



UNIVERSIDAD
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UNAN - MANAGUA

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ESTELI
FAREM-Estelí**

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Cooperative learning through Storytelling to motivate second grade students to communicate in English at Jose Benito Escobar school in Estelí- Nicaragua during the last session of 2019.

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This article is a qualitative study carried in school Jose Benito Escobar in Estelí. The main purpose of this study was to find the most suitable methodological strategies to achieve communication in the classroom among students and teachers, also the successful assimilation of content that engages this language that for many students is something completely new.

Key words: Storytelling, cooperative learning, communication, original story, motivation.

I. Introduction

This document is to describe, synthesize and analyze the importance of cooperative learning through storytelling at school Jose Benito Escobar, as a way to spread and assimilate values, and promote communication in English; teachers aim at motivating students to participate in oral task by using dynamics and innovative ways to encourage pupils to be part of the activities.

In this research, the teacher introduced the vocabulary through flashcards or different visual aids. Teachers use them because of these calls the attention of the students; as for example: using colorful images to represent the characters and the story context, making gestures and using body language to be clear, making funny voices according to the character, this help the students to develop their skills in the language.

We decided to study this topic because we wanted to found a different way which the students feel motivated and develop their communication in this language. So we created an original story for them with the purpose of teaching good values and new vocabulary taking into consideration the context of them.

The research question of this study is: How cooperative learning through storytelling increase students' willingness to communicate in English in the classroom?

Storytelling is an important tool in the development of English language skills in conjunction with cooperative learning helps students in the process of knowledge acquisition. Storytelling emphasizes the motivation of the English class by the teacher and the student.

II. Literal review

1.1. What is the storytelling?

Storytelling is an important tool that has existed during a long time ago. Currently, it is used for many teachers who retell stories related the student' context. With the storytelling, a teacher can teach vocabulary, grammar, values, and develop the social skills from the students through the communication in group activities.

Storytelling consists in more than just telling stories. It may include not only creating a story but also the use of pictures, acting, singing, story writing and so forth.

1.1. Cooperative learning

Cooperative Learning is an approach for the education that has been studied and putting in practice for many specialists. Talking about cooperative learning is to say that is the instructional use of small groups, which students work together to maximize their own and each other's learning (Johnson, & Holubec, 2013).V

1.1.1. Importance of using cooperative learning strategies in the English class.

Cooperative learning strategies has a big importance and a great impact in the education. Due, it offers a lot of benefits to the students, and it allows applying a great deal of activities in which students could work together.

1.1.1. Benefits of using cooperative learning during the English class.

It is time to talk about the benefits that offers the use of cooperative learning in the English teaching as a second language. In the classroom teachers will find a variety of differences among students; such as, learning styles, interesting, social situations, cognitive levels.

There is a great deal of benefits of using CL to take into account for the education. One of them would be the increasing of student's motivation and can achieve success by working well with others. Also, it has the potential to transform classrooms developing the communication among themselves.

Also, it develops confidence and mutual understanding among students, enhance positive relationship between them, it supports group interaction and motivation, increases individual responsibility, promotes acceptance of student's differences, and enhances time management and communication skills(Tran. V, Nguyen. T, Van De. N, Soryaly. C, & Doan. M. 2019, p. 79, 80).

1.1. Relation among cooperative learning and storytelling

Storytelling is a learning activity that allows children to develop skills such as creative problem solving, collaborative learning, expressive design, the development of multiple forms of literacy, and the exploration of knowledge.

Storytelling shares important characteristic with CLT.

1.1.1. Funny and creative stories

The application of this strategy is intend to create stories that have not been heard before, and at the same time each child feels identified with the story in a way that improves their discipline, learn new grammar and new vocabulary. The interpretation of the story through a drawing.

The teacher tells a story created by himself, in which the students feel identified with it. The story will be told creatively and represented with visual aids, to avoid translation. Once the story is told, students are asked to represent the story in a drawing that they will make, so that they interpret what they understood from the story. In the end, each drawing will be presented to all partners.

III. Materials and methods

This research paper will follow a qualitative research design since we will explore the way with cooperative learning through storytelling works in the classroom, and will then analyze and evaluate the students and teacher's reactions and opinions on their impact in the students' speaking ability and critical thinking. In order to get some

data for our research, we taught three classes to second grade B students at Jose Benito Escobar with a population of 78-second grade students and a sample of 26-second grade B students.

The way we grouped and analyzed the data was through observation and some instruments like take notes, recording during each class. Also, we checked worksheets we used to evaluate students in groups. We decided to choose these instruments because it was the way more effective to see the result that had every activity. The implementation of these instruments was through activities in groups which the students could work and play at the same time.

IV. Analysis and discussion

In the three sessions of class, the teachers applied different strategies that were adequate for the age and level of the students learning. The teachers gave clear instructions for a good develop of the activity. In the first class, we use the Tic Tac Toe to practice and recognize the vocabulary. This activity encourage students to participate, and collaborate in groups and also individual.

For the second class, the teacher applied a story telling activity. The students understood very well the story and this promoted that students worked together, felt motivated, talked in English, and shared ideas among themselves. However, the half of the students showed difficulties at the moment of working in groups.

During the development of the class, the students were able to participate in the activities.

The third activity shown students' understood the story that the teacher tell. The vocabulary worked in the previous activity helped them to reinforce their knowledge. During the process of making groups, the teachers could observe that pupils' practice oral communication among themselves as well as, with the teachers. Also in this part we cover three relevant aspects that help to identify the students' perception before and after the activities. At the same way, the performance indicator made at the beginning of each class session:

Attitude: The students took a positive attitude when the activities were developed. Also, they had an excellent participation and all the time they get excited.

Significant learning: During the process of the class it was observed how the students understood each one of the activity they made. Also, they practice in the acquisition of the new vocabulary that learns.

Oral Practice: In the moment that the pupils participate, they had a good communication among themselves and teachers.

Result indicated that Cooperative learning trough Storytelling helps student as a second language improve their communicative skills and class participation.

V. Conclusion

In conclusion, the research, " Cooperative learning through storytelling to motivate second-grade students to communicate in English" provides a suitable environment in the English learning, because storytelling along with cooperative learning strategies favors oral comprehension and oral production. It also strengthens vocabulary acquisition, foreign language communication, and foments the participation, motivation, attention, and concentration of students in the English learning process. Also, this study shows indeed a positive effect of storytelling in English learning, because it is a dynamic, adaptable, and flexible tool, which is evidenced in the three categories established for the analysis of qualitative data.

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