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“School graders’ perception of digital storytelling and audio files for the understanding of simple messages in English”.

**Proyecto de Investigación para obtener el grado académico de licenciado en Educación.**

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## **ABSTRACT**

The following thesis aims to describe school graders' perceptions of audio files and digital storytelling for understanding simple messages in English in a subsidized school. The type of study of this research is a case study due to it intends to examine the complexities of what happens in a system of people, in this case, eight 16-year-old students from 10th grade from a Chilean high school. In order to carry out this research, two tools were used: Digital Storytelling and Audio track. Digital Storytelling is characterized by including images and background sounds; meanwhile, the main aspect of Audio files is based on the fact that it only contains an audio recording. The process to gather the required material was a planned lesson, where both tools were applied to the students; later on, a semantic differential scale was used to collect the students' perception about both tools. From the analysis of the results of the applied instruments, it can be observed that, in general, both tools received positive feedback. However, there was a slight tendency towards the digital storytelling tool.

**Key words:** Audio Track- Digital Storytelling- Listening ability - students' perception

## **RESUMEN**

La siguiente tesis tiene como objetivo describir las percepciones de los alumnos sobre los audio comunes (*audio tracks*) y narración digital (*digital storytelling*) para la comprensión de mensajes sencillos en inglés en una escuela subvencionada. Esta disertación es un estudio de caso, debido a que pretende examinar las complejidades de lo que sucede en un sistema de personas, en este caso ocho estudiantes de 16 años de segundo medio de una escuela secundaria chilena. Para completar esta investigación se utilizaron dos herramientas: Digital Storytelling y Audio track. Donde la narración digital se caracteriza por incluir imágenes y sonidos de fondo; mientras tanto, el aspecto principal de los audios comunes se basa en el hecho de que solo contiene una grabación de audio. El proceso para reunir el material requerido fue una lección planificada, donde se aplicaron ambas herramientas a los estudiantes; posteriormente, se utilizó una escala diferencial semántica para recoger la percepción de los estudiantes sobre ambas

herramientas. Del análisis de los resultados de los instrumentos aplicados, se puede observar que en general, ambas herramientas recibieron una retroalimentación positiva. Sin embargo, hubo una pequeña tendencia hacia la herramienta de narración digital.

**Palabras clave:** Habilidad auditiva - Narración digital - Pista de audio - Percepción de estudiantes.

## INTRODUCTION

Listening is considered a receptive skill due to the fact that there is no need to produce the language. However, the teaching of listening is crucial to understand and to be able to communicate with people in a second language. It requires the use of different strategies, techniques and tools in order to motivate students and to facilitate their comprehension of messages in a foreign language. Nowadays, due to the spread of technology in our society, different types of resources and tools are used for listening development, such as: podcasts, online websites, audio tracks, digital storytelling and so on. In this context, it becomes almost a necessity to do research on students' opinion about the tools usually used in the classroom for the development of listening skill in a second language.

This study focused on the students' perceptions on the use of digital storytelling in the classroom as well as the use of audio tracks to develop listening comprehension in English as a foreign language so they can assimilate simple messages. The use of Digital Storytelling in the classroom has arisen as an opportunity to implement a more modern and attractive tool when teaching listening; moreover, it can aid teachers to leave behind old-fashioned and outdated methods through the use of audio, picture, narration and sound effect. On the other hand, audio tracks have always been the most common tool used in listening where teachers have relied most of their attention. For these reasons, it is expected that digital storytelling will be perceived in a more positive manner than the audio track.

This study will show how tools work at the moment of teaching since both of them are important in the process of developing the listening skill.

**CHAPTER I**  
**PROBLEM STATEMENT**

## CHAPTER I: PROBLEM STATEMENT

### 1. General Background

Within the context of the Chilean schools, students from 10th-grade count with four hours of the English subject per week (Ministerio de Educación [Mineduc], 2018), which is divided into four skills: speaking, listening, writing, and reading. Two of these skills are receptive (reading and listening), while the other two are productive skills (writing and speaking). Chilean students are acquiring the English language mainly through the use of course books and worksheets. Listening, the focus of this study, is a difficult skill to master, even more in countries where English is not in an immediate context. Students need to be exposed to different types of input in order to understand a message in a foreign language; however, it “has been observed that most teachers take it for granted and believe that it will develop naturally within the process of language learning” (Saraswaty, D. 2018. p.139). Because of this, learners of English usually show an insufficient development of listening skills, as shown in the English Proficiency Index (2018).

In Chile, according to Agencia de Calidad de la Educación (2017), the “Estudio Nacional de Inglés III medio” has the purpose to test reading and listening comprehension skills according to the levels of the Common European Framework in the fundamental objectives and mandatory minimum contents of the 2009 curricular adjustment (Decreto No. 254). In 2019, Agencia de Calidad de la Educación showed the results of the Estudio Nacional de Inglés for the year 2017 in which it was concluded that students obtained low results in reading and listening comprehension.

Based on the statistics and results, on a scale from 0 to 100, which measures the English Test, the average score was 51 points (Figure 1), while the percentage of students who reached the basic and intermediate level was 32% (Figure 2).

### Puntajes promedio 2017

En la siguiente tabla se muestran los puntajes promedio de Comprensión Lectora y Comprensión Auditiva.

Sección	Promedio nacional
Comprensión Lectora	22
Comprensión Auditiva	29
Puntaje promedio nacional	51

Los resultados obtenidos por los estudiantes se presentan en una escala general de 0 a 100 puntos y permiten determinar su nivel de desempeño en el idioma Inglés.

**Figure 1. Puntajes Promedio 2017**

**Source: Agencia de Calidad de la Educación (2017)**

### Porcentaje de estudiantes según niveles

La siguiente tabla presenta la distribución de estudiantes a nivel nacional según los niveles de desempeño en el Estudio Nacional de Inglés. El grupo total de la muestra fue clasificado en principiantes, básico e intermedio.

Nivel de desempeño	Porcentaje de estudiantes
Básico e Intermedio (A2 y B1)	32%
Principiante (A1)	68%

**Figure 2. Porcentaje de estudiantes según niveles.**

**Source: Agencia de Calidad de la Educación (2017)**

Considering the results, it can be seen that the performance in the listening skill of students is deficient since they reached 29% out of 100% which is less than a half. In addition to this, it is evident that the majority of students have a beginner level A1, which means that in the field of listening comprehension and according to what is stipulated in the CEFR, students are able to recognize basic expressions and words in common use, besides only understanding dialogues and monologues that are well pronounced and articulated. Hence, it is apparent that the

level that students must achieve in listening is not being accomplished according to the expectations of the national curriculum.

According to Gurzynski-weiss et al. (2017), the use of different tools during lessons can improve participation and make it more equalized, by the reason that students feel more confident and comfortable when the teacher requires their participation. Therefore, the implementation of different tools to improve the skill are required to achieve proficiency in the L2, such as phone apps, websites, audio tracks, and digital storytelling, the last two being the focus of this study. As nowadays there are many tools available for teachers and students in the classroom, it becomes a necessity to explore students' perceptions of some of these tools for listening comprehension.

## **2. Justification**

Listening is part of the receptive skills in the process of acquiring a new language. This ability is essential since human communication works through the production and reception of messages. Listening has a great impact on both, daily life and in academic contexts as it is crucial for people to sustain effective communication (Yildirim & Yildirim, 2016). However, teaching this skill is affected by many parameters. On one hand, many language instructors tend to develop this ability in their students through the traditional method of using audio-files, which in some cases lack real contexts and do not approximate the reality or needs of students today. On the other hand, existing literature suggests that the use of technology in pedagogical terms has a positive impact on learning a new language. As Meskill, C (1996) states, multimedia is a practical option for the development of the listening skill since it allows integration of text, graphic, audio, and motion video in a range of combinations. Thus, the present investigation may contribute to the theory of how the perceptions of students change or remain the same by the use of two different tools for the development of listening comprehension; traditional audio-file approach and digital storytelling.

### **3. Objectives**

#### **3.1 General objective**

To describe school graders' perceptions of audio files and digital storytelling for the understanding of simple messages in English in a subsidized school.

**3.2 Specific objective 1:** To determine students' perceptions of digital storytelling for the understanding of simple messages in English.

**3.3 Specific objective 2:** To determine students' perceptions of audio files for the understanding of simple messages in English.

**3.4 Specific objective 3:** To compare students' perceptions towards each tool for the understanding of simple messages in English.

### **4. Assumptions and questions**

#### **4.1 Research Questions**

What are the school graders' perception of digital storytelling for the understanding of simple messages in English?

What are the students' perception of audio files for the understanding of simple messages in English?

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **1. Listening skill.**

The listening skill is defined by numerous authors; to illustrate, Lundsteen (1979) points out listening as the process by which spoken language is converted to meaning in mind (p.1). This practice is usually contrasted and misunderstood with the hearing process, which by definition, “refers to the conversion of pressure waves into neural impulses moving to the brain” (p.25). According to (Brewster, Ellis & Girard, 2002 as cited in Santos, 2018), listening is the selection and assignment of meaning to sound. When we listen, we attempt to give importance to what we recognize and what we want to hear. In other words, we select what information is essential to listen to in order to try to be able to understand the message someone is giving us to respond.

As for a more recent definition, Lynch & Mendelsohn (2013) have defined listening as “the process that involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening” (p.978). Generally, students are unaware of this process in their first language, but when faced with another language and different accents, it becomes a more conscious process since they try to provide meaning to the input.

Based on the literature review, trying to understand simple and complex messages in a second language is not an easy task, therefore, different types of strategies are required.

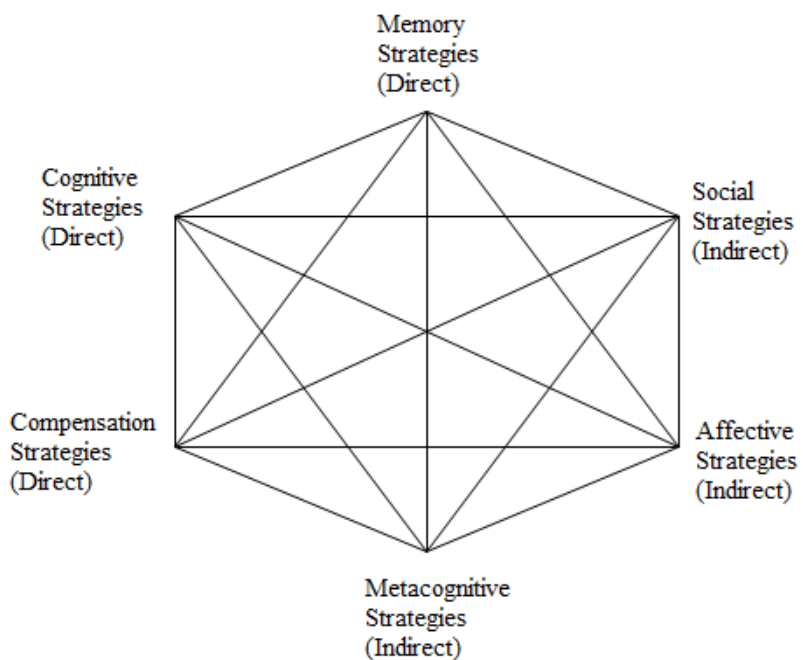
#### **1.1 Listening Strategies.**

In order to achieve the highest and fullest comprehension at the time of listening, learners must implement some actions since they are listening to speakers develop their native language, which might have different intonation, pronunciation, and rhythm. Therefore, students need to

recognize and have knowledge about the diverse strategies and how these may be used with four different skills.

These strategies are defined by Oxford (1990) as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.” (p.9)

Moreover, this author developed a diagram that can be observed below, where she presents her statement of how strategies work and how they combine.



**Figure 3: Oxford’s Language Learning Strategies Diagram.**

As it can be observed in Fig. 3, Oxford (1990) divided the language learning strategies into two major classes, the Direct class and the Indirect class.

The Direct class includes memory strategies referring to remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies that refer to using the language despite knowledge gaps. The Indirect class covers the metacognitive strategies of coordinating the learning, affective strategies regarding regulating emotions, and social strategies related to working with others (Oxford, 1990). This diagram was created by the author with the intention of reassuring that direct and indirect strategies can support each other and they are able to connect and assist one another.

Learning strategies are also defined as “the thoughts that students have and actions that they can take to assist their comprehension, recall, production, and management of their language learning.” (Chamot, 1998, p.4). Furthermore, under this definition, a model is proposed by the author, which integrates content, language, and learning strategies titled the Cognitive Academic Language Learning Approach (CALLA). This plan consists of five stages: *Preparation*, where the teacher elicits the student’s prior knowledge about using strategies; *Presentation*, where new strategies are introduced. Then, *the Practice stage*, where learners get to apply the new strategies while developing a task; *the Evaluation*, where students evaluate their use of the strategies and finally, *the Expansion stage*, where learners are allowed to connect the learned strategies to new tasks and situations. In order to facilitate even more the acquisition and learning of the listening skills, there are numerous tools that teachers can implement during their lessons.

## **2. Tools for listening skills**

Listening is one of the most essential skills that can be acquired when learning a new language and as mentioned before, strategies are needed to do so. How well a person listens has a major impact on the quality of communication and relationships with others; for instance, we listen to obtain information, to understand and to learn. As a result, different teaching tools have been created to improve EFL students' listening skills. In order to understand better the utility of tools for teaching in different scenarios, it is necessary to search for a variety of them and their

purposes. As a matter of fact, teachers frequently try to incorporate in the classroom some listening tools such as the ones presented in Table 1.

**Table 1** illustrates the different listening tools that can be used while teaching English. Each tool has its respective description and the online ones have their correspondent link.

**Table 1: Gadgets to improve listening skill.**

Tool	Description
I. Lyrics Training	<p>This tool works as an app for cell phones but also as a web page and its chief purpose is to teach English through music and its lyrics. Lyrics training improves the hearing understanding of English and its different accents by filling gaps inside of the songs, so the students can exacerbate their listening skills. It remains a flexible tool in which students can choose what song they want to work with, the learning process can be more entertaining and deeper than traditional methods.</p> <p><a href="https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/">https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/</a></p>
II. Tubequizard	<p>It is a website where students have the opportunity to improve their listening skill by watching and listening to YouTube videos. After that, students answer grammar or vocabulary questions about what was previously listened to. This tool is very engaging for EFL learners because they spend most of their time on the internet and YouTube is one of the most used platforms, so the idea of this site is to enhance students in something that entertains them as well as supports their learning process. <a href="http://tubequizard.com">http://tubequizard.com</a></p>

<p>III. Podcasts</p>	<p>In essence, they are a series of spoken words that focus on certain topics or themes. Depending on the student’s English level, podcasts can be more specific, longer, and complex than others. However, the main purposes are for extracting opinions and main ideas from them. Podcasts tend to be utilized as authentic material due to the type of English used in them, this means that it is more informal and casual than complex and formal English.</p>
<p>IV. Audiobooks</p>	<p>These are commonly acknowledged as a recording of a book or other work that is read aloud completely and continuously, or by chapters. Audiobooks are considered a valuable tool because of their format, on the contrary to traditional books or video programs; people can listen to it while doing other tasks and still capture ideas or vocabulary. Additionally, as it is something that students may enjoy, it can be easier for them to become more proficient.</p>
<p>V. Read Aloud</p>	<p>This is a text speech voice reader that can be connected to the Google Chrome or Firefox browser. Adding the plug-in takes a couple of seconds and once added, students can go to any webpage and select an icon on the browser’s toolbar. Then, the app will open and read the text of the page to them, as it reads, it highlights the text so students can see the words as they hear them. It is also possible to pause and rewind if they feel they have missed something. Therefore, this tool is a great helper to develop students’ listening skills.</p> <p><a href="https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/">https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/</a></p>

<p>VI. Teach Vid</p>	<p>This app combines listening to watching videos. 'Teach Vid' uses video from YouTube and assembles a range of different activities around them, such as text reconstruction, translation, multiple-choice, jumbled sentences, and more. One of the useful features of this listening tool is that students can choose the types of exercise they prefer. Furthermore, if teachers register, they can also create activities using the videos of their choice and form classrooms so assignments can be shared. Besides, learners' results can be tracked, which is an advantageous way to set a listening homework and know if students are completing it or not.</p> <p><a href="https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/">https://oxfordtefl.com/10-tools-for-developing-students-listening-skills/</a></p>
<p>VII. Audio Track</p>	<p>This is the most common tool used to teach listening in the classroom. Almost every EFL textbook now comes with CDs that are connected to an assortment of exercises in the books. In Chilean classrooms, audio tracks are used regularly; however, many students also find them rather boring, even though textbook audio components can be useful for specific tasks such as grammar and fill-in the gap ones.</p>
<p>VIII. Digital Storytelling</p>	<p>Digital storytelling is an educational technique that allows students to learn through the creation of stories supported by the use of ICT (information and communication technology). This tool includes background sounds, images or videos, characters, and a narrator. It is the same as traditional storytelling, but using technology. Digital storytelling is quite flexible due to any type of activities such as true or false, fill-in</p>

	the gap, or completion of texts can be created from it. In fact, they can be created by the teacher or be found on the internet (Youtube, webpages, etc).
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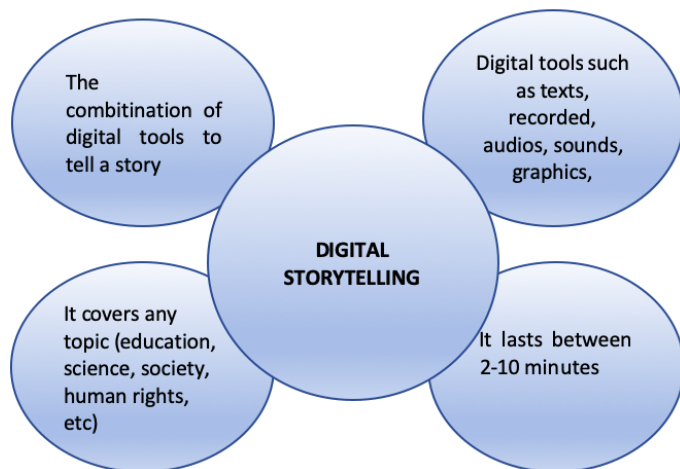
As it can be seen above, **table 1** shows a variety of tools with descriptions and whose purpose is to develop the listening skill. Each tool is adequately presented and described along with the uses and how helpful they can be. Depending on the approach that teachers want, they can choose one of these instruments and apply it to the students.

**3. Digital storytelling: definition and studies**

Digital storytelling has been around in educational methods as far as can be remembered. It serves as the traditional storytelling but using computers to complement the experience and adding more tools inside of it, such as visual, special effects as well as background sounds. Principally, digital storytelling is used to teach and reinforce some aspects of the student’s learning process, yet the focus is on polishing and sharpening their listening skills. To define storytelling, Van Gils (2005) proposed that “telling your own stories with the aid of digital media, like digital pictures or digital video clips is one example, but the term is also used for a whole different approach” (p.1). Another definition was established by Alismail (2015) that points out that “Digital storytelling is supported by a variety of digital multimedia. Digital stories bring together a mixture of graphics, text, recorded audio narration, video, and music to present information on a specific topic through the use of technology” (p.1)

Both definitions involve aspects of technology that make teaching and learning a little bit more innovative and didactic. However, in this research digital storytelling will be defined as the combination of multimedia tools to narrate a story that can combine audio, video, images, graphics to create a digital story and lasts between 2 and 10 minutes. Besides, the topics used in it can vary from personal tales to any historical events, literally any subject that a teacher requires.

The following figure demonstrates a visual description of digital storytelling.



**Fig. 4 Digital storytelling and its characteristics.**

**Figure 4** shows what digital storytelling is and the aspects involved in it. Digital Storytelling is composed of several characteristics such as time, topics, digital tools, and the combination of all of them. As the previous figure shows, digital storytelling is the mixture of digital tools to tell a story, such as texts, graphics, sounds, audios, photos, etc. They can cover any topic, and the duration of the video can last between 2 and 10 minutes.

The use of this type of tool has increased during the last couple of years. It is known that a teacher tries to be creative at the moment of giving a lecture; hence, digital storytelling is a way of being more didactic. As Smeda, Dakich & Sharda (2014) declared “digital storytelling is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning” (p.1). At the moment of using this tool, students correlate what they are listening to with the images that are being shown, in that manner they can understand the content better. With that being said, comes to our minds multimodal learning because according to Massaro (2012) “multimodal learning refers to an embodied learning situation which engages multiple sensory systems and action systems of the learner” (p.24). The sensory systems involved in Multimodal Learning (ML) are visual, auditory, and kinaesthetic that helps students to learn with

different approaches. It can provide them with the necessary support in case of a misunderstanding of information. Moreover, multimodal learning allows students to gain abilities such as the improvement of faster and deeper learning. For example, it can appear that a listening lecture is too complex to understand but with the aid of images, sounds, graphics of the topic could result in a more meaningful learning experience. Hence, digital storytelling can be considered as a multimodal learning because most of the student's senses are engaged at the moment of receiving information; therefore, they can remember and enrol more. Another tool frequently used in the classroom for listening practice is the audio track.

#### **4. Audio tracks: definition and studies**

The traditional method used for teaching listening is to play an audio track which is defined by Reimann, Kumar & Taylor (2017) as "...an audio source, audio file, music, a song and/or any other sound based file" (p. 24). As simple as it sounds, this method has been used for many years by teachers to assess their student's listening skills; thus, students and teachers are accustomed to it. One of the reasons why they are so familiar with audio files is the usage of course books for English lessons in the Chilean classroom, especially in elementary and secondary school. Course books are always combined with audio files, especially in CD format. Nowadays, as a result of technology, audio files can be played and downloaded directly from the Internet. Users can listen to the highest quality audio files on a wide range of topics that seem to be more authentic and entertaining.

Different studies related to the use of audio files for the development of listening skill shows that they are quite effective. One study carried out by Ghaderpanahi (2012) established that students improved their listening comprehension significantly. Another study by Mohamadkhani, Farokhi & Farokhi (2013) also demonstrated that students from a school in Iran improved their listening ability. In the same line, one study done by Moreno (2015) showed positive outcomes in terms of listening comprehension.

It seems that audio tracks can facilitate learning a second language, and specifically ease the development of listening comprehension. However, it is important to take into account that the type of material used, in terms of authentic and non-authentic, is relevant to fulfil this aim.

According to Bahrani & Tam (2012) authentic materials, for example, appear to be more motivating and entertaining than non-authentic materials; nevertheless, they are not suitable for students with a low proficiency in the second language. Thus, it can be stated that the effectiveness of an audio file depends significantly on the type of material used and also on how often the student is exposed to the material (Siang & Yunus, 2016).

## **5. Studies in the field of students' perceptions about digital storytelling and audio tracks.**

Perception is defined by the Cambridge dictionary<sup>1</sup> as a belief or opinion, often held by many people and based on how things seem. The perceptions of students in the educational field have become a fundamental element in the development of the learning process since the success of the teaching mechanism used in classes depends on these opinions. In this section of the study, the aim is to clearly expose existing studies in the field of learners' perceptions regarding the use of digital storytelling and audio track in the development of the listening skill.

On one hand, a qualitative case study approach conducted by Amelia & Abidin (2018) analysed the perception of six students from a primary school in Malaysia regarding the use of digital storytelling. The study revealed that language learning positively impacted on learners' listening, speaking, reading, and writing skills. Also, the findings showed that the use of digital storytelling motivated the students to learn vocabulary, and every English skill. The learners claimed that they were motivated and interested because of the multimedia elements' high interactivity integrated into the application in which the digital stories were shown. Another study, a quantitative survey research design, conducted by Ahmad & Yamat (2020) studied the perceptions of 50 students from different national Chinese schools in Sentul. Even Though the analysis included the conventional storytelling method and the digital one, the results were different due to 88% of them perceived the digital storytelling approach as enjoyable when learning the target language. Besides, students felt that classes were more enjoyable because they met their current learning needs and as a result of this, they performed better in English classes.

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<sup>1</sup> <https://dictionary.cambridge.org/>

Finally, learners perceived that digital storytelling enables them to understand more effectively the content of stories in comparison with conventional storytelling.

There are few studies related to the use of the traditional method or audio track that have investigated the perceptions of students in the use of this approach for the development of listening skills. However, a quantitative study conducted by Sulaiman et al. (2017) examined students' perceptions towards audio-only method and video media method in the listening assessment. The participants of the study were 150 students from four different faculties of the University Teknologi MARA. Although the results indicate that the majority of the students had a positive perception towards the use of video media, another part assured that they understood the instructions better through the audio-only method because they were more familiar with it. Participants from two diverse faculties believed they could perform better by using audio-only methods. Additionally, it is relevant to mention that the results of one of the analysed faculties showed that the use of the traditional audio-only methods was more authentic in contrast with the video media approach.

## **CHAPTER III**

### **METHODS AND PROCEDURE**

## **CHAPTER III: METHODS AND PROCEDURES**

### **1. Justification of the selection of the research type and design**

#### **1.1 Research paradigm**

The research paradigm of this study is quantitative since it analyses numerical data about the student's perception towards the use of the digital storytelling and audio track tools, and its incorporation in the learning process with a numerical scale.

#### **1.2 Study design**

In addition, the study design is a non-experimental descriptive one because there is no manipulation of variables. Non-experimental descriptive designs are intended to describe an educational situation or reality. They are overly frequent in the field of education and in the social sciences, most descriptive studies are carried out through questionnaires or observations. Hence, the two types of non-experimental descriptive designs that can be carried out are survey and observational researches.

#### **1.3 Type of study**

This is a case study since it intends to examine the complexities of what happens in a system of people, not just a single individual. As Gerring (2004) mentions, it is best defined as an intensive study of a single unit with an aim to generalize across a larger set of units, in this case a group of students.

### **2. Participants**

The sample was made up of eight high school students aged 16. They belonged to a subsidized school, located in Linares. Most of the learners belonged to the town or live close to

it. Furthermore, their level of English was close to B1 and because of the pandemic, they were having just an online hour of English per week.

### **3. Sampling methods**

The participants were selected by convenience sampling, which is defined by Etikan, Musa & Alkassim (2016) “...as a type of nonprobability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study.” (p.2)

### **4. Instruments**

As a method for gathering the students’ perceptions and extra information about their English learning process, two instruments were applied. Firstly, a “sociodemographic questionnaire” was used to collect information about the sample to prepare the lesson and class material according to their English level (B1). Secondly, a semantic differential scale was used in order to collect students’ perceptions about the listening tools.

#### **4.1 Sociodemographic questionnaire**

The sociodemographic questionnaire was applied to gather personal information about the participants, as well as characteristics about their English learning process at the school they attended. **(See appendix 1)**

This instrument was a survey made up of 15 questions, (open and multiple-choice questions).

## 4.2 Semantic differential scale

In this research, the main objective of using this scale was to measure the students' perception of the use of Digital Storytelling and an Audio track. The instrument was made up of ten pairs of opposing adjectives for each recording, where students were asked to locate their answers on a numeric scale from 1 to 7. This scale was organized so that the lowest and negative adjectives were on one side, and on the opposite side, the highest number and positive adjectives were together (See appendix 2). The Semantic scale also consisted of three open questions for the participants to answer, which were about their opinion about the advantages and disadvantages of using Audio track and Digital Storytelling.

### Example:

Unhelpful				Helpful		
1	2	3	4	5	6	7

A positive characteristic of this scale is that participants can indicate whether they judge the audio to be extremely unhelpful (1) or helpful (7) by marking the extremities; also, if they felt as if they were in a more neutral decision, they could choose an in-between number (4).

The scaling tool was applied to the participants once the lesson was finished since they needed to have heard and watched the Digital Storytelling and the Audio file in order to complete it. It was sent to them at the end of the lesson, and they were given 20 minutes to answer it and send it via email. (See appendix 2).

## 5. Validity of instruments

Two professors validated the instruments used in this study to analyse students' perceptions of digital storytelling and audio track. Both teachers held a postgraduate degree and belong to the English Department of Universidad Católica de la Santísima Concepción.

(See appendix 3).

## 6. Data collection procedures

After the design and validation of the research instruments the following activities were carried out. There is no statistical analysis of data because it is a descriptive study.

### 6.1. Lesson Plan

A lesson plan was created in order to carry out the experience (See appendix 4). The plan explained in detail what was going to be done and achieved during the lesson. The first part contained the teachers' names, the estimated time for the lesson and its aim. Additionally, the planning included: the name of the unit, the previous knowledge that students should have, the materials and resources that were expected to be used at the time of the lesson, and the anticipated problems and solutions. In the second part of the lesson plan, each stage was explained in depth. Starting with the warm-up/lead-in, continuing with the pre-listening, while-listening, post-listening, and closing stage of the session (each stage contained the specifics of the intended procedure, explanations, instructions, ICQs and CCQs. Finally, the learning strategies, assessment, and time of each phase.)

The following figure shows one of the tasks designed for the lesson.

#### Figure 5. Audio Track Task

##### Let's talk about nature.

- 1. Audiofile:** While listening to the audio, complete this paragraph with the missing words. You will listen to the audio twice and if needed three times. There is one extra word that you will not have to use.

fun- bird- tortoise- insect- fun- tarantula- animal

Everyone needs a pet. It's really cool to look after an 1) Animal of some kind, or even a 2) bird or 3) insect. I've always had pets. When I grew up, we had three dogs, five cats, a 4) tortoise and loads of rabbits. I lost count of the number of rabbits we had. Pets are really important for kids. Looking after a pet teaches the child responsibility. It's cute looking at the way children play with their pets. They always seem to have so much 5) fun. I wonder if pets like being pets. I think if I were a dog, it'd be a good life to be a pet. I get all my food given to me, I have somewhere warm and dry to sleep and I get to run and play lots. I suppose if you had a bad owner, that wouldn't be good. One day I want an unusual pet like a 6) tarantula or a scorpion.

In figure 5 it can be observed the task for the audio track application during the lesson. It is the first written task students performed which consisted of a gap fill exercise about pets. The next figure shows the task related to the use of digital storytelling.

### Figure 6. Digital Storytelling task.

The following figure illustrates the second activity of the lesson about digital storytelling. This activity aimed to determine students' comprehension of a story by completing a True and False exercise.

**2. Storytelling:** While watching the video, next to each statement write an F if you think it is false or a T if you think it is true. You will watch it twice, and if needed three times.

1.   T   Ron and John promised each other to stay together.
2.   F   Ron and John did not get scared when they saw the bear.
3.   F   Both friends climbed up the tree.
4.   F   Ron helped John to climb the tree.
5.   F   John remembered that bears do not eat dead animals from the internet..
6.   T   Ron asked John what the bear whispered to him.
7.   T   The bear told John to not believe in false friends.

As it can be observed in Figure 6, a True and False activity was carried out. The topic of the storytelling was nature and friendship.

### 6.2 Experience.

The class was held via Zoom on Wednesday, October 21st, 2020 at 4:30 p.m. It lasted about 1 hour and 30 minutes and eight students were part of the lesson. The class was conducted by Francisca Gajardo and Maximiliano Sepulveda, however, all the group members were present as listeners. The class began by sending students the sociodemographic questionnaire, so that they could answer it at the moment and any doubts could be solved. After receiving the

questionnaire, the researchers explained what type of content students were to learn and the activities they were going to carry out as part of the study.

The class began by explaining the lessons' objective and by using a PPT (**See appendix 5**) with the topic "Let's talk about nature". After that, a warm-up activity was carried out, which consisted of matching images with their corresponding meaning. Continuing with the class, the topic was introduced by asking students if they knew what domestic animals and wild animals were. After explaining the concepts, the participants were asked about their favourite animals. Later, they listened to a one minute audio track. The audio track was played twice and the students were asked to complete the activity while listening. After the activity, the answers were checked.

Then, it was the turn of the storytelling activity. The learners watched a 2.38-minute digital story twice and while listening, they had to answer a True or False activity. The task for the post-listening stage consisted of writing sentences in present simple about the animals and habitats that they preferred. After the activities were finished, students completed the semantic scale and the answers were sent via mail.

## **CHAPTER IV**

### **RESULTS**

## CHAPTER IV: RESULTS

This chapter illustrates the results of the study. The gathered information is explained in 10 different tables based on the semantic scale instrument used and answered by the participants of this study (eight high schoolers in total). Furthermore, each table contains both listening tools used in the process of data collection (categories), the corresponding pair of bipolar adjectives, the range of our scale (1 to 7), and the number of students that chose each range according to the adjectives. Every item is properly explained below.

### 1. Semantic Scale Data Collection

**Table 2: Unpleasant - Pleasant**

Adjective	Category	Audio track							Digital Storytelling							
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Unpleasant - Pleasant	N° of students	-	-	-	-	-	3	5		-	-	-	-	-	1	7

The previous table represents the gathered results about the use of the audio track and digital storytelling. In this particular chart, there are two adjectives, the negative one is on the left side of the scale (unpleasant) and the positive one on the right side (pleasant). As it can be observed, the audio track was rated 6 by three students, and 7 by five of them.

Meanwhile, for digital storytelling, it was rated 6 by one student and it was rated 7 by the rest of them.

**Table 3: Difficult - Easy**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Difficult - Easy	N° of students	-	-	-	-	1	4	3	-	-	-	-	1	4	3

Table n°3 presents the results of the students' perceptions in terms of difficulty. It can be observed that students showed no difference in terms of perception towards the digital storytelling and the audio track. Both tools were rated 5 by one student, 6 by four students and 7 by three of them.

**Table 4: Boring - Entertaining**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Boring - Entertaining	N° of students	-	-	-	-	-	4	4	-	-	-	-	-	-	8

In this table of bipolar adjective 1 is boring, and 7 is entertaining. On one hand, for the audio track, it can be observed that the tool was rated 7 by four students and 6 by the other half. As to the digital storytelling, it was rated 7 by all the participants.

**Table 5: Outdated- Modern**

Adjective	Category	Audio track							Digital Storytelling							
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Outdated- Modern	N° of students	-	-	-	-	3	5	-	-	-	-	-	-	-	3	5

Table 5 illustrates how modern the tools are according to the students' perception. The audio track was rated 5 by three students and 6 by five of them. Regarding the digital storytelling, it was rated 6 by three participants and 7 by the rest of the sample.

**Table 6: Impractical - Practical**

Adjective	Category	Audio track							Digital Storytelling							
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Impractical - Practical	N° of students	-	-	-	-	-	-	8	-	-	-	-	-	-	1	7

Table 6 exhibits how practical the audio track and the digital storytelling are in terms of students' perception. The audio track was rated 7 by all the participants. As to the digital storytelling, it was rated 6 by one student and 7 by the rest of the participants.

**Table 7: Unattractive - Attractive**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Unattractive - Attractive	N° of students	-	-	-	-	-	2	6	-	-	-	-	-	1	7

It can be observed in Table 7 that the audio track was rated 6 by two students and 7 by six of them. As to the digital storytelling, the chart exhibits that it was ranked 6 by one student and 7 by the rest of the participants.

**Table 8: Anxious - Calm**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Anxious - Calm	N° of students	-	-	-	-	-	3	5	-	-	-	-	1	3	4

Table 8 demonstrates students' perception towards the digital storytelling and the audio track in terms of anxiety. The audio track was rated 6 by three students and 7 by five of them. As to the digital storytelling, it was rated 5 by one student, 6 by three of them and 7 by four of the students.

**Table 9: Complex- Simple**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Complex- Simple	N° of students	-	-	-	-	1	1	6	-	-	-	-	2	1	5

Table 9 presents, in terms of complexity, that the audio track was rated 5 by one student, 6 by one students and 7 by six of them. As to the digital storytelling, it was ranked 5 by two students, six by one of them and 7 by five students.

**Table 10: Ineffective - Effective**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Ineffective - Effective	N° of students	-	-	-	-	1	2	4	-	-	-	-	1	-	7

In terms of effectiveness, the audio track was rated 5 by one student, 6 by two students and 7 by four students. As to the digital storytelling, it was rated 5 by one student and 7 by seven of them.

**Table 11: Unhelpful - Helpful**

Adjective	Category	Audio track							Digital Storytelling						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
Unhelpful - Helpful	N° of students	-	-	-	-	-	3	4	-	-	-	-	1	1	6

The table above illustrates the perceptions of students towards the parameters Unhelpful-Helpful. In this respect, the audio track was rated 6 by three students and 7 by four of them, one student did not answer. On the other hand, the digital storytelling was ranked 5 and 6 by one student respectively, and 7 by six of them.

## **CHAPTER V**

### **DISCUSSION**

## **CHAPTER V: DISCUSSION**

### **1. Discussion**

From the results, it can be inferred that, in general, students present a positive perception towards digital storytelling and audio track. Both tools were rated in general between 6 and 7; however, it could be observed that some participants inclined more towards digital storytelling.

As to students' positive perception of the audio track, it can be assumed that it is a tool that students are used to work with, since it is commonly used in schools and it is usually part of coursebooks. Some studies carried out by Sulaiman et al (2017) support this view since they indicate that the degree of familiarity students have with the tool may have an impact on students' perception. On the other hand, an audio track may deal with real-life conversations or topics students enjoy listening to; thus, it can be deduced that probably students' perception can also be determined by the topic or the level of difficulty of the text, more than the tool itself. Mohamadkhani, Farokhi, & Farokhi (2013) declared that audio files are very useful and have helped students to learn a great deal about content, pronunciation, vocabulary, fluency and the use of correct English. Furthermore, students also have the opportunity of listening to native speakers, with different accents and talk about a wide range of topics.

To continue, the audio track demonstrated a more positive tendency than what was expected. For example, from the results shown it could be observed that students found the tool simpler. It can be deduced then, that participants are more accustomed to listening to some common audios, such as music or podcasts that do not have the elements that a digital storytelling tool contains. In this respect, the listener only focuses on the message rather than any other element that sometimes may distract them. In this sense, and depending on the type of

learner, it can be implied that too many elements in a tool used for listening may affect students' attention and may become a distraction.

When referring to students' perception of digital storytelling, it can be observed that they found this tool entertaining and motivating to use. Digital storytelling contains different types of elements in terms of images, colours, sound effects, that may motivate students. From these characteristics, it can be implied that digital storytelling is a tool that can be appealing to students with diverse learning styles, as Robin (2006) declares. Nowadays, most students are keen on new technology, therefore they need new approaches that attract their visual attention. Besides, listening is a very difficult skill for students, and especially for those where English is not in an immediate context; thus, they require more strategies and techniques to understand a message. In this respect, digital storytelling allows students to acquire new information through more dynamic manners instead of just commonly used activities. This is also corroborated by Smeda, Dakich & Sharda (2014) who declared that "digital storytelling is a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments." (p.13).

The outcome indicates that there was a slight difference between students' perceptions that favoured digital storytelling, which could be observed in the adjectives: unpleasant-pleasant, boring-entertaining, outdated-modern, ineffective-effective.

At the beginning of the research, it was believed that there was going to be a much more noticeable tendency in favour of digital storytelling since its main features (images, sounds, etc.) are more attractive for learners. Furthermore, it was expected that students' perception of audio track was going to be less positive considering that it may be less attractive than a digital story. This belief came from the literature that expresses that when students are part of an activity with an audio track, they are generally passive participants and there is no great motivation involved.

As a conclusion, it can be inferred that the learners did not focus much on the tool itself, but rather on the level of difficulty of the spoken texts. This may explain the students' positive perception towards both tools.

## **CHAPTER VI**

### **CONCLUSION, LIMITATIONS & RECOMMENDATIONS**

## CHAPTER VI: CONCLUSION, LIMITATIONS & RECOMMENDATIONS

### 1. Conclusion

According to specific objective n° 1 "**To determine students' perceptions of digital storytelling for the understanding of simple messages of English**" it can be concluded that the perception of students about the digital storytelling tool was positive. Given the reason that the presence of a narrative, images, background sounds as well as simple and straightforward dialogues may have an impact on most students and especially on those who prefer visual information. According to Jakob, Atmowardoyo & Weda (2018) "the use of digital media is an effective way to engage students with the teaching materials and help them to learn language." (p. 3). In this respect, the use of different elements may facilitate listening due to the fact that they can help students to understand a message. The development of listening in a second language is not an easy task; thus, as the literature says the use of different techniques and strategies, that include technology, are required to comprehend a text.

As to specific objective 2: "**To determine students' perceptions of audio files for the understanding of simple messages of English**"; it can be declared that the students' perceptions of the audio track were more positive than expected. The participants showed a favorable perception of it in almost all the evaluated aspects. Compared to digital storytelling, it seems that an audio track has much less to offer; however, participants' positive perception is probably influenced by the familiarity they have with it. Besides, some studies indicate that audio tracks are considered effective materials for listening development (Dickinson, 2001; Isbell, 2002; Penno, Wilkinson & Moore, 2002). This is a tool that learners have been using during their whole school years; moreover, most of them have learnt English just through audio tracks, especially in contexts where there is not enough access to technology.

In relation to specific objective n°3 **“To compare students’ perceptions towards each tool for the development of listening skill”**, high schoolers presented an approving perception towards digital storytelling and audio track. It could be observed a slight inclination to digital storytelling in terms of pleasantness, entertainment and effectiveness; however, this inclination was not significant. Nevertheless, the presence of a narrative, images, background sounds, simple and straightforward dialogues may have had an impact on students. The use of different elements may facilitate listening due to the fact that they help students to understand a message.

Finally, it can be concluded that the development of listening skill as a second language is not an easy task; thus, as the literature says the use of different techniques and strategies are required to comprehend a text. Regardless, the participants were able to complete all the activities in the task without any inconvenience.

## **2. Limitations of the research.**

No research was found to compare both tools for further investigation. Besides, the context of online lessons, in which the research was developed, became a challenge when it came to gathering a larger sample of participants. Similarly, there are few examples of specific topics available regarding digital storytelling on the internet, and no studies were found related to the use of digital storytelling and audio track and its impact on Latin American countries. Finally, there is still a lack of research regarding the use of digital Storytelling in the Chilean school context.

## **3. Further research recommendations.**

It is suggested that for future studies, this research should be developed with a larger sample of participants and hopefully in a face-to-face class. Besides, it would be advisable to carry out a mixed study. On one hand, a qualitative one to gather information about students’ perception. On the other hand, a quasi experimental study with a group control in order to determine the impact of digital storytelling on students’ performance.

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## **APPENDIXES**

## Appendix 1: Sociodemographic questionnaire



### Sociodemographic Questionnaire

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

General objective: To describe school graders' perceptions of audio files and digital storytelling for the understanding of simple messages in English in a subsidized school.

Specific objective 1: To determine students' perceptions of digital storytelling for the understanding of simple messages of English.

Specific objective 2: To determine students' perceptions of audio files for the understanding of simple messages of English.

Specific objective 3: To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, this instrument is intended to collect information about you that helps us carry on our study. You will have to answer some open question and some multiple choice questions according to your own perception and experience.

\* The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.

\*Obligatorio

What is your full name? \*

Tu respuesta \_\_\_\_\_

How old are you? \*

Tu respuesta \_\_\_\_\_

What kind of educational establishment is your school? \*

- Public
- Subsidized Private
- Private

How many hours of English per week do you have ? \*

- Between 1 and 2 hours
- Between 2 and 3 hours
- Between 3 and 4 hours
- Between 4 and 5 hours
- More than 5 hours hours

Do you consider English as an important subject? \*

- Yes
- No
- Sometimes

How many hours of your free time do you spend listening or reading in English per week? \*

- Less than 1 hour
- Between 1 and 2 hours
- Between 2 and 3 hours
- Between 3 and 4 hours
- More than 4 hours

Select hobbies that you read/listen in English \*

- movies
- podcasts
- videogames
- music
- magazines
- books
- others
- Otro: \_\_\_\_\_

How much time do you normally spend studying English outside of school? \*

- Less than 1 hour
- Between 1 and 2
- Between 3 and 4

Have you ever been to an English speaking country? \*

- Yes
- No

If your previous answer was yes, how long did you stay there?

Tu respuesta \_\_\_\_\_

Do you like the English lessons in your school? \*

- Yes
- No
- Sometimes

According to your opinion: Which of the four skills do you find the hardest? \*

- Speaking
- Listening
- Writing
- Reading

During your English lessons at school, how do you like to work? \*

- Individually
- In pairs
- In groups
- Not relevant

What is your perception on the use of technological tools during your lessons? \*

- Positive
- Negative
- Not relevant during classes

Finally, Do you know any tool for the development of the listening skill? If yes, which one? \*

Tu respuesta \_\_\_\_\_

## Appendix 2: Semantic Differential Scale



# UCSC

### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the understanding of simple messages in English", which pursues the following objectives:

**General objective:** To describe school graders' perceptions of audio files and digital storytelling for the understanding of simple messages in English in subsidized school.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



**I. Use of audio tracks**

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---



# UCSC

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

### II. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---



# UCSC

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

**From your perception:**

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?
2. On the other hand, what are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

## Appendix 3: Validity of the instruments

### a. Professor Belén Muñoz

#### **Validez de los instrumentos**

Concepción, 2020

#### **Estimado docente:**

Agradezco su disposición de colaborar en la revisión del instrumento de medición que se adjunta, así como las recomendaciones, sugerencias y opiniones que me ofrezca para el mejoramiento del mismo.

El siguiente instrumento de medición forma parte del trabajo de investigación denominado: **“Students’ perception and the effectiveness of digital storytelling for the development of the listening skill in English”**.

El instrumento que se presenta a continuación apunta al primer/segundo objetivo específico de esta investigación.

**Objetivo general:** To describe students’s perceptions of audio files and digital storytelling for the development of listening skills.

#### **Objetivos específicos:**

1. To determine students’ perceptions of digital storytelling for the development of listening skills.
2. To determine students’ perceptions of audio files for the development of listening skill.
3. To compare students’ perceptions towards each tool for the development of listening skill.

## INSTRUCCIONES

Agradeceré a usted revisar el siguiente instrumento y responder las afirmaciones que vienen a continuación:

Utilizando “**LA HOJA DE REGISTRO**” califique cada **criterio** de 1 a 3 donde:

**1** significa que el criterio debe ser eliminado del instrumento.

Si su respuesta es **medianamente de acuerdo** o **en desacuerdo** indique en las siguientes líneas de qué manera debe ser mejorada.

---

---

---

---

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

---

---

---

---

### **Muchas gracias por su colaboración**

<b>Nombre</b>	Belén C. Muñoz Muñoz
<b>Profesión</b>	Profesora de inglés
<b>Institución donde trabaja</b>	UCSC
<b>Grado académico más alto</b>	Doctora en Lingüística
<b>Firma</b>	Belén C. Muñoz Muñoz



Si su respuesta es **medianamente de acuerdo** o **en desacuerdo** indique en las siguientes líneas de qué manera debe ser mejorada.

---

---


---

---

Si desea expresar alguna otra sugerencia sobre el instrumento, que a su juicio sea importante señalar, puede hacerlo en las siguientes líneas.

Me parece un buen instrumento en general; recomiendo revisen algunos errores de tipeo. Además, puede que en las preguntas 1 y 3 tengan respuestas similares puesto que hablan de ayuda y ventaja. Quizás puedan agregar otra pregunta para completar aún mas el cuestionario.

**Muchas gracias por su colaboración**

<b>Nombre</b>	Camila Polanco Ospital
<b>Profesión</b>	Profesora de inglés
<b>Institución donde trabaja</b>	UCSC
<b>Grado académico más alto</b>	MA Tesol, University of Nottingham
<b>Firma</b>	

## Appendix 4: Lesson Plan

UNIVERSIDAD CATOLICA DE LA SANTÍSIMA CONCEPCIÓN FACULTAD DE  
EDUCACIÓN - DEPARTAMENTO DE LENGUAS ENGLISH PEDAGOGY  
PROGRAMME



TEACHING PRACTICE

### LESSON PLAN

<b>Student-teacher's name:</b> Carolina Sepúlveda - Katia Rivera - Francisca Gajardo - Constanza Inostroza - Camila Mardones - Maximiliano Sepúlveda		<b>School:</b> Instituto Linares
<b>Class:</b> English (2do medio)	<b>Date:</b>	<b>Time and length:</b> 50 pedagogical minutes
<p><b>Lesson aim:</b> At the end of the lesson students will be able to recognize vocabulary about wildlife from two listening passages.</p> <p><b>Learning outcome:</b> To improve students listening and recognition skills regarding new vocabulary.</p> <p><b>Ref. Planes y Programas:</b> OA 04: Identificar y usar estrategias para apoyar la comprensión de los textos escuchados: Hacer predicciones. Escuchar con un propósito. Usar conocimientos previos. Focalizar la atención en palabras y/o expresiones clave. Utilizar apoyos como imágenes y gestos del hablante.</p>		
<b>Unit name:</b> "Let's talk about nature"		<b>Lesson n°:</b> 1
<p><b>Assumed knowledge:</b></p> <ul style="list-style-type: none"> <li>Present Simple</li> <li>Past Simple</li> <li>Prepositions</li> <li>Suggestions</li> <li>Imperatives</li> <li>Future (will / going to)</li> </ul>		<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>● Zoom/Meet</li> <li>● Storytelling "Bear and two friends": <a href="https://www.youtube.com/watch?v=nNMkzE5_Rg4&amp;feature=youtu.be">https://www.youtube.com/watch?v=nNMkzE5_Rg4&amp;feature=youtu.be</a></li> <li>● Audio File: <a href="https://www.listenaminute.com/p/pets.html">https://www.listenaminute.com/p/pets.html</a></li> <li>● Email</li> </ul>

#### Anticipated problems and solutions:

**Problem:** Students do not remember past tense conjugations.

**Solution:** T presents a chart to reinforce the past tense.

**Problem:** Students do not differentiate the main prepositions

**Solution:** T presents a brief summary about prepositions and their uses.



Stage of the lesson	<b>Procedure</b> What am I going to do? What are students going to do?	<b>Explanations, instructions, CCQs, ICQs, feedback, etc.</b> What am I going to say?	<b>Learning Strategy</b>	<b>Assessment</b>	<b>Time</b>
<b>Lead-in / warm up</b>	<p>T greets the ss and informs about the aim of the lesson.</p> <p>T will show 5 pictures related to nature for ss to match them with the corresponding vocabulary word that will appear on the screen.</p>	<p>Good afternoon students, how are you today?</p> <p>In today's session we will learn about wildlife. We will start by matching these pictures to their corresponding word from the list. You will have 5 min to do it.</p> <p>CCQs: What is the lesson about? What do you have to do with the pictures?</p>	Activate Background Knowledge	Self-Assessment	5 minutes
<b>Pre</b>	<p>T ask the ss the difference between domestic and wild animals.</p> <p>T asks ss to discuss what is their favourite wild animal and where to find them based on the previous shown ones.</p> <p>T introduces the topic and audios for the lesson.</p>	<p>To start, I would like to ask you if you know the difference between domestic animals and wildlife animals. You will have 5 min so we can share your ideas.</p> <p>Which out of all the animals you have mentioned is your favourite? You will have 5 min to discuss.</p> <p>ICQs: How much time do you have to complete the activities?            What do you have to discuss?</p>	Monitoring production	Questioning	10 minutes



Stage of the lesson	Procedure What am I going to do? What are students going to do?	Explanations, instructions, CCQs, ICQs, feedback, etc. What am I going to say?	Learning Strategy	Assessment	Time
<b>While</b>	<p>Listening Activities:</p> <p>1. Audio File T asks ss to listen to a listening passage about “The lesson of pets” and they will have to complete a fill-in the gap activity.</p> <p>2. Digital Storytelling T asks ss to watch and listen to a storytelling listening about Bear and two friends” and complete a True and False activity with seven statements..</p>	<p>Now I’ll ask you to listen to a passage named “The lesson of pets” and complete a fill-in the gap activity.You will listen to this audio twice in case you miss something.</p> <p>To continue you’re going to watch and listen to a storytelling called “Bear and two friends” and do a true or false activity of 7 statments. The video will be shown twice.</p> <p>CCQs: What is the first listening passage about? What activity do you have to complete?</p> <p>What is the second listening about? How many statements will you have to answer?</p>	Monitoring listening comprehension	Self-assessment	10 minutes
<b>Post</b>	<p>Ss are asked to form groups of 3 or 2 to write 4 sentences in present simple about a natural habitat and animals they prefer.</p> <p>They will write them in small sessions of Zoom/Meet</p>	<p>In groups of 3 or 2 I’ll ask you to write 4 sentences in present simple about a natural habitat and animals that you may prefer.</p> <p>This activity will be done in small sessions here and when you’re done you can share your sentences to the</p>	Creating structure for input and output	Pair Assessment	20 minutes

	<p>Ss write their sentences</p> <p>Ss are asked if they would like to share their sentences with the whole group.</p>	<p>whole group.This activity will last 20 min in total.</p> <p>ICQs: How many sentences do you have to write? and about what?</p>			
<b>Closing</b>	<p>T finishes the class by reviewing the content about nature and wildlife.</p> <p>T thanks the ss for participating in the lesson.</p>	<p>So,are there any doubts or something that you will like to share?</p> <p>To finish the class I want to thank you for your good willingness to participate in this class.</p>	Reviewing the content	Assessment	5 minutes

Appendix 5: PowerPoint Presentation

Let's talk about nature

Francisca Gajardo, Katia Rivera, Camila Mardones,  
Constanza Inostroza, Carolina Sepúlveda, Maximiliano Sepúlveda

Objective of the Lesson:

At the end of the lesson students will be able to recognize vocabulary about wildlife from two listening passages.

Match exercise

1. 

2. 

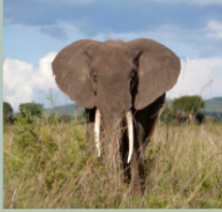
3. 

4. 

5. 

a. Forest  
b. Mountain  
c. Savanna  
d. Lake  
e. Glaciers

## Wild VS Domestic



## What is your favorite animal?

Here are some ideas.



## Audio File

<https://www.listenminute.com/pets.html>

## Digital storytelling

### The Bear and two Friends



[https://www.youtube.com/watch?v=nNmzES\\_Rg4&feature=youtu.be](https://www.youtube.com/watch?v=nNmzES_Rg4&feature=youtu.be)

## Practice Makes Perfect

Example:  
"I like wildcats that live in the mountains."

## Let's test your perceptions!



### Use of digital storytelling

1. According to your perception rate using digital storytelling rate the following aspects

1 2 3 4 5 6 7

Upstream Feedback

1 2 3 4 5 6 7

Difficult Easy

1 2 3 4 5 6 7

Strong Frustrating

1 2 3 4 5 6 7

Outdated Modern

1 2 3 4 5 6 7

Practical Practical

1 2 3 4 5 6 7

Unattractive Attractive

1 2 3 4 5 6 7

Widespread Clear

### Open Questions

From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

Thank you very much for collaborating.



## Appendix 6: Students' answers to the instruments

### Student 1:



# UCSC

### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



### L Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant					Pleasant	

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated					Modern	

1	2	3	4	5	6	7
Impractical					Practical	

1	2	3	4	5	6	7
Unattractive					Attractive	

1	2	3	4	5	6	7
Anxious					Calm	



1	2	3	4	5	6	7
Complex					Simple	

1	2	3	4	5	6	7
Ineffective					Effective	

1	2	3	4	5	6	7
Unhelpful					Helpful	

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

### I. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant					Pleasant	

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated					Modern	

1	2	3	4	5	6	7
Impractical					Practical	



# UCSC

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?  
R. the advantages is that one appreciates the characters and makes it more striking
2. On the other hand, what are the disadvantages that can be observed using this instrument?  
R. the disadvantage is that you do not use 100% of the audition, because just by seeing the characters you know what happens
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
R. i think the best aways to listen to a dialogue between 2 people and make a complete the sentence

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***



### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students' perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**





## L Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant					Pleasant	

1	2	3	4	5	6	7
Difficult				Easy		

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated				Modern		

1	2	3	4	5	6	7
Impractical					Practical	

1	2	3	4	5	6	7
Unattractive					Attractive	

1	2	3	4	5	6	7
Anxious					Calm	



1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks? Estas permiten reconocer palabras y su pronunciación
2. What are the disadvantages that can be observed using this instrument? Puede ser que me costó un poco entender .
3. In your opinion, how do you think this instrument can help you when it comes to listening practice? Me ayuda a mejorar la pronunciación y conocer nuevas palabras

### II. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical



# UCSC

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills? Una ventaja es que con este podía escuchar y leer al mismo tiempo, lo que hacía que fuera fácil de comprender
2. On the other hand, what are the disadvantages that can be observed using this instrument? La verdad no tengo desventajas
3. In your opinion, how do you think this instrument can help you when it comes to listening practice? Me sirve, ya que puedo escuchar la pronunciación de palabras y leerlas al mismo tiempo, lo que es mucho mejor

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

Student 3:



### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



## L Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm



1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks? It's very simple and you can understand because the audio use simple language
2. What are the disadvantages that can be observed using this instrument? Maybe the sound sometimes failed
3. In your opinion, how do you think this instrument can help you when it comes to listening practice? I really like it cause make the listening more simple and interesting

### II. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern



# UCSC

1	2	3	4	5	6	7
Impractical			Practical			

1	2	3	4	5	6	7
Unattractive			Attractive			

1	2	3	4	5	6	7
Anxious			Calm			

1	2	3	4	5	6	7
Complex			Simple			

1	2	3	4	5	6	7
Ineffective			Effective			

1	2	3	4	5	6	7
Unhelpful			Helpful			

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?  
Make the class more interesting and dinamyc
2. On the other hand, what are the disadvantages that can be observed using this instrument?  
Sometimes it goes to fast and that makes more hard to understand
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
I think it very helpful cause you can practice more easy

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

**Student 4:**



**Semantic differential scale**

**General Information**

**Name:**

**Age:** |

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



## I Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm



1	2	3	4	5	6	7
Complex			Simple			

1	2	3	4	5	6	7
Ineffective			Effective			

1	2	3	4	5	6	7
Unhelpful			Helpful			

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?  
That we can practice our listening, is modern and practical and is also so important because we can learn how to pronounce words
2. What are the disadvantages that can be observed using this instrument?  
That for some people is more complicated can understand audios
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
Can help with new vocabulary and learn how to pronounce that vocabulary

### II. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant			Pleasant			

1	2	3	4	5	6	7
Difficult			Easy			

1	2	3	4	5	6	7
Boring			Entertaining			

1	2	3	4	5	6	7
Outdated			Modern			



# UCSC

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?

**That you can listen the audio and also watch the story so I think is easier**

2. On the other hand, what are the disadvantages that can be observed using this instrument?

**That sometimes you can get confused because if you don't know vocabulary you can get confused between the video and the audio**

3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

**Can help with vocabulary and pronunciation**

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

**Student 5:**



**Semantic differential scale**

**General Information**

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



## L Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant			Pleasant			

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring			Entertaining			

1	2	3	4	5	6	7
Outdated				Modern		

1	2	3	4	5	6	7
Impractical					Practical	

1	2	3	4	5	6	7
Unattractive					Attractive	

1	2	3	4	5	6	7
Anxious					Calm	



1	2	3	4	5	6	7
Complex					Simple	

1	2	3	4	5	6	7
Ineffective					Effective	

1	2	3	4	5	6	7
Unhelpful					Helpful	

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

### II. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant					Pleasant	

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated					Modern	

1	2	3	4	5	6	7
Impractical					Practical	



# UCSC

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills? That you can listen the audio and also watch the story
2. On the other hand, what are the disadvantages that can be observed using this instrument? Some of the disadvantages could be that not everyone has access to a stable internet and perhaps there are times when the audio is not heard (putting us in the case that the classes are online)
3. In your opinion, how do you think this instrument can help you when it comes to listening practice? I think it helps because that way you learn how words are pronounced and that way you can add words to your vocabulary

Send your answers to: [fgajardo@emingles.ucsc.cl](mailto:fgajardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

Student 6:



# UCSC

## Semantic differential scale

### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

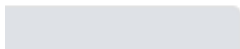
**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**





## I Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm



1	2	3	4	5	6	7
Complex			Simple			

1	2	3	4	5	6	7
Ineffective			Effective			

1	2	3	4	5	6	7
Unhelpful			Helpful			

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?  
I think the advantages are that the activity becomes more interesting, at the same time it is more attractive and more entertaining.
2. What are the disadvantages that can be observed using this instrument?  
a disadvantage maybe that for some people they may need to listen to it more times than others, so the activity can be very long
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
can you help me in modulation for the next times I say the above mentioned words

### I. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant			Pleasant			

1	2	3	4	5	6	7
Difficult			Easy			

1	2	3	4	5	6	7
Boring			Entertaining			

1	2	3	4	5	6	7
Outdated			Modern			



1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?  
I think the advantages are that they make the class much more recreational and great
2. On the other hand, what are the disadvantages that can be observed using this instrument?  
a disadvantage maybe that some person does not work well the internet and cannot carry out the activity
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
I think it helps me in pronunciation and listening.

Send your answers to: [fgajardo@em.ingles.ucsc.cl](mailto:fgajardo@em.ingles.ucsc.cl)

***Thank you very much for collaborating.***

Student 7:



### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



### L Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant					Pleasant	

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated					Modern	

1	2	3	4	5	6	7
Impractical					Practical	

1	2	3	4	5	6	7
Unattractive					Attractive	

1	2	3	4	5	6	7
Anxious					Calm	



1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

### I. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unpleasant

Pleasant

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Difficult

Easy

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Boring

Entertaining

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Outdated

Modern

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Impractical

Practical



# UCSC

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?  
The advantages that you can see in the activities are that I was able to learn new vocabulary.
2. On the other hand, what are the disadvantages that can be observed using this instrument?  
I think the disadvantage may be that sometimes it does not work due to the internet connection
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?  
I think that if this instrument helps a lot both for the listening and pronunciation.

Send your answers to: [fgaiardo@emingles.ucsc.cl](mailto:fgaiardo@emingles.ucsc.cl)

***Thank you very much for collaborating.***

Student 8:



### Semantic differential scale

#### General Information

**Name:**

**Age:**

Dear student, the following instrument is part of the thesis seminar titled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

To achieve these objectives we need your collaboration.

Along with thanking you for your participation, we indicate that the following instrument is intended to know your perception of two tools used for the development of listening skills: audio file and digital storytelling. For this purpose, 10 pairs of bipolar or opposite adjectives and 7 spaces between them are presented. You must mark with an (X) according to the degree or trend that is closest to your assessment. Afterwards, you must answer three open questions.

**The information that is collected from the instrument will be used only for the purposes of this study, and the confidentiality of your data will be protected.**



## I Use of audio tracks

Dear student, the following instrument is part of the thesis seminar entitled "Students' perception and the effectiveness of digital storytelling for the development of the listening skill in English ", which pursues the following objectives:

**General objective:** To describe students's perceptions of audio files and digital storytelling for the development of listening skills.

**Specific objective 1:** To determine students' perceptions of digital storytelling for the development of listening skill.

**Specific objective 2:** To determine students' perceptions of audio files for the development of listening skill.

**Specific objective 3:** To compare students' perceptions towards each tool for the development of listening skill.

1. According to your perception while using **audio tracks**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant			Pleasant			

1	2	3	4	5	6	7
Difficult					Easy	

1	2	3	4	5	6	7
Boring					Entertaining	

1	2	3	4	5	6	7
Outdated				Modern		

1	2	3	4	5	6	7
Impractical					Practical	

1	2	3	4	5	6	7
Unattractive					Attractive	

1	2	3	4	5	6	7
Anxious					Calm	



1	2	3	4	5	6	7
Complex			Simple			

1	2	3	4	5	6	7
Ineffective			Effective			

1	2	3	4	5	6	7
Unhelpful			Helpful			

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Audio Tracks?
2. What are the disadvantages that can be observed using this instrument?
3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

### I. Use of digital storytelling

2. According to your perception while using **digital storytelling**, rate the following aspects:

1	2	3	4	5	6	7
Unpleasant			Pleasant			

1	2	3	4	5	6	7
Difficult			Easy			

1	2	3	4	5	6	7
Boring			Entertaining			

1	2	3	4	5	6	7
Outdated			Modern			

1	2	3	4	5	6	7
Impractical			Practical			



# UCSC

1	2	3	4	5	6	7
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Unattractive

Attractive

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Anxious

Calm

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Complex

Simple

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Ineffective

Effective

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Unhelpful

Helpful

### Open Questions

#### From your perception:

1. What are the advantages that can be observed in activities with the use of Digital Storytelling for the development of listening skills?

the advantages that can be observed with that by visualizing what is happening you can have a better understanding

2. On the other hand, what are the disadvantages that can be observed using this instrument?

I believe that it cannot bring any disadvantage

3. In your opinion, how do you think this instrument can help you when it comes to listening practice?

It can help me to have a better understanding since I visualize what is happening

Send your answers to: [fgajardo@em.ingles.ucsc.cl](mailto:fgajardo@em.ingles.ucsc.cl)

***Thank you very much for collaborating.***

## PAUTAS EVALUADORES DEL PROYECTO



### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Gemalli Ulloa Salazar
TÍTULO DEL SEMINARIO EVALUADO:	School graders' perception of digital storytelling and audio files for the understanding of simple messages in English
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Francisca Gajardo Arias Constanza Inostroza Parada Camila Mardones Salgado Katia Rivera Fuentes Carolina Sepúlveda Aravena Maximiliano Sepúlveda Aguilar
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mabel Ortiz Navarrete

**Nota:** Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

#### A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	2,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7,0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7,0
<b>Promedio</b>	<b>6,16</b>

#### B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7,0
3. Calidad y precisión del marco teórico/ Conceptual.	7,0
<b>Promedio</b>	<b>7,0</b>

#### C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7,0
2. Presentación del método de investigación y su diseño.	7,0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7,0
5. Precisión de las estrategias y técnicas de recogida de datos.	7,0
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7,0
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	4,0



**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7,0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7,0
3. Discusión de los resultados de la investigación.	6,5
4. Conclusiones sustentadas en los resultados o hallazgos.	6,7
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	7,0
<b>Promedio</b>	<b>6,86</b>

**E. DE LOS ASPECTOS FORMALES (10%)**

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	7,0
4. Coherencia en la redacción.	7,0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,9
<b>Promedio</b>	<b>6,98</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,16	1,54
B. Del Marco Teórico referencial	20%	7,0	1,4
C. Del Diseño Metodológico de la investigación	20%	6,62	1,324
D. Del Contenido Temático y los Resultados	25%	6,86	1,715
E. De los aspectos formales	10%	6,98	0,698
<b>Nota promedio final</b>			<b>6,67</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Seminario muy claro y conciso, además aborda una temática y resultados interesantes. Puede ir en apoyo de profesores del sistema para la planificación de clases, especialmente en la habilidad de listening.

Dejó comentarios en el archivo pdf que sugiero revisar para eventual mejora de este buen trabajo.

Aprobada en Consejo de Facultad / abril de 2011



**Facultad de  
Educación**  
Universidad Católica de la Santísima Concepción

**Fecha:**

**FIRMA PROF. EVALUADOR**

**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	Dr. Juan Molina Farfán
TÍTULO DEL SEMINARIO EVALUADO:	"School graders' perception of digital storytelling and audio files for the understanding of simple messages in English".
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Francisca Gajardo Arias Constanza Inostroza Parada Camila Mardones Salgado Katia Rivera Fuentes Carolina Sepúlveda Aravena Maximiliano Sepúlveda Aguilar
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dra. Mabel Ortiz Navarrete

**Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.**

**A. De La Formulación del Problema (25%)**

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6.2
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.8
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.8
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.8
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	5.8
<b>Promedio</b>	<b>6.5</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6.5



2. Uso del lenguaje técnico coherente con la temática estudiada.	6.5
3. Calidad y precisión del marco teórico/ Conceptual.	6.0
<b>Promedio</b>	<b>6.3</b>

**C. Del Diseño Metodológico del Problema (20%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Precisión del enfoque o modelo de investigación.	6.8
2. Presentación del método de investigación y su diseño.	6.8
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.2
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	6.2
6 Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.2
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.2
8 Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.2
<b>Promedio</b>	<b>6.4</b>

**D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)**

<b>INDICADORES</b>	<b>Nota</b>
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	6.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la investigación.	5.8
4. Conclusiones sustentadas en los resultados o hallazgos.	5.8
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.4
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.2
<b>Promedio</b>	<b>6.0</b>



### E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.5
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	6.4
5. Sistematización en la formulación de citas y referencias bibliográficas.	5.2
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	5.5
<b>Promedio</b>	<b>6.3</b>

### 2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%		<b>6.5</b>
B. Del Marco Teórico referencial	20%		<b>6.3</b>
C. Del Diseño Metodológico de la investigación	20%		<b>6.4</b>
D. Del Contenido Temático y los Resultados	25%		<b>6.0</b>
E. De los aspectos formales	10%		<b>6.3</b>
<b>Nota promedio final</b>			<b>6.3</b>

### 3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario que, a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Este seminario de investigación cumple con los requerimientos académicos de formato y estándares de un estudio de pregrado en la Facultad de Educación. La temática abordada sobre el uso de *Storytelling* es relevante en el contexto nacional de la enseñanza y aprendizaje del inglés como L2. En cuanto a su estructura, el trabajo está bien planteado. Sugiero ampliar algunos puntos que se detallan en la página de retroalimentación. Las demás observaciones específicas están indicadas en hoja de retroalimentación adjunta.

Aprobada en Consejo de Facultad / abril de 2011

  
**JUAN MOLINA FARFÁN**  
FIRMA PROF. EVALUADOR

Fecha: 12 de abril de 2021.

### COMENTARIOS Y RETROALIMENTACIÓN DEL SEMINARIO (No incluir en el Informe Final)

1. El trabajo de seminario aborda un tema interesante y actualizado a estos tiempos.
2. Posee una buena estructura, pero es necesario revisar aspectos de formato de acuerdo a los estándares de la Facultad de Educación (sangrías, espacios, y formas de presentar bibliografía).
3. Título breve, de acuerdo a formato y estándares de la facultad.
4. Existe Resumen, abstract y palabras clave.
5. La base teórica está breve y específica. Falta mayor argumentación y autores.
6. Los objetivos están bien planteados junto a la pregunta de investigación.
7. Los resultados se encuentran ordenados en tablas. La explicación no aporta a la presentación de éstos.
8. Los gráficos cumplen con la norma APA. Sugiero mejorar presentación. Corregir la palabra *Resource* y cambiarla por *Source*. Sin embargo, las tablas presentadas en el capítulo de los resultados no cumplen con el formato de APA. **Revisar y corregir.**
9. La Discusión de los resultados incluye autores, pero ese sugiere profundizar en la discusión.
10. Las conclusiones están breves y precisas de acuerdo a la bibliografía consultada. Podría ser profundizada para sacar mejor provecho al estudio.
11. Posee limitación y proyecciones
12. La bibliografía no cumple con los formatos y lineamientos de APA en el las Referencias. Revisar presentación.
13. RECOMENDACIÓN: No es necesario incluir toda la evidencia en los apéndices. De lo contrario, el trabajo queda muy extenso. **Éste supera las 100 páginas.** Se pueden presentar tablas resumen y los modelos de los instrumentos. También es necesario mantener la identidad de los participantes de manera confidencial. CORREGIR TÍTULO: **APPENDIXES (PI.)**

