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MAESTRÍA EN LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

**Tema: AUTHENTIC DIGITAL STORYTELLING IN THE ENGLISH
SPEAKING SKILL**

Trabajo de Titulación Previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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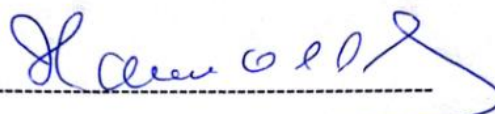
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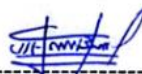
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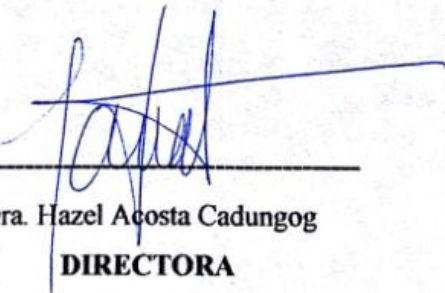
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Sincerely,

Juan Mauricio Arroba
Muñoz, B.A.

DEDICATORIA

I dedicate this work to my family and friends who patiently waited for me while getting through this whole process. I would have not been able to get it, if encouraging words of hope and wisdom were not shed. I would also like to dedicate this work to my friends who found peace early this year. They motivated me to reach the goals they would have liked me to get.

Thank you,

Juan Mauricio Arroba Muñoz,
B.A.

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TEMA:

**“AUTHENTIC DIGITAL STORYTELLING IN THE ENGLISH
SPEAKING SKILL”**

AUTOR: Licenciado Juan Mauricio Arroba Muñoz

DIRECTORA: Doctora Hazel Acosta Cadungog

FECHA: 20 de junio de 2018

RESUMEN EJECUTIVO

El presente trabajo tiene como objeto determinar el uso de la Narrativa Digital Auténtica como estrategia comunicativa en el desarrollo de la Destreza de Hablar Inglés. Este trabajo trata de una investigación de tipo correlacional, cuantitativa de diseño cuasi-experimental sin grupo de control con aplicación de una actividad de pre-prueba y post-prueba para la comprobación de la hipótesis de investigación. La investigación fue aplicada a los estudiantes de 4to nivel del curso intensivo del idioma inglés. Para esta actividad se utilizó una rúbrica de evaluación adaptada y diseñada de acuerdo a las necesidades educativas de los estudiantes. Se prestó especial atención a la variable independiente (Narrativa Digital Auténtica) descrita por Robin (2016) en relación a la variable dependiente (Destreza de Hablar Inglés). Para el análisis e interpretación de datos se utilizó una encuesta de 10 preguntas dirigidas a 50 estudiantes y 16 docentes, resultados que han sido considerados en las conclusiones y recomendaciones de este trabajo investigativo. Se determinó la validez de las encuestas mediante la comprobación del Coeficiente Alfa de Cronbach mismo que alcanzo un nivel de aceptabilidad alto. Para la comprobación de la hipótesis propuesta en este trabajo se utilizó una actividad de pre-prueba y pos-prueba para lo que se sometió a los estudiantes a la estrategia comunicativa de narrativa digital auténtica utilizando la herramienta informática Kinemaster y Windows MovieMaker. Posteriormente, para la

comprobación de la hipótesis se utilizó la prueba de Wilcoxon de dos variables correlacionadas. Así, se comprobó que la implementación de la estrategia de la Narrativa Digital Auténtica favorece al desarrollo de la destreza de hablar el idioma inglés. Finalmente, se diseñó un instructivo que hace uso de la estrategia comunicativa de la narrativa digital auténtica basada en los lineamientos para evaluar la destreza oral del idioma inglés en el examen internacional TOEFL.

Descriptor: Alfa de Cronbach, Destreza de hablar inglés, Estrategia comunicativa, Herramientas informáticas, KineMaster, Lineamientos TOEFL iBT, Narrativa digital auténtica, Prueba Wilcoxon, Rúbrica de evaluación, Windows Movie Maker.

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TOPIC:

**“AUTHENTIC DIGITAL STORYTELLING IN THE ENGLISH
SPEAKING SKILL”**

AUTOR: Licenciado Juan Mauricio Arroba Muñoz

TUTOR: Doctora Hazel Acosta Cadungog

DATE: June 20th, 2018

EXECUTIVE SUMMARY

The present study aims to determine the use of Authentic Digital Storytelling as an alternative strategy to improve the English Speaking Skill. It is a correlational, quantitative and quasi-experimental design without a control group in a one-group pretest-posttest activity which aims to prove a research hypothesis. The research was conducted with 4th level English language learners from the English intensive courses. For this evaluation, a specific rubric was developed based on students' needs and evaluation purposes. A special care was given to the independent variable (Authentic Digital Storytelling) described by Robin (2016) in relation to the dependent variable (English Speaking Skill). For the analysis and interpretation of results a survey was applied to fifty students and sixteen teachers. The results were considered for the statement of conclusions and recommendations in this research study. In order to determine survey reliability, the surveys were analyzed using Cronbach's Alpha Coefficient showing a high level of acceptability of the instruments. Once the results were tabulated, after a pretest and posttest activity where Authentic Digital Storytelling was applied as an alternative communicative strategy to improve the English Speaking Skill two web-based softwares were used Kinemaster and Windows MovieMaker where the correlation between the two variables was established. Afterwards, all the results from the pretest and the posttest were analyzed using an Excel Package

called SPSS. This package allowed the use of a Wilcoxon Test for two correlated variables where the use of Authentic Digital Storytelling was proven to improve the English Speaking Skill accepting the alternative hypothesis proposed in this research study. Finally, an instructional guide to enhance the English Speaking Skill was designed based on the International exam TOEFL to evaluate the speaking skill.

Keywords: Authentic digital storytelling, Communicative strategy, Cronbach's Alpha Coefficient, English speaking skill, Evaluation rubric, KineMaster, TOEFL iBT guidelines, Web-based software, Wilcoxon Test, Windows Movie Maker.

INTRODUCTION

“Languages should be perceived as instruments of education and culture and as significant means to participate in national life (UNESCO, 2003: 3)”

Nowadays, English has become a global language and it is the role of educators to make students aware of the condition of English in today’s world (Crystal, 2009). This means that learning English for communicative purposes is of paramount importance in Latin America due to the advantages it can provide concerning international commerce, education and scientific development.

In Ecuador, English language learning is conceived as an important communication tool. It allows learners to communicate beyond their linguistic and geographical boundaries. That is to say that communicating in the international language of English will prepare learners for a myriad future of opportunities, responsibilities and experiences in their academic and professional life (EFL Curriculum, 2016).

Consequently, it is important to reinforce the English Speaking skill of English language learners through the application of authentic digital storytelling which will allow learners develop adequate alternative communicative strategies in order to become globalized citizens. Therefore, the main objective of this research study has been to enhance the English speaking skill of students through the use of authentic digital storytelling.

In **chapter one** of this research, the problem of study is stated and situated in a specific context based on a problem three analysis. Also, a prognosis of the future implication is stated in order to determine what could happen if the problem is not addressed properly. Finally, a justification of the proposed study is displayed along with the objectives of study.

In **chapter two**, the theoretical framework of the variables of study was displayed. Also, an analysis of similar studies was conducted in order to determine what methods, techniques and recommendations were followed previously

concerning the variables of study. Furthermore, the philosophical foundation and legal basis for this research were displayed in order to prove the relevance of the study. Moreover, a conceptual basis of both variables was displayed including basic definitions, relevant aspects, processes and approaches to the correlation between the dependent and independent variables. Finally, the hypothesis for this research study and the conceptualization of each variable were presented.

In **chapter three**, the methodology for this study was specified along with the research approach, method of research, type of research, the group of study, data collection procedures as well as the approach to data analysis. Also, the operationalisation of variables was displayed.

In **chapter four**, students and teachers surveys were analyzed and interpreted. In order to interpret these results, pie charts and statistical tables were displayed. These results included the analysis of the data collected from the pretest and the data collected after a speaking production of students in the post-test. Finally, the hypothesis verification was presented along with the detailed explanation of the results accepting or rejecting the hypothesis.

In **chapter five**, the conclusions and recommendation for this research study were stated.

Finally, in **chapter six**, the instructional guideline for the alternative proposal was presented along with six activities which include general and specific objectives, procedures, assessment methods and rubrics for each proposed speaking activities using authentic digital storytelling. This proposal itself includes general information, proposal background, methodology, justification, objectives and evaluation methods.

CHAPTER I

PROBLEM STATEMENT

1.1 Research Topic

The use of Authentic Digital Storytelling to develop the English Speaking Skill of 4th level English Language learners at UNIANDES University Language Center.

1.2 Problem statement

1.2.1 Contextualization

Regarding the condition of English in today's world, Joya and Cerón (2013) claim that the ability to speak a foreign language has become an in demand ability in the Latin American region. Learning a new language involves skills of listening, speaking, reading and writing. Out of these four skills, Khamkhiem (2010) as cited in Somdee and Suppasetseree (2014) believes that speaking is the most important skills in foreign and second language learning due to the opportunities it provides to learn and practice English for further development. Similarly, Hughes (2002) as cited in UK Essays (2017) argues that the English speaking skill is one of the most effective means to increase fluency and correct speech in order to communicate fluently and effectively within and outside the classroom setting (Al Asmari, 2016). As a result, developing the English speaking skill is of paramount importance in the teaching of English as a Foreign Language.

In the same way, Hammer (1984) as cited in Somdee and Suppasetseree (2014), in his research study with Thai University students, states that it is necessary to develop speaking strategies which motivate learners to take part into the classroom setting. These strategies should allow students to answer questions, share ideas and make presentations. Otherwise, if students do not get enough changes and activities to practice speaking skills, they get discouraged. On the other hand, Prapphal (2003) as cited in Somdee and Suppasetseree (2014) stresses the importance of technology in order to help students communicate and achieve proficiency. Thus, implementing innovative speaking activities, technology, web-based projects into teachers' supplementary practices are conceived as a way to

enhance the English speaking skill through experiential and meaningful practices. In Ecuador, the development of the English speaking skill as viewed from the perspective of the British Council (2015) states that learning English as a foreign language is a government priority in order to provide access to quality education through accreditation standards. Currently, the number of teachers with B2 English proficiency and the lack of government-funded programs to meet learners' needs do not supply this demand. In the research conducted by the British Council, more than half of the interviewed English learners emphasized the importance of English for getting a better job opportunity (53 % respectively) and for communicating with others (59% respectively). Learning English as a Foreign Language is understood from the perspective of its usefulness in order to attain better job opportunities and to communicate with other English speakers to achieve social, educational and philosophical development (Al Asmari, 2015).

The Ecuadorian Council of Higher Education CES (2013) has stated that reaching English language proficiency is mandatory for undergraduate students before they complete 60% of their academic subjects in their respective undergraduate programs. Moreover, the Ecuadorian Organic Law of Higher Education LOES (2014) states that it is the responsibility of every higher education institution to provide their undergraduate students acceptable level of proficiency in a foreign language. The aim is to help learners reach a B2 level of English language proficiency based from the Common European Framework of References (CEFR) for language learning. At UNIANDES University Language Center, English communication is seen as a tool to interact with English language speakers as part of the competences before graduation. Furthermore, UNIANDES University aims to strengthen the English learning process in order to achieve a B2 level of language proficiency that guarantees effective communication through adequate English speaking skills in any students' context or circumstance. Even though there have been efforts to increase the level of English language proficiency, students lack confidence and the necessary skills to speak the language in the way they are expected to. Therefore, teachers should take advantage of communicative strategies to develop better English speaking skills.

1.2.2 Critical Analysis

1.2.2.1 Problem Tree Analysis

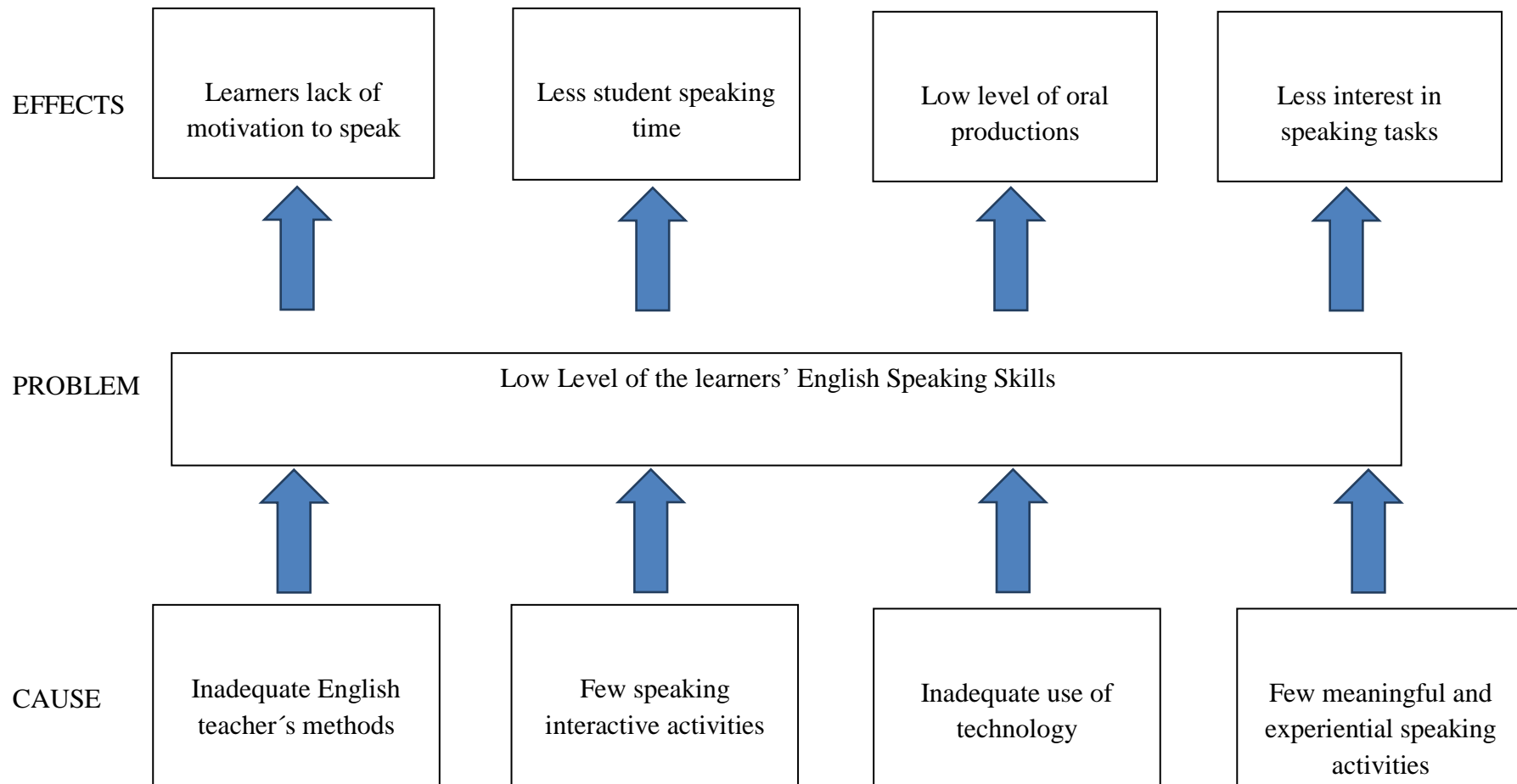


Figure 1: Problem Tree Analysis
Made by: (Arroba, 2018)

In this research study, critical analysis is understood as a way to inform and persuade readers in order to increase their understanding about the causes and the effects of low proficiency levels of learners' English speaking skills. This purpose is attained through the use of adequate analysis and break down of each cause and effect concerning the problem of study.

To begin with, there are causes and effects for the non-effective use of English speaking skills among foreign language learners. For instance, if educators and instructors are not prepared to provide adequate speaking skills practices and communicative strategies, learners may feel unmotivated. From the point of view of Punthumasen (2007) as cited in Somdee and Suppasetserree (2014), there are not enough interesting textbooks and materials in English which can encourage learners to study since the majority of activities favor reading and writing skills which are more structural and formal. This makes speaking as a skill less practical and experiential to some learners. In addition, if instructors or teachers do not know how to take advantage of technology in order to make the learning experience more significant, most of the speaking activities and teaching process in general would have a minimal impact on the development of the English speaking skill. This happens due to the fact that teachers face obstacles such as inadequately equipped classrooms and poor educational technology skills.

On the other hand, the development of appropriate speaking skills requires the use of meaningful and appealing speaking activities. When communicative activities are not of students' interest, learners would not make an effort to communicate. It results from students' lack of interest in the topic and also because they may not have the skills and strategies needed to communicate.

This kind of difficulties impedes students' capacity to communicate and use English as a foreign language fluently and effectively. Thus, it is necessary to implement adequate alternative communicative strategies into the English speaking skills through the use of authentic digital storytelling in the teaching and learning process of English as a foreign language since the use of technology where students can combine images and audio is a good instruction to help

learners to communicate. Therefore, this research study is interested in using authentic digital storytelling as an alternative communicative strategy to improve the English speaking skill of students.

1.2.3 Prognoses

Being aware of these issues, it is the responsibility of educators from both private and public institutions as well as education policy makers to ensure that English as a Foreign Language serves its practical purposes where the fundamental communicative properties of the language are highlighted. If the problem is not addressed properly, learners would not perceive English as a source for development and academic growth. Furthermore, this would not help learners increase their job opportunities as competent and responsible members of the Ecuadorian society.

On the other hand, in higher education institutions where English is taught as a foreign language, it is important to enhance learners' speaking skills through classrooms that are characterized by authentic, real-life simulations and meaningful speaking tasks that go beyond pure grammatical and formal instructions to more social, cultural and pragmatic uses of language. Khan (2011) as cited in Al Asmari (2015) suggests that it is the responsibility of teachers to improve their knowledge, potential and skills through professional development, language teaching and use of technology in the classroom environment for flexible group activities that encourage communication.

1.2.4 Problem formulation

How does authentic digital storytelling improve the English Speaking skill of 4th level English Language students at UNIANDES University Language Center, Ambato?

1.2.5 Research questions

1. What is the purpose of alternative communicative strategies?
2. To what extent can authentic digital storytelling contribute to the English speaking skill?

3. What will be the results of using digital storytelling to develop English speaking skills?

1.2.6 Delimitation of research study

Field: This research focuses on the educational field of English as a Foreign Language since English is taught in a country where English is not the official language.

Area: Tertiary Education at University level since students are required to reach a B2 level of English language proficiency according to LOES.

Aspect: English Speaking Skill since it is an observable and outright indicator of language proficiency.

1.2.6.1 Spatial limitation

This research took place at UNIANDES University CTT de los Andes Language Center located in downtown Ambato on Cevallos Avenue and 5 de Junio Street. Phone number (032-999-000 Ext. 158).

1.2.6.2 Time limitation

This research took place between March and April 2018 since students were part of an intensive English course as a requirement for their undergraduate studies.

1.3 Justification

This investigation is **relevant** because in Ecuador, the study of English as a foreign language is a mandatory requirement from primary school throughout secondary and postsecondary education (Constante, 2016). Ecuador is the third country in South America after Costa Rica and Colombia where English is compulsory from early ages as stated by the Institute of Development and Education Research (IFIE).

Besides, this has a great **impact** because it looks for preparing learners to be more competent in English language. Constante (2016) argues that by year 2022, it is expected on more than 100.000 six years old who will reach an A1

level of English proficiency as they progress to reach a B1 level clearly aligned to CEFR standards.

Furthermore, the **importance** of this research study and its application is based on the need to provide learners with an adequate level of English proficiency once they are done with their tertiary education. In this respect, authentic digital storytelling as an alternative communicative strategy encourages learners to improve their speaking skills. Having this situation, it is necessary to implement supplementary teaching strategies through authentic digital storytelling in the current curriculum design for institutions where English is taught in order to empower students with the ability to talk and learn a foreign language using their own context and reality.

In addition, the **interest** of this research study is to demonstrate that authentic digital storytelling helps teachers to improve their educational practices and learners to increase their English speaking skills. As a matter of fact, the Ecuadorian Organic Law of Higher Education for the Learning of English as a Foreign Language LOES (2014) is also interested in developing learners who can communicate and interact affectively in any given context achieving a proficiency level most likely in English. Therefore, this organic law emphasizes the importance of using English to communicate in today's globalized world which can expand learners' future in academic and professional fields.

The **originality** of this study is based on the applicability of authentic digital storytelling to the development of speaking tasks displayed in the TOEFL iBT guidelines. In this respect, the Ecuadorian Council of Higher Education, aligned to the CEFR standards, intends to develop learners as effective speakers who respond appropriately in a wide variety of social interactions. This is attainable through the use of authentic digital storytelling as an alternative strategy to develop the English Speaking skill of learners through equipped teachers who make use of efficient technology-enhanced tools and classrooms with access to network and computers where dynamic tables for flexible group activities are implemented (Al Asmari, p. 7, 2015).

Moreover, the **feasibility** of this study relies on the support of authorities, teachers and students from UNIANDES University language center have given to the development of this project. It is important to mention that it is the aim of the language center to provide a solution for the low level of learner's English speaking skills through the implementation of authentic digital storytelling as an alternative communicative strategy. It also intends to provoke an educational impact on students, teachers and the institution since the results will affect learners in a long term, not only in 4th level students, but in higher levels as well.

Finally, the biggest **beneficiaries** of this study are 4th level English learners at UNIANDES University language center, a private institution, in Ambato. In fact, enhancing the English Speaking skill of learners through authentic digital storytelling can contribute to a better understanding of students' own cognitive, social and emotional growth looking at the foreign language as a means of communication through the connection of storytelling with the teaching and learning process. Notably, the enhancing of English speaking skills will broaden teachers' and learners' future personal and professional opportunities.

1.4 Objectives

1.4.1 General Objective

To determine the use of Authentic Digital Storytelling in the improvement of the English speaking skill of 4th level English Language learners at UNIANDES University Language Center.

1.4.2 Specific objectives

1. To establish the importance of Authentic Digital Storytelling in the English speaking skill.
2. To analyze how authentic digital story telling improves the English speaking skill through statistical data.
3. To examine alternative communicative strategies applied to the English speaking skill through digital short stories.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

After an extensive literature review based on data from well-known universities, it was found out that there have been some research papers which are related to the field of study proposed in this academic research. Therefore, only the most relevant ones have been chosen and described for this thesis.

The first research study belongs to a dissertation under the name of “Digital Storytelling: Supporting Digital Literacy” which was applied to grades 4 – 12. This research was presented at the Georgia Institute of Technology and written by Thomas M. Banaszewski in 2005. Banaszewski (2005) tried to explain at what extent digital storytelling provides learners with an opportunity to develop their own narratives while allowing them to practice literacy strategies that are important in developing 21st century skills. The methodology used was a qualitative review of Digital Stories, observation and interpretation of actions. Data was collected through workshops, interviews and questionnaires in a quantitative analysis of digital storytelling from the teacher’s perspective applied to middle and high school students. He concluded that digital storytelling can have a positive impact in the condition of learning a new language.

That is digital storytelling influences positively in the development of skills related to language learning. Consequently, teachers should aim to provide learners with opportunities to develop students’ own narratives and at the same time provide them with alternative strategies to develop communicative competences when learning a foreign language.

Another similar study is the one proposed by Megan J. McElfresh in 2011 and presented at the University of Nebraska. McElfresh (2011), in her study labeled “English language learners’ connection to school and English through digital storytelling process”, stated the need language learners have in order to share their stories through the development of digital storytelling. This process

can help learners acquire new words related to their life stories. The methodology used was planning, observing, implementing and interpreting results. Data collection was done through the use of surveys and interviews in a qualitative approach. She concluded that learners grew as writers by means of digital storytelling techniques applied as an evidence of the outcome reached at the end of the school year.

Based on her conclusions, the use of digital storytelling as an alternative strategy improves learner's performance when correctly applied. This highlights the relevance of this strategy in order to help students improve their productive skills such as speaking with positive outcomes.

The last related topic was "Digital Storytelling in Education" presented at the University of Colorado and written by Halah Ahmed Alismail in 2015. In this research, Alismail (2015) explained how digital storytelling contributes in the development of students' abilities to synthesize, analyze, evaluate and present information in an organized way. This happens due to the fact that students learn how to convert data into information and information into knowledge. The methodology used was observation and interpretation of qualitative data which was collected through training and assistance from people interested in telling their stories. He concluded that digital storytelling was effective in the development of academic skills and motivation of students.

From one's own point of view, the implementation of Digital Storytelling does not only improve the skills and language competences needed when learning a new language but it also helps learners use it as an alternative communicative strategy to improve their English speaking skill.

From a general perspective, the three researches agree in the fact that digital storytelling has become a technological tool. This has been supported by Somdee & Suppasetsee (2014) who have stated that Digital Storytelling is a powerful technological aid in education. In other words, digital storytelling combines computer technologies and the ability to tell and produce stories while

increasing students' motivation and higher order thinking skills when learning a foreign language. Moreover, it has helped learners to improve academic productive skills such as writing and speaking by means of teaching students how to collect data, convert it into information and change into knowledge. This fulfills the needs of this study as applied to UNIANDES University English Language Center in Ambato.

2.2 Philosophical Foundation

This research study follows the constructivist paradigm due to the necessity to enhance the English Speaking skill through the use of meaningful and experience-based digital storytelling activities. The constructivist paradigm is a theory based on observation and scientific study. This paradigm allows learners to build up their own understanding and knowledge of the world through experiencing different situations and reflecting on them. In the constructivist model, students are encouraged to think about their own learning process and explain how it changes from what they are taught.

Furthermore, Torres (2017) states that the learning process is the result of the interaction of both teacher and learners which includes conscious and unconscious processes. This means the learning process of a new language is controlled and determined to a high degree by the learner and its exposure to comprehensible input. This input is influenced by the educational instruction provided by the language instructor. As it has been suggested, the purpose of authentic digital storytelling is to provide learners with the necessary alternative strategies to help them become architects of their own knowledge in an autonomous and independent way. As stated by Pelech and Gail (2010) as cited in Torres (2017), students should not be only receivers but producer of their own learning while reflecting on how and why they learn.

In this research study, based on the constructivist learning theory, learning is understood as an active process of creating meaning from the internal and external activity students are exposed to in their educational environment. This

means students learn best when they make sense of something on their own and satisfied their needs which are communicating better using the spoken language.

2.3 Legal Basis

The legal basis of this research are found in the Ecuadorian Organic Law for Higher Education LOES (2014) as well as from the Ecuadorian Council of Higher Education CES (2013) which are used as references for this research study held at a tertiary education institution.

Art. 124. Responsibilities of Higher Education Institutions

Related to the establishment of educational values and rights from LOES (2014) states that “It is the responsibility of every Higher Education Institution to provide whoever finishes a tertiary education degree or program with the adequate and effective knowledge of their rights and obligations as citizens as well as cultural, ecological and economical reality of the country, a proficiency level of a foreign language and effectiveness in the use of technological resources”.

Furthermore, the Ecuadorian Council of Higher Education CES (2013) for the learning of Foreign Languages states:

Art. 30. The learning of a foreign language

“In order to comply with a proficiency level of a foreign language as part of the requirements before graduation of regular students from tertiary education, universities and polytechnic institutions, if necessary, could settle official agreements with other institutions or language centers which are not part of the educational system of higher education in order to provide language programs or courses as long as these institutions provide certified foreign language proficiency degrees with international recognition.

Universities and polytechnic institutions, apart from their own teachers, can hire external teachers in order to run regular language courses to serve students in their purpose to achieve foreign language proficiency”.

2.4 Key Categories

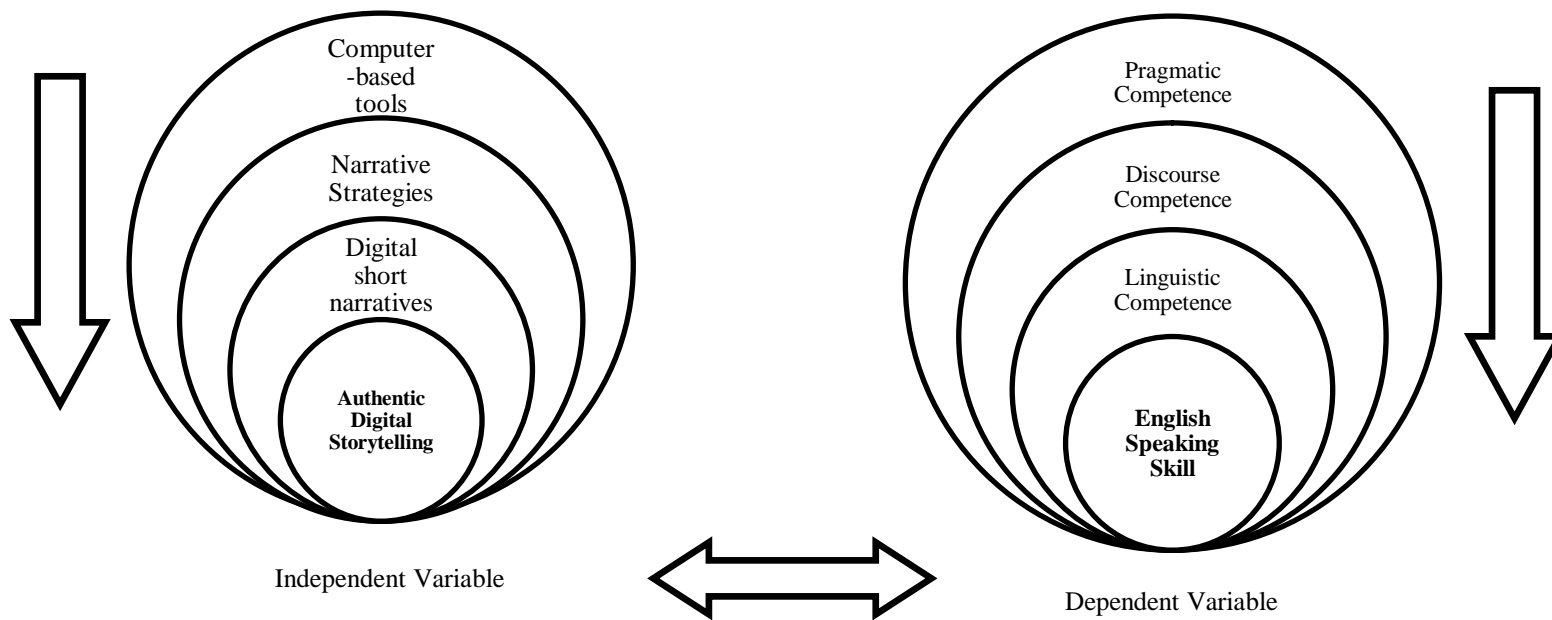


Figure 2: Correlation of variables
Source: Characterization of variables
Made by: (Arroba, 2018)

Based on the literature review for the development of this research study, the preceding key categories were established in order to determine the correlation of variables for this study. Herrera (2010) argues that this theoretical development begins with the main categories which are included in each of the variables of study and explained until a deep understanding of each variable is attained. Therefore, this process suggests that there is a hierarchical systematization of the variables involved in the study.

On the other hand, these schemes serve as a way of adequate organization and relevant conceptualization of the information that allows the statement of the research hypothesis for this academic study.

Concerning the development of the following ideas constellations below, both serve the purpose of systematizing the information included in each variable. This information is analyze and synthesized as secondary reading resources which broaden the scope and understanding of the variables of study.

Each of the portrayed ideas constellations starts with a basic definition of the research variable followed by its importance and relevance to this research study. Another aspect that is taken into account is its subcategories along with processes and current theories that support those variables. Therefore, ideas constellations are part of the supra and infra ordination elements of the variables of study.

In conclusion, key categories and its corresponding ideas constellations serve as primary and secondary reading resources which allow the systematization and synthesizing of the information. It gives the researcher, the writer and the reader a clearer idea of what is to follow and in which order. Furthermore, it serves as guidance in order to collect the most essential concepts from a literature review. Without this breaking down of categories and variables, the establishment of an adequate research hypothesis would have not been possible since the correlation of variables of study would be faulty.

Ideas Constellation

Independent variable Authentic Digital Storytelling

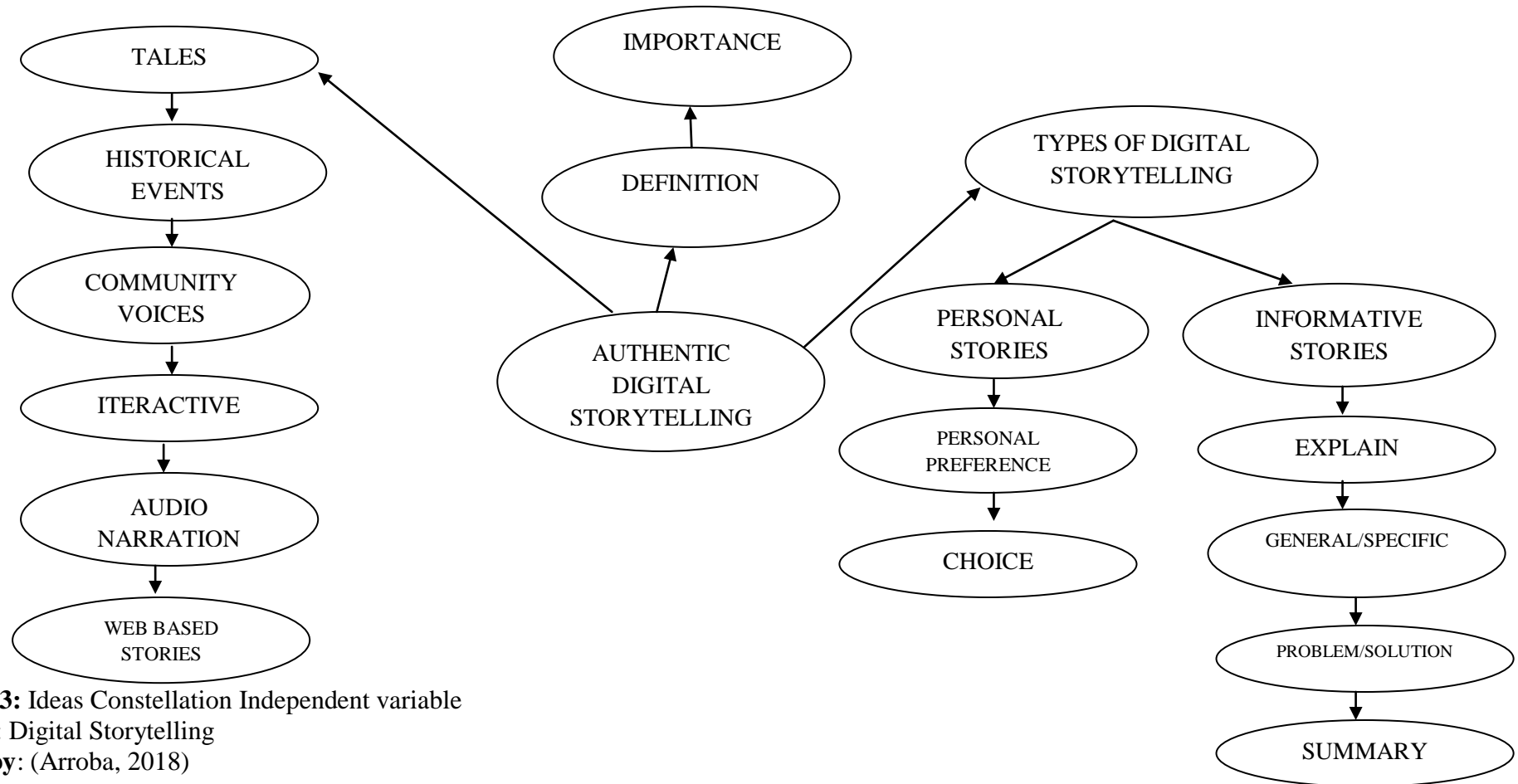


Figure 3: Ideas Constellation Independent variable
Source: Digital Storytelling
Made by: (Arroba, 2018)

Ideas Constellation

Dependent variable English Speaking Skill

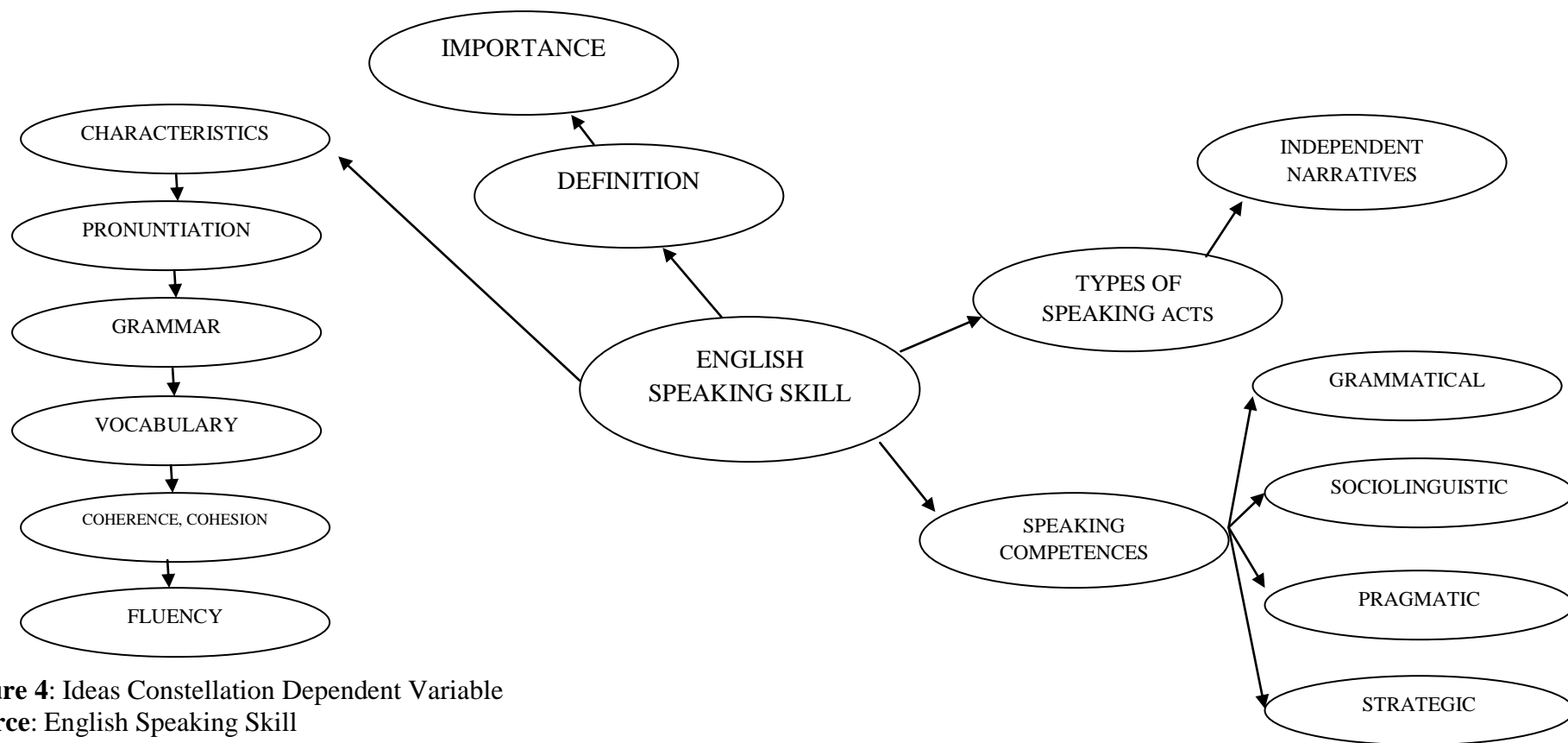


Figure 4: Ideas Constellation Dependent Variable

Source: English Speaking Skill

Made by: (Arroba, 2018)

2.4.1 Conceptual Basis - Independent Variable Framework

2.4.1.1 Computer-based tools and Digital Storytelling

Pappas (2013) explains that creating an authentic digital story requires a high level of creativity. This can be attained through the use of technological tools such as websites and smart applications. Correspondingly, Robin (2016) reports that there are three major categories of software programs and technological tools that can be used in the creation of digital storytelling. These computer-based tools include (a) software programs that can be installed in a desktop or laptop computer, (b) software programs that can be used through a website interface, and (c) applications that run through smart phones or tablet computers.

To begin with, commercial or software programs that come pre-installed in a computer are a good start when creating and sharing a digital story. An example of them is Windows Movie Maker for Windows and iMovie for Macs. Other software programs that are options when creating a digital story are Adobe Reader and PowerPoint. Particularly, Windows Movie Maker serves the purpose of user-friendliness due to its simplicity and readiness to help students when producing and sharing a digital story. These programs come with all the necessary elements installed to comply with the characteristics of an authentic and reliable digital story.

Secondly, web-based software programs, according to Pappas (2013) consist of a list of free digital storytelling websites. These websites include ACMI Generator, Bubblr, Capzles, Comic Master, MakeBeliefsComix, MapSkip, PicLits, Slidestory, Smile box, Storybird, among other. Other software programs include Powtoon which can provide a paid version with better tools to enrich a digital story. In the free version, some of its features might not be available and it may cause delay in the construction of any digital story.

Lastly, mobile tools, along with the global popularity of smart phones and affordability levels, an increasingly number of applications have been developed in order to create digital stories. Some of these well known apps can be found in Apple's iOS, Com-Phone Story Maker and Google Android Play Stores where

many of these applications can be accessed freely. Other software programs include KineMaster where students can edit and create their own videos using their own voice while, at the same time, promote meaningful spoken practices.

Even though the majority of the proposed computer-based tools are useful in the process of creating, producing and sharing of digital storytelling, Windows Movie Maker along side with KineMaster have shown the readiness and simplicity in this process. This can help students to construct authentic and reliable digital stories that promote the use of meaningful English speaking activities.

2.4.1.2 Narrative strategies in Digital Storytelling

Concerning narrative strategies, Lambert (2010) states there are seven elements which are fundamental in the development of digital narratives. Each of these elements is conceived as a starting point in the process of working with digital storytelling. In this research work, these key elements are stated in the order that follows.

1. Point of view: The main point or perspective that the author tries to communicate with his or her story.

2. A dramatic question: The key question that the author tries to answer at the end of the story. It is what keeps the audience interested.

3. Emotional content: It is what helps the audience engage emotionally. It is usually based on the storyline and how relatable it is to the audience.

4. The gift of the voice: This is what the author produces through the use of a narrated text and voice inflections that give meaning to the story. These elements serve as an aid in the audience understanding.

5. The power of the soundtrack: There is usually a background music that supports the storyline and matches with what is narrated.

6. Economy: This refers to the simplicity and clearness of the story. There is no need to overload the audience with unnecessary information.

7. Pacing: It refers to the rhythm of the story on how slow or fast it progresses. (Miller, 2009, p. 7; Robin, 2006, p.2)

Each of these elements serves as guidance in the process of creating a digital short story. This process should be carefully considered when developing communicative competence since the narrated text and voice inflections are key elements in digital storytelling production. Therefore, it must be followed and applied if the aim is to generate a digital story which is reliable and authentic.

2.4.1.3. Digital short narratives

In regard to the different types of digital storytelling, authors have divided it into three main categories despite of the fact that all digital stories serve the purpose of communication. Thus, Robin and McNeil (2016) argue that there are different types of digital short narratives but that they can be categorized into three major groups. These are personal narratives, historical narratives and informative narratives as described in the following paragraphs.

To begin with, one of the most popular types of digital storytelling is personal narratives. Personal narratives are stories that contain accounts of significant incidents in one's own life. According to Robin (2006), these types of stories have multiple benefits in the education field. For instance, students can see a story from a perspective different from their own, gaining an appreciation of a different point of view within the story. Further, these stories facilitate group discussion about current topics that take place in today's world. In this particular case, the students benefit from creating and sharing their own stories in a more organized and sequenced pattern. This type of narratives help students understand what they have been doing or what they have learned.

Particularly, personal narratives allow students to reflect upon their own personal stories and make sense out of them in a creative process while using digital storytelling.

In the second place, another type of digital narrative which helps learners to establish the context of the story and get an understanding of their past is

known as historical narratives. This means students get connected to the past through a research that can be carried on about historical events that have shaped their present. These types of stories require students to synthesize a larger amount of information into the most important and educational information that is to be shared.

In the third place, the last type of digital storytelling is known as informative narratives. Even though all digital stories inform or instruct in one topic or another, informative narratives are created to deliver information about a variety of topics such as language, history, culture, science, and so on. According to Robin (2016), stories can have a combination of these three types of digital storytelling.

In this study, personal narratives as well as informative narratives seem to be adequate approaches in the development of authentic digital storytelling. This is due to the fact that these types of narratives allow learners to produce and construct authentic digital short narratives that are relatable and meaningful to their own interests and needs using their own speaking abilities.

2.4.1.4. Authentic Digital Storytelling

Regarding digital storytelling, it is referred to as a specific mode of spoken production using technology with textual characteristics. Banaszweski (2005) defined digital storytelling as the practice of combining personal stories with multimedia (images, audio and text) to produce a short movie. It has also been defined as an ancient form of communication that has been evolving along time with each technological development (Wordpress, 2015). Throughout history, humans have communicated from body language to spoken and written language and nowadays through digital communication. Consequently, Burgess (2006) states that digital storytelling is a new and innovative narrative form of communication exemplified as a hypertext fiction that combines images, narrative voices and sound.

In the same way, Robin (2016) supports these definitions stating that digital storytelling is the art of telling a short story using a mixture of different

digital media that includes images, written text, audio and videos. Robin explains that these elements blend into each other making use of computer-based tools in order to tell stories that revolve around a specific topic and often contain a point of view of the author. Most of the stories vary on length and last from 2 to 10 minutes in total. These short stories are saved in a format that is uploaded into the web and viewed on any device that can reproduce a video file.

Furthermore, Robin (2016) talks about the differences between what an authentic digital story is and what is not. He proposes a list of questions that determines the reliability and authenticity of a digital story. What follows are some of the questions included:

- “What is the topic and the main purpose of the video?”
- “Where was the video located?”
- “Who created the video and when was it created?”
- “Who is the intended audience for the video?”
- “Was the video narrated by the creator?”
- “Does the video have a personal point of view?”
- “Is the content presented in a fair and balanced manner?”
- “Does the video have a specific agenda or message related to the institution or any type of organization?”
- “How long is the video?”

Likewise, Rosenthal (2015) mentions what she considered is not an authentic digital story in the following list:

- “Is not about the tools, it is about the skills.”
- “Is not about creating media, it is about creating meaning.”
- “It not about telling the story, it is about contributing and collaborating.”
- “Is not about the transfer of knowledge, it is about the amplification.”
- “Is not about analog stories, it is about transforming stories.”

Regardless the different points of views concerning what is and what is not a digital story, Ohler (2005) as cited in Robin (2016) explains that when

producing personal or informative narratives, students become active creators instead of passive consumers of media. That is digital storytelling empowers students with the ability to communicate effectively. This is the result of using multimedia tools which allow learners to become more involved in the process of constructing and building their own knowledge.

Defining Authentic Digital Storytelling

Authenticity in Digital Storytelling is conceived as a form of assessment in which learners are required to perform real-world assignments where they demonstrate meaningful application of essential knowledge and skills. These tasks are evaluated using specific rubrics by which their performance is measured. Thus, authenticity drives the curriculum and allows teachers to choose and design activities that students need to perform showing their mastery and enabling learners to execute those speaking tasks well. These activities include the acquisition of essential knowledge and communicative competences (Mueller, 2016). In this particular case, learners are required to create personal and informative narratives using authentic digital storytelling as an alternative strategy to enhance their English speaking skill.

Guidelines for the Construction of Authentic Digital Storytelling

With respect to the guidelines for the construction of digital storytelling, Rossiter and Garcia (2010) claim that as soon as students learn how to create their own narratives, valuable skills that result in three learning outcomes are acquired. These skills make learners 21st century citizens. This means learners (a) gain empathy and perspective taking, (b) develop self-understanding, and (c) build a sense of community when using digital storytelling. In order to develop these 21st century skills, Robin (2008) recommends that students who begin to use digital storytelling should follow a twelve-step process as shown in the following table.

Table 1: Digital Storytelling Process

Step 1: Choose a topic	Think about the purpose of the story. Do you want to inform (state
------------------------	---

	preference, state choice, explain a process, solve a problem, summarize a topic). Who the audience will be?
Step 2: Conduct research on the topic	You can use online resources or visit a library to enrich your topic.
Step 3: Write the first draft of the script	This will serve as the audio narration for your story. Read it aloud and make sure it has a purpose and an identifiable point of view.
Script writing tip 1: Keep your script small and focused	Focus on the specific topic and keep the script for a few minutes long.
Script writing tip 2: Make it personal	Write the script from your perspective and make it unique using personal details that you want to share in the story.
Script writing tip 3: Understand the story sequence	Most stories follow a thematic arc which states what comes at the beginning, in the middle and at the end. The conclusion of the story should match with the beginning in order to form a thematic arc.
Step 4: Receive feedback on the script	Share your story with others so they can help you make your story clearer or more meaningful.
Step 5: Revise the script	Use the feedback you received to write a better version of your next script.
Step 6: Find, create and add images	Use online research engines such as Google images or add your own photos

	to illustrate your story.
Step 7: Respect copyrights	Look for material that are in the public domain and that you won't have problems in the future.
Step 8: Create a storyboard	A storyboard is a written or graphic overview of what you plan to include in the story. It serves as a blueprint or guide that organizes your digital story. It helps you to visualize your story before it is created and allows you to make changes or add new information.
Step 9: Record audio narration	Use your own voice to record this narration with a high quality microphone or a smart phone.
Step 10: Add background music	Music appropriate to the topic can enrich your story. You can use Jamendo.com that provides free music with copyrights.
Step 11: Build the digital story	You can use a software tool to create your story such as Windows Movie Maker or any other relevant app.
Step 12: Publish the digital story	Share your digital story online through YouTube or any other social media program.

Source: The Power of Digital Storytelling to Support Teaching and Learning, 2016.

Adapted by: (Arroba, 2018)

Regarding this twelve-step process, Robin (2016) argues that even though many authors have suggested their own version in the process of creating digital

storytelling, most of them share common elements among each other. That is to say, most of these steps are followed but not necessarily all of them. From a particular stance, these steps should be used as a checklist in the process of constructing an authentic digital story of any type, especially when it needs to be shared in a particular or specific format.

Authentic Digital Storytelling and the English Speaking skill

Concerning the relationship between authentic digital storytelling and the English speaking skill, Rance-Roney (2008) considers Digital Storytelling an effective tool for language learning. This happens especially when language learning is embedded into an appropriate language-enriched curriculum where students can acquire new vocabulary and reinforce language structures. Indeed, the author states that the production of a digital story is not the goal in itself but that it serves as a tool for students to produce, practice language and demonstrate what they can do with it. Consequently, digital storytelling increases the level of a foreign language acquisition process through meaningful spoken practices. Throughout the process, students have the opportunity to write a short narrative, speak and record a story using their own narrative voice and make sure it is clear enough for the audience. This means the process of creating a digital story is not linear given that students need to revise the script, edit images, change background music and re-record their voices if necessary. This provides learners with the opportunity to practice the spoken language either by asking for help in pronunciation, stress or intonation patterns in certain individual words or simply by repeating complete sentences. This means students put their speaking skill to practice until it gets nearly perfect. In this way, learners think about their reality in authentic ways and overcome minor speaking mistakes.

2.4.2 Conceptual Basis - Dependent Variable Framework

2.4.2.1 Pragmatic Competence

In regard to the pragmatic competence, a topic which enlightens the level of understanding of the English speaking skill is the type of different speech acts which result in different types of texts. These genres differ one from the other in

terms of the structural, grammatical and linguistical features related to them. According to Goh (2007) as cited in Abd EL Fattah (2006), these genres are categorized based on their communicative purposes and structures.

First of all, the narrative genre consists on the retelling of incidents and events from the past such as anecdotes and everyday life events. Secondly, the identifying genre refers to extracts where people talk about themselves, their personal life as well as their likes and dislikes. Thirdly, the language in action genre refers to data recorded while performing certain activities such as cooking, playing or practicing sport. Furthermore, the comment elaboration genre consists of a series of comments or opinions learners make about people, events, or situations. Moreover, the debate and argument genre refers to the stance speakers take in formal or informal talks in order to pursue with arguments or express points of view about specific topics. Finally, the decision making and negotiation genre refers to the ability speakers have in order to work towards a decision or consensus in their way to face problems for the sake of solutions.

Each one of these genres is addressed effectively though the use of authentic digital storytelling as an alternative communicative strategy to enhance the English speaking skill. In fact, each genre is purposely proposed in the instructional guideline for the development of digital storytelling activities in chapter six.

2.4.2.2 Discourse Competence

Turning to discourse competence, there are certain aspects that need to be taken into account in order to prepare learners to communicate effectively in various real communicative situations (Abd EL Fattah, 2006). These particular aspects suggest that speaking is interactive and it happens in real time.

To start with, one important aspect whether communication is face to face or through technological devices is turn taking while interacting. Whenever a conversation is going on, one must learn how to respect each other's turn in order not to talk over one another. This means learners know how to offer contributions

into the conversation at appropriate moments using the adequate pace and speed of language in a coherent and cohesive way.

On the other hand, speaking happens in real time and it is necessary to understand that a conversation takes place spontaneously and answers are usually unplanned. This means learners have a short period of time in order to organize their ideas, put them together into coherent and cohesive chunks and control the language being used. This implies that the speech production demands some levels of pressure that are compensated when the speaker uses formulaic expressions, hesitation devices, self correction, repetition and rephrasing. This makes learners more competent and fluent in communicative settings (Miller, 2001 as cited in Abd EL Fattah, 2006).

These aspects are of paramount importance when using digital storytelling as an alternative strategy to improve the English speaking skill. That is to say, students learn how to control and moderate their pace and speed when recording and telling their own stories. It also teaches learners how to use adequate speech patterns which allow them to correct and rephrase what is been told in order to communicate effectively.

2.4.2.3 Linguistic Competence

In regard to the linguistic competence, it needs to be understood as a set of different communicative competences or sub-skills that need to be developed. In tertiary education, the English Speaking skill is understood operationally due to the ability students need in order to express themselves effectively in various contexts coherently, fluently, and meaningfully as proposed in the regulations of UNIANDÉS University Language Center. In other words, as suggested by Derakhshan et al. (2016), English language learners require the mastery of linguistic and culturally appropriate knowledge to interact with others in different contexts. Accordingly, students need to develop the following competences or speaking sub-skills which demonstrate the appropriate use of the linguistic system and the functional aspects of communication.

Likewise, Abd EL Fattah (2006) observes that in order to understand the English speaking skill, it is necessary to analyze it in terms of competences. These competences include some sort of structures and certain language components which determine the level of speaking proficiency required by English language learners. These components, when taught, allow identifying how far they have been achieved in the learning process. Thus, understanding speaking in terms of sub-skills or competences presupposes a communicative stance of the speaking skill though the implementation of meaningful activities as a manifestation of learners' communicative competence.

Notably, this framework of communicative competence identifies four elements that define the linguistic and functional aspects of communication (Abd EL Fattah, 2006). These competences are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

To being with, grammatical competence refers to the knowledge learners have concerning what is formally possible in a language in terms of knowledge of grammar, vocabulary, phonology and phonetics, pronunciation, intonation and stress. According to Richards and Renandya (2002) as cited in Derakhshan et al. (2016), grammatical competence helps learners use and understand English language structures accurately and immediately in order to improve fluency when producing spoken corpora.

In the second place, sociolinguistic competence refers to the knowledge learners acquire about the social context in which the interaction takes place. This includes role relationships, the shared information of participants and, above all, the purpose of the interaction. Derakhshan et al. (2016) claims that in order to speak effectively and appropriately, knowledge of language is not enough since learners need to get familiar with the language native speakers use in order to understand what is socially and culturally acceptable. That is, learners need to learn how to state appropriate comments or opinions, how to identify general and

specific details and how to respond verbally and nonverbally based on the purpose of the discourse around them.

Moreover, discourse competence consists on the individual interpretation of messages concerning cohesion and coherence. The rules of cohesion and coherence when applied appropriately in formal or informal discourses hold onto the ability to express meaningful messages. This means learners need to process pieces of discourse taking into account referents of what is stated previously and what follows the message to communicate well. Scacella and Oxford (1992) as cited in Derakhshan et al. (2016) estimate that speakers have to increase their repertoire of discourse markers and structures in order to express ideas, show preference and produce contrast as well as state cause or emphasis when communicating.

To conclude with, strategic competence refers to the ability learners have to apply copying strategies to emulate, finish, maintain, repair and redirect speech during communication. This means learners acquire the ability to clear up communication breakdowns and comprehension problems. This is closely related to the ability speakers have in order to manipulate language to communicate and use it in their favor. Berns (1999) as cited in Derakhshan et al. (2016) suggests that it is the ability learners need in order to overcome linguistic, sociolinguistic and discourse rules to cope with lack of communicative language knowledge.

The model of communicative competence stated in the appendix of this paper defines the sub-skills needed in the development of English speaking proficiency. It suggests the communicative competences or skills needed in order to develop an adequate level of language proficiency which is the aim of every tertiary education institution in the Ecuadorian context. Thus, a brief summary of the four language competences to attain speaking proficiency is presented at the end of the paper in order to broaden the understanding of the linguistic function of each of these elements.

2.4.2.4 English Speaking skill

In spite of one of the most important English skills, Derakhshan et al. (2016) states that English is divided into four areas which include listening, speaking, reading and writing. Among all of these, the productive skills such as speaking and writing are considered to be the hardest to develop due to factors such as first language influence and teaching practices used when English is taught as a foreign language. Indeed, Derakhshan et al. confirms that speaking is a complex skill and therefore it needs to be taught everywhere and it is better learned when taught cooperatively.

With respect to this particular skill, Widdowson (1994) as cited in Somdee and Suppasetserree (2014) remarks speaking as an active and productive oral skill which provides learners with the capacity to communicate with others. This capacity depends upon alternative strategies which can help students communicate efficiently and effectively. In the English as Foreign Language context, Oradee (2012) states that the speaking skill is one of the most difficult and the most essential skill to develop. This is due to the fact that it allows learners to communicate in real life situations. It depends, again, on ability students have to use the language effectively and fluently. In order to use the language effectively, students who learn English as a foreign language need to overcome language barriers such as pronunciation and intonation which are highly determined by their mother tongues. Moreover, Oradee (2012) reports that EFL learners lack self-confidence when using English to communicate with native speakers of the language due to their minimal exposure to authentic English language environments that permits learners to use English for communication and expression. This results in an inability to communicate properly.

Concerning the development of communicative competence, Khamkhien (2010) as cited in Somdee and Suppasetserree (2014) considers that the speaking skill requires a better communicative competence which includes pronunciation, grammar, and vocabulary improvement. Further, theorists estimate that the speaking skill can be enhanced through the appliance of meaningful

communicative activities in the classroom setting. Hence, implementing speaking activities using alternative communicative strategies such as authentic digital storytelling is suitable for this research study.

As for the more interactive point of view of the speaking skill, Abd EL Fattah (2006) insists that the speaking skill is an interactive process in the construction of meaning. This process involves producing, receiving and processing information in meaningful contexts. Accordingly, in this research paper, speaking is understood as the ability students acquire in order to express themselves not only coherently but also fluently and purposefully in meaningful spoken situations.

Basic components for the English speaking skill

Regarding the basic components of the English speaking skill, Segura (2012) confirms that speaking is one of the most difficult skills students have to face despite of the time investing in teaching and learning hours. Worse still, Cameron (2001) as cited in Puma (2016) reports that producing spoken language is a demanding task learners have to overcome through the adequate use of basic mechanism such as vocabulary, grammar, and pronunciation that need to be transmitted with accurate fluency.

The first component learners need to deal with is grammar. According to Hughes (2002) and Luoma (2004) as cited in Abd EL Fattah (2006), the ability to produce adequate grammatical structures and use them effectively in communication depends on the knowledge of spoken grammar speakers have about the language. This suggests that grammar plays still an important role when communicating. For instance, when speaking, a high level of speaking proficiency is determined by the use of spoken clauses or simple phrasal structures over the use of complete and sophisticated sentences. Secondly, the appropriate use of vocabulary, as stated in Abd EL Fattah (2006), implies the ability to use words, common collocations, fixed phrases and vague language in communicative activities. Thirdly, Cornbleet and Carter (2001) as cited in Abd EL Fattah (2006)

report that the speaking skill includes elements in pronunciation such as (a) sounds that consists of consonants, vowels and consonant clusters, (b) intonation which refers to patterns of pitch change, (c) rhythm that consists of position of stress within a word or group of words, and (d) linking and assimilation which refers to the change of sounds due to neighboring sounds in a cluster. Last but not least, fluency which according to Bahrani (2012) is the ability to converse with others beyond the ability to read, write or comprehend spoken utterances. In other words it relates to the ability learners have to use facilitation skills such as filters, lexical phrases, and ellipsis, as well as compensation skills such as rephrasing, repetition and self-correction when speaking. Chiefly, Baker and Westrup (2003) adds that fluency is the ability learners have to express themselves appropriately without hesitation and without any worries about making mistakes. Therefore, activities that help students to develop accuracy on a first glance will later on turn into fluent interaction in a much free way.

In this research, speaking basic components are measured effectively though the use of rubrics and meaningful activities using digital storytelling.

English Speaking skill in relation to Communicative Language Teaching (CLT)

Concerning the English speaking skill and its relationship with communicative language teaching, Al Asmari (2015) remarks that the Communicative approach or Communicative Language Teaching is based on the theory where language is seen as a communication tool. This means learners use the target language in a variety of contexts, applying knowledge of the language with adequate proficiency to communicate. Rogers (2001) as cited in Al Asmari (2015) explains that this approach to language teaching highlights the efficacy of communicative properties of language through authentic, real-life situation, and meaningful tasks. These properties go beyond pure grammar and discourse elements in communication. At the same time, Brown (2007) as cited in Al Asmari (2015) suggests seven characteristics of CLT:

1. "Focus on communicative competence."
2. "Learner's meaningful use of language concerning form and function."
3. "Focus on fluency rather than on accuracy."
4. "Appropriate feedback from teacher concerning learner's errors."
5. "Equipping the student with the necessary skills and practices to communicate in real life contexts making them autonomous language users outside the classroom context."
6. "Construction of meaning through interactions with other."
7. "Engagement of students in learner-centered, cooperative and interactive activities."

In order to achieve these characteristics, authentic materials must be implemented in the classroom setting in order to express the reality of language use in different settings. This can be attained through the use of authentic digital storytelling as an alternative communicative strategy in the English speaking skill development.

2.5 Hypothesis

Authentic Digital storytelling improves the English speaking skill applied to 4th level English Language students at UNIANDES University Language Center, Ambato.

2.6 Hypothesis Variables characterization

- **Independent variable:** Authentic Digital Storytelling
- **Dependent variable:** English speaking skill
- **Observational unit:** 4th level English language students

Digital storytelling: Narratives in the form of short stories that follow a natural progression from oral storytelling using computer-based tools such as audios, digital graphics, videos, voices, music, photographs, texts, hypertexts, graphics, animation, telling personal tales, stories, viewpoints, perspectives, oral traditions, values, wisdom, knowledge, historical events, memoirs individually or collaboratively about any subject for international audiences.

English Speaking Skill: Productive skills that involves constructing meaningful information in a variety of contexts in a spontaneous form in real time through interactions that use spoken language with fluency and accuracy using one's own experiences and feelings through learned linguistic competence, discourse competence, pragmatic competence and sociolinguistic competence.

CHAPTER III

METHODOLOGY

3.1 Research Approach

The study follows a socio-educational model based on the regulations of UTA. This model analyzes the complexity of attitudes and motivation of students towards the learning situation which can promote or hinder foreign or second language learning (Atay & Kurt, 2010). It intends to investigate the relationship between the socio-educational model with the Ecuadorian context and the impact it can have on foreign language learning. In this research study conducted with Ecuadorian EFL learners at tertiary education, reliability and construct validity of surveys as well as perceived levels of language spoken competence were analyzed in a quasi-experimental design. The quasi-experimental design makes use of a one group pretest and a posttest design with quantitative data analysis in order to measure the speaking skill of students with and without using Authentic Digital Storytelling to establish group equivalence (Ross & Morrison, 2003). Consequently, based on the analysis of data collected from the research tools, a quantitative analysis based on validated surveys and explanation of causes and effects were conducted in order to increase strengths and reduce weaknesses from the variables presented.

3.1.1 Quantitative approach

Regarding the quantitative approach, it makes use of validated teachers and students' surveys as well as oral communication rubrics as methods of data collection in order to determine and answer research questions. It is quantitative because it measures reality and results are analyzed numerically.

On the other hand, this approach is oriented towards the results of the investigation and allows the acceptance or rejection of the research hypothesis. Thus, it tries to demonstrate whether Authentic Digital Storytelling improves the English Speaking Skill of EFL learners or not (Mejía, 2017, p. 28).

Likewise, statistical data analysis is used to understand how Authentic Digital Storytelling and the English Speaking skill correlate in a cause-effect study while providing adequate solutions to the lack of speaking competence of students at UNIANDES University Language Center. The data collected using this research is analyzed through graphical representations of tables and figures and statistical treatment which allows the statement of conclusions, recommendations and research hypothesis verification (Mejía, 2017, p. 21).

3.2 Basic method of research

3.2.1 Quasi-Experimental design without a control group

In order to measure the impact of one variable over the other, a quasi-experimental design was used to conduct this study. A quasi-experimental design explains the changes in the dependent variable (English Speaking Skill) through objective measurement and quantitative statistic analysis of implementing the independent variable (Authentic Digital Storytelling). According to Mejía (2017), this design is suitable for measuring educational variables such as Authentic Digital Storytelling and the English Speaking skill because it is mainly used in social sciences. A quasi-experimental design resembles quantitative experiments. In other words, it involves selecting a group over with a variable is tested without any previous random assignment. This means the independent variable is tested and compared over a one-group pretest-posttest design. Some of its advantages include generating results from general trends, allowing systematic statistical analysis, and reducing the time and sources needed for experimentation. The design is appropriate because a general overview of the situation is needed where a variable is compared between different groups. It can be followed up with a pure quantitative experiment.

3.2.2 Education Fieldwork

In regard to the basic method of research, this investigation was carried out inside the classrooms at UNIANDES University due to the necessity to collect

real data and analyze the impact the independent variable can have on the dependent variable.

It was conducted in direct relationship with the participants at the educational center. According to Walliman (2011), a fieldwork study allows respondents to behave and react normally during the process. This means learners were more willing to participate in the research because they did not need to attend a specific time and place. Moreover, with this type of study, external validity was attainable because experimentation was carried out in a normal setting such as UNIADES University Language Center classrooms.

3.2.3 Bibliographical-documentary

Concerning literature review, it aims to clarify and provide a wider scope of different approaches, theories and concepts from diverse authors about the variables of study, authentic Digital Storytelling and the English Speaking Skill from primary and secondary reading sources (Herrera et al, 2010, p. 87). The information was gathered from printed, graphic, physical and virtual material which served as a theoretical support for this type of study. Furthermore, it relies on cognitive and logical processes such as analysis, synthesis, deduction and induction of adequate theoretical basis.

3.3 Type of research

This research is correlational due to the characteristics and factors presented in the theoretical framework concerning the relationship between variables of study and the unit of analysis for this academic work.

3.3.1 Correlational

A correlational analysis tries to determine the strength of the relationship between the variables (cause) Authentic Digital Storytelling and (effect) English speaking skill.

This study is designed to evaluate the relationship between two concepts or variables where there is some sort of influence from one over the other and a

causal relationship where one variable causes changes to occur in the other. The cause is referred to as the “independent variable” Authentic Digital Storytelling and the variable that is affected as the “dependent variable” English Speaking skill (Walliman, 2011, p. 10).

In addition, the main purpose of a correlational study is to demonstrate how a change in one variable produces a change in the other variable. In that case, it tries to predict the approximate result of a group in respect to a variable from the results obtained out of the related variable. That is, the results from the English speaking skill of students increase when authentic digital storytelling is used as an alternative communicative strategy. It results in a positive rather than a negative correlation between variables. It would be negative if the results of the English speaking skill of students would not make a difference after applying authentic digital storytelling as an alternative strategy.

3.4 Population and sample

First at all, the surveys were applied to 50 students and 16 teachers who represented the whole population in each group respectively. The population (N) was established as shown in the table below.

Table 2: Population

POPULATION	TOTAL	%
Students	50	100
Teachers	16	100
	66	100

N= 66

Source: CTT de los Andes Language Center **Made by:** (Arroba, 2018)

Secondly, there was no need to establish a sample because the study was based on a quasi-experimental design without a control group intervention through the independent variable (Authentic Digital Storytelling). The groups were established in their own environment in a one-group pretest-posttest design. This means the results were drawn from the whole population as shown in the table below.

Table 3: One-group pretest-posttest design

TESTS	PARTICIPANTS	TOTAL
PRETEST	4 th A – B STUDENTS	50
POSTTEST	4 th A – B STUDENTS	50

Source: CTT de los Andes Language Center
Made by: (Arroba, 2018)

3.5 Operationalisation of variables

Table 4: Operationalisation of variables

Independent variable	Dimensions	Indicators	Techniques	Instruments
Digital storytelling Narratives in the form of short stories that follow a natural progression from oral storytelling using computer-based tools such as audios, digital graphics, videos, voices, music, photographs, texts, hypertexts, graphics, animation, telling personal tales, stories, viewpoints, perspectives, oral traditions, values, wisdom, knowledge, historical events, memoirs individually or collaboratively about any subject for international audiences	Digital short stories	<ul style="list-style-type: none"> • Personal Tales • Historical Events • Community voices • Music 	Guided practice	Lesson Plan
	Narrative strategies	<ul style="list-style-type: none"> • Interactive storytelling • Recorded audio –narration • Web-based stories 		
	Computer-based tools	<ul style="list-style-type: none"> • Images • Sounds • Video • Movies 		Speaking assignment
Dependent variable	Dimensions	Indicators	Techniques	Instruments
English Speaking Skill Productive skills that involves constructing meaningful information in a variety of contexts in a spontaneous form in real time through interactions that use spoken language with fluency and accuracy using one’s own experiences and feelings through learned linguistic competence, discourse competence, pragmatic competence and sociolinguistic competence	Linguistic competence	<ul style="list-style-type: none"> • Pronunciation • Grammar rules • Vocabulary 	Pre-Test	Rubric
	Discourse competence	<ul style="list-style-type: none"> • Coherence • Cohesion • Fluency 		
	Pragmatic competence	<ul style="list-style-type: none"> • Locutionary act • Illocutionary act • Perlocutionary act • Accuracy 	Post- test	

Source: Characterization of variables

Made by: (Arroba, 2018)

3.6 Data Collection

Data was collected in two phases: first, through surveys in order to determine if authentic digital storytelling was used as an alternative strategy to develop the English speaking skill through the analysis of frequencies and percentages of answers provided by respondents. This helped in the process of stating conclusions and recommendations while justifying the need of this research proposal. And; second, through the testing of the treatment (Authentic Digital Storytelling) to students using a one-group pretest and posttest analysis of results which led to hypothesis verification.

Moreover, data collection implies a set of strategies and methods according to the objectives and hypothesis of this research study (Herrera et al, 2010, p. 105). It was based on a proposed research process stated at Universidad Técnica de Ambato as follows:

1. Purpose: Reach the objectives proposed for this research.
2. Subject: The participants were 4th level English language students (ages 18-20) from intensive English courses who study English in compliance with a requirement from University regulations before graduation.
3. Aspects of research: Authentic Digital Storytelling -English Speaking Skill
4. Researcher: Mauricio Arroba
5. Period of research: March to April 2018
6. Location: This research study was conducted at UNIANDES University Language Center in Ambato.
7. Application: Twice (one pretest/one posttest)
8. Procedures: Letter of acceptance from UNIANDES University Language Center in order to conduct the study.
9. Instruments: Surveys, rubrics, pre-test and post-test, Cronbach Alpha and Wilcoxon Test.

The data for this research study was gathered through personal classroom visits from March until April 2018. This activity was carried out with the help and

collaboration of classroom teachers, Blaise Mariner and Jamie Ferrari, who showed interested in the development of better speaking skills of their students. In order to get this information, the following procedure was considered:

1. Personal visit to inform language center coordinator and 4th level classroom teachers about the research study.
2. Authorization for the application of research study using surveys, lesson plans and rubrics.
3. Personal classroom visits to students were carried out using four hours a week from Monday to Thursday during six weeks from March to April.
4. Application of the students' survey with the assistance of classroom teachers.
5. Application of teachers' surveys.
6. Development of a lesson plan and a speaking rubric to apply the pretest to both 4th level classroom A and B. The rubric total score was over 10 points which was adapted to the grading system at CTT de los Andes Language Center on 10/10 scale. The parameters established in the rubric were organization, language, delivery, supporting material and central message as stated in the Association of American Colleges and Universities to evaluate oral communication. This means, 2 points were established as the maximum score in each parameter and 0.5 was considered a low performance for each evaluation criteria.
7. Lesson plan presentation to 4th level A and B indicating the procedures and materials needed for the pretest.
8. Application of first graded activity for the pre-test. Students were assigned an individual grade after performing the first speaking assignment using the stated oral communication rubric.
9. Development of a lesson plan and a speaking rubric with the same characteristics to conduct the posttest. This rubric was adapted to meet the needs of the research study. There was a slightly modification concerning

the parameter of *organization* which included the structure expected when students take a TOEFL iBT speaking exam.

10. Lesson plan presentation to 4th levels A and B with the procedures and materials needed for the posttest.
11. The lesson plan presentation for the posttest included a small workshop where students from both classes were introduced to Windows Movie maker and KineMaster as computer-based tools to be used in the production and creation of their authentic digital stories for the posttest.
12. Application of second graded speaking activity using the developed rubric. Students were asked to upload their individual videos to the researcher personal and private YouTube account. Once students notified the researcher about the video, individual grades for this second speaking assignment were assigned. The authentic digital storytelling created by students is located in a digital format in a YouTube account set as private due to privacy policies.

3.7 Analysis of data

The collected data was analyzed in the following way:

Surveys

- a. Validation of surveys using rubrics. Three experts in the field of education were asked to validate the surveys for this research study.
- b. An Excel table was created for both, teachers' and students' surveys where data was tabulated concerning the answers provided by each participant in each question. For instance, in question number one, 37 participants chose (Always=5) as their option for that particular question, 10 participants chose (Almost Always=4) for the same question, and 3 participants chose (Sometimes=3) for the same question according to the Likert's scale giving a total of 50 participants. This procedure was conducted in the same way for the rest of the questions.
- c. After the surveys were validated, the results from teachers as wells as students' surveys were introduced in an Excel package called SPSS in

order to determine survey reliability to avoid bias due to external factors which could affect a quasi-experimental design. The results were analyzed using Cronbach's Alpha Reliability Coefficient which states that a survey is awarded high level of reliability when it reaches a grade of 0.9 over 1.0 (George & Mallery, 2003, p. 231).

- d. After that, frequency tables and pie graphs for each question in teachers and students' surveys were displayed in order to analyze and interpret data.

Correlation of variables

- e. Concerning the pretest and posttest results, another Excel table was created for the one group quasi-experimental design, 4th level A and B, where the influence of Authentic Digital Storytelling (cause) over the English Speaking Skill (effect) was compared. Thus, one excel table for the pretest individual results and one excel table for posttest individual results were created.
- f. After the excel tables with individual results were created, one frequency table and one bar graph for the pretest and posttest were displayed from the results gathered in order to conduct a contrastive analysis of results comparing each parameter stated in the speaking rubric.
- g. Data analysis for the pretest and posttest was conducted using a Wilcoxon signed-rank test for hypothesis verification. A level of error of significance of 5% ($\alpha = 0.05$) was used in order to determine the variance between the two variables.
- h. Using the results from the Wilcoxon test, a summary of hypothesis verification was displayed using the SPSS Excel package to determine whether the hypothesis was accepted or rejected.
- i. A research hypothesis was stated arguing that there is a significant difference between the pretest and the posttest concerning the dependent variable "English Speaking Skill". Also, a null hypothesis was stated suggesting that the difference between the pretest and posttest results concerning the dependent variable were not significant (Hernández et al,

2010). Therefore, the alternative hypothesis states that “Digital Storytelling **improves** the English Speaking Skill” and the null hypothesis suggests that “Digital Storytelling **does not** improve the English Speaking Skill”.

- j. Finally, a hypothesis verification histogram was displayed in order to state the final decision concerning the pertinence of the study conducted.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

STUDENT SURVEY

1. Considera que el desarrollo de la expresión oral en el idioma inglés (speaking) dentro del aula de clases es fundamental para comunicarse en situaciones reales.

Table 5: English Speaking Skill

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	37	74%
ALMOST ALWAYS	10	20%
SOMETIMES	3	6%
RARELY	0	0%
NEVER	0	0%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

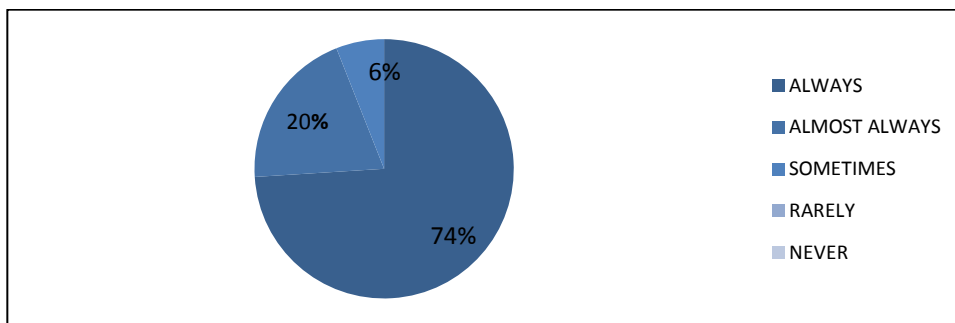


Figure 5: English Speaking Skill

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: Out of a total of 50 students, 74% stated that the development of the English Speaking skill inside the classroom setting is always fundamental for communicating in real life situations, 20% of them said that it is almost always fundamental, and 6% said that the English Speaking Skill is sometimes fundamental to communicate with other English language

speakers. These results show that the English speaking skill is effectively one of the most important skills that students want to develop in their learning process.

2. En las presentaciones orales en el idioma inglés, utiliza audio, vídeo e imágenes que le permiten comunicarse de forma fluida y significativa.

Table 6: Supporting materials

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	3	6%
ALMOST ALWAYS	8	16%
SOMETIMES	9	18%
RARELY	17	34%
NEVER	13	26%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

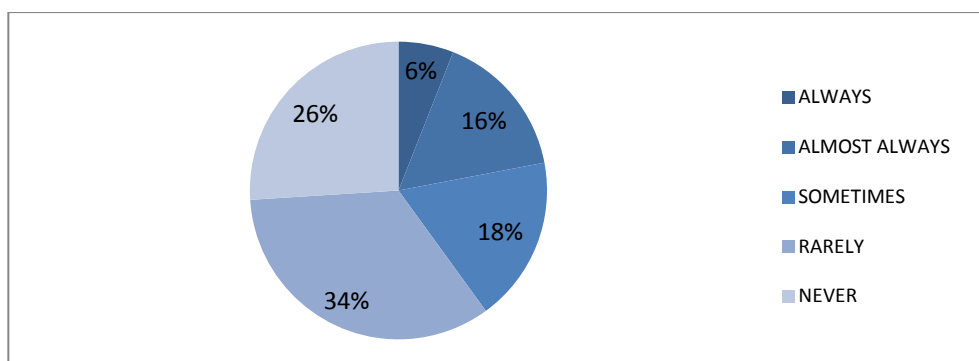


Figure 6: Supporting Materials

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: Based on the results, 6% percent of the students stated that they always make use of audio, video and images which allow them to communicate fluently and meaningfully, 16% said that they almost always happens, 18% said that it happens sometimes, 34% said that this happens rarely and 26% of the total said that this never happens. Sadly, the number of students who said that this happens frequently is low in relationship to the ones who stated the opposite.

3. Se comunica de mejor manera en inglés cuando realiza actividades interactivas que le permiten hacer uso de la tecnología.

Table 7: Interactive activities

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	15	30%
ALMOST ALWAYS	11	22%
SOMETIMES	22	44%
RARELY	2	4%
NEVER	0	0%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

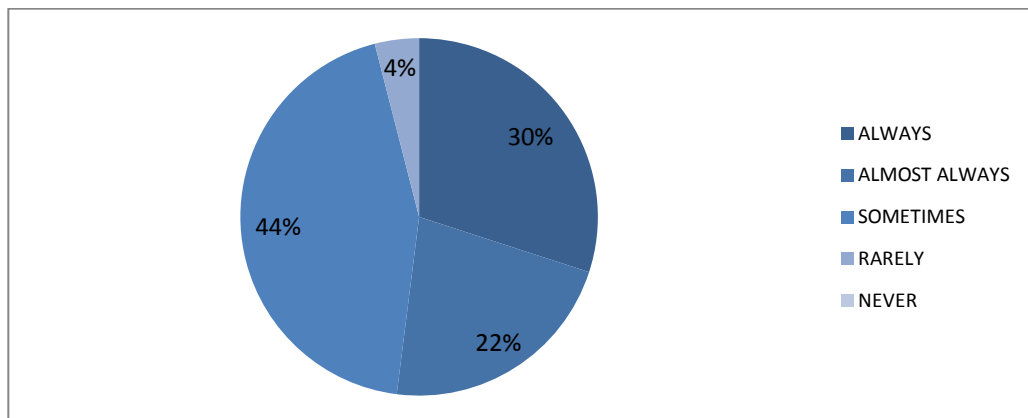


Figure 7: Interactive Activities

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: Based on the results, 30% of the students say that they always communicate better in English when they practice interactive activities which allow the use of technology, 22% said that this happens almost always, 44% said that it happens sometimes and only 4% stated that this rarely happens. These results show that students communicate better in English when they are allowed to practice the English speaking skill using technology.

4. Su profesor/a utiliza aplicaciones y programas web que le permiten mejorar la expresión oral en el idioma inglés.

Table 8: Web-based tools

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	9	18%
ALMOST ALWAYS	0	0%
SOMETIMES	14	28%
RARELY	21	42%
NEVER	6	12%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

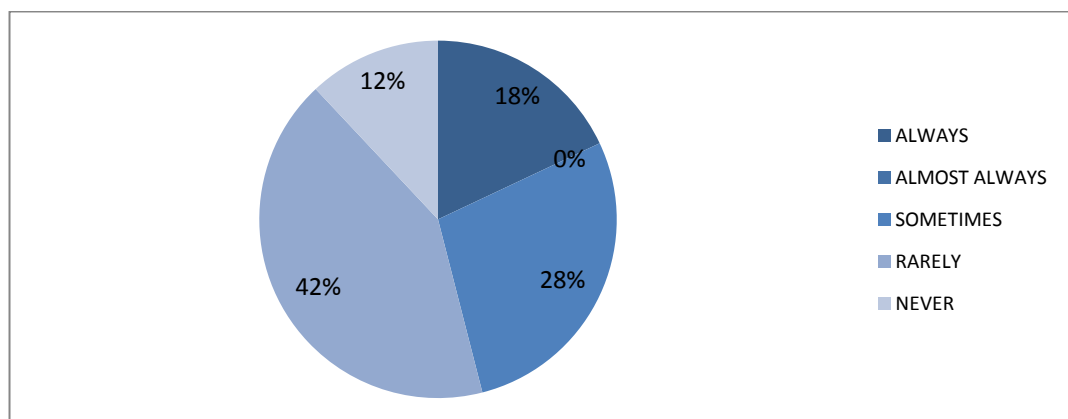


Figure 8: Web-based tools

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: According to the data, 18% of students stated that their teachers always make use of web-based applications and programs which allow them to improve their English speaking skill, 28% said it happens sometimes, 42% said this rarely happens and 12% said that this never happens. These results show that students consider web-based tools of paramount importance in order to improve their English speaking skill even though more than 50% of students stated that this rarely or never happens.

5. Su profesor/a realiza actividades significativas, fuera del libro, que le ayudan a mejorar la expresión oral del idioma inglés.

Table 9: Out of the book speaking activities

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	8	16%
ALMOST ALWAYS	4	8%
SOMETIMES	11	22%
RARELY	20	40%
NEVER	7	14%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

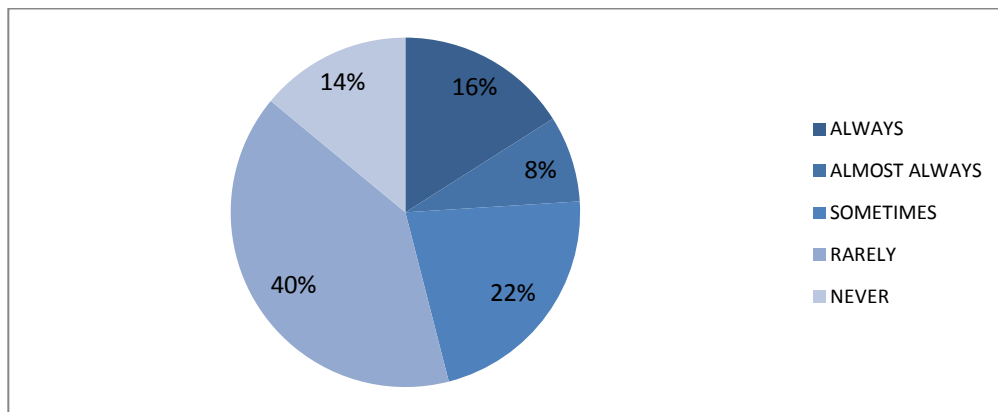


Figure 9: Out of the book speaking activities

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: Based on the results, 16% of students said that their teachers always apply out of the book activities which help learners improve their English speaking skills, 8% said that this happens almost always, 22% said that this happens sometimes, 40% said that this rarely happens and 14% stated that this never happens. Sadly, the number of students who said that this happens always is minor in relationship to the ones who stated that this rarely or never happens.

6. Realiza actividades de expresión oral en el idioma inglés utilizando aplicaciones y programas web que le permiten grabar y escuchar su propia voz.

Table 10: Record and listen own voice

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	7	14%
ALMOST ALWAYS	5	10%
SOMETIMES	8	16%
RARELY	22	44%
NEVER	8	16%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

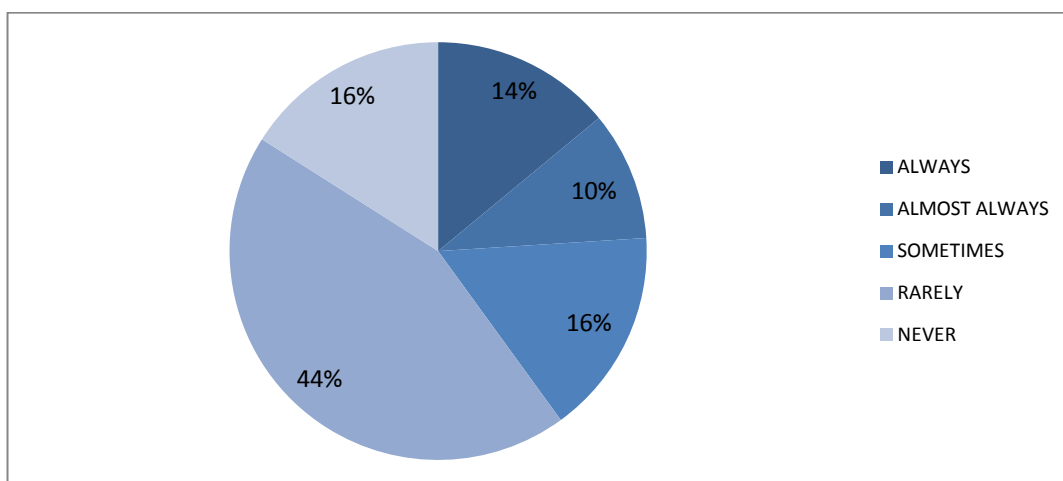


Figure 10: Record and listen own voice

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: In regard to this query, 14% of students said that they always make use of applications and programs which allow them to record and listen to their own voices, 10% said that this happens almost always, 16% said that it happens sometimes, 44% said that this happens rarely and 16% stated that it never happens. Sadly, there is not a considerable number of students who state this always happens.

7. Recibe información sobre lo que hizo bien o lo que puede mejorar luego de una presentación oral en el idioma inglés por medio de una rúbrica.

Table 11: Speaking activity feedback with rubric

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	8	16%
ALMOST ALWAYS	3	6%
SOMETIMES	1	2%
RARELY	26	52%
NEVER	12	24%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

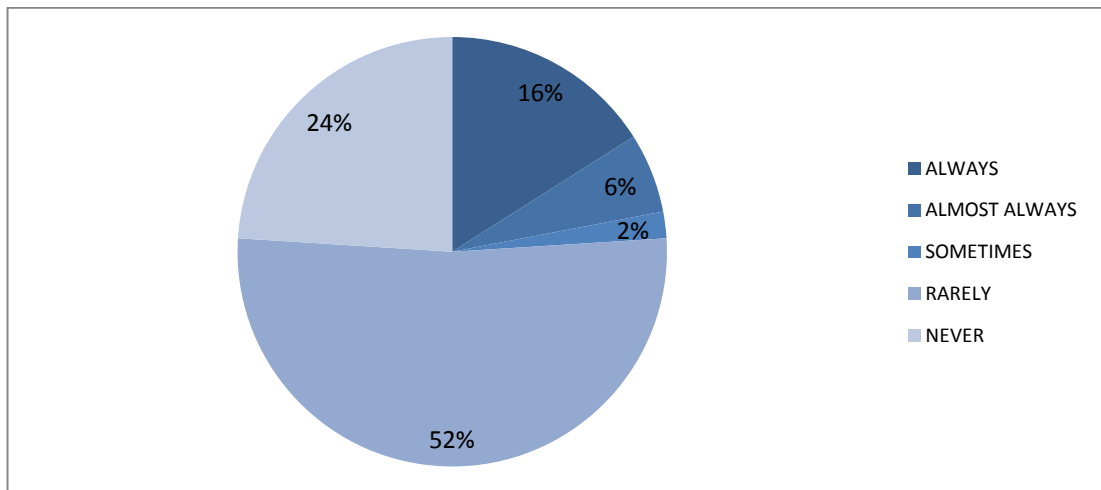


Figure 11: Speaking activity feedback with rubric

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and Interpretation: Based on these results, 16% of students stated that they always receive feedback after a speaking activity where they are told what they did well and what needs to be improved making use of a rubric, 6% said that this happens almost always, 2% said that it happens sometimes, 52% said that this rarely happens and 24% stated that this never happens. In general, students say that they rarely or never receive feedback after a speaking activity.

8. Las actividades que realiza en clase se enfocan en la comunicación oral antes que en el uso correcto de la gramática del idioma inglés.

Table 12: Activities approach

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	6	12%
ALMOST ALWAYS	6	12%
SOMETIMES	14	28%
RARELY	16	32%
NEVER	8	16%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

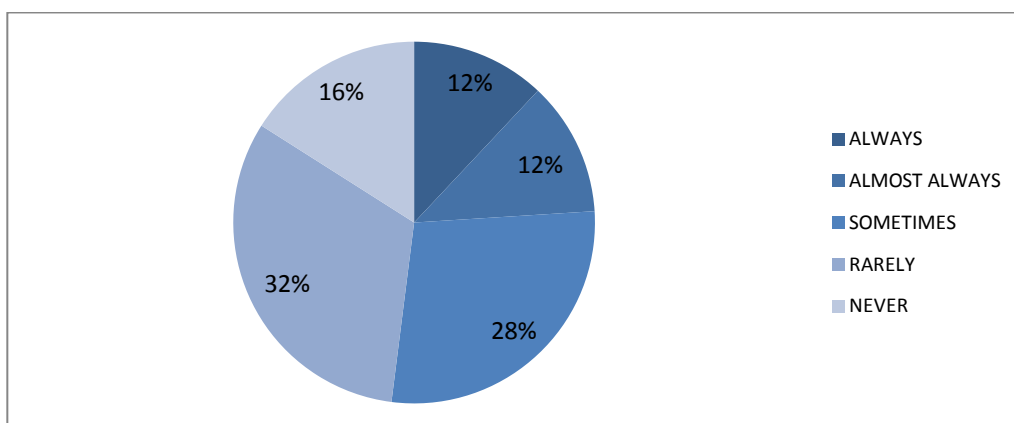


Figure 12: Activities approach

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the data displayed, 12% of students said that the activities develop in class always have a communicative approach over a grammar based approach, 12% stated that this happens almost always, 28% said that this happens sometimes, 32% said that this rarely happens and 16% stated that this never happens. Unfortunately, the number of students who stated that this always happens is low in relationship to the ones who stated the opposite.

9. Al realizar una presentación oral en el idioma inglés tiene presente el propósito, el tema y a quién está dirigida la actividad.

Table 13: English speaking presentation central message

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	7	14%
ALMOST ALWAYS	0	0%
SOMETIMES	12	24%
RARELY	25	50%
NEVER	6	12%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

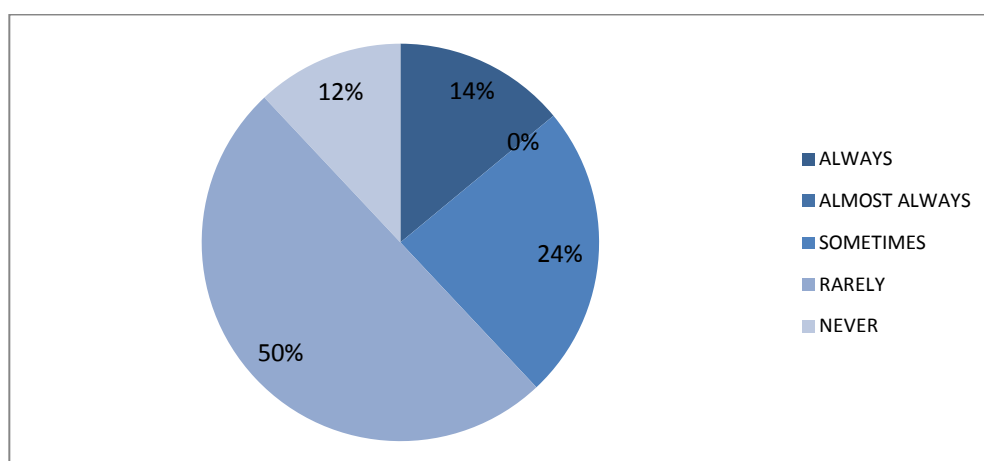


Figure 13: English speaking presentation central message

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and interpretation: Based on the results, 14% of the students stated that they know the purpose, topic, and audience of the speaking activity, 24% said that this happens sometimes, 50% stated that this rarely happens and 12% said that this never happens. These results show that more than half of the students are sure about the purpose, topic and targeted audience of a speaking activity.

10. Su profesor/a explica claramente el proceso que debe seguir antes de realizar una presentación oral en el idioma inglés.

Table 14: Procedures to develop a speaking task

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	2	4%
ALMOST ALWAYS	6	12%
SOMETIMES	3	6%
RARELY	31	62%
NEVER	8	16%
TOTAL	50	100

Source: Student Survey

Made by: (Arroba, 2018)

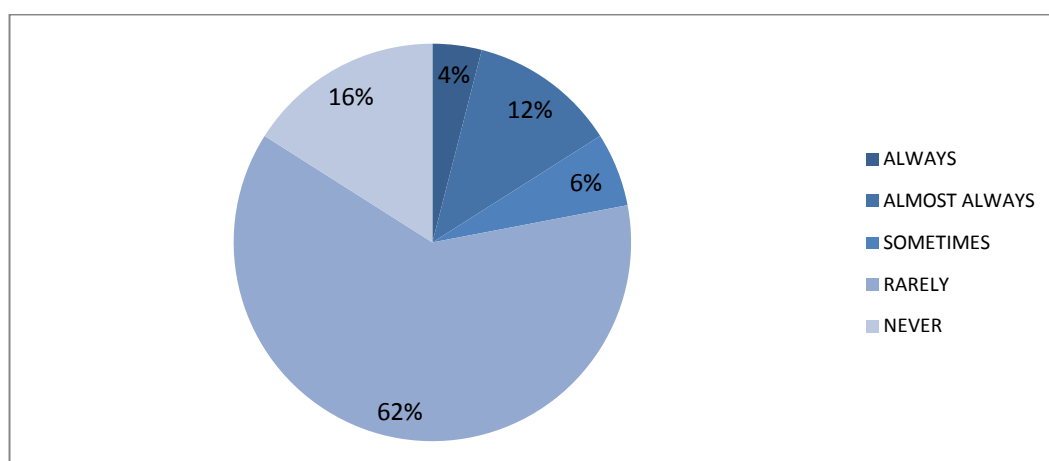


Figure 14: Procedures to develop speaking task

Source: Student Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the results displayed above, 4% of students said that they always receive clear instructions on the procedures to develop speaking tasks, 12% said that this happens almost always, 6% said that this happens sometimes, 62% said that this rarely happens and 16% stated that this never happens. This results show that not all of the students have a clear idea on how to develop a speaking tasks. Therefore, teachers need to provide clear instructions on how to develop a speaking activity.

TEACHER'S SURVEYS

1. Considera que el desarrollo de la expresión oral en el idioma inglés (speaking) es fundamental en el proceso de enseñanza-aprendizaje.

Table 15: English Speaking Skill in the teaching and learning process

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	12	75%
ALMOST ALWAYS	4	25%
SOMETIMES	0	0%
RARELY	0	0%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey

Made by: (Arroba, 2018)

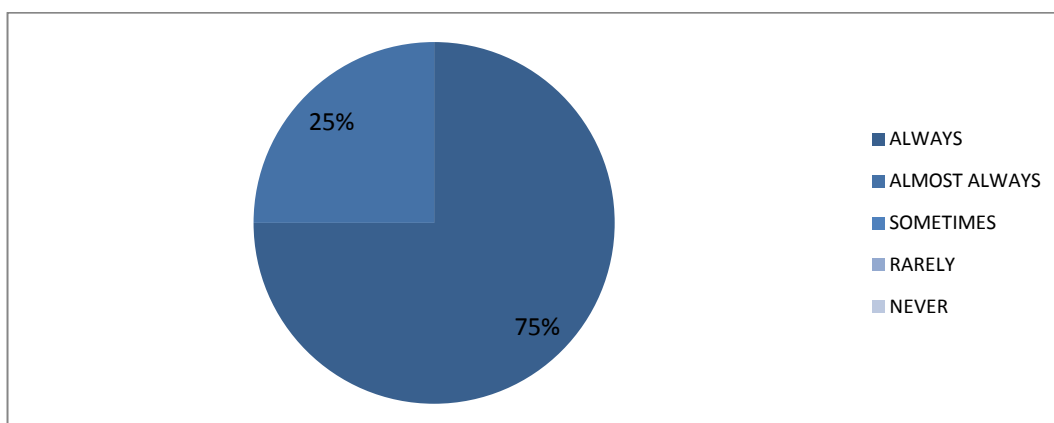


Figure 15: English Speaking Skill in the teaching and learning process

Source: Teacher Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the figure displayed above, 75% of English teachers think that the English speaking skill is always fundamental in the teaching and learning process and only 25% think that this is almost always a fundamental skill in the English leaning process. These results show that teachers consider the English speaking skill a fundamental skill to be developed in the teaching and learning process of students.

2. Para las presentaciones orales en el idioma inglés, hace uso de audio, vídeo e imágenes que permiten a los estudiantes comunicarse de forma fluida y significativa.

Table 16: Audio and visual aids to promote students’ fluency

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	2	12%
ALMOST ALWAYS	2	13%
SOMETIMES	4	25%
RARELY	8	50%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey
Made by: (Arroba, 2018)

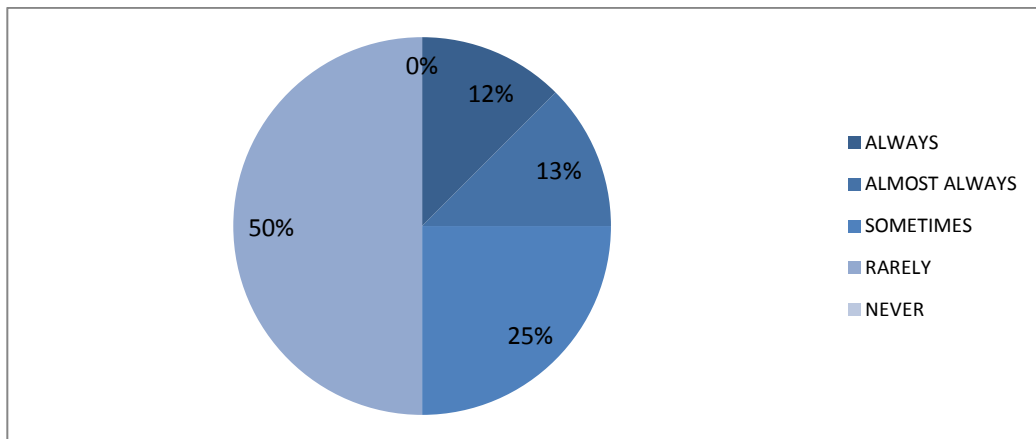


Figure 16: Audio and visual aids to promote student’s fluency

Source: Teacher Survey
Made by: (Arroba, 2018)

Analysis and interpretation: Based on these results, 12% of teachers said that they always use audio and visual aids which help students to communicate fluently and significantly, 13% said that this happens almost always, 25% stated that this happens sometimes and 50% said that this rarely happens. Sadly, only few of teachers stated that they always use audio and visual aids to promote communication while half of the teachers said that this happens rarely.

3. Realiza actividades interactivas que permiten a los estudiantes hacer uso de la tecnología.

Table 17: Interactive activities using technology

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	3	19%
ALMOST ALWAYS	1	6%
SOMETIMES	1	6%
RARELY	11	69%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey

Made by: (Arroba, 2018)

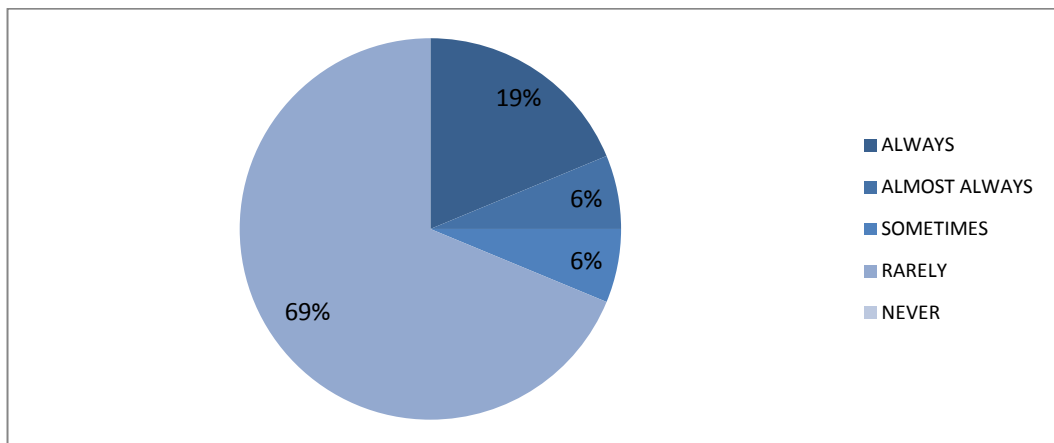


Figure 17: Interactive activities using technology

Source: Teacher Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the chart displayed above, 19% of the teachers states that they always do interactive activities that allow the use of technology, 6% said that this happens almost always, 6% said that this happens sometimes and 69% stated that this rarely happens. Based on these results, not all teachers apply interactive activities that allow the use of technology.

4. Utiliza aplicaciones y programas web que permiten a los estudiantes mejorar la expresión oral en el idioma inglés.

Table 18: Web-based tools to enhance communication

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0%
ALMOST ALWAYS	1	6%
SOMETIMES	5	31%
RARELY	10	63%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey
Made by: (Arroba, 2018)

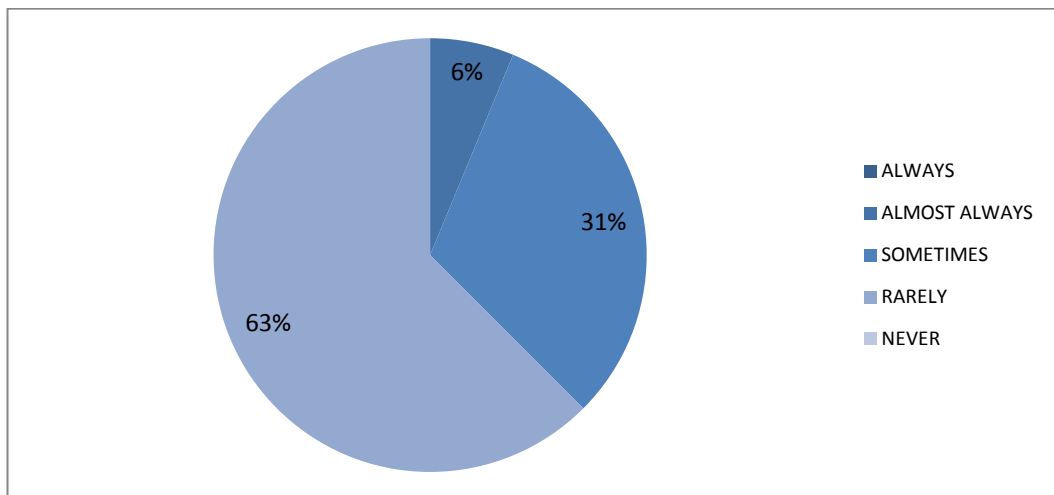


Figure 18: Web-based tools to enhance communication

Source: Teacher Survey
Made by: (Arroba, 2018)

Analysis and interpretation: According to these results, 6% of teachers stated that they almost always use web-based tools to enhance communication, 31% said that this happens sometimes and 63% stated that this happens rarely. Sadly, no one said that this always happens. This means teachers should implement the use of web-based tools in order to enhance the English speaking skills of their students.

5. Realiza actividades significativas, no sugeridas por el libro, que ayudan a los estudiantes a mejorar la expresión oral del idioma inglés.

Table 19: Out of the book activities to enhance the English speaking skill

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	3	19%
ALMOST ALWAYS	2	12%
SOMETIMES	2	13%
RARELY	9	56%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey

Made by: (Arroba, 2018)

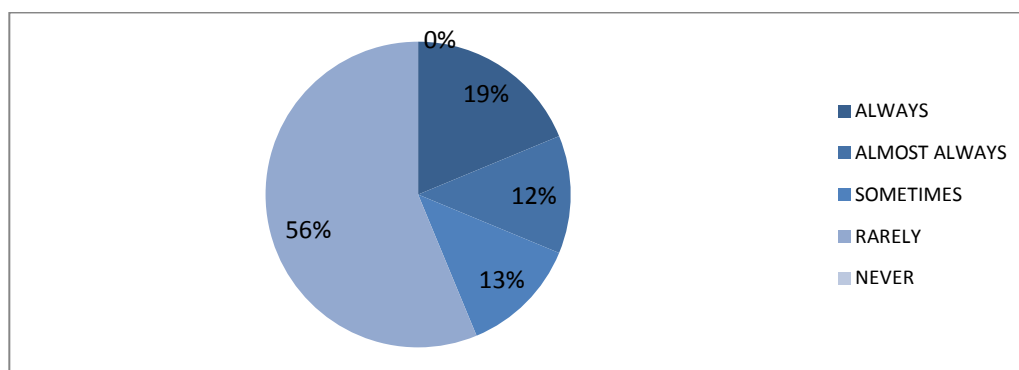


Figure 19: Out of the book activities to enhance the English speaking skill

Source: Teacher Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the results displayed above, 19% of teachers stated that they always do out of the book activities which help students to improve their English speaking skill, 12% said that this happens almost always, 13% said that this happens sometimes and 56% said that this rarely happens. Sadly, only few teachers stated that they do activities which are not recommended by the book. This means that teachers should consider modifying and adapting book activities in order to meet their students' communicative needs while the rest were not sure whether they apply this kind of activities or not.

6. Envía actividades de expresión oral en el idioma inglés que requieren del uso de aplicaciones y programas web que permiten a los estudiantes grabar y escuchar su propia voz.

Table 20: Web-based softwares that allow voice recording and listening

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	0	0%
ALMOST ALWAYS	1	6%
SOMETIMES	1	6%
RARELY	6	38%
NEVER	8	50%
TOTAL	16	100

Source: Teacher Survey
Made by: (Arroba, 2018)

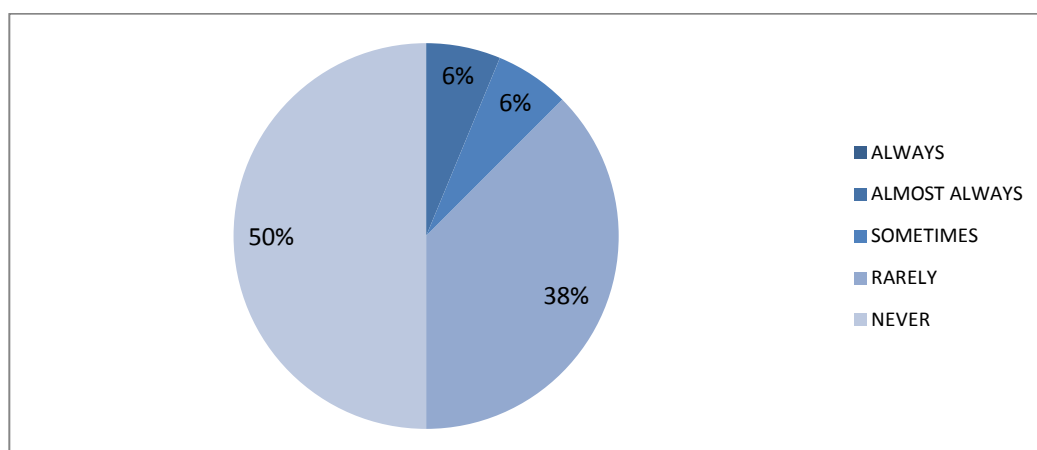


Figure 20: Web-based softwares that allow voice recording and listening

Source: Teacher Survey
Made by: (Arroba, 2018)

Analysis and interpretation: Based on these results, 6% of the teachers stated that they almost always use web-based softwares that allow their students to record and listen to their own voices, 6% said that this happens sometimes, 38% stated that this rarely happens and 50% stated that this never happens. None of the participants said that this always happens. This means web-based tools are not always consider as determinant tools in the enhancing of the English speaking skill based on the results.

7. Da información sobre lo que el estudiante hizo bien o lo que puede mejorar luego de una presentación oral en el idioma inglés utilizando una rúbrica.

Table 21: Feedback on speaking using a rubric

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	1	6%
ALMOST ALWAYS	3	19%
SOMETIMES	2	12%
RARELY	10	63%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey
Made by: (Arroba, 2018)

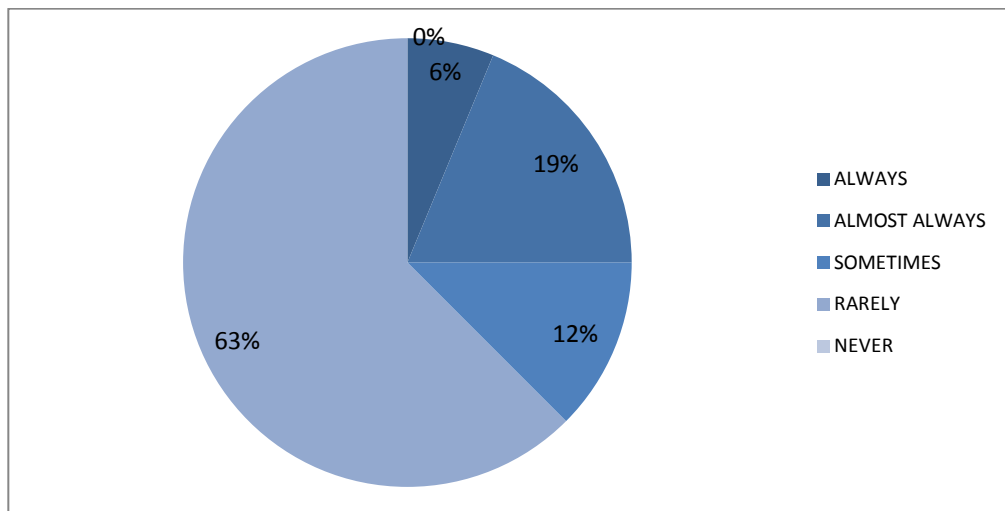


Figure 21: Feedback on speaking using a rubric

Source: Teacher Survey
Made by: (Arroba, 2018)

Analysis and interpretation: Based on the results, 6% of teachers stated that they always provide feedback to their students using rubric, 19% said that this happens almost always, 12% said that this happens sometimes and 63% said that this rarely happens. In general, more than half of the teachers said that they rarely provide feedback using s rubric.

8. Las actividades que realiza en clase se enfocan en la comunicación oral antes que en el uso correcto de la gramática del idioma inglés.

Table 22: Activities approach

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	2	12%
ALMOST ALWAYS	1	6%
SOMETIMES	2	13%
RARELY	4	25%
NEVER	7	44%
TOTAL	16	100

Source: Teacher Survey

Made by: (Arroba, 2018)

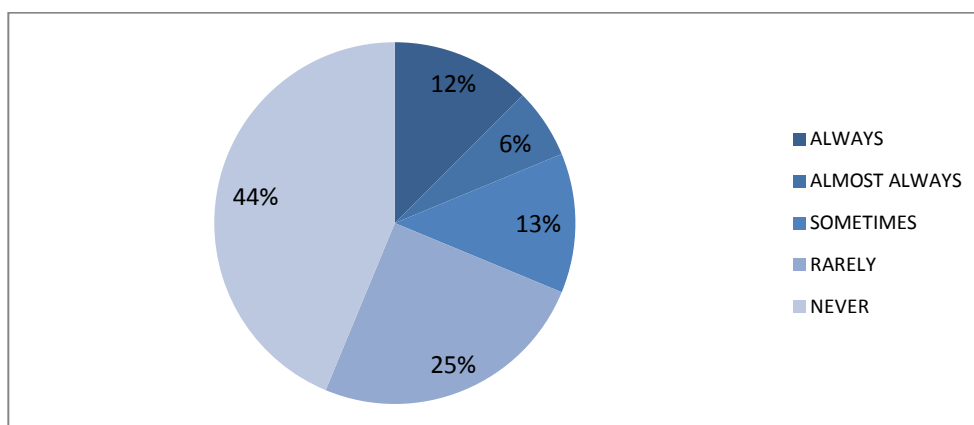


Figure 22: Activities approach

Source: Teacher Survey

Made by: (Arroba, 2018)

Analysis and interpretation: According to the results displayed above, 12% of teachers stated that they always develop activities focused on developing speaking skill, 6% said that this happens almost always, 13% said that this happens sometimes, 25% said that this rarely happens and 44 % said that this never happens. Sadly, the number of teachers who said that this always happens is very low in relationship to the ones who said that this never happens. Thus, more communicative based activities need to be implemented into teacher's teaching practices.

9. Indica a los estudiantes los parámetros con los que serán evaluados en una presentación oral haciendo uso de una rúbrica.

Table 23: Speaking rubric parameters

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	1	6%
ALMOST ALWAYS	2	12%
SOMETIMES	2	13%
RARELY	11	69%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey

Made by: (Arroba, 2018)

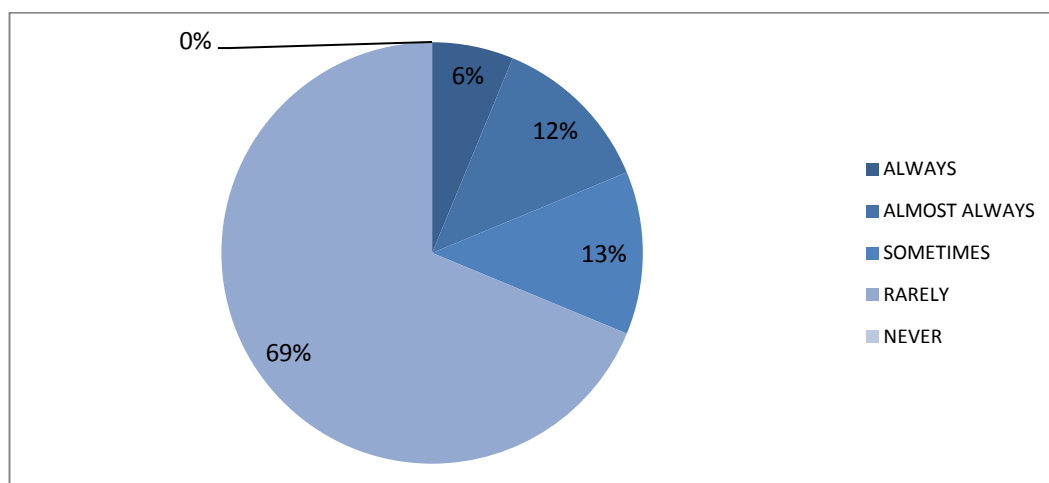


Figure 23: Speaking rubric parameters

Source: Teacher Survey

Made by: (Arroba, 2018)

Analysis and interpretation: Based on the results above, 6% of teachers stated that they always give students the parameters with which they will be evaluated on a speaking presentation, 12% said that this happens almost always, 13% said that this happens sometimes and 69% said that this rarely happens. As it is clearly displayed, learners rarely receive parameters with which they will be evaluated on a speaking activity.

10. Explica claramente el proceso que los estudiantes deben seguir antes de realizar una presentación oral en el idioma inglés.

Table 24: Instructions for speaking presentations

OPTION	FREQUENCY	PERCENTAGE
ALWAYS	1	6%
ALMOST ALWAYS	3	19%
SOMETIMES	2	12%
RARELY	10	63%
NEVER	0	0%
TOTAL	16	100

Source: Teacher Survey
Made by: (Arroba, 2018)

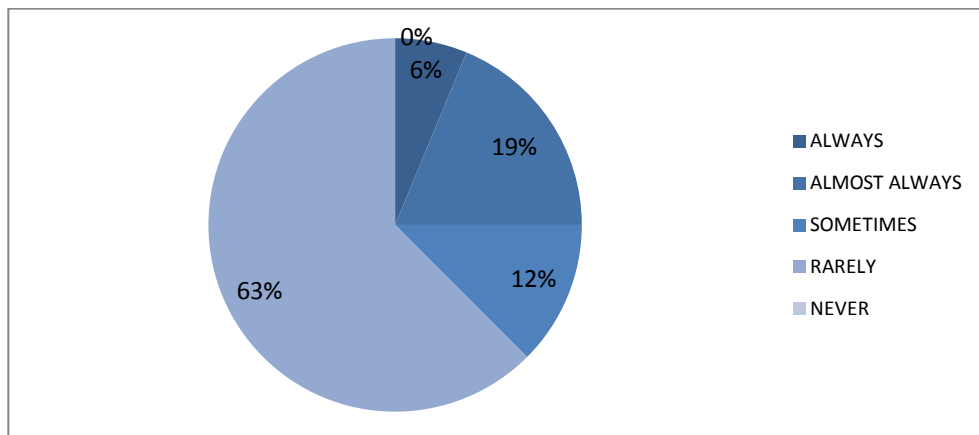


Figure 24: Instructions for speaking presentations

Source: Teacher Survey
Made by: (Arroba, 2018)

Analysis and interpretation: According to chart displayed above, 6% of teachers stated that they always provide clear instructions before students have a speaking presentation, 19% stated that this happens almost always, 12% said that this happens sometimes and 63% said that this rarely happens. Sadly, the number of teachers who say that this always happens is low in relationship to the ones who say that this rarely happens. This means providing teachers and students with clear procedures on how to develop authentic digital stories would benefit students English speaking skill development.

4.1.1 Students' Survey reliability

Based on the analysis of a ten question survey applied to students using a Likert's scale stated as (5) Always, (4) Almost Always, (3) Sometimes, (2) Rarely and (1) Never, Cronbach Alpha coefficient was calculated using a SPSS software in order to determine this survey internal reliability.

Table 25: Cronbach Alpha Reliability Coefficient Students' Survey

Alfa de Cronbach	N de elementos
,981	10

Source: SPSS Excel package

Once the SPSS software was applied, the level of validity was established using 95% of reliability with a typical error of 5% along with an error of significance of 0.05%. It is determined that Cronbach Alpha reaches a 0.98 over 1 which indicates that the survey has been validated.

4.1.2 Teachers' Survey reliability

Based on the analysis of a ten question survey applied to students using a Likert's scale stated as (5) Always, (4) Almost Always, (3) Sometimes, (2) Rarely and (1) Never, Cronbach Alpha coefficient was calculated using a SPSS software in order to determine this surveys internal reliability.

Table 26: Cronbach Alpha Reliability Coefficient Teachers Survey

Alfa de Cronbach	N de elementos
,976	10

Source: SPSS Excel package

Once the SPSS software was applied, the level of reliability was established using 95% of reliability with a typical error of 5% along with an error of significance of 0.05%. It is determined that Cronbach Alpha reaches a 0.97 over 1 which indicates that the survey is reliable.

4.2 Pretest-Posttest contrastive analysis of results

In order to determine whether or not Authentic Digital Storytelling enhances the English Speaking skill of 4th level English language learners, a pretest and a posttest speaking activity was applied to students where organization, language, delivery, supporting materials and central message were evaluated over 2.00 and compared in the pretest-posttest results. According to the Association of American Colleges and Universities (2018), oral communication is a prepared, purposeful presentation which is designed to increase knowledge, foster understanding and to promote change in listeners' attitudes, values and beliefs. These parameters are exclusively used on individual live or video-recorded presentations as happened in the pretest and posttest respectively.

Table 27: Pretest-Posttest comparison of results

PARAMETERS	Pretest	Posttest	Expected Average
Organization	1.40	1.95	2.00
Language	1.46	1.85	2.00
Delivery	1.39	1.83	2.00
Supporting Material	1.37	1.83	2.00
Central Message	1.25	1.76	2.00
TOTAL	6.88	9.23	10.00

Source: Pretest-Posttest results

Made by: (Arroba, 2018)

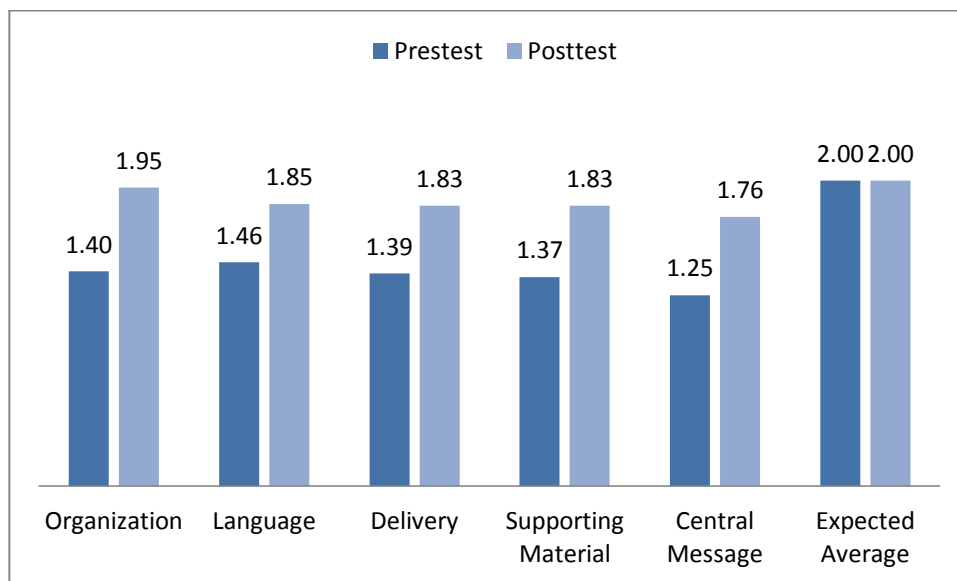


Figure 25: Contrastive analysis of results

Source: Pretest-Posttest results

Made by: (Arroba, 2018)

Analysis and interpretation: According to the table and bar graph displayed above, learners' communicative organization pattern improves from 1.40 in the pretest to 1.95 in the posttest after Authentic Digital Storytelling is introduced; likewise, learners' language use concerning vocabulary, terminology and sentence structure increases from 1.46 to 1.85; furthermore, learners' delivery techniques to enhance effective communication through the use of voice without fillers improves from 1.39 to 1.83 respectively; moreover, the use of supporting materials such as explanations, examples and illustrations increases from 1.37 to 1.83; and finally, learners' central message concerning main point, thesis and purpose improves from 1.25 in the pretest to 1.76 in the posttest. In general, students' results are better in the post-test after authentic digital storytelling is used as an alternative communicative strategy to improve the English speaking skill.

4.3 Hypothesis verification

In order to verify the results gathered previously, a Wilcoxon Test was conducted to determine the mean of two correlated samples i.e. pretest and posttest and whether there was a difference or not.

4.3.1 Hypothesis Approach

For hypothesis verification, the following logical model was conducted:

Null hypothesis:

H₀: Authentic Digital storytelling **does not improve** the English speaking skill applied to 4th level English Language students at CTT de los Andes Language Center, Ambato.

Alternative hypothesis:

H₁: Authentic Digital storytelling **improves** the English speaking skill applied to 4th level English Language students at CTT de los Andes Language Center, Ambato.

4.3.2 Selection of level of significance

In order to verify this hypothesis, the following level of significance was chosen: 5% ($\alpha = 0.05$).

4.3.3 Statistical Specifications

Table 28: Wilcoxon signed-rank hypothesis verification

		Rangos		
		N	Rango promedio	Suma de rangos
Post Test - Pre Test	Rangos negativos	0 ^a	,00	,00
	Rangos positivos	50 ^b	25,50	1275,00
	Empates	0 ^c		
	Total	50		

- a. Post Test < Pre Test
 b. Post Test > Pre Test
 c. Post Test = Pre Test

Estadísticos de contraste^a

	Post Test - Pre Test
Z	-6,173 ^b
Sig. asintót. (bilateral)	,000

- a. Prueba de los rangos con signo de Wilcoxon
 b. Basado en los rangos negativos.

Source: SPSS Excel package

For the hypothesis verification, a Wilcoxon signed-rank and non-parametric test was applied allowing the comparison between the pre-test and post-test getting a mean range of 25,50 along with a negative $-z$ value and a signed-rank of 0,00. Since this value is lower than 0,05, the alternative hypothesis is accepted.

4.3.4 Rule of decision

Table 29: Summary of hypothesis verification

	Hipótesis nula	Test	Sig.	Decisión
1	La mediana de las diferencias entre Pre Test y Post Test es igual a 0.	Prueba de Wilcoxon de los rangos con signo de muestras relacionadas	.000	Rechazar la hipótesis nula.

Se muestran las significancias asintóticas. El nivel de significancia es ,05.

Source: SPSS Excel package

In the summary table above, based on the Wilcoxon Test for two related samples which includes the pre-test and post-test results, a 0,00 level of significance lower than 0,05 was obtained which allows the rejection of the null hypothesis and the acceptance of the alternative hypothesis.

4.4 Final statement

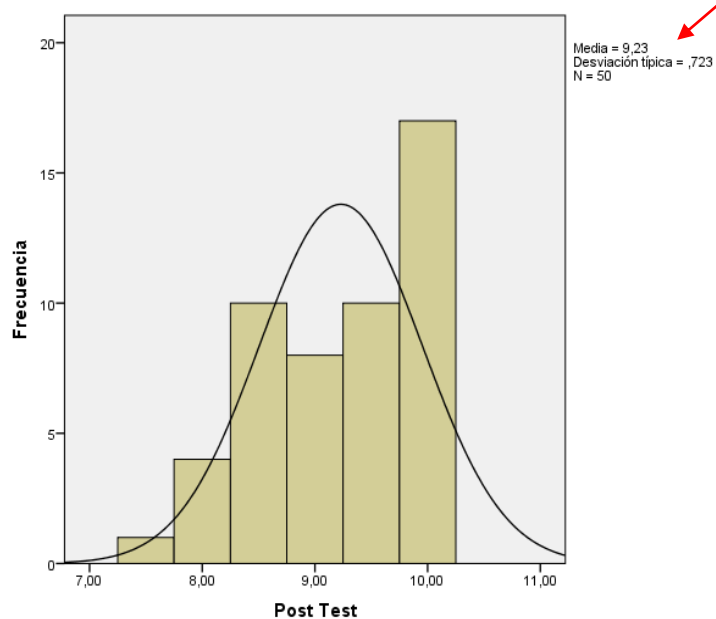


Figure 26: Hypothesis Verification Histogram

Source: SPSS Computer package

Made by: (Arroba, 2018)

The final statement related to hypothesis verification was conducted and based on the results of the analysis and the interpretation of the data from the pretest-posttest results gathered from UNIANDES University Language Center.

With a level of significance of 0,05 and through the use of a Statistical Software SPSS, the frequency histogram displayed above shows the following: a mean (central tendency mean) of 9,23, a typical standard deviation of 0,723 as well as the results gotten from the Wilcoxon Test of two correlated samples of 0,00 lower than 0,05 where the following decision is drawn: Digital storytelling **improves** the English speaking skill applied to 4th level English Language students at UNIANDES University Language Center, Ambato; accepting the alternative hypothesis.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the analysis of the quantitative data collected, the following conclusions were drawn:

- Nearly half of the respondents on the students' surveys reported that they have rarely used web-based softwares which allow them to record and listen to their own voices. Thus, the implementation of technology through authentic digital storytelling into teachers' teaching strategies is of paramount importance into students English speaking skill development. Teachers are not always equipped to implement technological resources as part of the strategies that help students to become aware of what they lack or can do better in their speaking production.
- Both English teachers and students agreed upon the importance of the English speaking skill for communication in the classroom setting. Teachers do not commonly use purposeful activities which promote the development of the English speaking skill using alternative communicative strategies. Most of speaking activities do not allow students to combine audio, video and images since thirty students and eight teachers stated that this rarely or never happens in their teaching and learning practices.
- The English speaking skill of EFL learners increases significantly when authentic digital storytelling is implemented in their learning practices as an alternative communicative strategy. That is, the variables of study correlated positively since English proficiency levels improved with authentic digital storytelling that without it. It is shown in the comparative analysis of the pretest-posttest results gathered from students at UNIANDES University. Both, pretest and posttest treated the dependent variable with the implementation of the independent variable in the posttest which led to the confirmation of the alternative hypothesis.

5.2 Recommendations

Based on the conclusion stated above, the following recommendations were drawn:

- It is advisable that teachers allow students to explore web-based tools where learners are able to listen and record their own voices. It was found out that students in the process of putting a story together, engaged in editing, changing music or re-recording their voices improving their language proficiency in every stage. Further, the teaching and learning process become more active and create self-directed learning since students construct their own personal and informative narratives using authentic digital storytelling.
- It is highly recommended that teachers implement speaking activities which are more controlled and flexible allowing students to implement audio, video and images into their spoken productions. This helps students get empowered by the use of their own voices and images. As stated in the students' surveys, the use of supporting materials is neglected since thirty students out of fifty stated that materials are rarely or never used. These activities will increase students' interest in using English for communication through digital storytelling.
- It is recommended to follow the instructional guideline proposed as part of this research study. In this instructional guide, objectives, procedures, suggested materials and tools are purposely stated in order to help students develop English speaking skills through the use of authentic digital storytelling as an alternative communicative strategy. These guidelines can be used and adapted to every teacher's own curricula approach since the results shown a significant level of improvement when authentic digital storytelling is implemented in developing English speaking activities. Moreover, it provides a more speaking-based approach to develop language proficiency since the aim of every EFL learner is to be able to communicate in any context.

CHAPTER VI
ALTERNATIVE PROPOSAL



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

**“Instructional guideline for Authentic Digital Storytelling through
independent personal and informative narratives as an alternative strategy to
improve the English Speaking Skill”**

Autor: Licenciado Juan Mauricio Arroba Muñoz

Ambato – Ecuador

2018

6.1 General Information

a. TOPIC: Instructional guideline for Authentic Digital Storytelling through independent personal and informative narratives as an alternative strategy to improve the English Speaking Skill.

b. INSTITUTION: UNIANDES University Language Center

c. STAKEHOLDERS: English teachers and students at the regular and intensive English courses.

d. LOCATION: Ambato, Ecuador.

e. ESTIMATED EXECUTION TIME: Two months

f. TECHNICAL TEAM IN CHARGE: Lcdo. Juan Mauricio Arroba Muñoz (researcher), Blaise Mariner and Jamie Ferrari (4th Level English Teachers)

6.2. Proposal background

This instructional guideline for Authentic Digital Storytelling has been designed based on the instructional material used at UNIANDES University Language Center and the TOEFL iBT Speaking Skill guideline as follows:

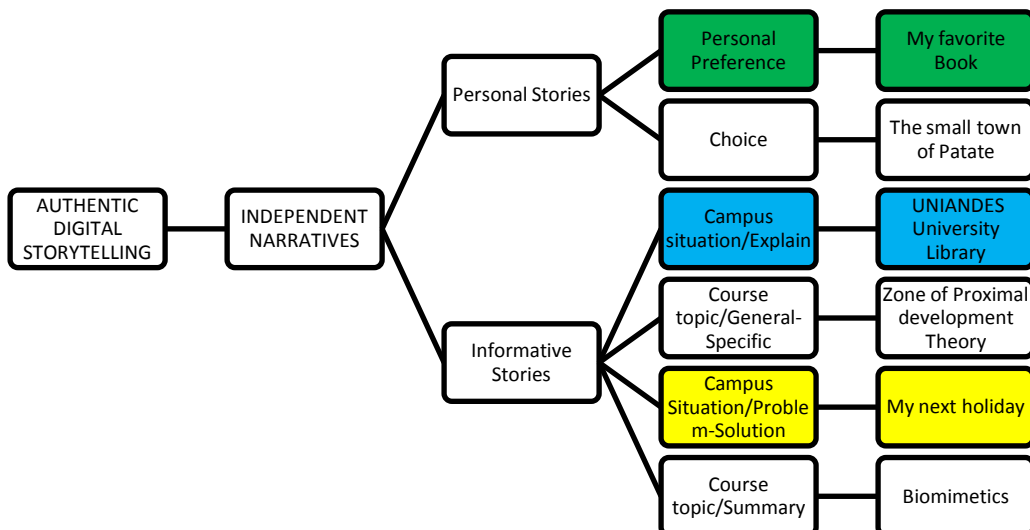


Figure 27: Authentic Digital Storytelling Guideline **Made by:** (Arroba, 2018)

This proposal is the result of a problem identified at the language school where students have shown weaknesses concerning their English speaking skill. This demonstrates that students have not been able to communicate fluently in topics that require a competent level of English language proficiency due to the lack of application of alternative communicative strategies such as authentic digital storytelling.

The lack of knowledge concerning alternative communicate strategies has been demonstrated and shown in the surveys applied to teachers and students where it has been proven that more than half of students are not aware of strategies which can help them improve their speaking skills. Once the surveys were tabulated, analyzed and interpreted conclusions and recommendation have been stated.

Furthermore, it has been shown that not all teachers apply strategies to help their students to communicate effectively and meaningfully. For this reason, this instructional booklet has been designed in order to provide teachers and students with instructions and procedures which can help them enhance their communicative competence. It has been demonstrated that Authentic Digital storytelling improves the English speaking skill as stated in the one-group pre-test and post-test results where a mean of 9.23 was reached using a Wilcoxon test for correlated variables.

This instructional guideline includes the name, purpose and objective of the activity, the procedures where an example of an authentic digital story is displayed and can be used as guidance in the completion of their spoken task, the software programs they can use to create their authentic digital stories, the time estimated for the execution of the task and a rubric of evaluation and assessment for each of the authentic digital storytelling activities to be developed.

6.3 Justification

The **importance** of the development of the English speaking skill relies on its value and practical usage in the second and foreign language learning process. Most of the people who learn English bear in their minds the idea that they will

master the goal of developing a proficiency level in their English speaking skill. Nevertheless nothing is done in order to prepare students before they get into the production phase. Therefore, this proposal considers the pre-production phase of students' EFL development in order to prepare them through the use of authentic digital storytelling as an alternative communicative strategy.

To test the **effectiveness** of authentic digital storytelling in the development of the English speaking skill, a quasi-experimental design was conducted. The results showed that indeed the English speaking skill improved after implementing the communicative strategy of authentic digital storytelling. The adequate concretion of authentic digital storytelling at a meso and micro level in the planning process can help teachers with the improvement of the English speaking skill of English language learners. As a result, the implementation of authentic digital storytelling in the curriculum planning and at the analytical programs constitutes a valuable contribution to the development of this important skill.

The lack of knowledge concerning the use of alternative communicative strategies such as authentic digital storytelling may cause a limited mastery of the English speaking skill. This has led to classes where meaningless and out of context speaking activities have taken place.

Therefore, it is necessary to implement the alternative communicative strategy of Authentic Digital Storytelling at UNIANDES University Language Center in the 4th level of English language students based on the competences that these students already have at this level. This improves the English speaking skill needed in order to succeed in their upper levels and at their final TOEFL iBT exam. Moreover, the implementation of authentic digital storytelling in the curriculum planning makes learners aware of how the process of developing a speaking activity should take place and it provides teachers with optional speaking skill activities that will improve their professional competence.

6.4 Objectives

6.4.1 General objective

To enhance the English speaking skill of 4th level English language learners at UNIANDES University Language Center through authentic digital storytelling as an alternative communicative strategy.

6.4.2 Specific objective

- To identify the types of speaking tasks as stated in the TOEFL examination guidelines.
- To determine the procedures for the development of speaking activities through authentic digital storytelling.
- To design an instructional guideline with meaningful independent narratives through authentic digital storytelling as an alternative communicative strategy.

6.5 Feasibility Analysis

This project is feasible from the following perspectives:

Technical: From the technical point of view, the researchers are equipped to conduct this study due to their teaching experience at post-secondary education.

Administrative: From the administrative point of view, the research study has the approval from UNIANDES University Language Center through a letter of acceptance in order to implement the use of authentic digital storytelling as part of the curriculum used at this institution and to conduct the research study.

Economical: From the economical point of view, all the monetary resources were taken into account prior the development of this instructional guideline.

6.6 Proposal Fundamentals

Instructional guideline

The purpose of guideline documents is to provide an overview of the instructional practices that are implemented in an institution in order to attain high levels of learning for all students. These documents include practices and resources that support not only the students who meet the standards but also the students who struggle with the content and those who have mastered the content. Also, these documents are design to provide teachers with resources to improve their teaching practices cognitively and technologically (Grafton, 2014).

Authenticity

Authenticity is a form of assessment in which learners are required to perform real-world assignments where they demonstrate meaningful application of essential knowledge and skills. These tasks are evaluated using a specific rubric by which their performance is measured. Thus, authenticity drives the curriculum and allows teachers to choose and design activities that students need to perform showing their mastery and enabling students to execute those tasks well. These activities include the acquisition of essential knowledge and skills (Mueller, 2016). In this particular case, learners are required to create personal and informative narratives using authentic digital storytelling as an alternative strategy to enhance their English speaking skill.

Digital Storytelling

Concerning Digital storytelling, Robin (2016) defines it as the art of telling a story using a mixture of different digital media that includes images, written text, audio and videos. Robin states that these elements blend into each other making use of computer based tools in order to tell stories that revolve around a specific topic and often contain a point of view of the author. Most of the stories vary on length and go from 2 to 10 minutes in length. These stories are saved in a format that is uploaded to the internet and viewed on any device that can reproduce a video file. Additionally, Lambert (2010) states that there are seven

elements which are fundamental in the development of digital storytelling which were mentioned in chapter three of this study.

Speaking skill

In regard to the English speaking skill, Segura (2012) suggests that it is one of the most difficult skills students have to face despite of the time invested in teaching hours. Cameron (2001) as cited in Puma (2016) states that producing the oral skill is a demanding task learners have to overcome through the adequate use of vocabulary, grammar and pronunciation that need to be transmitted with accurate fluency.

Grammar: According to Hughes (2002) and Luoma (2004) as cited in Abd EL Fattah (2006), the ability to produce adequate grammatical structures and use them effectively in communication depends on the knowledge of spoken grammar speakers have about the language. For instance, when speaking, a high level of speaking proficiency is determined by the use of spoken clauses or simple phrasal structures over the use of complete, sophisticated sentences.

Vocabulary: Luoma (2004) as cited in Abd EL Fattah (2006) states that the appropriate use of vocabulary implies the ability to use words, common collocations, fixed phrases and vague language.

Pronunciation: Cornbleet and Carter (2001) as cited in Abd EL Fattah (2006) suggest that the speaking skill includes elements such as a) sounds that consists of consonants, vowels and consonant clusters, b) intonation which refers to patterns of pitch change, c) rhythm that consists of position of stress within a word or group of words, and d) linking and assimilation which refers to the change of sounds due to neighboring sounds in a cluster.

Fluency: Bahrani (2012) states that learners define fluency as the ability to converse with others beyond the ability to read, write or comprehend spoken utterances. According to Widsownson (1998) and Segowitz (2000) as cited in Abd EL Fattah (2006), fluency relates to the ability learners have to use

facilitation skills such as filters, lexical phrases and ellipsis, as well as compensation skills such as rephrasing, repetition and self correction while speaking. Moreover, Baker (2003) defines fluency as the ability learners have to express themselves appropriately without hesitation and without any worries about making mistakes. Therefore, activities which help students to develop accuracy on a first glance will later on turn into fluent interaction in a much free way.

6.7 Methodology

Communicative Language Teaching (CLT)

Brown (2007) as cited in Al Samari (2015) suggests seven characteristics of CLT:

1. "Focus on communicative competence."
2. "Learner's meaningful use of language concerning form and function."
3. "Focus on fluency rather than on accuracy."
4. "Appropriate feedback from teacher concerning learner's errors."
5. "Equipping the student with the necessary skills and practices to communicate in real life contexts making them autonomous language users outside the classroom context."
6. "Construction of meaning through interactions with other."
7. "Engagement of students in learner-centered, cooperative and interactive activities."

Technology in the EFL classroom

Effective use of ICT in English lessons offers the potential to transform teaching and learning. An appropriate application of ICT can provide the students with opportunities to use their skills to assist and progress their learning in English. The ICT used to develop this instructional guideline includes the use of data show in class to present Power Point Presentations, movies, video-audio aids and music.

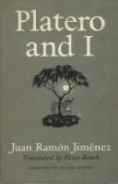
Research in the EFL classroom

Research plays an important part in the process of learning because through it students have the tools to develop different skills. Among these skills we have stating personal preference and choice, analyzing, summarizing and making their own conclusions. Besides, students are able to give opinions and learn about the world we live in. Through Topic based research students will find out information related to the topics studied in this instructional guideline progress.

6.7.1 Instructional Guide for Authentic Digital Storytelling

PROPOSAL

AUTHENTIC DIGITAL STORYTELLING THROUGH INDEPENDENT PERSONAL AND INFORMATIVE NARRATIVES

INDEPENDENT NARRATIVES	
<p>Introduction Personal narratives are stories that keep account of one's own personal and significant incidents. These stories are related to independent tasks in order to express personal preference or choice.</p>	
<p>ACTIVITY 1 MY FAVORITE BOOK (Personal preference)</p> 	
Objective	To produce a short personal narrative about your favorite book using digital storytelling in order to improve the English Speaking Skill.
Procedures	<p>1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A</p> <p>2. Watch an example of the story in the following link: https://www.youtube.com/watch?v=51bz3HuNJeo&feature=youtu.be</p> <p>3. Write your storyline stating your preference (SP), contextualizing the topic (C) and giving reasons (R1-R3) for your choice.</p> <p>SP: C: R1: R2: R3:</p> <p>4. Find, create and add images according to the topic.</p> <p>5. Use Windows Movie Maker or the software of your choice to create your video.</p> <p>6. Record the video with all the information using your own voice.</p>
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
Send to	Kindly upload your video on YouTube and send the link to maury_71989@yahoo.es
Questions	Send questions to this email: maury_71989@yahoo.es
Due date	

INDEPENDENT NARRATIVES

Introduction

Personal narratives are stories that keep account of one's own personal and significant incidents. These stories are related to independent tasks in order to express personal preference or choice.

ACTIVITY 2

THE SMALL TOWN OF PATATE (Making a choice)



Objective	To produce a short personal narrative about a small town that you know using digital storytelling in order to improve the English Speaking Skill.
Procedures	<ol style="list-style-type: none"> 1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A 2. Watch an example of this topic in the following link: https://www.youtube.com/watch?v=APuX66IIADM 3. Write your storyline stating two options (SO), choosing (Ch) only the one you think is the best and giving reasons for your choice (R1-R3). SO: Ch : R1: R2: R3: 4. Find, create and add images according to the topic. 5. Use Windows Movie Maker or the software of your choice to create your video. 6. Record the video with all the information using your own voice.
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
Send to	Upload your video on YouTube and send the link to maury_71989@yahoo.es
Questions	Send questions to this email: maury_71989@yahoo.es
Due date	

INDEPENDENT NARRATIVES

Introduction

Informative narratives include two or more English language skills such as reading, listening in order to talk about campus situations or course topics. These narratives have the purpose to inform or instruct about certain topics through explaining processes, summarizing from general to specific, summarizing the problem and the solution of a dilemma and paraphrasing.

ACTIVITY 3 UNIVERSITY LIBRARY (Explain)



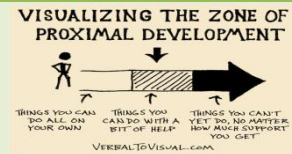
Objective	To produce a short informative narrative about a university library using digital storytelling in order to improve the English Speaking Skill.
Procedures	<p>1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A</p> <p>2. Watch an example of this topic in the following link: https://www.youtube.com/watch?v=aAJh-AD48Zs</p> <p>3. Write your storyline describing a process (E) at the beginning (First), the middle (Second), and at the end (Finally) of the stages.</p> <p>E: First,,: Second,,: Finally,:</p> <p>4. Find, create and add images according to the topic.</p> <p>5. Use Windows Movie Maker or the software of your choice to create your video.</p> <p>6. Record the video with all the information using your own voice.</p>
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
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INDEPENDENT NARRATIVES

Introduction

Informative narratives include two or more English language skills such as reading, listening in order to talk about campus situations or course topics. These narratives have the purpose to inform or instruct about certain topics through explaining processes, summarizing from general to specific, summarizing the problem and the solution of a dilemma and paraphrasing.

ACTIVITY 4 ZONE OF PROXIMAL DEVELOPMENT (General/Specific)



Objective	To produce a short informative narrative about a course topic using digital storytelling in order to improve the English Speaking Skill.
Procedures	<ol style="list-style-type: none"> 1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A 2. Watch an example of this topic in the following link: https://www.youtube.com/watch?v=9leJblbjxal 3. Write your storyline providing a general definition (D) of a theory and giving specific examples (Ex1- Ex3) that support that definition. D: Zone of Proximal development Ex1: Ex2: Ex3: 4. Find, create and add images according to the topic. 5. Use Windows Movie Maker or the software of your choice to create your video. 6. Record the video with all the information using your own voice.
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
Send to	Upload your video on YouTube and send the link to maury_71989@yahoo.es
Questions	Send questions to this email: maury_71989@yahoo.es
Due date	

INDEPENDENT NARRATIVES

Introduction

Informative narratives include two or more English language skills such as reading, listening in order to speak about campus situations or course topics. These narratives have the purpose to inform or instruct about certain topics through explaining processes, summarizing from general to specific, summarizing the problem and the solution of a dilemma and paraphrasing.

ACTIVITY 5 MY NEXT HOLIDAY (Problem/Solution)



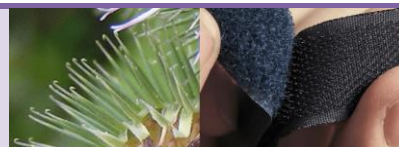
Objective	To produce a short informative narrative about your next holiday using digital storytelling in order to improve the English Speaking Skill.
Procedures	<p>1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A</p> <p>2. Watch an example of this topic in the following link: https://www.youtube.com/watch?v=cI5mgISMggI</p> <p>3. Write your storyline stating the problem (P), providing solutions (S1 – S2) for the problem and giving reasons (R) for the best solution.</p> <p>P: My next holiday S1: S2: R:</p> <p>4. Find, create and add images according to the topic.</p> <p>5. Use Windows Movie Maker or the software of your choice to create your video.</p> <p>6. Record the video with all the information using your own voice.</p>
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
Send to	Upload your video on YouTube and send the link to maury_71989@yahoo.es
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INDEPENDENT NARRATIVES

Introduction

Informative narratives include two or more English language skills such as reading, listening in order to speak about campus situations or course topics. These narratives have the purpose to inform or instruct about certain topics through explaining processes, summarizing from general to specific, summarizing the problem and the solution of a dilemma and paraphrasing.

ACTIVITY 6 BIOMIMETICS (Summary/Paraphrase)



Objective	To produce a short informative narrative about a course topic using digital storytelling in order to improve the English Speaking Skill.
Procedures	<ol style="list-style-type: none"> 1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A 2. Watch an example of this topic in the following link: https://www.youtube.com/watch?v=16fGau-HPps 3. Write your storyline stating the main idea of a course topic, its purpose and key points. S: Biomimetics P1: K1: K2: 4. Find, create and add images according to the topic. 5. Use Windows Movie Maker or the software of your choice to create your video. 6. Record the video with all the information using your own voice.
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
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6.8 Evaluation of the Proposal

The students will be evaluated considering formative evaluation. This means students need to reach a satisfactory level of speaking production before they move into the other speaking activities.

They will be evaluated on a scale of 10/10. In order to reach this score, a rubric for each lesson story will be used in order to reach the purpose of each level of development.

Each digital story telling has its own rubric because it is based on the purpose, point of view of the story and TOEFL iBT guidelines for the Speaking skill as follows:

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

DIGITAL STORY #1 – Personal Preference

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, illustrations, audio, images and video) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	

Source: (Association of American Colleges and Universities, 2018)

Adapted by: (Arroba, 2018)

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

DIGITAL STORY #2 – Making a Choice

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (state options, make a choice, give reasons for choice and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (state options, make a choice, give reasons for choice and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (state options, make a choice, give reasons for choice and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (state options, make a choice, give reasons for choice and sequence material within the body) is not observable within the presentation.	
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Source: Association of American Colleges & Universities (2018)

Adapted by: (Arroba, 2018)

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

DIGITAL STORY #3 – Explaining

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (specific introduction, description of first, second and final stages of the process and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction, description of first, second and final stages of the process and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction, description of first, second and final stages of the process and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (specific introduction, description of first, second and final stages of the process and sequence material within the body) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
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Adapted by: (Arroba, 2018)

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

DIGITAL STORY #4 – General to Specific

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (general definition, examples that support the definition and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (general definition, examples that support the definition and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (general definition, examples that support the definition and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (general definition, examples that support the definition and sequence material within the body) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
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STUDENT:

DATE:

DIGITAL STORY #5 – Problem/Solution

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (state the problem, provide solutions, give reasons and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (state the problem, provide solutions, give reasons and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (state the problem, provide solutions, give reasons and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (state the problem, provide solutions, give reasons and sequence material within the body) is not observable within the presentation.	
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RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

DIGITAL STORY #6 – Summary/Paraphrasing

	Capstone 2	Milestone 1.5	1	Benchmark 0.5	Total
Organization	Organizational pattern (state the main idea, provide a purpose, mention key points and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (state the main idea, provide a purpose, mention key points and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (state the main idea, provide a purpose, mention key points and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (state the main idea, provide a purpose, mention key points and sequence material within the body) is not observable within the presentation.	
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ANNEXES

ANNEX 1: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION

Ambato 16 de marzo de 2018

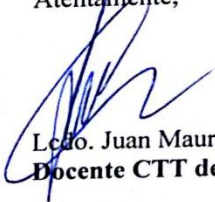
Mg. Verónica Montes de Oca
COORDINADORA ACADÉMICA
CTT de los Andes Language Center
Presente.

De mi consideración:

Yo, **Juan Mauricio Arroba Muñoz** con C.I. 1804623799, estudiante de la maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el respectivo permiso para realizar la investigación de la tesis con el tema: **“AUTHENTIC DIGITAL STORYTELLING IN THE ENGLISH SPEAKING SKILL”**

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Lcdo. Juan Mauricio Arroba Muñoz
Docente CTT de los Andes



Recibido

16-03-2018



ANNEX 2: STUDENT SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA FORMULARIO DE ENCUESTA DIRIGIDA A ESTUDIANTES

OBJETIVO:

Determinar el uso de la narrativa digital auténtica como una estrategia comunicativa en el desarrollo de la expresión oral en el idioma inglés de los estudiantes de Centro de Idiomas CTT de los Andes.

INSTRUCCIONES:

Estimado estudiante:

La siguiente encuesta tiene como fin conocer sobre el uso de la narrativa digital auténtica como una estrategia comunicativa para el desarrollo de la expresión oral en el idioma inglés (speaking). Por el carácter educativo de esta investigación, se solicita responder con la mayor sinceridad.

Lea detenidamente cada pregunta y marque con un (X) según su opinión. En la escala numérica (5) representa el cumplimiento del enunciado y (1) el no cumplimiento del mismo.

Preguntas	Siempre	Casi siempre	A veces	Rara vez	Nunca
	(5)	(4)	(3)	(2)	(1)
P1: Considera que el desarrollo de la expresión oral en el idioma inglés (speaking) dentro del aula de clases es fundamental para comunicarse en situaciones reales.					
P2: En las presentaciones orales en el idioma inglés, utiliza audio, vídeo e imágenes que le permiten comunicarme de forma fluida y significativa.					
P3: Se comunica de mejor manera en inglés cuando realiza actividades interactivas que le permiten hacer uso de audio, vídeo e imágenes.					
P4: Su profesor/a utiliza aplicaciones y programas web que le permiten mejorar la expresión oral en el idioma inglés.					
P5: Su profesor/a realiza actividades significativas, fuera del libro, que le ayudan a mejorar la expresión oral del idioma inglés.					
P6: Realiza actividades de expresión oral en el idioma inglés utilizando aplicaciones y programas web que le permiten grabar y escuchar su propia voz.					
P7: Recibe información sobre lo que hizo bien o lo que puede mejorar luego de una presentación oral en el idioma inglés por medio de una rúbrica.					
P8: Las actividades que realiza en clase se enfocan en la comunicación oral antes que en el uso correcto de la gramática del idioma inglés.					
P9: Al realizar una presentación oral en el idioma inglés tiene presente el propósito, el tema y a quién está dirigida la actividad.					
P10: Su profesor explica claramente el proceso que debe seguir antes de realizar una presentación oral en el idioma inglés.					

¡GRACIAS POR SU COLABORACIÓN!

ANNEX 3: TEACHER SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
FORMULARIO DE ENCUESTA DIRIGIDA A DOCENTES

OBJETIVO:

Determinar el uso de la narrativa digital auténtica como una estrategia comunicativa para el desarrollo de la expresión oral en el idioma inglés de los estudiantes del Centro de Idiomas CTT de los Andes.

INSTRUCCIONES:

Estimado docente:

La siguiente encuesta tiene como fin conocer sobre el uso de la narrativa digital auténtica como una estrategia comunicativa para el desarrollo de la expresión oral en el idioma inglés (speaking). Por el carácter educativo de esta investigación, se solicita responder con la mayor sinceridad.

Lea detenidamente cada pregunta y marque con un (X) según su opinión. En la escala numérica (5) representa el cumplimiento del enunciado y (1) el no cumplimiento del mismo.

Preguntas	Siempre	Casi siempre	A veces	Rara vez	Nunca
	(5)	(4)	(3)	(2)	(1)
P1: Considera que el desarrollo de la expresión oral en el idioma inglés (speaking) es fundamental en el proceso de enseñanza-aprendizaje.					
P2: Para las presentaciones orales en el idioma inglés, hace uso de audio, vídeo e imágenes que permiten a los estudiantes comunicarse de forma fluida y significativa.					
P3: Realiza actividades interactivas que permiten a los estudiantes hacer uso de la audio, vídeo e imágenes.					
P4: Utiliza aplicaciones y programas web que permiten a los estudiantes mejorar la expresión oral en el idioma inglés.					
P5: Realiza actividades significativas, no sugeridas por el libro, que ayudan a los estudiantes a mejorar la expresión oral del idioma inglés.					
P6: Envía actividades de expresión oral en el idioma inglés que requieren del uso de aplicaciones y programas web que permiten a los estudiantes grabar y escuchar su propia voz.					
P7: Da información sobre lo que el estudiante hizo bien o lo que puede mejorar luego de una presentación oral en el idioma inglés utilizando una rúbrica.					
P8: Las actividades que realiza en clase se enfocan en la comunicación oral antes que en el uso correcto de la gramática del idioma inglés.					
P9: Indica a los estudiantes los parámetros con los que serán evaluados en una presentación oral haciendo uso de una rúbrica.					
P10: Explica claramente el proceso que los estudiantes deben seguir antes de realizar una presentación oral en el idioma inglés.					

¡GRACIAS POR SU COLABORACIÓN!

ANNEX 4: VALIDATION OF SURVEYS



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "Narrativa Digital Auténtica en la Destreza de Hablar Inglés" en los alumnos de 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Nombre del validador: Catalina Mora Oleas

Fecha: 08 - 03 - 2018

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: Digital Storytelling y la variable dependiente: English Speaking Skill con los alumnos de 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios a Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	X		X		X		X			X	X	
2	X		X		X		X			X	X	
3	X		X		X		X			X	X	
4	X		X			X	X			X	X	
5	X		X		X		X			X	X	
6	X		X		X		X			X		
7	X		X		X		X		X		X	
8	X		X		X		X			X	X	
9	X		X		X		X			X	X	
10	X		X		X		X			X	X	



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Aspectos generales	Si	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.	X		
2. La escala establecida para la medición es clara y pertinente.		X	La escala de respuesta, es clara y pertinente para los ítems: 2, 6, 8 y 10. Los ítems 1, 3, 4, 5, 7 y 9 tal como están redactados corresponden a una escala de respuesta dicotómica (sí o no)
3. Los ítems permiten el logro del objetivo de la investigación.		X	El objetivo que pretende el cuestionario no queda claro. Por un lado se menciona que el objetivo es: "Determinar el uso de las TIC dentro y fuera del aula de clase en el desarrollo de la expresión oral del idioma inglés para la implementación de la Narrativa Digital Auténtica", y por otro se señala, que está "destinado a medir la variable independiente: Digital Storytelling y la variable dependiente: English Speaking Skill" Los ítems 1,2,3,4 y 5 son indicadores del uso de tecnologías, pero no de las variables de estudio. Los ítems 6 y 8 se refieren a la enseñanza de expresión oral en inglés y el uso de la tecnología. El ítem 7 a la narrativa digital. El ítem 9 vincula los temas tratados con la producción oral en el idioma inglés y el ítem 10 con un indicador de práctica docente.
4. Los ítems están distribuidos en forma lógica y secuencial.		X	Tenga presente que se incurre en un error ortográfico al escribir las TICs, el plural correcto es: las TIC (el plural va solo en el artículo)
5. El número de ítems es suficiente para la investigación.		X	Los ítems son indicadores de diferentes variables.
Aplicable		No aplicable	Aplicable considerando las observaciones
Validado por: Catalina Mora Oleas			Cedula de Identidad: 0102298576 Fecha: 08-03-2018
Firma:			Teléfono: 0985067711 janeth.mora@unae.edu.ec

Adaptado por: (Arroba, 2018). Fuente: (Corral, 2009).



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "Narrativa Digital Auténtica en la Destreza de Hablar de Inglés en los alumnos del 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Nombre del validador: _____ Fecha: _____

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: Digital Storytelling y la variable dependiente: English Speaking Skill con los alumnos de 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Docentes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios a Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	X		X		X		X			X	X	
2	X		X		X		X			X	X	
3	X		X		X		X			X	X	
4	X		X			X	X			X	X	
5	X		X		X		X			X	X	
6	X		X		X		X			X		
7	X		X		X		X		X		X	
8	X		X		X		X			X	X	
9	X		X		X		X			X	X	
10	X		X		X		X			X	X	



**UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

Aspectos generales	Si	No	Observación	
1. El instrumento contiene instrucciones claras y precisas para ser completado.	X			
2. La escala establecida para la medición es clara y pertinente.		X	La escala de respuesta, es clara y pertinente para los ítems: 2, 6, 8 y 10. Los ítems 1, 3, 4, 5, 7 y 9 tal como están redactados corresponden a una escala de respuesta dicotómica (si o no)	
3. Los ítems permiten el logro del objetivo de la investigación.		X	El objetivo que pretende el cuestionario no queda claro. Por un lado se menciona que el objetivo es: "Determinar el uso de las TIC dentro y fuera del aula de clase en el desarrollo de la expresión oral del idioma inglés para la implementación de la Narrativa Digital Auténtica", y por otro se señala, que está "destinado a medir la variable independiente: Digital Storytelling y la variable dependiente: English Speaking Skill" Los ítems 1,2,3,4,5 y 8 son indicadores del uso de tecnologías, pero no de las variables de estudio: Digital Storytelling, English Speaking Skill" El ítem 6 es un indicador de evaluación El ítem 7 es un indicador relacionado con el uso de la narrativa digital. El ítem 9 vincula los temas tratados con la producción oral en el idioma inglés y el ítem 10 con un indicador de práctica docente.	
4. Los ítems están distribuidos en forma lógica y secuencial.		X	Tenga presente que se incurre en un error ortográfico al escribir las TICs, el plural correcto es: las TIC (el plural va solo en el artículo)	
5. El número de ítems es suficiente para la investigación.		X	Los ítems son indicadores de diferentes variables.	
Aplicable		No aplicable	Aplicable considerando las observaciones	x
Validado por: Catalina Mora Oleas	Cédula de Identidad: 0102298676		Fecha: 08-03-2018	
Firma:	Teléfono: 0985067711		janeth.mora@unsa.edu.ec	

Adaptado por: (Arroba, 2018). Fuente: (Corral, 2009).



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "Narrativa Digital Auténtica en la Destreza de Hablar Inglés" en los alumnos de 4to nivel del Idioma Inglés en CTT de los Andes Language Center.

Nombre del validador: Roxana Auccahuallpa Fernández **Fecha:** 9 de marzo de 2018


Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Digital Storytelling** y la variable dependiente: **English Speaking Skill** con los alumnos de 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios a Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	x		x		x		x		x			x
2	x		x		x		x		x		x	
3	x		x		x		x		x			x
4		x	x			x	x		x		x	
5	x		x		x		x		x			x
6	x		x		x		x		x		x	
7	x		x		x		x		x			x
8	x		x		x		x		x		x	
9	x		x		x		x		x		x	
10	x		x		x		x		x		x	



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Aspectos generales		Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.		x		Clarificar las preguntas con las sugerencias dadas
2. La escala establecida para la medición es clara y pertinente.		x		
3. Los ítems permiten el logro del objetivo de la investigación.		x		
4. Los ítems están distribuidos en forma lógica y secuencial.		x		
5. El número de ítems es suficiente para la investigación.		x		10 ítems para estudiantes esta muy bien
Aplicable	x	No aplicable		Aplicable considerando las observaciones
Validado por: Roxana Auccahuallpa		Cédula de Identidad: 0151496866		Fecha: 9 de marzo de 2018
Firma: 		Teléfono: 0993431135		Email: roxana.auccahuallpa@unae.edu.ec

Adaptado por: (Arroba, 2018)

Fuente: (Corral, 2009).



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "Narrativa Digital Auténtica en la Destreza de Hablar de Inglés en los alumnos del 4to nivel del Idioma Inglés en CTT de los Andes Language Center.

Nombre del validador: Roxana Auccahuallpa **Fecha:** 9 de marzo de 2018

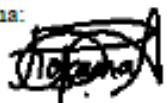
Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: Digital Storytelling y la variable dependiente: English Speaking Skill con los alumnos de 6to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Docentes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios para Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1		x	x		x		x		x		x	
2	x		x		x		x		x			x
3	x		x		x		x		x			x
4		x	x			x	x		x		x	
5	x		x		x		x		x		x	
6	x		x		x		x		x		x	
7	x		x		x		x		x		x	
8	x		x		x		x		x			x
9	x		x		x		x		x		x	
10	x		x		x		x		x		x	



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EXTRANJERA

Aspectos generales		Sí	No	Observación
1. El instrumento contiene instrucciones claras y precisas para ser completado.		x		Requiere revisar las sugerencias dadas en el documento
2. La escala establecida para la medición es clara y pertinente.		x		
3. Los ítems permiten el logro del objetivo de la investigación.		x		
4. Los ítems están distribuidos en forma lógica y secuencial.		x		
5. El número de ítems es suficiente para la investigación.		x		
Aplicable	x	No aplicable		Aplicable considerando las observaciones
Validado por:	Cédula de Identidad:	Fecha:		
Roxana Auccahualpa	0151496866	9 de marzo de 2018		
Firma:	Teléfono:	Email:		
	0993431135	roxana.auccahualpa@unae.edu.ec		

Adaptado por: (Arroba, 2018)

Fuente: (Corral, 2009).



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Ficha para validar el instrumento de la encuesta destinada a medir la “Narrativa Digital Auténtica en la Destreza de Hablar Inglés”

Nombre del validador: _____ **Fecha:** _____


Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Authentic Digital Storytelling** y la variable dependiente: **English Speaking Skill** con los alumnos de 4to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la Encuesta Dirigida a Estudiantes, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

Criterios para Evaluar la Encuesta dirigida a Estudiantes												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No
1	X		X		X		X		X			X
2		X		X	X		X			X	X	
3	X		X		X		X		X			X
4	X		X		X		X		X			X
5		X		X	X			X		X	X	
6	X		X		X		X		X			X
7	X		X		X		X		X			X
8		X		X		X	X			X	X	
9	X		X		X		X		X			X
10	X		X		X		X		X			X



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Aspectos generales		Sí	No	Observación	
1. El instrumento contiene instrucciones claras y precisas para ser completado.		X			
2. La escala establecida para la medición es clara y pertinente.		X			
3. Los ítems permiten el logro del objetivo de la investigación.		X		Some items need to be revised; however, the construction glitches are minor.	
4. Los ítems están distribuidos en forma lógica y secuencial.		X			
5. El número de ítems es suficiente para la investigación.		X			
Aplicable	X	No aplicable		Aplicable considerando las observaciones	Item no. 3
Validado por: Diego Cajas		Cédula de Identidad: 1715484877		Fecha: 10 de marzo de 2018	
Firma: 		Teléfono: 07 221 4880		Email: diego_cajas_02@hotmail.com	

Adaptado por: (Arroba, 2018)

Fuente: (Corral, 2009).



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DIRECCIÓN DE POSGRADOS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Ficha para validar el instrumento de la encuesta destinada a medir la "Narrativa Digital Auténtica en la Destreza de Hablar de Inglés"


Nombre del validador: _____ Fecha: _____

Objetivo: Validar el instrumento de la encuesta destinado a medir la variable independiente: **Authentic Digital Storytelling** y la variable dependiente: **English Speaking Skill** con los alumnos de 4to nivel del Idioma Inglés en CTT de los Andes Language Center.

Instrucciones: Luego de revisar con detenimiento el instrumento de la **Encuesta Dirigida a Docentes**, complete la siguiente matriz marcando con una (X) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de la investigación.

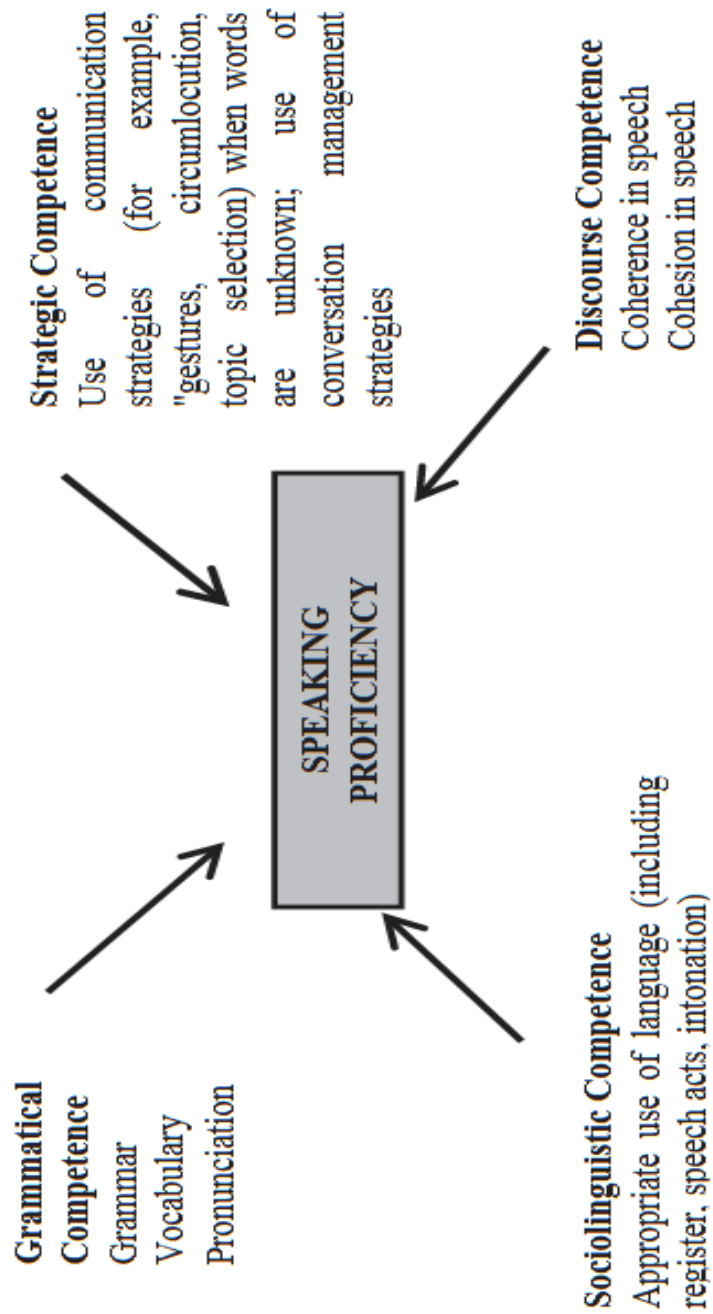
Criterios a Evaluar												
Ítem	Claridad en la redacción		Presenta Coherencia interna		Libre de inducción a respuestas		Lenguaje pertinente al nivel del informante		Mide la variable de estudio		Se recomienda verificar o modificar el ítem	
	Si	No	Si	No	Si	No	Si	No	Si	No	Si	No
1	x		x		x		x		x			x
2	x		x		x		x		x		x	
3	x		x		x		x		x			x
4		x	x			x	x		x		x	
5	x		x		x		x		x			x
6	x		x		x		x		x		x	
7	x		x		x		x		x			x
8	x		x		x		x		x		x	
9	x		x		x		x		x		x	
10	x		x		x		x		x		x	

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Aspectos generales		Sí	No	Observación	
1. El instrumento contiene instrucciones claras y precisas para ser completado.		X			
2. La escala establecida para la medición es clara y pertinente.		X			
3. Los ítems permiten el logro del objetivo de la investigación.		X		Some items, though, have to focus on the main purpose of the survey.	
4. Los ítems están distribuidos en forma lógica y secuencial.		X			
5. El número de ítems es suficiente para la investigación.		X			
Aplicable	X	No aplicable		Aplicable considerando las observaciones	Item no. 3
Validado por: Diego Cajas		Cédula de Identidad: 1715484877		Fecha: 9 de marzo de 2018	
Firma: 		Teléfono: 07 221 24880		Email: diego_cajas_02@hotmail.com	

Adaptado por: (Arroba, 2018)

ANNEX 5: LANGUAGE COMPETENCES



Source: Scarcella & Orxord (1992) as cited in Abd EL Fattah (2006)

ANNEX 6: DATA PROCESSING TEACHER AND STUDENT SURVEYS

Data processing Students

	N	%
Casos Válidos	50	100,0
Excluidos ^a	0	,0
Total	50	100,0

a. Eliminación por lista basada en todas las variables del procedimiento.

Source: SPSS Excel package

Data processing Teachers

	N	%
Casos Válidos	16	100,0
Excluidos ^a	0	,0
Total	16	100,0

a. Eliminación por lista basada en todas las variables del procedimiento.

Source: SPSS Excel package

ANNEX 7: LESSON PLAN PRETEST

PRETEST ACTIVITY #1

My Favorite Book



1. Student learning objectives

Students will...

- Develop a presentation about their favorite book stating their personal preference

2. Materials

- Markers, large piece of paper, scissors, colors, camera

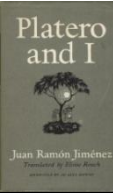
3. Activities/Procedures

- T asks Ss to think of a book that they like or has helped them in their life.
- T asks Ss to bring the book.
- T asks Ss to write the name of the book on a large piece of paper.
- T asks Ss to include the author, year of publication and characteristics of the book in their presentations.
- Ss give a short presentation about the book.
- Ss state the reasons why they chose the book.

4. Assessment

- T evaluates Ss oral presentation using a rubric
- Ss receive feedback on their performance

ANNEX 8: LESSON PLAN POSTTEST

INDEPENDENT NARRATIVES	
<p>Introduction</p> <p>Personal narratives are stories that keep account of one's own personal and significant incidents. These stories are related to independent tasks in order to express personal preference or choice.</p>	
<p>ACTIVITY 1</p> <p>MY FAVORITE BOOK (Personal preference)</p> 	
Objective	To produce a short personal narrative about your favorite book using authentic digital storytelling in order to improve the English Speaking Skill.
Procedures	<p>1. Follow this link in order to see how to create a digital story: https://www.youtube.com/watch?v=LVKeO5IIR_A</p> <p>2. Watch an example of the story in the following link: https://www.youtube.com/watch?v=51bz3HuNJeo&feature=youtu.be</p> <p>3. Write your storyline stating your preference (SP), contextualizing the topic (C) and giving reasons (R1-R3) for your choice.</p> <p>SP: C: R1: R2: R3:</p> <p>4. Find, create and add images according to the topic.</p> <p>5. Use Windows Movie Maker or the software of your choice to create your video.</p> <p>6. Record the video with all the information using your own voice.</p>
Assessment	The score will be assigned based on organization, language use, delivery, supporting material and central message.
Format	Video in the format according to updated apps or programs.
Send to	Kindly upload your video on YouTube and send the link to maury_71989@yahoo.es
Questions	Send questions to this email: maury_71989@yahoo.es
Due date	

ANNEX 9: PRETEST AND POSTTEST RUBRICS

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

MY FAVORITE BOOK – Personal Preference

PRETEST

	Capstone 2	Milestone		Benchmark 0.5	Total
		1.5	1		
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	

Source: Association of American Colleges & Universities (2018)

RÚBRICA PARA LA EVALUACIÓN DE EXPRESIÓN ORAL DEL IDIOMA INGLÉS

STUDENT:

DATE:

**MY FAVORITE BOOK – Personal Preference
POSTTEST**

	Capstone	Milestone		Benchmark	Total
	2.0	1.5	1.0	0.5	
Organization	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is clearly and consistently observable within the presentation.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is intermittently observable within the presentation.	Organizational pattern (state preference, contextualize the topic, give reasons for choice and sequence material within the body) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, illustrations, explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, illustrations, explanations, illustrations, audio, images and video) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, illustrations, explanations, illustrations, audio, images and video) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	

Source: Association of American Colleges & Universities (2018)

Adapted by: (Arroba, 2018)