary instruction, culturally relevant materials, and consistent evaluation. With these enhancements, storytelling has the potential to become a cornerstone for fostering deeper reading comprehension, critical thinking, and lifelong learning in educational settings

Recommendations

Based on the findings of this research, the following recommendations are proposed to improve the development of prediction and inference skills in students and enhance their overall reading comprehension abilities:

- **Conduct further studies on the technique:** Additional research should be carried out to explore the long-term impact of the storytelling technique on reading comprehension. This will help refine its implementation and ensure a lasting positive effect on students' ability to predict and infer from texts.
- **Select relevant materials:** Stories that align with the linguistic backgrounds of the students should be carefully chosen. These stories should resonate with their real-life experiences, making the learning process more relatable and engaging.
- **Strengthen vocabulary instruction:** Incorporate pre-reading activities focused on teaching essential vocabulary related to the story. This will allow students to actively participate in storytelling sessions without feeling restricted by a lack of language proficiency. Activities like matching words to images, using visual aids, or engaging in vocabulary games can make learning new words more effective and enjoyable.

By implementing these recommendations, the storytelling technique can become an even more effective tool for fostering prediction, inference, contributing to a more engaging and meaningful learning experience for students.

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1st instrument: Pre-Intervention Questionnaire



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Pre-Intervention Questionnaire: Reading Comprehension

Objective:

The purpose of this questionnaire is to assess your reading comprehension skills, specifically in predicting and inferring information from a text. By understanding your current abilities and attitudes towards reading, we can better support your learning and make improvements using storytelling techniques in our lessons.

Instructions:

1. Read the provided text carefully.
2. Answer the questions that follow each section based on your understanding of the text.
3. Use the space provided for your answers.
4. There are no right or wrong answers; share your thoughts honestly.

Text: A Day at the Fair

It was a sunny Saturday, and Juan was excited. Today was the fair in his town. There were many fun games and delicious food.

When Juan arrived, he saw his friends, Maria and Pedro. They quickly went to the Ferris wheel. They laughed and screamed as it went up high. After that, they ate some food. Juan chose a hot dog, while Maria got cotton candy.

At the end of the day, Juan felt happy because he had a great time with his friends. They promised to come back next year.

Section 1: Prediction Skills

1. Prediction of Events:

- **After Juan and his friends finish eating, what do you think they will do next?**

Answer: _____

- **Why do you think they will choose that activity?**

Answer: _____

2. Character Prediction:

- **How do you think Juan will feel when he remembers his day at the fair next year?**

Answer: _____

- **What do you think he will remember most about the fair?**

Answer: _____

Section 2: Inference Skills

3. Feeling Inference:

- **What emotions do you think Juan feels while playing at the fair?**

Answer: _____

4. Reasoning Inference:

- **Why do you think Juan was so excited to go to the fair?**

Answer: _____

Section 3: Attitudes towards Reading

5. *Interest in Reading:*

- **How often do you enjoy reading?**

- Always
- Often
- Sometimes
- Never

6. *Confidence in Reading Skills:*

- **Do you feel confident when reading texts in class?**

- Very confident
- Confident
- Somewhat confident
- Not confident

7. *Reading Preferences:*

- **What type of stories do you prefer to read? (e.g., adventure, fantasy, mystery, etc.)**

Answer: _____

Section 4: Additional Comments

If you have any additional comments about your experiences or feelings towards reading, please write them here:

2nd instrument: Post-Intervention test

Storytelling Activity:

"Alex at the Clinic"

Alex woke up with a terrible headache and a sore throat. He felt very tired and didn't want to get out of bed. After thinking for a moment, he decided to go to the clinic to see the doctor. At the clinic, the doctor told him to rest, drink lots of water, and take some medicine. Alex hoped he would feel better soon.

Objective:

- To assess students' reading comprehension skills, focusing on prediction and inference.

Instructions:

1. Read the story carefully.
2. Answer the questions based on the story.

Test Questions:

Section 1: Prediction Skills (12 points)

▪ **Prediction of Events:**

- **What do you think Alex will do after he visits the doctor?**

Answer: _____

- **Why do you think Alex decided to go to the clinic instead of staying at home?**

Answer: _____

Section 2: Inference Skills (6 points)

▪ **Feeling Inference:**

- **How do you think Alex feels when he wakes up with these symptoms?**

Answer: _____

Section 3: Vocabulary Check (2 points)

▪ Choose the symptoms mentioned in the story

Headache

Fever

Cough

Sore throat



Observation Guide for Storytelling Sessions

Objective:

- Evaluate the effectiveness of the storytelling technique in developing prediction and inference skills, as well as identifying strengths and weaknesses in its classroom application.

Instructions:

- During the storytelling session, observe and record the behavior of students and the strategies used by the teacher. Mark the options that best describe what was observed, and add comments in the provided sections.

1. Narrative Structure and Coherence of the Story

Is the story clear and coherent for the students?

- Very clear and coherent
- Clearly structured, with some difficult details
- Lacks coherence; students appear confused

Comments: _____

3. Student Participation and Engagement

Do the students show interest and participate actively in the activity?

- Highly interested; most participate actively
- Moderately interested; some students participate
- Low interest; minimal participation

Comments: _____

4. Use of Prediction in the Activity

Do the students make predictions about the development of the story?

- Yes, most students actively make predictions
- Some students make predictions
- No predictions observed among students

Comments: _____

5. Use of Inference in the Activity

Do the students infer emotions, motives, or implicit details in the story?

- Yes, they demonstrate inference skills in interpreting the story
- Some students infer implicit details
- No inference observed

Comments: _____

5. Vocabulary Comprehension

Do students demonstrate understanding of key vocabulary related to symptoms?

- Fully understand the vocabulary related to symptoms
- Partially understand the vocabulary
- Do not understand the vocabulary

Comments: _____

6. Observed Strengths of the Storytelling Technique

Select observed strengths of the storytelling technique:

- Increases student interest and engagement
- Aids in the comprehension of complex concepts
- Develops prediction and inference skills
- Enhances students' vocabulary

Comments: _____

7. Observed Weaknesses of the Storytelling Technique

Select observed weaknesses of the storytelling technique:

- Story too complex for some students
- Difficulty engaging more reserved students
- Limited time for discussion and reflection on the story
- Vocabulary too advanced for students' level

Comments: _____

Additional

Observations:

Conclusions and Recommendations for Improving the Technique:

Observer's Signature: _____

Date of Observation: _____

Notes on validation for groups that have no way to evidence validation of data collection instruments.

Content validation by theoretical references

Research topic: The development of reading skills (predicting and inferring) through the use of storytelling technique.

Alignment mapping with theoretical references

| Data collection tool | Research variables | Construct | Item | Sources |
|--------------------------------|---------------------------|------------------|-------------|--|
| Pre-Intervention questionnaire | Reading skills | Prediction | 1 & 2 | <ul style="list-style-type: none"> • Pinnell, I. C. (2012). • Dijk, K. y. (2018). |
| | | Inference | 3 & 4 | <ul style="list-style-type: none"> • Zwaan, R. A. (1998). • Reading Rockets. (2021). |
| | Reading attitudes | Motivation | 5 & 6 | <ul style="list-style-type: none"> • Haven. (2007). • Işık, M. i. (2016). |

References:

- Pinnell, I. C. (2012). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*
- Dijk, K. y. (2018). *Toward a Model of Text Comprehension and Production*
- Zwaan, R. A. (1998). *The construction of situation models in reading comprehension.*
- Reading Rockets. (2021). *What Does It Take to Teach Inferencing?*

- Haven. (2007). *The SCIENCE Behind the Startling Power of STORY*.
- Işık, M. i. (2016). *The role of storytelling in Teaching. Journal of Education and Practice*.

Content validation by theoretical references

Research topic: The development of reading skills (predicting and inferring) through the use of Storytelling technique by 8th-grade students at Colegio Experimental México.

Alignment mapping with theoretical references

| Data collection tool | Research variables | Construct | Item | Sources |
|-------------------------------|---------------------------|------------------|-------------|---|
| Post Intervention Test | Reading comprehension | Prediction skill | 1-2 | <ul style="list-style-type: none"> • Pinnell (2012) • Creative Classroom Core (2024) • Reading Rockets (2021) • Dijk (2018) |
| | | Inference skill | 3 | <ul style="list-style-type: none"> • Işık (2016) • Reading Rockets (2021) • Robin (2008) • Zwaan (1998) |
| | | Vocabulary | 4 | <ul style="list-style-type: none"> • Creative Classroom Core (2024) • Işık (2016) |

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- Pinnell, I. C. (2012). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*.
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- Robin, B. R. (2008). *Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom*.
- Dijk, T. A. (2018). *Toward a Model of Text Comprehension and Production*.
- Zwaan, R. A. (1998). *The Construction of Situation Models in Reading Comprehension*.

| Data collection tool | Research variables | Construct | Item | Sources |
|-----------------------------|---------------------------|-----------------------------------|-------------|---|
| Observation guide | Storytelling technique | Narrative structure and coherence | 1 & 2 | <ul style="list-style-type: none"> • Haven. (2007). • Wright, C. Z. (2008). |
| | | Student engagement | 3 & 4 | <ul style="list-style-type: none"> • Işık, M. i. (2016). • Haven. (2007). |
| | | Prediction | 5 & 6 | <ul style="list-style-type: none"> • Pinnell, I. C. (2012). • Dijk, K. y. (2018). |
| | | Inference | 7 & 8 | <ul style="list-style-type: none"> • Zwaan, R. A. (1998). |

| | | | | |
|--|----------------|-------------------------|--------|---|
| | | | | <ul style="list-style-type: none"> • Reading Rockets. (2021). |
| | Vocabulary use | Understanding and usage | 9 & 10 | <ul style="list-style-type: none"> • Haven. (2007). • Wright, C. Z. (2008). |

References:

- Haven. (2007). *The SCIENCE Behind the Startling Power of STORY.*
- Wright, C. Z. (2008). *The Effect of Storytelling at School on Children’s Oral and Written Language Abilities,*
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Pictures during pre-intervention, post intervention and observation checklist





