

## EFECTOS DE LA NARRACIÓN DE HISTORIAS SOBRE LA CONFIANZA DE LOS ALUMNOS Y LAS COMPETENCIAS LINGÜÍSTICAS EN INGLÉS EN LA ENSEÑANZA SUPERIOR

### EFFECTS OF STORYTELLING ON LEARNERS' CONFIDENCE AND ENGLISH LANGUAGE SKILLS IN HIGHER EDUCATION

Autores: <sup>1</sup>Jeanelly Cecilia Aguilar Parra, <sup>2</sup>Byron Carlos Reasco Garzón, <sup>3</sup>Daniel Fabricio Contreras Moscol y <sup>4</sup>Rosa Marianella Contreras Jordán.

<sup>1</sup>ORCID ID: <https://orcid.org/0000-0002-3964-6488>

<sup>2</sup>ORCID ID: <https://orcid.org/0000-0001-9899-0900>

<sup>3</sup>ORCID ID: <https://orcid.org/0000-0002-5101-1039>

<sup>4</sup>ORCID ID: <https://orcid.org/0000-0002-7491-664X>

<sup>1</sup>E-mail de contacto: [jaguilarp@utb.edu.ec](mailto:jaguilarp@utb.edu.ec)

<sup>2</sup>E-mail de contacto: [breasco@utb.edu.ec](mailto:breasco@utb.edu.ec)

<sup>3</sup>E-mail de contacto: [ddanielcontrerasm@utb.edu.ec](mailto:ddanielcontrerasm@utb.edu.ec)

<sup>4</sup>E-mail de contacto: [rcontreras@utb.edu.ec](mailto:rcontreras@utb.edu.ec)

Afiliación: <sup>1</sup><sup>2</sup><sup>3</sup><sup>4</sup>Universidad Técnica de Babahoyo, (Ecuador).

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<sup>1</sup>Docente de la Universidad Técnica de Babahoyo, (Ecuador). Máster en Pedagogía de los Idiomas Nacionales y Extranjeros mención en Enseñanza de Inglés graduada de la Universidad Casa Grande, (Ecuador). Máster en Administración de Empresas (MBA) graduada de la Universidad Tecnológica ECOTEC, (Ecuador).

<sup>2</sup>Licenciado en la Ciencia de la Educación mención en Idiomas (Inglés-Francés) de la Universidad Técnica de Babahoyo, (Ecuador). Maestría en Enseñanza de Inglés como Lengua Extranjera, (Educación) de la Universidad Tecnológica Empresarial de Guayaquil, (Ecuador). Máster Universitario en Educación Inclusiva e Intercultural de la Universidad Internacional de La Rioja, (España).

<sup>3</sup>Docente de la Universidad Técnica de Babahoyo, (Ecuador).

<sup>4</sup>Docente de la Universidad Técnica de Babahoyo, (Ecuador).

### Resumen

Este estudio tiene como enfoque identificar los efectos de la narración como estrategia pedagógica sobre las habilidades de expresión oral y escrita de estudiantes universitarios de inglés como lengua extranjera (EFL) además de variables como la motivación, y autoestima en actividades autónomas. El estudio adopta una intervención pedagógica en la que las actividades narrativas se integran en la enseñanza del EFL. Los datos se recopilaron a través de actividades alineadas a la narración e instrumentos que miden las respuestas e indicadores numéricos de los alumnos. Los resultados indican que la narración contribuye a mejorar la comunicación oral y también escrita de los alumnos al fomentar el uso del lenguaje y mejorar la organización de las ideas aplicando conectores y vocabulario apropiado a su nivel y temáticas previstas. Además, los resultados sugieren cambios positivos en la motivación y la autoestima de los alumnos, acompañados de una reducción de la ansiedad en hablar en inglés en clases. Estos resultados

contribuyen a investigaciones anteriores que destacan el storytelling como un medio para reducir obstáculos y promover además el compromiso de los alumnos para expresarse en inglés. El estudio concluye que la narración de historias constituye un elemento relevante dentro del enfoque didáctico para el desarrollo de las habilidades de expresión oral y escrita, las cuales influyen en el aprendizaje del inglés como lengua extranjera (EFL). A partir de los datos obtenidos, se discuten las implicaciones pedagógicas en la educación superior y se proponen orientaciones para otros niveles educativos en futuras investigaciones.

**Palabras clave:** Storytelling, Habilidades de expresión oral, Habilidades de escritura, Motivación, Aprendizaje de lenguas extranjeras.

### Abstract

This study aims to identify the effects of storytelling as a pedagogical strategy on the oral and written expression skills of university students of English as a Foreign Language (EFL), as well as variables such as motivation

and self-esteem in autonomous activities. The study adopts a pedagogical intervention in which narrative activities are integrated into EFL teaching. Data were collected through narrative-aligned activities and tools that measure the students' responses and numerical indicators. The results indicate that storytelling contributes to improving students' oral and written communication by encouraging the use of language and improving the organization of ideas by applying connectors and vocabulary appropriate to their level and intended topics. In addition, the results suggest positive changes in students' motivation and self-esteem, accompanied by a reduction in anxiety about speaking English in class. These results contribute to previous research that highlights storytelling as a means to reduce barriers and further promote the commitment of learners to express themselves in English. The study concludes that storytelling constitutes a relevant element within the didactic approach for the development of oral and written expression skills, which influence the learning of English as a foreign language (EFL). On the basis of the data obtained, the pedagogical implications in higher education are discussed, and guidelines for other educational levels are proposed for future research.

**Keywords: Storytelling, Speaking skills, Writing skills, Motivation, Foreign language learning.**

### **Sumário**

Este estudo visa identificar os efeitos da narração de histórias como estratégia pedagógica nas habilidades de comunicação oral e escrita de estudantes universitários de inglês como língua estrangeira (EFL), bem como variáveis como motivação e autoestima em atividades de aprendizagem independente. O estudo emprega uma intervenção pedagógica na qual atividades narrativas são integradas ao ensino de inglês como língua estrangeira. Os dados foram coletados por meio de atividades baseadas em narração de histórias e instrumentos que medem as respostas dos alunos e indicadores numéricos. Os resultados indicam que a narração de histórias contribui

para a melhoria da comunicação oral e escrita dos alunos, incentivando o uso da linguagem e aprimorando a organização de ideias por meio da aplicação de conectores e vocabulário adequados ao seu nível e aos tópicos abordados. Além disso, os resultados sugerem mudanças positivas na motivação e na autoestima dos alunos, acompanhadas por uma redução na ansiedade em relação à fala em inglês em sala de aula. Essas descobertas contribuem para pesquisas anteriores que destacam a narração de histórias como um meio de reduzir barreiras e promover o engajamento dos alunos na expressão em inglês. O estudo conclui que a narração de histórias é um elemento relevante dentro da abordagem didática para o desenvolvimento de habilidades de expressão oral e escrita, que influenciam a aprendizagem de inglês como língua estrangeira (EFL). Com base nos dados obtidos, discutem-se as implicações pedagógicas para o ensino superior e propõem-se diretrizes para outros níveis de ensino em pesquisas futuras.

**Palavras-chave: Narrativa, Expressão oral, Escrita, Motivação, Aprendizagem de língua estrangeira.**

### **Introducción**

In education, English is a subject that helps train professionals to connect with other cultures. Teaching this language emphasizes teaching students to communicate well in this language to succeed at university and at work, especially in a world where everyone is connected. Many university students still struggle to speak the language with confidence and fluency, even after studying English for several years. Students seek to break down the barriers that prevent them from improving their English, which include fear of being judged, and unencouraged habits in previous educational experiences (Jackson, 2002). Students' confidence and communication skills are often vulnerable by factors such as fear of making mistakes, public speaking, lack of opportunities

to interact in real conditions and where the professor is at the center of the teaching process (Lall et al., 2020). Learning the English language is presented as an obstacle for many university students. The way classes are designed that focus on the teacher does not provide the space that students need to feel safe when speaking. According to the self-efficacy theory of Bandura (2006) students' self-confidence develops throughout their professional and personal growth has a direct impact on their performance and persistence in learning tasks.

From an academic perspective, storytelling is part of the simultaneous English language skills that converge to generate outcome. Applying new vocabulary, improving grammatical accuracy, the narratives organically incorporate speaking, listening, reading and writing. According to the storytelling technique, language learning is improved by providing valuable output possibilities and understandable inputs, both of which are necessary for language acquisition (Krahnke & Krashen, 1983). Meanwhile, storytelling allows students to use language creatively and clearly, improving accuracy and fluency. All of the issues mentioned above contribute to making it challenging for students to communicate effectively in English. In order to overcome these obstacles and improve students' engagement, creativity, and communication skills, storytelling has grown in popularity as a pedagogical approach in English language training. Storytelling, defined as the employment of narrative frameworks to communicate meaning and experience, enables learners to contextualize language usage (Bruner, 2022).

The potential of storytelling has made it a relevant pedagogical strategy in educational

contexts. According to Robin (2008), storytelling allows students to express their personal experiences and identity while development a genuine and emotional commitment to learning, giving them a greater sense of control over their own educational process. This approach is in line with constructivist ideas in higher education, which hold that rather than just assimilating in information, students actively create knowledge through interaction and reflection. This communicative approach, based on research into storytelling, promotes increased vocabulary and fluency (Williams, 2002).

Another benefit of narrative is its affective impact, which often lowers students' anxiety by promoting and stimulating learning. Bensalem & Thompson (2022) found a strong correlation between decreased language anxiety and increased performance and communication willingness. As students engage with one another, ask questions, and offer support, trust can increase social integration and create a stronger sense within their academic communities (Simanjuntak & Simanjuntak, 2025). Further, professor expertise and instructional design play a major role in how effective storytelling is. Without well-defined learning goals and organized scaffolding, storytelling runs the risk of turning into a fun pastime with minimal language development. According to Calvert & Sheen (2015) research on task-based and communicative language instruction, aligning tasks with clear learning objectives and suitable feedback mechanisms is necessary to improve this communicative approach. Although research on storytelling primarily focuses on children, Lucarevschi (2016) asserts that it can also be an effective teaching strategy, even though it encourages adult L2 learners in listening, discussion, and storytelling activities. The instances of the

language instruction along with learning process and the learners' development process are improved when storytelling is incorporated in ESL settings to promote diversity among students from various language, cultural, and religious backgrounds (Atta, 2012).

In universities, storytelling is employed as an instructional approach to improve students' confidence and language skills. Ghafar (2024) claims that by offering meaningful and contextualized opportunities to practice distinct language skills like speaking, listening, and reading and related receptive and productive abilities, storytelling increases learners' motivation for learning a second language and supports the development of language proficiency. Cooperative, multilingual story translation activities, according to Flynn (2023), motivated students, linguistic creativity and translation skills across ability levels developed a cooperative environment that furthered the self-esteem necessary for all students to advance in their language learning. Kalanzadeh et al. (2013) observed a significant correlation between students' self-esteem and their involvement and performance in classroom speaking tasks, highlighting the importance of incorporating affective elements in language training. Even though storytelling is becoming growing in popularity as a teaching method, more research is still needed to understand affects students' self-esteem and English language proficiency. Haddad & Noori (2018) states that using standardized confidence tests like pre-test and post-test, a positive learning environment built on strengths increase confidence in higher education.

New methods that improve learning outcomes and student engagement are becoming more important pedagogical approaches in higher education. Several research investigations have

examined and employed storytelling in higher education, highlighting its capacity to develop students' emotional connection to academic material, reinforce comprehension, and promote critical thinking (Zaitseva et al., 2024). Previous studies suggest that storytelling can enhance vocabulary acquisition, speaking fluency, and motivation in language learners. In order to investigate one-language teaching and implement a more inclusive and integrated approach to educational digital storytelling, Meletiadiou (2022) conducted a semi-experimental study with the goal of preparing university learners for positive engagement with a variety of cultural viewpoints and for the growth of international networks.

In need for efficient methods of promoting communication in teaching English as a Foreign Language became stronger with an immediate transition to online learning classrooms. In addition, digital storytelling-based online flipped learning has been demonstrated to improve the oral communication skills of EFL students more successful task-based language training in pandemic and post-pandemic circumstances (Luan et al., 2024). In order encourage student interaction, professors are turning to technology-enhanced pedagogical techniques in virtual classes. As described in a study by Meletiadiou (2022), Educational Digital Storytelling (EDS) is a revolutionary pedagogical approach made possible by technology that helps students develop a range of academic and professional skills. Although some non-traditional students had difficulty utilizing the technology, quantitative and qualitative data analysis revealed improvements in writing performance, critical thinking, self-confidence, and intercultural awareness. In EFL classrooms, getting students involved in speaking exercises is still a major challenge. Hien & Phuong (2023) claim that employing the

storytelling technique for three months in level A2 English classes can increase students' intrinsic motivation and willingness to communicate in English in addition to improving their oral proficiency. Annisa et al. (2022) determined that implementing short storytelling techniques in English classes improved students' oral proficiency, strengthened specific aspects like pronunciation, and increased their general speaking ability. These outcomes provide additional evidence that incorporating storytelling strategies, whether in traditional learning environments or through flipped learning approaches.

This study addresses the research issue of the low number of assessments regarding the impact of storytelling as a teaching method in higher education. In summary, formal assessment tools, which include rubrics, standardized pre- and post-tests, checklists, and validated confidence scales, are required to be utilized to analyze how storytelling positively impacts student performance and confidence. The purpose of this study is to assess how storytelling as a teaching method affects students' growth in speaking and writing abilities as well as their sense of confidence when using English. In addition, the study is meant to measure improvements in students' speaking and writing abilities by analyzing pre-test and post-test results; assess changes in students' confidence in their ability to speak and write in English using structured surveys and confidence scales; and investigate students' opinions and experiences of storytelling as a teaching method designed to encourage the growth of speaking and writing abilities in the English language classroom.

### **Materiales y Métodos**

This study is designed to assess the impact of storytelling as an educational strategy on the oral and written expression skills of higher education students and their confidence in the use of English. In addition to research objectives, the study adopts a mixed method design, which integrates quantitative and qualitative approaches to provide an assessment of storytelling effects. In this research, the quantitative component focuses on measuring improvements in learners' speaking and writing performance through pre- and post-test, changes in confidence levels and structured surveys. Furthermore, the qualitative component aims to explore students' perceptions and experiences of storytelling as a pedagogical strategy that supports the development of oral and written expression skills.

This study employed a mixed-methods, quasi-experimental research design with a pre-test and post-test approach, students' confidence in using English through structured surveys, confidence scales and students' opinions and experiences regarding the use of storytelling as a teaching method in the English as a Foreign Language (EFL) classroom. The study followed a longitudinal design, as data were collected across the academic semester at two different points in time: during the first term (prior to the implementation of storytelling-based instruction) and during the second term (after its implementation). The participants selected were approximately 60 undergraduate students enrolled in the fifth level of English as a Foreign Language (EFL) at Babahoyo Technical University. The group of students was between 18 and 25 years old. A convenience sampling method was used, as the participants were selected based on their availability.



**Table 1.** *Data Collection instruments*

<b>Instrument</b>	<b>Purpose</b>
Pre-test and post-test	Evaluate how students perform in written and spoken communication skills before and after the storytelling-focused activity.
Confidence scales and structured surveys	Identify variations across students' confidence levels when speaking and writing.
Structured interviews	Collect students' opinions and experiences regarding the use of storytelling in the development of both written and oral skills.

Source: The instruments selected to collect qualitative and quantitative information were chosen according to the objectives of this study.

This study took place during a full academic semester at the university. At the beginning of the first semester, students participated in activities to evaluate their oral and written skills, completed the pre-test; in addition, the confidence scale and structured surveys were implemented in the use of English. On the other hand, in the second trimester, the students' activities included story-telling with guidance on unit topics. At the end of the semester, a post-test was implemented to assess students' progress in oral and written expression skills. In addition, students completed the scale and structured survey to assess changes in confidence levels and collect their opinions and experiences regarding storytelling-based instruction.

### **Resultados y Discusión**

The objective of this research was to measure and examine changes that occurred in activities involving the use of English writing and speaking skills; therefore, the results of this study focused on changes in oral and written performance of undergraduate students before and after the implementation of the storytelling technique. This section presents the results obtained from the application of pre-test and post-test tools in order to show changes in written and oral production skills; these data

were collected at two points during the academic semester in order to describe the changes observed during the academic semester. For the analysis of the results, descriptive statistics were calculated, specifically averages and standard deviations, corresponding to each skill evaluated. The scores were obtained from analytical headings with a four-point scale, which allowed a detailed measurement of students' performance in different linguistic criteria involving grammar, vocabulary, pronunciation, fluency, organization of ideas, use of connectors, and correct application of punctuation marks. Results are presented separately for writing and speaking skills in order to show information in an organized and detailed manner. Additionally, an inter-evaluator reliability analysis based on the intraclass correlation coefficient (ICC) was performed to evaluate the accuracy and reliability of the ratings. The following tables summaries the average pre- and post-test scores, as well as the values obtained for both skills.

**Table 2.** *Writing performance in pre-test and post-test*

<b>Test</b>	<b>Mean</b>	<b>SD</b>
Pre-test	2.41	0.38
Post-test	3.12	0.42
Gain	0.71	—

Source: The sample consisted of 60 participants. Scores ranged from 1 to 4.

The descriptive statistics in the Table 2 show that students' writing performance improved from the pre-test to the post-test. Additionally, a basic level of written performance at the start of the semester was suggested by the pre-test mean score of 2.41 (SD = 0.38). However, the post-test findings show better results after the conclusion of the training period, along with a higher mean score of 3.12 (SD = 0.42).

**Table 2.** *Speaking performance in pre-test and post-test*

Test	Mean	SD
Pre-test	2.35	0.40
Post-test	3.05	0.45
Gain	0.70	—

Source: The sample consisted of 60 participants.

The statistical results show that students' speaking performance increased from the pre-test to the post-test, which is illustrated in Table 2. Participants' pre-test mean score at the start of the semester was 2.35 (SD = 0.40), which represents their previous speaking level. The post-test mean score increased to 3.05 (SD = 0.45) after the second assessment point. Furthermore, the post-test standard deviation, which indicates a certain difference in individual performance while still keeping a satisfactory overall score distribution.

**Table 3.** *Inter-rater reliability for writing and speaking assessments*

Skill	Test Phase	ICC	Interpretation
Writing	Pre-test	0.87	Strong agreement
Writing	Post-test	0.90	Strong agreement
Speaking	Pre-test	0.85	Strong agreement
Speaking	Post-test	0.88	Strong agreement

Source: ICC = Intraclass Correlation Coefficient.

Table 3 indicates there the reliability analysis indicates a consistent scoring pattern across both skills and test phases. The intraclass correlation coefficient (ICC) for the writing pre-test was 0.87. On the other hand, the writing post-test's ICC went up to 0.90, indicating a barely greater measure of agreement in the

second evaluation. Likewise, the speaking pre-test demonstrated an ICC of 0.85. This number increased to 0.88 subsequent to the administration of the post-test. As an outcome, the post-test obtained higher ICC values than the pre-test in both the writing and speaking assessments. On the other hand, the confidence scale was applied using the Likert method. The students' confidence, their ability to cope and their willingness to use English in tasks that require two skills, writing and speaking, were tried to be reflected in the formulation of the questions. The answers were obtained using a 7-point scale, which allows for adequate variation to capture discrepancies in confidence levels among undergraduate EFL students. In order to calculate the ratings for each variable, the scores of the items were combined. Higher percentage scores reflect higher confidence levels; therefore, the scale allows for both group and individual confidence analysis at each of the measurement points. Table 4 presents the internal structure of the survey, indicating how items are distributed across the two dimensions of confidence. This scheme allows analysis of writing and speech, both separately and as a whole.

**Table 4.** *Confidence survey*

Dimension	Item Numbers	Number of Items	Scale
Confidence in Speaking	1–10	10	1–7 Likert
Confidence in Writing	11–20	10	1–7 Likert

Source: Structure of the speaking and writing confidence survey.

In addition, Table 5 presents the internal structure of the survey, indicating how items are distributed across the two dimensions of confidence. This scheme allows analysis of writing and speech, both separately and as a whole.

**Table 5.** *Likert scale used in the confidence survey*

Scale Value	Description	Confidence Meaning
1	Strongly disagree	Very low confidence
2	Disagree	Low confidence
3	Slightly disagree	Low confidence
4	Neither agree nor disagree	Moderate confidence
5	Slightly agree	Moderate to high confidence
6	Agree	High confidence
7	Strongly agree	Very high confidence

Source: Higher scores indicate higher levels of self-reported confidence.

**Table 6.** *Measurement points*

Phase	Time of Administration	Purpose
Pre-test	First section of the semester	Measure baseline confidence in speaking and writing
Post-test	Second section of the semester	Measure changes in confidence after instructional intervention

Source. Analysis of confidence development over time.

The time frame and purpose of the instrument's administration are described in Table 6. Changes in confidence levels over the course of the semester can be identified through to this model. Table 7 illustrates the scoring system used to determine students' confidence levels. Very low, low, moderate, high, and very high confidence are the five interpretive categories on the scale seven-point Likert scale.

**Table 7.** *Scoring and interpretation of confidence levels*

Mean Score Range	Interpretation
1.00–2.49	Very low confidence
2.50–3.99	Low confidence
4.00–4.99	Moderate confidence
5.00–5.99	High confidence
6.00–7.00	Very high confidence

Source. Mean scores were calculated separately for Speaking and Writing.

**Table 8.** *Speaking and writing confidence scores*

Skill	Test Phase	Mean	SD
Speaking	Pre-test	37.07	5.42
Speaking	Post-test	45.43	7.12
Writing	Pre-test	36.02	5.69
Writing	Post-test	42.25	7.24

Source: Scores represent total confidence levels based on a 7-point Likert scale.

A comparison of the pre-test and post-test mean confidence scores in speaking and writing is shown in Table 8. The y-axis shows mean confidence ratings, and the x-axis shows skill and test phases (Speaking Pre-test, Speaking Post-test, Writing Pre-test, Writing Post-test). Increased confidence levels after the instructional intervention are indicated by higher bars in the post-test. Table 9 shows that the confidence scores for both speaking and writing increased between the pre-test and post-test. According to standard interpretation criteria, speaking had a very large impact size ( $d = 2.13$ ), while writing had a large effect size ( $d = 1.54$ ).

**Table 9.** *Paired-samples *t* tests*

Skill	<i>t</i> (59)	<i>p</i>	Cohen's <i>d</i>
Speaking	16.48	< .001	2.13
Writing	11.90	< .001	1.54

Source: Values above 0.80 indicate a large effect. *p* values below .05 indicate statistically significant differences between pre-test and post-test scores.

According to the rules of qualitative research, which allow for detailed examination of small samples with targeted information, the subsample chosen from the base of 60 participants is suitable. Following the activities using the storytelling technique, the chosen students showed several levels of improvement. The qualitative outcomes focused on the challenges faced during the instruction process and the experiences associated with shifts in confidence in writing and speaking skills.



**Table 10.** *Structured interview on storytelling-based instruction*

Question No.	Interview Question
Q1	What was your impression of the usage of narrative exercises in English classes?
Q2	What effects, if any, did storytelling exercises have on your self-assurance when speaking English?
Q3	How has storytelling-based training impacted your English writing confidence?
Q4	Which elements of storytelling exercises helped you learn English the most?
Q5	What difficulties did you encounter when engaging in storytelling activities, and how did you resolve them?

Source: The interview questions were designed to obtain students' perceptions of storytelling-based instruction.

As shown on table 10, Five open-ended questions were used in the interview process to cover important facets of storytelling-based instruction and how it is thought to affect language acquisition. General perceptions gave way to more focused reflections on learning challenges, writing confidence, and speaking confidence.

**Table 11.** *Student Responses*

Question	Responses
Q1	According to the students' responses, the narrative activities was seen attractive and engaging to use in the classroom. A number of participants reported that the use of storytelling increased class interaction and enabled them to practice common topics, which helped them connect English more naturally.
Q2	The students stated that after relating to the storytelling technique, they observed how the activities had changed from their previous experiences and how it had helped them become more confident when speaking English. The participants clarified that narrating stories in class necessitated focus and a deeper connection to the information they had to present. Although there is always a fear of making mistakes, the confidence that grows is evident during the presentations.
Q3	Participants expressed that despite they are quite anxious when speaking, they tend to feel less confident when writing because they lack the capacity to handle the grammatical structures meet in class and must transform their ideas using connectors and other components to enable their stories to be written properly. Most of these elements were handled more often and confidently to produce better storytelling following training and ongoing practice.
Q4	The most common response from students is having the freedom to express themselves without restriction, and being aware of the original theme's boundaries, it became simple for them to apply their stories and creative thoughts and then present them. In class, every student is aware of the important differences between every task that contributes to its value. Also, learners emphasized that they felt less pressured due to classroom storytelling activities than for assignments with deadlines.
Q5	Pronunciation and the use of new vocabulary that enables them to complete their story writing and preparation time prior to storytelling activities were the most often mentioned obstacles faced by the students. These challenges were resolved with the assistance of professor feedback subsequent to every presentation, which allowed them to identify areas for development and suggestions for better preparation in advance.

Source: Responses presented above reinforce the use of storytelling-based instruction.

The final objective of the research, which proposes a collection of students' opinions using narration as a technique of study in the English language, is analyzed by qualitative results shown in table 11. Students' responses to increasing participation, creativity and confidence through different activities. The presence of varied challenges and responses also reflects that these activities require students' high standards, further improve interaction and reinforce the conclusion that

storytelling-based teaching increases the development of communicative confidence, especially in oral and written expression. According to this study, the application of narration contributes to improve students' communicative skills, making them more proficient in written and oral skills; aspects related to confidence were also considered, such as self-assessment or performance in their activities performed through storytelling. Moreover, the data also coincide with

arguments from other previous studies that establish storytelling as the tool that integrates linguistic, cognitive, and emotional aspects in foreign language learning (Atta, 2012; Lucarevski, 2016).

According to Hien and Phuong (2023) and Annisa et al. (2022), the results indicate that storytelling promotes the use of the foreign language for natural purposes of communication, by developing an environment focused on the use of new vocabulary and improving text structure. According to the exchange of ideas, storytelling is applied within task-based activities to create improve communication, increase engagement, and development of real-life tasks (Calvert & Sheen, 2015). The improvements that storytelling can bring, beyond the benefits of learning to use a foreign language, are opening up environments that boost creativity. Therefore, the growth of students' motivation and confidence in the management of oral expression is due to the incorporation of narrative dynamics. Flynn's (2023) findings on the application of collaborative narratives to increase levels of motivation, also mentioned by Haddad Narafshan and Noori (2018), storytelling tends to change the perspective of trust by creating a more comfortable and student-friendly environment.

Effective communication with students is aimed at reducing anxiety about speaking and increasing the willingness to interact. According to studies that highlight anxiety as an influential factor in low participation in the use of a foreign language (Jackson, 2002; Lall et al., 2020). Storytelling alone does not eliminate the difficulties presented by students; this barrier shifts when the activity is complemented with a linguistic, emotional, and personal purpose, creating meaning as described by Krashen cited

in (Krahnke & Krashen, 1983). In this way, Bensalem and Thompson (2022) highlight the relationship that exists with emotions and the development of activities, which are strengthened through new narrative experiences that repeat patterns that inculcate creativity, the strengthening of thought structures, and instructor feedback. From the perspective of Bandura's (2006) findings, the ability to express themselves orally or in writing is strengthened by storytelling that provides students with social persuasion experiences. This is in line with the conclusions of Kalanzadeh et al. (2013), who stress that self-esteem levels should be considered and managed so that student performance does not decrease, also more recent studies highlight the use of storytelling as a tool to improve confidence and communication skills (Luan et al., 2024; Simanjuntak & Simanjuntak, 2025).

### **Conclusiones**

This study examined the impact of storytelling on EFL students' speech skills and factors related to motivation and self-esteem. The results indicate that storytelling constitutes a competent pedagogical approach to improve the development of oral and written also by providing emotional support in the context of autonomous activities for better communication in a foreign language. According to the data obtained, storytelling is characterized as a communicative strategy focused on the student. This technique aims to promote confidence in language acquisition, personal approach and spontaneous use. In addition, improvements are reflected in the ability to communicate orally and in the organization of ideas. Storytelling develops language skills by encouraging students to create and share stories that reflect the naturalness with which the language is learned and used. Despite these contributions, the research has certain limitations. The size of

the sample and the duration of the intervention may limit the conclusions of the results obtained. In addition, the measures applied for the activities that were carried out may have influenced the results of the research. For future studies, the approach could be addressed in other educational contexts, new longitudinal designs, selection of larger groups of participants, and application of new methodologies focusing on mixed methods combining quantitative data with in-depth qualitative knowledge. New studies could examine how traditional storytelling adapts to digital tools or environments and, even more so, with artificial intelligence. The design of tasks with AI, as well as the effects of storytelling on students' motivation to communicate in the long term. These researches would help us understand the potential of storytelling to promote communication in another language. In conclusion, the research is characterized by studying the effects of storytelling on the teaching of a foreign language in higher education. The interconnection of oral and written expression skills, as the main skills studied, has been particularly strengthened. While previous studies have examined concepts or the application of storytelling in other educational contexts, recent findings also suggest that the storytelling technique generates positive results in students participating in the research.

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