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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Storytelling to Enhance Listening Skills for

Teenagers

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL

AND FOREIGN LANGUAGES

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**STORY TELLING TO ENHANCE LISTENING SKILLS FOR TEENAGERS**” prepared by **ELVIS ROGER DE LA CRUZ NARVÁEZ** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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A handwritten signature in black ink that reads "Elvis De la Cruz". The letters are cursive and slightly slanted to the right.

ELVIS ROGER DE LA CRUZ NARVAEZ

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ACKNOWLEDGEMENT

First of all, the researcher wants to thank God for all the blessings he gives us day by day, as well as for helping me and giving me the wisdom to be able to complete this very important phase in my life and to be able to fulfill my proposed goals. In the process as a university student, the researcher had the opportunity to meet incredible people, who were a fundamental part of his personal development and motivated him to achieve his goals. The researcher extends his sincere thanks to all his colleagues, who beyond just being colleagues, became part of his life, thanks for each of the shared moments. On the other hand, the researcher would like to thank his family, because without them, this process would have been much more complicated, however, despite the difficulties, they were always there supporting him in any difficulty. Finally, thanks to all the teachers who prepared him and were part of this process. Thank you for being patient and always supporting us as well as encouraging us to be better people. May God bless you always!

DEDICATION

The researcher dedicates this work to his beloved parents, Betty Marilu Narváez Medina and Edinson De La Cruz. The ones who were a fundamental part of his personal development to be able to fulfill his proposed goals. From the bottom of his heart, He will always be grateful to you.

This research is also dedicated to his sister Scarlet De La Cruz Narváez and his brother Damian De La Cruz who are his driving force and inspiration to keep going. Despite all the stress and challenges that life puts in front of him, his brothers are the ones who give him the strength to keep moving forward. They see him as an example because he is the oldest and they are always aware of what he does, which is why he have never given up to show them that nothing is impossible in this life.

Last but not least, the researcher wants to thank his aunt Mery Narváez and his cousin Iris Narváez, with whom the researcher had the opportunity to share years of his childhood and who, despite the distance, they always supported him to continue moving forward.

Elvis Roger De La Cruz Narváez

ABSTRACT

This study focuses on determining the use of storytelling as a technique to improve listening skills in teenagers. The main objective of this research project is to describe the use of storytelling as a technique to improve listening skills. To carry out this research it was necessary to apply the qualitative method. Furthermore, the type of research is phenomenological, with the purpose to obtain the valuable and necessary information to carry out this research project. The type of phenomenological research helps the researcher to see what are the strengths and weaknesses of teens when acquiring a new language and focus on listening skills.

Besides that, this study was able to determine that teenagers can improve their listening skills through the use of Storytelling. This is because, through the investigations carried out, it was found that Storytelling draws a lot of attention from the students because it makes them have a better concentration as well as imagine the details of the story to have a better understanding. Despite the fact that most of the participants stated that in their educational institution they have only had the story a few times to improve their listening comprehension, they agreed that they have done so only a few times. It has been very helpful and they would like to continue putting it into practice. mentioned above to improve.

Keywords: Listening skill, Process of Listening, Storytelling.

RESUMEN

Este estudio se centra en determinar el uso de la narración de cuentos como técnica para mejorar la habilidad auditiva en adolescentes. El objetivo principal de este proyecto de investigación es describir el uso de la narración de historias como técnica para mejorar las habilidades auditivas. Para llevar a cabo esta investigación fue necesario aplicar el método cualitativo. Además, el tipo de investigación es fenomenológico, con la finalidad de obtener la información valiosa y necesaria para llevar a cabo este proyecto de investigación. El tipo de investigación fenomenológica ayuda al investigador a ver cuáles son las fortalezas y debilidades de los adolescentes al momento de adquirir un nuevo idioma y enfocarse en las habilidades auditivas.

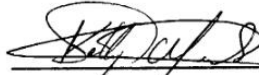
Además de eso, este estudio pudo determinar que los adolescentes pueden mejorar sus habilidades auditivas mediante el uso de Storytelling. Esto se debe a que, a través de las investigaciones realizadas, se encontró que el Storytelling llama mucho la atención de los estudiantes porque les hace tener una mejor concentración, así como imaginar los detalles de la historia para tener una mejor comprensión. A pesar de que la mayoría de los participantes manifestaron que en su institución educativa solo han tenido unas pocas veces el cuento para mejorar su comprensión auditiva, coincidieron en que lo han hecho pocas veces. Ha sido de mucha ayuda y les gustaría seguir poniéndolo en práctica. mencionado anteriormente para mejorar.

Palabras clave: Destreza auditiva, Proceso de escucha, Narración.

BOARD OF EXAMINERS



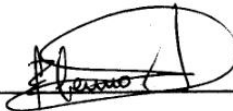
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INTRODUCTION

Listening skill is one of the most complicated skills of the English language, therefore, students tend to have difficulties improving this skill due to its complications. Due to this, many language students are often afraid of doing activities related to listening as they are insecure about not being able to understand listening.

It should be emphasized that another of the known problems in terms of listening is being able to fully understand what it is about listening or what another person is communicating. This is because when a person does not have the necessary practice or foundation in terms of the language, he usually loses concentration when he does not understand a word or phrase that he has heard. The main axis of this problem is that, when a person is listening and hears something that they do not understand, in general, that same person keeps thinking about what they do not understand and does not continue listening to the other information of audio, talk, or person.

Furthermore, many learners of the language tend to have confusion when practicing listening because in English there is something called homophones, which are words that sound similar but have different meanings. Adolescents usually do not have a clear concept of what is a homophone and what is not, but they do imply that they tend to get confused when they hear similar words and cannot deduce what the other person is trying to say.

Once the problems were known, it has been decided to develop this project in a way that can contribute to the learning of the English language, especially to be able to manage and develop the listening skill in a more efficient, dynamic, and entertaining way. Therefore, listening, in addition to being one of the most complicated skills to develop, is the most

important among the other skills, since developing the listening skill makes it a little easier for young people to learn and improve the other skills English language.

As mentioned above, being able to develop listening skills within the English language can be the most complicated of all, but we must take into account that teaching greatly influences learning and listening development. Therefore, it should be considered that the use of new techniques and methodologies should be described and reflected on so that students can learn and improve their English skills in a more dynamic way, in a way in which the technique captures the attention of students so they can improve their listening.

Storytelling plays a very important role because it positively influences the learning of the English language as well as the improvement of listening. The objective of this research work is to describe the use of storytelling as a technique to improve listening skills. Through this research, the importance of storytelling can be verified, since it captures the attention of students as well as helps them a lot to improve their English.

Therefore, English is a language that can be acquired and learned through the resources and techniques necessary for it. With a good technique, teachers can create a good environment in the classroom and thus be able to have dynamic and interactive classes, improving the teaching and learning process. For this reason, it is important that the teacher is aware of knowing how to apply the techniques and resources necessary to help students improve their listening skills.

This research is divided into 4 chapters:

Chapter I: The Problem: This chapter describes the problem existing at Jose Mejia Lequerica school – where 9th grade students have difficulties with developing listening skills. In

addition to this, general and specific objective will be described with the purpose of giving the lector an idea of what the researcher wants to reach.

Chapter II: Theoretical Framework: The purpose of this chapter is to describe the storytelling as a technique to enhance listening skills for teenagers. This chapter includes theories, and concepts that corroborates the effectiveness of storytelling as a technique to enhance listening.

Chapter III: Methodological Framework: In this chapter, the researcher seeks for information carrying out an interview in order to obtain the necessary data to advance with the research, taking into consideration that the methodology applied was the qualitative method.

Chapter IV: Analysis of Findings: In this chapter, the researcher is going to provide an interpretation of data obtained from the interview as well as an interpretation of bibliographic review.

Chapter V: Reflexions of Study: In this section, the researcher is going to provide the possible solutions for the research project.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Didactic Resources and Listening Skills

1.2 Research Title

Storytelling to Enhance Listening Skills for Teenagers

1.3 Problem Statement

English is the worldwide language spoken, learning English as a second language is fundamental nowadays due to the opportunities the language provides worldwide. Learning a second language as English gives the opportunity to increase tourism, entrepreneurship and employment. Considering this, English has a big demand in the entire world. Thus, the institutions in Ecuador should be capable of applying the correct tools and methodologies to help English learners the opportunity to develop the linguistics skills of the English language in every aspect of their lives.

Ulfa (2021), said that people used listening in their daily life for specific purposes. Listening is being used and developed by humans while they do some other activities. They can use listening in order to obtain information as well as to succeed in communication.

Due to the positive demand of the English Language, Ecuador has a big interest on improving the teaching and learning process for better improvement of English. However, most

institutions do not have a good methodology or strategy to make English learners improve their skills. Due to this situation, Ecuadorian students have a poor knowledge of the English language because they are not receiving classes appropriate.

According to that, it is necessary to make a change that help students improve their language skills. To learn a second languages as English, it is necessary to improve the four skills, which are, speaking, listening, reading and writing. What students and English learners find difficult it the listening skill.

Dwi (2018) emphasized that listening can be used in daily live purposes. However, students tend to fail in listening due to the difficulties they have. In order to overcome this problem, it is recommended that professors must adapt new techniques and methodologies to help students increase and develop their listening.

Due to this situation, it is necessary to mention that there are different ways to improve listening skills in students, the majority of cases happens because teachers do not use the resources correctly to improve the listening skills in students. Unfortunately, many institutions in Ecuador do not apply correct methodologies to improve listening skills because most of the time they just focus on grammar structures rather than the listening development.

It is a problem that happens with Juan Mejia Lequerica school located in Santa Elena province. In this School a group of students of 9th grade have problems with the listening comprehension because they can't understand real life conversations and neither the indications that the teacher use to give them.

The present investigation has a purpose to describe the use of storytelling as a strategy to improve listening skills. Which is going to help students to improve their listening skills because they are going to be listening to stories they may like and they are going to focus on the listening.

For 9th grade students in Juan Mejia Lequerica School listening is one of the most difficult skills to develop when learning English. Most students show many shortcomings when practicing listening, due to lack of strategies to improve listening skills.

The students' teacher does not use storytelling to enhance listening skills. The teacher adapts to the book and to the listening's that come in the book. Reason why students have weaknesses in this skill due to the lack of follow-up of.

The most common problem is that students use to get distracted while listening. Some students get distracted while practicing listening and the students get frustrated because of the distraction or miss understanding and start thinking what to reply instead trying to listen the entire listening.

Another issue that people have is that they do not recognize the difference between homophones. Which are words that have different meanings a spelling, but they have the same pronunciation. Homophones are tough for understanding, reason why people should work and prepare more for these kinds of words while they are listening to them.

The innovation of strategies is crucial as a result; the students will improve their speaking skills. The analysis of the use of storytelling to enhance listening skills is very beneficial for third grade students because the stories attract a lot of the students' attention and they will be able to pay better attention to try to understand the stories, in the same way that they can make the classes more dynamic and thus be able to give a better follow-up to the students so that they improve their listening skills

1.4 Problem Formulation

1.4.1 Main question

- How Storytelling Strategy as a pedagogic tool influence in the listening skills for students?

1.4.2 Specific questions

- What are the common strategies to develop listening skills for students?
- What is the common reason for English Listening comprehension deficiencies?
- How the reflect of Storytelling will enhance in developing the listening skills for students?

1.5 Objective

1.5.1 General Objective

- To describe the use of storytelling as a technique to enhance listening skills.

1.5.2 Specific Objectives

- To identify through methodological techniques the deficiency of the listening skills.
- To investigate how the use of storytelling can help in the development of listening comprehension.
- Analyze the reason for English listening comprehension deficiencies.

1.6 Justification

This research work will serve as a means to verify the reality in which the linguistic skills of the English language are found and developed, around listening skills as well as in the same way we will be able to make the respective observations on how the learning techniques taught for improve listening skills in Juan Mejia Lequerica school.

Currently, every institution must have a good learning environment in which new strategies and methodologies are developed so that students can achieve the objectives set according to their listening learning development needs in the English language. In this way, institutions today become a very important part of the cognitive development of students.

In the social aspect and in the study area, the importance of developing the listening skills through the use of new methodologies such as the use of podcasts to improve it will be given to the seven grade students of the Juan Mejia Lequerica school to be able to reflect better quality of education to the students of said institution.

The work has a methodological utility since several practices can be carried out as well as future research that will be used for educational purposes, in a way in which more dynamic and entertaining teaching can be provided using a podcast, which will be very helpful. so that students can improve their listening skills and be able to meet the established objectives.

In the disciplinary aspect, the study can contribute to the studies carried out at the national level, and in particular to the seven grade students of the Juan Mejia Lequerica School, on the importance of developing listening skills as an essential element to improve the process of teaching and learning of student.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

To raise acknowledgment of the present project, contributions will be made from different studies by different authors who prove that new strategies and the use of didactic tools are relevant for the development of the English language, in this case the following contributions will be focused on techniques and didactic tools for the development of listening skill.

2.1.1 Didactics

According to Nordquist (2019) didacticism is a part of literature which is very useful to leave a teaching, which is given through reading, since the reader learns new things as he reads.

2.1.2 Listening Skill.

As Remen (2012) explained the way in which you can have a good interaction with another person is through listening, since people like to be listened to, since this shows that the listener is paying attention to what the speaker says

Listening skills is one of the four English skills of the English language. This skill focuses on the development of the listening comprehension in order to understand real life conversations. Listening is not just about paying attention to a story, it is used in daily live activities, it includes the use of language and voice.

According to Tired (2015) Listening is not only about being able to listen to another person, but also about paying attention to what is being said in order to respond, this process is known as active listening. Active listening helps students focus on listening in a way that they can understand

2.1.2.1 Process of listening

According to DeVito (2000) there are many situations in which students should learn to be able to drive, since when listening, there are usually interferences in the thinking of the person who is listening, for this reason it is necessary to be able to control this situation in order to improve listening

Author Joseph DeVito set the listening process into five stages.

A) Receiving stage

DeVito (2000) defined receiving stage as the process that is followed in listening in a way in which the listener can process the information in a way in which the collected data is perceived. this stage has its own psychological process which focuses on the attention a person pays when listening. The psychological aspect is relevant in order to process the correct information because the listener should pay close attention to what the speaker is saying.

B) Understanding stage

As DeVito (2000) mentioned that this stage focuses on being able to understand the correct message which is being heard. which is not always easy, due to the accent of the people which usually causes confusion for the listeners, but despite that, if there are doubts, it is suggested to be able to ask questions in a way in which the information is clear.

C) Remembering stage

DeVito (2000) said that remembering stage happens when you capture the correct information from what you heard, otherwise, if you do not manage to capture the information given in the listening, it is implied that the person who was listening was not paying attention. This stage focuses on the listeners understandings, because the listeners most of the time retains what they do recognize and start to worry if they hear something that they do not comprehend.

D) Evaluating stage

According to DeVito (2000) evaluating stage allows the listener to be able to give his personal opinion on the topic which is being debated. This stage lets the listener to give his point of view about his understandings. Furthermore, the listener is able to judge what they heard.

E) Responding stage

DeVito (2000) said that this stage allows giving feedback on the topic that is being debated. In this stage the listener reacts to the information provided by the speaker, it allows that listener expresses his thoughts about what he understood and responds to the message.

2.1.3 The importance of listening

According to Wrench (2014) listening was a great guide for the invention of writing, because before, in ancient times, people communicated only with gestures trying to say something, then listening was developed, which hand in hand with the other speech skills, people recited stories in order to capture the attention of the audience. The importance of listening is that you can express your ideas and thoughts in an easier way than people used to do it before these ideas come from historians and passed from generation to generation.

2.1.4 Types of basic listening

According to Bart (2021) there are four types of listening, which are important to understand because they help improve communication and understanding of listeners. Active, Reflexive, Empathic and Collaborative listening helps the listener to follow a process in which he develops his critical thinking in order to communicate between each other. These important types are going to be described below.

a) Active Listening

According to Gibson (2017) Active listening focuses on paying the greatest attention to the speaker in such a way that everything he is saying can be understood. Just as it focuses on being able to listen to the main idea without interrupting the speaker in order to have a better capture of information. Active listening focus on the listener attention, most of the time, while having a conversation, listeners try to respond and interrupt to what the speaker is saying, instead of paying attention to all the information that the listener is receiving.

Roger & Farson (1987) expressed that active listening is the solution to be able to improve communication with individuals or groups, because it serves to improve the listener's concentration so that he can capture all the information. As it also helps the cognitive development of people. The authors explained the importance of active listening due to the effective development of acquiring listening skills through passive approach.

b) Empathic Listening

According to Salem (2003) empathic listening is a way in which you can interact respectfully with another person and improve the understanding of both. In this type of listening,

the listener establishes confidence between the two participants in order to improve the communication and have a better understanding.

C) Collaborative Listening

According to Kelly, Ogden & Moses (2019) Collaborative conversations are more beneficial for students because it improves the interaction between them as well as their critical thinking skills. The collaborative listening takes thoughts and opinions of others into account. It can be used when one person needs to share understandings with another's different perspective or point of view.

D) Reflective Listening

According to McNulthy & Katz (1994) said that reflective listening involves being able to listen carefully in order to process the information that is being received in order to later be able to establish good communication. This type of listening allows the listeners to reflect the speaker that everything communicating is being understood by the listeners in order to improve the interaction between them.

2.2 Pedagogic Basis

2.2.1 Constructivism

Mascolo & Fischer (2005) indicated that constructivism was developed by Jean Piaget who indicated that humans create knowledge through the interaction between their experiences and ideas. His view of constructivism is the inspiration for radical constructivism due to his idea that the individual is at the center of the knowledge creation and acquisition process.

Constructivism focuses on people's learning, considering that people learn through other people at an individual level, just as they learn from the surrounding environment as a social level. Social constructivism tries to explain the basis of human knowledge, as well as helping students to understand new information and to analyze it for educational purposes.

Constructivism as a belief that all knowledge is necessarily a product of our own cognitive acts. The active role the learner takes in constructivist learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another. Constructivism is a theory that posits knowledge must be constructed by a person, not just transmitted to the person (Narayan, 2013).

Constructivism focuses on the lessons learned through the experiences that people have throughout their lives, since it is believed that constructivism must be built by a person, thus referring to the learning that each individual is forging within themselves. As well as acquiring knowledge of their environment and environment to be able to apply the knowledge learned throughout their lives.

2.2.2 Importance of constructivism

Constructivism is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every day (University, Western Governors, 2020).

The importance of constructivism is relevant because it helps researchers and educators to understand in a much better way how student learning works. Constructivism focuses on the

individual being, as well as on their experiences, all of this goes hand in hand because they greatly influence the learning of teenagers. For this reason, the constructivist theory is important because it helps to develop the cognitive activities of people.

2.3 Theoretical Basis

2.3.1 Storytelling

a) Definition

Some relevant and helpful didactic tools will be mentioned below in order to realize the importance they are in the classroom to improve the listening skill.

According to Serrat (2008) storytelling helps you develop your ideas in a way that people can hear your experiences and beliefs through stories. Storytelling will help students in order to listen more carefully and improve their performance in listening skill. English learners like to listen to stories in order to improve their listening. They enjoy more having dynamic class or a new strategy in order to catch their attention and focus on the topic they are seeing in class. Storytelling not only helps the students improve their listening skills but it makes students more reflexive.

b) Audio visual material.

Audiovisual materials are very important tools to improve the learning of any subject, audiovisual materials can be included in formal and informal education, since through these tools you can improve learning as well as teaching. (Network, Lis Education, 2013).

With the usage of audio-visual materials, the students can focus more and improve their listening skills as well as improve their pronunciation, it is important to mention that with

the correct use of audio-visual material, the attention of the students will be easier to catch and they will be able to improve and dominate the listening skill without difficulty.

As Dike (1993) defined audiovisual material as resources which are of the utmost importance because information can be acquired through listening and not depend only on reading a document. The use of audiovisual material can make the students feel motivated to learn a new language and to improve their skills. In this case, the students can find motivation to improve their listening skills as well as the audiovisual material can create a better environment in the classroom due to the new tools implemented in the class and not only the traditional method that every teacher uses to teach English.

2.4 Legal Basis

2.4.1 Definition of Constitution

According to CEP (2019) Constitution is “the Supreme Norm, to which all Ecuadorian legislation is subject, where the fundamental norms that protect the rights, freedoms and obligations of all citizens, those of the State and Institutions are established. of the same. It consists of 444 articles”

The constitution is very important since under the constitution fundamental documents for a state are defined, and with it that its inhabitants can live in peace. The political agreements that are made in a constitution are very important for the inhabitants of a state. Emphasizing also that the constitution is not only documents, but involves much more than that.

2.4.2 Articles Focus in Education

Education is a fundamental part of a person's development. Since with it you can acquire skills and abilities which will be very helpful for your future. All kinds of learning are good, but

it should be emphasized that a good education is necessary since with it you can guide people to achieve their proposed objectives.

According to the article 26

Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education (Constitution of the republic of Ecuador, 2008).

2.4.3 MINEDUC focus in Language acquisition of English

According to Ministerio de Educacion

It should be taken into account that although learners are expected to reach a certain level of English when graduating from Educación General Básica Media, in this case graduating from 7th EGB with an A2 level, a large amount of the language learned in these levels will be recycled in the first years of Educación General Básica Superior (8th, 9th, 10th EGB) but within a different context and combined with new language, more appropriate in this case for young teenagers (MINEDUC, 2016).

It is important for students to be able to develop their English language learning skills in order to gain a certain level of English as they progress with their studies. considering that learning a new language such as the English language, will give the opportunity to experience good times for your students as well as help them to have updated and complete information

2.5 Variables

2.5.1 Independent Variable

Storytelling

2.4.2 Dependent Variable

Listening Skill

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Definition

According to Warren (2020) research methodology focuses on how the researcher carries out his studies in a way that can achieve the research objectives. In this way, the specific data obtained will be very helpful for the investigation. Methodology follows research that is being carried out. Methodology defines the techniques that are going to be used to analyze information according to the research.

3.2 Research Method

3.2.1 Qualitative Research

According to Garry (2002) this research method involves gathering and analyzing data to understand different concepts and experience. Qualitative method obtain data through open-ended conversational communication. This method is relevant for obtaining relevant and specific information through interviews which will be very helpful in order to be able to analyze all the information collected and thus be able to recommend certain things in order to improve the academic performance of the students.

According to Seratti & Jones (2022) in order to obtain good qualitative research, researchers must find information necessary for their research. It is very important to be able to find specific information because the information collected is going to help the researchers analyze which are the strengths and weaknesses of the students, as well as through the data it will be possible to make decisions in order to help the students looking to improve their academic performance.

3.3 Type of Research

3.3.1 Phenomenological Method

According to Bliss (2016) the phenomenological method is essential to be able to develop good qualitative research because this method focuses on the learning that people have acquired through their experiences. Phenomenological method seeks to understand the phenomenon, it involves a qualitative research to obtain data and it is commonly guiding by the essence of people experience.

The phenomenological method allows the researcher to obtain information about the students' experiences, in this case, the process that the students have had in their school in order to learn English as a second language. This method will be helpful because it will determine how the English level of the students are, and what have had the methodologies that were more helpful to them and what other were not helpful at all. This method will be applied through the interview which will give relevant information about the learning and teaching process that students had to improve their listening skills.

According to Neubauer, Witkop & Varpio (2019) phenomenology describes the perspectives that people have had when exploring new things as well as the experience of it. The phenomenological method aim is to define the experience of a certain group of students with the objective to find how was their experience with the English classes, was it good or did they have some problems.

3.4 Population and Sample

According to Ravikiran (2022) population denotes the collection of data obtained from any group which has been chosen as participants in order to obtain research results. Taking into

consideration the previous definition the researcher defines as the population of this research are the students of Jose Mejia Lequerica High School. Specifically, the students from 9th grade are going to be part of this study and the sample is a specific group of people which are involved in the entire investigation. The sample that was considered in this investigation represents 8 students

3.4.1 Population and Sample

- **Description**

Students of nine grade from Juan Mejia Lequerica School.

- **Number of students**

8 students.

- **Percentage**

100%.

3.5 Data collection techniques and instruments

3.5.1 Data collection Techniques

According to Yin (2014) data collection techniques are developed in various ways, some are carried out with interviews, others through observations as well as questionnaires with the aim of being able to collect the necessary information. Emphasizing that the use of various data collection techniques will be much more relevant to be able to analyze and interpret. This is very important because through its technique's researchers are able to collect information proportional to the case study.

3.5.2 Interviews

According to Figgou & Pavlopoulos (2015) interviewing consists of the most common way of obtaining information, since the interviews are usually carried out through qualitative data collection, taking into account that the interviews are executed as if it were a normal conversation, but considering that it can be obtained specific information.

The researcher believes that one-on-one interview is the correct way to obtain data because the interviewees can express their thoughts talking about their experiences without limits. As well as the conversation involves confidence between the participants in order to provide specific data.

3.5.2.1 Type of Questions

In the present research, the interviewees have the freedom to express themselves about their learning experiences. According to Allen (2017) open-ended questions are questions that do not delimit the answers of the participants, but encourage them to be able to express themselves openly before the interviewer.

Open-ended questions allow researchers to comprehend the issues being studied because open-ended questions permit interviewees to express and provide more information which is relevant for researchers to obtain more data and details about the information they are looking for. On the other hand, open-ended questions are more commonly used in qualitative research due to the data that can be obtain from it, while closed-questions do not provide more data, just specific force answers.

The interviews were conducted in person. Whose study subjects were 8 students from Jose Mejia Lequerica School. In order to carry out the interviews, we had the approval and

permission of the school director, as well as the English teacher. Therefore, the reason for the questionnaire and interviews was to find more information about the problem studied in this research project. The interviewees responses are related to the purpose of this study. Most of them expressed that they tend to have difficulty with listening when interpreting and understanding what they hear.

- ***Technique***

Interview

- ***Instrument***

Questionnaire

3.6 Data Collection Processing and Resources

- **What?**

Interviews

- **Where?**

At Jose Mejia Lequerica School in Salinas City, province of Santa Elena.

- **When?**

Academic Period 2022-1

- **How?**

Questionary, open-ended questions.

- **What for?**

To determine the impact of storytelling to enhance the listening skills on the students.

According to Kvale (1983) an interview consists of an open conversation whose purpose is to collect the necessary descriptions about the life and experiences of the interviewee. An interview is a structured questions where people ask questions in order to obtain data and provide valid solutions. An interview is an interaction between the researcher and the participant who provides relevant information.

As an instrument the researcher is implementing a questionnaire. According to Check & Schutt (2012) the questionnaires can be considered as written interviews, the same ones that can be carried out by computer, telephone and in person. A questionnaire allows the researcher to obtain the necessary data through a specific set of questions and allows the participants to answer unlimited as well as the participants gives specific and detailed information that contributes to the development of this research project.

CHAPTER IV

ANALYSIS OF FINDINGS

The following results are the product of anonymous interviews, which are based on real learning experiences from the students' point of view. The results will be interpreted with cloud words, which will facilitate having a clearer idea about the interviews, since the cloud shows the words that are repeated most frequently and this is very helpful for the researcher because it can interpret more effectively the results of the interviews by analyzing each of them.

At the time of carried out the interviews, the researcher interviewed a group of students whose first language is Spanish, for that reason, the contributions of the participants were analyzed and reflected on their native language. According to the results of the interviews, it was possible to verify that the majority of students usually have problems developing their listening skills because, according to their answers, it is very difficult for them to understand because there are many words that sound the same in English language, just as they have not had a good foundation in learning the language from a younger age. It was also possible to highlight that the defects in terms of listening is due to the fact that they do not have an environment in which they can practice it, since most of the time they speak and listen to Spanish.

Learning English Language is a challenge for teenagers due to the different learning styles from childhood. As a result, we have two positions in this category. According to participant 1, participant 2 and participant 3 learning English as a second language has a medium level of difficulty because the English language is something that they do not use in their daily live to communicate, but it becomes essential and more understandable because teacher uses methodologies, strategies and techniques that contribute to the performance and learning of students.

.....No tanto, el profesor hace actividades para que los estudiantes entiendan el idioma inglés de una manera mucho mejor..... **Participant 1**

.....No tan difícil debido a que el profesor sabe explicar muy bien las cosas.....

Participant 2

.....Mas o menos complicado debido a que hay muchas palabras que no entiendo.....

Participant 3

On the other hand, participant 4, participant 5, participant 6, participant 7, and participant 8 claim to have a high and very high level of difficulty. One of the reasons is, they do not have prior-knowledge. Another reason is that it is tough for them to learn the vocabulary because there is interference with the native language. Finally, it is difficult for them to understand why a word is written in one way and pronounced in another way, which leads to students having obstacles in developing their fluency and intonation.

.....Demasiado debido a que se me hace muy complicado entender inglés al igual que tiendo a confundirme con el orden de las palabras..... **Participant 4.**

.....Es un poco difícil aprender inglés porque a veces no tenemos tiempo para repasar la pronunciación, también porque las palabras del vocabulario se escriben diferentes y se pronuncian diferentes..... Participant 5

.....No he visto inglés anteriormente por eso se me dificulta un poco entender, a veces tengo otras actividades que realizar y no tengo tiempo para practicar..... Participant 6

.....Es muy desafiante el pronunciamiento porque hay palabras que suenan iguales y el orden de inglés tienen sentido, pero en español no, es muy complicado adaptar inglés en la vida cotidiana porque todos hablan español..... Participant 7

.....Porque es un idioma diferente y se me hace difícil estudiar su vocabulario y pronunciación, hay veces que no hay tiempo para estudiar esta materia porque tenemos otras, no tengo buena base en el inglés..... Participant 8

.....Muy Buena, el profesor se explica muy bien y motiva a los estudiantes para poder aprender inglés. Gracias al profesor encontré motivación para aprender inglés desde que estaba en sexto grado..... Participant 1

.....Es muy buena porque desde que ingrese en esta escuela siempre me han enseñado inglés, aunque sea difícil, a veces no he tenido internet en mi casa para intentar aprender unas palabras. Pero lo que me gusta es que el profesor nos ayuda y nos comprende..... Participant 5

.....Va mejorando poco a poco ya que le estoy poniendo mucho empeño porque yo sí quiero aprender inglés. El profesor es muy bueno y me está ayudando con cosas que no sabía y el ambiente aquí es tranquilo..... Participant 6

.....Mi experiencia si es muy buena, aunque me cuesta un tiempo en entender el inglés, pero si me ha ayudado, además si entiendo algunas palabras y el profesor siempre nos ayuda y motiva aprender más inglés..... Participant 7

.....Es muy difícil estudiar inglés porque siento que el profesor va muy rápido, pero si lo entiendo y él es muy bueno, pero siento que va muy rápido y yo no tengo buena base en inglés, el profesor también nos ayuda mucho, pero me gustaría aprender mucho más..... Participant 8

On the other hand, participant 2, and participant 3, argued that the greatest attribute of their teacher is patience, because it helps them learn and understand the topics covered in class. In addition, the teacher in his planning tries to work with the same topic, working with different strategies so that the students understand the topic and are always willing to answer their questions of the students. According to participant 4, the interaction between teacher and students is part of their English classes, this aspect is relevant since it improves the class environment and

the confidence of the students to be able to interact with the teacher more frequently and thus contribute to bilateral communication positively.

.....Muy Buena experiencia, debido al buen trabajo docente, ya que el docente sabe explicar muy bien las clases y es paciente..... Participant 2

.....Buena, el profesor es paciente y nos ha dado muchas oportunidades para poder desarrollar las actividades en clase..... Participant 3

.....Buena, el docente si enseña muy bien y tiene actividades interactivas.....
Participant 4

Figure 3: The Most Difficult Skill



Author Elvis Roger De La Cruz Narváez.

Key words: Listening skills, escribirlo, leer, entender

The development of linguistic skills is essential when learning a new language, however, there are usually many difficulties in developing it. According to the intervention of participant 1, participant 2, participant 4, participant 5, and participant 6. they argue that the most difficult skill to develop is listening. The first obstacle that students have is not being able to capture auditory information. according to the data provided by the participant 1, participant 2, participant 4, participant 5 and participant 6. This limitation can occur for different reasons such as not understanding the spoken information of a person when he speaks fast, not knowing the meaning of the words, in addition to the influence of his mother tongue.

.....Listening, debido a que no suelo captar toda la información y suelo tener problemas con las palabras que se escuchan igual..... participant 1

.....Listening, ya que no suelo captar muy bien la información debido a la mezcla de idiomas del docente, el profesor habla poco español y a veces suele mezclar inglés y español y no suelo comprender lo que trata de decir..... Participant 2

.....Yo diría que leer, escribir y escuchar, ya que hay palabras que suenan igual y eso me confunde..... Participant 3

.....Listening, debido a que demoro mucho en entender las palabras que me están diciendo..... Participant 4

.....La habilidad más difícil para mí es escuchar las palabras en inglés porque no sé qué significan, también es complejo escribirlo ya que casi no todas las palabras en español son iguales..... Participant 5

.....Diría que escuchar ya que a veces hablan muy rápido inglés y realmente no puedo entender mucho. También hablar ya que a veces me tabo mucho al pronunciar varias palabras..... Participant 6

According to participant1, participant 3, and participant 7, another reason why they have difficulty developing listening skills is because in English there are words that sound the same and are written differently. In academic terms, this is known as homophones, which are words that sound the same, but have different writing and spelling. Therefore, students tend to get confused when listening and interpreting what they are hearing.

.....Listening, debido a que no suelo captar toda la información y suelo tener problemas con las palabras que se escuchan igual..... participant 1

.....Yo diría que leer, escribir y escuchar, ya que hay palabras que suenan igual y eso me confunde..... Participant 3

.....La más difícil para mí es escuchar porque hay palabras que se escriben diferente, pero se pronuncian iguales y tengo dificultades en entender algunas palabras y me cuesta más entender cuando las palabras están en tiempo pasado. En pronunciación también ya que suelo trabarme al pronunciar..... Participant 7

On the contrary, only for participant 8, the skill that presents the greatest difficulty is writing, because he does not know how words are written in English and has problems formulating sentences.

.....Escribir, ya que no sé cómo se escribe una palabra y cuando me toca hacer una oración no sé cómo hacerla, en si todas las habilidades se me hacen difíciles, pero mucho más escribir..... Participant 8

Figure 4: Limitations



Author Elvis Roger De La Cruz Narváez.

Key words: profesor, palabras, ambiente, otras materias.

The limitations when learning a new language are due to its different characteristics, as expressed by: participant 1, participant 6 and participant 7, the greatest limitation to being able to learn a new language is the environment that surrounds them, because they spend most of their time surrounded by Spanish speakers, which is why they cannot put the English language into practice.

.....Tiendo aburrirme fácilmente cuando paso mucho tiempo escuchando en inglés. Además de eso mi ambiente y entorno habla español, motivo por el cual después de haber estado escuchando mucho inglés, tiendo a aburrirme y empiezo a escuchar e interactuar en mi idioma natal..... Participant 1

.....No tengo tiempo para practicar, es la primera vez que veo inglés y hay palabras que se parecen, pero tienen diferente significado. Participant 6

.....Las limitaciones para mí son que en el ambiente que me rodea todos hablan español y no tengo con quien poder practicar, además de eso por falta de práctica se me suelen olvidar las palabras..... Participant 7

On the other hand, participants 3, participant 4, participant 6, and participant 8, expressed that the limitations they have is due to the confusion of the same words, they do not know how to identify them and tend to get confused quickly, in addition to that they refuted that learning several words in a different language makes them confused.

.....Por motivo de palabras iguales, suelo tener confusiones con eso..... Participant 3

.....Se me mezclan todas las palabras y se me hace difícil concluir con la idea.....

Participant 4

.....No tengo tiempo para practicar, es la primera vez que veo inglés y hay palabras que se parecen, pero tienen diferente significado..... Participant 6

.....Porque el profesor habla rápido y hay palabras diferentes que no se entienden, sin embargo, el profesor me motiva aprender inglés y me gustaría aprender mucho más.....

Participant 8

In addition to the limitations mentioned, participant 8 mentions that his greatest limitation is not having internet, which is why he cannot practice his English.

and participant 8 revealed that the techniques applied by the teacher are listening to music and dialogues in order to improve their listening skills.

.....No del todo, pero el docente si nos hace practicar viendo videos con subtítulos en inglés y español..... Participant 1

.....Nos enseña músicas en inglés todas las clases nos habla en inglés y envía audios de conversaciones en inglés para practicar..... Participant 5

.....El profesor traduce las palabras de ingles a español y nos hace escuchar música para mejorar listening..... Participant 6

.....Las técnicas son escuchar músicas en ingles al igual que ver videos y practicar mediante la repetición..... Participant 7

.....El profesor nos manda aprendernos canciones, diálogos y nos manda a traducirlos también..... Participant 8

On the other hand, participants 2, participant 3, and participant 4 expressed that the techniques used are activities in classes with the help of the teacher in order to improve listening.

.....Si, el profesor nos hace escuchar audios de manera lenta y explicando todo para que nosotros podamos comprender.... Participant 2

.....Hoja de verbos los cuales vemos y pronunciamos en clases para poder reconocer los verbos al momento de escucharlos..... Participant 3

.....Si, mediante ejemplos en la pizarra las cuales nos ha hecho practicar pronunciando, al igual que con canciones en inglés también..... Participant 4

.....Mas que nada en películas, ya que ahí se pueden ver los subtítulos y expresiones de las cuales se puede aprender..... Participant 2

.....Si, cuando estaba en 8vo teníamos videos de practica para mejorar listening.....
Participant 3

.....Nos ha contado en español, pero no en inglés, no me acuerdo mucho, pero se trataba de cómo fue su vida cuando cambio de país y como la paso..... Participant 5

.....Nos ha contado sus experiencias y varias historias de su vida profesional.....
Participant 6

.....El profesor ha contado su vida en hechos reales y lo que dijo aquel día fue diferente porque estaba en español y también es interesante porque todo lo sucedió tiene relación al inglés..... Participant

.....Una vez el profesor nos contó una historia de la vida real que a él le paso y fue muy chistosa porque conto algo sobre unas vacas..... Participant 8

On the other hand, participant 1 and participant 4 expressed that they do not have enough time to be able to practice listening with storytelling and that they do not remember if the teacher has ever applied storytelling in classes.

.....No, debido a que tengo muchas ocupaciones con la escuela y no me da el tiempo suficiente como para practicar listening, suelo jugar a veces, pero todo lo hago en español para poder comprender mejor..... Participant 1

.....No, no que yo recuerde..... Participant 4

.....Si, debido a que practicando con storytelling puedes mejorar tu comprensión auditiva..... Participant 1

.....Si, porque así va escuchando la entonación y puede ir mejorando su listening..... Participant 2

.....Si, porque su cerebro se va acostumbrando a lo que es el inglés..... Participant 3

.....Si porque con eso se adquiere el idioma y se va aprendiendo un poco más..... Participant 4

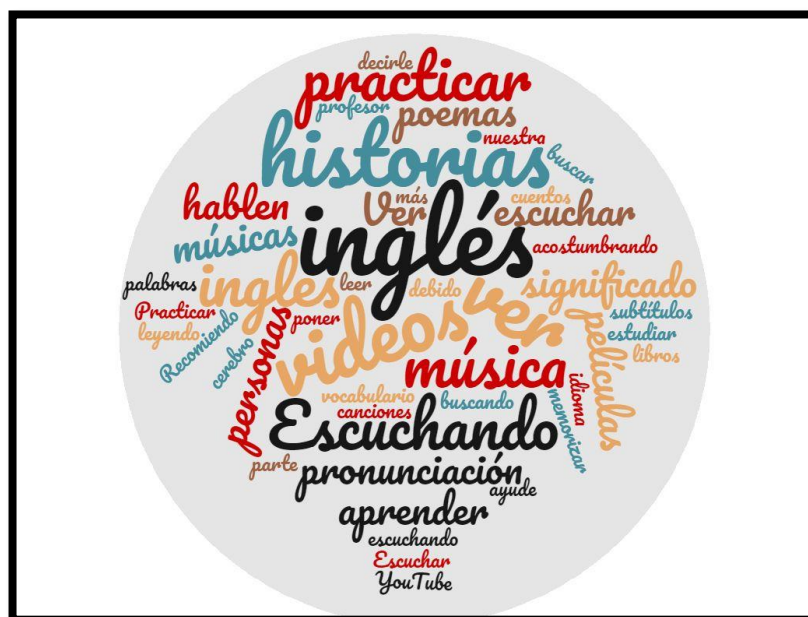
.....Si porque con eso se adquiere el idioma y se va aprendiendo un poco más..... Participant 5

.....Nos ayuda a aprender un nuevo vocabulario y nuevas palabras, a pronunciar mejor las palabras, a escuchar y entender. Es muy bueno para practicar y aprender..... Participant 6

.....Si porque practicando mejoramos las palabras al igual que aprendemos la pronunciación de la palabra para poder añadirlo a nuestro vocabulario..... Participant 7

.....Si, yo considero que cuando escuchas una historia que llama la atención, se puede mejorar vocabulario al igual que aprender la pronunciación de la misma. Me llamaría mucho la atención que las historias fueran de terror..... Participant 8

Figure 8: Recommendations to Improve Listening Skills



Author Elvis Roger De La Cruz Narváez.

Key words: poemas, historias, viendo videos, películas.

When interviewing a group of people, it is important to ask them for recommendations to find out what they would like to implement in their learning process, which is disadvantageous for them, therefore, participants 1, participant 2, participant 6, and participant 8, recommended that one of the most efficient methods is to listen to music in English and see its lyrics in English and Spanish, since this will help improve auditory comprehension as well as vocabulary. the participants mentioned that practicing listening to stories is also very good because it captures their attention.

.....Escuchar música debido a que aprender la pronunciación, vocabulario y entiendes lo que la música dice..... Participant 1

.....Escuchando cada palabra y buscando el significado ya que así sabes el significado y la pronunciación de la misma palabra..... Participant 2

.....Escuchando historias en inglés, ver videos en inglés, practicar en inglés y decirle al profesor que les ayude con historias y músicas en inglés..... Participant 6

.....Escuchando canciones, poemas, historias, películas, ver videos en inglés y cambiar el idioma del celular y practicar..... Participant 8

On the other hand, participants 2, participant 5, and participant 7, recommended watching videos on YouTube, since this reinforces learning, as well as looking for words they do not understand, since by doing so, students would learn the meaning of words. the word as well as its pronunciation

.....Escuchando cada palabra y buscando el significado ya que así sabes el significado y la pronunciación de la misma palabra..... Participant 2

.....Recomiendo ver videos en inglés para aprender más, poner de nuestra parte para estudiar, leer libros en inglés y escuchar a otras personas que hablen en inglés..... Participant 5

.....Ver videos en YouTube, pero en inglés, escuchar músicas en inglés, buscar personas que hablen inglés y memorizar palabras..... Participant 7

Finally, participant 4 recommended that reading is also very good and useful for learning the English language, since by reading, you can learn a lot of vocabulary, as well as listening to stories and watching videos on YouTube for a better learning

.....Practicar leyendo, escuchando cuentos sobre historias en inglés, música y poemas..... Participant 4

4.2 Interpretation of Bibliographic Review

A) Category 1

As mentioned in chapter 2, in item 2.2.1. the challenges that most affect the students are several, to begin with, the students highlighted that the most challenging thing is to be able to clearly understand what an English speaker is trying to tell them, this is because they do not have an environment in which they can practice, and since the environment in which they spend most of their time speaks Spanish, students tend to get bored when they hear English since they are not used to it. Another challenge that can be highlighted is the confusion of words, since the students expressed that there are words that sound the same but have different meanings, which confuses them.

B) Category 2

As mentioned in chapter 2, in item 2.2. the experience of the students in their educational institution is very good, because the teacher has good strategies and methodologies to be able to carry out their classes and encourage students to learn and meet the objectives of the class. It is worth mentioning that the students mentioned that they find motivation to learn English having a good teacher who is patient and helps them improve their language learning.

C) Category 3

As mentioned in chapter 2, in item 2.2, listening is one of the most complicated skills to develop when learning English. This is because in English there are homophones, which are words with the same pronunciation but with different meanings, because of this, teenagers often get confused when trying to conclude an idea. On the other hand, when listening,

people tend to try to understand everything and when there is a word they don't understand, they focus on trying to understand that word and miss the rest of the listening.

D) Category 4

As mentioned in chapter 2, in item 2.2.1, there are many factors which can interfere with the development of your listening, as can be seen in the interviews, the students confessed that one of their greatest limitations is due to the fact that the environment that surrounds them only speaks Spanish, for that reason it is much more difficult for them to develop this skill.

E) Category 5

As mentioned in chapter 2, in item 2.5.1, it is mentioned that the use of new methodologies is important to encourage students' cognitive learning. The students mentioned that the teacher is very patient and helps them with stories from his personal life in a way that he can motivate them, as well as listening to audio to improve their listening.

F) Category 6

As mentioned in chapter 2, item 2.6.1, storytelling helps improve listening comprehension as well as the imagination of students, in this segment, the participants mentioned that practicing through storytelling would be very helpful for them, due to that captures the attention of the students, the mimes that will try to understand what the story is about and with it, using their imagination they can understand more quickly by interpreting the storytellings

G) Category 7

As mentioned in chapter 2, item 2.3.1, Through the use of storytelling, listening skills can be developed and improved, because students focus on being able to listen more carefully in a way that they can understand the story and this captures the students' attention a lot. Taking into consideration the fact that it is much more entertaining for them to be able to practice their listening through stories, than doing it with any other listening as teachers who teach in a traditional way usually does.

H) Category 8

According to chapter 2, item 2.4, the 4 types of listening are highlighted as well as their main drawbacks. According to the interviewed participants, they recommended listening to stories because it attracts the students' attention as well as helps them improve their critical thinking skills, on the other hand, in addition to storytelling, they also recommended being able to educate themselves through music, videos in YouTube, in order to be able to learn new vocabulary and the pronunciation of the words.

CHAPTER V

REFLEXIONS OF THE STUDY

The questions established in the first chapter are related to the pedagogical strategies used to improve listening. In itself, most educators only use audio so that their students can practice listening, however, thanks to this research project it can be verified that students tend to get bored or lose concentration easily through the methodologies used by teachers. It should be emphasized that if a solution could be found for this, and the solution is that English language educators should not only follow traditional teaching, but also innovate and use new tools and methodologies which are very helpful for their students. they can learn more. As mentioned above, with this research project it was possible to verify that one of the solutions to these problems would be to practice through storytelling so that students can improve their listening skills.

The experience of the researcher carrying out this research project was very gratifying, since he had the opportunity to see and witness the aspects that influence a student to learn English. The interviewed participants were very kind and openly expressed themselves with the interviewer, which is appreciated since it was possible to obtain a lot of information necessary for this research project. Like the researcher, he also had the approval

of the director and the English teacher of the Jose Mejia Lequerica school to be able to carry out the interviews for this project. The researcher considers it necessary that an educator must create and give good educational and life experiences to their students.

The advantages to be able to carry out the research project were the approval of the institution to be able to have participants and to carry out the interviews to be able to collect information. As well as being able to access information on the subject investigated in order to have a guide and carry out the project. On the other hand, the disadvantages found were the length of time to be able to carry out the interviews due to the fact that the corrections of the questions for the interviews were delayed.

A life lesson learned is that most young people tend to be attracted to the English language, which is very good since they are choosing to learn it, however, they do not have the necessary tools to learn it. With this we want to reach that teenager as students have other responsibilities and other subjects to attend to, which takes time and dedication. For this reason, adolescents do not usually dedicate enough time to it because they have other school activities to do. taking into account that time is very necessary to be able to practice and learn a new language like English.

On the other hand, it should be taken into account that the environment greatly influences learning. One of the disadvantages for learning is that the environment that surrounds them only speaks Spanish, which is why they have not been able to use English in a real context apart from school.

To summarize, a good education is necessary to encourage teenagers to continue learning and practicing what they have learned to improve their language skills, in this case,

so that they can understand in a much better way when listening to a conversation. For this reason, new strategies and methodologies must be implemented to carry out a good learning process towards teenagers.

This research project has positively influenced this investigation, in a certain way in which it has been possible to reflect on the problems established in the first chapter. Thanks to this, it was possible to analyze the experiences of the participants as well as the methodologies and techniques applied by the educator in such a way that he helps his students improve their English.

Therefore, despite the difficulties and challenges that students have to improve their listening, it is understood that a strategic tool for students to develop their listening skills in a more dynamic and entertaining way can be the use of storytelling to capture the attention of the students.

Furthermore, it should be taken into account that although teenagers have concentration problems when it comes to listening, the use of storytelling benefits the process because it helps to have better concentration and helps the teenagers' cognitive development. For this reason, it is concluded that the use of storytelling for the development of listening skills for teenagers is very helpful.

For future research on the same topic, an observation could be made and questions generated, because with the observation information on the subject of study can also be obtained and through that, a series of questions can be formulated in order to obtain more specific information. As well as a formulation of hypotheses and experimentation to be able

to have a good data collection and with it, to be able to reflect and draw conclusions. All this would be very helpful for a research project on the same topic.

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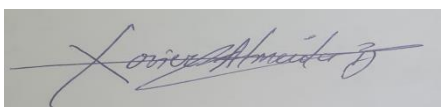
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ANNEXES**CERTIFICADO SISTEMA ANTI PLAGIO**

En calidad de tutor del Trabajo de Integración Curricular denominado “**STORY TELLING TO ENHANCE LISTENING SKILLS FOR TEENAGERS**” elaborado por el estudiante **ELVIS ROGER DE LA CRUZ NARVÁEZ**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Ing. Xavier Almeida Briones. MSc

TUTOR



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ABSTRACT This study focuses on determining the use of storytelling as a technique to improve listening skills in teenagers. The main objective of this research project is to describe the use of storytelling as a technique to improve listening skills. To carry out this research it was necessary to apply the qualitative method. Furthermore, the type of research is phenomenological, with the purpose to obtain the valuable and necessary information to carry out this research project. The type of phenomenological research helps the researcher to see what are the strengths and weaknesses of teens when acquiring a new language and focus on listening skills. Besides that, this study was able to determine that teenagers can improve their listening skills through the use of Storytelling. This is because, through the investigations carried out, it was found that Storytelling draws a lot of attention from the students because it makes them have a better concentration as well as imagine the details of the story to have a better understanding. Despite the fact that most of the participants stated that in their educational institution they have only had the story a few times to improve their listening comprehension, they agreed that they have done so only a few times. It has been very helpful and they would like to continue putting it into practice, mentioned above to improve. **Keywords:** Listening skill, Process of Listening, Storytelling.

Questions for the interview

1. How challenging has been for you to learn English as a teenager?
2. How your experience has been learning English in this institution – Juan Mejia Lequerica School?
3. In English there are four skills such as reading, writing, listening and speaking. Which of these is the most difficult for you? Why?
4. What limitations do you have to develop listening skill?
5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?
6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?
7. Do you consider that practicing with storytelling will allow you to improve your listening skill?
8. For students with listening issues, what activities do you think could help them?

Transcript of the interview

Student number 1

1. How challenging has been for you to learn English as a teenager?

No tanto, el profesor hace actividades para que los estudiantes entiendan el idioma inglés de una manera mucho mejor.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Muy Buena, el profesor se explica muy bien y motiva a los estudiantes para poder aprender inglés. Gracias al profesor encontré motivación para aprender inglés desde que estaba en 6th grado.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Listening, debido a que no suelo captar toda la información y suelo tener problemas con las palabras que se escuchan igual.

4. What limitations do you have to develop listening skill?

Tiendo aburrirme fácilmente cuando paso mucho tiempo escuchando en inglés. Además de eso mi ambiente y entorno habla español, motivo por el cual después de haber estado escuchando mucho inglés, tiendo a aburrirme y empiezo a escuchar e interactuar en mi idioma natal.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

No del todo, pero el docente si nos hace practicar viendo videos con subtítulos en inglés y español.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

No, debido a que tengo muchas ocupaciones con la escuela y no me da el tiempo suficiente como para practicar listening, suelo jugar a veces, pero todo lo hago en español para poder comprender mejor.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si, debido a que practicando con storytelling puedes mejorar tu comprensión auditiva.

8. For students with listening issues, what activities do you think could help them?

Escuchar música debido a que aprender la pronunciación, vocabulario y entiendes lo que la música dice.

Student number 2

1. How challenging has been for you to learn English as a teenager?

No tan difícil debido a que el profesor sabe explicar muy bien las cosas.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Muy Buena experiencia, debido al buen trabajo docente, ya que el docente sabe explicar muy bien las clases y es paciente.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Listening, ya que no suelo captar muy bien la información debido a la mezcla de idiomas del docente, el profesor habla poco español y a veces suele mezclar inglés y español y no suelo comprender lo que trata de decir.

4. What limitations do you have to develop listening skill?

Con el profesor docente debido a la mezcla de idiomas, al igual que con la institución también debido a que tengo que estar pendiente de las demás materias y no tengo mucho tiempo para practicar.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

Si, el profesor nos hace escuchar audios de manera lenta y explicando todo para que nosotros podamos comprender.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

Mas que nada en películas, ya que ahí se pueden ver los subtítulos y expresiones de las cuales se puede aprender.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si, porque así va escuchando la entonación y puede ir mejorando su listening.

8. For students with listening issues, what activities do you think could help them?

Escuchando cada palabra y buscando el significado ya que así sabes el significado y la pronunciación de la misma palabra.

Student number 3

1. How challenging has been for you to learn English as a teenager?

Mas o menos complicado debido a que hay muchas palabras que no entiendo.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Buena, el profesor es paciente y nos ha dado muchas oportunidades para poder desarrollar las actividades en clase.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Yo diría que leer, escribir y escuchar, ya que hay palabras que suenan igual y eso me confunde.

4. What limitations do you have to develop listening skill?

Por motivo de palabras iguales, suelo tener confusiones con eso.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

Hoja de verbos los cuales vemos y pronunciamos en clases para poder reconocer los verbos al momento de escucharlos.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

Si, cuando estaba en 8vo teníamos videos de practica para mejorar listening.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si, porque su cerebro se va acostumbrando a lo que es el inglés.

8. For students with listening issues, what activities do you think could help them?

Ver videos en inglés, practicar, ver películas en inglés con subtítulos para que el cerebro se vaya acostumbrando.

Student number 4

1. How challenging has been for you to learn English as a teenager?

Demasiado debido a que se me hace muy complicado entender inglés al igual que tiendo a confundirme con el orden de las palabras

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Buena, el docente si enseña muy bien y tiene actividades interactivas.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Listening, debido a que demoro mucho en entender las palabras que me están diciendo.

4. What limitations do you have to develop listening skill?

Se me mezclan todas las palabras y se me hace difícil concluir con la idea.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

Si, mediante ejemplos en la pizarra las cuales nos ha hecho practicar pronunciando, al igual que con canciones en ingles también.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

No, no que yo recuerde.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si porque con eso se adquiere el idioma y se va aprendiendo un poco más.

8. For students with listening issues, what activities do you think could help them?

Practicar leyendo, escuchando cuentos sobre historias en inglés, música y poemas.

Student number 5

1. How challenging has been for you to learn English as a teenager?

Es un poco difícil aprender inglés porque a veces no tenemos tiempo para repasar la pronunciación, también porque las palabras del vocabulario se escriben diferentes y se pronuncian diferentes.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Es muy buena porque desde que ingrese en esta escuela siempre me han enseñado inglés, aunque sea difícil, a veces no he tenido internet en mi casa para intentar aprender unas palabras. Pero lo que me gusta es que el profesor nos ayuda y nos comprende.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

La habilidad más difícil para mí es escuchar las palabras en inglés porque no sé qué significan, también es complejo escribirlo ya que casi no todas las palabras en español son iguales.

4. What limitations do you have to develop listening skill?

Nadie en mi familia habla inglés así que no puedo practicarlo con alguien, a veces no tengo internet en mi casa, no veo muchos programas en inglés.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

Nos enseña músicas en ingles todas las clases nos habla en inglés y envía audios de conversaciones en inglés para practicar.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

Nos ha contado en español, pero no en inglés, no me acuerdo mucho, pero se trataba de cómo fue su vida cuando cambio de país y como la paso.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si nos ayuda mucho la practica porque podemos mejorar algunas palabras y entenderlas en nuestro vocabulario para que cuando nos pregunten algo sepamos que responder.

8. For students with listening issues, what activities do you think could help them?

Recomiendo ver videos en inglés para aprender más, poner de nuestra parte para estudiar, leer libros en inglés y escuchar a otras personas que hablen en inglés.

Student number 6

1. How challenging has been for you to learn English as a teenager?

No he visto inglés anteriormente por eso se me dificulta un poco entender, a veces tengo otras actividades que realizar y no tengo tiempo para practicar.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Va mejorando poco a poco ya que le estoy poniendo mucho empeño porque yo si quiero aprender inglés. El profesor es muy bueno y me está ayudando con cosas que no sabía y el ambiente aquí es tranquilo.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Diría que escuchar ya que a veces hablan muy rápido inglés y realmente no puedo entender mucho. También hablar ya que a veces me tabo mucho al pronunciar varias palabras.

4. What limitations do you have to develop listening skill?

No tengo tiempo para practicar, es la primera vez que veo inglés y hay palabras que se parecen, pero tienen diferente significado.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

El profesor traduce las palabras de inglés a español y nos hace escuchar música para mejorar listening.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

Nos ha contado sus experiencias y varias historias de su vida profesional.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Nos ayuda a aprender un nuevo vocabulario y nuevas palabras, a pronunciar mejor las palabras, a escuchar y entender. Es muy bueno para practicar y aprender.

8. For students with listening issues, what activities do you think could help them?

Escuchando historias en inglés, ver videos en inglés, practicar en inglés y decirle al profesor que les ayude con historias y músicas en inglés.

Student number 7

1. How challenging has been for you to learn English as a teenager?

Es muy desafiante el pronunciamiento porque hay palabras que suenan iguales y el orden de inglés tienen sentido, pero en español no, es muy complicado adaptar inglés en la vida cotidiana porque todos hablan español.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Mi experiencia si es muy buena, aunque me cuesta un tiempo en entender el inglés, pero si me ha ayudado, además si entiendo algunas palabras y el profesor siempre nos ayuda y motiva aprender más inglés.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

La más difícil para mí es escuchar porque hay palabras que se escriben diferente, pero se pronuncian iguales y tengo dificultades en entender algunas palabras y me cuesta más entender cuando las palabras están en tiempo pasado. En pronunciación también ya que suelo trabarme al pronunciar.

4. What limitations do you have to develop listening skill?

Las limitaciones para mí son que en el ambiente que me rodea todos hablan español y no tengo con quien poder practicar, además de eso por falta de practica se me suelen olvidar las palabras.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

Las técnicas son escuchar músicas en ingles al igual que ver videos y practicar mediante la repetición.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

El profesor ha contado su vida en hechos reales y lo que dijo aquel día fue diferente porque estaba en español y también es interesante porque todo lo sucedió tiene relación al inglés.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si porque practicando mejoramos las palabras al igual que aprendemos la pronunciación de la palabra para poder añadirlo a nuestro vocabulario.

8. For students with listening issues, what activities do you think could help them?

Ver videos en YouTube, pero en inglés, escuchar músicas en inglés, buscar personas que hablen inglés y memorizar palabras.

Student number 8

1. How challenging has been for you to learn English as a teenager?

Porque es un idioma diferente y se me hace difícil estudiar su vocabulario y pronunciación, hay veces que no hay tiempo para estudiar esta materia porque tenemos otras, no tengo buena base en el inglés.

2. How your experience has been learning English in this institution – Jose Mejia Lequerica School?

Es muy difícil estudiar inglés porque siento que el profesor va muy rápido, pero si lo entiendo y él es muy bueno, pero siento que va muy rápido y yo no tengo buena base en inglés, el profesor también nos ayuda mucho, pero me gustaría aprender mucho más.

3. In English there are four skills such as reading, writing, listening and speaking. Which of this is the most difficult for you? Why?

Escribir, ya que no sé cómo se escribe una palabra y cuando me toca hacer una oración no sé cómo hacerla, en si todas las habilidades se me hacen difíciles, pero mucho más escribir.

4. What limitations do you have to develop listening skill?

Porque el profesor habla rápido y hay palabras diferentes que no se entienden, sin embargo, el profesor me motiva aprender inglés y me gustaría aprender mucho más.

5. Does the teacher have applied any kind of technique in order to make you improve your listening skill? Which one?

El profesor nos manda aprendernos canciones, diálogos y nos manda a traducirlos también.

6. Have you ever tried to use storytelling in order to develop and improve your listening skill at school?

Una vez el profesor nos contó una historia de la vida real que a el le paso y fue muy chistosa porque conto algo sobre unas vacas.

7. Do you consider that practicing with storytelling will allow you to improve your listening skill?

Si, yo considero que cuando escuchas una historia que llama la atención, se puede mejorar vocabulario al igual que aprender la pronunciación de la misma. Me llamaría mucho la atención que las historias fueran de terror.

8. For students with listening issues, what activities do you think could help them?

Escuchando canciones, poemas, historias, películas, ver videos en inglés y cambiar el idioma del celular y practicar.