



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“STORYTELLING AS A RESOURCE TO DEVELOP  
LISTENING SKILLS IN ADULTS WITH A BASIC  
LEVEL OF ENGLISH”**

**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 "**STORYTELLING AS A RESOURCE TO DEVELOP LISTENING SKILLS IN ADULTS WITH A BASIC LEVEL OF ENGLISH**" prepared by **DAYANA IVANA PORTES BORBOR & GLORIA DAYANA ORDOÑEZ VILLAPRADO**, an undergraduate student of the Pedagogy of National and Foreign Languages Career, Major 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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**Declaration**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS OUR RESPONSABILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.



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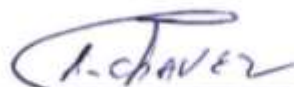
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We want to take the opportunity to thank God for never letting us go during this arduous student journey and for giving us the necessary wisdom to overcome every obstacle that arose and to accomplish each proposed goal.

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Gratitude to our University that allowed us to form as future professionals and opened its doors to us from the first day.

We are also grateful to our family members who supported us in our decisions.

## **Dedication**

This research project is dedicated to the following:

To my parents, who encouraged me from the beginning of my studies, allowing me to progress and achieve one of my great goals, thank you for always supporting me and investing in my education; with perseverance and patience, you can achieve a lot. I also want to dedicate this work to all my family and friends involved in my studies because they helped me move forward.

Finally, I want to dedicate this work to all the students who want to know about this topic and the teachers who want to know more about the subject of this project.

With love

Dayana Ivana Portes Borbor

To my mother, Gina Villaprado, for being my most significant example of strength, for the advice and values she has instilled in me, and for sowing in me that seed of self-improvement that I have present in every step I take. To my grandparents, that, with their love and patience, have accompanied me in every stage of my life.

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With love

Gloria Dayana Ordoñez Villaprado



## **Abstract**

The present research focused on analyzing Storytelling to improve students' listening comprehension. This research used a methodology that starts from a descriptive qualitative approach through the collection, organization, and description of data that allowed us to know different experiences and opinions of the students about the narrative resources to teach English to develop the listening skills of adults. Likewise, the interview technique was applied since it facilitates data collection. As for the sample in this research work, a total of ten students were selected from the Peninsula State University of Santa Elena from the civil engineering career in their second semester who had the opportunity to receive the Storytelling resource in their first English module in addition, a total of ten open questions were asked to each one of them so that in this way a more profound analysis could be made, collecting each one of their opinions. The results of this study confirmed that the students could understand the auditory narration with basic vocabulary and provide correct answers. Although the students' English level in the first unit was lower, their listening comprehension improved. Storytelling is interpreted to have advantages that reinforce each student's retention of information, and the repetition of these stories improves pronunciation when listening attentively. Also shows that storytelling to improve listening skills in adults with a basic level of English has greater acceptance.

**Keywords: Storytelling, listening, qualitative, interview, students, analysis.**

## **Resumen**

La presente investigación se centró en el análisis del Storytelling para mejorar la comprensión auditiva de los estudiantes. En esta investigación se utilizó una metodología que parte de un enfoque cualitativo descriptivo a través de la recolección, organización y descripción de datos que permitieron conocer diferentes experiencias y opiniones de los estudiantes sobre los recursos narrativos para enseñar inglés para desarrollar la habilidad auditiva de los adultos. Asimismo, se aplicó la técnica de entrevista ya que facilita la recolección de datos. En cuanto a la muestra en este trabajo de investigación, se seleccionaron un total de diez estudiantes de la Universidad Estatal Peninsular de Santa Elena de la carrera de ingeniería civil de segundo semestre que tuvieron la oportunidad de recibir el recurso de Storytelling en su primer módulo de inglés además, se realizaron un total de diez preguntas abiertas a cada uno de ellos para que de esta manera se pueda realizar un análisis más profundo, recogiendo cada una de sus opiniones. Los resultados de este estudio confirmaron que los alumnos podían comprender la narración auditiva con vocabulario básico y proporcionar respuestas correctas. Aunque el nivel de inglés de los alumnos en la primera unidad era más bajo, su comprensión auditiva mejoró. Se interpreta que la narración de cuentos tiene ventajas que refuerzan la retención de información por parte de cada alumno, y que la repetición de estos cuentos mejora la pronunciación cuando se escucha con atención. También se demuestra que la narración de cuentos para mejorar la comprensión auditiva en adultos con un nivel básico de inglés tiene mayor aceptación.

**Palabras clave:** Storytelling, listening, cualitativo, entrevista, alumnos, análisis.

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## **Introduction**

The importance of listening to comprehension of the English language in adults is essential for positive progress in the acquisition of a foreign language and access to new vocabulary. The analysis of storytelling as a resource for developing listening comprehension skills in adults belonging to module one of the civil engineering career of the Peninsula State University of Santa Elena brought advantages since their listening comprehension progressed concerning the base level before its use.

However, the process of listening skills acquisition is more complex for some students, which leads to a blockage or fear on the part of the student, creating a problem at the time of language teaching. Storytelling as a resource has been a great help in allowing students to engage with the subject matter and the language.

The Outline of the present research work is divided into five chapters. Chapter one contains the problem, the general and specific objectives, and the specific questions related to the qualitative research problem about the analysis of the use of storytelling as a resource for the development of listening skills in adults and, also the description of why the analysis of this resource is essential.

Chapter two describes the different points of view of some authors who contribute contextualized ideas based on storytelling that generate greater interest in the students who are part of this use to improve listening skills.

Chapter three refers to the qualitative methodology and the type of research applied to ten students of module one of the civil engineering program.

The instrument used in this research was the interview, which was used to collect data shown and analyzed in chapter four, making known their opinions of the hypothesis of storytelling as a positive resource for developing listening skills.

As a final part, chapter five promotes a reflection on the research scope explained at the beginning, analyzing the limitations and advantages of this research work.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Strategies and listening skills

#### **The title of the project**

Storytelling as a resource to develop listening skills in adults with a basic level of English

#### **Problem Statement**

English language teaching within the educational system in an institutionalized context is considered one of the principal pillars in society since it is significant for the progress and communication of students who can follow professions related to it.

Several teachers use imperative strategies, which could be more revolutionary in the English teaching matrix, as it is already integrated into the work plan that the Ministry of Education manages through its English books.

Some teachers also use other strategies, but that is usually not accompanied by teaching that serves as a basis for the learner when the emphasis is on listening comprehension.

Listening skills are relevant because it is the mental process that focuses attention on listening. However, many students need help understanding the audio content of listening exercises or the general concepts of ideas that are part of the textbooks commonly seen in academic units as regular classes. (Renukadevi, 2014) Affirms that Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Authentic voices come alive when stories are shared, also the passion for stories in education, classroom, and community service. Storytelling helps learners to be active not only in presentation but also in listening and reacting.

Great storytelling inspires, entertains, and engages students who want to know what happens next in each story. Whether using a character's journey, character death, or routine, great storytellers have qualities that distinguish them from those who simply convey a message. (Jensen, 2020) Mentions some critical characteristics of a good storyteller, such as having great enthusiasm for their story. Use psychology to engage and excite your audience, use suspense to keep your audience engaged, Break down and explain complex topics with relatable examples, and build relationships through their storytelling.

Storytelling involves so many elements that must be adapted to specific audiences and situations that it is almost impossible to develop a set of rules, from the point of view (Melbourne, 2018) mentions a list of the following elements of storytelling such as message, conflict, characters, and plot.

The work of the teacher is critical to how well the student learns. What matters is what students can understand from the stories. The storytelling strategy facilitates young



people's learning and helps inspire students' enthusiasm for learning. (Eck, 2006)

Concludes that when learners are exposed to storytelling in a classroom setting, they are highly engaged in the learning process and practice reflective learning as they process the information on a deeper, more meaningful level. When the teacher applies this strategy, it brings multiple benefits to the listening skill as students must pay close attention while engaging their imagination and creativity and reflecting on each story.

The project is focused on analyzing methodological strategies such as storytelling for listening skills to get adult students with a basic level of English to use them in their auditory learning. The project will also be through descriptive research, and the results will provide an analysis of students' listening strategies and aspects of difficulty. In addition, the interview-based research will help to analyze the different opinions on storytelling strategy in the classroom.

### **Problem question**

- How does storytelling help in listening comprehension?

### **Specific questions**

- What are the leading causes of poor listening skills development in adult learners?
- What are the effects of storytelling on students with low English proficiency?
- What are the advantages of storytelling for adult beginners?

### **Objectives**

#### **1. General objective**

- To Analyze storytelling as a strategy for better listening comprehension of students.

## **2. Specific objectives**

- To explore the influence of storytelling on students' listening skills.
- To describe the storytelling strategy through the use of an interview with the basic level of English in adult learners.
- To identify advantages and disadvantages for the understanding of storytelling strategy.

### **Delimitation of the study**

#### **Spatial delimitation:**

The interview will be conducted with eight second-semester civil engineering students from St. Elena Peninsula State University.

#### **Temporal delimitation:**

It is determined that the research will be carried out in 2022-2023.

### **Justification**

This research aims to analyze the storytelling strategy for developing listening skills in students.

The present research is also of interest because there is a desire to overcome the difficulties of the problems related to the proper use of auditory materials, such as storytelling in the classroom, for a better learning outcome where it is desirable to analyze the use of these audio materials.

The purpose of this systematic review is to explore the characteristics, elements, and different opinions of learners about the technique of storytelling in adults with low English proficiency.

This research aims to compare common and innovative strategies that improve the quality of language teaching by contributing to the development of listening skills since learners need to take the time to recognize and look for elements that develop the communication skills of students. To achieve the expected learning by following indicators and performance, which are guidelines and standards that allow a better collection of information and support a better absorption of knowledge in each class.

This project will help to know the multiple advantages that storytelling has and the benefit that students have in demonstrating the use of storytelling in the classroom for better development of listening skills since students have to take the time to recognize and search for the elements that adapt to their communicative skills. Additionally, the skills that the teacher applies when adapting each topic with the use of storytelling.

## **Chapter II**

### **1. Theoretical Framework**

The English Language is essential in the present era. From education to business, in all spheres, it is most needed to be efficient in the English language. Learners usually encounter difficulties in the mastery of listening, speaking, reading, and writing in the English language, which results from English language anxiety among them. Various researchers explored that English language anxiety hampers the academic achievement of students. (Halder, 2018).

After reviewing the bibliographic material on different web pages, journal articles, and other pages, I found similar studies supporting the development of this research.

From the standpoint of (Santos, 2018), the research aims to confirm the potential benefits of using storytelling resources to help improve listening skills in young English language learners and provide strategies they can use for narrative comprehension. Data obtained was collected through questionnaires, activity sheets, and study journals. Results showed that after the first two pages of story activities, the children became more confident in implementing strategies that enhanced listening skills. In conclusion, sharing and teaching listening strategies to young learners can be beneficial because it can give them more confidence to try new ways to improve their listening skills.

For many years, people have taught fundamental life values through storytelling. In some cultures that lack written language, storytelling is one of the many ways people transmit different cultures, ethos, and history. Thus, applying Storytelling to improve students' listening skills is essential. Students' needs and abilities to grasp the story are different. However, the attention span of adults opens up opportunities for adults to actively participate, either by asking questions or even responding after the teacher has finished telling a story. (Wright, 2003) Presents different ways to apply storytelling with diverse materials and for various educational levels, whether for beginners, elementary or pre-intermediate. In addition, it mentions the advantages of implementing this method in classrooms where several skills develop in the educational environment of each student.

## **2. Pedagogical basis**

### **2.2.1 Constructivist model**

(Asl, 2015) Mentions that constructivism describes how learners can make sense of the material and how it can be effectively delivered. In summary, constructivism is a process in which students develop autonomously with some assistance from the teacher

as they become more confident in resources, where they begin to construct knowledge and how materials can be adapted. Furthermore, constructivism is a process in which students develop autonomously with some help from the teacher as they become more confident in their materials and begin to construct their knowledge.

However, (Brau, 2018) concludes that throughout the learning process, the learner is encouraged to consider the information being taught and construct an interpretation. The interpretation is developed based on past experiences, personal views, and cultural background. Following the comprehension, the learner is expected to reflect on the new knowledge. Radical and social constructivism generally regard the nature of the learner similarly.

Learners go through a process of acquisition and assimilation. One of the main functions of the learner is to reflect on past experiences and recognize the variables that influence the assimilation of new knowledge. Encourage, utilize, and reward social constructivism as an integral part of the learning process. Although in a constructivist framework, learners hold the key to acquiring knowledge.

(Shah, 2019) Mentions that students can develop their understanding of the subject matter based on previous knowledge and can correct any misconceptions. Students are responsible for their learning process. The student is the one who constructs knowledge and learns. The classes focus on the constructive mental activity of the students, making them active not only by manipulating, exploring, discovering, and inventing but also by reading and listening. Students recreate objects of knowledge that are already acquired. For example, students base their learning process on the written

language system, which is already complete. The same is true for algebraic operations, the concept of historical time, and the norms of social relations.

### **2.3 Theoretical basis**

The following are the theoretical bases that support the research on the use of storytelling:

#### **2.3.1 Learner-centered learning**

According to (Sudderth, 2022) Argues that learner-centered learning allows students to decide two things: what material they learn and how they learn it. It means that student-centered learning involves two essential things: the resources the student will use for his study and how the student will use them to learn.

(Keller, 2018) Affirms that the student-centered classroom literature defines the teacher's roles and responsibilities in classes that employ student-centered pedagogies, including several iterations of constructivist and inquiry-based instruction. In the student-centered education literature, the roles and responsibilities of teachers in classrooms that employ student-centered teaching methods, including various iterations of constructivist inquiry-based education. In student-centered learning, teachers act as experts and sources of knowledge, and students are responsible for accessing that knowledge. Teachers provide structure and guidance to help students overcome challenges and understand how lessons relate to their interests and broader goals. Relationships are essential to learning, and this is especially true for student-centered language. A strong relationship with a trusted adult gives students the confidence and motivation to lead learning.

### **2.3.2 Meaningful learning**

Based on (Agra G, 2019) a definition of Meaningful learning in cognitive conception establishes a preoccupation with learning to think and learning to learn, not with obtaining observable performances in addition to making the student responsible for his personal learning process and helping him to be cognitively and affectively persistent. Innovative educational activities, programs, and practices enable students to learn in meaningful ways. Developed and designed by teachers, these practices provide elements of reflection and new learning opportunities.

Within educational institutions, teachers are responsible for providing valuable knowledge to students through diverse dynamics that stimulate their intellectual curiosity and deep understanding of concepts essential for learning.

(Vargas-González, 2022) Consider the idea of meaningful learning is consistent with constructivism, which asserts that students should develop their knowledge through their experiences and should do so by drawing meaningful connections between new experiences and stuff they have previously gained. This type of learning aims to engage students, stimulate and sustain their interest in knowledge, and facilitate the educational process so that pupils become competent individuals. Therefore, one of the purposes of teachers when it comes to developing and implementing teaching strategies is to ensure that students achieve essential learning outcomes by considering activities that allow students to acquire knowledge and express and exchange opinions.

(Valori, 2014) Some of the advantages of meaningful learning experiences are the satisfaction of teachers with the finished work and the positive response of learners. Strategies are tools that teachers must use to focus and maintain children's attention

during activities. The Selective Attention Process is a fundamental activity for the development of any act of learning because it can continuously apply to show students which point, concepts, or ideas to focus their attention on, the process of encoding and learning.

## **2.4 Variables of the study**

### **2.4.1 Variable dependent listening skill**

English language learners who struggle with academic vocabulary can have difficulty comprehending reading materials and class instruction. By explicitly teaching multiple-meaning words and technical words, teachers can assist students in developing word wealth and increasing their understanding of content material. It is essential for teachers to make connections between the learners' prior knowledge and the new vocabulary. Direct instruction of academic vocabulary includes the use of a variety of strategies, many of which use visual aids for students and present the words in context. There are many effective strategies, such as using signal words, talk-through with read-aloud, vocabulary games, the Student VOC Strategy, and Quick Writes, that help ELLs learn new words and provide tools for them to use in class and independently. By partnering with parents, teachers increase the opportunities for students to receive the help they need in learning academic vocabulary. (Sibold, 2021).

According to (Al-Badawi, Aljaafreh, & Al-Mawdieh) the importance of teaching listening comprehension in second and foreign language learning is recognized.

The importance of teaching listening comprehension in second and foreign language learning is now recognized as an essential tool for developing the



communicative skills of language learners. Listening comprehension is one of the most neglected language skills in second and foreign language teaching.

In reference to (Sabouri, 2016) Listening comprehension is the different processes of understanding spoken language. These include knowing the sounds of speech, understanding the meaning of words, and understanding the syntax of sentences. Of words and understanding the syntax of sentences.

Listening is receiving language with the ear. It is about identifying and processing sounds that allow us to understand letters, accents, words and sentences that have a special meaning depending on their pronunciation and rhythm.

According to (Yıldırım, 2016) Listening plays an important role in both every day and educational contexts because it is essential for people to communicate effectively.

The development of listening skills is of vital necessity in order to establish communication dialogues that can delve beyond basic concepts or limitations for communication without boundaries.

#### **2.4.2 Variable independent Storytelling**

Educational quality standards are descriptions of the expected achievements of the different actors and institutions of the education system. In this sense, they are public orientations, which indicate the educational goals to achieve a quality education.

(Ecuador, 2019)

Teachers: Assessment of the profession of teachers and the entry of professionals in education. Strengthening teacher training. Train teachers in pedagogical practice in the classroom. Bring the training and teacher updates to the classrooms. Develop conditions

for community leaders with greater capacities. Incorporate teacher and student inter-learning.

Educational Institutions: Attention on equal terms to all educational institutions, schools, and colleges, all students, and all teachers to improve their performance in the learning process and performance. If it is intended to evaluate all educational institutions with the same standard, students should be provided with similar material conditions, and students should be given satisfied with the material, spiritual, psychic, and psychological needs.

According to (Greene, 1996), Storytelling has much to offer older children and young adults. However, an hour of telling stories often does not attract listeners in some communities as other activities compete for attention. Storytelling allows them to learn more words and increase their vocabulary. Listening to stories helps them use their imagination to analyze the characteristics of the characters, the environment, and events, among other components of a story.

(Ahmed, 2021) Concludes research on storytelling has been valuable in indicating and demonstrating that it can hold essential benefits for preschoolers' language development and can promote their oral language and listening skills. Storytelling is widely used at different educational stages and provides multiple benefits for vocabulary acquisition, mainly through active participation in learning. In addition, three main processes constitute vocabulary retention, notably: noticing, retrieving, and using vocabulary creatively. Once learners start listening to a story, in their brains, students begin to imagine the events, thus awakening their creativity, and at the same time, retain

words that can interpret that stories and narratives can be used to understand how ideas are used in everyday life of organizations.

(Jørgensen, 2017) Argues that stories and narratives can be used to understand how ideas are used in everyday life of organizations. Storytelling can be seen in education in the same way, which is how teachers and students talk or speak about education and bring learning to life in the educational context.

According to (Akdamar & Sütçü, 2021) , the increasing use of technology in education and traditional language teaching methods have changed travel skills. Commentary is an excellent example of this. Stories have always been told in every tradition for centuries. Moreover, before the age of writing, the main form of communication was oral stories, through which people passed on their cultural heritage.

Through this, people have passed on their cultural heritage, such as their faith, history, and culture, to future generations.

Regarding (Hajah Nuruljannah Haji Matamit) the purpose of storytelling is usually an organization of information to keep everyone engaged, entertained, and motivated, representative. In the early years of education, children are expected to find learning activities a learning experience that sparks their imagination, especially if they were born into another culture. Children should have more opportunities to learn new skills, such as digital storytelling, during their education digital storytelling in its early stages. Storytelling is a great way to teach, especially reading to study. Often, storytelling is taken in language classes. However, there has not been enough research alternating between storytelling and scientific theory. Many teachers' problems are because students are not like that, and it is used in everyday life. A narrative is used as a message to

represent a story. This corresponds to the word imagination which leads to storytelling as a powerful tool that provides many benefits to students.

### **Chapter III**

#### **Methodological Framework**

The current research has a social orientation, so using the descriptive qualitative approach is adequate. According to (Aspers, 2019), Qualitative research operates as an interactive process in which new and essential distinctions advance the scientific community's understanding of the phenomenon under study. This research is characterized by not changing the environment or the activities of the participants; the information to be known is collected by interviewing people directly or through the technique of observation of some phenomenon and also has a deductive analysis in which it is induced in the subject, and a reflection is reached.

It is qualitative because it is characteristic of humanistic investigation and analyses of the ability to listen, and the storytelling resource in the classroom will be explored.

Descriptive research through the collection, organization, and description of data allows knowing different experiences and opinions of the students about the narrative resources to teach English to develop the listening skills of adults.

The application of the interview technique facilitates the collection of data from this population and continues with tables and analyses that explain the characteristics of the research problem.

An interview is an exchange of questions and answers with another person to analyze a research project. The interviewer asks questions, and the interviewee usually

responds to the questions by providing information. This information may be used or provided to other audiences immediately or later.

A qualitative interview is defined as a meeting in which information is discussed and exchanged between one person, the interviewer, and another, the interviewee. It is characterized by: Flexibility and intimate adaptation to the participants' comfort.

The duration is unlimited; there is no set time to complete the questions and answers. These questions can be adapted according to the participant.

Open-ended and neutral questions allow for in-depth knowledge of the details of the answers. A majority of them consist of essential anecdotes.

There are several ways to conduct interviews, this can be video or audio recorded, or even notes can be taken. It can conduct face-to-face or digitally.

Students have a sequence of questions, from the simplest to the most complex.

This Questions should be neutral and specific. Furthermore, it can be individual or collected in small groups. Moreover, there is an interactive environment between the interviewee and the interviewer.

Most of the study's validity resides in the opinions of the students, in this case, the second-semester Civil Engineering students who actively receive the English modules in the UPSE facilities, so the participants of this study were not randomly selected because representativeness is not required.

The students were selected purposively, and it is provided that their knowledge and experience were sufficient to give a reasoned opinion on the use of the storytelling method to improve listening skills. Since the nominated students received their first module in which this kind of storytelling strategy was used, such purposive sampling; is

based on survey work that examines the data and clarifies the use of the method in active classrooms.

**Type of Research:**

In this research, open-ended questions of at least ten questions will be used, and the interviews will be conducted face-to-face. The interview intends to collect the opinion of the first module English students on the application of storytelling in the classroom to improve listening comprehension.

“Individual interviews, using closely structured questionnaires, persist as a means of collecting information about people’s knowledge, beliefs, and attitudes.” (Powney, 2018) The personal interview is an information-gathering technique that involves direct communication between the evaluator and the interviewee through well-stipulated questions. It is a quick and easy-to-use tool, and its application requires modest resources to learn about the human being's knowledge, opinions, thoughts, and behavior.

Open-ended questions help to delve deeper into facts, understand processes, and identify possible causes of observed relationships. " (Weller, et al., 2018). Mentioned open-ended questions are free-form questions that allow respondents to answer in open text based on their knowledge, feelings, and understanding. The answers to these questions provide descriptive information about the study.

Open-ended questions, also called subjective questions, cannot be answered with a simple "yes" or "no." That usually requires longer answers and require a detailed description of the respondent.

Open-ended questions are used to understand the subjective perspective of the respondent. The questionnaire receives nuanced responses and a wealth of honest

opinions from respondents, which can be further analyzed using data visualization tools and techniques. Some essential characteristics that all open-ended questions have:

Everyone is free-form survey questions, meaning their answers are descriptive.

Allow users to respond in plain text rather than using keywords or predefined options.

Allow users to test their knowledge and understanding fully when necessary.

That can produce detailed information on this topic. Consider nuance and subjectivity.

For the present research, ten UPSE students with a Civil Engineering career in their second semester with previous experience in the subject and by type of activity were selected. For this purpose, it was considered that pupils had taken the first module of English to say that the participant has experience in the area. In addition to filtering by the type of activity performed about the topic of storytelling and filtering by the type of activity performed about the topic of improving listening skills. The questions will be open questions which will be about ten questions; this information will be collected as a sample of each student and their different opinions to be analyzed if their experience with storytelling in the classroom for better development of listening skills were good or bad.

The interviews will be applied in the year 2022.

### **Population and sample:**

A population is an entire group about which conclusions are to be drawn. A sample is a specific group from which data are collected. The sample size is always smaller than the total population.

The sample will consist of ten students who meet the selection criteria. However, in order to have the ten students in the area who meet the selection criteria and who are willing to participate during the interviews, approximately ten questions will be asked, all of them open-ended, to find out the different opinions about their experience as students in the area of English on the use of resources to improve listening skills, especially if the pupils have been able to receive storytelling in their classes and how students might notice improvements in this area or not.

## **Chapter IV**

### **Analysis of Findings**

#### **4.1 Analysis of results**

A research interview was designed to collect the relevant data.

The tests were administered online by means of a Zoom platform meeting, as it allowed the students to respond freely.

Ten students from module one of the Civil Engineering course participated in the interview, and the data obtained from the interviews provided a positive result of the storytelling technique in English classes.

During the days the questions were asked, the sample consisted of ten students, and each one of them was answering based on their experience in each class.

The results of this study confirmed our initial notion that in module one, students were able to comprehend the auditory narration with basic vocabulary and provide the correct responses. Consistent with what (Santos, 2018) mentions in confirming the use of Storytelling as a resource to improve the oral comprehension skills of young people in English.



In fact, although the English language proficiency of module one students was lower, their listening comprehension improved.

However, for best results, it is believed that the use of storytelling as a listening skills development technique will be favorably adapted to adult learners.

Storytelling is interpreted as a more effective way of communicating and can be applied according to the content, which stimulates the students' imagination, whatever in turn helps to maintain more effective attention when acquiring knowledge in the classroom.

The experience is defined as gratifying and pleasant for the students since they individually felt more enthusiasm at the moment of use and felt more comfortable and familiar with the subject. This connects with the argument of (Shah, 2019) that learners can develop their understanding of the subject matter by building on prior knowledge.

Establishing a conversation with the students at the beginning of each class was more comfortable; the stories matched the class theme and encouraged the students to participate, and established a good learning environment. The learners' experience relates to what (Brau, 2018) mentions throughout the learning process; the learner is able to construct an interpretation. It also goes together with what (Vargas-González, 2022) considers meaningful learning to be congruent with constructivism, which states that students should develop their knowledge through experiences and should do so by establishing meaningful connections between new experiences and what they have previously acquired. Since several students in the interview mentioned that Storytelling was also done based on their affairs according to the topic.

It is interpreted that storytelling brings advantages that strengthen the retention of information of each learner, and the repetition of these stories improves pronunciation at the moment of listening with more attention. This argument is related to what (Wright, 2003) mentions about the use of Storytelling, which has advantages when applying this method in classrooms where skills are developed in the educational environment of each student.

#### **4.1.1 Survey directed to students of the Peninsula of Santa Elena State University in the Civil Engineering area.**

#### **4.1.2 Interpretation of the interview data.**

In the present study, the data obtained from the answers to the interviews applied to the students of the Peninsula de Santa Elena State University, who are studying Civil Engineering, were analyzed.

The responses of each student who participated in the interview helped to generate the categories of analysis, which are mentioned below.

#### **1.- ¿Qué define usted como narración de historias (storytelling) en las clases de inglés?**

*Figure 1: Definition, Storytelling*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*

In question one, the most frequent words were “comunicación”; which means communication. Additionally, there were similar words such as: “interactuar, explicar, expresarse” These words have a similar relationship to the dominant word that was accepted by most of the students, showing in this question define storytelling as a form of communication, a technique, proposals where teachers are the primary participants since everyone must tell the story and where students develop their skills, which demonstrates that most students have similar ideas as to what everybody defines as storytelling.

**2.- ¿Cuál fue su experiencia cuando escucho de un storytelling en sus clases del primer módulo de inglés?**

*Figure 2: Experience, storytelling, module*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*

Based on question number two, the most frequent words were “agradable, divertido, entretenido” which means "nice, fun, entertaining” these words show positivism according to their experience when pupils heard storytelling in the classes taught by the teacher in the English modules related to the first module.

3.- ¿Cree usted que con la aplicación del storytelling logró mejorar la destreza de escuchar? ¿Si? ¿No? ¿Por qué?

*Figure 3: Storytelling, skill, listening*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*

Regarding question three, the most common word was "mejorar"; which means to improve. In addition, it is noted other words supporting the main one, such as "fluides, escuchar, pronunciación"; which means "fluency, listening, and pronunciation." These words pronounced by several students indicate improvements in different skills like pronunciation and show that the application of the storytelling technique in the classroom succeeded in increasing listening skills.

4.- ¿Explique que le gustó de un storytelling en clases de inglés? ¿Por qué?

*Figure 4: Liked, storytelling*





power and it is improving a lot the development of the class in terms of the topics that the teacher gets to teach.

**6.- ¿Cree usted que el storytelling es o no es un recurso importante dentro de la educación para mejorar la habilidad auditiva? ¿Por qué?**

*Figure 6: Storytelling, improve, listening*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*

For question number six, the most important words were “recurso, habilidad”; which means “resource” and skill, help to improve students' listening skills students in the interview explained that storytelling is a course that helped them to better grasp and understand the topic being discussed in class, and at the same time while listening, pupils developed the ability to listen and found the subject more attractive.

**7.- ¿Tiene el hábito de escuchar atentamente un storytelling y recrear los sucesos en su imaginación? ¿Por qué? En caso negativo ¿Por qué no lo hace?**

*Figure 7: Habit, storytelling, recreate*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*

On the basis of the seventh question, the most important words were “mente, sucesos”; which means the students were able to recreate in their minds the stories or events that the teacher gave. Furthermore, everyone even became the protagonists of each story; also pupils imagined the scenarios of what was happening at the time of telling them.

**8.- Entre los temas que el docente del módulo uno utilizó para desarrollar su habilidad auditiva, ¿Cuál cree que fueron los más interesantes? ¿Por qué?**

*Figure 8: Topics, listening, develop*



*Source: nubedepalabras.es*

*Authors: Dayana Portes and Gloria Ordoñez*







of the students since several mentioned this resource was entertaining and also were able to consider improving listening skills. Learners acquired the ability to enrich their vocabulary and adapt their hearing to the different stories when teachers applied them in classes.

One of the main causes of the deficient development of oral comprehension in adult students was the choice of the topics taught in the modules from the interview. Some learners mentioned that some topics were a bit difficult for them, such as addresses of places. Nevertheless, other pupils mentioned that the same topic was simple, among other topics such as adjectives of people, family description and food vocabulary, and topics covered in the first module.

The effects of storytelling on low English proficient learners were in different ways. However, for most of the students, there was a lot of enthusiasm because everyone managed to reach each of those students through several entertaining stories. In addition, many pupils remained attentive to the pronunciation of the words. This resource caught the students' attention because it is a different way of learning. Moreover, apprentices with very little knowledge of English also managed to understand through gestures or mimics that the teacher made while mentioning a word. In other words, it was possible to reach the student to improve the ability to listen, it made the class more attractive, and it is a resource that could easily be incorporated into the classroom, creating a great bond between teacher and learner and enhancing their communication.

It is determined that storytelling has many advantages for adult beginners, such as reinforcing the retention of information in learners, the adaptation of words because trainees first listen to the pronunciation of new vocabulary, improving the interpretation

of known words when learners put into practice wrongly, helped the pupils to pay more attention to each story since several of them were anecdotes of the students, created habits such as concentrating and listening carefully word by word, then trying to imagine the environment of the stories in the characters, events, among other things.

In addition, most of the trainees consider that the introduction of this resource in the classroom has many benefits because in adults with the basic level of knowledge, trainees have, it is difficult for them to learn grammar. This type of resource makes it easier and more fun and also allows them to have more imagination and creativity and achieve a better understanding of the topic discussed.

The possible solution would be to analyze the effect of the use of storytelling and the impact it has on the satisfaction of students' needs, such as improving listening, speaking, writing and reading skills, so that good results continue to exist and to focus on new aspects that can improve the study process.

The experience of this research led me to reflect on the use of techniques to improve English language skills, such as storytelling, as it is important because the learning process is more comfortable for both teacher and learner.

The main advantages of this study were that the interviewees knew the topic since pupils all had the opportunity to receive this resource in their first module. Another was that most of them had time available to interview by using the Zoom platform was not inconvenient. However, one of the limitations that affected this work was two students who did not understand their answers clearly, resulting in limited information because their answers were poor and redundant. In addition, the interview with these two characters was too short, unlike the other students who got better results.

This project taught tutors how to improve research and search for essential information to relate it to keywords and obtain a more specific analysis when reading the relevant background information.

Storytelling is a resource that facilitates the teaching-learning process. If we use it in the right way by analyzing this technique, we can deduce that it really does develop listening skills in adults with a basic level of English and positively influences the acquisition of knowledge of the students.

It has influenced in a positive way because as, future teachers, others can be encouraged to use this technique or recommend other tutors to achieve better development of listening skills in students.

For future research on the same topic, it would be convenient to expand the sample not only with students but also to know the other important part the teacher takes when applying this resource also from people that do not know.

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## Annexes

## Annexes 1: Tutor Assignment



**Facultad de  
Ciencias de la Educación e Idiomas**  
*Pedagogía de los Idiomas Nacionales y Extranjeros*

## MEMORANDO

**REFERENCIA:** PINE-240-2022

**DE:** Ing. Eliana León Abad, MSc.  
**DIRECTORA DE CARRERA**

**PARA:** Dayana Ivana Portes Borbor  
Gloria Dayana Ordoñez Villaprado  
**ESTUDIANTES CARRERA PINE**

**Cc:** MSc. Ketty Vergara Mendoza  
**DOCENTE**

**ASUNTO:** Aprobación de tema de Trabajo de Integración Curricular

**FECHA:** 02 de diciembre del 2022.

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de integración curricular denominado "Storytelling as a Resource to Develop Listening Skills in Adults with a Basic Level of English", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
MSc. Ketty Vergara Mendoza	kvergara@upse.edu.ec	0982856622	Tutor
MSc. Leonardo Chávez Gonzabay	lchavez@upse.edu.ec	0996543470	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



Ing. Eliana León MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

C/c Archivo



**Annex 2: Anti-plagiarism Report**

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**CERTIFICADO ANTIPLAGIO**

La Libertad, 15 de Mayo de 2023

**00\_\_-TUTOR-2023**

En calidad de tutor del trabajo de titulación denominado **"STORYTELLING AS A RESOURCE TO DEVELOP LISTENING SKILLS IN ADULTS WITH A BASIC LEVEL OF ENGLISH"**, elaborado por la / el (las / los) estudiante (s) Portes Borbor Dayana Ivana & Ordoñez Villaprado Gloria Dayana, egresada / o (s) 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 Penínsulade 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 proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
Lcda. Ketty Vergara Mendoza. MSc.

C.I.: 0913115549



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**Reporte Urkund.**

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**Fuentes de similitud**

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### Annex 3: Sample of the interview



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
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CAREER: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



#### Entrevista

**El storytelling es una técnica de comunicación que consiste en captar el interés de la audiencia a través de una historia, lo que refuerza la capacidad de escucha porque genera interés por el relato. Además, ayuda a introducir el vocabulario esencial para entender la historia, de modo que la atención y la comprensión pueden evaluarse mediante preguntas y aportaciones de los alumnos.**

*Nota: Los datos de cada entrevistado serán netamente confidenciales y serán usados solo para fines investigativos.*

- 1.- **¿Qué define usted como narración de historias (storytelling) en las clases de inglés?**
  
- 2.- **¿Cuál fue su experiencia cuando escucho de un storytelling en sus clases del primer módulo de inglés?**
  
- 3.- **¿Cree usted que con la aplicación del storytelling logró mejorar la destreza de escuchar? ¿Si? ¿No? ¿Por qué?**
  
- 4.- **¿Explique que le gustó de un storytelling en clases de inglés? ¿Por qué?**
  
- 5.- **¿Le gustaría en módulos futuros que el docente aplique la técnica de storytelling para el desarrollo auditivo? ¿Si? ¿No? ¿Por qué?**
  
- 6.- **¿Cree usted que el storytelling es o no es un recurso importante dentro de la educación para mejorar la habilidad auditiva? ¿Por qué?**
  
- 7.- **¿Tiene el hábito de escuchar atentamente un storytelling y recrear los sucesos en su imaginación? ¿Por qué? En caso negativo ¿Por qué no lo hace?**
  
- 8.- **Entre los temas que el docente del módulo uno utilizó para desarrollar su habilidad auditiva, ¿Cuál cree que fueron los más interesantes? ¿Por qué?**



## UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

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9.- **¿Considera usted que el storytelling aporta ventajas o desventajas en la habilidad de escuchar? Explique al menos una de ellas.**

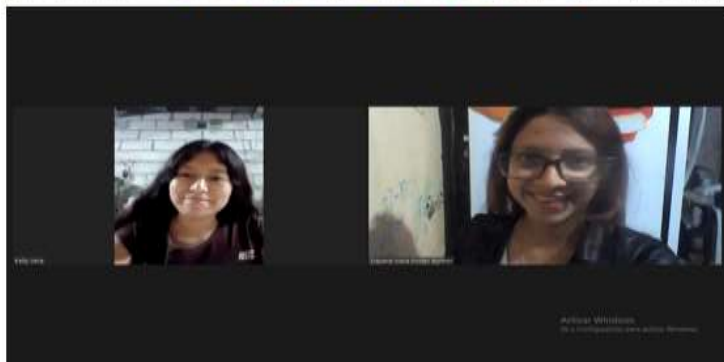
10.- **¿Cree que con la introducción del storytelling en el aula se podría aportar al mejoramiento en cuanto al nivel de comprensión de personas adultas la habilidad auditiva de inglés? ¿Si? ¿No? ¿Por qué?**

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A handwritten signature in black ink, written over a horizontal line.

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**Annexes 4: Photos of the interview with students of the Peninsula de Santa Elena State University, second semester of Civil Engineering.**



## **Annexes 5: Interview transcript**

**1.- ¿Qué define usted como narración de historias (storytelling) en las clases de inglés?**

### **Entrevistado 1:**

Yo le definí como. Algo productivo es una técnica productiva y para los estudiantes a través de una historia bien, claro que sí, los números.

### **Entrevistado 2:**

Bueno lo defino como una propuesta. Bien, está bien planteado. Así los estudiantes podemos interactuar. O prestar un poco más de atención a lo que es la técnica esta de narración en inglés. Claro que sí.

### **Entrevistado 3:**

Yo creo que es una técnica causada por muchos de los docentes que dan clases de inglés porque permiten el desarrollo y la habilidad para comprender mejor el idioma.

### **Entrevistado 4:**

Pues defino, que es algo nuevo en el sentido de enseñar a las personas, porque es una manera práctica de llegar al alumno y poder explicar y expresarse mejor ante toda la clase.

### **Entrevistado 5:**

Sería una historia sobre algo que estás entrado en un personaje que hizo grandes cosas o diferencias que hizo en su pueblo

### **Entrevistado 6:**

Lo defino como que te cuentan algo y como es en inglés, se te queda la pronunciación más que todo.

**Entrevistado 7:**

En las clases de inglés para mí, el storytelling es contar una historia. Es una de las maneras más eficaces de comunicarse hoy en día y que se puede aplicar en cualquier tipo de contenido y de esta manera estimularnos la imaginación del usuario.

**Entrevistado 8:**

Bueno, yo básicamente lo defino como una manera de poder entender mediante un relato, ciertos temas de inglés y sobre todo, fortalecer el vocabulario también y la comprensión lectora también.

**Entrevistado 9:**

Yo defino que el storytelling es una técnica para comunicar mensajes de forma memorable a través de distintos formatos, que tiene un impacto muy importante.

**Entrevistado 10:**

Es narrar sucesos o historias con un mensaje de aprendizaje.

**2.- ¿Cuál fue su experiencia cuando escucho de un storytelling en sus clases del primer módulo de inglés?**

**Entrevistado 1:**

Bueno, escuché una historia de este tipo en mi experiencia. Fue de mucho entusiasmo de querer saber más en sí, también fue divertido como el contaban la historia.

**Entrevistado 2:**

Ah, primera vista, por no tener mucha práctica en esto. En el idioma no fue tan agradable, pero ya con la segunda repetición que nos dio la miss ya se puso mejor. Pudimos entender el mensaje cómo nos dio a entender la clase.

**Entrevistado 3:**

Fue muy divertida ya que captó mucho mi atención porque fue más entretenido al escuchar una narración. Fue como que me estuvieran contando una historia corta y precisa. Eso hizo que estuvieran mucho más atenta.

**Entrevistado 4:**

Pues la experiencia fue algo sorprendente porque por medio de la historia de alguien, eh, nos hace llegar a más profundidad a un tema al que la profesora o el docente quiere llegar para poder así tener esta una visión, poder tener esta esa. Cómo sería esa chispa para poder ir a buscar investigar, eh, ir a profundidad en aquel tema, ya sea por historia o por otro método.

**Entrevistado 5:**

Sería una historia sobre algo que estás entrando en un personaje que hizo grandes cosas o diferencias que hizo en su pueblo.

**Entrevistado 6:**

Fue muy buena ya que se lograba captar la mayor parte de la historia.

**Entrevistado 7:**

En sí, lo que yo recuerdo en el o lo uno como usted dice que la manera de iniciar su clase era mantener una conversación con los alumnos. Sea de que tal su día, obviamente que concuerde con el tema de clase. Además, este de poner una música obviamente inglés como para este, animar a la clase y bueno en que en sí, hoy en día son lo más escuchado y así tener un buen ambiente. La clase, Bueno, el tema de enseñanza que la aplican hoy en día, los profesores y quien sí, es una manera excelente de aprendizaje.

**Entrevistado 8:**



Bueno en lo personal, yo siento que mi experiencia fue muy buena porque pude comprender de mejor manera un tema que se me hacía muy complicado que era, digamos, aprender los nombres de las frutas y verduras y mediante el storytelling se me hizo muy fácil comprender porque creo que con un relato te concentras más y puedes de mejor manera analizar esa situación y poder aprender.

**Entrevistado 9:**

Fue muy buena la experiencia porque me motivo a poner más atención en las clases.

**Entrevistado 10:**

Fue muy buena porque me enganche con el mensaje que teníamos que escuchar y me llamo la atención.

**3.- ¿Cree usted que con la aplicación del storytelling logró mejorar la destreza de escuchar? ¿Sí? ¿No? ¿Por qué?**

**Entrevistado 1:**

Yo digo que sí. Porque con eso nos ayuda. Bueno, le mantiene más atenta.

**Entrevistado 2:**

Por supuesto que sí, por lo que prestábamos mucha más atención a lo que la miss hablaba y tratábamos de imaginar o captar lo que ella estaba a conocer.

**Entrevistado 3:**

Sí, porque al escuchar la pronunciación de cada palabra o de cada frase, se me iban grabando. Entonces. Puede entender mejor y tener más fluidez.

**Entrevistado 4:**

Sí, porque como ya dije, es algo que te hace prestar atención, algo que te hace enfocarte más, algo que te incita a buscar en profundidad. Y al escuchar el storytelling es algo muy impresionante y te ayuda a escuchar mejor y usar mucho mejor las palabras.

**Entrevistado 5:**

Sí, ayuda bastante porque te quedan grabadas las palabras y así mismo las pronunciaciones.

**Entrevistado 6:**

Podría decirse que sí, porque como dije, estas historias se escuchan en inglés. Entonces tú, ya sabes cómo se dice en inglés, tal palabra y como que sabes, la pronunciación, o sea, anexa la pronunciación. Claro.

**Entrevistado 7:**

Yo digo que sí, porque mediante esa técnica es más fácil recordar un mensaje transmitido a través de una historia.

**Entrevistado 8:**

Sí, obviamente, porque por lo que es un relato, se puede mejorar la captación auditiva. Y eso me ayudó la persona a mí bastante a mejorarlo, porque yo soy la persona que no puede captar bien en las ideas. Y eso me ayuda bastante sobretodo en el idioma inglés que se me hace muy difícil.

**Entrevistado 9:**

Sí, creo yo que mejoro porque pude captar mejor las palabras al momento de escucharlas.

**Entrevistado 10:**

Si mejoro mi destreza de escuchar porque despertó el interés y pude asociar las palabras de una manera más fácil.

**4.- ¿Explique que le gustó de un storytelling en clases de inglés? ¿Por qué?**

**Entrevistado 1:**

Bueno, eh, primeramente, esta técnica me gustó. Porque es una forma interesante.

**Entrevistado 2:**

La que me llamo más la atención es la forma de expresar o intentar comunicar ya que hubo veces en que la miss lo hacía con mímicas, gestos y que daba a conocer lo que nos estaba.

**Entrevistado 3:**

Su contenido, porque son como historias, historias narradas y vuelve más atractiva la clase.

**Entrevistado 4:**

Me gustó por la manera en que lo da la manera en que lo narra, la manera en que en que nos ayuda a llegar a un punto de vista más alejado que una clase común.

**Entrevistado 5:**

Me gusto ver cómo una sola persona puede mejorar en las habilidades, como puede cambiar a su sociedad. Y así mismo, a nosotros que nos hace ser mejor y dominar más la técnica del de este caso de eh gramática.

**Entrevistado 6:**

Podría decirse que en una clase cuando la profe estaba hablando me gusto más la pronunciación. Y aparte estaba como que, como se escribe. Y ya pues eso como que si me justo me llamó la atención.

**Entrevistado 7:**

Lo que me gustó fue que este recurso puede incorporarse fácilmente a las comunicaciones, consiguiendo así una total atención en toda el aula. Y así destacar un mensaje.

**Entrevistado 8:**

Bueno, me gustó mucho en una clase de inglés que fue de direcciones sobre los lugares. También me ayudó bastante porque pude comprender de mejor manera ese tema que se me hacía sumamente complicado. Y mediante el storytelling en un relato que la profe nos contó pude comprender mejor esto y la verdad fue algo muy sorprendente para él porque se me hacía muy complicado que lo puede entender.

**Entrevistado 9:**

Bueno, yo creo que sí. Aplica, eh, hablar muchas ventajas en este caso en la obligación de escuchar. Como, por ejemplo, en el en el hábito de poderse, concentrar y escuchar, y al mismo tiempo en relato, puede imaginar cómo van sucediendo las cosas. Entonces, creo que esa es una ventaja que aporta mucho al momento de aprender un idioma no.

**Entrevistado 10:**

Lo que más me gusto del storytelling es la manera en la que todos interactuábamos escuchando las historias de la familia.

**5.- ¿Le gustaría en módulos futuros que el docente aplique la técnica de storytelling para el desarrollo auditivo? ¿Si? ¿No? ¿Por qué?**

**Entrevistado 1:**

Sí, porque es importante que el estudiante entienda lo aprendido. Y qué mejor con técnica. Traer una historia. Claro que sí.

**Entrevistado 2:**

Sí, Porque es una manera de interactuar con los estudiantes. Es decir, nos tiene atento a lo que pase en la narración e intentar imaginar qué es lo que pasa dentro de lo que nos está diciendo.

**Entrevistado 3:**

Sí, Porque en el primer módulo me ayudó muchísimo y amplía mi vocabulario.

**Entrevistado 4:**

Pues sí, me gustaría porque en módulos futuros los docentes pueden llegar al estudiante de manera más sencilla y que el estudiante pueda captar de manera más rápida.

**Entrevistado 5:**

Sí, sería muy factible porque tal como le dije antes, las que las palabras se quedan grabadas, lo que uno escucha.

**Entrevistado 6:**

Yo diría que por qué no. O sea, si lo sé, lo quiera hacer que lo haga. Y no me parece como que mal idea que lo apliquen en clases futuras.

**Entrevistado 7:**

En mi caso, digo que sí, porque el Storytelling es una herramienta educativa que potencia al desarrollo de cualidades como la creatividad también de la comunicación y también la colaboración del alumnado, ya que son pilares fundamentales para enganchar a quienes reciben el mensaje.

**Entrevistado 8:**

Sí, la verdad es que sí, porque, bueno, siento que a todos los estudiantes tenemos de ese problema de no poder captar bien ciertas cosas. Entonces, si se aplica en módulos futuros que vienen temas un poco más pesados, se nos daría más fácil la verdad y nos ayudaría.

**Entrevistado 9**

Si porque, puedo captar mejor lo que se está diciendo.

**Entrevistado 10:**

Si me gustaría porque esta tecnica despierta mayor interés al estar en clases.

**6.- ¿Cree usted que el storytelling es o no es un recurso importante dentro de la educación para mejorar la habilidad auditiva? ¿Por qué?**

**Entrevistado 1:**

Yo digo que sí, porque con este método. Se logra adaptar la atención del estudiante. Y pues resulta más fácil entender, también en promover al aprendiz. Claro que sí.

**Entrevistado 2:**

Vuelvo y repito, es una historia que nos tiene muy atento a las clases, ya sea en la parte auditiva u otras destrezas sino también vemos la forma de pronunciación de cada palabra.

**Entrevistado 3:**

Sí, me parece que es un recurso importante porque de todas las formas de aprender por medio de los sentidos, o sea, habiendo leyendo, escuchando, yo diría que al oír un storytelling, el cerebro capta y graba la pronunciación, lo que permite, pues, que mejoremos lo que es el idioma.

**Entrevistado 4:**

Yo creo que sí, porque he repetido que te ayuda a captar mejor y te ayuda a profundizar más el tema porque te narra en historias todo lo que es la historia. Y ayuda a comprender más y de manera auditiva es más atractivo para el tanto para el docente como para el estudiante.

**Entrevistado 5:**

Yo creo que sí, porque, una persona aprende de otra persona y decir si una persona sabe lo que es, pues explica la persona en este caso, mi persona yo escucho, puedo aprender de esa persona. Y sí, es muy importante.

**Entrevistado 6:**

Eh, sí, porque, o sea, como le dije anteriormente, se te queda grabado como se pronuncian las palabras. Entonces, es como que una sabe y si es un recurso importante.

**Entrevistado 7:**

Sí, es un recurso importante porque la historias deben estar presentadas de tal forma, sean capaces de crear un significado personal en el oyente.

**Entrevistado 8:**

Si yo creo que sí, porque bueno, ayuda mucho a estimular lo que, como usted lo preguntó, la habilidad auditiva, entonces siento que eso es muy importante a la hora de aprender un nuevo idioma, porque son varias cosas nuevas que se tiene aprender que aprender mediante esta técnica, pues desarrolla mucho lo que es la habilidad auditiva y no sabía mucho.

**Entrevistado 9:**

Si es importante porque, ayuda en el proceso de aprendizaje de los estudiantes.

**Entrevistado 10:**

Si pienso que es un recurso importante porque ayuda a mejorar la capacidad auditiva.

**7.- ¿Tiene el hábito de escuchar atentamente un storytelling y recrear los sucesos en su imaginación? ¿Por qué? En caso negativo ¿Por qué no lo hace?**

**Entrevistado 1:**

Sí, yo sí, tengo estabilidad de crear escenarios de la imaginación. Y yo creo que es una, es algo normal del ser humano.

**Entrevistado 2:**

Sí, tengo esa habilidad. O sea de que están hablando, intento recrear los momentos para imaginar la narración ya como en vivo y con los gestos que hace la docente. Es muy interesante.

**Entrevistado 3:**

Sí, porque al ir recreando los sucesos y en mi mente, logro encontrarle sentido a la narración y significado. Algunas palabras que desconocía.

**Entrevistado 4:**

Pues sí, sí, puedo escuchar atentamente un storytelling e imaginármelo porque es una historia. Es una narración de una historia, como leer un libro. Y tú, conforme vas leyendo el libro y te van narrando la historia, tú vas imaginando los sucesos qué pasa.

**Entrevistado 5:**

Yo creo que sí. Yo por mi parte, yo digo que soy curioso y creo que nosotros en algunas veces nos han comentado una historia y nosotros, si nos hemos imaginado.

**Entrevistado 6:**



Sí, eh, porque, o sea, la imaginación. Pues yo prácticamente me vuelvo la protagonista. Entonces, como que ahí encaja todo.

**Entrevistado 7:**

En este caso, sí, tengo esa habilidad porque se podría decir de recrear todo el suceso en mi mente.

**Entrevistado 8:**

Bueno, yo sí. Creo que obviamente, cuando uno se concentra en un relato, creo que es inevitable no poderse imaginar, eh, cómo suceda la historia en tu cabeza y la verdad es que es un punto también a favor. Una ventaja porque ayuda mucho a tu capacidad con el inglés.

**Entrevistado 9:**

Si porque, mi mente se imagine los escenarios de lo que está pasando al momento de contarlos.

**Entrevistado 10:**

Si tengo de recrear en mi mente lo que estoy escuchando porque mi mente capta enseguida lo escuchado.

**8.- Entre los temas que el docente del módulo uno utilizó para desarrollar su habilidad auditiva, ¿Cuál cree que fueron los más interesantes? ¿Por qué?**

**Entrevistado 1:**

El tema que más me gustó fue nos presentamos cada uno cuando contaba de dónde venía, sus datos personales.

**Entrevistado 2:**

La más interesante a mi parecer fue en la forma de que nos describimos nosotros en familia, o sea, la descripción de la familia de cuánto está conformada de nuestra familia. Eso es un tema para mí un poco más interesante porque describimos a todos los que tenemos a nuestro alrededor.

**Entrevistado 3:**

Los eran pequeños párrafo me gusto el tema de la familia porque captaban más mi atención. Aprendí muchísimo de vocabulario ahí.

**Entrevistado 4:**

Pues sería uno de los que podría ser los más interesantes fueron, pues, lo de la mayoría de las clases como la descripción de la familia, los alimentos, adjetivos de las personas, porque estos temas abarcan mucho y nos ayuda a entender mejor. Y, pues todo lo que se utilizó para desarrollar su habilidad auditiva, pues fue de manera perfecta y llegó al punto que se tenía que llegar.

**Entrevistado 5:**

Yo creo que sí. Yo por mi parte, yo digo que soy curioso y creo que nosotros en algunas veces nos han comentado una historia y nosotros, si nos hemos imaginado.

**Entrevistado 6:**

A ver el que dije antes de la miss estaba narrando la historia y que ahí decía la pronunciación que sea o como se escribe y que como se pronuncia, entonces ese yo creo que sería el más interesante atención.

**Entrevistado 7:**

Creo que los temas que más me llamaron la atención fueron de los vegetales y la descripción de familia ya que las historias fueron actividades para mejorar la comprensión con el tema.

**Entrevistado 8:**

Yo creo que el que más del tema que más, como ya había mencionado fue lo de las direcciones, fue el que tema que más este fue más interesante para mí porque eh, incluyó en lo que es un ese tema, una historia, y eso nos ayudó.

**Entrevistado 9:**

El de la familia porque pudimos relacionarlo con nuestra vida real y contar historias basadas en ella.

**Entrevistado 10:**

Los más interesantes fueron los de la familia acerca de nuestra información personal porque de esta manera podíamos relacionar y captar rápido.

**9.- ¿Considera usted que el storytelling aporta ventajas o desventajas en la habilidad de escuchar? Explique al menos una de ellas.**

**Entrevistado 1:**

Bueno si, una de las ventajas es que fortalece la retención de Información en cada estudiante.

**Entrevistado 2:**

Yo opino que aplica muchas ventajas. Una de ellas es la forma de por nos adaptamos a las palabras y las sabemos pronunciar bien inglés de tanto escucharlas y volverlas a repetir. Creo que esa es una de las ventajas que nos da la narración en este caso.

**Entrevistado 3:**

Yo diría que aporta muchísima ventaja. Una es la mejora del pronunciamiento de las palabras, como también la mejor construcción de oraciones y párrafos.

**Entrevistado 4:**

Yo creo que aplica ventajas porque. Nos ayuda a prestar más atención. Había venido repitiendo y explicar una de ellas es explicar acerca de varias historias, ya sea en la clase inglés, digamos, podría ser una anécdota o podría ser alguna historia basada en hechos reales o alguna historia que la docente quiere explicar acerca de la clase acerca del tema que estamos escuchando y nos ayuda Tanto, visualizar y a prestar más atención y nos ayuda a comprender más la clase para poder así tener una mejor experiencia.

**Entrevistado 5:**

Yo creo que sí nos da ventaja porque nos daría una historia más conocimientos que aún. Tal vez no, no hemos adquirido. Es bueno escuchar.

**Entrevistado 6:**

Tiene ventajas ya que creo que es lo mismo. O sea te escuchas y se te queda como la pronunciación ya.

**Entrevistado 7:**

Una de las desventajas sería que no todas las personas tienen la capacidad de contribuir una historia atractiva y que debe ser de un tema que llame la atención de todos.

**Entrevistado 8:**

Bueno, yo creo que sí. Aplica, eh, hablar muchas ventajas en este caso en la obligación de escuchar. Como, por ejemplo, en el en el hábito de poderse, concentrar y escuchar, y al mismo tiempo en relato, puede imaginar cómo van sucediendo las cosas.

Entonces, creo que esa es una ventaja que aporta mucho al momento de aprender un idioma no.

**Entrevistado 9:**

Yo pienso que aporta ventajas una de ellas es que es más fácil recordar un mensaje o historia.

**Entrevistado 10:**

Yo creo que aporta ventajas porque genera más confianza en los estudiantes y mejora mi capacidad auditiva.

**10.- ¿Cree que con la introducción del storytelling en el aula se podría aportar al mejoramiento en cuanto al nivel de comprensión de personas adultas la habilidad auditiva de inglés? ¿Si? ¿No? ¿Por qué?**

**Entrevistado 1:**

Yo digo que sí, porque como ya son personas adultas creo que se le hace difícil este aprender, eh, gramática y bueno, mediante esta técnica es más fácil y más divertido. Aprende.

**Entrevistado 2:**

Sí me parece que sería una buena técnica, por lo que este da mucho muchas ventajas que tanto para escuchar. Y recrear los momentos que nos están diciendo en ese momento o imaginarnos de lo que nos quieren transmitir los docentes y sería una buena técnica.

**Entrevistado 3:**

Sí, Porque aunque no se tenga fluidez con el pronunciamiento a través de esta técnica, se mejora muchísimo.

**Entrevistado 4:**

Yo creo que sí, porque en cuanto a nivel de comprensión y una persona adulta ya si se refiere a tercera edad o adulta normal. Porque es como que les llama más la atención porque ya en una edad adulta escuchar una historia ya vendría a ser este algo como un niño como un cuento que tiene todo y narra acerca de un misterio o cosas así, Sería algo nuevo para ellos. Por tanto, la forma de educar pasada que tenían ellos, este vendría a ser algo mucho mejor para ellos y tanto para un adulto. Pues. Ayudaría a tener más imaginación, más creatividad y ayudaría a comprender mejor acerca del tema que están hablando.

**Entrevistado 5:**

Porque lo que uno dice la otra persona se le queda grabada en la mente. Lógicamente ya nosotros ya vamos a decir cómo se pronuncia debidamente esa palabra. Y creo que sí, es muy, muy importante porque una parte ya nos están enseñando a nosotros y nosotros tenemos que poner eso así.

**Entrevistado 6:**

Yo digo que sí, porque por ejemplo, pongamos lo que una persona se va al exterior, a los estados unidos o un mayor. Entonces el mayor no se va a poner a estudiar él simplemente como que va a convivir con personas que sí se sepan inglés. Y ahí va como que, ah, tal y tal cosa se dice así en inglés. Entonces yo creo que sí podría aumentar en el mejoramiento de la comprensión en las personas.

**Entrevistado 7:**

Yo digo que sí, porque en esa traducción va a estar, eh, bueno, en un concepto breve que explicaría la manera más fácil de comprender. Y aprender el inglés. Y no sólo en las personas adultas sino en toda edad.

**Entrevistado 8:**

Yo siento que sí. Siento que las personas adultas tienen una mejor habilidad cognitiva y de escucha que las de los jóvenes. Entonces, siento que sí les podía aportar de cierta manera muy bien, este tipo de que de ayuda en el momento de aprender el idioma inglés.

**Entrevistado 9:**

Si se puede mejorar porque desarrollo la habilidad de escuchar mejor y a la vez genera interés en la clase.

**Entrevistado 10:**

Si porque, mejora la capacidad de retener la información y el desarrollo de escuchar mejor.