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DIGITAL ADAPTABILITY OF STORYTELLING STRATEGY FOR TEACHING LISTENING SKILL FOR SUSTAINABLE DEVELOPMENT

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Abstract

Generally, listening skill has been a task for people in the society, students and especially learners of English language (2). Listening is of great importance to have correct information and processed it well for a good expected feedback. Inability to have good listening skill to grasp information can be traced to inappropriate method. This study investigated digital adaptability of storytelling strategy for teaching listening skill for sustainable development can help storytelling strategy could enhance the teaching of listening skill effectiveness. The study involved 102 students among 1600 National Diploma Part One (ND I) students of The Federal Polytechnic, Ado- Ekiti, Ekiti State, Nigeria. The students had registered for GNS 101-Use of English I which is a compulsory general study course for first year students. The students were taught listening package and had achievement test. Quasi-experimental design which involved pre-test post-test was used. There were two groups for the study, an experimental and a control group. The findings revealed that the students taught with listening skill package, storytelling strategy with digital adaptability perform better than those that were not exposed to the same treatment. It was therefore, recommended that teachers should use digital adaptability, story telling strategy to achieve better teaching and learning for sustainable development among students and for people in the society at large.

Key words: Digital adaptability, Listening skill, Storytelling, Student, sustainable development
Digital adaptability

Introduction

English language is a second language in Nigeria (L2). It is a core subject at all levels of education (National Policy on Education, 2014). National broadcasts, rallies, debates in the states and national assemblies, government news, policies, and other official statements are communicated in English language. A credit level pass in the Senior Secondary School Certificate Examination (SSCE) its equivalent is a prerequisite for admission into the university (Muhamud, Yau, Aliyu, and Hassan, 2018)

Nordguist (2018) English language is one of the of the most prevalent language spoken in the universe as estimation shows

that a third of the world populace make use of English language as first or second language or foreign language. Maximum attention should be given to the teaching and learning of English so that students can benefit maximally.

English is an international language of the world and it is very important in communicating at local level, state level, national level for different purposes in different fields like education, religion, law, business transactions etc. So it is a must for students to have a good mastery of English to succeed in the world of academics and anyone that is not proficient in the language is tagged as an illiterate because the person cannot communicate



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intelligibly. English language is divided into four skills: speaking, listening, reading and writing. It is taught in kindergarten, primary, secondary schools and in all higher institutions both in public and private schools in Nigeria. In teaching this skills many of the teachers make use of traditional method in teaching their students which is teacher centred and students may not be opportune to succeed well. There is no mincing word that all over the globe, technology is spreading like a wild fire in harmartarn and whoever is not going towards the digital age, the person may swayd aside with the wave.

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Digital Adaptability

The Covid-19 Pandemic has brought a challenge and a sporadic change in the world generally into various sectors of life and especially in the education system in embracing more the use of technology than before the pandemic. There is the dial need

for teacher educators to brace up their skills in technology to be ICT compliant and this lays a demand on the roles and responsibilities on them on how to teach effectively and efficiently. Teacher trainers are to find out the digital resources in educational field and judiciously apply them in teaching contexts.

Adaptability is the ability for teachers to have capacity to help change from traditional teaching method to new methods with the use of modern strategies, methods, tools in considering peculiar requirements of different platforms of online education. This includes both hard and soft skills ranges from elementary digital literacy, to advanced interactive and instructive competencies. Digital education has brought total change in the frame work of education and this is not just a mere shift in technology, educators must brace up to accept, learn and be ready for digital adaptability in teaching and learning process of this twenty first century change. The position of teacher educators is germane in spelling out how digital how digital technology can be fully integrated to enhance the necessary requirements in different diverse disciplines in higher institutions (Amhag et al., 2019)

Storytelling

Story telling is about exchange of ideas in different aspects or phases of life, drawing knowledge that gives understanding and encompassing growth that aids or leads to learning. Lani Peterson (2017) affirms that organisations should encourage story telling and it should be at the heart of learning. Through story telling, learners are inspired, encouraged, engaged, influenced and teach others to tell story or listen to story and continually encourage others to tell story with you. You will be at advantageous position of back up in science. He further explains that the more a



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speaker tries to convey information in story form, the more he convinces and the listeners, the closer their experiences and understanding is to the the intention of the speaker. Although neuroscientists are yet to conclude on this but it is obvious that when one listens to stories with good experiences which are rich in detail, full of figurative expressions and full of expressive characters we tend to imagine that we have such experiences or to truly experience such in our personal lives. Imagine those fearful stories that makes your hair to stand, your heart rate increases and you get goose bumps. This may not be so in storytelling among students or in business world but it could be of more impact than the use of data only or just the traditional method of teaching students.

TIPS TO IMPROVE LISTENING SKILL

1. Listen to understand

You to give a rapt attention to the speaker either physical or virtual to understand the speaker, in order to have the correct information and to be able t give correct feedback.

2. Active listening through mirroring

It is good to mirror the posture of the speaker but it must not be too obvious, it is an excellent interpersonal skills that works at the subconscious level that assures your interlocutor that you emphatise with him or her. You can fold your arms or cross your legs in the same direction as he does hers.

3. Eye contact must be consistent

Body language is part of how to show that you are not just hearing but that you are flowing with the discussion as you have good consistent eye contact with the speaker. You need to blink your eyes well not just staring at the speaker like a robot, hold your gaze at them as they

communicate interest, focus and understanding.

4. Ask open questions

Open questions allow thoughtfulness but closed questions may look as if you don't have much time for them and that you just want a particular information from them. Closed question requires just one word answer like 'yes' or 'no' , 'true' or 'false' Open questions reveal your desire that you love to have their mind set through a proper discussion.

5. Bear in mind past details

Try as much as possible to remember the details in former discussion if only to encourage the speaker that you listened well. You can remind the speaker of the central theme of the last conversation.

6. Give nods to affirm your good listening skill

Your nods affirms that you are listening well and that you understand what the speaker is saying. It encourages the speaker that you are flowing with him or her.

7. Paraphrase to show your good listening skill

You are not expected to quote verbatim what the speaker said but you should be able to paraphrase and give the cogent points in the conversation.

8. Adopt an open postures

You should not fold your arms, or you move your lips in an awkward manner that the speaker counts such as if you lack interest in the conversation or that you are despising the speaker. Some students can be scratching the floor with their shoes to ask the lecturer to leave their class, this a bad habit.You are to relax your body to make the speaker know that you engrossed with the information he is passing across.



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9. Listen to understand

DIGITAL ADAPTABILITY FOR TEACHING AND SUSTAINABLE DEVELOPMENT

Anelezi (2023) expresses that digital integration tools in tertiary institutions is to bring required change to educational system to align with technological advancements of the fourth industrial revolution. The transformation is to bring an overwhelming change in methods of teaching, administrative sectors, cultural context in various institutions of learning. The teachers' understanding of the use and application of this technology tool for teaching and learning process is of great importance at this crucial time. With the prevalence of digital education system, every teacher should be able to adapt to the necessary changes in order to bring about the expected changes to improve educational outcomes and especially to prepare students for recent work force.

In order for teachers to effectively integrate technology into full teaching practices, teachers' digital competence is highly necessary. Basilotta- Gomez- Pabloz et al (2022) point out that in areas of teaching practices many teachers realize that their digital competence is almost nil in critical areas that have to do with assessment and enhancement of practices in education.

Oluwadare (2021) affirmed that internet accessibility in teaching among students motivates the students to have good interaction online beyond the four walls of the classroom. The students were motivated with their use of internet access in the classroom. Many students have a better understanding of the use of their phones for academic purpose and not just for frivolous things. Students are drawn out of their shells to contribute especially the introverts.

Peregoy and Boyle (2012) conducted a study on how technology can help to improve learner's skill in reading and writing skills. The results of the study clearly reveal that learners' reading and writing skills are enhanced with the use of technology tools since they are user-friendly and it aids learners to learn better unlike traditional teaching method because Internet provides favorable learning environment. It also encourages another platform for students who have good quality access to teaching learning process.

Statement of the problem

Use of English is a compulsory course of study for every student at Ordinary National Diploma part one (ND1) I in the Polytechnics. Many of the students usually scored low marks in giving correct feedback in class room learning, answering questions in tests and examination. Any student that fails Use of English I will repeat the course in the next academic session. 60% of the students that have carried over in the Polytechnic are on Use of English or Communication in English. This poor performance is of great concern to lecturers. Also, students with poor listening skill have issues in answering questions correctly and accurately. This recurrent failure has been attributed to inappropriate teaching method which is not bringing out good success to both the teachers and the learners in teaching- learning process.

Research Hypotheses

The following null hypotheses were postulated for the study:

1. There is no significant difference between the performance of students taught listening strategy and those in the control group.
2. There is no significant difference between the performance of students with digital adaptability and those without when taught listening strategies.



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Methodology

The design employed for the study was Quasi-experimental which involved pre-test and post-test and control group. The population consists of all students in the School of Business Studies in The Federal Polytechnic, Ado-Ekiti, Ekiti State. There are eight departments in the school of Business. Students in ND I Accountancy Department and NDI Purchasing Supply Department are involved in the research. One department was used for experimental and another one for control group. Purposive sampling technique was used to have intact classes so there will not be disruption of lectures. There are 102 students from the two departments. When the intervention was taking place in the Experimental group, the Control Group were taught by their lecturer in their normal conventional method unlike the Experimental group that was exposed to brainstorming strategy and internet access during intervention.

The students are allowed to discuss the storytelling through digital sources and answer questions given by the teacher and among their mates and this enable them to have a conducive environment class to interact and made the teaching to be more of student-centered. They are able to access internet on their own and it makes the class to be student friendly. The intervention took place in the school during regular classrooms. In order to carry out the research work effectively, one research instrument was designed for the research.

Purposive sampling technique was used to have intact classes so there will not be disruption of lessons. There are 600 students from the two schools. When the intervention was taking place in the Experimental group, the Control Group were taught by their teacher in their normal conventional method unlike the

Experimental group that was exposed to strategy and digital access during intervention. The students are allowed to re-tell story among their mates and this enable them to have a conducive environment class to interact and made the teaching to be more of student-centered. Questions based on the story listened were asked to They are able to access internet on their own and it makes the class to be student friendly. The intervention took place in the school during regular classrooms. In order to carry out the research work effectively, one research instrument was designed for the research.

Listening Skill Performance Test Package (LSPTP) was prepared by the researcher.

Questions are given to test content, theme, subject matter, characterisation, plot, setting, language, figures of speech, used in the different stories listened through storytelling. to tell t organization, expression and mechanical accuracy level of the students. There are two types of scoring method in scoring students in listening skill, holistic and analytic scoring. Analytic scoring is used in this study to mark students listening. Analytic scoring separates scores and allocates into different components and features like content, it deals with appropriateness of title, organization unity of paragraph, choosing and using of words with accurate precision. All these are taught the students during this study. The performance test aimed at measuring the learners' academic performance in listening skill before and after instruction in listening skill performance test package.

GENERAL OBJECTIVES OF TEACHING USE OF ENGLISH LANGUAGE I IN POLYTECHNIC

Develop appropriate study skills

Know the nature of language



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Understand the basic rules of grammar
Know the essential qualities of paragraphs
Appreciate literary works in English

Listening skill Performance Test

1. Retell the stories heard.
2. Discuss the themes from the different stories
3. Identify the different characters from the stories.

Listening Skill Package (LSP)

The instructional package was drawn from the (Use of English I) course outline by National Board for Technical Education (NBTE 2004) National Diploma (ND) with the use of digital adaptability storytelling strategy.

The experiment lasted for six weeks and after the post-test was administered at the expiration of the sixth week. Scores were allocated accordingly for analysis using appropriate statistical tools. The test-re-test method was used to establish the reliability of the instrument. The test was administered in 3- week interval and scores were collated and subjected to statistical analysis. The following result was obtained from the listening skill package 0.79 while the Listening Skill Performance Test was subjected to the test-re-test procedure and using the Pearson Product Moment Correlation reliability co-efficient of 0.77 was established.

Results**Question 1**

Will listening skill strategies enhance the performance of students?

Table 1: Mean scores and Standard Deviations on Students' performance before and after being exposed to Listening Skill Strategies

Group	N	Pre-test		Post-test		Mean Difference	Ranking
		Mean	SD	Mean	SD		
Experimental	62	9.16	1.68	25.24	3.21	16.08	1 st
Control	40	9.57	1.39	11.42	2.24	1.85	2 nd
Total	102	9.32	1.58	19.82	7.36		

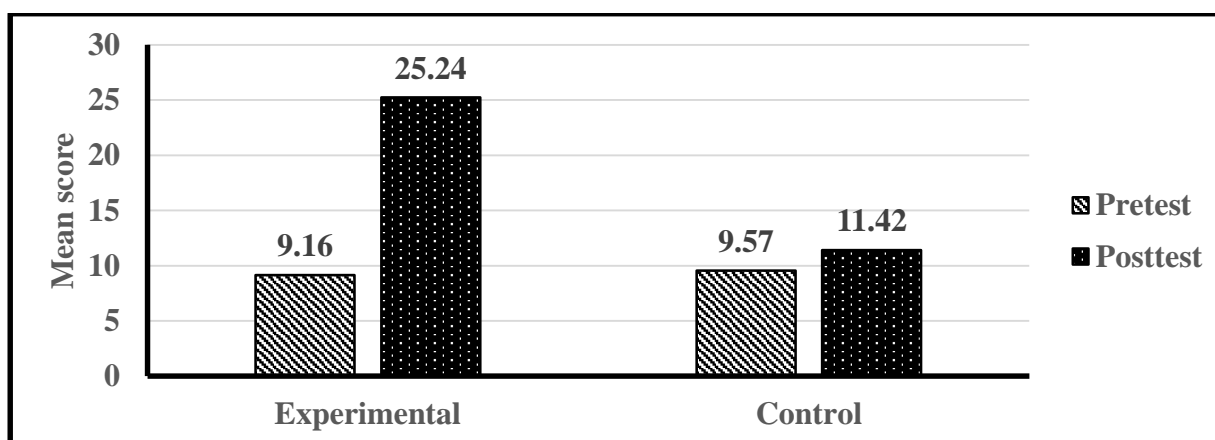


Figure i: Mean scores on Students' performance before and after being exposed to Listening Skill Strategies



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The results on Table 1 and Figure 1 indicate improvement in students' performance when taught with Listening skill strategies. Students taught with listening skill strategies had higher posttest mean

score of 25.24 than those in the control group with a mean score of 11.42. This implies that teaching students with listening skill strategies will enhance their performance.

Question 2

What is the moderating effect of digital adaptability of internet accessibility on the performance of students taught with listening strategies?

Table 2: Mean and Standard Deviations on the Performance of Students Exposed to Listening Strategies Based on Digital Adaptability i.e Accessibility to Internet

Group	N	Pre-test		Post-test		Mean Difference	Ranking
		Mean	SD	Mean	SD		
Without digital adaptability	14	8.50	2.14	22.14	3.70	13.64	2 nd
With Digital Adaptability	48	9.35	1.50	26.15	2.42	16.80	1 st
Total	62	9.16	1.68	25.24	3.21		

Figure ii: Mean scores on the Performance of Students Exposed to Listening Strategies Based on Digital Adaptability.

Table 2 and Figure 2 present the performance of students with and without digital adaptability access before and after being exposed to listening strategies. The result shows that students with digital adaptability internet access had higher posttest mean score of 26.15 than those without digital adaptability internet access

with a mean score of 22.14. This implies that students' digital adaptability access to internet will enhance their performance.

Hypothesis 1

There is no significant difference between the performance of students taught listening skill strategy and those in the control group.

Table 3: ANCOVA showing the effect of listening skill strategies on students' performance

Source	SS	Df	MS	F	P
Corrected Model	4641.680	2	2320.840	279.129	.000
Covariate (Pretest)	.003	1	.003	.000	.986
Group	4566.012	1	4566.012	549.157	.000
Error	823.143	99	8.315		
Total	45548.000	102			
Corrected Total	5464.824	101			

* $p < 0.05$



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Cursory look at Table 3 shows that the computed F-value (549.157) with degrees of freedom 1 and 99 was statistically significant at $p < 0.05$ level of significance for the groups. The null hypothesis is rejected; implies there is significant

difference between the performance of students taught listening skill strategy and those in the control group. The mean difference among the estimated marginal means of the groups, after correcting for the other effects in the model is presented in Tables 4.

Table 4: Estimated Marginal Means based on adjustment for covariates

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	25.242	.367	24.513	25.971
Control	11.424	.458	10.515	12.333

Table 4 shows that students taught with writing strategies had higher estimated marginal mean score of 25.24 than their counterparts in the control group with an

adjusted mean score of 11.42. This implies that the use of listening strategies constitute an affective instructional strategy for enhancing the performance of students.

Hypothesis 2

There is no significant difference between the performance of students with digital

adaptability to internet access and those without when taught listening strategies.

Table 5: ANCOVA showing students' performance in the listening strategy group based on digital adaptability of internet access

Source	SS	Df	MS	F	p
Corrected Model	180.492	2	90.246	11.915	.000
Covariate (Pretest)	6.815	1	6.815	.900	.347
Internet access	180.418	1	180.418	23.820	.000
Error	446.879	59	7.574		
Total	40131.000	62			
Corrected Total	627.371	61			

* $p < 0.05$

Table 5 shows that the computed F-value (23.820) with degree of freedom 1 and 59 was statistically significant at $p < 0.05$ level of significance for the groups. The null hypothesis is rejected; implying that there

is significant difference between the performance of students with digital adaptability of internet access and those without when taught listening strategies.



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Table 6: Estimated Marginal Means based on adjustment for covariates

Internet access	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Without digital adaptability internet access	22.008	.749	20.509	23.507
With digital adaptability internet access	26.185	.399	25.386	26.984

Table 6 shows that students with digital adaptability of internet access on exposure to listening strategies had higher estimated marginal mean score of 26.185 than their counterparts without digital adaptability of internet access with an adjusted mean score of 22.008. This implies that accessibility to internet will enhance the performance of students taught with listening strategies.

Discussion

The study revealed that there is significant difference between the performance of students taught listening strategy and those in the control group. This shows that the students taught with listening packages perform better than those that were not. The students were first given some stories through storytelling and were asked to answer questions to elicit information about their listening skills in which there was no treatment or teaching in form of assistance given. This is taken as the pre-test. The students were marked and recorded. The experimental group was later taught for six weeks and the same test was repeated. The experimental group performance exceeds that of control group because of the treatment they received in form of listening skill package that they were exposed to for six weeks.

The listening skill taught include literary appreciation, ability to process instructions, provide feedback with ability to identify and remember details in instructions. Giving attention, adjustment, maintain eye contact, monitor your posture,

avoidance of movements that distracts attention, give positive reinforcement, remember past information, vocabulary development, types of sentences, developing paragraphs and using storytelling and digital adaptability for assistance as occasion demands. The researcher believes that the performance of experimental group is better than that of control group because of the treatment they were exposed to for the six weeks. This indicates that the storytelling strategy that the students were exposed to helped the students to improve on their listening skill. This is also in line with the study of Amag et al(2019) and Analezi(2023).The study reveals that administering of storytelling strategy properly and in a systematic order will significantly enhance better achievement of students listening performance. This indicates that teachers should be empowered by innovative teaching strategies to improve upon skills of students.

Experimental group results exceeds that of control group.

Listening skill taught includes vocabulary development types of sentences, developing paragraph and use of literary expressions

Listen to understand, active listening through mirroring, eye contact must be consistent, ask open questions, bear in mind past details, give nods to affirm your good listening skill, ,paraphrase to show your good listening skill, adopt an open postures,



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listen to understand Teachers should not just direct students to listen without equipping them with listening strategy like Alenezi (2023) affirmed. Digital adaptability had great impact on the students, corroborated by the study of Basilotta- Gomez- Pabloz et al (2022)

The study reveals that the experimental group also performed better than the control group because they are able to have digital adaptability. This implies that accessibility of digital adaptability will enhance the performance of students taught with listening skill strategies. This is also corroborated in the study carried out by Peregoy and Boyle (2012) who conducted a study on how technology can help to improve learner's skill in reading and writing skills. The results of the study clearly reveal that learners' listening skills are enhanced with the use of technology tools since they are

user-friendly and it aids learners to learn better unlike traditional teaching method because Internet provides favorable learning environment. It also encourages another platform for students who have good quality access to teaching learning process.

Conclusion

Based on the findings of this study, it was concluded that the storytelling strategy was of a great influence and importance to the students so as to excel in listening skill. There is no end to knowledge acquisition and new discoveries create awareness which introduces changes in the life of scholars. The storytelling strategy is a new innovation to teach students. Also, combining use of storytelling with digital adaptability motivates students to interact among themselves and to make learning to be in a relax mood.

Recommendations

Recommendations based on the findings of the study, are as follows:

1. English teachers should employ the use of storytelling strategy in their lessons to encourage the students to be actively involved in teaching and learning process.
2. Workshops, seminars and conferences must be regularly attended by teachers focusing on

teaching of listening skills from time to time to learn innovative packages. Digital adaptability should be paramount for the leaders in our different schools for good use by teachers and students.

3. Quality and control assurance committee should be in place to supervise the teaching of listening skills.

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