

**THE IMPACT OF LISTENING STRATEGIES THROUGH DIGITAL STORYTELLING
ON FIRST GRADERS' LISTENING SKILLS**

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MASTER IN ENGLISH DIDACTICS

MANIZALEZ

2021

The impact of listening strategies through digital storytelling on first graders' listening skills

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Master in English Didactics

Manizales

2022

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Abstract

This research reports on an investigation that refers to the impact of listening strategies through digital storytelling on first graders' listening skills. The study was conducted in a private school with 12 participants in Armenia Quindío. Data were gathered with a diagnostic test, a peer observation form, a teachers' journal, and students' surveys. Then the instructional design of the research was assessed in six workshops following the same structure and the objective of analyzing the impact of digital story telling on the listening skills with the help of different listening strategies. At the end of the implementation of the workshops an exit test, an interview to the observer and the teachers' journal were used to evaluate the process. Finally, the findings showed that students could improve their listening and vocabulary skills with the help of the digital stories. The conclusions showed students' positive reactions towards the implementation of digital stories, and some negative perspectives towards the use of some listening strategies when combined with the digital stories.

Key words: Digital stories, listening, listening strategies, listening comprehension.

Introduction

Listening has gained more and more importance through time. In the previous times listening was a rejected skill, teachers and learners did not give the importance to it. In current times listening has obtained as much importance as writing, speaking, and reading, therefore, listening should be taught from the very early stages with the youngest learners in order to help them acquire language in a more natural way, as they do with their native language Krashen & Terrel (1998) .There is no doubt that students need enough input through listening in order to produce significant output; for instance, this project aims to contribute to the educational field, intending to enhance listening skills in elementary school's English classroom.

This study aimed to observe the impact of listening strategies though digital storytelling on first graders' listening comprehension. The participants of the study were 12 first grade students from a private school in Armenia Quindío. Participants from the study were selected by using the convenience sampling considering students' availability and willingness to participate in the study. The study followed a qualitative action research design. The researcher started with the implementation of a diagnostic stage which was analyzed by collecting several data using four different instruments: students' survey, peer observation format, teachers' journal, and a diagnostic test to observe students' performance before the implementation. this stage showed that students had several difficulties with their listening skill and with vocabulary.

One of the first stages developed during the current inquiry was the literature review. This literature review included topics related to listening, listening comprehension, listening assessment, the different listening strategies included in the study, storytelling, digital storytelling, blended learning among other important aspects for the research. This theoretical stage gave the most significant bases in order to develop the complete inquiry.

The next stage developed was the action stage, where the researcher implemented six workshops whose aim was to see the impact of listening strategies through digital stories on students' listening skills. The workshops followed the guidelines of pre-listening, listening and post-listening. Each workshop included a different listening strategy and digital story. learners listened to the stories and identified different aspects from those. this stage was assessed by using a rubric that included the aspects to be observed and analyzed during the implementation: recognizing vocabulary/lexis, understanding specific information, identifying /differentiating English sounds, listening strategy use and identifying digital story components. Other instruments used to gather data from different sources were students' surveys, peer observation format and a teacher's journal. All the information gathered from the action stage was analyzed by using the triangulation method in order to compare the data from each perspective. The results found on this stage showed that students could improve their listening and vocabulary skills with the use of the digital stories; students could also identify the main components from digital stories, the main characters, the main situations, and other significant information from the stories. Another result obtained was students' difficulties when using the listening strategies when listening to the digital stories; finally, it was found that students scarcely improved their English sounds identification from digital stories.

The evaluation stage was the following stage in the research. In this section students' performance after the complete implementation was assessed by presenting an exit test that included the main aspects intervened during the implementation. Another instrument used was peer observers' interview to get an outsider's perspective towards the implementation, and students' perceptions. The other instrument was, the teacher's journal which gave necessary insights to get to the final conclusions.

Finally, in the findings and conclusions stages, the researcher included the aspects where the research had an impact on. It was shown that students listening, and vocabulary improved significantly, and students could understand the information from the different digital stories. another finding was the difficulty students found when practicing the listening strategies. They identified them but did not use them when listening to the stories. the next finding was related to students' ability to identify digital story components in which they were able to understand the main characters, plot, and situations from the stories, and in the conclusions section, the researcher shares some important pedagogical implications about the impact of the listening strategies through digital storytelling.

1. Research problem

1.1 Purpose of the research

This project aims to help the academic educational community that surrounds the participants and their institution curriculum, contribute to the Marist English project, and the Plan Nacional de Bilinguismo, by implementat different strategies to improve the listening skills of L2 young learners.

First, as participants are the main actors in this research, it was necessary to accomplish different actions that would help them with their English learning process. The aim of this project is first to help students improve their listening skills through storytelling following the institution methodology, in this case PBL, (Project-based learning), in which students need to work in groups following some roles to accomplish a specific project. As seen in (Brooke Hessler, 2017) digital storytelling was described as a group dynamic, therefore, through this study, students will be able to work in groups to improve not only their language but also their social skills.

Second, this study's intent was to contribute to the Colombian Marist English project from the institution which provides all the pedagogical guidelines, procedures, and methodology that need to be used in the English classrooms aligning to the Colombian Marist English project (2019). The project aims to strengthen their students' communicative skills in the foreign language in a natural way, using L2 immersion-like experiences and by following the Marist pedagogical and ethical principles. That is why this inquiry helped the school English project by providing a deep exploration of digital storytelling in first grade and its implications for the learners' listening skills. Considering Mutiarani & Izzah (2015) Storytelling is a tool that provides meaningful

contexts, natural repetition, lovely characters, and interesting plots, that can help students improve their listening skills. In this way, the curriculum in the school could enhance students' listening skills with the implementation of storytelling in young learners to motivate their English learning process.

The last aspect that made this study relevant was the implementation of the project “Colombia Bilingüe,” articulating the standards for primary school from the Common European Framework of Reference for languages (CEFR) reflected in Guía 22, (2006). This document was very useful to describe students' level of proficiency from 1st to 3rd grade in an A1 level. This study also contributed to the Colombian Marist English project specifically in the listening skills of first-grade students aligning them to “La Guía 22” MEN (2006) which states that one of the competencies students should develop is understanding short stories told by the teacher with the use of different resources. In this case the project helped the institutional bilingualism project improve students' listening ability with the use of storytelling through digital ICT (information and communication technology), responding so to teaching-learning conditions that the Covid-19 pandemic imposed on the educational system.

1.2 Description of the context

Currently, as humanity evolves with the emergence of innovative technologies, new needs and new expectations about the world have gained more importance. The need for communication has arisen creating a great necessity to break the boundaries of communication. That is why learning a foreign or second language has given the opportunity to different countries to create bridges that connect themselves not only with different cultures and their people, but

also to create business a great alliance among countries. As a result, English has obtained a foremost importance as a “global language” which to Crystal (2003) is the one that has achieved a global status developing a specific role recognized around every country. English is spoken in more than 65 countries as official language, and 25 as second language. As English continues spreading, different countries. Governments have aimed to create policies and agreements with different entities that bring English to their country following the CEFR (Common European Framework of Reference) as stated by Cambridge (2022) which is recognized as an international standard to describe language ability on a six-point scale, from A1 for beginners, to C2 proficiency. Therefore, following the worlds’ demands to create bonds among countries, Colombia has created a program which oversees the improvement of English as a foreign language in the schools all around the country. The programa nacional de bilinguismo (national bilingualism program) as expressed by Cárdenas & Norbella (2014) the national bilingualism program seeks to improve English learning as a foreign language at different learning levels at Colombian schools.

In the following section, the context of the participants of the research project is described. San Jose school Marists friars is part of the international Norandina providence formed by three different countries: Colombia, Ecuador, and Venezuela. Currently, this providence has more than 140 friars in 30 different schools in the countries already mentioned. Marists schools are characterized by their Marist pedagogy based on following Virgin Marie’s and Saint Marcelline’s principles and educating people as moral socials beings. In Colombia, the Norandina providence has 21 schools divided into novitiates, countryside houses, public and private institutions which are ruled by the Marists friars and the Colombian Ministry of Education. In the capital of Quindio’s department, San Jose school was the first Marist private

institution founded in 1928, and 42 years later the public institution Saint Champagnat was founded in the same city. San Jose school is a private school located in Armenia, Quindío that has an average of 622 students and According to the ranking col-sapiens 2019-2020*¹, San Jose is in the top five best schools in Quindío's department. The school is located in an urban area, it is in San Jose's neighborhood in Armenia, Quindío.

The curriculum used at San Jose school is organized by areas following the Article No. 23 from the law 115; according to the Colegio San Jose (2019), each area encompasses general (competences related to social, environmental, ludic and cultural settings) and specific (competences related to cognitive and practical domains such as mathematical thinking and communication). For the past 2 years the school has been using three different methodologies based on cooperation among students. Pre-school works with the Reggio Emilia methodology in which students work by corners (each corner involves a different field but includes the same topic from the other corners). According to the school PEI (2020), from 1st grade to 4th grade, students work with PBL using stations or small groups of work in which students try to solve a problem and create different strategies to help the community; once the problem is found, every student has a different role and together they look forward accomplishing a project. Finally, from fourth grade to 11th grade students work with cooperative learning in which students work in teams in all the classes following different strategies and roles in the team. Even though the different levels work with three different approaches, the main aim of the school is to develop a sense of morality and good citizenship in students following the Marist's values and principles.

¹ *col-sapiens ranking: Colombian best school classification by means of category, quality and international accreditation according to the ICFES results.

Nowadays and in response to rise of the Covid-19 pandemic, the school is using different online platforms to continue with the synchronous classes. The first tool is Microsoft Teams which is the platform used for the virtual classes; with this app students and teachers develop their daily schedule. The second tool is Moodle which is a platform used in the secondary school level and it is used to develop the different tests and activities assigned by the teachers. Finally, the third tool is the Cambridge platform which is a complement of the textbook used in primary and secondary school levels. In addition, “the evaluation system at San Jose school is based on achievements, that is to say, in the acts or statements in the specific tasks development inside a specific context” PEI (2020), therefore, the evaluation ranks from superior, high and basic achievement. Also, San Jose school follows an English project which is based on the necessities of the context and the professional competence. That is why, English is one of the subjects that has more virtual class time than any other subject, a total of four classes per week, both in elementary and secondary levels, that last 45 minutes each, and the meetings in the course occur on Monday, Tuesday, Wednesday, and Friday. Finally, the course selected for this project is 1B course. There are 12 students aged between 5 and 7 years old divided into 7 boys and 5 girls that belong to a medium-high social stratum. The syllabus is divided into four axis or periods (the way I am, active environmental citizen, getting to know my surroundings and a person as a social being) which are organized every year according to the textbook units to be developed during the specific axis. The syllabus also contains the language that is going to be used, the objectives to be achieved within each language skill, and the main concepts students are going to develop during the specific axis.

1.3 Description of the problem

This research project aims to impact student's educational context considering students' main difficulties, in this case, their listening comprehension skill. To identify students' main difficulties, I designed four different instruments used in the asynchronous classes. The first instrument was a journal which I used to record the classes, and the different situations and relevant aspects that occurred in the classes, in addition to students' reactions towards different activities, and so on. The second instrument was a teacher's observation form in which one teacher from the school observed one of the classes and completed it with her observations and reflections about the situations found in the class. The third instrument was a survey administered to students in which they answered different questions related to their own process, and perspectives about the activities and methodology used in the classes. Finally, the fourth instrument was a student's diagnostic test in which I could find their main difficulties in the foreign language. This test was divided into 3 different sections (vocabulary, listening, speaking) considering the students' age and grade.

After collecting the data, I did an analysis and coding process in the different instruments to find the most significant issue. It was necessary to find the most common aspects among the different instruments. The insights found in the different instruments showed a great difficulty in the vocabulary and listening skill. I also found that students had a low listening comprehension, and a lack of vocabulary because in the test these two aspects were the ones with the lowest scores. This showed that students had a lot of difficulties at identifying key words, recognizing English sounds, and identifying the parts of a story. In order to systematize the results from the diagnostic test, I analyzed students' results triangulating the common and different aspects found in the test. Finally, I created a plan of action divided into 6 workshops in order to observe the

impact of the implementation of different listening strategies in order to improve students' main difficulties previously mentioned. Therefore, I decided to implement a proposal on Enhancing first-graders' listening skills through digital storytelling whose implementation will be described in the following sections.

1.4 Research question and objectives

1.4.1 Research question

To what extent does the use of digital story telling impact first graders listening skills?

1.4.2 objectives

General objective

To describe the impact of digital storytelling on the listening comprehension of first grade students in a private school.

Specific objectives

To explore student's vocabulary identification in digital storytelling tasks.

To describe student's ability to listen intelligibly for specific information in different stories through ICTs.

To illustrate student's ability to differentiate short English sounds found in short stories

To identify student's ability to use listening strategies when listening to short stories

To indicate student's ability to identify digital story components when listening

2. Literature review

This paper will start with the review of the literature which oversees different aspects related to the purpose of the study which focuses on how the implementation of different listening strategies through digital story telling improves students listening comprehension. Respectively, to give a clear definition of listening is seems necessary to illustrate Tyagi (2013), who expresses that listening is one of the four language skills which develops a psychological process to construct meaning from spoken or nonverbal messages. It is the process from which the receiver of the message intends to create understanding from the information previously listened. Sepúlveda (2018), says that listening is one of the most significant language skills, considering the time we spend listening in contrast to the time we spend speaking, reading, and writing. Even though, Nunan (1998) shared that listening has been seen as a secondary skill as the mean to do something; but with time listening has gotten greater importance in foreign language classrooms.

The second component to be developed are the different listening strategies to be used, Graham & Santos (2015) share the idea that there are different strategies which are all the activities or resources used by the learner to acquire language; that is why there exists different listening strategies that can be implemented according to the goal that learners and teachers have. For example, prediction of lexis, identification of word, selective attention, match lexis heard to lexis in options, problem identification, integration, etc. Bao & Guan (2019). Defined listening strategies as the ways in which the listener oversees different kinds of interactions within spoken texts to fulfill comprehension. Finally, Gu (2018) explains the importance of listening not only on simple activities related to memorizing words or sounds but shares the six outcomes which indicate six tasks teachers can implement while teaching: Listening and performing actions, Listening, and

transferring information, Listening and problem solving, Listening, evaluating, and manipulating information, Interactive listening and speaking through questioning and answering, Listening for enjoyment. Gu (2018).

Finally, the third component in the purpose of the study is virtual storytelling, according to Signes (2014), digital stories (DG) are 2-5 min narratives designed with different kinds of aids such as pictures, videos, animations, among others. in other words, DGs are presented using any visual and virtual aid. The implementation of digital stories in the classroom as described by Signes (2014), not only helps the development of linguistic communication but also it develops digital skills and encourages autonomy. Supported by Kim & Li (2021), the stories let students choose and learn from diverse media tools in order to communicate their own experiences. And the usage of these stories as shown by WI, K, R, & M (2018) digital stories can be used by teachers in the classroom to stimulate student's curiosity about any new information and link it to any prior knowledge.

2.1 Theoretical framework

The listening skill

Through the years listening has gotten different meanings and definitions. Myers & Barbe (1954) Express that listening is the process of relating spoken language to past experiences through reactions and interpretations Which means that the process of listening is not only aligned to sounds but also to meaning, contexts, cultures, experiences and so on. Also, Listening is one of the four basic language skills. It is a source from which learners in general can get input. As expressed by Brownell (2018) effective communication starts with listening and understanding others

perspectives in order to make informed choices about what to respond. It means that in the process of communication listening plays an important role, considering the importance of comprehending what is been said. It is also a complement to the other three language skills (reading, writing, speaking). Although, listening has been seen not as an important skill to develop, and has played a lower role in the language acquisition process, that has now changed, and listening is getting more and more importance. Nowadays, different tests and exams include the listening skill in order to measure proficiency in a language, and it has gained a more significant role in the classroom. In addition, when a learner listens to something, they can get not only general input, but they can get meaning from the process of communication; it means that this process can differ “The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages” (ILA, 1996) .

The process of listening

Listening therefore, is not only related to the process of hearing and answering something, but there is a process in which learners can get certain information and transform it into something. As a matter of fact, the process of listening may be seen not as simple as it is considered, it is a process that may differ from one person to another considering the objective that every person has at the time of listening. As shared by Kline (1996) listening is not a simple process, indeed it is an integral part of the communication process often neglected by speaking and writing because of how easy they are to asses, and students’ willingness to improve their listening may interfere in the process. Furthermore, the process of listening accomplishes a series of steps that occur unconsciously in the process of communication. As illustrated by Tyagi (2013) the process of listening occurs in five stages; receiving or hearing related to the physical response caused by sound waves, understanding or learning in which there is an analysis of the meaning from the stimuli,

remembering or recalling the process of adding the information received and interpreted to the mind storage bank, evaluating or judging in which the listener determines the presence of biased or prejudice in a message and finally, responding or answering where the receiver of the message gives feedback to the sender to determine the degree of success of the transmission of the message. Consequently, “Given the complexity that underlies this process of listening comprehension, it has been considered the most difficult skill to learn out of the four skills”. Usó & Martínez (2006), express that the process of listening involves a process in which listeners need to be willing to listen to the message, considering the stages Where this occurs.

Listening comprehension

Kim & Pilcher (2016) define listening comprehension as the ability to comprehend spoken language at a discourse level; for example, in conversations, stories, and informal oral texts where it is necessary to construct meaning. Therefore, listening comprehension can be seen as a complex mental process where the listener creates images and meaning from what is being listened. In the language classroom, listening comprehension is related to all the processes learners develop inside the classroom. When students present, create, think about any topic, they first have to listen comprehensively in order to give an accurate response. In any task students include the process of listening comprehension as the first part of the interaction among learners and teachers.

Listening assessment

As part of the classroom, assessment is a crucial part in which teachers can get insights about learners’ learning processes. According to Chapelle & Brindley (2010) assessment refers to collecting information and making judgements, while testing methods is the systematic process for gathering information of a particular assessment event. It also provides adequate feedback to

students' learning process. As stated by Brown (2007) assessment covers a much wider field; therefore, it is related to the student's performance towards a question, a test, a presentation, etc. The process of assessment can occur in a formal or informal way, formal when the teacher has designed or used any rubric to follow students' performance, and informal when it does not involve any format, or is unplanned. In both cases, as a part of language teaching, it is of great importance the inclusion of assessment as a main tool to get specific information and feedback from the teaching and learning practices inside the classroom. Another important aspect when assessing learners is related to its formative or summative nature. Formative assessment is related to the process learners have accomplished in order to get to the result, while summative assessment is more observable and refers to the product the learner created.

Listening sub-skills

As an important part of the inquiry, the constructs to be analyzed during the research were related to the main aspects learners achieved or not during the workshops. As stated by Buck (2001) there is a basic need to identify the main constructs that will be assessed during the test following a process of validity in which those constructs can later become measurable by operationalizing them. It is also of great importance to select the approach that is going to be followed. There are three different approaches the discrete approach, the integrative approach and the communicative approach. The discrete approach follows the idea of identifying and isolating separated bits or units of language. Following, Buck's ideas the listening sub-skills chosen in the inquiry were designed by following the discrete approach.

Recognizing vocabulary/ lexis according to Brown (2007) these sub-skills' objective is to retain chunks of language from different lengths for different periods of time. As part of the micro

skills, this sub skill looks for helping the listener to focus on short chunks or pieces of information in a way learners would be able to use them immediately or in a near time.

Understanding specific information according to Brown (2007), the main use of this listening sub-skill is listening just to get a specific piece of information, which means focusing learners' attention to specific information instead of the whole text.

Identifying/ differentiating the English sound as displayed by Brown (2007) in the micro skills of listening comprehension, the subskill identify english sounds definition is to discriminate among the distinctive sounds of english. This is part of the basic sub-skills that are part of the first stages learners start achievieng when learning English. This sub skill is used to get specific sounds from words.

Identifying digital story components this sub skill has the objective of the ability to identify the main information from the stories. as explained by Maureen, Meij, & Jong (2020) effective storytelling depends on five key characteristics setting, theme, characters, plot, and conflict from where children learn a story schema. Which in this context means that the ability of identifying the main components of a story will lead to an effective storytelling comprehension.

Listening strategies

The six reading strategies used in the inquiry will be described in the following section, mentioning some important theory. First, it is necessary to develop the meaning of listening strategies; such strategies are tools used by learners or language users in any context as instruments that help students to get a better understanding of different listening activities they face. There are different kinds of listening strategies that vary on the academic level, difficulty, and kind of activity. Field (2009) States that the necessity to use strategies and the type of strategy used are

connected to the proficiency level of the student. These strategies are used mainly with novice learners more than with competent listeners because they provide tools when students' listening skills and linguistic knowledge is not adequate for the task. This is why it is necessary to employ these strategies at earlier levels where students need the means to comprehend the tasks from the classes.

Prediction of lexis. This listening strategy focuses on predicting the vocabulary that is going to be used within the context in this case stories. It is usually used before listening to the passages in order to activate student's prior knowledge about the specific title or topic. For example, the name of the story is "my blue car", the idea is for apprentices to try to guess and brainstorm as many words as they can from the title, they can say, car, boy, colors, transportation, etc. In Field (2009) it is stated that the listening strategy key words, is used by learners to brainstorm words related to the topic of the listening, they are told to listen to the words and try to remember what is said about them.

Identification of word. This listening strategy enables learners to identify specific words while listening. The purpose with this listening strategy is for listeners to identify specific vocabulary or words. As expressed by Bao & Guan (2019) as part of the cognitive strategies, word identification helps learners to process text meaning, provide greater interaction with the text including the ability to ignore irrelevant information by identifying specific words from them.

Selective attention. The strategy of selective attention, whereby learners decide to focus on certain aspects from what they are listening to. Graham & Santos (2015) gives students the ability to pay close attention to specific information instead of listening to every single aspect from the listening. Even though this strategy is used by more efficient listeners it is a great tool to help students improve their concentration and focus on the most important aspects.

Match lexis heard to lexis in options. According to Graham & Santos (2015) this listening strategy is related to specific information found in questions. The learner listens to the text and then chooses the option that contains the item heard. This strategy is very helpful for young and early learners giving them the ability to focus on the answers from the questions they will face in the task. This strategy helps the learner to focus on specific lexis whenever the teacher wants to make emphasis on the specific word form.

Problem identification. By using this strategy learners are able to locate specific information from the listening in order to find the correct answer for specific questions. Locates point, while listening, in text that contains essential information for question; identify word/phrase that holds key to answer Graham & Santos (2015).

Integration. This strategy gives learners the tools to use two or more pieces of information in order to get a conclusion. For example, students will use the strategy integration while listening to the short story of goldilocks; they could use the bears and the oatmeal to describe the problem when the bears arrived at the house. In this way, students are integrating two aspects from the story to get a conclusion from the short story. Graham & Santos (2015) Define integration as the process where the learner draws together two or more pieces of information to get to a conclusion about the listening.

Storytelling

Storytelling is a way of using language across cultures and through time. Whenever a teacher tells a story in the classroom gives students the opportunity to imagine a whole world by following the story, it is a way in which students can get familiar with the past, present and future by imagining what is being told. Mutiarani & Izzah (2015) State that storytelling is one of the most

useful techniques to get young learners in learning process effectively. Telling stories give a chance to young learners to experience real life and the learning language experience at the same time. It not only helps students to get familiar with past experiences, cultures and others but also is a teaching method that guides learners' imagination, creativity, critical thinking, literacy, knowledge and so on. Stories are known for being a source of values and principles; therefore, they have a greater impact on the learning process. In addition, stories not only help students with literacy, but also with values and other qualities. According to Babour (2015) storytelling encourages the development of emotional intelligence, cultural awareness and a better understanding on others and social inclusion.

Digital storytelling

For many years, storytelling has been a traditional methodology used to transmit different information by telling stories, storytellers use their voices and power to transport listeners into the story's world. But as time passes and more advances have occurred, with the huge technological impulse there has emerged a need to move forward and adapt to the new century's technology. Then, digital storytelling emerges from the mixture of traditional storytelling and digital resources. As remarked by Maureen, Meij, & Jong (2020) the combination of traditional storytelling with audio, images, and various digital tools is now called digital storytelling, it means using technology properly to tell a story. There are different kinds of software that can be used in order to personalize a digital story. The purpose with digital storytelling is to give a proper use of these digital elements to participate on making content more understandable, creative, attention grabbing and motivating for young learners. Another important digital storytelling characteristic as noted by Kim & Li (2020) digital storytelling can communicate complex content and emotions it can engage students in critical reflection and develop their digital literacy skills, and entice students to participate

actively in learning. That is to say, that digital storytelling contributes to students' academic and personal level, getting them to a more analytic environment.

Visual aids in listening comprehension

Listening to any kind of information develops a process where the learner creates mental images from the information acquired. The main difficulty relies on the fact that students create arbitrary images without certainty. Therefore, it is a good idea to include in the listening process, any visual aid that can help the learner create mental images. In this way, learners will listen and observe what is happening in the text. As stated by Ashaver & Igyuve (2013) the effective use of audio-visual aids help learners to save time in listening, provide verbalism and give initial correct impressions. That is to say, that the effective use of visual aids help students to get concrete images about what they are listening.

Blended learning

Nowadays, humanity has faced a lot of changes and situations that have pushed society in general to update its regular costumes. With the years, technology has overcome thousands of challenges that have helped society to continue growing. According to Cucinotta & Vanelli (2020) on march 11, 2020 the World health organization (WHO) declared Coronavirus (Covid-19) outbreak a global pandemic creating a high risk not only for human's health but for all the social aspects that involve them; the fields of economy, psychology, health education among others were at higher risk of creating worldwide changes. There is where all the advances in technology took place adapting all the previously named fields into the ICTS world. The educational field was one of the most affected positively and negatively, the regular classes became online classes, teachers and students had to adapt to the "screens". Here is when blended learning became stronger and

more popular in the classrooms as a tool in which teachers could continue with the regular classes by using different Ict platforms. As expressed by Poole (2012) blended learning is the process of learning by means of synchronous and asynchronous technology such as Web 2.0 apps, telephony and other means used to connect learners and teachers. It means that teachers and students used different digital remote platforms such as Microsoft teams, zoom, what's app in order to continue with the regular classes during the pandemic time.

Therefore, Blended learning was of great importance during this pandemic time considering all the benefits it brought to the educational field. As stated by Smith & Hill (2019) some arguments for the benefits of blended learning are a major flexibility for teachers and students; personalization, enhancing student's outcomes; autonomy development and self-directed learning; professional learning and so on. With the implementation of blended learning, students and teachers had the opportunity to improve their Icts literacy by exploring the countless resources that the digital world has to offer in all the fields of study.

2.2 Previous Related Studies

Several studies have been carried out about the effectiveness of digital storytelling in the listening skills improvement. Each researcher used different stories and ways of narrating stories in order to see how effective a story can be on the listening strategy improvement. The aim of the studies was to use different kinds of stories in order to help students with their listening skills with the help of the digital images or visual aids. For these reasons, listening should be seen as a strategy that can be acquired not only through regular audios or sounds but through stories that bring meaning, vocabulary and different aspects to students' knowledge. Also, it is necessary to teach students different strategies to get the tools to listen and get different information from each story.

Finally, digital storytelling needs to be seen as a very useful teaching resource that shares with students different information from different fields and that can help students get familiarized with different information found in the stories.

Ramirez (2007) Explored how digital stories affected English language understanding in a 6-year-old-young learners group during 22 weeks in the second semester of the year. The study developed a quasi- experimental research study in six state schools in Madrid, implementing a pre-posttest to investigate whether ICTS could improve the listening comprehension of English as a foreign language. : 112 students in the control groups and 108 in the experimental ones. The result of the study indicated that the experimental group outperformed the control group. In the experimental group learners were able to comprehend basic linguistic structures and vocabulary and provide a correct answer. Even though the experimental group learners started from a slightly lower level of English, they improved their listening comprehension skills and outperformed the control group.

Neusa (2017) Examined how Digital storytelling and top down strategies enhanced listening comprehension skills. The pedagogical proposal is implemented at Prado Veraniego Public School with second graders who were facing their first exposure to the English language in a Foreign Context. The pedagogical proposal was carried out in three stages. The observational process showed that students had problems at the time of listening to others, but they presented a positive response while dealing with audiovisual resources and stories. The pedagogical proposal dealt with students' lack of listening making use of strategies such as predicting, inferring and summarizing elements from video stories. The results of the implementation phase evidenced that using technological resources and strategies allowed the enhancement of listening comprehension skills among students who were involved in the English class in a foreign context.

Loniza, Saad, & Mustafa (2018) investigated on the effectiveness of Digital Storytelling on the language listening comprehension of kindergarten pupils. The researchers used quantitative research design with mixed data collection. To evaluate the effectiveness of the KiDS material, they utilized a Quasi-experimental with pre and posttest. Participants in the study were composed of twenty-seven kindergarten pupils for both control and experimental group. They were purposely selected in DepEd Lopez West District of Lopez Quezon. Findings revealed that the experimental group attained a very high score on their language listening comprehension test after the implementation of the material that shows a significant difference between the control and experimental group. Therefore, the study showed that digital storytelling is one of the essential tools in teaching language listening comprehension. With suitable elements and appropriate storyboard it can help motivate the pupils and improve their listening skill.

Rahiem (2021) researched on storytelling on early childhood in the digital era. This research Used a case study of a storytelling–art–science club in Jakarta, Indonesia. The researcher explored how and why digital storytelling is used in early childhood education. Data were collected qualitatively using in-depth interviews with four teachers, document analysis, and twice-observations of storytelling activities in each session with 35 and 37 children. The collected data were analyzed using analytical memoing methods. The results indicate that teachers in this club used digital storytelling for several important reasons. They claimed that simple digital technology made storytelling more entertaining, captivating, engaging, communicative and theatrical. This study suggests that the ability of teachers to use digital technology should be enhanced; schools' information and communication technology (ICT) devices should be equipped.

3. Research Methodology

Different information about the methodology used in this research study is going to be described in this section, the research method, the data collection instruments and techniques, the participants, and the data analysis procedures.

3.1 Type of study

This study was based on qualitative research, since its structure allows researchers to explore, observe and describe human behavior, in this case to describe student's behavior in the classroom. This type of research can give richer data as it comes from the participants' context. As stated by Cresswell (2009) all the data collected is typically from participants' settings and researchers' need to do interpretations of the meaning of data analyzing inductively from particular to general themes. Namey & Mitchell (2013) Express that one of the most important characteristics of qualitative research is the ability to obtain more detailed descriptions and explanations of behaviors, experiences, and beliefs from the participants. For instance, qualitative research helped this inquiry to go in depth with students-participants the description of the behavior, expectations, and reactions.

Another research model followed by this inquiry is action research. According to Ann (2001) action research is conducted in naturally occurring setting, using observing and recording events and behaviors. Also, one of its main characteristics is that the data collection methods can be triangulated (Triangulation is the process in which the researcher analyzes data collected from a number of sources and assessed one against other). For these reasons, this method helped the researcher and students to work on a problematic area, describing, analyzing, and observing the behavior or reactions in the classroom.

3.2 Participants

The participants of this study were selected by using the convenience sampling technique from Mackey & Gass (2012) who explained that convenience sampling is when participants are accessible to the researcher, in this case I was their English teacher, then they agreed to be part of the research. The participants were second grade students from San Jose school a private institution in Armenia, Quindio. Students were between 5 and 7 years old, 7 boys and 5 girls. Students were very attentive to the classes, and they really enjoyed the English class, they were committed and willing to participate in all the activities proposed in the classes. Usually they showed their enthusiasm for the English classes because they could sing, dance, act, and do all the activities from the book, some of them had some difficulties with basic expressions considering that they all came from different institutions. The general scores from the class were almost all the time positive, they were very responsible with the assignments. Considering the diagnostic stage, students showed some difficulties with the listening skill, and vocabulary .

Therefore, the six workshops were planned to try to improve students' listening skills with the use of digital storytelling. As the global pandemic affected face-to-face classes, the implementation occurred in a blended learning environment, half of the workshops were developed in the classroom and half through Microsoft Teams. Considering students' socio-economic strata, they had access to the online classes, and the Cambridge online platform that contributed to student's autonomous learning process.

3.3 data collection instruments and data analysis procedures

In order to find the problematic situation in my students I used 4 different instruments to find the issue to be addressed. I designed four different instruments used in the asynchronous classes. The first instrument was a journal which I used to record the classes, and the different

situations and relevant aspects that occurred in the classes, also, students' reactions towards different activities, and so on. The second instrument was a teacher's observation form in which one teacher from the school observed one of the classes and completed it with her observations and reflections about the situations found in the class. The third instrument was a survey administered to students in which they answered different questions related to their own process, and perspectives about the activities and methodology used in the classes. Finally, the fourth instrument was a student's diagnostic test in which I could find their main difficulties in the foreign language. This test was divided into 3 different sections (vocabulary, listening, speaking) taking into account the students' age and grade.

4. Phases of the study

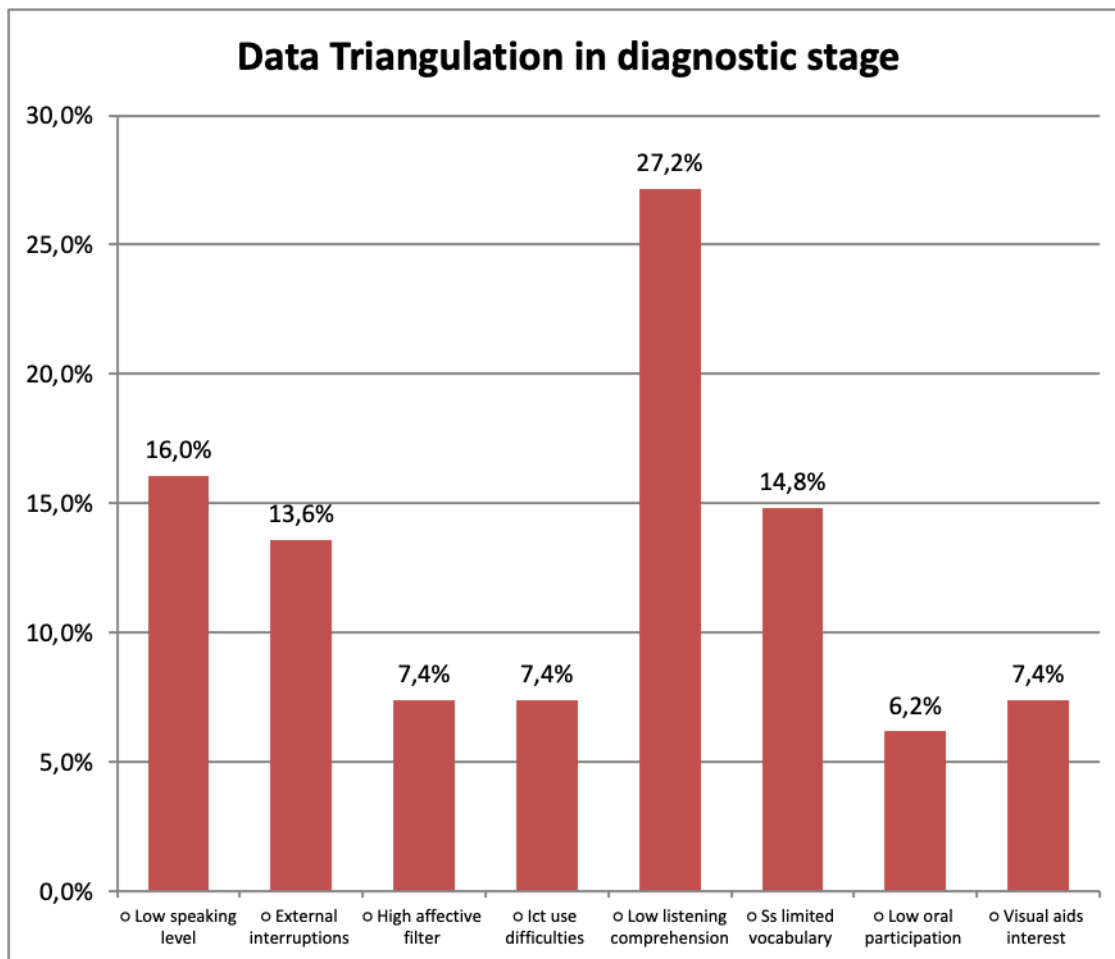
4.1 Diagnostic stage

In order to identify the issue to be addressed in the classroom, different instruments were implemented in order to get an idea about students' performance, specifically students' weaknesses and strengths in the foreign language. First, I administered a diagnostic test that was divided into different skills, listening, speaking, writing, vocabulary. This instrument helped me to find students' main difficulties with the language. Second, students answered a survey in which they gave their opinion about the use of English, and their perspective towards learning the language as a source of meaningful information, this instrument gave students direct perspective and opinion about their own learning process. Finally, the last instrument used during the diagnostic stage was the peer observation that gave this stage different insights about students' performance and abilities when using the language; in this way, the whole stage had three different perspectives to make a clear conclusion about the necessity students had, and which aspects should be addressed in order to be improved in the classroom. Finally, as part of the instruments I used a journal where I recorded all the information and insights from the classes. this instrument helped me to record all the information I observed during the diagnostic stage, students' attitudes and responses in the English classes. That is why in this stage I followed Creswell (2016) who shares that using triangulation of different data sources as one of the validity strategies gives the study validity and reliability, as the same results come from different perspectives.

After collecting all the data from the different instruments and perspectives, it was necessary to analyze and describe what was found with the instruments. In this stage I used the triangulation method from Creswell (2009), that expressed that triangulation is a process of

merging different sources and points of view to give validity to the research. The following table displays the results found in the diagnostic stage:

Graph 1 : *Diagnostic stage data triangulation results*



During the triangulation process it was possible to find students main strengths and difficulties in the English class. As displayed in figure 1, these are the most recurrent situations in the triangulation as shared by the different instruments and students' own perspective towards their learning process. Figure 1 displays the categories of analysis and their percentages of frequencies considering the whole analysis; the code with the highest percentage "low listening comprehension" showed students struggling with the listening skill; in the student's survey, to the

question *¿Cuáles consideras son las actividades más difíciles de realizar en la clase de inglés?* (which activities do you consider to be the most difficult in the English class?) students answered “Escuchar” showing that they considered listening as a difficult task to accomplish. Also, in the question *¿Qué habilidades te gustaría mejorar en la clase de inglés (escuchar, hablar, leer, escribir)?* Which of the following skills would you like to improve from the English class listening, speaking, reading, writing? The majority of students answered “Escuchar”/listening as the aspect they would like to improve. Also, as seen in the observers’ instrument “*after the third time some of them identified the color and the means of transportation. Some of them replied saying "profe no entiendo los transpotes en inglés"* (teacher I don’t understand the means of transportation in English” (Observation form, diagnostic stage) which shows that students experienced a lot of difficulties when listening to the vocabulary. Finally, in the journal I recorded that “*I start repeating the pieces of audio twice, more than 3 students ask me what they said, and that they did not understand anything*” (Teachers’ journal, diagnostic stage) this information reveals students’ significant difficulties with the listening skill.

The second and fourth codes which appear several times in the analysis as low speaking level (16%), and low oral participation (6,2%) showed that as a result of their ages, grade and exposure to English the participants did not have enough tools, vocabulary, expertise to use English in an oral way. As showed in the journal entries, students said: “*a veces me confundo con los colores*” (sometimes I get confused with the colors) when sharing the color, it shows two different aspects, that some students had difficulties with identifying some vocabulary, and when communicating any aspect in the class, they did not have the vocabulary to share in English. Also as seen in the peer observation “*Some of them replied saying "profe no entiendo los transpotes en inglés entiendo los colores pero no los transportes"* (teacher I don’t understand the means of transportation in English, I do understand the colors but not the means of transportation)

(Observation form, diagnostic stage) students had a great difficulty in expressing their opinions or doubts in English consequently they rely on the L1. Finally, as seen in students survey in the question “*¿qué actividades son las más difíciles de hacer en la clase de inglés? Cuando quiero hablar en inglés y no se las palabras (which activities do you think are the most difficult to do in the English class? When I want to talk in English but I do not know the words)*” students shared their difficulty when using English to express opinions.

On the other hand, during the English classes, it is usual to use different kinds of visual aids in order to develop any kind of activity. According to the analysis, students had developed an interest for the visual aids, they preferred to do activities related to the book, using stickers, videos and so on. As shared by Salazar & Larenas (2018), audiovisual aids help students to create clear and accurate concepts in English and provide interest and inspiration in students. Besides, I noticed in the classes that students felt more engaged in the classes, when I used visual aids, and they expressed their like for the videos, books in the classes, as evidenced in the following comments: “*Using visual aids such as videos help students to create meaning from images to sounds. But sometimes, the language variations can have a negative impact in elementary courses*” (Teacher’s journal, diagnostic stage) and in the students’ survey “Students really enjoy using the book, they expressed that they like the colors, stickers and images from it” (Observation form, diagnostic stage); finally, in the survey the learners were asked to express their views about the statement “*me gusta escribir palabras en inglés siguiendo imágenes*” (*I like to write words using different images*) and they answered yes.

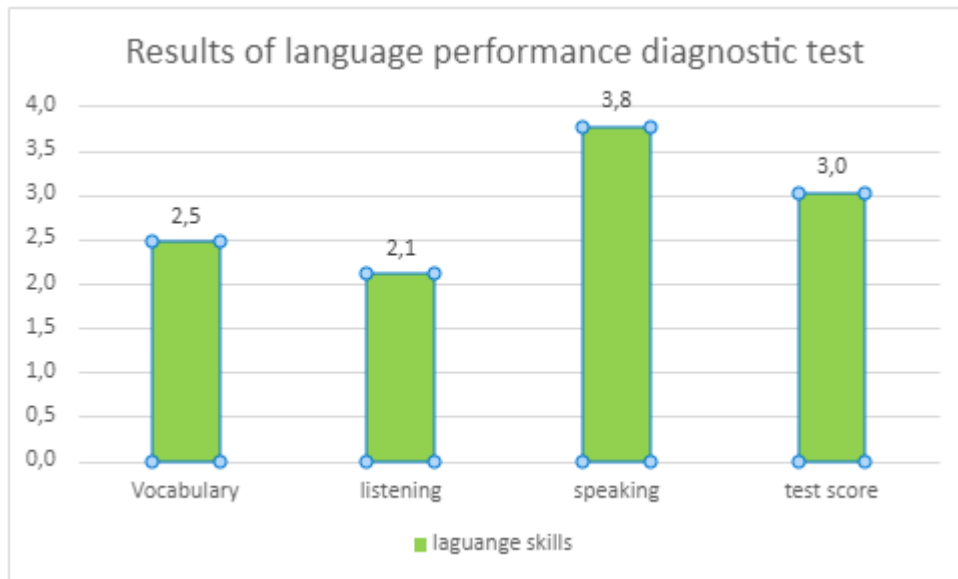
The third code with the most occurrences in the triangulation process was students’ limited vocabulary, which showed students poor vocabulary in the English class. As recorded in the observation form, “the professor repeated three times the second part, some of the students

said that they did not know what a lorry was”; this is evidence that most students had a lot of difficulties with the vocabulary presented in the class, especially when carrying out listening tasks. This was also shown in the students’ survey in the questions “ en la escala del 1 al 5 señala la carita que muestre tu actitud frente a las actividades en la clase de inglés: actividades de escuchar y colorear” (in the scale form 1 to 5, select the face that shows your attitude towards the activities done in the English classes: listening and coloring activities) 6 students selected number 3 a sad face (in the scale from 1 to 5 select the face that reflects your attitude towards the English class activities, 6 students selected number 3 a sad face)

The next registered code was external interruptions; this code was present during the implementation of the diagnostic stage. The outside noise from the classroom from different kinds of activities, music, and other outside aspects from the school’s daily’s routine. As shown in the observer format “*the professor plays the audio twice because there was an activity in the school so the noise interrupted a little bit the class*”, then in the online classes as shown in the journal , “*the interruptions in the classes from students houses interrupted their daily work*”. These outside noises interrupted students’ process in the classes, the listening activities were very difficult to do, and students’ concentration was affected most of the time.

Finally, a diagnostic test was administered to verify the learners’ level in the English language. Results are shown in Graph 2:

Graph 2: Results of language performance diagnostic test



Results in Graph 2 show students results on the diagnostic test. As mentioned in previous sections, the diagnostic stage assessed listening and speaking skills, and vocabulary considering students' proficiency level. In the graph we can observe students' average scores in the different aspects assessed from the diagnostic test. The first aspect is that students had very low results in the vocabulary section this reveals that there was lack of vocabulary students'. Results showed an average of 2,5 as the score for the section. The second visible aspect from the graph is that students' listening skill had an average of 2,1. This suggests that students main difficulty in English language skill is the listening one. It is evident that students showed low result in this section. The last aspect assessed in the diagnostic stage was speaking where students obtained the highest results with and average of 3,8. This means students approved the speaking part.

As a result of the analysis of all the situations found in the data triangulation, I decided to work with listening and vocabulary considering that those were the categories that showed the aspects in which the students had more difficulties with, and at the same time corresponded to

their preferences for improvement at the early stages of the foreign language learning process. I considered that it was necessary to help students improve their listening skill and vocabulary in order to start developing the other two skills. As students are in the early stages of learning a foreign language, it is necessary for them to start building strong foundations on the language, listening is in this case the base for learning for children from this study. As supported by Hernandez & Vargas (2013), there is a need to help students create awareness about their own listening process, therefore it is necessary to teach students top down and bottom up strategies, in this way they would be participants of their own learning by the improvement of their listening skills.

4.2 Instructional design

Considering the diagnostic stage results, the intervention on the listening skills was the aim of this inquiry. The lowest category from the diagnosis “Low listening comprehension” showed the main difficulties students had in the classes which led to plan the actions to be taken on this issue by implementing the listening strategies proposed by Graham & Santos, (2015). This instructional design was divided into six workshops which included six listening strategies and different content each workshop. Due to the current situation with the covid 19 pandemic, there is also a virtual characteristic in this inquiry. the main objective of each workshop was to determine the impact of the strategies on students’ listening and vocabulary skills through virtual stories. The listening strategies used were lexis prediction, identification of word, selective attention, match lexis hear to lexis in options, problem identification and integration.

The structure of the six workshops followed the stages pre-listening, listening and post-listening (Field J. , Listening in the Language Classroom, 2009) to have a sequence in order to develop every workshop in an organized way. The pre- listening stage includes the warm-up and

presentation which explores the students' previous knowledge; then they are exposed to new vocabulary. In the listening stage students are exposed to the practice part while listening to short stories, they practice new language structures and examples of short digital stories. And in the post-listening stage, learners face the production and evaluation part of the class, where they are prepared to listen to a longer story. Finally, they develop the independent work and assessment.

The following table summarizes the instructional design displaying the workshops' names, the listening strategies used to intervene the problem, the language content taught, and the digital story told in each lesson:

Table 1: Instructional design of research project

Workshops' Names	Listening Strategy	Language Content	Digital Story told
1. BACK TO SCHOOL	Prediction of lexis	prepositions of place	The Golden Pen
2. TIME TO PLAY	Identification of word	verb to be questions - where, places in the house	Lost And found
3. MY HOUSE	selective attention	Prepositions of Place- Small letters-	Three Little Pigs

4. MY FAMILY	match lexis heard	simple present she/he's	Have You Seen
	to lexis in options	got, she/he hasn't got	This Snail? SpongeBob
5. in the jungle	problem	simple present they've	Tarzan
	identification	got/ they haven't got	
6. FUN TIME!	Integration	I can - I can't	Trolls

4.3 Action Stage

In the following section, I will display the description of every workshop included in the study to give a clear description of the implementation done in the inquiry. Every workshop had the same structure and followed the same structure and finished with the evaluation of the workshop with the help of the rubric that included Recognizing vocabulary / lexis, understanding specific information, Identifying / differentiating English sounds, listening strategy use, Identifying digital story components.

Workshop 1 called “**Back to school**” developed the first digital story called “the golden pen” which was a story created by the teacher. The listening strategy to be used in the first workshop was *prediction of lexis* where students needed to predict the vocabulary that was going to be included in the story. The grammar topic for the workshop was prepositions of place where students needed to use the school supplies’ vocabulary. At the beginning of the workshop students had to watch a video and try to predict what the topic of the lesson was, then students had to talk about the school’s supplies they had in the moment, and then they would practice the school’s supplies vocabulary playing a matching game. Then students had the opportunity to

work in their workbook, coloring some objects depending on the sound they listened to. After that, students had to use the listening strategy prediction of lexis and try to guess what the main topic from the story was, then they listened to the digital story to confirm what they predicted from the story. After listening to the story, students started doing the production where they had to mention the school's supplies from the story, circle the characters from the story and answer some true or false questions about the story. At the end the students' workshop was checked following the designed rubric.

Workshop 2 called "**Time to play**" worked with the second listening strategy, *word identification*, where they had to identify specific words from the story whose name was "The best thing ever" where they found toys vocabulary in order to develop the grammar topic verb to be wh questions. First, students saw the vocabulary using a PowerPoint presentation, where they had to complete the spelling of the toys' vocabulary. Then students shared their favorite toy, and practiced in their workbook the vocabulary. After that, to practice the English sound for the class, students played hot potato and shared one word that included the sound for the class. Then, students played a bingo toy using the vocabulary from the class. They listened to the digital story "The best thing ever" about a kid that wanted to build a house for his grandmother. to check students understanding about the story and the strategy used, they first answered some multiple-choice questions, then matched the different words that included the [o] sound and drew the toys that the main character considered the best thing ever. at the end the students' listening performance was assessed following the designed rubric.

Workshop 3 called "**My house**" worked with the third listening strategy, *selective attention*, where students had to focus their attention on specific parts of the story called "Three little pigs". The objective of the workshop was for students to talk about the parts of the house. in this workshop students put into practice the rest of the prepositions of place. At the beginning of

the workshop students watched a video where they would identify the different rooms from a house; in other words, the purpose of the activity was to identify the vocabulary. Students used a map of the house and wrote the vocabulary they learnt. Then with the help of an image students learnt about the listening strategy, where they needed to focus their attention only on what was happening to the person in the image and not the surroundings. In the last part, students listened to the digital story “Three little pigs” to answer some questions about the story, and to practice the new language and listening strategy they had just learnt. First students identified what the main situation from the story was, then, main characters, the number of characters, and then they drew their favorite house including the description from the story. Finally, students had to identify the words that included the /a/ sound from the story and as usual the workshop was checked following the designed rubric.

Workshop 4 called “**My family**” used the *match lexis heard to lexis in options listening* strategy, where students were supposed to listen to different options and match them to different options they were posed. The main story for the workshop was called “Have you seen this snail”. The objective of the workshop was for students to discriminate sounds, words, details, story components in digital stories related to family members, using simple present structures. At the beginning of the workshop students had to watch a video from their activity book, where the characters showed their families and described them. In order to put into practice the family members students did a contrast chart comparing the families. Furthermore, students practiced with a family tree and a short story to put into practice vocabulary, listening strategy and English sounds. In the production stage, students listened to the story and answered some multiple-choice questions, then colored the main character of the story with the specific description given in the story. To identify the English sounds from the story, students identified from a piece of the text

the words that included the /o/ sound and at the end the workshop this exercise was assessed following the designed rubric.

Workshop 5 called “**In the jungle**” developed the fifth listening strategy *problem identification*, where learners needed to focus on the problematic situation from the story. The new language students worked on were jungle animals’ vocabulary and simple present sentences to describe people. The main objective of the workshop was for learners to apply the listening strategy in the digital story. At the beginning of the workshop, students did an activity on a safari to share the vocabulary they already knew, giving any description from the animals. After that, using their activity book, students selected a character from the book and played Guess who? They gave the description of the character for their partners to guess. Moreover, students learnt the listening strategy about focusing on the problem of the listening activity. In the practice, students listened to a short story about animals while playing bingo. They needed to cross the animals they listened to in the story. Using the same bingo card students identified the words that included the /i/ sound. Finally, in the production stage, they listened to the digital story Tarzan, and they answered some specific questions about the animals found in the story, then they identified a problematic situation in the story, and the main characters. Also, from a piece of the story they circled the words that included the /i/ sound, and finally, they colored the main components of the story. At the end, the workshop was graded with the help of the corresponding rubric.

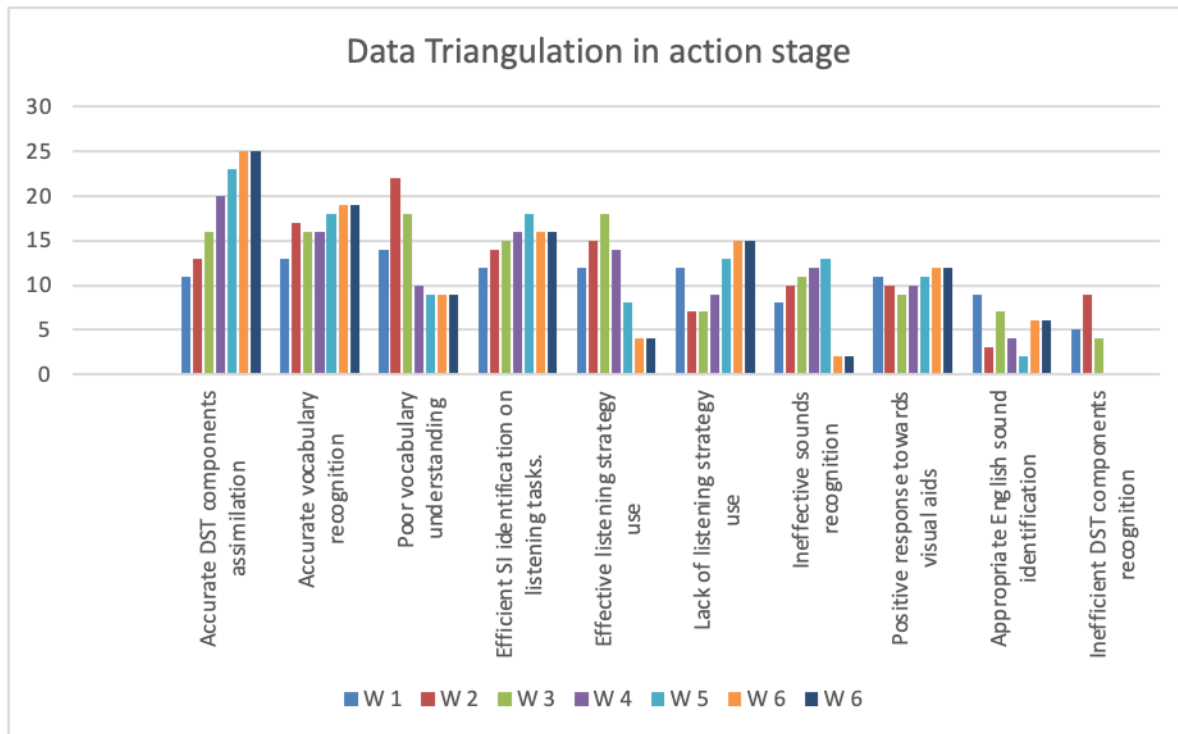
Workshop 6 called “**Fun time**” used the listening strategy *integration*, where students were able to integrate words in spoken language / listening tasks. The main objective of the workshop was to practice the listening strategy in the digital story “Trolls”. To use the new language the learners had to talk about possibilities and limitations. In the presentation, students

did a personality test, where they answered questions about their abilities in sports or arts. Then students watched a video to identify the language form can and can't, and they practiced the language listening to an exercise from the workbook and to practice the listening strategy students listened to a short story about the teachers from the school. Finally, in the production part, students listened to the digital story, and identified the characters, and the main situation from the story in addition they drew one of the characters and one ability they had. Finally, students matched the main characters with the abilities they had, and they circled the words with the sound /L/ in a short part of the story.

In the coming paragraphs a deep analysis from the six workshops mentioned in the previous section is presented. The analysis is based on three instruments; students' surveys which captured students' opinions, and attitudes towards the different workshops, non-participant observation which gave a rich outsider's description from the implementation of the workshops and students' responses to the strategy of intervention, and a teacher's journal, which gave to the study different insights from the inside perspective of the teacher-researcher of all the situations that happened within the implementation of the workshops. The previous instruments include three different perspectives to give validity and reliability to the results from the whole investigation in order to observe the impact of digital story-telling and listening strategies on students' listening skill.

The analysis of the different data gathered with the previous instruments followed Mackey & Gass (2012) guidelines for the researcher-imposed coding where different codes were assigned to specific situations found in the different instruments. In the following table it is possible to see the emerging codes from the analysis:

Graph 3: Data Triangulation in Action Stage



Graph 3, displays the ten categories that arose from the complete analysis of the implementation. These ten categories determine the impact of listening strategies through digital story telling on the students' listening skills. As shown in graph 3, accurate DST components assimilation is the code with the highest occurrences during the six workshops; the frequencies showed a progressive increase starting with only 11 in the first workshop, until reaching 25 frequencies in the sixth one meaning that the learners achieved the goal related to the identification of the components of the digital stories they were exposed to. Even though the increase was not very high, learners showed a gradual improvement in the identification of the digital stories components, as expressed by them. They really enjoyed the different stories, they were entertaining, and as the characters were familiar to them, they could get the content from the

stories more easily. In the peer observation and students' survey it was possible to find the following perceptions:

“When the teacher asked them about the main parts of the story they paraphrased what happened in the story in Spanish.” (workshop 1- peer observation)

Fui siguiendo y entendiendo con facilidad lo que sucedía (el nudo y el desenlace) en la historia a medida que la profesora iba narrando.

I could follow and understand easily what happened in the middle and end of the story, while the teacher was telling the story. (workshop 1 – students survey)

Students were perceptive towards the stories. The previous information allowed me to find that they enjoyed different kinds of stories, and they could identify the different components from all the stories they listened to. Evidence of this category was also found in my journal recording where I reflected on the way the learners got used to contrasting the different components of the story. Some of those comments are listed below:

When students were practicing with the first story about Carol, they could easily identify each family member using the family tree, when the teacher asked them about each family member, they screamed their names and what the relation to Carol was. They really understood all the family members vocabulary from the short story. (Workshop 4- teachers' journal)

At the beginning of the class, When the storytelling began students were interested. they supported themselves with the images following what happened in the story, furthermore, they were sharing ideas all the time. (Workshop 6- teachers' journal).

¿Cuál fue tu parte favorita de los talleres en los que se usó la narración digital de historias?

Las historias fueron buenas y las imágenes, Cuando contaban las historias, Escuchar las historias que ponía la teacher en clase, me gustan las historias. (Students final survey).

Which was your favorite part from the workshops using digital stories? The stories and the images were very good, when the teacher told the stories, listening to the stories that the teacher told.

As another proof of students' effective DST components recognition, the code with the fewest frequencies is Inefficient DST components recognition. This supports the idea that students could effectively identify the main components from the stories. This code started with 5 frequencies in the 1st workshop followed by 9 in workshop 2, and only 4 in the third workshop disappeared at the end in workshops 4, 5 and 6.

The following comments taken from the instruments ratify this information:

When the teacher started telling the story about “the three little pigs” students were very excited, then the teacher started asking for specific details from the story, Students started giving the answers in Spanish “teacher eran 3 cerditos y 1 lobo”, “teacher los materiales eran madera, paja y ladrillos”. It is evident that students understand most of the content from the story. (Workshop 3 – peer observation)

Pude identificar y reportar con efectividad personajes, lugares y tiempos en la historia a medida que la profesora la iba narrando.

I could identify and report effectively the characters, places, and time from the story, while it was being narrated) (workshop 3- students survey)

The second code that appears with more frequencies from the analysis is accurate vocabulary recognition, it is visible that there was a small improvement with the identification of the vocabulary. Some of the significant aspects from this category is related to the fact that students kept the level of understanding from the words included in each workshop. there is an extra code that was left for more analysis which is students' preferences towards visual aids, these two codes come together in the analysis considering students' perceptions from the images and the relationship with the vocabulary. It is evident that students understood most of the vocabulary because of the use of images as shown in the following perceptions.

“teacher, yo recuerdo que el niño estaba construyendo una house para una familiar, y también un bridge para sus juguetes” (workshop 2- peer observation)

(teacher I remember that a boy was building a house for a relative, and a bridge for his toys)

Then when listening to the story and watching the images from the tv students recognized other vocabulary that was more familiar for them. (Workshop 3- peer observation)

El uso de imágenes me facilitó entender diferentes palabras de la historia mientras era narrada. 10 students answered option 5.



(Using images helped me to understand different words from the story.)

When I began telling the story, students were very concentrated in the images, they told me that they were “bonitas, y es mas fácil entender la historia”. (workshop 2- peer observation)

For example, in workshop number 6, students could identify the sports and the handcrafts from the activities. When they were listening to the teacher’s story, they could identify the abilities that each teacher had.

In the first story with the help of the names of the teachers they started making connections about their abilities, and they shared the information they knew. (workshop 6- peer observation)

In the question, En mi opinión las palabras de la historia fueron claras al momento de escucharlas, students answered option 5 (happiest face)

(in my opinion the words from the story were clear at the time of listening to them, students answered option 5, the happiest face)



The previous attitudes towards the vocabulary helped me to identify with the code Poor vocabulary understanding that the frequencies decreased from workshop 4 to workshop 6. It looks like students improved how they identified and understood the vocabulary found in the listening exercises. The first three workshops showed a High frequency as the analysis was

carried out. At the beginning of the implementation it had difficulties When listening to digital stories and when identifying vocabulary.

Some students forgot some information about the story, so it was necessary to paraphrase the story, and then they remembered and identified what the words vocabulary they needed to use were. (Workshop 1- teacher's journal).

Then in the video students had some difficulties with the meaning of can and can't but then with some practice they could understand the abilities. (workshop 6- peer observation)

In the workshop by using the images they knew what happened but they still had a lot of difficulties when sharing orally. (workshop 5- peer observation)

In the students' survey question, En mi opinión, pude identificar palabras específicas de la historia mientras me era narrada, students answer option 2.

(in my opinion, I could identify the specific words from the story when it was being told by the teacher, students answered option 2)



A related code to the previous ones is Efficient specific information identification on listening tasks which means that when listening to the stories students identified the specific pieces of information according to the comprehension questions the teacher asked. There is a close relationship between the DST components identification and the specific information

identification because the learners were able to provide facts and data when reporting their comprehension in the sequence of the components of the stories, like when referring to events that happened to the characters or they established sequences of events in the stories that they heard. As seen in Table 1, the frequencies in these two categories are similar in numbers, and there is not a variation on them because one led to the other with a connection between the specific information that was reported in the listening task and the understanding of the components of the story. As one increases the other one too, as ratified in the following perceptions from the instruments completed by the observer and the researcher:

Students can get and understand specific information from the stories, what happened and how it happened. (workshop 5- teachers' journal)

When listening to the story, students were able to identify specific information, where Bob Sponge lived, what happened to Gary, where Bob sponge looked for him, and so on.

Students could remember the main information from the story. (workshop 5- teachers' journal)

When students listened to the stories, they could identify specific information, such as places, abilities, and things that happened. Students relied on the images from the stories, and the way the teacher tells the story. (workshop 6- peer observation)

when the teacher asked them about what happened to gary the snail, they said “ teacher el caracol se perdio, y bob esponja lo esta buscando por todo lado donde la familia”.

They can get specific information with the help of the images from the story, and the teachers' explanation about some vocabulary. It is also easier for them because they are familiar with all the family vocabulary. (workshop 4 - peer observation)

The information from the survey also provided evidence of this effective identification of specific information in the listening tasks. In the statement, *Comprendí la mayor parte de la información específica de la historia que me preguntaron después de escucharla* (I understood most of the specific information from the story the teacher asked me after listening to it). In workshop 5, 10 students chose option 4 which meant that they had a positive perception about this skill in their listening comprehension. Another question in the survey in workshop 6 ratifying this achievement was a statement about *“I could understand and answer some questions using most of the specific information found in the story”* to which the participants reacted with a positive choice indicating that they felt happy or very happy about their performance in the listening tasks.

Another evidence of the positive impact of the listening strategies is represented by the Effective listening strategy use category. During the six workshops there was not an important change in the frequencies which means that the students kept a steady performance in their use of the listening strategy during the implementation of the workshops. I could observe that a few students did not understand very well the use and importance of the strategies, as shown in the following perceptions.

I called the listening strategy “ a tip ” for students to understand better the strategy during the whole lesson, I was asking students to tell me if they remembered the strategy and what was it about. Some students always remembered the use of the strategy but some of them didn't remember it. (workshop 6- teachers' journal)

In the question La estrategia integración fue... only four students answered useful. (workshop 6- students' survey)

In the question the integration strategy was... four students answered useful.

In the question, Para entender la historia, la estrategia me pareció... students answered util. (workshop 5- students survey)

To understand the story, the listening strategy was.. students answered useful.

In the question, Consideras que el uso de las estrategias fue fácil, Sí o no, ¿por qué?

Si yo creo que si porque eso ayuda mucho a entender las historias y uno está más pendiente de lo que dicen (students' final survey).

In the question, do you consider that the use of listening strategies was easy? Yes or no, why?

Yes, I think they do, because it helped me a lot to understand the stories and you need to be more attentive to what it has been said.

Following this previous idea, in the code Lack of listening strategy use, there was an increase in the last 3 workshops, showing that in the last three workshops some students did not use the strategy as they should because they did not consider it neither important nor easy to use. Respectively, the last three strategies were not useful for them in the workshops. The highest frequencies for this category are found in the last two workshops

When they were developing the workshop, they forgot to use the strategy, then the teacher reminded them to use it. (workshop 4- peer observation)

Students had some difficulties with the listening strategy, they usually can focus on one word, one general situation, but with the integration strategy they did not understand very well how to use it. (workshop 6- peer observation)

It is evident that students need continuous reinforcement on the use of the strategies.

(workshop 6- teachers' journal)

In the question para entender la historia, la estrategia me pareció... 9 students answered poco util and nada util.

In the question to fully understand the story, the integration strategy was... 9 students answer not useful. (workshop 6- students survey)

Finally, the last two codes reflected students' difficulty to identify English sounds. The codes Ineffective sounds recognition and Appropriate English sound identification are in the last positions of number of frequencies in the six workshops, both codes showed the difficulties they had when applying the strategy. They needed to have continuous rehearsal of the use and definition of each strategy. For example in workshops number 1, 2, 3, 4, and 5 students had to identify vowel sounds /i/,/o/,/a/ which showed a great difficulty for them to identify because they got confused with the written form of the vowels; on the contrary, in workshop 6 when students had to identify a consonant sound /l/, they could identify the sound easily in listening activities.

In the workshop when they read the short piece of the story, they colored all the words they saw with the vowel o, they generalized that the vowel has the same sound as /o/ all the time. (workshop 4- peer observation)

They cannot identify the sounds because they get confused with the written and spoken sound (workshop 5- teachers' journal)

When they saw the word “garden, they identified the sound /a/ but when they saw the word “basement” they got confused and pronounced it with the sound /a/. (workshop 3- peer observation)

Students can’t identify very well the words that include the English sound, they get confused with the written vowel o, with some of the family members they could identify the /o/ sound, for example mother, mom. (workshop 4- teachers’ journal)

Students could identify the sound because they related it to the written form; for example, in the word troll, they new that was the sound. In the workshop students colored the words that included the /l/ sound easily. (workshop 6- peer observation)

The previous attitudes towards the use of images in the previous discussed codes helped me to identify how important it is to include images when teaching vocabulary, and practicing with listening activities. Considering the similar results in their performance on identifying main digital story components that students had during the 6 workshops, it is evident that students kept the same interest during all the workshops for the visual aids considering that every workshop included a digital story told with images and an oral text as shown in the following perceptions:

In the questions,

El uso de imágenes me facilitó entender diferentes palabras de la historia mientras era narrada, students answered option 5 (workshop 5, students survey)



(The use of images, helped me to understand different words from the story while it was being told, students answered option 5)

El uso de imágenes me facilitó entender diferentes palabras de las historias narradas digitalmente: students answered option 5 (students' final survey)

The images use helped me to understand different words from the stories that where digitally told; students answered option 5.



*It looks like students get more information from images accompanied with the narration.
(workshop 5- teachers' journal)*

some students asked the teacher to show again the power point presentation for them to see the images again. (workshop 1- peer observation)

All these testimonies show that there was a very good connection between the listening strategies and the visual aids that the learners were exposed to along the project which help them to listen comprehensively.

To finish the discussion of the action stage of this study, Table 2 displays the average results of the assessment of each workshop through the listening rubric:

Table 2. Average scores of learners' performance in listening tasks of implementation stage

	Recognizing vocabulary / lexis	Understanding specific information	Identifying / differentiating English sounds	Listening strategy use	Identifying digital story components	Average Score
W1	4.0	4.0	4.0	4.0	4.0	4.0
W2	4.0	4.0	3.9	4.2	4.4	4.1
W3	4.1	4.0	3.8	3.9	4.3	4.0
W4	4.3	3.8	3.5	3.1	5.0	3.9
W5	4.2	4.0	2.1	3.8	4.8	3.8
W6	4,5	4,5	3.5	3.5	4.5	3.8

As reflected in table 3, the rubric results from the average scores on learners' performance in the listening tasks the first aspect displayed in the table is recognizing vocabulary/lexis, within this category it is shown that from workshop 1 to workshop 6 students showed a gradual improvement. In the second aspect understanding specific information students' results on most of the workshops were positive. they obtained scores above 4,0 which means they approved the component from the rubric. In workshop 4 students decreased their results which reveals that they could find some difficulties when identifying specific information's found in the stories. On the contrary, in the category identifying/ differentiating English sounds students results decreased from workshop 1 to workshop 6 students results were lower than 4,0 points, and workshop number 4 shows the lowest result from the implementation. These scores show a great difficulty

when listening to specific sounds during the implementation of the workshops as well as the previous aspect described in the category listening strategy use

4.4 Evaluation stage

After completing the six workshops whose results were discussed in the previous section, an interview to the observer was conducted, a survey and an exit test were administered to the participants in order to capture their views of the whole implementation process, and some final entries were recorded in the researcher's journal. Results of this final evaluation stage are discussed in the following paragraphs.

The first instrument used in the evaluation stage was a peer interview, where the observer answered different questions related to the general results in the workshops considering students' perceptions and attitudes towards the whole implementation and the exit test, the use of strategy, and how they performed in the exit test. The researcher reported that they found that students gained interest from workshop to workshop. They showed a great interest in the digital stories, they really enjoyed every story and they showed great participation when the story was told. As cited from the interview *"they really wanted to participate in the study. I think that students showed an evolution during the six workshops, they showed interest in the stories, and they were curios whenever they did not understand"* (Observer interview). This showed that students felt comfortable with the different stories. Another important aspect found in the interview was the fact that *"students had different attitudes towards the workshops, first they really enjoyed the stories they were excited, and they participated when the teacher was telling the story. But in the part of the English sounds, they seemed very confused, and they felt confused with the written vowel sounds and the sound."* (Observer interview). As shown in the previous opinions, students

found several difficulties when identifying the English sounds. Another important aspect found in the interview was students' perceptions towards the listening strategies. The observer reported that *"I am not very sure if they used the listening strategies because I believed that children need a lot of rehearsal to remember things, maybe they used the ones that they enjoyed the most such as selective attention, or lexis prediction. I think they used the ones they believed were the easiest"* (Observer interview). It was evident that students could not use all the listening strategies because of the complexity they had.

The second instrument used in the evaluation stage was students' survey, where students were asked to talk about their personal opinions on the complete implementation of the workshops. Several important aspects were found, the first one was that students found the six workshops interesting, they felt they were entertaining and had a lot of different activities, as shown in the question: *En mi opinión los 6 talleres fueron claros en las actividades de escucha (in my opinion the listening activities found in the six workshop were clear), students answered option 5 the happiest face (in my opinion the listening activities from the the 6 workshops were clear, students answered option 5 the happiest face). Students showed positive responses towards most of the activities form the workshops. Also, students shared their perspective towards the use of images inside the digital stories and they answered positively. On the contrary, students showed their discontent on the listening strategies use and the English sound identification expressing how difficult it was to use them. they expressed it also in the final survey in the question *¿Cuál parte de los talleres fue la que menos te gustó o la que más se te dificultó?* students answered *Los sonidos de las palabras no sabia como saberlas, Los sonidos, y recordar algunas cosas que pasan. La de los sonidos (in the question, which was the part from the workshops that you consider was the one you did not like or found most difficult? Students answered, the words sound, I did not know how to recognize the sounds remember somethings**

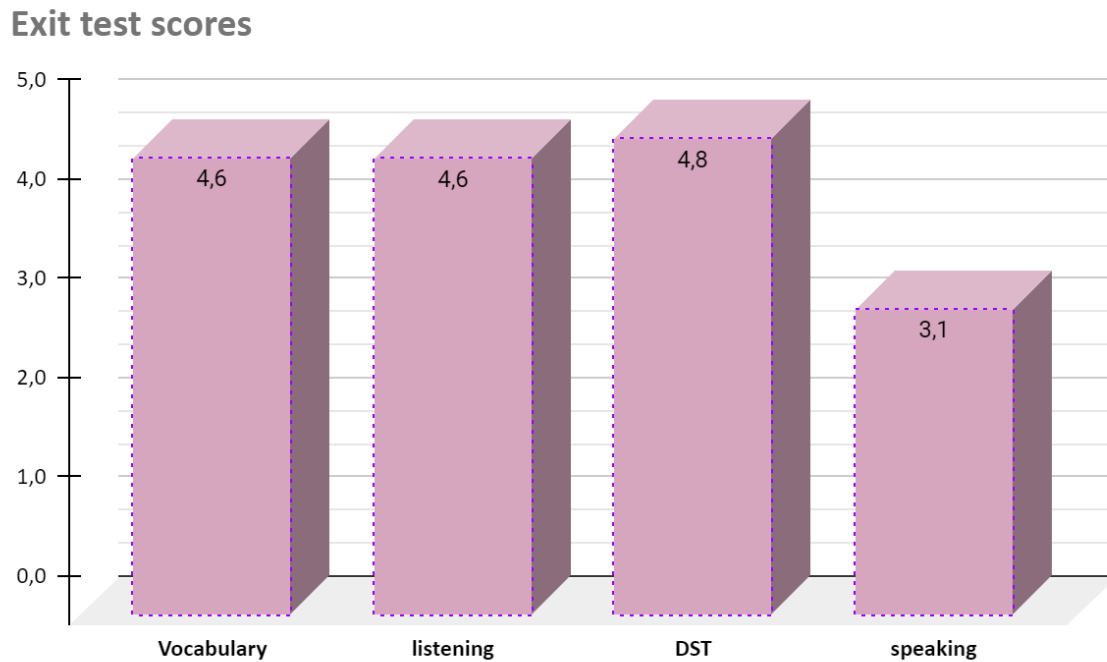
from the stories. The sounds). Students answers and the interview showed that students found some things that were very difficult for them to do or understand. The interview gave a very precise idea about the students' attitude and about the way in which students faced every workshop.

The last instrument used was the teacher's journal, where I found that students really enjoyed the different stories and the implementation of images. There were different aspects where students showed lower interest such as the use of listening strategies. They could not fully understand when to use the "tips" I gave in the workshops. Besides , students could express their confusion with the sound identification. They expressed that it was difficult to know what was the sound when they saw the written word. As shown in the journal entry: "*students, seem very confused with the sound identification, they told me that they did not how to read in English, and when I pronounced the words, they confused the sound with the written form*". Finally, this instrument added information to the aspects that were found in the rest of the evaluation stage.

To carry out the evaluation stage, an exit test divided into five sections was administered to identify the impact of the complete implementation. The first part of the text was a listening exercise where students needed to listen to different vocabulary find it on an image and color it according to what they heard. The second part included listening to a short story, where students needed to identify the main components of the digital story, the beginning the middle and the end of the story. The third part was a listening exercise where students listened to short conversations about birthdays, and they needed to answer how old were the kids. The fourth part of the test included a family description, they needed to listen to their description and color some starts following the audio. Finally, students had to talk about an image they had, they could give some

descriptions by using the image. In the following graph the results students obtained from the test are displayed:

Graph 4. Exist test scores



As shown in Graph 4, students showed very positive results in listening and vocabulary. All students were able to identify the different vocabulary found in the test while listening to it. Furthermore, when identifying the digital story components students could identify successfully the main parts found in the story. The speaking skill was included to follow a similar structure from the diagnostic test, and students got a very similar result. Finally, in the overall score students showed positive results, they were able to accomplish the different objectives from the rubric. As showed in Graph 2 students' results in vocabulary and listening varied considering the difficulty students had when identifying English sounds. Even though students had excellent

results in the digital story components identification, it is not clear whether students used the listening strategies to do the activity.

Finally, the results found in the exit test displayed in graph 2 and the results from the diagnostic test graph 1, revealed students' average improvement, the first aspect was students obtained higher results was the vocabulary section, where students changed from a 2,5 average in the diagnostic stage to a 4,6 in the exit test. This result demonstrates that students improved their vocabulary as a result of the implementation of the six workshops. The second positive result is found in the listening skill from 2,1 in the diagnostic test average to 4,6 averages in the exit test. With this category, there is evidence that students enhanced their listening skills. There is a different category in the exit test as a result of the implementation in order to assess students' digital components identification whose results were higher than 4,8. Finally, the last category was speaking where students did not show any improvement.

5. Findings

The following section will give a deep description of the findings of the research as a result of the action and evaluation stages. The main objective of the following paragraphs is to illustrate the impact of digital storytelling on students listening skills with the help of listening strategies.

Identifying vocabulary from digital stories

The effective comprehension of vocabulary when listening to a digital story, is a key factor for successful understanding of the content, and main components on a story. During the complete implementation of the six workshops, participants had to identify and understand different vocabulary items from the stories. At the beginning of the implementation, students showed a positive response towards the vocabulary comprehension from the stories, they seemed to understand the basic information from the content of such digital stories. Workshop by workshop students continued improving gradually their vocabulary identification from the stories, they could listen to the story and identify what was being told. This finding confirms Ramirez & Alonso (2007) that stated that the use of digital stories showed an improvement in learners' understanding of linguistic structure, vocabulary, sound patterns and other elements in comparison with learners' that received language instruction with internet-based technology.

Another important finding was isolated vocabulary identification. At the beginning of every workshop, the purpose was for students to get contact with the vocabulary they were going to work with during the workshop. Every workshop included a warm-up where students showed what they already knew about specific topics and had contact with the new vocabulary from the story. Students showed that they could easily use vocabulary found in isolation, they understood

main parts of videos, songs and other digital resources used to practice vocabulary and used it to report their understanding of the content of the stories.

One of the principal objectives for the investigation was to explore students' ability to identify vocabulary on listening to digital stories. During the complete analysis students' vocabulary recognition gained a gradual improvement, they showed complete understanding of the vocabulary they found in the stories. Students could use the different given tools while listening to the digital stories. They followed the story not only with the oral text, but they could also grasp key vocabulary terms about what was happening in the spoken language they heard. Moreover, students showed that even if they did not share their ideas in the target language, they could easily express the meaning of the vocabulary that they comprehended in the listening tasks in their target language. At the beginning of the implementation students showed lack of vocabulary but through the process as they were exposed to the different digital stories, students gained more and more vocabulary. This provides evidence that vocabulary is a key factor in the development of the listening skill as proposed by Rodríguez (2017) who states that listening and reading to stories help learners to develop their linguistic competence by gaining vocabulary and expressions.

Intelligible listening for specific information found in digital stories

Another important goal in the whole implementation was to observe students' ability to identify specific information from digital stories. In the analysis it was evident that students had a little improvement at the time of identifying specific information. In the exit test it was clear that students could identify specific information found in the stories, they could share using their L1 what happened to specific characters, what was the main situation from the stories. This helped to

me identify students' interest in the stories. They were eager to participate all the time and shared their ideas about what happened in the story providing specific information when asked. This confirms Graham and Santos (2015) who consider that the ability to recognize this kind of information is crucial when assessing the listening skill.

During the completion of the listening tasks, the participants displayed better understanding of spoken English when they reported specific pieces of information related to the characters, their location, their characteristics or the actions that were narrated in the stories. This listening skill was significantly improved in connection with the listening strategies such as problem identification and selective attention that according to Graham and Santos (2015) require higher levels of language processing and vocabulary comprehension.

English sounds differentiation

This finding aligns with Aly's (2021) theories because the learners benefited from digital storytelling, not only to enhance vocabulary learning, but also to foster English language skills, such as pronunciation sound differentiation; in fact, the participants could identify the specific pronunciation of the sounds found in the words from the stories and sometimes replicate them. The implementation of the six workshops showed that participants overcame difficulties when identifying English sounds in the stories, however, they expressed that it was difficult to identify the vowel sounds in contrast with the consonant sounds, nevertheless, as showed in the triangulation analysis, the students' sounds recognition was one of the aspects with the lowest results. The data showed that students did not show a significant improvement with the identification of sounds from workshop-to-workshop, which means that this was one of the most difficult aspects for students to apply. When they had to identify the English sound in the

activities sometimes they got confused with the written and oral form of the sound. When listening to the words students could sometimes differentiate the sounds, but when they had to identify the sound on their own, they could not find them easily, which is a common experience at the early stages of the foreign language learning process (Gu, 2018). At the beginning of the implementation, this was something new for them, then workshop by workshop they were aware of the different sounds in English but even though they understood that sounds are different from the written words, they not always identified them inside the stories or in an isolated way which means that they need more work on this matter.

Using listening Strategies for digital short stories understanding

One of the findings related to the use of listening strategies with digital stories showed that students found the first three listening strategies prediction of lexis, identification of word and selective attention easy to use, but the last three strategies match lexis heard to lexis in options, problem identification and integration were very difficult for them to use. As shown in the analysis of the workshops, there is a decrease on the effective listening skills use and an increase on the lack of listening strategies use. This finding responds to Al-Nafisah (2019) where he expressed that teachers should be aware of student's needs, in order to be more flexible and have the possibility of adopting different teaching techniques. In this project, learners were exposed to varied listening strategies and in such experience they could identify two perceptions towards the strategies, when they faced the three first strategies, the results in the workshops were higher, they could identify and use successfully, but when students used the last three strategies which they considered difficult their results were lower in the three last workshops.

As response to one of the main objectives of the research, the use of listening strategies when developing the digital stories activities did not show a significant increase in the

implementation. At the beginning of the research students did not know any listening strategy, they did not understand what the meaning of strategy was. With the explanation and practice of the different strategies through the whole implementation, they understood their meaning. But even though they were aware of them, they did not use them when necessary, they could focus only on simple tasks. There is an evident decrease on the use of such strategies in the last workshops. It was evident how difficult it was for them when trying to use these strategies. They could use three of the listening strategies, where the instruction was simple and easy to follow. This finding supports Mutiarani & Izzah (2015) who explain that combining storytelling with other methods or approaches to teaching and learning could help pupils advance slowly in their path as foreign language English learners. Even though students did not show a great advance when using the listening strategies, it was the first glance to the use of listening strategies in future learning experiences at higher levels.

Positive Digital story component identification

One of the aspects that students could overcome during the implementation was related to students' reactions and attitudes towards the digital stories. During the six workshops students showed a great attitude when referring to the stories. Students showed a high interest on the stories, they were eager to know what happened with them and they could share their ideas about the stories using their L1 sometimes. The continuous interest in the stories was a visible finding from the analysis of the workshops. Students were eager to participate and answer information questions about the stories. As stated by Kim & Li (2020) the use of digital storytelling offers different affordance for learning, the tools can stimulate students' motivation for learning.

Another finding related to the identification of digital components showed an evident improvement workshop by workshop where students could recognize the main components from

a story including the main situations, the main parts of a story, characters, and others. During the whole investigation process, students pointed the main parts of a story and what happened during certain part of the story. They could identify the characters, and the main problem of the story showing a positive outcome towards the implementation of digital stories in the workshops. These findings support Maureen, Meij, and Jong (2020) that reported that effective storytelling depends on five key characteristics setting, theme, characters, plot, and conflict from where children learn a story schema. The participants of this study showed they could understand and easily identify the main components of a story being this a positive effect of storytelling on their listening skill.

Positive response towards visual aids

One of the findings that arose from the analysis of the six workshops was students' positive response towards visual aids. Students showed a special interest on stories based on the different visual aids used to tell the stories. Since the beginning of the implementation, it was visible that students efficiently used images in order not only to create meaning and follow the listening material but also to report their comprehension of its content. The use of these visual aids was a key tool for students' vocabulary understanding, digital story comprehension, specific information identification found in the implementation. This finding supports Yunus, Salehi, and Dexter Sigan, (2013) who state that visual aids can be fully utilized as an effective tool because they help students to clearly understand the literary concepts in the literary texts.

6. Conclusions and Pedagogical Implications

After the implementation of the six workshops to observe to what extent the use of digital storytelling impacted first graders listening skills, it is possible to arrive at different conclusions and pedagogical implications that will bring to the educational field interested in improving listening skills with early stages learner using digital stories and listening strategies.

First, the use of digital stories inside the classroom can add to the listening lessons a great space not only for learners to listen to different stories and increase vocabulary, but also to help students learn different aspects about, ethics, culture or important things for their lives considering the morals that students can find in the stories. Another important aspect is the idea of helping learners to identify the main components of a story, in this case students will get different ideas about the order of a story, what can happen at the beginning, the middle or the end. This aspect will be useful for students not only while learning to a foreign language but in their lives as well.

Implementing digital stories inside the classroom changes how students get acquainted with the new language; with the use of stories students are exposed to practice the new language they are learning in the classes. It gives a different perspective towards learning a new language in the way that students get to see that specific language in real or imaginative situations found in the stories. They get interested in the story by listening and watching the digital story on the screens. These stories promote students' imagination, by following what is being told and the mental images they create while listening. That is why, teachers should include in their regular

lessons different types of stories that can help students develop their listening skills, and vocabulary acquisition.

Another important conclusion is that the use of digital stories helps students to understand specific information. With the help of digital stories, students start getting different information. They develop the ability to identify specific information found in the stories, they can listen, watch, and identify the situations that happen inside the stories. Students can not only identify vocabulary and sound through the stories but they can also create a mental meaning for the words and specific information from the stories. Teachers should include the digital stories in their classes considering all the aspects students can get from a single story.

Although the English sound identification may be a problematic issue, it is important to develop this skill while listening to digital stories in early learning stages. As a conclusion, the use of digital stories contributes to the building of skills of young learners to differentiate sounds inside the stories; with this kind of tasks students could gain concentration on the stories and get familiar with sounds they might perceive as challenging. For teachers it would be necessary to work the sound identification using only the stories but not implementing the listening strategies at the same time, in this way students have the opportunity to focus on the sound identification aspect instead of several aspects from one story. As already mentioned, it is necessary for teachers to use the digital stories to develop single aspects, to help early stage learners to develop each aspect positively.

About the listening strategies used, I conclude that they provide positive features to the learning process because they enable learners to respond towards lexis prediction, word identification and match lexis heard to lexis in options with more precision; these three strategies

are easy to remember and to use by children, that is, they help learners focus their attention on simple tasks when listening to the stories. On the contrary, the listening strategies, problem identification, and integration are rather difficult for younger students to use because their performance with these two strategies turns slower considering the process and the difficulty they represent for learners to identify different information from the stories.

For future research it would be necessary to keep investigating about the impact of digital stories on different levels of learners. These stories can help students develop all the language skills and sub-skills. Also, to keep working with listening strategies with elementary students in order to give them tools to comprehend different information when listening to stories considering that at this level students are getting the basis for reading and listening comprehensively.

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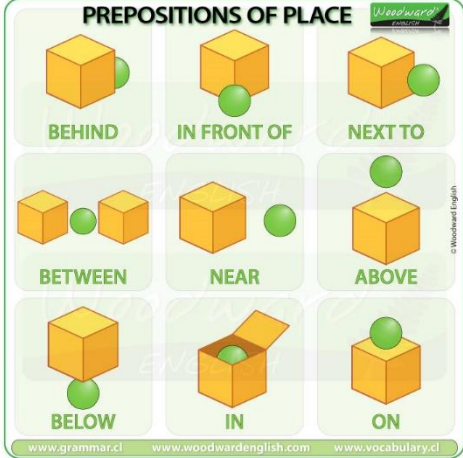
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Appendices

In this section I will list the workshops used during the research and the instruments collected.

Appendix 1 workshop 1 Back to school

Caldas University Master's Program in English Didactics Enhancing first-graders' listening skills through virtual storytelling Workshop #1 – Back to school				
TEACHER:	Daniela Granada Hurtado			
SUBJECT AREA:	English			
GRADE:	1 – B			
TITLE:	Back to school!			
LANGUAGE OBJECTIVE	Students will be able to talk about school supplies and its location in the classroom with nouns and prepositions.			
LISTENING COMPREHENSION OBJECTIVE	Students will be able to identify specific vocabulary in a story about the school context			
LISTENING STRATEGY OBJECTIVE	Students will be able to predict lexis in spoken language / listening tasks			
SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT SCHOOL SUPPLIES WE USE AT SCHOOL.	WARM-UP		
		10 min	WARM-UP: students will watch a video about the school supplies but before they will predict and write what kind of words, characters they are going to find in the video.	Video about school supplies retrieved from kid's box 2, unit 2 back to school. https://www.youtube.com/watch?v=c-g577KmPJU
		PRESENTATION		

<p>35 min</p>	<p>In order to practice the school supplies vocabulary students saw in the video, the teacher will ask students which school supplies they remember before and after watching the video; she will list the items the learners mention and provide some visual support to confirm their understanding of the vocabulary; then, the teacher will present and exemplify the use of prepositions to indicate location-; then, students will give different ideas about the language they remember and the teacher will show students a short matching game in which they will classify the school supplies with the characters from the video emphasizing expressions for location.</p>  <p>The image shows a 3x3 grid of illustrations demonstrating various prepositions of place. Each illustration includes a yellow cube and a green ball. The prepositions shown are: BEHIND (ball behind cube), IN FRONT OF (ball in front of cube), NEXT TO (ball next to cube), BETWEEN (ball between two cubes), NEAR (ball near cube), ABOVE (ball above cube), BELOW (ball below cube), IN (ball inside an open cube), and ON (ball on top of cube). The grid is titled 'PREPOSITIONS OF PLACE' and includes a 'Woodward' logo in the top right corner. At the bottom, there are three website URLs: www.grammar.cl, www.woodwardenglish.com, and www.vocabulary.cl.</p>	<p>WORDWALL MATCHING GAME. https://wordwall.net/play/10778/353/159 preposition images https://www.woodwardenglish.com/wp-content/uploads/2019/09/prepositions-of-place-in-english.jpg</p>
<p>PRACTICE</p>		
<p>45 min</p>	<p>The teacher will start asking students about different predictions about one short story they will listen to. Then the teacher will explain to students how the listening strategy of lexis prediction works, and how they can use it with different stories. To do this, the teacher will expose the learners to different titles of stories through slides/flashcards and she will elicit predictions from the learners. Then, students will share their predictions about the story they will be told and then the teacher will start sharing the story. In the story students</p>	<p>KID'S BOX: ACTIVITY BOOK PAGE 14, LISTENING EXERCISE #1 AND FIND THE WORDS #2. Famous tales link: https://i.pinimg.com/736x/94/1a/d6/941ad6e2b9ea39382b74ce5bdc644442.jpg</p>

will find different vocabulary about the school, and then together with students and the teacher they will share the vocabulary and the different aspects they listened to in the story verifying how accurate their predictions were.

Students will practice the vocabulary seen in the presentation with an exercise from the activity book page 14 in which pronunciation of the sounds /i/ and /e/ will be rehearsed.

1. They will listen to some words and they will color the object with green (the words that sound /i/) or red (the words that sound /e/), and then students are going to say aloud the words for each English sound.

2. Students are going to find some hidden words on a snake, they are going to circle and check the words that they found according to the images and then they will answer two questions about the colors hidden in the snake.

8 Listen and colour red or green.

1 red 2 green 3 tree

4 ten 5 pen 6 read 7 twelve


8 fourteen 9 teacher 10 desk

9 Find the words.

How many colours are there?

14 What are they?



		PRODUCTION AND EVALUATION STAGE	
<p>SESSION 2 90 MIN</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT SCHOOL IN A STORY.</p>	<p>90 MIN</p>	<ol style="list-style-type: none"> 1. Students will use the predicting lexis listening strategy based on some images before actually listening to another story; they will predict what words they are going to find in the story, and what they think the story is about. 2. Students are going to listen to the story "The golden pen" following different visual aids in a PowerPoint presentation showing them specific parts of the story. 3. While listening, students will answer some questions about the story: how many, and which school supplies were mentioned in the story, and circle the characters from the story. 4. After the listening task, students are going to draw how they imagine the "golden pen" to be. 5. Students are going to answer some true or false questions about the story content. 6. Finally, the students' production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy use and the detail understanding from the digital story. (Appendix 7)  <p>POWER POINT PRESENTATION</p> <p>GOLDEN PEN STORY</p> <p>WORKSHOP</p>

ONCE UPON A TIME A BOY NAMED CHARLIE,
CHARLIE WAS A VERY INTELLIGENT BOY, HE REALY LIKED TO GO TO T
LEARN NEW THINGS.
ONE DAY, CHARLIE'S DAD GAVE HIM A GOLDEN PEN! IT WAS THE BE
CHARLIE.]
HE TOOK THE PEN TO THE SCHOOL, AND ANY TIME HE USED THAT G
THE BEST GRADES FROM THE COURSE.
ONE DAY THE TEACHER SAID, "MY DEAR STUDENTS TODAY WE WILL
ERACERS, PENCIL, SHARPENER AND THE COLORING BOOK"
SO, CHARLIE FELT SO SAD BECAUSE HE COULDN'T USE HIS "GOLDEN
VERY FRUSTRATED AND HE THOUGH HE WAS NOT GOING TO APPROV
CHARLIE DID HIS BEST, BUT UNFORTUNATELY, HE DID NOT FINISH TH
WENT TO HIS HOUSE AND CRIED.
HIS MOTHER ASKE HIM "CHARLIE WHAT'S WRONG", AND HE SAID "I
FINISH THE ACTIVITY BECAUSE I COULD NOT USE MY GOLDEN PEN"
SO, CHARLIES FATHER SAID, DON'T WORRY SON, THAT GOLDEN PEN
A REGULAR PEN, BUT YOU! YOU ARE VERY SPECIAL AND THAT IS WH
GRADES WHEN YOU USE THAT GOLDEN PEN.

6. Now you will answer some questions about the story

a. How many school supplies are there?

b. Mention the school supplies:

c. Circle the characters from the story:

SUZY CHARLIE CHARLIE'S MOTHER THE B
THE GOLDEN PEN CHARLIE'S FATHER DAVID

Now let's draw, how do you imagine the golden pen?

			<p>7. According to the story circle T (true) F(false):</p> <p>A. Charlie had 3 golden pens. T F</p> <p>B. Charlie finished the activity in class T F</p> <p>C. Charlie's mother gave him "the golden pen." T F</p> <p>D. Charlie's favorite pen was golden. T F</p> <p>E. Charlie was very special. T F</p>
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rubric assessment

Caldas University
Master's Program in English Didactics
Workshop 1: Back to school
LISTENING COMPREHENSION RUBRIC

Rationale: The following rubric in teaching listening skills will be used to assess students' listening performance considering the application of the listening strategy "lexis prediction" inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

LISTENING SUB-KILLS (Author, year) (Buck,2010)	SCORES				
	1	2	3	4	5
Recognizing vocabulary / lexis	Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.	Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.	Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.
Understanding specific information	Student cannot understand specific information when listening to stories digitally told.	Student barely understands specific information when listening to stories digitally told.	Student sometimes understands specific information when listening to stories digitally told.	Most of the time student understands specific information when listening to stories digitally told.	Student fully understands specific information when listening to stories digitally told.
Identifying / differentiating English sounds	Student does not identify English sounds when listening to	Student barely identifies English sounds when listening to	Student sometimes identifies English sounds when listening to	most of the time student identifies English sounds when listening to	Student fully identifies English sounds when listening to

	digitally told stories.	digitally told stories.	digitally told stories.	digitally told stories.	digitally told stories.
Listening strategy use (Predicting lexis)	Student does not apply the listening strategy at the time of listening to the story digitally told.	Student barely applies the listening strategy at the time of listening to the story digitally told.	Students sometimes applies the listening strategy at the time of listening to the story digitally told.	most of the time student applies the listening strategy at the time of listening to the story digitally told.	Student applies successfully the listening strategy at the time of listening to the story digitally told.
Identifying digital story components	Student cannot understand any component in short oral digital stories.	Student slightly understands few components in short oral digital stories.	Student understands some components in short oral digital stories.	Student understands most components in short oral digital stories.	Student fully understands any component in short oral digital stories.

STUDENT NAME: _____

OVERALL SCORE: _____

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:

students survey**Universidad de Caldas****Maestría en Didáctica del Inglés****Mejorando las habilidades auditivas de los niños de primer grado a través de la narración virtual**

Procedimiento: la profesora leerá la encuesta pregunta por pregunta por medio de un encuentro sincrónico, explicando cómo responder y los participantes con la ayuda de los padres de familia ingresaran a una encuesta por Google forms, la cual responderán y enviarán.

Instrucciones:

El siguiente cuestionario tiene el objetivo de recolectar información sobre tus percepciones relacionadas con la implementación de la estrategia de escucha “predicción de léxico” a través de las diferentes narraciones de cuentos virtuales. En la siguiente encuesta vas a encontrar diferentes tipos de preguntas relacionadas con los aspectos anteriormente mencionados. Recuerda que no hay respuestas correctas o incorrectas y debes ser lo más honesto/a posible al dar tus opiniones sobre

❖ **Habilidad para entender información específica de la historia**

Selecciona la carita que describa tu opinión frente a las siguientes frases:

1. En mi opinión, pude identificar información específica de la historia mientras me era narrada



0



0



2



5



5

2. Comprendí con facilidad y en detalle diferentes cosas sobre la historia al escucharla



0



0



2



5



5

3. Comprendí la mayor parte de la información específica de la historia que me preguntaron después de escucharla.



0



1



0



6



5

❖ **Habilidad para diferenciar sonidos del inglés en la historia**

Colorea la casilla que represente tu opinión

1. Al escuchar la narración identifiqué fácilmente el sonido /i/

Nunca	Rara vez	Algunas veces	Casi siempre	Siempre
0	0	2	1	9

2. Al escuchar la narración identifiqué fácilmente el sonido /e/

Nunca	Rara vez	Algunas veces	Casi siempre	Siempre
1	1	0	4	6

3. Pude diferenciar palabras que contenían los sonidos /i/ y /e/ en la narración

Nunca	Rara vez	Algunas veces	Casi siempre	Siempre
0	2	1	3	6

❖ **Uso de la estrategia “predicción de léxico”**

Marca con una X la casilla que indique tu opinión.

Aspectos	útil	Poco útil	Nada útil
1. La estrategia predicción de léxico fue...	8	3	1
2. Para entender la historia, la estrategia me pareció...	11	1	0
3. Para identificar el vocabulario, la estrategia me pareció ...	9	3	0

❖ **Habilidad para identificar los diferentes componentes de la historia**

Marca con una X si o no, teniendo en cuenta tu opinión.

1. Pude comprender el inicio de la historia “The Golden pen”

Si	No
11	1

2. Fui siguiendo y entendiendo con facilidad lo que sucedía (el nudo y el desenlace) en la historia a medida que la profesora iba narrando.

Si	No
10	2

3. Pude identificar y reportar con efectividad personajes, lugares y tiempos en la historia a medida que la profesora la iba narrando.

Si	No
10	2

Muchas gracias por tu participación, si tienes alguna duda puedes escribir al siguiente correo dagrahur@gmail.com .

Appendix 2 workshop 2 time to play

Caldas University Master’s Program in English Didactics Enhancing first-graders’ listening skills through virtual story-telling Workshop #2 – time to play				
TEACHER:	Daniela Granada Hurtado			
SUBJECT AREA:	English			
GRADE:	1 – B			
TITLE:	Time to play			
LANGUAGE OBJECTIVE	Students will be able to talk about their toys describing their proximity to them			
LISTENING COMPREHENSION OBJECTIVE	Students will be able to identify specific words in a story about toys			
LISTENING STRATEGY OBJECTIVE	Students will be able to identify words in spoken language / listening tasks			
SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT TOYS I USUALLY PLAY WITH.	WARM-UP		
		10 min	WARM-UP: students will see a PowerPoint presentation with different flashcards about toys, they will complete the missing letters from the words of the toys. 	Flashcards retrieved from kid's box 2, unit 3 play time.
		PRESENTATION		

In order to practice the toys vocabulary students will say which is their favorite toy orally, and then students will practice the different vocabulary on the book, page 18. they will read a short text and they will circle the toy vocabulary they find, then students will have to write the words from the toys. In the next exercise students will have to listen to different boys talking about their favorite toys and they will check or cross if the image they have in the book matches with the toy that each boy is telling on the listening. Then the teacher will explain the use of this- these using different images and examples. Then, students will play hot potato and the student that get's it, will think about a word using the sound /o/, then the teacher will explain the sound /O/ and show students some words that include the sound from the vocabulary seen (doll, lorry, computer, robot...)

35 min

Page 18, kid's box 2, unit 3 play time.

3 Play time!

1 Read. Circle the toy words. Write

kite _____

Suzy's got a (kite). Simon's got a robot. Lenny's got a train. Meera's got a car. Stella's got a computer game. Alex has got a big yellow watch.

2 Listen and tick (✓) the box.

1 **a** **b** **c**

2 **a** **b** **c**

3 **a** **b** **c**

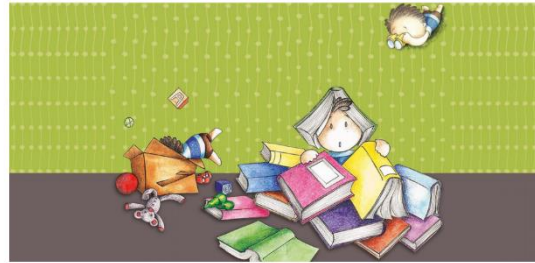
4 **a** **b** **c**

18

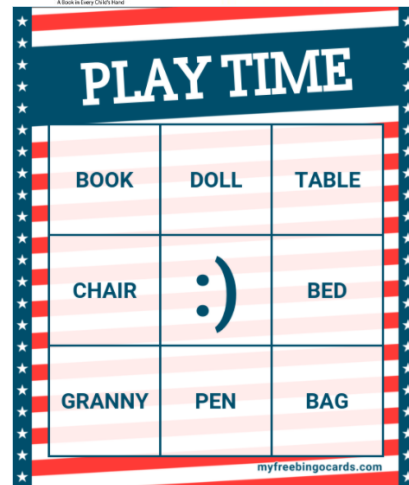
PRACTICE

The teacher will explain students the new listening strategy for this session which is “word identification”, the teacher will explain that every time students listen to anything, it is very important to identify specific vocabulary or words, in this case the toys vocabulary. In order to do so, the teacher will tell a short story about a missing toy, and students will have to identify the different vocabulary from the story. Then students would practice if they got different vocabulary from the story playing a short online bingo game.

45 min




Lost and Found
 Author: Sukhada Rahalkar
 Illustrator: Sukhada Rahalkar



Story
 “lost and found” by
 Sukhada
 Rahalkar
 Online
 bingo
 game
<https://mfb.us/m/dtwn9a7/1>

PRODUCTION AND EVALUATION STAGE

<p>SESSION 2 MIN</p> <p>90</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT SCHOOL IN A STORY.</p>	<p>90 MIN</p>	<p>1. Students will use the vocabulary identification listening strategy after listening to the story, they will answer some questions based on the story they have just learnt.</p> <p>2. Students are going to listen to the story “the best thing ever” following different visual aids in an illustrated short book.</p> <p>3. While listening, students will answer some questions about the story: what kind of objects did Muzi found? what did he build?</p> <p>4. students will circle the words that include the sound /O/ from the story.</p> <p>5. After the listening task, students will classify, the objects into “the best thing ever” and “not so good”.</p> <p>6. Finally, the students’ production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy uses and the detail understanding from the digital story.</p> <div data-bbox="802 972 1349 1318"> <p>The best thing ever Illustrated by Lauren Nel Written by Melissa Fagan Designed by Stefania Chiggi with the help of the Book Club participants in Cape Town on 3 March 2016. ISBN 978-1-928118-10-2</p> <p>This work is licensed under a Creative Commons Attribution 4.0 License (http://creativecommons.org/licenses/by/4.0/). You are free to share (copy and redistribute the material in any medium or format) and adapt (remix, transform, and build upon the material) this work for any purpose, even commercially. The license cannot revoke these freedoms as long as you follow the following license terms:</p> <p>Attribution: You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. No additional restrictions: You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. Notice: You do not have to comply with the license terms of the material in the public domain or where your use is permitted by an applicable exception to copyright.</p> <p>No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material.</p> </div> <p>1. According to the story circle the correct option</p> <p><u>Muzi</u> built a ...</p> <ol style="list-style-type: none"> shelter for his toys bridge for his animals boat for his mother <p>at the end of the story <u>Muzi</u> built a</p> <ol style="list-style-type: none"> car house table <p><u>Muzi</u> found ...</p> <ol style="list-style-type: none"> small and big things long things and short things ugly things and beautiful things 	<p>Short story, “the best thing ever”</p> <p>WORKSH OP</p> <p>Rubric</p>
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		<p>2. match with a line the words that include the s</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>camera</p> <p>doll</p> <p>kite</p> <p>lorry</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>video gam</p> <p>computer</p> <p>watch</p> <p>robot</p> </div> </div> <p>3. Draw the things that <u>Muzi</u> considered "the best thing ever" and "not too good things"</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">The best thing ever</th> <th style="width: 50%;">Not too good things</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>4. Draw the best thing ever <u>Muzi</u> built</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 10px;"></div>	The best thing ever	Not too good things						
The best thing ever	Not too good things									

rubric assessment

Caldas University
Master´s Program in English Didactics
Workshop 2: time to play
LISTENING COMPREHENSION RUBRIC

Rationale: The following rubric in teaching listening skills will be used to assess students' listening performance considering the application of the listening strategy "word identification" inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

LISTENING	SCORES				
SUB-KILLS <small>(Buck,2010)</small>	1	2	3	4	5

<p>Recognizing vocabulary / lexis (toys vocabulary)</p>	<p>Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.</p>	<p>Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.</p>	<p>Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.</p>	<p>Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.</p>	<p>Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.</p>
<p>Understanding specific information</p>	<p>Student cannot understand specific information when listening to stories digitally told.</p>	<p>Student barely understands specific information when listening to stories digitally told.</p>	<p>Student sometimes understands specific information when listening to stories digitally told.</p>	<p>Most of the time student understands specific information when listening to stories digitally told.</p>	<p>Student fully understands specific information when listening to stories digitally told.</p>
<p>Identifying / differentiating English sounds /o/</p>	<p>Student does not identify English sounds when listening to digitally told stories.</p>	<p>Student barely identifies English sounds when listening to digitally told stories.</p>	<p>Student sometimes identifies English sounds when listening to digitally told stories.</p>	<p>most of the time student identifies English sounds when listening to digitally told stories.</p>	<p>Student fully identifies English sounds when listening to digitally told stories.</p>
<p>Listening strategy use (word identification)</p>	<p>Student does not apply the listening strategy at the time of listening to the story digitally told.</p>	<p>Student barely applies the listening strategy at the time of listening to the story digitally told.</p>	<p>Students sometimes applies the listening strategy at the time of listening to the story digitally told.</p>	<p>most of the time student applies the listening strategy at the time of listening to the story digitally told.</p>	<p>Student applies successfully the listening strategy at the time of listening to the story digitally told.</p>
<p>Identifying digital story components</p>	<p>Student cannot understand any component in short oral digital stories.</p>	<p>Student slightly understands few components in short oral digital stories.</p>	<p>Student understands some components in short oral digital stories.</p>	<p>Student understands most components in short oral digital stories.</p>	<p>Student fully understands any component in short oral digital stories.</p>

STUDENT NAME: _____
 OVERALL SCORE: _____

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:

teachers' journal 2

Enhancing first-graders listening skills through digital storytelling

Teacher journal format

Colegio San Jose- Hermanos Maristas

Action stage of research project



Rationale

The objective of this journal format is to record all classroom situations related to the use of digital storytelling to enhance students' listening skills; within this format the teacher will record in detail students' reactions, attitudes and performance during the implementation of the different interventions in the English class. After that the teacher will analyze the different situations to propose possible solutions.

	Description	Interpretation	Reflection
Students' ability to recognize vocabulary found in the stories.	When I started with the activity about the story, students remembered all the vocabulary from the	Students use Spanish to communicate different vocabulary they know. Also, students have a good	It is visible that students need to use more English in order to practice the vocabulary they

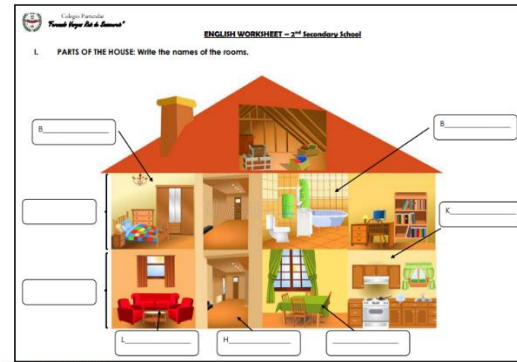
	<p>stories, they said teacher he built “un Puente para los animals, una choza para los juguetes y una casa para la abuela”. They could understand the vocabulary they remembered when the apply the strategy of “lexis prediction”</p>	<p>understanding about the vocabulary they used.</p>	<p>learn.</p>
<p>Students’ ability to understand specific information from the stories.</p>	<p>When students were listening to the story, they could identify the vocabulary they already know with help of the images displayed with the story, they could remember all the words. But talking about new vocabulary they did not understand all the words. And it was necessary to translate some of the words. Also, when students shared the vocabulary from the stories they used Spanish.</p>	<p>It seems that students use and remember the vocabulary the have already seen and they can identify it when they listen to different stories. Also, students prefer to use Spanish in some cases.</p>	<p>It is necessary to continue reinforcing the vocabulary students use and listening in the stories.</p>

<p>Students' ability to use the listening strategy "word identification".</p>	<p>Students can use effectively the strategy, before they listen to the stories, they start using the strategy and they share the vocabulary in spanish, in this lesson they said "reciclar, sobre juguetes, sobre un niño", they usually use the images in order to predict the vocabulary they are going to listening within the stories. Also, when I ask them about the usage of the strategy they remember the meaning of it, and they share the meaning in their own words.</p>	<p>Students use the strategy in the correct way with the help of different images.</p>	<p>It is necessary to reinforce the use of English in the classes when students shared their ideas.</p>
<p>Students' ability to identify digital story components.</p>	<p>While listening to the stories I ask students to tell what has happened in the beginning, the middle and the end. Some students get distracted while listening and at the end of the story they are not sure about the main events from the story. When students paraphrase what they have understood from the stories or the information , they tend to use Spanish.</p>	<p>Some students can identify the main components of the stories, but some other have difficulties to concentrate when listening.</p>	<p>It is necessary to look for strategies to keep students concentrated in the stories, making them more appealing in this way students would have more chances to identify the components of the stories.</p>

Appendix 3 workshop 3 my house

Caldas University Master's Program in English Didactics Enhancing first-graders' listening skills through virtual story-telling Workshop #3 – My house				
TEACHER:	Daniela Granada Hurtado			
SUBJECT AREA:	English			
GRADE:	1 – B			
DATE:				
TITLE:	My house			
LANGUAGE OBJECTIVE	Students will be able to talk about their houses, describing the rooms			
LISTENING COMPREHENSION OBJECTIVE	Students will be able to discriminate words in the three little pigs story			
LISTENING STRATEGY OBJECTIVE	Students will be able to identify words in spoken language / listening tasks			
SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT ROOMS FROM MY HOUSE AND THEIR LOCATION	WARM-UP		
		10 min	WARM-UP: students will watch a house tour video showing the Simpsons house, then the video will be played a second time and students will share orally the rooms and descriptions from the video. (what rooms do you know? What objects can you see in this room? How many rooms does the house have? Describe the living room please?	Video retrieved from https://www.youtube.com/watch?v=VFC-RYqhno8
		PRESENTATION		
		35 min	The teacher will show some flashcards in which she will show the rooms from a house, the bedroom, bathroom, living room, kitchen, backyard, studio and so on, students will have a map of a house and they will write the names of the rooms as the teacher shows them each room and the correct spelling. Then after students finish writing the names of the rooms, the teacher will ask where is a specific room located for example, where is the bathroom? Students	House map retrieved from https://es.liveworksheets.com/re1788529rv https://www.google.com/url?sa=i&url=https%3A%2

will answer with the location, after some more questions about the location of different rooms, the teacher will show the prepositions of place in, on, next to, between, under, behind using some flashcards.



PREPOSITIONS OF PLACE

WWW.SMOOTHALKERS.CL


[F%2Fwww.liveworksheets.com%2Fworksheets%2FEnglish%20as%20a%20Second%20Language%20Prepositions%20of%20place%20Prepositions%20of%20place%20video%20aq772567bb&psig=AOvVaw3NE-yiGKZ9hJPYgqI0PB-0&ust=1646088142212000&source=images&cd=vfe&ved=0CA sQjRxqFwoTCKDY4Kv6oPYCFQAAAAAdAAAAABAJ](https://www.liveworksheets.com/Fworksheets%2FEnglish%20as%20a%20Second%20Language%20Prepositions%20of%20place%20Prepositions%20of%20place%20video%20aq772567bb&psig=AOvVaw3NE-yiGKZ9hJPYgqI0PB-0&ust=1646088142212000&source=images&cd=vfe&ved=0CA sQjRxqFwoTCKDY4Kv6oPYCFQAAAAAdAAAAABAJ)

PRACTICE

45 min

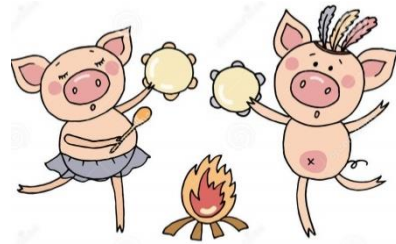
The teacher will explain students the new listening strategy for this session which is “selective attention”, the teacher will explain that every time students listen to anything, it is very important to focus their attention on the necessary words for the story, or anything they can listen to. In order to do so, the teacher first will show an image and will ask students to focus on what the mom is doing, and students will describe what they can see from the image, then she will tell a short story about her own house, she will talk about the description of the rooms where are they located and she will talk about her family to show how the listening strategy works.

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.smartbrainpuzzles.com%2Fblog%2Fwhat-is-selective-attention-how-it-works-theories-and-some-fun->

		 <p>WHAT IS SELECTIVE ATTENTION?</p> <p>MY HOME</p> <p>Daniela is an English teacher, she really likes to spend time with her family, sometimes they go outside but sometimes they prefer to stay home. When they stay home, her family really likes to stay in the living room, because it is big and white so they feel in a peaceful place. It is also next to the kitchen where they like to prepare the most delicious food, the kitchen is all grey and has a lot of space. Next to the kitchen there is a small bathroom, and the patio which is small. On the second floor there are 4 bedrooms and a big studio. All the bedrooms are big and have huge windows, and the studio has a computer, a printer and a lot of school supplies. In general terms the house is very big and Daniela and her family really love it.</p>	<p>tests%2F&psi-g=AOvVaw1m3KB0ua6vB0cspwMvC0xN&ust=1646089344471000&source=images&cd=vefe&ved=0CA5QjR_xqFwoTCPCbrfD-oPYCFQAAAAdAAAAABAP</p>
<p>PRODUCTION AND EVALUATION STAGE</p>			
<p>SESSION 2 MIN 90</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT THE PARTS OF A HOUSE IN A STORY</p>	<p>90 MIN</p> <ol style="list-style-type: none"> Students will use the vocabulary identification listening strategy after listening to the story, they will answer some questions based on the story they have just learnt. Students are going to listen to the story “three little pigs” following different visual aids in an illustrated short book. While listening, students will answer some questions about the story: what happened to the little pigs? How many houses did they build? Do you remember the material of the houses? How many rooms did the houses have? After the listening task, students will draw the house they prefer following the specific description from the story Finally, the students’ production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy use and the detail understanding from the digital story. <p><small>Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.</small></p> <p><small>A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals they will make!”. He chased the two pigs, and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig’s house that was made of bricks.</small></p> <p><small>The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong, and the little pigs were safe inside. He tried to enter through the chimney, but the third little pig belled a big pot of water and kept it below the chimney. The wolf fell into it and died.</small></p> <p><small>The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.</small></p> <p><small>Keyword Clouds: three little pigs and the big bad wolf, three little pigs’ illustrations, 3 pigs and a wolf, three little pigs sequencing, three little pigs children story, three little pigs online, three little pigs original story, 3 little pigs short story</small></p> <p style="text-align: center;">“Three little pigs”</p> <ol style="list-style-type: none"> Circle the correct answer according to the story 	<p>Short story, “three little pigs”</p> <p>WORKSHOP</p> <p>Rubric</p>

What happened to the little pigs?

a.



b.



c.

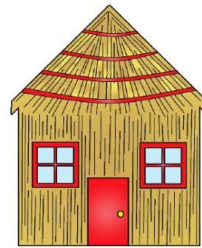
How many houses did they build?

1

4

3

What materials did the little pigs used for their houses?



How many rooms did the houses have?

1

2

3

4

2. Who were the characters from the story?



5. Draw your favorite house with the specific description from the story

3. Match with the sound, the words that include the sound /a/

/a/

Bathroom

Balcony

Bedroom

Basement

Kitchen

			Garden Garage	
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peer observation 3

Enhancing first-graders listening skills through digital storytelling

class observation format

Colegio San Jose- Hermanos Maristas

Action stage of Research



Rationale

The objective of this observation format is to identify students' reactions or attitudes towards the use of digital story telling in order to improve their listening skills. It is important to mention that your participation as an observer is voluntary and any of your personal information will be required at any moment of this research process.

Instructions

You will complete every space with the required information according to what you observe in the class to provide evidence of the impact of digital story and the listening strategy taught in the lesson on the learners' listening comprehension ability. Feel free to record any relevant detail you consider necessary.

Thank you for your participation and honesty within this research, if you have any additional questions or comments, you can contact this email dagrahur@gmail.com.

Aspect to be observed	Observer's comments
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<p>Students' ability to recognize vocabulary found in the stories.</p>	<p>When the teacher started explaining the parts of the house at the beginning of the house, they started relating it to their houses, for example “teacher my house es mas grande que la tuya”, “teacher en mi casa solo hay dos piezas”. At some point most students showed full understanding of the names of the rooms and the parts of the house in general. When the teacher started telling the story she asked students to focus on the vocabulary from the house and some details about the little pigs, then as most of them already knew the story they started telling the story in Spanish with the teacher “teacher ahi el lobo viene a tumbarle la casa soplando”.</p>
<p>Students' ability to understand specific information from the stories.</p>	<p>When the teacher started telling the story about the “the three little pigs” students were very excited because they already knew the story, then the teacher started asking for specific details from the story, what were the materials used? How many little pigs were in the story? Who were the characters from the story? How many rooms did the house have? Students started giving the answers in Spanish “teacher eran 3 cerditos y 1 lobo”, “teacher los materiales eran madera, paja y ladrillos”. It is evident that students understand most of the content from the story even if they share it in Spanish.</p>
<p>Students' ability to identify English sounds /a/ from the story.</p>	<p>Students could identify the sound a in some words, but they got confused with the written words, when they saw the word “garden, they identified the sound /a/ but when they saw the word “basement” they got confused and pronounced it with the sound /a/. after practicing the sound and the words, most students could identify the sound in the words</p>
<p>Students' ability to use the listening strategy “selective attention”.</p>	<p>At the beginning when the teacher started talking about the strategy “selective attention” students said that it was easier to pay attention to some things, then when students were observing the different images from to apply the strategy, some students said “teacher es aveces dificil concentrarse solo en una cosita”, after some practice the students started getting the idea about the strategy, they used it in the image from the mom, they expressed only the things that were happening to her in the picture.</p>
<p>Students' ability to identify digital story components.</p>	<p>At the end of telling the story students started answering some questions about the events from the story, “what happened at the beginning?” 5 students raised their hand to participate “teacher los cerditos construyeron unas casas para protegerse”</p>

	. students could identify what happened at any moment of the story because all the already knew the story, the said “teacher yo ya se esa historia de los cerditos”
Observer’s additional comments	Students seem to be more excited about stories that they already know, they prefer those stories.

assessment rubric 3

Caldas University
Master’s Program in English Didactics
Workshop 3: my house
LISTENING COMPREHENSION RUBRIC

Rationale: The following rubric in teaching listening skills will be used to assess students’ listening performance considering the application of the listening strategy “selective attention” inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

STUDENT _____

NAME:
OVERALL

SCORE: _____

LISTENING SUB-KILLS (Buck,2010)	SCORES				
	1	2	3	4	5
Recognizing vocabulary / lexis	Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.	Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.	Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.
Understanding specific information	Student cannot understand specific information when listening to stories digitally told.	Student barely understands specific information when listening to stories digitally told.	Student sometimes understands specific information when listening to stories digitally told.	Most of the time student understands specific information when listening to stories digitally told.	Student fully understands specific information when listening to stories digitally told.
Identifying / differentiating English sounds /a/	Student does not identify English sounds when listening to digitally told stories.	Student barely identifies English sounds when listening to digitally told stories.	Student sometimes identifies English sounds when listening to digitally told stories.	most of the time student identifies English sounds when listening to digitally told stories.	Student fully identifies English sounds when listening to digitally told stories.

Listening strategy use (selective attention)	Student does not apply the listening strategy at the time of listening to the story digitally told.	Student barely applies the listening strategy at the time of listening to the story digitally told.	Students sometimes applies the listening strategy at the time of listening to the story digitally told.	most of the time student applies the listening strategy at the time of listening to the story digitally told.	Student applies successfully the listening strategy at the time of listening to the story digitally told.
Identifying digital story components	Student cannot understand any component in short oral digital stories.	Student slightly understands few components in short oral digital stories.	Student understands some components in short oral digital stories.	Student understands most components in short oral digital stories.	Student fully understands any component in short oral digital stories.

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:

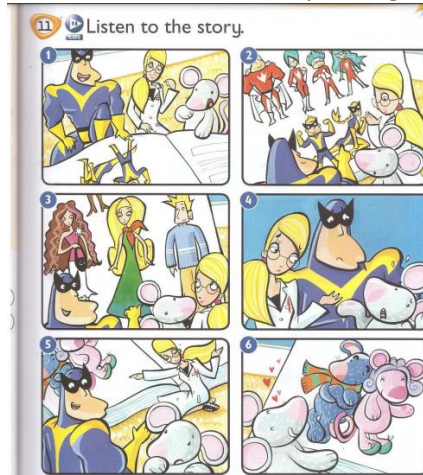
Appendix 4 workshop 4 my family

Caldas University Master’s Program in English Didactics Enhancing first-graders’ listening skills through virtual story-telling Workshop # 4 – My- family				
TEACHER:	Daniela Granada Hurtado			
SUBJECT AREA:	English			
GRADE:	1 – B			
DATE:				
TITLE:	MY FAMILY			
LANGUAGE OBJECTIVE	Students will be able to describe their family members			
LISTENING COMPREHENSION OBJECTIVE	Students will be able to discriminate sounds, words, details, story components in digital stories related to family members			
LISTENING STRATEGY OBJECTIVE	Students will be able to match words heard in a story to given options Please, include author that supports this strategy			
SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT ADJECTIVES TO DESCRIBE MY FAMILY MEMEBERS	WARM-UP		
		10 min	Students will watch a video from the book unit 4, where the characters of the book show their families pictures. Then students will answer a question about the video: What is the video about? Students will answer using vocabulary they may know from the family.	https://www.youtube.com/watch?v=G6k7dChBaJ8

PRESENTATION

To introduce the topic students will use their books in order to share some information about Simon's family. Each student will do a contrasting chart where they will compare Simon's family with their own. They will check the family members from each family. Then 5 students will present their charts to see how many family members they have, and to compare it with Simon's family. After presenting, students will learn the new listening strategy "match lexis heard with lexis to given options, where students need to first listen to different words and match them with some options given.

35 min



Kid's box
Contrast
chart

	MY FAMILY	SIMON
MOTHER		
FATHER		
SISTER		
BROTHER		
GRAND MOTHER		
GRAND FATHER		
PET		

PRACTICE				
		45 min	<p>Students will listen to a story about a family, they will listen to CAROL’S FAMILY TREE STORY, and they will listen to the name and description of every family member. In order to practice the vocabulary students will do an activity to match the family members on a family tree, then they will pretend to be the character from the family tree and they will write a description from each family member using the vocabulary from the book pag 26 (kid’s box pupils book)</p> <p>CAROL’S FAMILY</p> <p>Hello, my name is carol and I will share with you some things about my beautiful family. My parents are Daniel and Laura they both are teachers and they are great. They are very young and they live very happy all the time. My grand parents are very old they are 70 years old. My sibblings emma and andy are very ugly, they bother me all the time it makes me feel sad. Finally, me I’m beautiful and very intelligent.</p>	<p>Family worksheet https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Family_members/My_family_tree_mr1939404ln</p>

MY FAMILY TREE

*** Label the FAMILY TREE.**
(Etiqueta el siguiente ARBOL FAMILIAR)

BROTHER

MOM

GRANDMA

SISTER

DAD

GRANDPA

*** Write the correct relationship in each sentence.**
(Escribe el parentesco que corresponde en cada oración.)

- 1) ANDY is my
- 2) SAM is my
- 3) LAURA is my
- 4) EMMA is my
- 5) MARY is my
- 6) DANIEL is my

LIVEWORKSHEETS

Finish!!

5 Listen and point.

6 Listen and do the actions.

PRODUCTION AND EVALUATION STAGE

<p>SESSION 2 MIN</p> <p>90</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT MY FAMILY MEMBERS DESCRIPTION</p>	<p>90 MIN</p>	<ol style="list-style-type: none"> 1. Students will use the match lexis heard to lexis in options strategy after listening to the story, they will answer some questions based on the story they have just learnt. 2. Then students will sing the song family finger in order to practice the family members with a song. 3. Students will listen to the story “have you seen this snail” adapted from a SpongeBob episode. 4. While listening, students will answer some questions about the story: who was missing? who was looking for him? Who were the characters? 5. students will match the words they listened in the story about SpongeBob family to the options given. 6. After the listening task, students will color the main character with the correct colors they listened. 7. then, students will color the words that include the sound /o/ 8. Finally, the students’ production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy use and the detail understanding from the digital story. <p style="text-align: center;">“HAVE YOU SEEN THIS SNAIL?”</p> <ol style="list-style-type: none"> 1. Circle the correct character, according to the questions Who was missing? (RED) Who was looking for him? (BLUE) Who were the characters? (YELLOW) 	<p>video – family finger retrieved from https://www.youtube.com/watch?v=G6k7dChBaJ8</p>
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2. Circle the information according to what you hear

Sponge bob said Gary is ...

- a. Small, pink and intelligent
- b. Big, blue and ugly
- c. Small, pink and beautiful

SpongeBob's mother said Gary ...

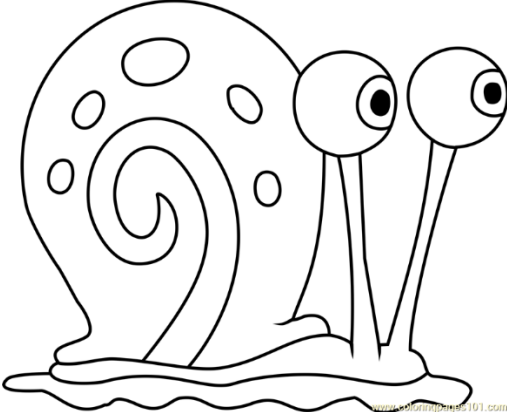
- a. Is here

Isn't here

SpongeBob's father said is Gary...

- a. Blue and big?
- b. Pink and small?
- c. Yellow and big?

3. Color Gary with the correct colors from the story

		 <p>4. Color the words that have the /o/ sound from the story fragment.</p> <p>...Mom! , have you seen my snail Gary. He is lost; I do not know where he is. He is small, and pink, he is very intelligent and beautiful. No SpongeBob, I do not know where He is; I remember your father told me, he would take Gary to the park...</p>	
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peer observation 4

Enhancing first-graders listening skills through digital storytelling

class observation format

Colegio San Jose- Hermanos Maristas

Action stage of Research



Rationale

The objective of this observation format is to identify students' reactions or attitudes towards the use of digital story telling in order to improve their listening skills. It is important to mention that your participation as an observer is voluntary and any of your personal information will be required at any moment of this research process.

Instructions

You will complete every space with the required information according to what you observe in the class to provide evidence of the impact of digital story and the listening strategy taught in the lesson on the learners' listening comprehension ability. Feel free to record any relevant detail you consider necessary.

Thank you for your participation and honesty within this research, if you have any additional questions or comments you can contact this email dagrahur@gmail.com.

Aspect to be observed	Observer's comments
Students' ability to recognize vocabulary found in the stories.	When students were practicing with the first story about carol, they could easily identify each family member using the family tree, when the teacher asked them about each family member they scream their names and what was the relation to carol. They really understood all the family members vocabulary from the short story. When students were listening to the 2 nd story, they seemed interested in all the images they could see in the screen, it helped them to understand and identify better all the vocabulary for example one student asked “ teacher yo no entiendo que es snail?” , the teacher showed the image of the character which was a snail and he said “ ah teacher caracol?, como gary y como esos que hay en el jardin de mi casa”. Eventhough if students did not understand full story word by word, they did enjoy the story, because they really liked spongebob. And they could recognize the family members vocabulary, and circle them in the workshop.
Students' ability to understand specific information from the stories.	in the workshop, students were following the story by looking at the images, when the teacher asked them about what happened to the gary the snail, they said “ teacher el caracol se perdio, y bob esponja lo esta buscando por todo lado donde la familia”. They can get specific information with the help of the images from the story, and the teachers explanation about some vocabulary, also it is easier for them because they are very familiarized with all the family vocabulary.
Students' ability to identify English sounds /o/ from the story.	When students were listening to the story, the teacher said that she was going to say some words that included the /o/ sound in a different tone, and they would tell her which were the words, the teacher said “then, the MOOTHERR said she didn't know...” so students screamed teacher mother has the

	<p>sound, they couldn't identify each word that included the sound, but some of them such as , mother, brother, old were identified as words with the /o/ sound. In the workshop when they read the short piece of the story, they colored all the words they saw with the vowel o, they generalized that the vowel has the same sound as /o/ all the time.</p>
<p>Students' ability to use the listening strategy "match lexis heard to lexis in options".</p>	<p>When they were answering the workshop, they forgot to use the strategy, then the teacher reminded them to use it, they used it without problems because they say it was easy. This strategy was easy for them, they listened and matched the options from the questions.</p>
<p>Students' ability to identify digital story components.</p>	<p>Students have a special ability to focus on the main parts of the story, they can say what happened at the beginning, middle and end. When they listen to the story they focus on the images, and the teachers narration. They cannot share specifically what happens word by word, but they can easily share the main parts of the story.</p>
<p>Observer's additional comments</p>	<p>Studnets enjoy the stories from familiar characters. They use all the time Spanish, but they look to understand the vocabulary, main information.</p>

assessment rubric 4

Caldas University
Master's Program in English Didactics
Workshop 4: My family
LISTENING COMPREHENSION RUBRIC

Rationale: The following rubric in teaching listening skills will be used to assess students' listening performance considering the application of the listening strategy "match lexis heard to lexis in options" inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

STUDENT _____
 SCORE: _____

NAME:
 OVERALL

LISTENING SUB-KILLS (Buck,2010)	SCORES				
	1	2	3	4	5

Recognizing vocabulary / lexis family members	Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.	Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.	Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.
Understanding specific information about family members	Student cannot understand specific information when listening to stories digitally told.	Student barely understands specific information when listening to stories digitally told.	Student sometimes understands specific information when listening to stories digitally told.	Most of the time student understands specific information when listening to stories digitally told.	Student fully understands specific information when listening to stories digitally told.
Identifying / differentiating English sound /o/	Student does not identify English sounds when listening to digitally told stories.	Student barely identifies English sounds when listening to digitally told stories.	Student sometimes identifies English sounds when listening to digitally told stories.	most of the time student identifies English sounds when listening to digitally told stories.	Student fully identifies English sounds when listening to digitally told stories.
Listening strategy use (MATCH LEXIS HEARD TO LEXIS IN OPTIONS)	Student does not apply the listening strategy at the time of listening to the story digitally told.	Student barely applies the listening strategy at the time of listening to the story digitally told.	Students sometimes applies the listening strategy at the time of listening to the story digitally told.	most of the time student applies the listening strategy at the time of listening to the story digitally told.	Student applies successfully the listening strategy at the time of listening to the story digitally told.
Identifying digital story components	Student cannot understand any component in short oral digital stories.	Student slightly understands few components in short oral digital stories.	Student understands some components in short oral digital stories.	Student understands most components in short oral digital stories.	Student fully understands any component in short oral digital stories.

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:

Appendix 5 workshop 5 in the jungle

Caldas University Master’s Program in English Didactics Enhancing first-graders’ listening skills through virtual story-telling Workshop #5 – in the jungle	
TEACHER:	Daniela Granada Hurtado
SUBJECT AREA:	English
GRADE:	1 – B
DATE:	
TITLE:	IN THE JUNGLE
LANGUAGE OBJECTIVE	Students will be able to describe different wild animals

LISTENING COMPREHENSION OBJECTIVE	Students will be able to discriminate sounds and words related to wild animals and its description			
LISTENING STRATEGY OBJECTIVE	Students will be able to discriminate the problem of a situation on short stories.			
SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT WILD ANIMALS AND ITS DESCRIPTION	WARM-UP		
		10 min	Students will pretend they are on a safari, and the teacher will show some wild animals images. Students are going to say the name of the animals they know, and they will say something about them. For example, they are big, they are scary ... then the teacher will show a video about wild animals	video – wild animals retrieved from https://www.youtube.com/watch?v=CA6Mofzh7jo
		PRESENTATION		
		35 min	To introduce the topic, students will use their books; they will listen to Trevor’s description, and they will see different adjectives in order to describe people, animals or creatures from the book. Then students will choose one of the characters of the book and they will describe it, he has got big eyes, he has got 2 hands, then they will share their description with the rest of the classmates showing the character they draw and described, and they will try to guess the correct character from the book. Then students will listen and point the correct wild animals using the book. After, students will learn about the listening strategy for the class, they will listen to the explanation, the strategy consists of listening and identifying the main problem from the story or the middle of the story. Then they will say in their own words what is the strategy about.	unit 6 my face



PRACTICE

Students will listen to a short story about wild animals and while listening to the story they will play a bingo crossing the animals they listened in the story. Then they will identify the words with the sound /i/, for example fish, big they will color the words with the sound /i/ using the red color.

45 min



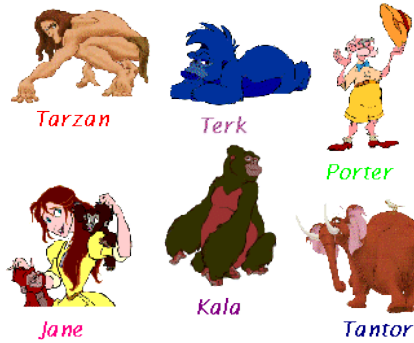
wild animals bingo

In the jungle story Professor Green decides to go to the jungle to see some animals. He takes his parrot with him. When they arrive in the jungle, the professor makes a wooden raft so that he can go down the river. While they are floating along, his parrot flies off into the jungle. The professor tries to find his parrot. He is followed by two hungry crocodiles. He meets a monkey, and he asks if it has seen his parrot. The monkey hasn't seen the parrot but offers to help

		<p>look for it. The monkey gets on the raft with the professor. Next a lion offers to help, and it joins them on the raft. Finally, they meet an elephant who also offers to help. Unfortunately, when the elephant gets on the raft, they all fall into the river. The hungry crocodiles get ready for their dinner! Professor Green’s parrot sees the professor and the animals in the water and comes to the rescue with five other parrots. They lift the professor and the animals out of the river. The Professor and all the other animals celebrate with a picnic.</p>	
<p>PRODUCTION AND EVALUATION STAGE</p>			
<p>SESSION 2 MIN 90</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT WILD ANIMALS AND ITS DESCRIPTION</p>	<p>90 MIN</p>	<p>1. Students will use the problem identification strategy after listening to the story, they will answer some questions based on the story they have just heard. 2. Students will listen to the story “TARZAN” adapted from the jungle book story. 3. While listening, students will answer some questions about the story: how many animals were mentioned? circle the animals mentioned in the story? Draw one of the animals 4. students will have a piece of the story and they will circle the words that include the sound /i/ 5. After the listening task, students will color the beginning of the story red, the middle of the story green and the end of the story blue. 6. Finally, the students’ production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy use and the detail understanding from the digital story.</p> <p style="text-align: center;">“Tarzan”</p> <p>a. Answer the following questions</p>

b. How many animals where mentioned?

c. Circle the animals mentioned in the story?



d. Draw one of the animals

e. Circle the words with the /i/ sound

... Tarzan and Jane were flying through the vines, the monkeys were so happy to see their happiness; they jumped, climbed and laugh during the whole day...

f. Color the beginning of the story RED, the middle of the story GREEN and the end of the story BLUE.



peer observation 5

Enhancing first-graders listening skills through digital storytelling

Class observation format

Colegio San Jose- Hermanos Maristas

Action stage of Research



Rationale

The objective of this observation format is to identify students' reactions or attitudes towards the use of digital story telling in order to improve their listening skills. It is important to mention that your participation as an observer is voluntary and any of your personal information will be required at any moment of this research process.

Instructions

You will complete every space with the required information according to what you observe in the class to provide evidence of the impact of digital story and the listening strategy taught in the lesson on the learners' listening comprehension ability. Feel free to record any relevant detail you consider necessary.

Thank you for your participation and honesty within this research, if you have any additional questions or comments you can contact this email dagrahur@gmail.com.

Aspect to be observed	Observer's comments
Students' ability to recognize wild animal's vocabulary found in the stories.	Students could recognize animal's vocabulary easily, when they started working on the workshop they could remember most of the animals include in the video, then when they listened to the story Tarzan. They could relate the story to the jungle animals they had in the workbook. They identify the main characters as gorilla, cheetah, elephant, monkeys and others. When they were listening to the story students said " teacher el gorilla fue el que crio a Tarzán era la mama y los hermanos, por eso el camina como monkey cierto?"
Students' ability to understand specific information from the stories.	When students were listening to the story, they understood what the main situation from the story was; they knew what happened to the main character. And some specific information found in the story. When they were listening to the story, the teacher asked about what happened to tarzan when he was a baby, and they knew what happened.
Students' ability to identify English sounds /i/ from the story.	Again students get confused with the identification of the sound /i/, they relate it with the written vowel and they get confused with the correct pronunciation. When they were working on the workshop they identify the words that the teacher pronounced , but when they did it on their own they

	got confused, the words climbed, vines where the same as happiness or during.
Students' ability to use the listening strategy "problem identification".	When listening to the story Students could identify what was the main problem from the story, they knew the story, and using the images from the story they could get the main situations from the story.
Students' ability to identify digital story components.	In the workshop students could identify what happened at the beginning, middle and end, they used Spanish to share what they already knew. The use of images helped them. In the workshop by using the images they knew what happened but they still have a lot of difficulties when sharing orally.
Observer's additional comments	

assessment rubric 5

**Caldas University
Master's Program in English Didactics
Workshop 5: in the jungle
LISTENING COMPREHENSION RUBRIC**

Rationale: The following rubric in teaching listening skills will be used to assess students' listening performance considering the application of the listening strategy "Problem Identification" inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

STUDENT NAME: _____
OVERALL SCORE: _____









LISTENING SUB-KILLS (Buck,2010)	SCORES				
	1	2	3	4	5
Recognizing vocabulary / lexis wild animals	Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.	Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.	Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.

Understanding specific information	Student cannot understand specific information when listening to stories digitally told.	Student barely understands specific information when listening to stories digitally told.	Student sometimes understands specific information when listening to stories digitally told.	Most of the time student understands specific information when listening to stories digitally told.	Student fully understands specific information when listening to stories digitally told.
Identifying / differentiating English sounds /i/	Student does not identify English sounds when listening to digitally told stories.	Student barely identifies English sounds when listening to digitally told stories.	Student sometimes identifies English sounds when listening to digitally told stories.	most of the time student identifies English sounds when listening to digitally told stories.	Student fully identifies English sounds when listening to digitally told stories.
Listening strategy use (PROBLEM IDENTIFICATION)	Student does not apply the listening strategy at the time of listening to the story digitally told.	Student barely applies the listening strategy at the time of listening to the story digitally told.	Students sometimes applies the listening strategy at the time of listening to the story digitally told.	most of the time student applies the listening strategy at the time of listening to the story digitally told.	Student applies successfully the listening strategy at the time of listening to the story digitally told.
Identifying digital story components	Student cannot understand any component in short oral digital stories.	Student slightly understands few components in short oral digital stories.	Student understands some components in short oral digital stories.	Student understands most components in short oral digital stories.	Student fully understands any component in short oral digital stories.

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:

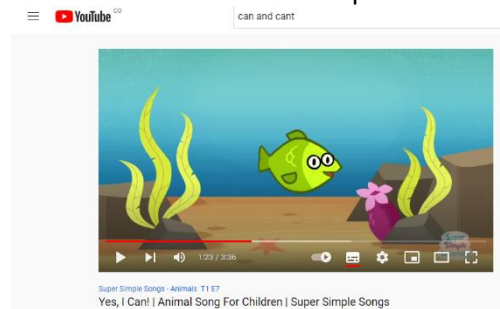
Appendix 6 workshop 6 fun time

Caldas University Master’s Program in English Didactics Enhancing first-graders’ listening skills through virtual story-telling Workshop #6 – FUN TIME	
TEACHER:	Daniela Granada Hurtado
SUBJECT AREA:	English
GRADE:	1 – B
DATE:	
TITLE:	FUN TIME
LANGUAGE OBJECTIVE	Students will be able to talk about their abilities and limitations
LISTENING COMPREHENSION OBJECTIVE	Students will be able to discriminate words about abilities and limitations in spoken digital stories
LISTENING STRATEGY OBJECTIVE	Students will be able to integrate words in spoken language / listening tasks following Graham & Santos (2015) listening strategies.

SESSION	PURPOSE	TIME	SEQUENCE	RESOURCES		
SESSION 1 90 min	I WILL IDENTIFY THE DIFFERENT ABILITIES AND LIMITATIONS-OF DIFFERENT CHARACTERS	WARM-UP			personality test	
		10 min	In order to introduce the topic, students will do a personality test in which they will answer what kind of things they can/can't do.			
				I CAN		I CAN'T
			PLAY SOCCER 			
			PLAY THE PIANO 			
			PLAY TENNIS 			
			SWIM 			
			DRAW 			
			PAINT 			
			COLOR 			
CUT AND PASTE 						
		4: BLUE	ATHLETIC			
		4: PINK	ARTIST			
PRESENTATION						
35 min		Then students will watch a short video and they will see some animals doing some things, then students will say if these	can-can't video			

animals can or can't do something. then students will see a series of images and they will show their cards with a tick or cross if the characters can do something specific or not, for example, the teacher can or can't fly? Dogs can or can't swim? Can you play the piano? Can you sing? Can the teacher jump? Can the teacher draw? finally, students will work on the book pag 67, and they will listen and answer who is the character that can do a specific action.

<https://www.youtube.com/watch?v=IrOMc6Qilo>
 kid's box 1
 pag 67 unit 9
 .
 tick and
 cross palette



Listen and answer.

Who can draw? Grandma.



PRACTICE

45 min	Then students will learn about the new listening strategy integration, and they will learn that if you unite two pieces of information or words you can get the main idea of something. Then they will listen to	teachers' story
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a short story called “teachers story” about the school teachers, and they will apply the listening strategy where, students will listen to the story and they will get one or two pieces of words or information to get the idea of the text.

TEACHERS STORY

In the school there are many teachers, some of them are very good at mathematics for example teacher Alexandra, she can do additions and count to 100. Then, there are other teachers that are great at sports, for example teacher Karen, she is very good at volleyball, she can punch the ball far away. Also, there are other teachers that are great at dancing and singing, teacher Alejandro can sing despacito and dance salsa. Finally, there are other that can talk to people and make you feel better, the teacher Janeth is the best psychologist, she can make us smile.

PRODUCTION AND EVALUATION STAGE

<p>SESSION 2 MIN</p> <p>90</p>	<p>I WILL IDENTIFY, FAMILIAR VOCABULARY ABOUT ABILITITES AND LIMITATIONS IN A SHORT STORY</p>	<p>90 MIN</p>	<p>1. Students will use the integration listening strategy and after listening to the digital story, they will answer some questions based on the story they have just learnt. 2. Students are going to listen to the story “Trolls” following different visual aids in an illustrated short book. 3. While listening, students will answer some questions about the story: who are the main characters? Circle the main situation from the story? What was branch’s problem? Circle the main character Poppy 4. After the listening task, students match the things that Branch, and the Prince Gristle can’t do 5. Then students will identify from the story the words with the /L/ sound 6. Finally, the students’ production will be assessed with the use of a rubric that will evaluate their ability to listen for specific information, the strategy uses and the detail understanding from the digital story.</p> <p style="text-align: center;">FUN TIME!</p> <p>1. Answer the following questions.</p> <p>a. Who are the main characters? Circle them</p>	<p>workshop</p>
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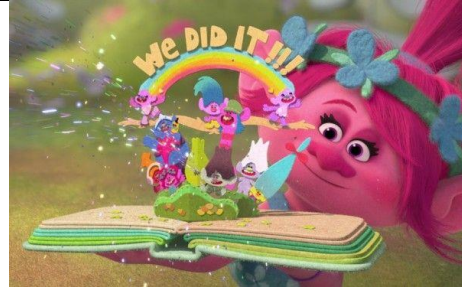
b. circle the main situation from the story



Branch couldn't sing



the prince wanted to eat all the trolls



poppy wanted to sign

c. draw the main character and one of his/her abilities

2. identify from the story the word that include the /L/ sound.

... poppy said, I can't smile at the horrible prince, he will eat us all. Instead, I would love to dance and sing with bridget...

3. match with the characters the things they can't do



SING

EAT TROLLS

DANCE

ROLLER SKATING

BE HAPPY

SMILE

PLAY THE GUITAR

teachers' journal 6

Enhancing first-graders listening skills through digital storytelling

Teacher journal format

Colegio San Jose- Hermanos Maristas

Action stage of research project

**Rationale**

The objective of this journal format is to record all classroom situations related to the use of digital storytelling to enhance students' listening skills; within this format the teacher will record in detail students' reactions, attitudes and performance during the implementation of the different interventions in the English class. After that the teacher will analyze the different situations to propose possible solutions.

	Description	Interpretation	Reflection
Students' ability to recognize vocabulary found in the stories.	While telling the story students were focused, participating and sharing their ideas about the story, some students used only Spanish to talk about the vocabulary from the story. they were very entertained with the story and with the images used for the narration. Students could easily keep up with the story, and when I asked them	Even though students understood the vocabulary there is a lack of vocabulary and Spanish dependence.	The teacher needs to reinforce the use of English in the class, and to reinforce the different vocabulary they see in the classes.

	something about the story they answered in Spanish.		
Students' ability to understand specific information from the stories.	When students were doing the workshop they remembered the vocabulary from the story, they were very concerned about the spelling of the words, but it was not necessary. The most important thing was to show their understanding of specific information from the story trolls.	It looks that students enjoy the stories, it is difficult to keep them concentrated but they try to be.	The teacher needs to implement different kinds of tasks that can be more appealing to students, to keep them focused.
Students' ability to identify the English sound "L"	At the beginning few Students were able to identify the /l/ in the words while listening to isolated words in the main activity about the story. And when they were doing the main activity, they got confused and some of them said "teacher que suenen como en español", and "teacher I don't know", and some students did not understand any of the sound in the words. They get confused when they say they do not know how to read in English. so, I gave	Some students have some difficulty identifying single sounds such as /l/	There is a need to practice with different activities the different English sounds

	<p>them different examples for them to understand better. And then it was easier for them to identify the specific sound, they started sharing their correct answers.</p>		
<p>Students' ability to use the listening strategy "INTEGRATION".</p>	<p>I called the listening strategy again "a tip" for students to understand better the strategy, during the whole lesson, I was asking students to tell me if they remembered the strategy and what was it about, some students always remembered the use of the strategy but some of them didn't remember it, because they expressed it was difficult and they did not understand it. Also, when students finished the main activity, I asked them if they believed that the "tip" was useful or not. And some say they couldn't use it.</p>	<p>It is evident that students need continuous reinforcement on the use of the strategies.</p>	<p>Students need constant rehearsals on the use and implementation of the strategy.</p>
<p>Students' ability to identify digital story components.</p>	<p>At the beginning of the class, When the story-telling began students were interested, they support themselves with the images</p>	<p>Students support their language production and understanding on their native language and images</p>	<p>It is necessary to give students the necessary tools for them to communicate or use the vocabulary in</p>

	following what happen in the story, also they were sharing ideas all the time, they did it in Spanish they showed interest. When I began telling the story, students were very concentrated in the images, they told me that they were “bonitas” and it was easier to follow the story.		English.
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Appendix 30 assessment rubric 6

Caldas University
Master’s Program in English Didactics
Workshop 6: Fun time
LISTENING COMPREHENSION RUBRIC

Rationale: The following rubric in teaching listening skills will be used to assess students’ listening performance considering the application of the listening strategy “integration ” inside virtual storytelling tasks; to assess the listening comprehension ability five descriptors taken from the Global Scale of English (GSE) will be rated in a scale from 1 to 5 (being 1 the lowest score and 5 the highest score).

STUDENT _____
 SCORE: _____

NAME:
 OVERALL

LISTENING SUB-KILLS (Buck,2010)	SCORES				
	1	2	3	4	5
Recognizing vocabulary / lexis	Student cannot recognize or differentiate vocabulary from oral simple short stories told digitally.	Student barely recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student sometimes recognizes or differentiates vocabulary from oral simple short stories told digitally.	Most of the time student recognizes or differentiates vocabulary from oral simple short stories told digitally.	Student fully recognizes or differentiates vocabulary from oral simple short stories told digitally.
Understanding specific information	Student cannot understand specific information when listening to stories digitally told.	Student barely understands specific information when listening to stories digitally told.	Student sometimes understands specific information when listening to stories digitally told.	Most of the time student understands specific information when listening to stories digitally told.	Student fully understands specific information when listening to stories digitally told.

Identifying / differentiating the English sound /L/	Student does not identify English sounds when listening to digitally told stories.	Student barely identifies English sounds when listening to digitally told stories.	Student sometimes identifies English sounds when listening to digitally told stories.	most of the time student identifies English sounds when listening to digitally told stories.	Student fully identifies English sounds when listening to digitally told stories.
Listening strategy use (integration)	Student does not apply the listening strategy at the time of listening to the story digitally told.	Student barely applies the listening strategy at the time of listening to the story digitally told.	Students sometimes applies the listening strategy at the time of listening to the story digitally told.	most of the time student applies the listening strategy at the time of listening to the story digitally told.	Student applies successfully the listening strategy at the time of listening to the story digitally told.
Identifying digital story components	Student cannot understand any component in short oral digital stories.	Student slightly understands few components in short oral digital stories.	Student understands some components in short oral digital stories.	Student understands most components in short oral digital stories.	Student fully understands any component in short oral digital stories.

ADDITIONAL COMMENTS ON LEARNER PERFORMANCE:
