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(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

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Storytelling as a strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte, school year 2023-2024

Trabajo de titulación previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de educación, procesos pedagógicos e idiomas

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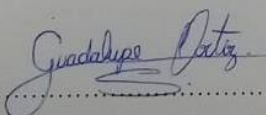
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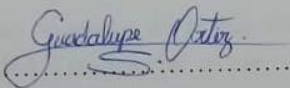
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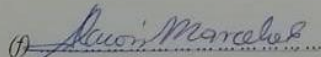
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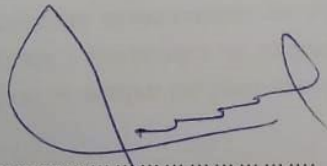
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DEDICATION

I want to dedicate this research to my mother, María Magdalena Salazar Guerrón, and my father, Raúl Alfredo Ortiz Calpa, for their unconditional support of each goal and dream I set for myself. They have guided me and taught me significant values. Because of them, I am here, fulfilling one more goal in my life. In addition, they have shown me that with love and dedication, everything is possible. This research represents our collective effort and hard work.

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RESUMEN

El inglés se considera un idioma global. Para adquirirlo, es esencial que el estudiante desarrolle las cuatro habilidades en inglés. Aunque cada una representa un desafío para los estudiantes, es necesario trabajar en ellas tanto dentro como fuera del entorno de aprendizaje. Sin embargo, los estudiantes tienen un bajo rendimiento en las habilidades de escucha debido a las limitadas posibilidades de un aprendizaje significativo y trascendente. El propósito de este estudio fue establecer estrategias de aprendizaje basadas en técnicas de narración para mejorar la comprensión auditiva. La investigación se llevó a cabo en la Universidad Técnica del Norte con profesores de inglés y estudiantes de primer nivel de la carrera de inglés, utilizando una metodología basada en un enfoque mixto con diseños descriptivos y transversales para lograr los objetivos establecidos. Los datos recopilados consistieron en información cuantitativa y cualitativa obtenida a través de entrevistas, encuestas y una prueba. Según el análisis de los resultados, los profesores respaldaron la idea de que las habilidades de escucha pueden ser un desafío para los estudiantes. Por otro lado, el 88,57% de los estudiantes consideró que la narración podría mejorar sus habilidades de escucha y comprensión. Para cumplir con el objetivo establecido, se desarrolló una guía didáctica que incorpora estrategias de narración para mejorar la comprensión auditiva. Además, los enfoques de enseñanza de lenguaje comunicativo y de aprendizaje basado en tareas contribuyeron a incorporar una variedad de actividades utilizadas en situaciones de la vida real. Gracias a diversas plataformas digitales, fue posible crear actividades innovadoras que se adaptaron a las preferencias de los estudiantes para desarrollar la comprensión auditiva.

Palabras clave: *adquisición del lenguaje, comprensión oral, enfoques pedagógicos, narración de cuentos, herramientas tecnológicas.*

ABSTRACT

English is considered a global language. To acquire it, it is essential for the student to develop the four English skills. Although each one represents a challenge for students, they need to be worked on inside and outside the learning environment. However, students have low performance in listening skills due to the limited possibilities for meaningful and transcendent learning. The purpose of this study was to establish learning strategies based on storytelling strategies for enhancing listening comprehension. The present research was carried out at the Universidad Técnica del Norte with English teachers and first-level English major students using a methodology based on a mixed approach with descriptive and transversal designs to achieve the stated objectives. The data collected consisted of quantitative and qualitative information collected through interviews, surveys, and a test. According to the analysis of the results, teachers supported the idea that listening skills can be challenging for learners. On the other hand, 88,57% of students considered that storytelling could improve their listening skills and comprehension. In order to fulfill the stated objective, a didactic guide was developed, incorporating storytelling strategies to enhance listening comprehension. Furthermore, communicative language teaching and task-based learning approaches contributed to incorporating a variety of tasks used in real-life situations. Additionally, thanks to diverse digital platforms, it was possible to create innovative activities that worked around students' preferences to develop listening comprehension.

Keywords: *language acquisition, listening comprehension, teaching approaches, storytelling, technological tools.*

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INTRODUCTION

Problem

The English language is considered the Lingua Franca of the world. It plays a significant role in education, business, science, research, politics, and entertainment. Under these circumstances, more people want to acquire this foreign language. However, learning English can be a complex task as it involves certain aspects such as reading, writing, listening, and speaking skills, each with its specific sub-skills. Some studies have shown that the acquisition of language skills occurs when people communicate. "... we acquire 45% of our language skills by listening, 30% by speaking, 15% by reading, and 10% by writing" (Renukadevi, 2014, p 60). The four skills have their own difficulties, however, listening tends to be considered particularly challenging, and sometimes causes anxiety, frustration, confusion, and stress among EFL language learners.

Listening comprehension is one of the essential competencies. Even though, it represents a complex task for English learners worldwide. "Listening English comprehension is completely different from usual listening activities because English is not our mother tongue language and there are sounds which are unknown or unfamiliar for foreign listeners" (HSB, 2021, p. 2). Moreover, students must deal with some issues, including the lack of vocabulary, comprehension structures, the inability to understand natural speech, various accents, loss of confidence, maintaining concentration, poor recording quality, and difficulty understanding to the speaker (Nuriah, 2021). English also has different complex grammatical structures and proper expressions of language that confuse students. All these factors harm student's interpersonal communication.

In essence, English has become a universal language, but there are still shortcomings. For example, university students in Ecuador face challenges in skills development, particularly in listening comprehension. Students cannot understand conversations, radio and television dialogues, presentations, and other forms of listening. As well, almost all the English classes in high schools focus on grammar. Therefore, students tend to believe that learning English is only about writing structures and memorizing different verbs by without enjoying the process of learning.

Regarding these conditions, poor listening skills performance will affect students, even especially those who want to study English Major, particularly at Universidad Técnica del Norte (UTN). The main fact to take into consideration, many students who enter to study in the career have a low level of listening comprehension. This is mainly because they are learning English as a foreign language, with a reduce limited exposure with the language beyond the classes they receive at the educational institution and nothing else. As a result,

the possibilities of meaningful and transcendent learning are limited. Furthermore, the few times students are exposed to activities involving audio, they often become bored and distracted because they are not able to understand, and the topics are not of interest to them. Thus, students have low performance on listening comprehension because they are not familiar with strategies which support them to improve it, such as storytelling.

Justification

The art of storytelling plays a fundamental role in the development of listening skills. Through captivating stories, people are invited to immerse themselves in different worlds, experience different perspectives and connect with the characters and their emotions. By practicing active listening in storytelling, pupils learn to pay attention to details, pick up on emotional nuances, and understand underlying messages. Storytelling challenges to let go of preconceived ideas and open mind to new perspectives. As learners become better listeners, they also become more effective communicators, able to understand and respond more empathetically and meaningfully to others. Storytelling fosters more authentic and enriches communication.

Efficient, righteous, meaningful, and natural communication requires good listening skills. Based on that, students will notice an improvement in listening skills for their daily lives and academic contexts after applying storytelling strategies. These techniques will aid students develop in many aspects, such as interacting with other people, listening for instructions, or learning about a new topic, helping them to increase their level in this ability and obtain high grades. As well, it will improve interpersonal relationships, for instance, when people feel heard and valued, they can communicate better with the other person. This can resolve or create conflicts, strengthen or ruin relationships, or even cause misunderstandings if not used appropriately, implementing respect and confidence (Ismatovna, 2020). In addition, if students work on their abilities, they will have many benefits in their careers, increasing the level of well-prepared professionals at the university. Likewise, it contributes to society to understand the message, and solve problems effectively.

Impact

This investigation has the potential to benefit in first-level English Major students at UTN. In the first place, listening helps language students learn pronunciation, word stress, vocabulary, and syntax, and it is only through listening that people can understand messages which include tone of voice, pitch, and accent (Renukadevi, 2014). So, beginner students will have good results in all the subjects related to English; it also benefits teachers

to work better. Further, acquiring listening skills through storytelling strategies will aid students in their future practicum classes by applying the methods learned. An extra advantage is that students may achieve good results on English proficiency tests; as a result, they get secure jobs with high benefits (Sodachan & Chayanuvat, 2018).

Anyone can improve their listening skills using storytelling strategies. The essential purpose is to communicate, so the steps to follow will encourage non-native speakers of English, such as students, workers, or business administrators, to connect and explore a world with more opportunities in many fields (Sodachan & Chayanuvat, 2018). English teachers can also use this technique to keep their knowledge current and practice their abilities to improve them. They can use this technique as a guide to work on their students' listening skills inside and outside the classroom.

Objectives

General Objective

- Design storytelling strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte.

Specific Objectives

- Describe the theoretical basis of how storytelling contributes to the development of listening comprehension.
- Analyze the activities carry out by the teachers at Universidad Técnica del Norte for the development of listening comprehension.
- Make a didactic listening skill guide based on storytelling activities to develop listening comprehension.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1. Language Acquisition

Language acquisition is an innate and subconscious process in which people have the capacity to perceive, understand, and use the language to communicate. This process actually begins in the early childhood when children or infants hear or speak their mother's tongue or native language for the first time. That is known as first language acquisition (L1). Nonetheless, when older children or adults try to learn a new language where people use it on a daily basis, such as English, Spanish, or Portuguese, this active process is called second language acquisition (SLA). In the same way, people can learn more languages following the same process as the first one they acquired.

1.2. English Language Acquisition

Looking back over time, English has undergone several transformations that have reconfigured human communication. Then, the English language emerged in the early medieval period from Germanic tribes that developed their linguistic traditions. When they migrated to the British Islands, the language began to expand, initially with the Anglo-Saxon inhabitants of England who spoke Old English. It was an evolution of Germanic dialects. In 1066, the Norman Conquest resulted in the emergence of Middle English, a blend of Germanic and Romance elements. The expansion of the British Empire during the 17th and 18th centuries allowed the English language to spread all over the world (Mamadjanova & Malikova, 2023). Furthermore, processes such as industrialization, commercialization, and technological advances that have played a significant role in helping people communicate even between cultures through the English language.

Nowadays, English is considered a global language. Its influence continues to grow by leaps and bounds in different areas, including education, politics, business, technology, entertainment, music, medicine, science, art, sports and so on. That is why a large number of people worldwide have adopted it as a second or foreign language (EFL). EFL differs from SLA in terms that it is studied by non-native speakers in an area where the language is not commonly used. Today, English is spoken by approximately 1.5 billion individuals all over the world, making it a significant resource in various fields.

1.2.1. Common European Framework

The Common European Framework of Reference for Languages (CEFR) provides the basis for a language learning, teaching, and assessment, widely recognized for its

description of language proficiency. It was developed by the Council of Europe and has become a standard reference tool.

The CEFR divides language proficiency into six levels, from A1 to C2. Each level describes the abilities learners should possess at that particular stage. The framework covers four main language skills: listening, speaking, reading, and writing. In addition, it includes aspects for vocabulary, grammar, and pronunciation.

Table 1
Global scale according to Common European Framework Reference

PROFICIENT USER	C2	<p>“Can understand with ease virtually everything heard or read. Can summarize from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations”</p> <p>“Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices”</p>
	C1	<p>“Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options”</p>
INDEPENDENT USER	B2	<p>“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons</p>
	B1	<p>“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons</p>

BASIC USER	A2	<p>and explanations for opinions and plans”</p> <p>“Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need”</p>
	A1	<p>“Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help”</p>

Note. Taken from:(Common European Framework of Reference for Languages: Learning, Teaching, Assessment, n.d.)

1.2.2. English as a Foreign Language in Ecuador

English has been adopted as a foreign language in many countries, for example Ecuador. However, it is characterized by having low English scores, according to the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability. Based on data taken from the EF English Proficiency Index, Ecuador ranked 80 out of 113 countries globally. In Latin America, it is placed 18 out of 20 compared to other countries (Education First, 2023). Several factors, including national curriculum guidelines, shortcomings in the educational system, and teacher preparation, have contributed to the trouble Ecuador has faced for a long time. Despite this, English remains a fundamental resource for diverse fields in Ecuador and many other nations.

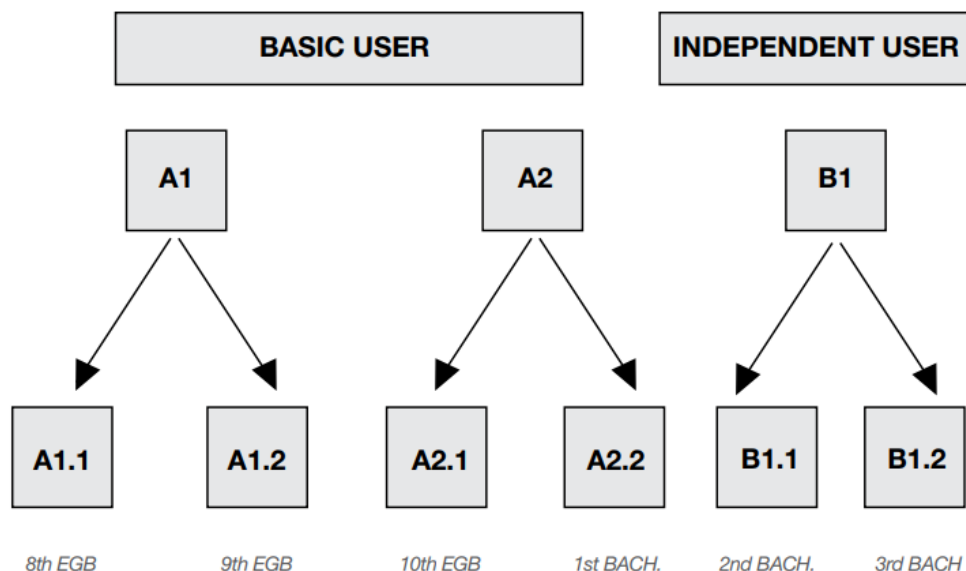
1.2.3. Curriculum Development for EFL Environments in Ecuador

The English language has had a profound impact on the world, especially in education, where it has transformed into a necessary tool for all individuals. Therefore, the government of Ecuador has included teaching English as a foreign language in the educational context. Due to this reason, in the 1990s, the Ministry of Education implemented a new curriculum reform through a project called Curriculum Reform and Development for the Learning of English (CRADLE) (Cifuentes Rojas et al., 2019). Over

the years, Ecuadorian education has seen positive changes in terms of English-level proficiency.

The English Ecuadorian curriculum is based on the international standards of the Common European Framework of Reference for Languages (CEFR), which outlines the profiles that students should possess based on their level. The Ministry of Education adopted it as a reference in order to meet the skills required to obtain sufficiency in the English language.

Figure 1
Levels of proficiency and their application per school year



Note: This source is taken from (Ministerio de Educación, 2014)

1.3. Essential Skills of English Language

English serves as a bridge for global communication. However, to achieve effective communication, it is necessary to develop certain abilities. This is a complex process that requires permanent practices until its improvement, too (Andrade-Molina et al., 2018). As a result, to achieve English proficiency, it is fundamental to acquire the four essential language skills of speaking, writing, reading, and listening. These skills are categorized into productive and receptive skills, as explained in the table below. A productive skill complements a receptive skill. “Without listening, no speaking is possible, and without reading, no writing is possible” (Sreena & Ilankumaran, 2018, p. 670).

Table 2
English language skills

PRODUCTIVE SKILLS	Active skills	Speaking Writing
RECEPTIVE SKILLS	Passive skills	Reading Listening

Note. This source is by own elaboration.

1.3.1. Productive Skills

Speaking and writing are part of productive skills, also known as active skills, due to learners producing an output. Language is used to communicate ideas either in speech or text (Sreena & Ilankumaran, 2018). Speaking is the ability to produce information verbally in a way that others can understand. It includes a dynamic process involving knowledge and management of grammar and vocabulary used in different contexts (Mantilla & Guevara-Betancourt, 2019). On the other hand, writing becomes a tool of free expression for learners, developing critical thinking while allowing them to build knowledge and share it in written form (Mantilla & Andrade, 2020). Learners organize their thoughts, considering aspects of cohesion and coherence.

1.3.2. Receptive Skills

In receptive skills, learners do not produce output; for that reason, they are also known as passive skills, considering reading, and listening. These capacities allow learners to "... attend, process, recognize, comprehend, retain, and integrate information ...” (Rakipi, 2020, para. 3). These skills are used in daily activities, for instance, to listen to the radio, to listen to music, to follow the news, to talk to each other, to read stories, messages, books, magazines, and so forth. As a result, learners can expand their vocabulary, enhance their comprehension, and improve their overall language proficiency.

1.4. Listening Skills

It is common for people to confuse the terms hearing and listening since they are closely related. Hearing is the involuntary ability to detect sounds through the ear, such as the singing of a bird, the sound of rain, the sound of someone speaking in the background, a car honking, an explosion, or any other sound. Listening, on the other hand, is a mental procedure that requires focus, concentration, and understanding of what you hear.

Participating in a conversation, attending a concert, singing a favorite song, or following instructions are examples of listening.

Table 3
Comparison of listening and hearing

LISTENING	HEARING
Voluntary	Involuntary
Requires conscious efforts	Happens automatically
Active process	Passive process
A two-way interactive speaker and listener	A one-way process

Note. This source is adapted from (Deveci, 2018).

A key component of effective communication is listening. Through listening, learners receive comprehensible input; if they do not understand the message, they cannot respond to it (Altun, 2023). Consequently, it is impossible to communicate. For this reason, it is important to work on listening skills, as they provide both individual and social benefits. Moreover, listening becomes a tool for language learners, aiding in the acquisition of pronunciation, word stress, vocabulary, syntax, pitch, and accent (Renukadevi, 2014). In addition, learners can enhance their abilities to persuade, influence, and negotiate.

1.4.1. Listening Subskills

Listening, as a component of macro-skills, comprehends various competencies or sub-skills that learners need to acquire. These include listening for gist, listening for specific information, and listening for detail. Learners can use these tools to become effective listeners, regardless of the context in which they are applied, whether academic, associated with seminars, projects, talks, or general, used in everyday life situations in a colloquial tone that is easy to understand (Askarova, 2022).

Table 4
Listening Sub-skills

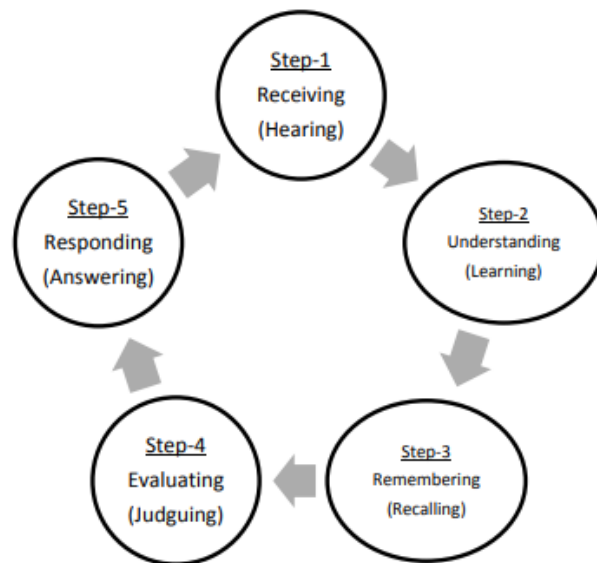
SUB-SKILL	FUNCTION	EXAMPLE
Listening for gist	Get a general idea	Radio news
Listening for specific information	Get predetermined items of information	Airport announcements
Listening in detail	Gather every detail	Witness statements

Note. This source is taken from (Cambridge University, 2013)

1.4.2. Listening Process

The listening process aims to facilitate interpersonal communication as well as aid in the information comprehension. To accomplish this goal, people need to follow a multi-stage process: receiving, understanding, remembering, evaluating, and responding. All these steps, working simultaneously, encourage students become efficient listeners. However, it is not an easy task because it requires a lot of practice and depends on constant engagement with the language. It means that an active participation, curiosity, interest, enthusiasm, and motivation (Ginting, 2021) are required by students in a learning task.

Figure 2
Process of listening



Note: This source is taken from (Tyagi, 2013).

a. Stage 1: Receiving

It is the basic stage of hearing, attending, and identifying particular sounds. The mechanism consists of the reception of sound waves, which are transmitted to the brain to receive the message. At this stage, the listener is required to pay close attention, be focused, and be prepared to listen, even if there are some barriers such as the surrounding sounds that could distract the listener's attention.

b. Stage 2: Understanding

The process of understanding consists of decoding information, comprehending it, examining it, and determining its meaning. It is not an easy task due to the influence of personal perceptions and experiences, which can cause misunderstandings and confusion. Assuming that, communication could not be successful if the information was not understood (Deveci, 2018).

c. Stage 3: Remembering

Remembering is the next step, where the listener recalls what he or she heard from the speaker (Nadhira & Warni, 2021). For this step, it is essential that the previous steps have been successfully completed. Aside from this, it is also important to keep in mind that information such as addresses, phone numbers, people's names, and so on, as they may be useful in future situations.

d. Stage 4: Evaluating

During the evaluating stage the listener thinks critically to assess or judge the speaker's message (Nadhira & Warni, 2021). To achieve it is crucial to separate relevant from irrelevant information, explicit from implicit information, and facts from opinions (Deveci, 2018). Therefore, it permits the creation of an opinion as a proper conclusion through the fact that critical thinking is an ability developed over time that depends on personal and intellectual characteristics.

e. Stage 5: Responding

To ensure the success of this step, all the steps mentioned above must be completed. Finally, the listener offers a verbal or nonverbal response, also known as feedback. To clarify, verbal communication refers to the use of words either orally or in writing, while nonverbal communication is characterized by body movements, gestures, facial expressions, etc. Whatever the response type, it indicates if the listener understood the message correctly (Deveci, 2018).

1.4.3. Format of the Listening Lesson

A listening lesson consists of different tasks divided into three key stages. Each level contains different activities and goals in order to develop proper listening comprehension skills. It will be useful for listeners because they will discover strategies to improve the way that they listen. The stages are:

a. Pre- listening

During the initial phase of a lesson, the teacher identifies activities that will initially capture the students' attention, thereby motivating and preparing them for active listening. Second, the teacher creates an appropriate environment before starting a lesson. Next, it provides new vocabulary and language structures, Finally, educator contextualizes and orients students into the listening passage that they are going to be part of (Movva et al., 2022), activating the students' background knowledge.

b. While- listening

The fundamental part here is the presentation of listening tasks. There is a need to carefully plan these tasks and to set a clear goal. Through different activities, two things happen in real-time; while students are listening and completing the assigned tasks, the teacher evaluating whether students understand, as well as measure their progress (McCaughey, 2015). Their success depends on material used and their interest in participating in the activities.

c. Post- listening

This is the final stage of the lesson, where the teacher is awaiting the students' reactions after listening in order to determine whether they have understood. Indeed, the activities presented in this lesson aid students to develop interpretive, critical listening, and reflective thinking skills, as well as make connections between the content studied and their feelings and experiences. (Movva et al., 2022) . To later share these insights with the whole group.

1.5. Influence of EFL Approaches in Listening Comprehension

An approach refers to the theoretical aspect of language that supports certain practices and principles suitable for teaching and learning (Richards & Rodgers, 2001) . In the context of the current communicative approaches, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are both included. In spite of the fact that the primary objective of these approaches is communication, they employ a variety of strategies to achieve that goal.

1.5.1. Communicative Language Teaching (CLT)

CLT is an effective way of developing communicative competence. It provides proper strategies for learners and teachers, always referring to the use of language in both pedagogical and real-life situations (Hien, 2021). In this approach, learners are at the center of the learning process; therefore, the teacher has the capacity to fulfill two important roles: facilitator and guide. The teacher provides students with appropriate activities using authentic materials, technology, and realia to guarantee their active participation in real interactions (Rouf & Sultana, 2018). Using CLT, teachers are able to work on and develop students' listening abilities, which are considered a central part of communication. Furthermore, the communicative language teaching approach offers a great variety of teaching and learning techniques to teachers and students of EFL. One such technique is storytelling, which improve listening comprehension.

1.5.2. Task-Based Language Teaching (TBLT)

According to TBLT, significant communication is accomplished through interactive tasks. A task involves having a plan of action (Bula-Villalobos & Murillo-Miranda, 2019). It refers to any activity designed as part of a specific learning purpose. Furthermore, it is a learner-centered approach where students are invited to complete assigned tasks appropriately (Prasad Bhandari, 2020). In addition, they can apply four English skills and participate actively in real-world activities. On the other hand, teachers adopt a secondary role as facilitators, looking for meaningful activities and taking into account students' abilities, needs, and interests to connect them with different tasks (Prasad Bhandari, 2020). In class, there is a procedure designed for developing tasks, consisting of three stages: the pre-task stage, the task cycle, and the language focus. It is important that teachers plan carefully in order to set the goal of communicating effectively.

1.6. Art of Storytelling

Storytelling is the art of telling stories, a powerful tool that transcends time and cultures. It has been part of people's lives since childhood, offering a variety of stories about history, science, government, politics, adventures, fairy tales, romance, and more. Beyond storytelling, individuals can explore new realms of imagination, learn valuable lessons, and share deep emotions. Considering this, it becomes a powerful and didactic tool for educational process. This technique helps students acquire knowledge regardless of age and level since language is an inherent part of human beings (Gil-De La Piedra, 2020). Additionally, the storyteller and listener can build a connection through stories, internalizing the message and transforming it into lasting knowledge (Ruiz Hernández & Soto García, 2021). In short storytelling teaches to listen with an open heart and mind.

Furthermore, it encourages critical thinking and the discussion of complex topics using creative narratives.

1.6.1. Types of Storytelling

Stories has been transmitted from generations through different methods. It can be presented using spoken words, written stories, presentations with pictures, or videos to entertain the audience. The purpose of a story is captivating people's attention and inspire them.

a. Oral storytelling

Oral storytelling is one of the oldest ways to tell a story using spoken language. The principal actor is the person who is responsible for sharing any story with the audience. In order to create a valuable experience, it is important to consider some clue tools, such as the use of words, sounds, language, tone of voice, facial expressions, gestures, and movements (Choo et al., 2020). At the end, all these aspects captivate listeners and transport them to different worlds.

b. Visual storytelling

Visual storytelling includes images, drawings, paint, or other visual tools to make a story more visually engaging. These illustrations make it simple to capture the attention of those who are listening to a story. Additionally, it is easier to memorize and internalize certain information when images are present. It is also important to note that storytelling is a proven method of capturing emotions, promoting analysis, and facilitating behavioral change (Song et al., 2022).

c. Digital storytelling

The use of technological tools and platforms is one of the main characteristics of digital storytelling. It involves several elements like graphics, audio, texts, and special effects (Choo et al., 2020) to present information on a specific theme. The combination of these factors influences students' perceptions and increases their capacity to analyze the content.

1.6.2. Digital storytelling

Technology allows to transform teaching and learning process into innovative experiences(Andrea Verenice Basantes Andrade Mgs Miguel Naranjo Toro et al., 2016). Digital storytelling has been an invention to transform the way of presenting stories. It centers on using digital multimedia such as audio, video and images. Students uses their

hands, eyes, and ears at the same time to gather information. Considering another fundamental part is that the duration of the stories is normally short, it takes between 2 and 10 minutes. Moreover, the topics used come from a variety of uses like personal tales, recounting of past events, or as a way to teach a particular topic and literally, everything in between. Through digital storytelling activities, students can develop some skills, for instance, communication, collaboration, and problem-solving (Obando et al., 2017).

1.6.3. Influence of digital storytelling on listening comprehension skills

In recent years, digital storytelling has had a significant impact on education. It is a technique that adapts students to the contemporary needs of this technological era. Through the combination of several elements, digital storytelling has the potential to work on the development of multiple intelligences and the four English skills. Apart from that, it allows for reflection among learners and helps them develop critical thinking through stories. Since storytelling represents a variety of opportunities to listen to a story and reminds them of memorable moments, it can motivate students to be part of a class, taking into account their potential and interests. Finally, digital tasks facilitate learning about vocabulary growth, cultural study, and pronunciation practice for language acquisition (Barua, 2023).

CHAPTER II: METHODOLOGY

2.1. Research Approach/ Type of Research

The present research was based on a mixed research approach. The purpose was to take advantage of both quantitative and qualitative methods to get a complete and deep vision. A mixed approach allows the investigator to combine statistical trends, known as quantitative data, with personal opinions and experiences known as qualitative data, thus combining strengths of both methods, so researchers can interpret and understand better the research problem. (Creswell, 2015). Each one reinforces the weakness of the other method. Under that information, in this research quantitative data will be used to collect statistical information through surveys applied to students. Also, recollect qualitative evidence using interviews with teachers and students to identify the main challenges face students in acquiring and improving listening skills from their perspectives, and opinions; to determine if storytelling strategies can be practical to solve this problem.

2.2. Research Designs

2.2.1. Descriptive Design

This investigation will be descriptive, as it is a design that explains a phenomenon, situation, problem, or population. The aim is to describe the problems students encounter regarding listening skills. “The objective of descriptive research is to get to know the prevailing situations, customs and attitudes through the exact description of activities, objects, processes and people” (Guevara et al., 2020).

2.2.2. Transversal Design

Additionally, the research will be transversal because data collection will happen at a single point in the time. “The key element that defines a cross-sectional study is the evaluation of a specific and determinate moment in time... and in this context we plan to analyze the relationship between variables” (Cvetković Vega et al., 2021).

2.3. Research Method, Technique, and Instrument

2.3.1. Deductive method

The deductive method will be developed in this study because it starts with a general idea of the problem that needs to be resolved. The process begins at a general point and go

to a specific one. This method starts with a problem defined, then continues with the formulation of a hypothesis, the next step is collecting and analyzing data after that are the results and conclusions. “By means of deduction, one moves from general knowledge to knowledge of a lower level of generality” (Andrés & Alipio Omar, 2017). Collecting the necessary information for the development of the research will be fundamental apply techniques, such as surveys, interviews, and tests with their respective instruments.

2.3.2. Survey as a Technique

Firstly, a questionnaire is an instrument that helps a survey technique to collect qualitative or quantitative information and data from a population. A survey is useful to get information about individuals according to their interests and characteristics (Ponto, 2015) . Students will complete a questionnaire online using a link to enter to Google Forms, which consists of seven ended questions with yes/no options. The purpose of the survey is to gather information about their understanding of storytelling techniques.

2.3.3. Interview as a Technique

Secondly, the interview technique collects qualitative information through interactions between a researcher and an interviewee. There are three types of interviews: structured, semi-structured and non-structured. However, in this instance, a structured interview was applied, it consists of some predetermined questions (Elhami & Khoshnevisan, 2022). The interview included eight interrogations, which were designed to obtain English teachers’ perspectives on barriers students face in listening skills as well as to examine the use of storytelling techniques in listening lessons.

2.3.4. Test

Finally, a test is a technique that measures students’ ability, skills, or knowledge of a determine topic or task (Adom et al., 2020). One type of test is one called placement tests; like a diagnostic test, it evaluates students’ abilities and knowledge in order to assign them to the appropriate level (Macmillan English Campus Placement Test Guide, 2017). This research used a placement test to assess the students' English level, particularly their listening skills, which served as the basis for the research.

2.4. Research Questions

- What are the main difficulties on listening for first-level students of English Major?
- Why storytelling can be a strategy to improve listening comprehension?

2.5. Population and Sample

This research was conducted at Técnica del Norte University. It is a public university, located in Imbabura province, in Ibarra City, at 5-21 17 de Julio Avenue. It was founded in 1986 becoming the first institution of higher education in the north of the country. Nowadays, UTN consists of five academic units (Facultad de Ingeniería en Ciencias Aplicadas (FICA), Facultad de Ciencias Administrativas y Económicas (FACAE), Facultad de Educación Ciencia y Tecnología, (FECYT), Facultad de Ciencias Agropecuarias y Ambientales (FICAYA), y Facultad de Ciencias de la Salud (FCCSS) and Facultad de Posgrado offering presential, semi-presential and virtual education.

English Major trains professionals with academic excellence in English language pedagogy, offering face-to-face and virtual learning modalities. Students need to complete eight semesters of preparation with the teachers to learn the language and the methodology for its teaching. Currently, there are roughly 270 students in the eight levels of the career. This research was focused on first-level students' population, consists of 36 participants: 26 female and 10 male students. In consequence, for this research was necessary to apply a non-probabilistic sampling in order to get fast answers for the population selected (Jan 2020).

2.6. Procedure

In this research, the first stage involved gathering all information related to storytelling strategies to improve listening skills, including theories, approaches, methods, and techniques. The second stage involved creating the instruments that were used. Researcher who created their instruments must have had the resources validated by two English teachers. Once these instruments were approved, they can be applied in order to complete the third step.

In the process of obtaining information, the researcher used three different instruments: an interview, a survey, and a placement test. First, it was necessary to request authorization from Universidad Técnica del Norte, directed to the coordinator of the Pedagogía de los Idiomas Nacionales y Extranjeros career ,to proceed with the investigation.

After obtaining the authorization from the career coordinator, it was time to start with the first instrument, which was a structured interview with eight questions directed to first-level English teachers who had signed a consent letter before the interview. These face-to-face interviews were recorded for future analysis.

On the other hand, the researcher visited to the first-semester students, presented the research, and requested their collaboration in completing a survey. It was necessary to

contact the president of that level to share a link that directed them to the survey conducted on Google Forms. It did not take more than an hour to be done. Once finished, each student had to take screenshots of each question and group the results into a pdf document, which was then shared with their president. Finally, he had to send all the documents to the researcher in order to analyze the students' answers.

Finally, the researcher conducted a listening placement test with the first-semester students, who were required to bring earphones or headphones for better development. So, the researcher sent a link to the president to share with the whole class. It about an hour to complete. To conclude this process, all data collected provided valuable information for the research part of the proposal. The final stage involved delivering and discussing the topic results.

CHAPTER III: ANALYSIS AND RESULTS

3.1. Qualitative Interpretation

3.1.1. Teachers' Interview Analysis

➤ **Question 1: How long have you worked as an English teacher?**

A: I began working in the year 1999 in a primary school, then in a high school and in the 2000 I started working with university students. So, I guess it is more than 20 years.

B: I have been working as an English teacher for more or less 30 years.

Researcher's Interpretation: Regarding the first question, teachers demonstrate significant experience teaching English because they have worked for many years in different institutions.

➤ **Question 2: What experiences do you have teaching English as a Foreign Language?**

A: Teaching English as a foreign language has been incredibly rewarding. Some of the greatest experiences include knowing lots of people, seeing students' progress in their language skills, building relationships with students from diverse backgrounds, and witnessing the impact of language learning on their lives and opportunities.

B: Happens that English teacher has the opportunity to work with students. The big thing is that we as English teacher more than being teachers we know another language. This is a good advantage for our students.

Researcher's Interpretation: In this question, teachers emphasize the rewarding experiences they have had as English professors. I made a special mention in the process of working with many students, generating a significant contribution to their personal and professional lives through the English language. Moreover, they highlight how satisfying it is to be part of the process of students' growth by watching them improve themselves and their skills.

➤ **Question 3: When you teach a lesson, what strategies do you prefer to use for a better students' engagement? Why?**

A: In every class there is a variety of strategies that are used for better student engagement and skills development, such as interactive activities, real-life language use, group

discussions, role-playing, multimedia resources, and incorporating students' interests and experiences into the lessons, cultural integration, personalized feedback, and technology integration. Flexibility, patience, and empathy are also important for creating a supportive learning environment. Creating a positive and inclusive classroom environment also fosters engagement.

B: When we teach, we have to start always with a short warm up, may be doing some extra exercises, in order to get our students engaging in what are we going to talk about in the class, may be in the lesson. Obviously, they are going to be motivated to start the lesson.

Researcher's Interpretation: In response to the third question, teachers explain the importance of applying activities to students' engagement. It is vital to find interactive activities to catch students' attention from the beginning of the lesson, considering their interests. In addition, technology has become a great tool to be implemented by teachers in their lessons. Additionally, it is fundamental to create an appropriate environment between teachers and students; it depends on their attitude to work and participate.

➤ **Question 4: Do you consider that listening skill is difficult to teach? Why?**

A: All the skills might be challenging for students to develop. However, in listening skill development, students may struggle with processing spoken language at native speed and understanding context-specific expressions, contributing to the difficulty in effectively teaching listening skills.

B: From the English skills, one of the most difficult, not only for students also for teachers is the listening skill because we are not accustomed to listen everyday classes or may be everyday topics in the English language. In addition, taking into account that English is not our mother tongue, consequently we have many difficulties about this.

Researcher's Interpretation: Nowadays, it is widely known that for students, one of the most difficult skills to develop is listening, due to several circumstances. That is why teachers give their opinions in the fourth question. They argue that students and teachers do not have total exposure to the language in everyday life, which means that they just practice their listening skills in the class. As a result, it is evident that there is a lack of common expressions and idioms at the moment of speaking, as well as troubles with fluency.

➤ **Question 5: According to your point of view, what are some challenges that students face in listening skill comprehension?**

A: Developing listening skills in English as a Foreign Language can be challenging because it involves comprehension of natural speech, varying accents, and different

speaking speeds. Additionally, students may struggle with understanding idiomatic expressions and colloquial language. However, with targeted practice and exposure to authentic listening materials, students can improve their listening skills over time.

B: Students face a lot of difficulties because they don't use the English language all the time. They are using Spanish may be in the classes and they are afraid about using English. That is the reason that they don't want to be involve in certain activities that implicate listening.

Researcher's Interpretation: Interviewed teachers share their opinions in this section about some difficulties for students in listening comprehension. Some of the factors that affect the proper development of this skill are the lack of exposure to the language, the variety of accents that complicate students' understanding, and the disinterest of students in improving this skill. It happens because learners feel confused and sometimes frustrated because they do not understand dialogues, conversations, and more examples where native speakers participated.

➤ **Question 6: What teaching strategies do you use to involve students in the learning process focused on listening skill comprehension?**

A: To involve students in the learning process focused on listening skill comprehension, I could say that I use strategies such as interactive listening activities, real-life audio materials, guided listening exercises with comprehension questions, discussions based on audio content, and providing opportunities for students to practice listening in different contexts. Additionally, incorporating multimedia resources and technology can enhance engagement and comprehension.

B: We are going to start all the time with short audios referring to the topics that we are teaching in a lesson. For example, we are going to start with a previous topic about the basic sentences with some structures that are not so difficult for them.

Researcher's Interpretation: Regarding this question, it is evident that teachers agree with the positive impact of applying teaching strategies to work on students' listening comprehension. One of these strategies is the use of short audios, which include conversations, talks, or dialogues with commonly used expressions in real life. Around the audio, teachers make a plan with different and interactive activities, discussions, exercises, and so on, in order to develop students' listening skills.

➤ **Question 7: Do you know about storytelling? If yes, do you consider that storytelling is a good strategy to use in class for developing listening skill comprehension?**

A: Yes, storytelling is a highly effective strategy for developing listening skill comprehension in the classroom. It captivates students' attention, exposes them to natural language patterns, and helps them understand context and inference. Additionally, it can be a fun and engaging way to improve listening skills.

B: Yes. When you teach students something about tails, legends, something about storytelling, they are going to be very motivated to learn something new, not just only grammar, structures. They wanted to start a new topic with maybe a reading, a story.

Researcher's Interpretation: In this question, teachers mention some advantages of implementing storytelling as a strategy to improve listening skills and comprehension. Consequently, it is a new strategy that can motivate students since they are enjoying the lesson and acquiring knowledge in a didactic way. Through storytelling, teachers can reinforce vocabulary and grammar structures while students are listening.

➤ **Question 8: Can you recommend any story or stories for working with your students? Which ones?**

A: I would say that it is important to consider the students' interests. However, I'd say that stories with clear language, engaging plots, rich vocabulary and relatable themes are ideal. For instance, classic folktales, fables, and simplified versions of well-known stories could be excellent choices. Stories that are familiar and can be used to teach various language skills while engaging students in meaningful listening comprehension activities and may also give opportunities for discussions.

B: According to our environment we can talk about some stories about legends from Ibarra or Imbabura, so students are going to be very interesting in.

Researcher's Interpretation: In response to this question, teachers recognize the impact of stories on people's lives. Before choosing a story to work with students, it is important to evaluate their interests, likes, and dislikes, as mentioned by one of the teachers. Furthermore, some teachers' recommendations consist of classic folktales, fables, simplified versions of well-known stories, and legends from Ibarra or Imbabura. It is fundamentally considered the activities of the of the organization at the moment of working.

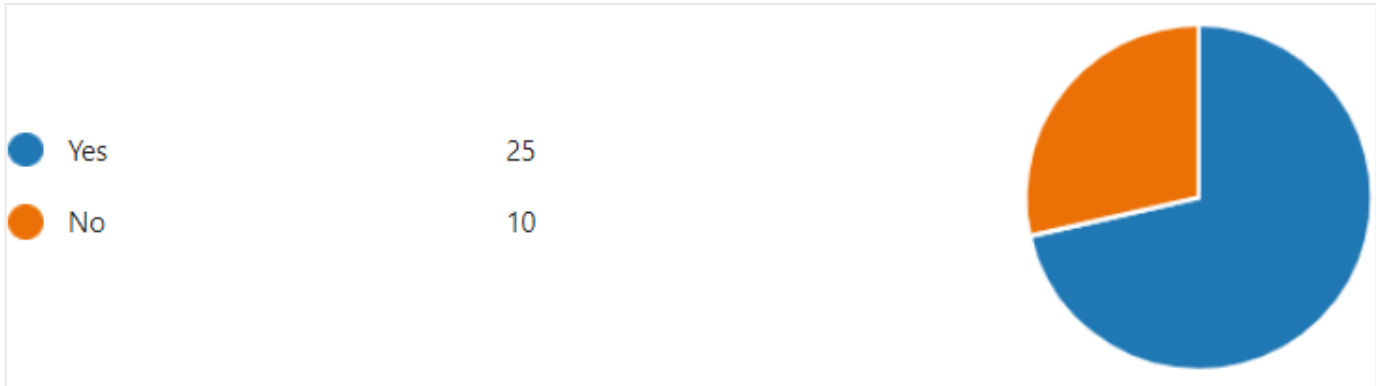
3.2. Quantitative Interpretation

3.2.1. Students' Survey Analysis

Link for the survey: <https://forms.office.com/r/qJyDjeyaqY>

Figure 3

Do you know what storytelling is?

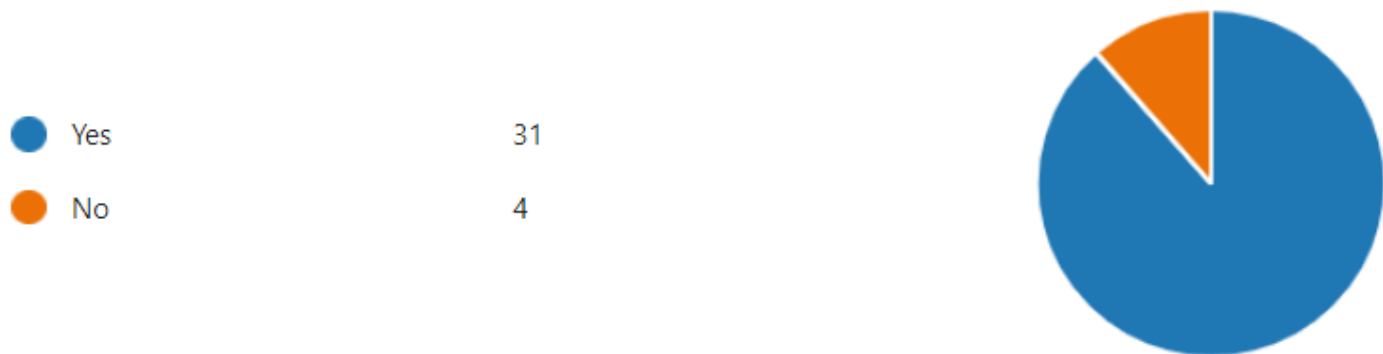


Note. This source is of the researcher's own elaboration.

Regarding the first question, first-level English major students know a little bit about storytelling. It is represented in the results; 71.43 percent (25 students) know about it; it corresponds to a great part of the class; however, 28.57 percent (10 students) say that it is an unknown technique for them.

Figure 4

Did you listen any story that impacted in your life?

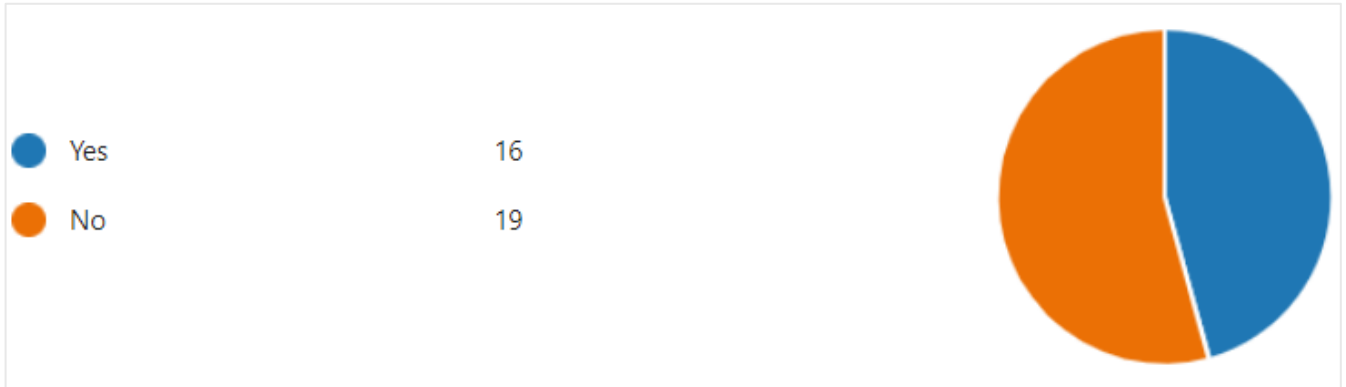


Note. This source is of the researcher's own elaboration.

The graph above point that most students have listened to a story that impacts their life. The results illustrate that an 88,57% (31 students) of students have heard a story or stories that teach them a valuable lesson for their lives. On the other hand, a 11,43% represents the four students who never have listen something significant for them.

Figure 5

Have you been part of a storytelling class?

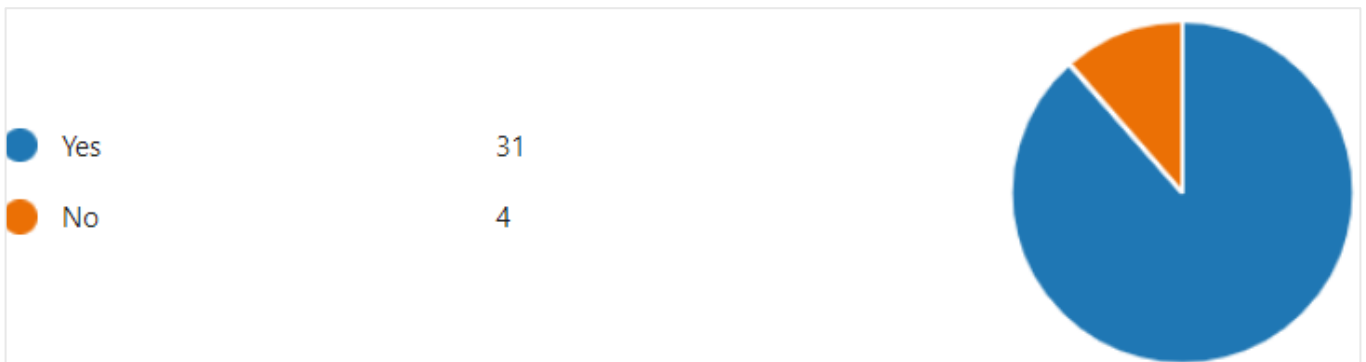


Note. This source is of the researcher's own elaboration

The pie chart illustrates interesting data about students' participation in a storytelling class. According to the results, 45,71 % (16 students) represents students who have participated in a class where they listen to a story and develop engaging activities based on it, although a 54,29 % (19 students) representing a little more of a half.

Figure 6

Do you consider that storytelling can help you to improve your listening skill comprehension?

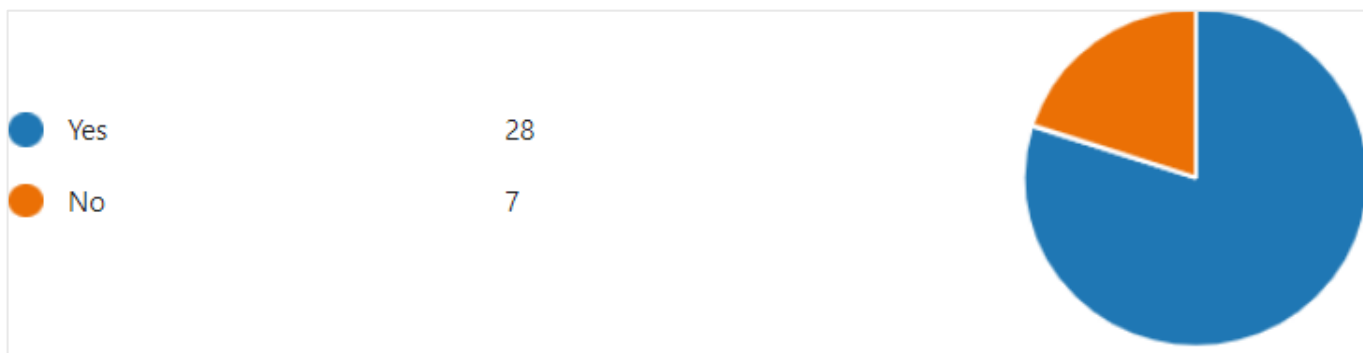


Note. This source is of the researcher's own elaboration.

On the basis of the chart, it can be seen that approximately 31 students (88,57%) believe that storytelling can improve their listening skills and comprehension. It is an innovative method of learning since it incorporates a number of didactic resources that are technologically based. People are familiar with stories, so it is an advantage. However, just four students (11,43%) believe it is not an effective strategy.

Figure 7

Do you take into consideration that it is fundamental to include activities before listening to a story?

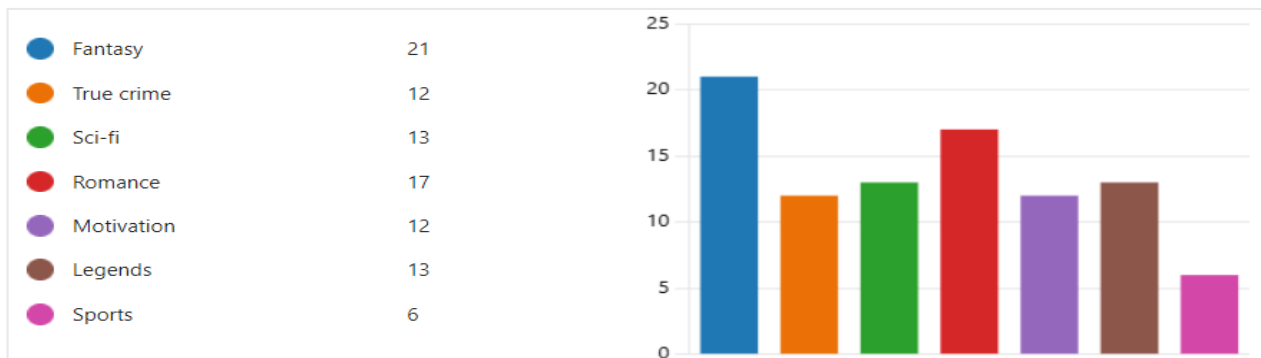


Note. This source is of the researcher's own elaboration.

The results in this chart point out the relevance of working on activities before starting with listening activities. 80% (28 students) represents a student's majority who appreciates the value of previous activities before going to the listening task. It is an initial and necessary stage to catch students' attention and provide useful information for the rest of the activities. Meanwhile, 20% of students (7 students) do not think that it is necessary to include activities before.

Figure 8

What kind of stories do you prefer for listening? (You can choose more than one option)



Note. This source is of the researcher's own elaboration.

The bar chart provides information about popularity of different literary genres based on students' preferences. Students choose to fantasy stories as the most popular option. Followed by romance genre, that continues being appreciate by students through the past of years. Additionally, with the same punctuation are sci-fi and legends genres catch the attention just a specific group. As the next are motivation and true crime topics. Leaving with the lowest score to sports option.

If you have another option, you can write it here.

- Slice-of-life
- Life story
- Games
- Video games
- Comics
- Cartoons
- Famous people's life

This section was optional for students to write topics of their choice. As a result, there are seven options to consider at the moment to start with the proposal.

3.2.2. Placement Test Analysis

Link to enter: <https://www.oxfordonlineenglish.com/english-level-test/listening>

Figure 9

Results of Listening Placement Test

	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5	QUESTION 6	QUESTION 7	QUESTION 8	QUESTION 9	QUESTION 10	QUESTION 11	QUESTION 12	QUESTION 13	QUESTION 14	QUESTION 15	QUESTION 16	QUESTION 17	QUESTION 18	QUESTION 19	QUESTION 20	QUESTION 21	QUESTION 22	QUESTION 23	QUESTION 24	TOTAL		
1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	1	0	0	21	B2 Upper intermediate
2	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	9	A1 Elementary
3	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	18	B1 Intermediate
4	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	19	B1 Intermediate
5	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	18	B1 Intermediate
6	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16	B1 Intermediate
7	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	13	A2 Pre-intermediate
8	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16	B1 Intermediate
9	0	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	1	1	1	1	12	A2 Pre-intermediate
10	0	1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	10	A2 Pre-intermediate
11	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	13	A2 Pre-intermediate
12	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	10	A2 Pre-intermediate
13	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	23	B2 Upper intermediate
14	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	21	B2 Upper intermediate
15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	16	B1 Intermediate
16	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	12	A2 Pre-intermediate
17	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	16	B1 Intermediate
18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	14	A2 Pre-intermediate
19	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	20	B2 Upper intermediate
20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	15	B1 Intermediate
21	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	18	B1 Intermediate
22	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	15	B1 Intermediate
23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	16	B1 Intermediate
24	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	19	B1 Intermediate
25	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	17	B1 Intermediate
26	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	17	B1 Intermediate
27	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	19	B1 Intermediate
28	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	14	A2 Pre-intermediate
29	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	18	B1 Intermediate
30	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	14	A2 Pre-intermediate

Note. This source is of the researcher's own elaboration.

It was a placement listening test taken from the Oxford web site. It consists of 24 questions divided into six sections, each with four multiple-choice questions. Each part has short audio ranging from 15 to 25 seconds. During the test, students listen to a conversation, dialogues in different contexts, and explanations. Students take around an hour to complete the test. Finally, these were the results. Although there were 36 first-level students, the researcher received 30 pdf documents to be analyzed.

- 1 student with 9 answers in A1 Elementary level: “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, n.d.).
- 9 students with from 10 until 14 correct answers getting a A2 pre-intermediate level: “Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment)” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, n.d.).
- 16 students with from 16 until 19 correct answers obtain a B1 Intermediate level: “Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. can deal with most situations likely to arise whilst travelling in an area where the language is spoken” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, n.d.).
- 4 students with correct answers from 20 until 23 are in B2 Upper-Intermediate level: “Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, n.d.).

3.3. Discussion

According to the theoretical framework and the teachers’ interviews, listening represents one of the most challenging skills to develop for students. There are several strategies to work on it. One of them is storytelling. English teachers argued about the effectiveness of implementing this technique to improve listening skills. Although it is more related to enhance speaking skills, it also offers several advantages for listening comprehension, including exposure to language patterns, expanded vocabulary, familiarization with grammar structures, and more.

The results after applying the listening placement test showed that it is necessary to guide students to get a B1 proficiency level, despite the fact that there were few students who obtained a B2 in the results. On the other hand, more than half of the students surveyed were not aware of the benefits associated with storytelling, but they had read or

listened to a story that impacted their lives. Moreover, students indicated a preference for fantasy and romance in the selection of story genres.

CHAPTER IV:

PROPOSAL

SPARKLE'S BOOK



Improving

LISTENING

Through

STORYTELLING



By: Guadalupe Ortiz Salazar



INTRODUCTION

This guide draws inspiration from storytelling. Probably most of students have listened to a story that impacted their lives, and they wanted to repeat and repeat the same story as often as possible because it is their favorite. These stories not only entertained them but also played a crucial role in their learning journey. They learned valuable lessons, improved their comprehension skills, and became effective listeners.

In this didactic guide, learners will find a variety of activities divided and organized into three units. Each one was meticulously designed to enhance specific listening subskills: listening for main ideas, for detail, and for specific information. Furthermore, it is vital to mention that each unit follows a format covering listening skills before, during, and after the listening experience. Additionally, the activities are based on real-life situations influenced by two approaches: communicative language teaching and task-based learning, emphasizing meaningful communication and interaction.

It is a resource for students to improve their listening skills through significant tasks. Enjoy the learning process as they immerse themselves in stories and absorb valuable insights.



OBJECTIVES

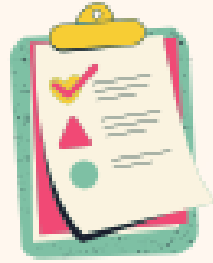
General Objective

- Design a didactic guide using the storytelling strategy to improve listening comprehension skills for first-level English Major students at the Universidad Técnica del Norte

Specific Objectives

- Select stories according to students' preferences and teachers' recommendations.
- Incorporate activities that focus on listening sub-skills.
- Create activities according to Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) methodologies to apply meaningful tasks based on interaction and real-life situations.
- Utilize technology to create a diverse range of interactive and engaging digital activities.

Contents of the didactic guide



Unit 1: Fantasy

- PRE-LISTENING: Vocabulary and phrasal verbs.
- WHILE-LISTENING: Listening for main information.
- POST-LISTENING: Variation of Story Chain



Unit 2: Romance

- PRE-LISTENING: Vocabulary and simple past tense.
- WHILE-LISTENING: Listening for detail
- POST-LISTENING: Write a paragraph



Unit 3: Fables

- PRE-LISTENING: Vocabulary and adjectives.
- WHILE-LISTENING: Listening for specific information.
- POST-LISTENING: Role play



Unit 4: Legends

- PRE-LISTENING: Vocabulary.
- WHILE-LISTENING: Listening for main information, listening for detail, and listening for specific information
- POST-LISTENING: Problem-solving activity.



UNIT 1: FANTASY



OBJECTIVE:

In this unit, students will be able to listen to a story about fantasy, in order to develop a speaking activity using some phrasal verbs.



PRE-LISTENING

1. You are going to listen a story. Before you listen, go to the link below. There, you will find an activity. Read the words, their definitions and match them correctly.

<https://wordwall.net/es/resource/75420866>

0:09

Slip (v)	Basket (n)		Feeling fear or worry.		Bread that is shaped and baked in a single piece and can be sliced for eating.
Impressed (adj)	Leaf (n)		A large, open container for moving things in with a wheel at the front and two handles at the back, used especially in the garden.		Under or below.
Unbalanced (adj)	Wave (v)		To slide without intending to.		A light container, often with a handle, that is made of thin strips of wood, metal, or plastic twisted together, used for carrying or storing things.
Washboard (n)			To rub your hand and move it from side to side as a way of greeting someone, telling someone to do something, or adding emphasis to an expression.		

Enlarge responses

2. In pairs. Look at the pictures and answer the questions.



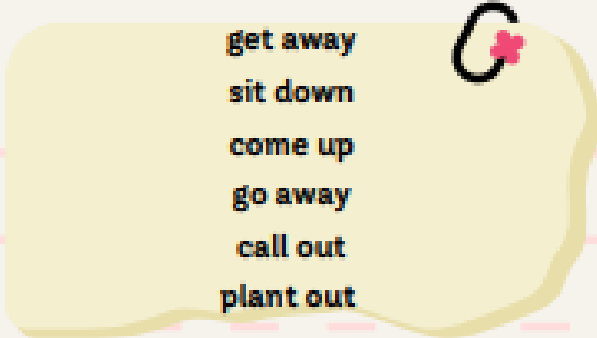
1. What do you think will be the topic of the lecture?
2. What is happening in the pictures?
3. What is the rabbit's mom preparing?





PHRASAL VERBS

Phrasal verbs are two- or-three- words verbs. They consist of a verb and one or particles, they can be preposition or adverb. The parts together change their meaning. Phrasal verbs are very common used in informal context. However, it is vital to learn them for a better communication in real world situations.




get away
sit down
come up
go away
call out
plant out

3. Look at the sentences. Highlight the phrasal verb in each sentence.

- He was on his hands and knees planting out young cabbages.
- He jumped up and ran after Peter, waving a rake and calling out "Stop thief!".
- I think he might have got away altogether if he had not unfortunately run into a gooseberry net and got caught by the large buttons on his jacket.
- He came up with a sieve, which he intended to pop upon the top of Peter.
- Peter sat down to rest. He was out of breath and trembling with fright.
- Peter thought it best to go away without speaking to her. He had heard about cats from his cousin, little Benjamin Bunny

4. Match the phrasal verbs from exercise 3 with their correct definition.

1. _____ to put a plant into the ground outside to continue growing.
 2. _____ to move towards someone.
 3. _____ to say something in a loud voice.
 4. _____ to leave a place.
 5. _____ to leave or escape from a person or place, often when it is difficult to do this.
 6. _____ to move your body so that the lower part of it is resting on a seat or on the ground.
- 

WHILE-LISTENING

LISTENING FOR MAIN IDEAS

5. Listen to the introduction of the video and answer the questions.

1. What is the name of the story?

2. Who wrote and illustrated this book?

6. Listen to the complete the story carefully. Then get ready to play in Kahoot and answer some questions.

- Link for teacher:

<https://play.kahoot.it/v2/lobby?quizId=35b5216a-bf84-4f97-b090-dcc3861f83c8>



https://youtu.be/p_LeUSA-qlg



- Link for students with the code to play:
https://kahoot.it/?pin=70013&refer_method=link



- If you want to work alone, here is the link:
<https://kahoot.it/solo/?quizId=35b5216a-bf84-4f97-b090-dcc3861f83c8>



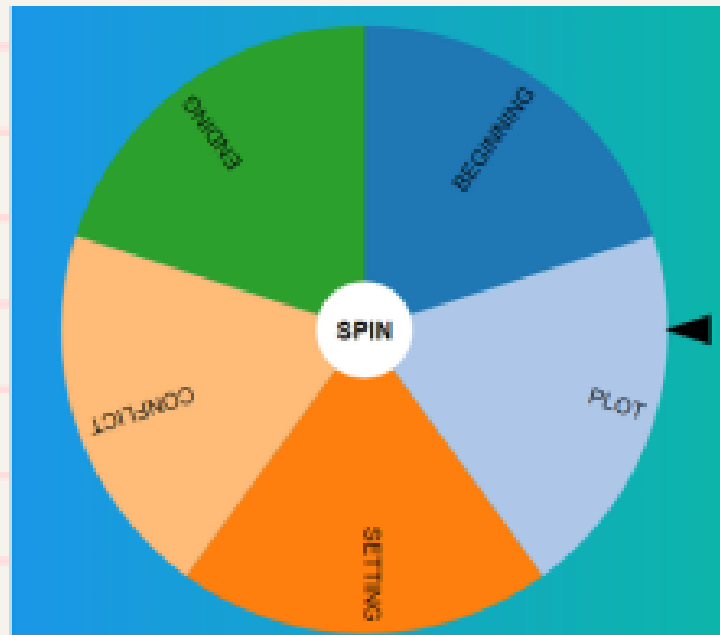
POST-LISTENING

7. Work in groups. Develop the next activity.

- Divide the class into groups of four students.
- When the roulette wheel spins it will indicate the topic in which the groups will work.
- Each group has ten minutes to make the respective changes in the story. Every member of the group has to participate, everyone has to say at list one sentence.
- When time finishes each group will share their changes with the whole class using at least two phrasal verbs. After 1 minute, the next person in the group must continue the story. This is done until the story has reached its conclusion.



- Link for the roulette:
<https://wheelspinner.app/#ID/PGBpdj5iZWdpbm5pbmhfCoDwyZGI2PjxkaXY+cHlyYmXlbTwyZGI2PjxkaXY+ZW5kaW5nPC9kaXY+>



- You can work alone



UNIT 2: ROMANCE

OBJECTIVE:

In this unit, students will be able to listen to a story about romance, in order to write a short paragraph considering some aspects to express their opinions.

PRE-LISTENING

1. Before you listen, read the following definitions. Complete the sentences with the following words and change the verbs into simple past tense.

- Fetch (v): to go to another place to get something or someone and bring it, him, or her back.
- Pitcher (n): a container for holding liquids that has a handle and a shaped opening at the top for pouring.
- Sidewalk (n): a path with a hard surface on one or both sides of a road, that people walk on.
- Step (v): to move by lifting your foot and putting it down in a different place, or to put your foot on or in something.
- Stir (v): to mix a liquid or other substance by moving an object such as a spoon in a circular pattern.
- Tear (v): to pull or be pulled apart, or to pull pieces off.
- Weigh (v): to have a heaviness of a stated amount, or to measure the heaviness of an object.

1. One Saturday, when Mr. Hatch _____ onto the porch with his dustpan and broom, he got a surprise, a package wrapped in brown paper.
2. Mr. Hatch _____ the brown paper off.
3. Mr. Todd _____ the meat and wrapped it.
4. "Now what are brownies without lemonade?" he said, and he _____ up a nice cold _____.
5. He _____ the heart-shaped box and the pink bow and gave them to the postman.
6. "The postman was heading down the _____ when Mr. Hatch called from his porch. "Mr. Goober, I forgot something!" He gave the postman the little white card.

2. Complete the table using the correct form of verbs in simple past tense.

be	was/ were		said	smile			sat
work		take		open			made
buy			went	wonder		help	
read		get		change		tell	



3. Think about the following questions.

1. Have you received a mysterious package in your life ?
2. What do you think the title "Somebody Loves You, Mr. Hatch" suggests about the story?
3. In your opinion, why is it important for people to feel loved and appreciated by others?

WHILE-LISTENING



WORK IN PAIRS OR WORK ALONE

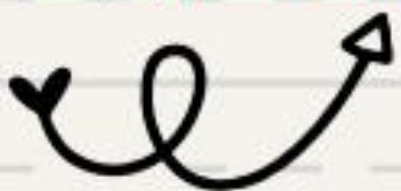
Student A writes the answers to questions that relate to material spoken by Student B, and Student B answers questions that relate to material spoken by Student A.

4. Student A. Listen to a part of the story until minute 6. Point out each scene in the order in which they appeared according to what you heard.

https://es.educaplay.com/recursos-educativos/19699514-while_listening_student_a.html

Scene Description	Time (minutes)
d. Mr. Hatch at a grocery store	4
j. Mr. Hatch walking with Melena	6
e. Mr. Hatch receiving a package	7
f. Mr. Hatch find something	5
i. Mr. Hatch watching the store	10
c. Mr. Hatch getting the paper	2
g. Mr. Hatch sitting in the middle of the	1

https://youtu.be/AGAS_Aj85cA



5. Student B. Listen to the second part of the story. Answer multiple choices questions.

https://es.educaplay.com/recursos-educativos/19700380-while_listening_student_b.html



POST-LISTENING

6. Write a paragraph that uses verbs in simple past tense. Answer the following question: what did this story teach you? Write down and publish it on Padlet.

Here you have the link:

<https://padlet.com/ortizguadalupe178/somebody-loves-you-mr-hant-znjonlai6wman9rr>





Paragraph structure

Topic Sentence:

Supporting Sentences:

Concluding sentence:



UNIT 3: FABLES

OBJECTIVE:

In this unit, students will be able to listen to a story about fables, in order to perform a role play using adjectives.

PRE-LISTENING

1. Before you listen to the story, read the sentences and circle the best definition for the word or phrase in bold.

- Since straw is cheap, he had plenty of money **left over** for potato chips.
a) To leave a tip
b) If an amount of money or food is left over, it remains when the rest has been used or eaten.
- The second pig decided to build a **stick** house.
a) A thin piece of wood or other material
b) A car with a stick shift
- He rocked in his **hammock** and ate potato chips.
a) A strong piece of cloth.
b) A type of bed used especially outside (= moves sideways through the air).
- She spent all her money on bricks and **mortar**, but the man at the hardware store gave her a sandwich.
a) A mixture of sand, water, and cement or lime that is used to fix bricks or stones to each other when building walls.
b) A strong bowl.
- It was small and there was no room for a **bathtub**.
a) A long plastic, metal, or ceramic container that is filled with water so that you can sit or lie in it to wash your whole body.
b) A public container.
- Quickly, the first pig got on his scooter and **sped** away.
a) A drug that makes the mind or body more active.
b) How fast something moves.
- Since their houses were **wrecked**, the first two pigs moved in with the third pig.
a) Very badly damaged.
b) Very drunk.



2. Think about the following statement: What would you do if you found or won a million dollars?

ADJECTIVES

ENGLISH GRAMMAR **What is an adjective?** **Speakward**

BLUE 	COLD 	HAPPY 
---	---	--

BLUE, COLD, AND HAPPY ARE ADJECTIVES

An adjective is a describing word.
An adjective gives more information about something.

An adjective generally describes a noun.*
* A noun is a person, a thing, or a place.

WHILE-LISTENING

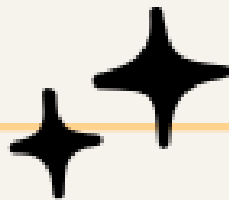
LISTENING FOR SPECIFIC INFORMATION

3. Listen to the story. Fill the gaps with the correct adjectives.

https://es.educaplay.com/recursos-educativos/19704260-listening_for_detail.html

<https://youtu.be/bY4FWXqxTlc>





LISTENING FOR SPECIFIC INFORMATION SCORE 0

The first pig finished his straw house. It was and but the first pig did not mind. He rocked in his hammock and ate potato chips. Soon after that, the stick house was done. It was and there was no room for a bathtub.

Word 00 Page 00
 musty clean big
 dusty small active

00:11 ✓ Check ↗ ↻

4. Listen to the story again. Enter to the link and answer the questions.

<https://jeopardylabs.com/play/listening-for-specific-details>

PIGGY				
FAIRY TALE	PREFERENCES	WOLF	HOUSES	CURIOSITIES
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500





POST-LISTENING

5. Work in groups of four students. Organize you in order to perform a role play using adjectives.

Role play is about situations to help people.

Examples:

- Help a hungry person as little pigs did with the wolf.
- Help to build a house.



UNIT 4: LEGENDS

OBJECTIVE:

In this unit, students will be able to listen to a story about legends, in order to develop critical thinking through problem solving activity.

PRE- LISTENING

1. Read the definitions in the box and discuss the questions below.

- Monk (n): a member of a group of religious men who do not marry and usually live together in a monastery.
- Fearsome (adj): frightening.
- Anguish (adj): extreme unhappiness caused by physical or mental suffering.
- Imp (n): a small evil spirit.
- Mock (v): to copy someone or a characteristic of someone in an amusing but unkind way that makes other people laugh, or to try to make someone or something seem foolish or ridiculous.
- Void (n): a large hole or empty space.

1. Do you know what was the work of the monks in Ecuador?
2. Have you listened about a fearsome creature?
3. Think about a situation when you feel anguish.
4. Are you familiar with any story that includes imps?

WHILE- LISTENING

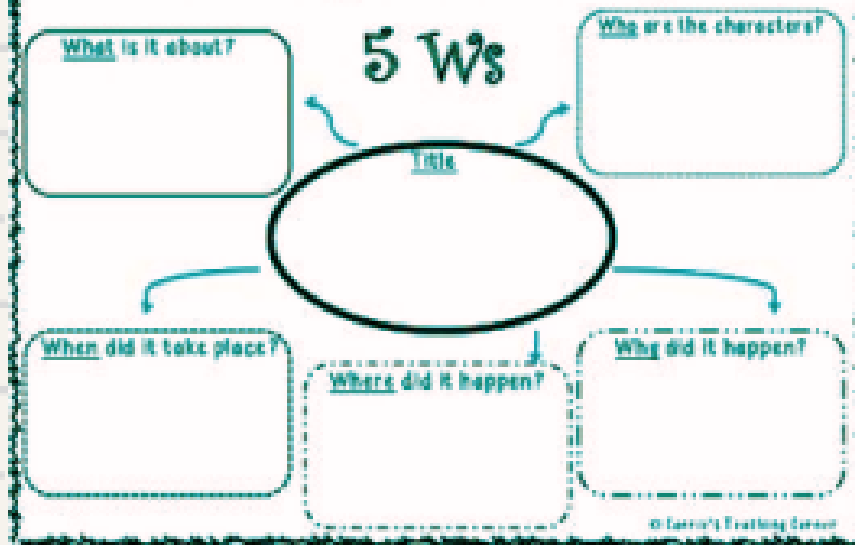
LISTENING FOR MAIN IDEA
LISTENING FOR DETAIL
LISTENING FOR SPECIFIC INFORMATION

2. Listen to the story. Complete the story mind map.

<https://youtu.be/3iBEN2Yh0uw>



Story Mind Map



3. Listen to the story again until minute 4.30. Write T(true), or F (false) next to the statements. If it is necessary, correct the false statements.

1. A very famous legend tells in the city of Cuenca, capital of Ecuador.

2. Cantuña was not an indigenous person who learnt the art of construction from Franciscan monks.

3. King Fernando I, wishes that the most beautiful of the churches be built in this territory of great mountains.

4. Cantuña promised to finish building the church by the last day of the fifth month.

5. Cantuña was hired to build the atrium of the maximum convent of San Francisco de Quito.

6. A lightning bolt caused a small part of the construction to collapse.



4. Listen to the rest of the story. Circle the best words that you hear.

1. Emerging from the darkest shadows, Lucifer/Lucy appeared before the indigenous man, who trembled in fear.

2. I know your anguish/ problem with my great power I will finish this church before the times of town.

3. The only thing I ask in return is something that you will not need until the day of your death, your salt /soul.

4. Ok I accept the deal, but the church shall be finished before down without missing even a big/ single stone.

5. Finally, as the hours passed the great atrium was completed, as offered by lucifer the work was completed before down/up.

6. In that moment Cantuñía took out/ away under his poncho a rock that he had hidden very quietly before the demons began their work

POST-LISTENING

5. Work alone or with a partner. Find a solution for the following problems.

What strategies could Cantuñía have used to finish the church in the agreed time?

The storm damage represents an obstacle to finish the construction. Mention some strategies to rebuild it in less time.

If you were in Cantuñía's place, you would accept the deal Lucifer proposed.

What would you have done to save your soul and prevent the deal from going through?



The Tale of Peter Rabbit

Once upon a time there were four little rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir tree. "Now my dears," said the old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden.

Your Father had an accident there. He was put in a pie by Mrs. McGregor." "Now run along, and don't get into mischief. I am going out." Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns. Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate! First he ate some lettuces and then some French beans, and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out "Stop thief!" Peter was most dreadfully frightened. He rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes amongst the cabbages, and the other shoe amongst the potatoes.



The Tale of Peter Rabbit

After losing them, he ran on four legs and went faster, so I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons; it was quite new. Peter gave himself up for lost, and shed big tears, but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter.

But Peter wriggled out just in time, leaving his jacket behind him. And rushed into the tool-shed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it. Mr. McGregor was quite sure that Peter was somewhere in the tool-shed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each. Presently, Peter sneezed. "Kertyschoo!" Mr. McGregor was after him in no time and tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. Peter sat down to rest. He was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can. After a time, he began to wander about, going lippity-lippity-not very fast, and looking all around. He found a door in a wall, but it was locked, and there was no room for a fat little rabbit to squeeze underneath.



The Tale of Peter Rabbit

Rabbit

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry. Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some gold-fish. She sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her. He had heard about cats from his cousin, little Benjamin Bunny. He went back towards the tool-shed, but suddenly, quite close to him, he heard the noise of a hoe. Scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

Peter got down very quietly off the wheelbarrow and started running as fast as he could go, along a straight walk behind some black-currant bushes. Mr. McGregor caught sight of him in the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden. Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds. Peter never stopped running or looked behind him till he got home to the big fir-tree. He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking. She wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight! I am sorry to say that Peter was not very well during the evening. His mother put him to bed, and made some camomile tea. And she gave a dose of it to Peter! "One table-spoonful to be taken at bed-time." But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

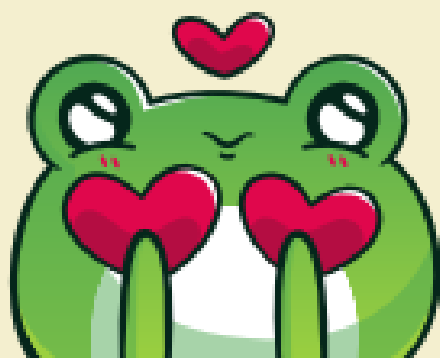


♥♥♥ SOMEBODY LOVES ♥♥♥ YOU, MR. HATCH ♥♥♥

Mr. Hatch was tall and thin and he did not smile. Every morning at 6:30 sharp he would leave his brick house and walk eight blocks to the shoelace factory where he worked. At lunch time he would sit alone in a corner, eat his cheese and mustard sandwich, and drink a cup of coffee. Sometimes he brought a prune for dessert. After work he would make two stops: at the newsstand to get the paper, and at the grocery store to buy a fresh turkey wing for his supper. After supper he read the paper, took a shower, and went to bed early. "He keeps to himself." That is what everyone said about Mr. Hatch. One Saturday, when Mr. Hatch stepped onto the porch with his dustpan and broom, he got a surprise— a package wrapped in brown paper.

He had never spoken to the postman before. "Thank you Mr. Goober," he said. Mr. Goober smiled. "You're welcome. I always enjoy delivering packages." Mr. Hatch tore the brown paper off. Inside was a white box, which he opened to find another box. This one was heart-shaped— all satiny red with a pink bow on top. It was filled with candy. Something fluttered to the porch floor. It was a little white card. He picked it up. It said, "Somebody loves you." Only then did he remember that this was Valentine's Day.

Mr. Hatch wondered and wondered. "Now who would send this to me?" He was all alone. He had no friends. And yet someone, someone had sent him a valentine. Who? Who? He put the box on the coffee table and tried to do some dusting, but every time he left the room he had to keep peeking to see if the box was still there. He dusted and dusted, and the dustcloth seemed to whisper: "Somebody loves you... Somebody loves you..." At last he flung the dustcloth away and exclaimed, "I've got a secret admirer!"



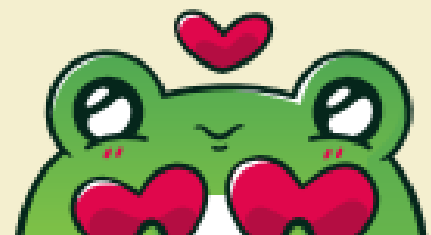
♥ SOMEBODY LOVES ♥ ♥ YOU, MR. HATCH ♥

"She hasn't come home from school yet, and I can't leave the store to look for her until my wife arrives." "Goodness! Why didn't you say so?" said Mr. Hatch. "I will go look for her." And so he walked to school and found little Melanie Todd by the swings and brought her home. "Thank you, thank you," said the grocer. "Anytime," said Mr. Hatch. After supper Mr. Hatch did not bother to read the paper. He decided to bake brownies instead. It would be nice to have brownies to share the next day with the people at the shoelace factory.

As he baked, the warm chocolate smell of brownies floated through the neighborhood. Children gathered round Mr. Hatch's house, sniffing the air. "Well, I suppose the factory can wait," said Mr. Hatch as he looked out the window. And he brought out two platefuls. "Now what are brownies without lemonade?" he said, and he stirred up a nice cold pitcher. When the parents came to gather their children, they had some brownies too. It turned out to be a picnic in Mr. Hatch's backyard. He dusted off an old harmonica and played songs he remembered from his boyhood. Everyone danced.

And so the days and weeks went by. When Mr. Hatch wasn't smiling, he was laughing. And when he wasn't laughing he was helping someone. And when he wasn't helping someone, he was having a party in his yard or on his porch. He seemed to have forgotten about finding the person who sent him the valentine. Then one afternoon Mr. Goober, the postman, came to his door. His face was very serious. "Come in, Mr. Goober," said Mr. Hatch. "You look upset." "I am upset, I made a mistake some time ago. My supervisor is very angry with me. Do you— do you..."

"Yes, Mr. Goober? What is it?" "Do you recall the package I delivered to you? On Valentine's Day, I think it was." "Yes, I believe so," replied Mr. Hatch, beginning to feel a little uneasy. "I don't suppose you still have it," said Mr. Goober sadly. "As a matter of fact," said Mr. Hatch, "I still have the box. The candy is gone, though. Why do you ask?" The postman took a deep breath. "I'm afraid I delivered it to the wrong address. It was supposed to go to another house." Mr. Hatch recalled tearing off the brown paper. It had never occurred to him to look at the address.



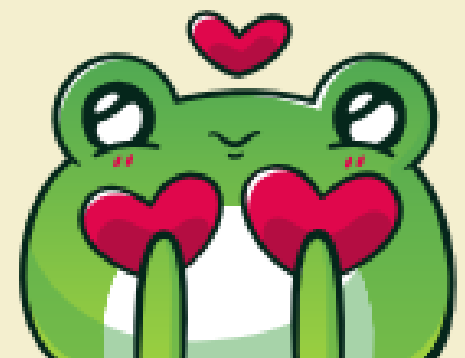
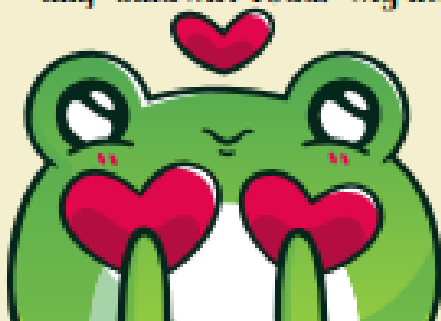
♥ SOMEBODY LOVES ♥ ♥ YOU, MR. HATCH ♥

And then he did something he had never done before: he laughed. He laughed and danced and clapped his hands. And then he took a piece of candy from the box and ate it. Mr. Hatch changed his shirt and found some old aftershave in the bottom drawer. He splashed it on his face. He picked out a yellow tie with blue polka dots and put it on. And then he went for a walk. "Maybe," he thought, "I will meet the person who sent me the candy." Of course no one had ever seen Mr. Hatch wearing a tie, or smelling of aftershave, or smiling.

So he got a lot of attention. Mrs. Weed tripped over her dog. Mr. Dunwoody nearly fell off his ladder. And little Tina Finn spilled all the toys out of her wagon. Mr. Hatch waved hello to them all. On Monday it was back to work. At lunchtime Mr. Hatch sat in the middle of the cafeteria. He spoke to everyone and passed out chocolates from his heart box. On the way home, as usual, he stopped at the newsstand. Mr. Smith handed him the usual newspaper. "I think I'll have a pack of mints," said Mr. Hatch, not as usual.

Mr. Smith was shocked. "Was that you speaking, Mr. Hatch?" "Indeed it was," said Mr. Hatch. "I said I would also like a pack of mints. And if you don't mind my saying so, Mr. Smith, you don't look very well today." Mr. Smith recovered from his shock to reply, "You're right. I don't feel very well. I have a cold. I was supposed to go to the doctor's this afternoon, but the stand has been so busy I haven't had the time." Mr. Hatch smiled. "Why, I'd be happy to watch the stand for you while you go."

Mr. Smith could hardly believe his ears. "You would?" "Certainly, just show me what to do." And so Mr. Hatch ran the newsstand for an hour. He wondered if any of the women who stopped to buy a paper, or a magazine, or a candy bar, had sent him the mysterious valentine. When Mr. Smith returned, Mr. Hatch made his usual stop at the grocery store. "I'm a little tired of turkey wings," he told Mr. Todd. "I think I'll have a nice fresh slice of ham." Mr. Todd weighed the meat and wrapped it. "You look worried," said Mr. Hatch. "I am," said Mr. Todd. "My little girl is late."



♥ SOMEBODY LOVES ♥ ♥ YOU, MR. HATCH ♥

He fetched the heart-shaped box and the pink bow and gave them to the postman. "I do hope your supervisor won't be too angry with you now." The postman was heading down the sidewalk when Mr. Hatch called from his porch. "Mr. Goober, I forgot something!" He gave the postman the little white card. "Somebody loves you," it said. Alone in his living room, Mr. Hatch sighed. "Nobody loved me after all." Then he read the paper, took his shower, and went to bed early. The next morning at 6:30 sharp, Mr. Hatch left his brick house and walked eight blocks to the shoelace factory.

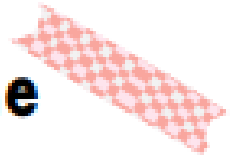
At lunchtime he sat in the corner by himself, ate his cheese and mustard sandwich, and drank a cup of coffee. After work he stopped at the newsstand for his paper, but he did not speak to Mr. Smith. And when he ordered his turkey wing from Mr. Todd, he did not smile. Nor did he pat little Melanie Todd on the head or bake brownies or have picnics or parties or play his old harmonica anymore. Everyone whispered, "What is wrong with Mr. Hatch?" Mr. Goober, the postman, told them. "We love Mr. Hatch," insisted Mr. and Mrs. Dunwoody. "He gave us flowers for our garden. He helped to mend our back fence."

Mrs. Weed nodded. "I love him too. He saved his bones for my dog Ruffy." Ruffy barked—she loved Mr. Hatch too. Mr. Smith told everyone how Mr. Hatch had watched his newsstand so he could visit the doctor. And Mr. Todd told everyone how Mr. Hatch had found his little girl. All the children in the neighborhood remembered Mr. Hatch's wonderful brownies and lemonade. And most of all his laughter. "Poor Mr. Hatch," they said. "What can we do?" Then Mr. Goober announced, "I have an idea. On Saturday morning Mr. Hatch woke to a bright and sunny day. He put on his old overalls and went out to the porch with his dustpan and broom.

He couldn't believe his eyes. All over the porch were red and white hearts and pink bows. There were boxes of candy on the chairs and yellow streamers flowing from the ceiling. And sticking up out of his mailbox was a shining silver harmonica. The front yard was filled with people. Happy smiling people. They were holding up a huge sign with hand-painted letters. It said: EVERYBODY LOVES MR. HATCH. Mr. Hatch dabbed at a tear with his handkerchief. "I do believe," he sniffed, "somebody loves me after all." And then he smiled. And then he laughed. And then he hurried down to be with his friends. Well, if you don't like that, you don't like the dark chocolate with the nuts in it. You know... you know what I mean.



The Three Little Pigs and the Somewhat Bad Wolf



Teague Once there were three little pigs. They lived on a farm, as most pigs do, and were happy, as most pigs are. Then one day the farmer told them that he and his wife were moving to Florida. He paid the pigs for their good work and sent them on their way. "Let's buy potato chips," said the first pig.

"Let's buy sody-pop," said the second pig. "Let's buy building supplies," said the third pig, who was altogether un-pig-like. Reluctantly, the others agreed. The first pig decided to build a straw house. Since straw is cheap, he had plenty of money left over for potato chips. The second pig decided to build a stick house. Sticks are practically free, so he had lots of money left over for sody-pop. The third pig decided to build a brick house. She spent all her money on bricks and mortar but the man at the hardware store gave her a sandwich. Soon the straw house was finished. It was dusty and musty, but the first pig did not mind. He rocked in his hammock and ate potato chips. Soon after that, the stick house was done. It was small and there was no room for a bathtub. But the second pig did not mind. He took a mud bath and drank sody-pop. Brick by brick, the third pig worked on her house. Sometimes the other pigs would come by to watch. They had a wonderful time. Finally, the brick house was finished.

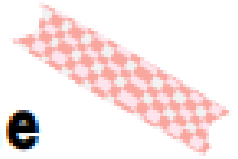
It was big, beautiful, and strong. The third pig was very happy. She filled a basket with vegetables from her garden. The next day a wolf came to town. He was very hungry and somewhat bad. He went to a donut shop, but it was closed. He went to a hot dog stand, but it was locked. Finally, he went to a pizza parlor, but he wasn't allowed in. He left in a VERY bad mood! Soon he came to a straw house. It smelled like pig. "I like pig," he said, not in a friendly way. He banged on the door. "Who is it?" called the first pig.

"The wolf. Open up, or I'll blow your house down!" "I think the door is stuck," said the pig. So, the wolf HUFFED... And he PUFFED... AND HE BLEW THE HOUSE DOWN! "I can't believe that worked!" he said. He had never blown down a house before. Quickly, the first pig got on his scooter and sped away. The wolf moved on, hungry but confident. He came to another house, this one built of sticks. "Same piggy smell," he said. He knocked on the door. "Who is it?" called the second pig. "Wolf. Open up, or I'll blow your house down!





The Three Little Pigs and the Somewhat Bad Wolf



Trust me," he added, "I've done it before." "I think the door is jammed," said the pig. So, the wolf took an enormous breath... And he HUFFED... And he PUFFED... AND HE BLEW THE HOUSE DOWN! "I'm amazed that works," he said. Meanwhile, pig number two got on his bike and rode away. The wolf was still hungry – VERY, VERY hungry. The hungry wolf came to a beautiful brick house. He noticed a familiar scooter and bicycle, and the house reeked of pig. The somewhat bad wolf rang the doorbell. "Who is it?" called the pigs.

"The WOLF! Open up, or I will blow this house down!" "Oh, no," said the pigs. "Not now, we are watching our favorite show." The starving wolf took a HUMONGOUS breath. And he HUFFED... And he PUFFED... And he HUFF-HUFF-PUFFED AND PUFF-HUFF-HUFFED AND HUFFY-HUFFY-PUFF-HUFFED. After the huffing and puffing stopped, the third pig said, "Do you think he is still out there?" The three pigs looked through the window and saw the wolf collapsed on the lawn. "Look at the poor guy," said the first pig. "He's exhausted.

Maybe he needs some potato chips." The second pig added, "And some sody-pop." The three pigs revived the wolf with some smelling salts and invited him in. The somewhat bad wolf was embarrassed. "I was so hungry I could not think straight." "Have a potato chip," said the first pig. "Have a sody-pop," said the second pig. "Never mind that stuff," said the third pig. "Dinner is almost ready." Since their houses were wrecked, the first two pigs moved in with the third pig. "My house, my rules," she said.

She made them clean their rooms before they went out to play. The wolf stayed, too. But there was no more huffing and no more puffing. And he was hardly ever bad again.



CATUNAS' LEGEND

A very famous legend tells in the city of Quito, capital of Ecuador. A long time ago in Cornell times in the 16th century, there was a very famous indigenous person for being a direct ascendant of the great warrior Rumiñawi, his name was Cantuña. Welcomed by the Franciscan monks he learned the art of construction from a very young age thanks to his daughter and friend fry hadoko who also taught him to read and write.

One day in the morning a Spaniard from the town hall arrived on horseback with a great order to the monastery," his majesty king Charles first wishes that the most beautiful of the churches be built in this territory of great mountains" "my lord Cantuña will take over" with many bad intentions the Spanish gave him an almost impossible deadline to meet. "It's okay Cantuña, I will give you the opportunity to prove how strong your race is, the church must be finished by down on the last day of the fifth month; otherwise, you will be put in prison until the rats feast on your meat" "yes. I will built all the most beautiful of churches in these lands, I promise it will be finished by that day". Cantuna driven by the desire for golden greatness was hired to build the atrium of the maximum convent of San Francisco de Quito. Although something more sinister hovered in the air.

Curious glances looked from the square towards the side destined for the walk, he had begun the construction of what would become the great church of San Francisco. The indigenous Cantuña works until his hands swell with pain and he strategically distributed to other indigenous regulators who swore to accompany his leader to calm the nation or glory. Faithful as half all his ancestors," hey you bring the stones the others are in charge of the pillars, I'll go for the wood my warriors"

Luck was not on that indigenous side either because one night a terrible storm hit, the Cantuña building as if someone had ordered it and despite all the effort to keep the structure firm. A lighting bolt collapsed a large part of the construction leaving in the ground the effort of many weeks of those last incas. The day was coming when the deadline was due and the work was not finished if only he had a couple more weeks he could do it Cantuña recalled, "put in prison until the rats feast under meat".

CATUÑAS' LEGEND

In those precise moments he appeared before the frightening indigenous man emerging from the darkest shadows of darkness, Lucifer the lord and lord of hell fear and despair says Cantuña when he saw the image of such a fearsome creature who with a slight smile and a deep and hoarse voice exclaimed: "Cantuña, why so scared I just come to help you of course if you want. I know your anguish with my great power I will finish this church before the times of town, for that Spaniard to regret having need to challenge your race. The only thing I ask in return is something that you will not need until the day of your death, your soul. "I don't know I am not sure". "Are you going to reject me? I remind you that your other option is to humiliate yourself behind bars, so do you take the deal? "Ok I accept the deal, but the church shall be finished before down without missing even a single stone". "Till dawn my dear indigenous".

Immediately, thousands of imps under lucifer's command began to build the atrium of San Francisco and in a few hours, they were given shape to the monumental architectural work. Meanwhile, Cantuña after realizing his mistake deeply regretted and desperately asked heaven for help because of down his inevitable destiny was near for him. Finally, as the hours passed the great atrium was completed, as offered by lucifer the work was completed before dawn.

"It's time indigenous give me your soul". "Wait, wait" with a teammate attitude he replied, "the deal has been broken you offered to place every stone of the building and it was not like that, a strong is missing the deal has been broken". In that moment Cantuña took out under his poncho a rock that he had hidden very quietly before the demons began their work. Lucifer astonished saw in moments how a simple mortal had deceived him in the simplest way, the demon feeling mocked sung into hell with his imps and without his pay, not before insulting and cursing the native. Cantuña saved his soul the church of San Francisco looked as splendid as today; however, there is still an unfilled space as well as an eternal void in the cell of the table.



ANSWERS SHEETS



ANSWER SHEET-UNIT 1

PRE-LISTENING

1.

- **Basket noun:** a light container, often with a handle, that is made of thin strips of wood, metal, or plastic twisted together, used for carrying or storing things.
- **Frightened adjective:** feeling fear or worry.
- **Loaf noun:** bread that is shaped and baked in a single piece and can be sliced for eating.
- **Slip verb:** to slide without intending to.
- **Underneath preposition, adverb:** under or below.
- **Wave verb:** to raise your hand and move it from side to side as a way of greeting someone, telling someone to do something, or adding emphasis to an expression.
- **Wheelbarrow noun:** a large, open container for moving things in with a wheel at the front and two handles at the back, used especially in the garden.

3.

- planting out
- calling out
- got away
- come up
- got down
- go away

4.

- | | |
|-----------|---|
| plant out | to put a plant into the ground outside to continue growing. |
| come up | to move towards someone. |
| call out | to say something in a loud voice. |
| go away | to leave a place. |
| get away | to leave or escape from a person or place, often when it is difficult to do this. |
| sit down | to move your body so that the lower part of it is resting on a seat or on the ground. |

WHILE-LISTENING

3.

- What is the story name? The Tale of Peter Rabbit.
- Who wrote and illustrated this book? It was written and illustrated by Beatrix Potter.

4.

- What are the names of the four little rabbits? Flopsy, Mopsy, Cotton-tail, and Peter.
- Why did Mrs. Rabbit warn them not to go into Mr. McGregor's garden? Because their father has an accident and was put in a pie by Mrs. McGregor.
- What did Peter eat in McGregor's garden? Lettuces, French beans, radishes, and parsley.
- What belongings Peter lost while was running away from Mr. McGregor? A blue jacket and his shoes.
- What animals did Peter find during his adventure? Sparrows, a mouse, and a cat.



ANSWER SHEET-UNIT 2

PRE-LISTENING

1.

- stepped
- tore
- weighed
- stirred ——— pitcher.
- fetched
- sidewalk

2.

be	was/were	say	said	smile	smiled	sit	sat
work	worked	take	took	open	opened	make	made
buy	bought	go	went	wonder	wondered	help	helped
read	read	get	got	change	changed	tell	told

WHILE-LISTENING

4.

a.1 b.2 c.3 d.4 e.5 f.6 g.7 h.8 i.9 j.10

5.

1.c 2.a 3.b 4.b 5.a 6.a 7.c





ANSWER SHEET-UNIT 3



PRE-LISTENING

1.

- Left over: b
- Stick: a
- Hammock: b
- Montana
- Bath tub: a
- sheep: b
- Wrecked: a

WHILE-LISTENING

3.

1. dusty, musty, small
2. wonderful, big, beautiful, strong, happy
3. hungry, confident
4. poor, exhausted
5. bad, embarrassed

4.

Story's name: The Three Little Pigs and the Somewhat Bad Wolf
Place where the little pigs originally lived: A farm
Story's character: The three little pigs, wolf, farmer and his wife.
This story is written and illustrated by: Mark Teague
Values taught in this story: Hard work, dedication, kindness, and forgiveness.

The first pig buys: Potato chips

The second pig buys: Sody-pop

The third pig buys: Building supplies

How the first pig escaped from the wolf: On his scooter

How the second pig escaped from the wolf: On his bike

How was the wolf when he came to town: He was hungry

First place the wolf visited when he arrived in town: A donut shop

Second place the wolf visited when he arrived in town: A hot dog stand

Third place the wolf visited when he arrived in town: A pizza parlor

The wolf visited all the little pigs' houses: yes

First pig's house: A straw house

Second pig's house: A tick house

Which pig's house was the strongest and most secure?: Third pig

Third pig's house: A brick house

Stick house's characteristics: It was small and there was no room for a bathtub

Farmer and his wife travelled to: Florida

The third pig spends all her money on: Bricks and mortar

The third pig filled a basket with: Vegetables

What did the wolf threaten to do to the pigs' houses?: Blow the house down

Who receive a sandwich at the hardware store: Third pig



ANSWER SHEET-UNIT 4

WHILE- LISTENING

3.

1. F. A very famous legend tells in the city of Quito, capital of Ecuador.
2. F. Cantuña was an indigenous person who learnt the art of construction from Franciscan monks.
3. F. King Charles wishes that the most beautiful of the churches be built in this territory of great mountains.

4. T

5. T

6. F. A lightning bolt caused a large part of the construction to collapse.

4.

1. Lucifer
2. anguish
3. soul
4. down
5. out



THAT IS THE END



Videos taken from youtube
Pictures taken from pinterest, canva, and youtube screenshots

CONCLUSIONS

- In this research, an appropriate and reliable theoretical basis was investigated for determining the influence of storytelling as an innovative tool for the improvement and development of listening comprehension. Moreover, this technique addressed on several aspects of the English language that are fundamental for students to acquire proficiency in. Even though, there were more articles relating storytelling to speaking skills, the findings for listening comprehension were substantial.
- The methodology applied in data collection provided reliable information about the students who face some troubles with listening comprehension. The English Major teachers at Universidad Técnica del Norte identified these challenges as stemming from limited exposure with the language, difficulties in comprehension natural speech, varying accents, and different speaking speeds.
- Instruments applied showed both teachers' and students' interest in stories. It was evident the impact and influence that stories have on people's lives through different genres. Particularly, genres such as fantasy and romance were the most popular among students, while teachers suggested genres like fables and legends. These preferences served as a basis for selecting themes to work on in the proposal.
- The proposal was meticulously designed using technology and digital platforms to create a variety of listening skills tasks based on storytelling videos. Each unit was develop based on the research and methodology of the two approaches studied.

RECOMMENDATIONS

- Considering storytelling as a technique in the educational field, more research could be carried out to improve listening, speaking, reading, and writing skills. It offers a variety of resources that encourage and motivate students to learn.
- Incorporate storytelling as a regular activity in lesson plans to provide students opportunities to enhance their listening skills, considering their preferences like fantasy, romance, fables and legends to engage and motivate them.
- Encourage teachers and students' participation to work with storytelling techniques using digital platforms to create dynamic and interactive activities.
- Continue investigating to develop an app where students can tell their personal stories and incorporate elements such as listening sub-skills, pre, while and post-listening to practice outside the classroom.
- Organize events, storytelling could be to promote students practice more their listening comprehension.

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ANNEXES

Annex 1. Validation of Instruments



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de diciembre de 2023

Magister

Narváez Vega Franklin Fernando

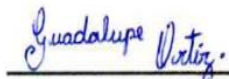
Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas, encuestas y cuestionarios de Investigación del Proyecto " *Storytelling as a strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte, school year 2023-2024*" Previo a la obtención del título de: Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés para lo cual, se dignará encontrar adjunto las entrevistas, encuestas y cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



Guadalupe Rocío Ortiz Salazar

C.C.: 040196960-5



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO:

Storytelling as a strategy for the enhancement of listening comprehension in first level English Major students at Universidad Técnica del Norte, school year 2023-2024

Objetivo:

Design storytelling strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte.

Fecha de envío para la evaluación del experto:	08 de diciembre de 2023
Fecha de revisión del experto:	08 de diciembre de 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			

.....
Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	MSc. En Educación y Desarrollo Social
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de diciembre de 2023

Magister

Obando Arroyo José Miguel

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar las entrevistas, encuestas y cuestionarios de Investigación del Proyecto “ *Storytelling as a strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte, school year 2023-2024*” Previo a la obtención del título de: Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés para lo cual, se dignará encontrar adjunto las entrevistas, encuestas y cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Guadalupe Rocío Ortiz Salazar

C.C.: 040196960-5



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO:

Storytelling as a strategy for the enhancement of listening comprehension in first level English Major students at Universidad Técnica del Norte, school year 2023-2024

Objetivo:

Design storytelling strategy for the enhancement of listening comprehension in first-level English Major students at Universidad Técnica del Norte.

Fecha de envío para la evaluación del experto:	08 de diciembre de 2023
Fecha de revisión del experto:	08 de diciembre de 2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			



Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe Español-Inglés
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Anex 2. Authorization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. **UTN-FECYT-D-2023-0175-O**
Ibarra, 08 de diciembre de 2023

PARA: Dra. Sandra Guevara, PhD.
**COORDINADORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

ASUNTO: Trabajo de Integración Curricular Srta. Guadalupe Rocío Ortiz Salazar

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la señorita **GUADALUPE ROCÍO ORTIZ SALAZAR**, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que aplique el instrumento de investigación, encuesta y prueba de ubicación dirigida a los señores estudiantes y una entrevista a los señores docentes de primer semestre de la carrera que usted coordina, información que requiere para el desarrollo del trabajo de integración curricular: "STORYTELLING AS A STRATEGY FOR THE ENHANCEMENT OF LISTENING COMPREHENSION IN FIRST LEVEL ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE, SCHOOL YEAR 2023 – 2024".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2023.12.08
16:54:57 -0500'

MSc. José Revelo Ruiz
DECANO

JRR/UM, Báez.

Recibido y Autorizado
8-12-2023

Anex 3. Consent letters



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Guadalupe Rocío Ortiz Salazar estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es recolectar información sobre: La narración de cuentos como estrategia para el mejoramiento de la comprensión auditiva en estudiantes de primer nivel de la especialidad de inglés de la Universidad Técnica del Norte, ciclo escolar 2023-2024.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: MSc. Amyra Gabriela Bastidas Amador

Cargo: Docente UTN



Firma del participante

Nombre del investigador : Guadalupe Rocío Ortiz Salazar



Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Guadalupe Rocío Ortiz Salazar estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es recolectar información sobre: La narración de cuentos como estrategia para el mejoramiento de la comprensión auditiva en estudiantes de primer nivel de la especialidad de inglés de la Universidad Técnica del Norte, ciclo escolar 2023-2024.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del participante: MSc. Franklin Fernando Narváez Vega

Cargo: Docente UTN



Firma del participante

Nombre del investigador : Guadalupe Rocío Ortiz Salazar



Firma del investigador

Anex 4. Authorization for socialization

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Memorando nro. UTN-FECYT-D-2024-0887-M
Ibarra, 15 de julio de 2024

PARA: Ph.D. Sandra Guevara
COORDINADORA DE PEDAGOGÍA DE LOS IDIOMAS

ASUNTO: Solicitud de socialización propuesta

Solicito de la manera más comedida, autorice que, se brinde las facilidades necesarias a la Srta. ORTIZ SALAZAR GUADALUPE ROCÍO, estudiante de la carrera que Usted coordine, para que socialice la propuesta perteneciente al trabajo de integración curricular con el tema: "STORYTELLING AS A STRATEGY FOR THE ENHANCEMENT OF LISTENING SKILLS COMPREHENSION IN FIRST - LEVEL ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2024.07.15
12:28:00 -0500

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez

*Autorizado
15/07/2024*

Ciudadela Universitaria Barro El Olivo

Ax 17 de Julio 9-21 y Gcal. Jose Maria Cordova
Ibarra-Ecuador
Telefono: (06) 2967-600 RUC: 1300091070901
www.utn.edu.ec

Página 1 de 1

Anex 5. Interview directed to the Teachers



Anex 6. Survey directed to Students



Anex 7. Listening Placement Test for Students



Anex 8. Proposal socialization

