# UNIVERSIDAD TÉCNICA DE AMBATO



## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

## MAESTRIA EN PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÒN INGLÈS

**Theme:**

## "DIGITAL STORYTELLING AND ORAL PERFORMANCE"

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# ACKNOWLEDGEMENT

Cecilia

## DEDICATORY

*This work is dedicated to God, who owns my life and provides me with all the insight I need to carry out this research. Furthermore, to my parents, who saw in me a person capable of overcoming any challenge if I work hard enough, and who instilled in me the principles of respect and responsibility that have been the foundation of my success. Finally, I dedicate this project to my family, who has been my rock during the darkest days of my life; people who never fail to brighten my mood and have complete faith in my abilities, effort, and perseverance.*

Cecilia

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## MAESTRÍA EN PEDAGOGÍA DE LOS
## IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

**THEME:**

"**DIGITAL STORYTELLING AND ORAL PRODUCTION**"

**AUTHOR**: Licenciada Cecilia Janeth Jácome Medina
**DIRECTED BY**: Doctora Elsa Mayorie Chimbo Cáceres, Magister
**LINE OF RESEARCH**: Methods and means for teaching
**DATE**: May 15th, 2022

## ABSTRACT

The purpose of this research is to determine how oral production skills are affected by digital storytelling. To conduct the study, the researcher chose a group of 40 students from the first year of the Bachillerato General Unificado at Unidad Educativa "Los Andes," 13 males and 27 females. The researcher conducted the investigation using a quasi-experimental and online document analysis technique. Furthermore, the intervention required five meetings with the experimental group, utilizing the Microsoft Teams Platform and WhatsApp. The researcher used an online speaking rubric to conduct a pre-test and post-test to collect data. The three criteria used to build this rubric were grammar and vocabulary, pronunciation, and interactive communication. Questionnaire forms based on web 3.0 were used to assess the use and effectiveness of digital products. Simultaneously, a structured survey that a group of specialists validated has been used to measure the success of DST in the classroom, followed by the TAM survey. In addition, the data was evaluated using Microsoft Excel and the SPSS program, and the theory was verified. According to the research, digital storytelling (DST) increases oral production among teenagers since each step provides indications and enough practice to communicate accurately and naturally. In

the end, the researcher revealed that students had a low speaking proficiency on the pre-test and that English teachers did not use any planned program to enhance students' speaking skills instead of depending on alternative instructional media to fill their classes. Furthermore, to achieve the final goal, teachers must carefully select digital storytelling (DST)-based activities inside and outside the classroom. In the context of this research, the researcher recommends using a planning design that focuses on the speaking skill, using DST stages to help plan activities that transition from teacher-controlled to spontaneous student-initiated activities, and developing a speaking skill lesson using the DST set of activities.

Key words: digital storytelling, speaking, fluency, strategy, feature, foster, digital sources, enhance, narrative, production.

**UNIVERSIDAD TÉCNICA DE AMBATO**

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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS**

**TEMA:** "Digital storytelling and oral performance".

**AUTORA:** Licenciada Cecilia Janeth Jácome Medina
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**LÍNEA DE INVESTIGACIÓN:** Métodos y medios de enseñanza.
**FECHA:** 15 de febrero del 2021.

**RESUMEN EJECUTIVO**

El propósito de esta investigación es determinar cómo las habilidades de producción oral se ven afectadas de manera positiva por la narración digital. Para realizar el estudio, la investigadora seleccionó un grupo de 40 estudiantes del primer año del Bachillerato General Unificado de la Unidad Educativa "Los Andes", 13 varones y 27 mujeres. La investigadora realizó la investigación utilizando una técnica de análisis documental cuasi experimental y en línea. Además, la intervención requirió cinco sesiones con el grupo experimental, utilizando la plataforma Microsoft Teams y WhatsApp. A la vez se usó una rúbrica del Instituto Cambridge de nivel A2 de comunicación oral en línea para realizar una prueba al inicio de la intervención y otra posterior a ella para recopilar datos. Los tres criterios utilizados para construir esta rúbrica fueron gramática y vocabulario, pronunciación, y comunicación interactiva. Se utilizaron formularios de cuestionarios basados en la web 3.0 para evaluar el uso y la eficacia de los recursos digitales. Simultáneamente, se ha utilizado una encuesta estructurada validada por un grupo de especialistas para medir el éxito de las historias digitales en el aula, seguida de la encuesta TAM. Además, se evaluaron los datos utilizando Microsoft Excel y el programa SPSS, y se verificó la teoría. Según la investigación, la narración digital (DST) aumentó la producción oral en los adolescentes, ya que cada paso proporciona indicaciones y práctica suficiente para comunicarse con precisión y naturalidad. Al final, la investigadora reveló que los estudiantes tenían un bajo dominio del habla en la prueba previa y mencionando que

los maestros de inglés no usaron ninguna estrategia innovadora en la planificación para mejorar las habilidades del habla de los estudiantes, para luego más tarde después de 5 semanas de intervención con el grupo experimental lograr un cambio positivo en los estudiantes. Además, para lograr el objetivo final, los profesores deben seleccionar cuidadosamente las actividades basadas en la narración digital (DST) dentro y fuera del aula. En el contexto de esta investigación, la investigadora recomienda usar un diseño de planificación que se centre en la habilidad de hablar, usar las etapas del DST para ayudar a planificar actividades que hagan la transición de actividades controladas por el maestro a actividades espontáneas iniciadas por los estudiantes, y desarrollar una lección de habilidad de hablar usando actividades interactivas basadas en historias digitales.

Descriptores: narración digital, hablar, fluidez, estrategia, reportaje, fomentar, fuentes digitales, potenciar, narrativa, producción.

# CHAPTER I
# RESEARCH PROBLEM

## 1.1  Introduction

A digital story is a multimedia presentation with a narrative structure that incorporates a range of digital elements of a story. Text, photos, video, music, social media features, and interactive elements are all aspects of media (Gürsoy, 2021). *Digital storytelling* is a revolutionary language-learning strategy that boosts students' enthusiasm for learning while reducing fear of speaking (Rini et al., 2021). It is also viewed as a method for teachers to cover a wide range of student needs while inspiring students to learn and enhance their oral production (Alcalde & Santamaría, 2021). In this regard, the current study was started to determine the impact of digital storytelling on oral output capacities.

Students who study English as a second language must engage in cooperative and collaborative learning. It is essential because students can work in groups for personal goals and general purposes. The activities should include collaboration, discussion, analysis, negotiation, critical thinking, and reasoning to reflect the communication and enable prior knowledge to work with the new information. Insider threat: A digital storytelling overview, interactive discussion of the instructive examples, general insights from case data, a system dynamics model (problem, prevention, and mitigation), Solutions for countering the learning process. Also, to assist the learner in maintaining ownership of his or her solution and learning.

The instructor or tutor may facilitate the conversation but refrain from offering declarative facts or information. Scholarship on the relevance of emotion in storytelling is being done. In addition, to the cognitive and experiential elements of narrative study. Researchers interested in the entertaining and motivating components of narrative find that storytelling aids their studies on emotional intelligence.

## 1.2 Justification

Learning a second language is difficult. Learners, particularly students in the first year of high school at Unidad Educativa Los "Andes," confront many new speaking challenges. Learners almost always have many difficulties when pupils speak. It necessitates a great deal of effort. Vocabulary, structure, pronunciation, fluency, and comprehensibility must be used, among other crucial factors. In this way, digital storytelling boosts students' interest in learning and minimizes fear, and it was a meaningful strategy that is becoming popular in language instruction. Furthermore, it was regarded as an approach that assists teachers in meeting various student demands and motivates them to acquire and develop their speaking abilities. In addition, it is helpful to keep in mind the purpose of this subskill. Speaking must be developed naturally. That is why it is critical to view this mode of communication as a tool that must be refined and exercised daily.

Furthermore, speaking provides us with thinking abilities that enable us to express the nature of individuals and encourages our ability to communicate our thoughts and ideas to others and ourselves. As a result, the goal of this study is to demonstrate how digital storytelling affected the development of speaking skills. ICTs have become increasingly important in education because they boost the teaching-learning process. At the same time, ITCs provided various pedagogical tools for accurate digital storytelling, such as YouTube, PowerPoint, Generally, and others. Traditional approaches do not work in this instance, and they do not help pupils develop their talents successfully since they are bored and halfhearted about it. Additionally, in most circumstances, a speaker's ability to generate the language by speaking and interacting with other language users is used to determine competency.

This research is essential owing to the fact that it shows how using digital storytelling in the classroom improves students' English-language speaking abilities. According to the study, adolescents suffer from a lack of oral communication skills, particularly correct pronunciation. Students' speaking subskills, such as grammar, vocabulary, pronunciation, and interactive communication, can be improved using educational

digital storytelling. As a result, students who were the primary **beneficiaries** of this research have gained a considerable benefit by communicating effectively in English. Students can participate in this study since they can create their own stories as class material. On the other hand, teachers may be aware of the advantages of authentic materials for speaking. Furthermore, storytelling assists students in improving their oral abilities by motivating them to speak English more safely and freely. In addition, creating digital storytelling helps students enhance their English skills, such as reading, writing, listening, vocabulary lists, and pronunciation. Lastly, it aims to improve the existing scenario in which traditional materials do not raise students' speaking accuracy. This research has an **impact** on the group of students. The project was **feasible** because it involved all members of the educational community and provide a means for each member to contribute to the learning process through innovative strategy activities developed through synchronous and asynchronous methods in every single class.

**1.31.Objectives**

**1.32.General**

To demonstrate the improvements in oral performance by utilizing digital storytelling on students in the baccalaureate first year at Unidad Educativa "Los Andes."

**1.3.2. Specific objectives**

To incorporate digital storytelling strategies to contribute to students' oral performance.

To apply the learning methodology through digital storytelling to foster meaningful student interactions.

To assess the effectiveness of using digital storytelling for English speaking fluency improvement.

# CHAPTER II

# THEORETICAL FRAMEWORK

## 2.1    Research background

Several authors presented data about the importance of storytelling as a source to improve linguistic skills and oral communication. It indicates significant insights that can assist in developing this field of study. Nevertheless, all research took place internationally.  Among the most significant ones are detailed below.

The research "Digital Storytelling implementation for enhancing students' Speaking Ability in Various Text Genres". Rosyidah and Putri (2019) contributed significantly the primary goal was to investigate the effectiveness    of digital storytelling in developing oral communication. The research was based on 34 students in the tenth year of science at SMAN High School. Students stated that digital storytelling is a pleasant and engaging learning medium that includes a variety of stories and stunning graphics in each scene. Because the stories were so meaningful, the children have had no trouble figuring them out. The focus was on how students extend their abilities using several text genres. Overall, this study found that digital storytelling had a considerable impact on senior high school students' capacity to talk in various text genres.

"Interactive elaborative Storytelling: Engaging Children as Storytellers to foster vocabulary." The objectives of this paper were to compare this strategy to two experimental groups: two Elaborative Storytelling groups that used word-learning strategies but no storytelling by children and a Read-Aloud group that did not use any other approaches. The study used a randomized three-by-two pre- test and post - test designed with 126 preschoolers over one week. During story sessions, receptive and expressive target vocabulary, story recall, and children's behavior were all assessed. From pre- test to post-test, all three experimental groups achieved comparable increases on target words, and there was no difference in story memory between them (Vaahtoranta et al., 2019).

Nassim (2018) contributed with her study entitled "Digital Storytelling, an active learning tool for improving students' language skills" done by foundation students at Arab Open University to investigate the importance of Digital Storytelling as a valuable source to foster linguistic skills. The primary purpose was to identify the improvement of students at developing their language skills. Twenty-four students of English Foundation level 2 were selected for this investigation. Rubrics were implemented to get the results throughout this process. It is significant to mention that teachers could create varied content and themes for students to access from multiple locations using digital tales, which can be a fantastic educational tool. The findings showed that digital storytelling helped students learn academic content, improved intellectual development, and developed analytical, communication, research, and aesthetic skills.

 Delatorre and Trevisol (2020) contributed with the research "Brazilian learners of English perceptions about oral production on a digital storytelling Task Cycle." The main objective was to prove if digital storytelling effectively improves oral production through the task cycle. The research was carried out in Brazil, where fourteen participants from the undergraduate program answered questionaries about the storytelling task cycle. The results were significant because students were more aware and concerned about their oral production. The use of technology significantly impacted students' learning process. Students were more engaged and could practice oral activities more directly. It was said that professors had to prepare their materials and technological resources in advance. In that case, students learnt and produced their skills and abilities.

Analyzing the study's methodology in the International Journal of Recent Technology and Engineering (2019). "Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres". The researchers performed several measures to implement the digital storytelling method to students. Actions were done that merged the duties of both the teacher and the students to attain the aim. "The steps include; brainstorming, storyboarding, collecting material, creating digital storytelling, also giving feedback and editing" (p. 3148); following this process, students are engaged and are part of the content to enhance effective learning.

It is essential not to emphasize accuracy in students' ESL classes at the expense of fluidity. Allow enough time for fluency tasks, including suitable preparation on students' behalf. Learners should still scaffold the activity, but teachers did not need to give students detailed directions on what to say. If activity is acceptable and meaningful for kids, it should come easy because pupils were communicating for a reason. This activity may seem obvious, but it was all too easy to try to combine parts of both accuracy and fluency into lessons, frequently to the detriment of pupils' ability to practice. Instead, make sure classes include opportunities for both sorts of exercises so that students can benefit from the best of both worlds and get experience with both accuracy and fluency (Saito, 2021).

In the national scope, after reviewing the repository of La Universidad Casa Grande in Guayaquil. A study titled "Storytelling through picture description to enhance very Young EFL Learners Oral Production 2019" was found. This study aimed to improve oral development in Ecuadorian primary schools, where early English instruction focused on growing reading and writing as productive abilities. This action research aimed to see how using image description as a visual accompaniment for storytelling would help children to improve their communicative abilities in a group of second-grade kids from a private school in Guayaquil. Using quantitative and qualitative research, the study looked at vocabulary, organization, and fluency as the foundations of oral development. A pre -test and post-test A1 level speaking evaluation tested the progress in vocabulary and fluency. The impact of this intervention was demonstrated by a Cohen's d = 3.48, which is taken as a considerable influence. With a value of p = 0.000, the paired T-samples test demonstrated that the study was highly dependable (Arguello & Ramírez, 2019).

## 2.2 Independent variable framework.
### 2.2.1 Information and Communications Technology (ICTs)

Technological solutions, such as messaging, multimedia, and content videoconferencing, can facilitate genuine real - time interaction (Castaneda & Toulson, 2021). Among the most life principles acquired from the new era was whether digital education and adaption of Communication and Information Technology (ICT) ought

not be regarded as isolated unto itself, but as an essential aspect of all training and support in the teaching learning process (Saeed et al., 2021). Various methodologies and criteria were used in teaching to analyses the degree of students' outcomes in using information and communication technologies (ICT) to acquire the four competencies (listening, speaking, reading and writing). The indicators are assumed to reflect new changes in education with the use of ICT tools that generates new achievements in the application of technology. Furthermore, the use of information and communication technology (ICT) in educational has advanced fast around the worldwide. This is due to educational reforms such as teacher education, special needs education, industry reforms, and legal provisions. Initiatives are being set up to keep up with these (ICT) reforms and developments that are taking place in various fields (Nato, 2021).

Recent research has emphasized developing English speakers as fully competent language users, critical thinkers, and positive social change agents. As a result, the goals of ICT had shifted from just improving language abilities and imitating fluent English speakers to instilling in pupils a feeling of social responsibility. Similarly claims that grammar, memory, and rote learning should no longer be the priority of today's ESL classroom. Instead, it should be viewed as a place where people may learn to use language and cultural knowledge to communicate with people around the world (Ma et al., 2019).

### 2.2.2 Digital resources (web 3.0)

In web-based education and learning, the constant evolution of the Internet has grown up previously inconceivable opportunities and problems. Web 1.0, the original form of the web, began as a Read-Only medium; Web 2.0, the next iteration, established itself as a Read/Write medium. In language instruction, digital materials help pupils learn more successfully. They are more eager to use the language in particular. Students' motivation to read, talk, and write increases as a result of activity-based practices, as does their attention in listening activities (Makharova et al., 2022). Now, Web 3.0, the most recent version of the web, is a technologically advanced medium that allows users to Read/Write/Execute and allows robots to perform some of the

thinking previously reserved for human beings. Moreover, the web 3.0 is widely used for distance education (Horban et al., 2021).

It is described as a Web-based environment for learning Java programming that uses modern learning technologies such as a recommender and mining system, an effect recognizer, a sentiment analyzer, and an authoring tool to provide tailored and individualized programming teaching to students (Trampas, 2021). These elements work together in real-time to provide an instructional environment in which students can learn to write Java programs. The recommender system is a software component in E-Learning 3.0 that suggested new activities to a student based on previous learners' actions (ratings). The affect recognizer looks at photos of the learner to identify learning-related emotions (frustration, boredom, engagement, and enthusiasm) that can be utilized to tailor instruction (Zataraín et al., 2018).

ESL classrooms must be filled with meaningful and intellectually stimulating activities, practices, and processes that enable students to effectively articulate thoughts and ideas through oral, written, and nonverbal communication and understand complex perspectives, make judgments and decisions, and collaborate creatively (Gallacher, 2000).

### 2.2.3 Digital storytelling

Stories have a specific place and importance in the ESL classroom (Kim, 2021). Students can learn English by listening to the sounds and rhythms just as native speakers did when acquiring their first language. Students can recognize and see language and expressions that they have learned or heard regularly. Telling them can assist children in learning new phrases and expressions that have the appropriate emotional resonance. Storytelling with participation asks students to think about what is going on with the characters and what they should do next or allows them to be that character and hear or say their words in a real-life setting. Storytelling brings language learning to life by creating a participative and immersive environment where young learners can enjoy hearing the language in a dynamic, sometimes stylistic, and amusing

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manner (Gallacher, 2000). The use of essential terminology and phrases throughout participation might help to develop a sense of rhythm and organization. This playful and imaginative environment whets the appetite for more similar encounters. Students who have enjoyed storytelling in class are typically motivated and encouraged to write and tell, play out, or draw their own stories in various ways (Rienties et al., 2022).

Storytelling also encourages students to appreciate and be aware of intonation and tone of voice, natural-sounding expressions and phrases, and native speaker engagement (Liontas & Mannion, 2021). Storytelling provides opportunities for students to recount, reenact, or summarize what they have heard, rework the story, or create their own as a group or alone. In other words, storytelling has a significant and practical impact on fostering and acquiring a foreign language through meaningful resources to expand and increase knowledge (Kit et al., 2022).

### 2.2.4 Digital story process

Digital storytelling is the practice of combining many technical forms, such as photographs, music and sounds, video clips, text, and narration, to create a brief, emotive, and captivating story (D. Kim, Coenraad, et al., 2021). Students may make digital stories to narrate and examine historical events, enlighten the audience about a specific topic or subject area, or illustrate personal experiences, depending on the goal and objective. The setting, plot, point of view, conflict, theme, and character are all present in digital storytelling. Other important features found in great digital storytelling include:

**Voice and pacing**: students employ precise intonation, pauses, and prosody to reflect and enhance the emotional content of their stories.

**Soundtrack and images**: students use music, sound effects, and graphics to support, reinforce, and enrich the story's emotions.

**Time:** To keep the digital story short and focused, the number of visuals, sound, and text is kept to a minimum (three to five minutes long).

Although students are expected to include traditional storytelling themes into their digital stories, they are not required to adhere to all components to establish influential accounts. Some of the pieces can be used by students to construct digital stories that represent various genres (Liontas & Mannion, 2021). Students, for example, can use commercials, tutorials, or news broadcasts to persuade or inform an audience about a particular topic. As a result, DST may be used in various genres, including expository, descriptive, and persuasive writing, increasing students' awareness of how to express and communicate ideas for a variety of purposes and audiences (Iwasaki, 2021). In the last section of this article, Practical Uses of DST (Example 1: DST to aid the writing process), an example of a digital story that adapts the aspects of the DST process in an instructive writing task is offered. The facilitator's participation in DST is equally as important as the students' active participation. Throughout the DST process, the teacher may make comments on students' writing and storyboards, such as their grammatical, vocabulary, and writing abilities and their usage of text, audio, and images in their digital stories. In addition, as a facilitator, the instructor introduces and exposes students to technology and encourages them when students have difficulty using technological tools and resources. However, educators must remember that the substance of the narrative, not the technology, is the primary emphasis of DST. As a result, instructors should focus on content and the writing process rather than focusing on technology (Recovery et al., n.d.).

### 2.2.5 Digital storytelling as a practical tool to foster language skills

Stories are a powerful pedagogical tool for teaching various language skills and conveying values and culture (Long, et al., 2021). Students lack the drive to read stories and improve their reading skills in today's technologically advanced environment (Alakrash & Razak, 2021). They are uninterested in reading, and as a result, their reading and writing skills are weak. Consequently, a case study using a technology tool to motivate kids to read and enhance their language and creativity skills were undertaken. The project's goal is to gain a better understanding of how multimodal techniques, such as digital storytelling, are used in language learning classrooms. Following this method aims to assist students in improving their speaking talents in a real-world setting (Minh & Kim, 2021).

Reading, writing, speaking, and listening are all essential skills in school, and they are

all interconnected and influence one another. The link between oral language (listening and speaking), written language, and reading is essential and reciprocal.

**Brainstorming** is a technique in which a group of individuals gets together and is asked to develop ideas and concepts to solve problems using creative thinking (Domingo et al., 2021). This activity usually entails generating a list or diagram of all of the group's contributions. In digital storytelling initiatives, brainstorming is a crucial stage. They were brainstorming aids in improving writing, the organization of group ideas, the inspiration of conversation and innovation, and the creation of a project road map. Learners can better organize their thoughts and flow when brainstorming is paired with sketching, drawing, and graphic organizers. Learners can also draw connections with prior information and build on what they already know. Learners may brainstorm using free mobile apps on the fly any time they feel inspired (Sartor, 2020).

Allow learners time to brainstorm after educating them about the topic or providing them information about their assignments. If there is no Internet access or a time constraint, allow learners around 5 minutes to brainstorm on a sheet of paper or use a graphic organizer. **Storyboarding** is graphic representation that aids in the digital storytelling development process (Ayten & Polater, 2021). Storyboards are used to construct the flow of production by arranging images in sequential order. They can also incorporate technical details and design explanations. Specific specifications should be changed because each project is different and has different needs. A brief description, comments, audio, a transition, and a length estimate are all examples of the proposed content.

The storyboard was created as part of a project that involved visualizing themes (Kevin & Elio, 2021). The goal was for students to depend on their comprehension of thematic concepts while displaying their findings through technology. Each student developed a digital tale based on a theme from The Count of Monte Cristo. To illustrate their topics, students could find or make photographs. This project requires students to create meaning rather than memorize facts. Every story should include instances that reinforce the main idea or theme (Al-jarf, n.d., 2021).

The content and structure of the digital tale are depicted in this storyboard. It can also be used as a monitoring tool in the classroom to assess understanding. This storyboard was created in Microsoft Word using added tables in a vertical arrangement. It creates a foundation for future growth. This storyboard depicts the digital story's material and organization. It can also be used to assess student understanding in the classroom. This storyboard was created using added tables in a vertical arrangement in Microsoft Word. It maintains a visual consistency with Photo Story's design (La Rose & Detlor, 2021).

**Collecting materials.** Teacher leaders take their storytelling to the next level by sharing their practice, insights, knowledge, questions, difficulties, victories, and more with a larger audience of colleagues, families, communities, and policymakers inside the education ecosystem and across society. The goal was to connect, impact, influence, and inspire them here as well, in the hopes that they may be able to contribute in some way to changing the atmosphere, culture, and teaching and learning possibilities in schools. On the other hand, teacher leaders must tell stories, but they must tell compelling stories to accomplish this kind of change. The funny thing about stories is that they seem abundant when we do not need them and are sadly absent when we do. The only way students will have stories to share when they need them is to go out and find them (Hollenbach, 2017).

Several tips are convenient for developing meaningful stories. Most teachers do not believe they have a narrative to share, or if they do, they do not believe it is significant, distinctive, or that anyone would be interested in hearing it. If this is the case, professors put their beliefs in jeopardy right now. It is time to get a lifetime of personal tales to share, as well as a profession full of teacher stories. The most powerful stories will be those students dismiss as plain or mundane because they will resonate with the audience. Simple, everyday stories are memorable because they encourage the audience to consider them. Besides that, it is crucial to tell tales to connect based on our shared experiences, beliefs, and goals. People value facts, reasoning, and even wit, but stories move people. Telling personal tales allows students to be open and give the audience a peek at the true self, which will help learners build trust, influence behavior,

and motivate action (Burke & Larmar, 2021). Tales could be just what another instructor is looking for right now. Coworkers can profit from insights, learn from personal mistakes, and inspire and encourage perseverance.

It is crucial to examine the first teaching position/classroom, first disciplinary issue, the faculty room, evaluations, lesson planning, assessment, parent-teacher conferences, field trips, professional learning, conferences, pep rallies, spirit week, summer vacation, celebrations, graduate school, graduation, and so on. Many of the best stories will be braided into relationships with coworkers and concealed in the time teachers spend together as friends outside the classroom. Recognize the current events that are taking place. This activity is challenging. Therefore, it requires being present and at the moment. Engage. Have a debate about it. Pay attention to how feelings are. Prepare to take notes on stories. Students should also bring a small notebook with them. To take notes, use a phone app. To capture story ideas, use a camera, video, or voice recorder. The raw material for the stories will be accessible, available, and within reach when pupils are ready (Rodríguez et al., 2021).

Before a person dismisses memories and thoughts, give them a chance to live a little longer. Look for stories on significant life events such as birth, death, marriage, a hybrid role, leaving the classroom, and so on. Likewise, select stories that demonstrate an intentional point with care. A tale is supposed to demonstrate and bring the point to life. If students want their story to impact, it must have rhyme and reason and make sense to the audience. The message is lost if stories are misplaced or all over the place. Stories typically have a beginning, middle, and conclusion (Roth, 2021). However, because teachers engage in cycles of growth and learning with no actual end, this simple framework may not be the best foundation for thinking about a teacher tale.

Eventually, the act of telling a narrative and the act of telling a captivating, genuine story are not synonymous. Humans are hardwired for stories, but telling them is a learned skill. Telling a tale necessitates time, energy, and focus on the part. Like the abilities, we teach in the classroom, compelling storytelling is dependent on a set of talents that take time and effort to acquire. Learners cannot forget about the art of

storytelling, which will help students' message connect and allow them to take every day content and drive the audience to emotions or encourage them to take action. Stories can aid the feedback process. Stories transform ruminative feedback into contextual feedback that helps them learn and grow. Stories give clarity by adding an emotional component (Thota & Ramez, 2021). Here are two examples of the feedback given to a leader that is witnessed. ***The feedback that is not accompanied by a narrative***: a student talked too much about the details in last week's presentation; learners need to talk more about the value. ***Feedback with a story***: When a pupil presented the new security capabilities to the essential clients last week, the audience seemed to get a little lost in the feature details. A teacher saw that they had a lot of 'blank expressions' on their faces, which indicated that they were perplexed. The feature information is required. However, a student might want to explain why the functionality exists. In this scenario, the audience needed first to comprehend the importance of enhancing security and performance. Once the audience has grasped this value, learners can then go into some feature details.

## 2.3  Dependent variable framework.

### 2.3.1   Effective communication

There are effective and practical activities and tasks for community participation, especially when it comes to environmental challenges. It has been vital to effectively share conservation success stories to provide helpful information for designing similar interventions to benefit the ecosystem and human health. Storytelling engages a brain function called 'neural coupling,' which allows the listener to turn the story's thoughts and experiences into his or her own. This issue makes the communication strategy's content more personal and relatable (Bayer & Hettinger, 2019).

Moreover the start of communication, stories have been used to convey a message or a concept to an audience (Singh et al., 2021). Words come to life through stories. They present examples or points of view in a style that is understandable to the audience. Listeners connect emotionally with stories, correlating their emotions with their learning. Storytelling is a two-way interaction between someone narrating a narrative

and one or more listeners, written or oral (For, 2022). It is a well- known and effective method of conveying information and captivating people. It is more than just presenting information for effective communication; it is also about engaging the audience. One thing to keep in mind is that tales allow us to ingest and experience knowledge, and experiences are inextricably linked to emotion.

### 2.3.2   Fluency / accuracy to develop interactions

*Interaction fluency* is defined as the degree to which the firm's many interfaces support flowing, seamless, and accurate interactions with consumers in a multichannel service context. Accuracy in an ESL classroom relates to a learner's ability to use the language system  correctly, including, pronunciation, and grammar. Grammar exercises, gap fills, drilling, and noticing activities are examples of accuracy activities that focus on the finer points of language composition to guarantee that the language item is generated ideally.

These frequently happen during the lesson's-controlled practice portion. There is not much variety in these tasks because there is only one correct answer. Many ESL students value accuracy, and one of the critical roles of an ESL teacher is correcting errors and ensuring the highest degree of accuracy. While precision is necessary for all communication, classroom projects should not prioritize accuracy over fluency because fluency is equally vital.

Moreover, accuracy entails, among other things, the correct use of tenses, verb forms, collocations, and colloquialisms. Fluency relates to how successfully a learner communicates meaning rather than how many grammatical, pronunciation, and vocabulary errors they make. In other terms, the ease with which a learner can talk and communicate without pauses or hesitations, without the need to look up words or phrases, and without thinking about the language they are about to express. It is crucial to remember that while a proficient speaker may not be 100 percent accurate, they are often understandable. The focus of fluency activities is not so much on how students communicate as it is on what they communicate. Conversations, role-plays, debates, and projects are examples of fluency activities (Saito, 2021).

Furthermore Accuracy vs. fluency in the ESL classroom desired to learn English so that they could converse. Likewise, communication is all about being understood when it came down to it. To be all fancy and technical, communicative competence referred to effectively employing vocabulary, grammar, and rules to express a message. While accuracy was essential, fluency was considered to play a more significant role in effective communication. Try not to put too much emphasis on accuracy in ESL classes at the expense of fluidity. Allow enough time for fluency tasks, including suitable preparation on students' behalf. Professors should still scaffold the activity but do not need to give learners detailed directions on what to say. If the activity is acceptable and meaningful for the kids, it should come easy because they will be communicating for a reason (Golda, 2019).

### 2.3.3 Oral production

*Storytelling* is a language teaching approach that emphasizes the relevance of practical tasks in the classroom as social, motivating, and linguistic teaching tools (Susanty et al., 2021).

Furthermore, storytelling is a more advanced form that necessitates more experience. Storytelling is an essential component of the learning process because it encourages pupils to focus on the story (Kim et al., 2021). Students can feel every sequence of events in those stories utilizing their emotions, intelligence, and imagination. Storytelling has the power to express delight, enhance pupils' comprehension, and pass down cultural legacy from one generation to the next, as stated previously. The main point is that storytelling can modify students' perceptions of the importance of considering the benefits and drawbacks of each action in the story. On the other hand, speaking is essential for learning a foreign language. Defining that virtually all language programs attempt to include both spoken and written languages, with a concentration on speaking, because it is dependent on the needs of the students and the purposes of the materials. In addition, most language students study English to improve their speaking abilities. Based on the International Journal of Recent Technology and Engineering (2019). "Digital storytelling Implementation for Enhancing Students' speaking ability in various textGenres". It is said that it was proven that digital storytelling improves students' listening comprehension. They

claimed that digital storytelling is a fascinating and engaging learning medium with a wide range of story lines and visually appealing graphics in each scene. The children will have no issue deciphering the stories because they are so meaningful. Understanding narrative literature is a crucial method for both students and teachers. It was dared to hope that students would become independent learners as a result of it. They were compelled to think critically as a result. In brief, students' current use of digital storytelling as a digital multimedia tool. Digital storytelling could also be used to measure students' reading and listening comprehension. Students' reading comprehension skills could be improved by employing compelling material that holds their attention. The videos were played so that it was possible to understand what was being said. It was recommended that students pay great attention to what was being discussed (Razmi et al., 2014).

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1. Location

It is critical to establish the educational setting to have a clear vision of this study. This study has been conducted in an online modality at Unidad Educativa Los Andes, a public institution in Píllaro which is located in an urban area, to investigate the improvement of oral performance in students from the first high school year through the use of digital storytelling. The sample size for this project is 40 students from a total population of 200 students at this level. The students' range in age from 14 to 16 years old and come from various backgrounds. According to their situation, most pupils come from rural areas, where their parents support them through farming activities; another group consists of business people who must travel from one place to another, leaving their children alone at home. Some parents work at regular jobs. Consequently, their financial status is average, giving them essential online working tools such as cell phones and computers in the best-case scenario.

Furthermore, students have access to the internet to further their academic goals.

## 3.2. Materials and tools

The researcher used three surveys: a Web 3.0 questionnaire, a structured survey that was used for both the experimental and control groups. Additionally, the structured survey was validated by two experts to obtain data. Technology Acceptance Model (TAM) questionnaire was used for the experimental group to obtain an understanding of how students react to language learning technology (Alfadda & Mahdi, 2021). A pre- test and post-test to collect data from both groups. The statistics findings were measured by using Excel and the Statistical Package for the Social Sciences (SPSS) program. An instrument from the Cambridge Institute for level A2 was used to examine the impact of digital storytelling on students. The curriculum was based on modules from Ecuador's Ministry of Education. As a result, the pre-test and post-test were analyzed by a rubric from Cambridge institute for A2 level according to the common European framework standards. Grammar and vocabulary, as well as pronunciation and interactive dialogue, were all factors considered. In addition, a

survey was conducted to provide accurate data on the acceptance of the digital tool. The Linkert data scale, which ranges from 1 to 5, was used in this experiment, with one representing "extremely disagree" and five indicating "totally agree."

## 3.3 Method of investigation

Multiple data gathering and analysis methodologies were being used in the current search. Both qualitative and quantitative methods were used to collect data. It was quantitative because it described the facts based on numerical data, which must aid pupils in their understanding of how to evaluate and comprehend huge and complicated data tabulation (Battistelli & Franklin, 2022). In contrast, qualitative data was gathered through interviews and observation. The goal of qualitative research is to discover and investigate (McGinley et al., 2021). Data was collected using a mixed-methods research design to see if and how digital storytelling enhances speaking abilities. Bibliographic and field research were also used in this study. It was bibliographic because it was essential to consult academic sources on the subject under consideration. Additionally, digitalized libraries depended on nearly fully operations including collection of documents and removal and cleaning of referencing data, as well as infrastructure for searching and scrolling (Bird et al., 2008). It was also field research because it necessitated the participation of a study group. Furthermore, quasi-experimental research was used because it aided in identifying the survey's cause and effect and determining how the subjects or population were picked for comparison, as long as the population was in a comparable state before the study. The study compared knowledge outcomes using a quasi-experimental pre- test and post - test studies design (Berga et al., 2021).

The study was quasi-experimental that are usually used for educational and medical purpose (Campbell & Lapsey, 2021). A pedagogical experiment was conducted with an experimental group of 20 students from the Unidad Educativa Los Andes, a public school in Píllaro, Ecuador, part of the Tungurahua province; district of Santiago de Píllaro. The institution is centrally located in Píllaro, where students were assessed at the start of the study to diagnose speaking ability. Regardless of the evaluation results,

they continued to employ the digital storytelling method for one month and a week, two periods of class each week.

## 3.4 ADDIE Methodology.

ADDIE was a methodology for (analysis, design, development, implementation, and evaluation) that had much potential for this study. Furthermore, ADDIE is recognized worldwide as a technology resource for educational purposes (Almelhi, 2021). This Methodology was done during the intervention with the experimental group. It was significant support in creating any learning experience for any audience to connect the activities obeying the students' realities. For this study, the indicated model supported the application of the digital storytelling strategy with the proper stages using authentic, interactive activities. Additionally, the teaching and learning processes must be linked to enhance effectiveness, which means a teacher must view learning as a critical component (Munna & Kalam, 2021).

**Analysis:**

Thus, it was essential to collect information from course texts and documents that allowed the respective analysis to determine the topic to be taught.
Example:

The class planning was focused on first-year students, that was to say, with an English levelof A2. They were like this defining the topic to be taught and the skills to be developed.

**Table 1** *Example of the Analysis application*

| Topic: | What does a culture's story reveal about it? |
|---|---|
| **The main focus of the lesson:** | Language skills:<br>• Reading<br>• Speaking |

Elaborated by: Jácome, C. (2022)
**Design:**

Once the analysis had been developed, the objectives (general and specific), the

materials used in the implementation, and the content taught with the lesson plan were established.

Example:

The general and specific objectives allowed the development of the planning for proper teaching English to first-year students. In addition, the materials that were part of the activities to be carried out by the students were  presented. Finally, a development of activities that are part of planning was presented—also determining the times that were contemplated for its execution.

**Table 2** Example of the design application

| | |
|---|---|
| **General objective Product final** | At the end of the class, students will talk about a suspense story that people tell in their family or community by applying past progressive tense. |
| **Specific objectives** | <ul><li>Identify Conflict between protagonist and antagonist.</li><li>Set time and location of the story.</li><li>Describe conditions in the past ongoing actionin the past.</li><li>Answer W-H questions in complete sentences based on the story.</li><li>Choose a traditional story or myth from a family member or community to share in class.</li></ul> |
| **Materials** | <ul><li>Calameo</li><li>Voicespice.</li><li>Youtube</li><li>Quizzes</li><li>Microsoft teams</li><li>Padlet</li></ul> **Engagement** |

| Time | Activities |
|---|---|
| 30 minutes | Activity 1 |

- Ask students to practice new words by a quiz tofind out

their definitions using quizizz.com (Link 1).

- Ask students to watch a video and relate some situation in present progressive answering the following questions (Link 2).

- How was Julia´s day?

- What was Julia´s brother doing?

- What was Miss. Brown doing?

- What was Isabella doing?

- Ask students to record the questions answer the question-answer using voice spice. (Link 3)

**Study**

**40 minutes**          **Activity 2**

- Ask students to read a short tale called Okiku (link 4)

- To determine the protagonist and antagonist's conflict and the story's time and setting through group work. Students are going to work in five-person groups to find the information. Break up rooms of Microsoft teams. (Link 5)

- To answer W-H questions in complete sentences based on the story, use padlet to work on it. (Link 6)

  1. How many valuable plates did the Samurai family have?
  2. Why did death punish Okiku?
  3. Where was Okiku's corpse?
  4. What were people doing while Okiku's ghost was wandering?
  5. How did the priest stop Okiku's suffering?

**Activation**

**10 minutes**          **Activity 3**

A narrative tells a story.
Ask students to use the graphic organizer prompt to organize their narrative in their notebooks. (Link 7)
Once students have all the ideas, record the voice telling a suspense story that people tell in a family member or community. It can be fiction (not confirmed) or nonfiction (natural). (Link 8)

Elaborated by: Jácome, C. (2022)

**Development:**

All educational material had been developed in this phase (slides, search for visual material, material in social networks, among others) applied in the teaching process. The preliminary phases needed to be clearly defined.

> Example:

**Table 3** *Example of the Development application*

| Activity | Materials |
|---|---|
| | **Link 1** |
| | QUIZ: https://quizizz.com/join?gc=19171465 |
| **Activity 1** | **Link 2** |
| | YouTube: https://www.youtube.com/watch?v=etvW0FOD_so&t=46s |
| | **Link 3** |
| | Voicespice: https://voicespice.com/default.aspx |
| | **Link 4** |
| | CALAMEO: https://www.calameo.com/read/006952881b06b3fd97791 |
| | **Link 5** |
| **Activity 2** | Teams: https://teams.microsoft.com/l/meetup-join/19:4Oo5SfEA MAsns9AczIWzjVfHm3mKGioF3ro8al669Xs1@th read.tacv2/1639709760075?context=%7B%22Tid%22:%22da6c1fb4-8e66-47cb-810c-d32c67e9da9b%22,%22Oid%22:%229288f312-4acb-4826-993b-5a46e0261adf%22%7D |
| | **Link 6** |
| | Padlet: https://padlet.com/cjacome9477/oc4gqzxxxrmuf00t |
| | **Link 7** |
| | Doc. |
| **Activity 3** | Google:https://docs.google.com/document/d/1jNrDiq5Xt1xDdzAd 1OtX9g6hgO6rz3e-/edit?usp=sharing&ouid=116823925411372376742&rtpof=true&sd=true |
| | **Link 8** |
| | Voicespice: https://voicespice.com/default.aspx |

Elaborated by: Jácome, C. (2022)

**Implementation:**

The execution phase allowed the implementation of the activities and materials developed in the previous phases. It was essential to follow the order mentioned therefore, this allowed the dissemination of information according to the objectives set. At the same time, the evaluation phase was carried out, which allowed analyzing the relevance of the contents.

Example:

**Figure 1** *Sample of the class*
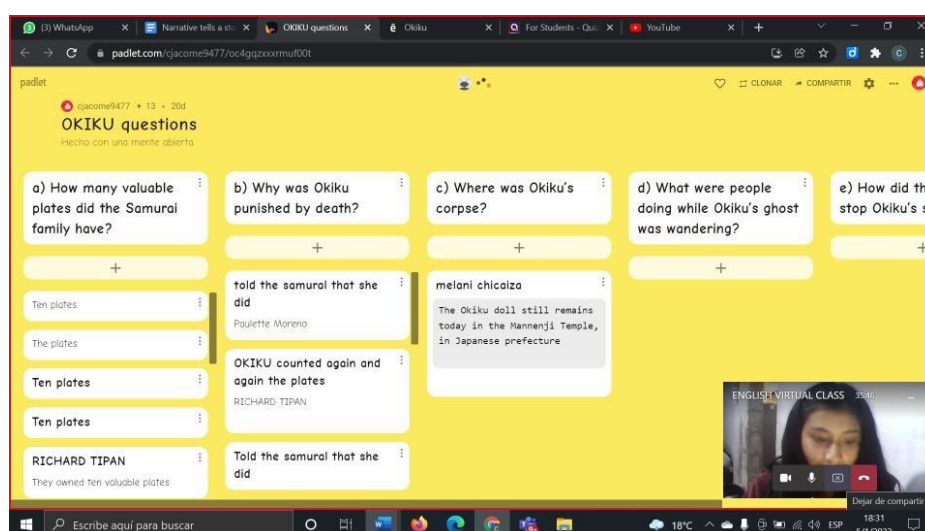


The implementation was developed in five weeks, in a virtual environment, the duration of each class was 80 minutes. A pre-test was used, the class planning was developed according to the topics evaluated in the pre-test. A post-test was applied to validate the research hypothesis and fulfill the study objectives.

**Evaluation:**

It focused on analyzing the results obtained from the TAM model applied; its purpose was to determine the level of acceptance of technology and evaluate the fulfillment of the objectives developed in the Design phase. This phase was carried out before and after the implementation, which allowed determining the criteria to be improved to enhance teaching through technology.

Example:

**Figure 2** *Sample of the class*



Learning was thought of as permanent change since it was embedded in pupils by a teacher through strategies such as developing particular abilities, changing attitudes, or understanding specific scientific principles that operate behind the scenes of a learning environment. Furthermore, learning materials helped students achieve tremendous success by  assisting them. Additionally, the use of digital resources was becoming increasingly common  in the world of literature. Students were talking about electronic information sources.

Electronic books, electronic magazines, data bases, CD-ROMs, and other sorts of materials were available. Pupils were efficient and functional since learners are digital natives. Learners were immersed in the use of technology, becoming more autonomous in acquiring  knowledge and making connections between the previous information with new concepts going further and internalizing the facts. The use of the methods provided in the study necessitated the use of technological concerns. Microsoft teams, canvas, genially, YouTube, and PowerPoint were the technology tools used.

Reflection was applied during this process. Besides that, a questionnaire was created

using a qualitative data collection method. The results are very significant since it was the role of the teacher to assure that regular interaction between a learner's essential human capacities and culturally invented technologies occurs, leading to cognitive enhancement. Learners were first instructed on implementing the approach, what resources to use, and what products to expect. Students were requested to take part in a digital storytelling experiment in which pupils were asked to read or listen to popular, regional tales, recognize words, complete sentences, check pronunciation and intonation, and then generate voice notes that were checked by the researcher, who provided feedback on the findings. The learners created digital storytelling videos with images and audio at the end of the study, which has been reviewed to determine their oral ability growth. The research was completed by administering a post-test of equivalent difficulty to the previous one to conduct a comparative evaluation. The study also included the involvement of a control group with 20 participants as well as the experimental group. However, it was not subjected to any strategy and was examined alongside the experimental group, both in the pre-test and post-test, to compare learning results between the two groups. A qualitative and quantitative approach was utilized to examine digital storytelling's oral production benefits. The qualitative one enabled us to describe and interpret the level of development of students' speaking skills, as well as the most common obstacles and how students were improved through the use of digital storytelling.

The study, which was centered on digital storytelling and oral Production, was based on a quasi-experimental design since this methodology uses a massive range of techniques and online applications to foster oral skills. During this research project was provided experimental evidence, 20 students were part of this development. They were assessed at the beginning of the study to compile information and a data base to get a general idea about students' abilities and skills.

The primary purpose of this study was to see how digital storytelling affected student engagement and learning results. It focused on investigating the influence of digital storytelling on student learning and examining the potential of digital storytelling as

an innovative teaching and learning strategy to improve speaking skills.

**TAM QUESTIONNAIRE**

At the project's close, the experimental group was given a survey using the Technology Acceptance Model (TAM). The study's researcher used this premise to design fifteen questions survey, which was focused on determining the effectiveness of digital tools in the classroom to enhance speaking practice and analysis of new strategies for practicing oral Production in the class. Students' comments were sorted into five categories using a Likert scale style, one indicating "extremely disagree" and five indicating totally agree."

### 3.4. Hypothesis: research question, argument

### 3.4.1. Question of research

The following research questions guided this research:

1 How do first-year high school students react to digital storytelling to improve oral Production?
2 What is the difference in the level of oral production interaction between both groups?
3 Which types of digital tools help improve students' oral Production?

### 3.4.2. Hypotheses

Alternative hypotheses (H1) Digital storytelling improves the oral fluency production of students from Los Andes High school located in Píllaro.

Null Hypothesis (H0) Digital storytelling does not improve the oral fluency production of students from Los Andes High school located in Píllaro.

### 3.4.3 Identifying variables

Digital storytelling is an independent variable.

Oral Production is a dependent variable.

**3.5 Population**

This research was directed at students in their first year of high school at Unidad Educativa Los Andes during 2021–2022. The research participants were students, 20 corresponding to parallel A (control group) and 20 from parallel B (experimental group). The information is detailed in the following table:

| POPULATION | NUMBER |
|---|---|
| Experimental group | 20 |
| Control group | 20 |
| Total | 40 |

**3.6 Data collection**

**3.6.1 Data collection procedure**

The data collection was performed in two phases, the study gathered quantitative data. First, a study was taken to establish whether authentic digital storytelling was used as an alternate technique for improving English language abilities. The responses of participants were described using frequencies and percentages. Second, by the assessment of the intervention (authentic digital storytelling) delivered to students using a one-group pre-test and post-test technique, hypothesis verification was achieved through the examination of pre-test (conventional method) and post-test (communicative strategy) data. During five weeks, data was collected using virtual support in the classroom (December to January).

The second phase (intervention testing) had seen the implementation of realistic digital storytelling to see how it influenced students' speaking abilities. A lesson plan was created for the post-test using the same criteria as the pre-test activity. Students from both classes were introduced to Canva, PowerPoint, and genially as computer-based tools to produce and construct their authentic digital stories for the post-test during the lesson plan presentation. Students used Microsoft Teams to demonstrate their

creations. Following the presentation of all authentic digital stories, an assessment took place.

The lesson included three parts in the template: engagement, study, and activation, with specially designed teaching aids for authentic digital storytelling based on the Ket Speaking test criteria. A lesson plan with an introduction, purpose, objectives, and procedures for the exercise and an example of authentic digital storytelling that might assist the performance of the speaking activity were also included in the instructional guideline. Following that was an app demonstration that demonstrated how to produce an original digital narrative. It included  the expected time to complete the assignment as well as assessment for each of the authentic digital storytelling activities presented and produced for each session.

The rubric was taken from the official document "Classroom Assessment" published by the University of Cambridge, which considers the Common European Framework of Reference (CEFR). The results allowed the researcher to analyze the students' progress during the implementation of the strategy. Students' oral performance was evaluated using three criteria (grammar and vocabulary, pronunciation, and interactive communication). The  results of the tests were analyzed and tabulated to present the conclusions and recommendations.

For the control and experimental groups, a structured survey and a web 3.0 questionnaire were used to examine the effectiveness of digital tools and how students handle them. In addition, TAM questions were applied to the experimental group to know how well the participants could manage the digital tools. A total of 15 questions were included in the instrument. The application of the mentioned diagnosis survey helped triangulate the pre-test and post-test information.

Experimental group A and control group B were selected for this study without random assignment. The control group B did not receive any treatment simultaneously as the experimental group A studied under treatment with digital storytelling and oral fluency production. A pre-test and a post-test were applied in this research to get accurate

information.

The standardized pre-test was administered to both groups. It was based on Ket A2 from the Cambridge official test. It was necessary to consider the speaking parts 1 and 2. These parts assessed students' ability to produce the English language for describing and telling a story. The rubric was an instrument to grade students' oral production. It was based on Classroom Assessment, an official document from the University of Cambridge. It considered three criteria (grammar and vocabulary, pronunciation, and interactive communication).

### 3.6.2. Post-test

After the implementation period (five weeks), the same pre-test based on the Cambridge Ket A2 Test was applied as a post-test for both groups. The control group took an online post-test using the Microsoft Teams tool, while the experimental group took a speaking test using the strategy to analyze how students' fluency improved, and it also helped the researcher report the findings. Finally, the students had 15 minutes for the test.

**TAM questionnaire**

A TAM assessment questionnaire gathered the data needed to assess the acceptability of using a digital storytelling approach among first-year senior high school students at the Unidad Educativa "Los Andes." The researcher used a Microsoft Teams application to conduct surveys of students enrolled in the study based on Total Available Market (TAM). Questions were produced for the reported potential utility component, whereas comments were made for the facilitating conditions of use aspect. The Likert scale was used to determine the answers to these questions, and a value was assigned to them, with one being the lowest and five being the highest.

### 3.6.3. Structured survey

A structured survey was also conducted with students from the first school year of Unidad Educativa "Los Andes". It included questions related to the digital storytelling activities intended to improve oral production. The survey included seven questions

on a Likert scale. Through the answers, it was possible to obtain the required information.

## 3.7 Data processing and analysis

The following steps were taken to process the information: Pre-test both the control and experimental groups. Use the experimental group post-test.

Application to the chosen sample population of test instruments. Analysis quantification results in frequencies and percentages. Design of frequency-and-frequency tables. Review and understand the outcomes of the study.

Analyze the perceptions teachers and students showed in the survey. SPSS program and Microsoft Excel were used to analyze the results. Elaboration of findings and recommendations.

# CHAPTER IV

# RESULTS AND DISCUSSION

This chapter details and analyzes the results collected from the instruments used in the study (pre-test, post-test, web 3.0 questionnaire, structured survey, and TAM questionnaire) with the control and experimental groups, for which frequency table and percentage graphs were elaborated using Microsoft Excel and SPSS program. To demonstrate the influence of digital storytelling on oral production has been achieved.

## 4.1 Pre-test

**Table 4** *Pre-test results*

| | Pre-Test | | | | |
|---|---|---|---|---|---|
| **KET A2** | **Experimental group** | **Percentage** | **Control group** | **Percentage** | **Desirable score** |
| **Grammar and Vocabulary** | 2,76 | 55% | 2,9 | 58% | 5 |
| **Pronunciation** | 2,57 | 51% | 2,55 | 51% | 5 |
| **Interactive Communication** | 3,43 | 69% | 3,45 | 69% | 5 |
| **Score** | **8,76** | **58%** | **8,9** | **59%** | **15** |

Elaborated by: Jácome, C. (2022)

**Figure 3** *Pre-Test Results*
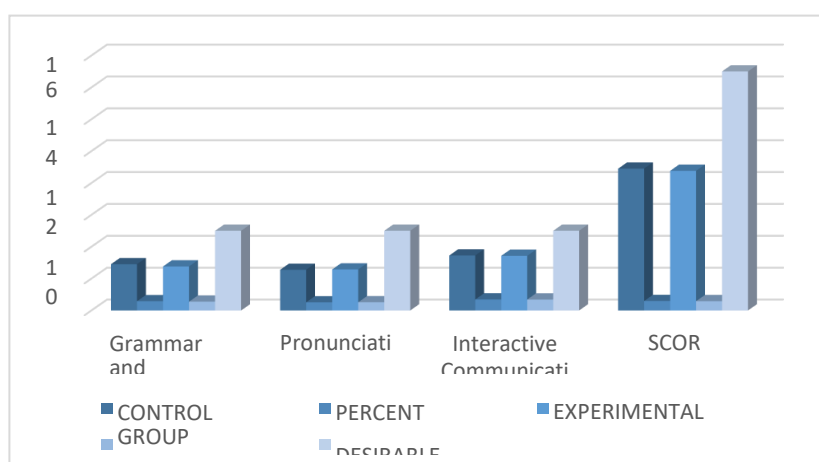


**Elaborated by:** Jácome, C. (2022)

## 4.1.1 Analysis and interpretation

The first-year students were given a pre-test based on the official Cambridge KET A2 test. It is clear that the scores for the criteria of grammar and vocabulary,

pronunciation, and interactive communication do not differ significantly between the control and experimental groups. It is also clear that the average percentage of the experimental group (58%) and the control group (59%) exceeds with a minimum value over half of the desired value when the data collected in the instrument corresponds to the evaluation period before the application of the intervention sessions for the treatment of digital narration and the production of oral fluency in students.

**4.2 Post-Test**

**Table 5** *Post-Test Results*

| Post-test | | | | | |
|---|---|---|---|---|---|
| | **Experimentalgroup** | **Percentage** | **Controlgroup** | **Percent** | **Desirable score** |
| **Grammar and Vocabulary** | 4,10 | 82% | 2,9 | 58% | 5 |
| **Pronunciation** | 4,38 | 88% | 3 | 60% | 5 |
| **Interactive Communication** | 4,10 | 82% | 3,45 | 69% | 5 |
| **Score** | 12,57 | 84% | 9,35 | 62% | 15 |

Elaborated by: Jácome, C. (2022)

**Figure 4** *Post-test results*
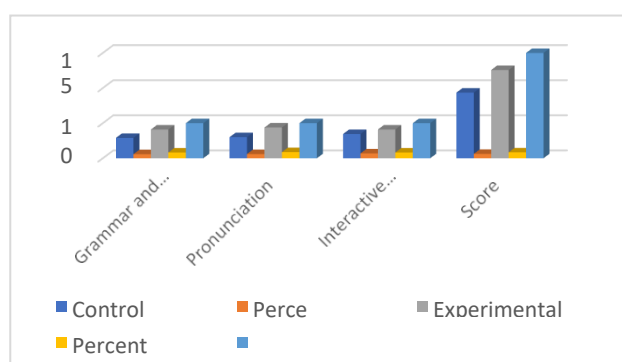


**Elaborated by:** Jácome, C. (2022)

**4.2.1 Analysis and interpretation**

Once the five-week intervention was completed in the experimental group, the Cambridge KET A2 test has been applied again as a post-test to evaluate whether the

sessions and techniques used influenced digital storytelling in students' oral production. Thus, the validation of the hypothesis of the present research is demonstrated, since the students belonging to the experimental group presented an evident growth of 22% with the total percentage of the application of the post-test corresponding to 84%, meaning that the strategies used with the digital narration allowed a significant improvement in grammar and vocabulary (4.10 vs. 2.76), pronunciation (4.38 vs. 2.57) and interactive communication (4.10 vs. 3.43). On the other hand, the control group presented a 3% increase in the total percentage of the post-test application (62%) compared to the pre-test (59%), where no intervention was developed in this group.

## 4.3 Web 3.0 questionnaire

The purpose of this survey is to determine how well students manage digital tools in the classroom. This questionnaire was adapted from a UTA University of Ambato study in which 40 first-year high school students were asked 13 of the most pertinent questions based on the institution's reality. These questions were applied to both the control and experimental groups. Five questions were examined as part of the analysis. Of the total number of students belonging to the control and experimental groups, 85% corresponded to students in the age range of 14 to 15 years, while the remaining percentage equals the rank of 16 to 19 years.

Furthermore, Of the students evaluated, 68% are female, and the remaining value is the male gender.

**4.3.1 Question 1. Choose the types of 3.0 tools you use for learning**

**Table 6** *Web 3.0 Questionnaire-question 3*

|  | Frequency | Percentage |
|---|---|---|
| **Kahoot** | 17 | 43% |
| **Wix** | 0 | 0% |
| **Canva** | 18 | 45% |
| **Mural Classdojo** | 0 | 0% |
| **Social media** | 17 | 43% |
| **Personal page** | 16 | 40% |
| **Educational platforms** | 7 | 18% |
| **Mobile devices** | 28 | 70% |
| **Zoom, Teams** | 37 | 93% |
| **Microsoft forms, Googleforms** | 25 | 63% |

Elaborated by: Jácome, C. (2022)

**Figure 5** *Web 3.0 Questionnaire-Question 3*
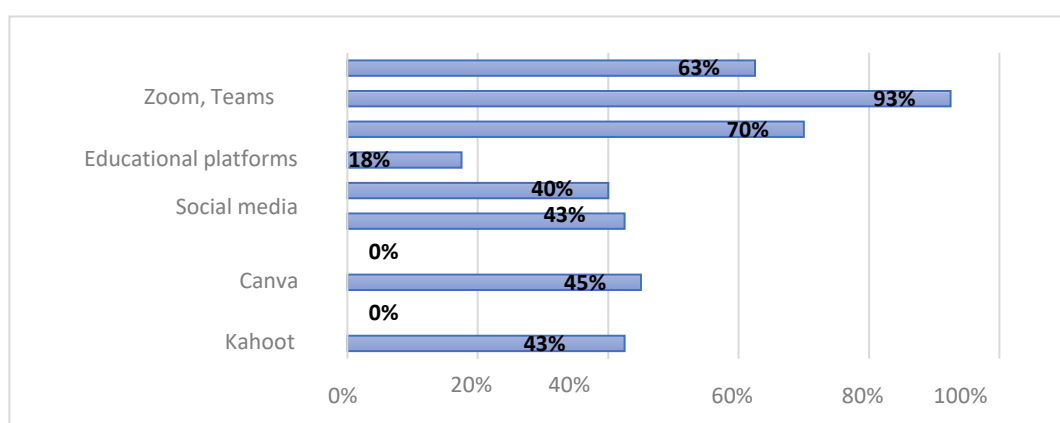


**Elaborated by:** Jácome, C. (2022)

**4.3.1.1 Analysis and interpretation**

Zoom and Microsoft Teams are the most popular 3.0 learning technologies, with 93 percent of the 40 students polled using them, followed by mobile devices with 70 percent. Microsoft Forms and Google Forms received 63 percent of the vote, while social media, personal pages, Canvas, and Kahoot received about 40 percent. In contrast, educational platforms are used by 18% of students. The applications at least used for learning. As a result, pupils use various resources that aid learning. Additionally, the main tools allow students to interact. Understanding enrichment,

suitable learning encounters, improved engagement, accessibility to online study material, ease of communication, and, most significantly, giving remote access are all advantages of learning app creation.

**4.3.2 Question 2. Which of these 3.0 tools does your teacher use in the teaching process?**

**Table 7** *Web 3.0 Questionnarie-Question 2*

| | Frequency | Percent |
|---|---|---|
| **Kahoot** | 18 | 45% |
| **Wix** | 0 | 0% |
| **Canva** | 16 | 40% |
| **Mural Classdojo** | 0 | 0% |
| **Social media** | 0 | 0% |
| **Personal page** | 13 | 33% |
| **Educational platforms** | 15 | 38% |
| **Mobile devices** | 8 | 20% |
| **Zoom, Teams** | 27 | 68% |
| **Microsoft forms, Google forms** | | |
| | 37 | 93% |

Elaborated by: Jácome, C. (2022)

**Figure 6** *Web 3.0 Questionnaire-Question 2*
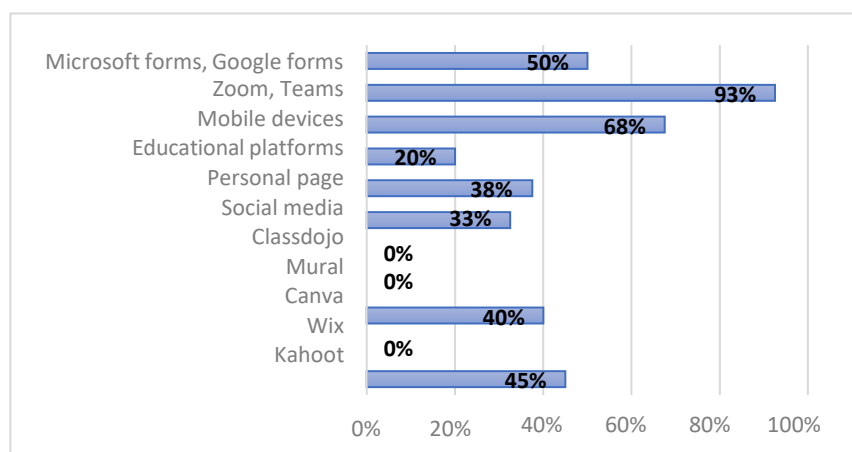


**Elaborated by:** Jácome, C. (2022)

**4.3.2.1 Analysis and interpretation**

68 percent, Microsoft Forms, and Google Forms with 50 percent. Furthermore, with an average rate of 30%, instructional platforms, personal pages, and social media are used in frequently. To deal with the new online modality, Microsoft teams were

offered to all public institutions, ensuring that it was well-known in the educational community and zoom. As a result, teachers are specialists in using these two platforms, which offer numerous advantages such as online meetings and a chat box for interacting with pupils. Furthermore, and perhaps most importantly, these platforms enable professors to create great team spaces where teachers and students connect with lively activities to learn the language.

**4.3.3 Use of 3.0 tools**

**4.3.3.1 Question 3. How often do you use technology 3.0 tools for learning?**

**Table 8** *Web 3.0 Questionnarie-Question 3*

|              | Frequency | Percent |
|--------------|-----------|---------|
| **Never**        | 0         | 0%      |
| **Rarely**       | 5         | 13%     |
| **Occasionally** | 5         | 13%     |
| **Frequently**   | 25        | 63%     |
| **Very often**   | 5         | 13%     |

Elaborated by: Jácome, C. (2022)

**Figure 7** *Web 3.0 Questionnarie-Question 3*
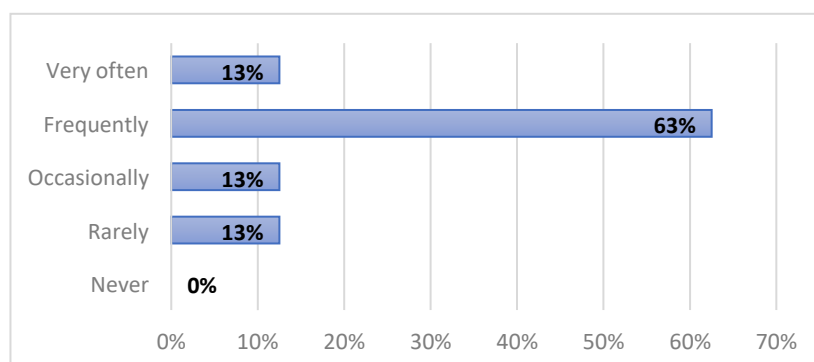


**Elaborated by:** Jácome, C. (2022)

**4.3.3.1.1 Analysis and interpretation**

When it concerns the regularity with which 3.0 tools are utilized, 76 percent of students believe they are used frequently or significantly frequently, which is a significant part of their English oral growth. As a result, pupils are more comfortable using technology tools to learn inside and outside the virtual classroom. Furthermore, these technologies

enable students to continue their education in the online mode, and learners are engaged in the process. Moreover, pupils become more self-assured and analytical and the center of language learning. Likewise, 91 percent of those surveyed believe that teachers employ 3.0 tools regularly or very frequently with their pupils, concluding that using 3.0 technologies with their students is a favorable characteristic. As a result of technological advancement, teachers are abandoning the conventional teaching method. Because students enjoy technology, the professor makes the classes more entertaining. Teachers can also increase their ability to implement their methods in the classroom.

**Advantages and disadvantages of web 3.0 tools**

**4.3.3.2 Question 4. How important is the use of web 3.0 tools in your learning?**

**Table 9** *Web 3.0 Questionnaire-Question 4*

|  | **Frequency** | **Percentage** |
|---|---|---|
| Not important | 0 | 0% |
| Of minor importance | 2 | 5% |
| Moderately important | 7 | 18% |
| Important | 15 | 38% |
| Very important | 18 | 45% |

Elaborated by: Jácome, C. (2022)

**Figure 8** *Web 3.0 Questionnaire-Question 4*
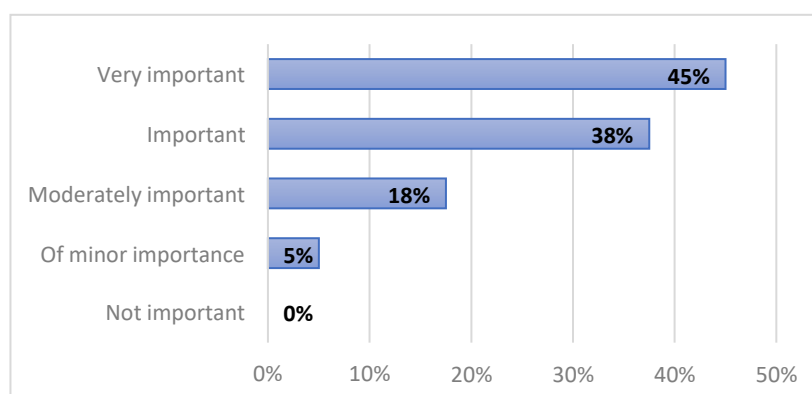


**Elaborated by:** Jácome, C. (2022)

### 4.3.3.2.1 Analysis and interpretation

In response to this question, 83 percent of students agree that using web 3.0 tools is significant, highlighting the usefulness of the digital storytelling study topic for improving English oral production. As a consequence, pupils can take part in the class. Students gain the confidence to speak in front of a group. Additionally, learners increase their fluency, grammar, and accuracy when speaking. Additionally, it was crucial to see how electronic devices can be used to create new, unique opportunities for students to develop their speaking skills.

### 4.3.3.3 Question 5. Considers that the use of web 3.0 tools in collaborative learning is…

**Table 10** Web 3.0 Questionnaire-Question 5

|  | Frequency | Percentage |
|---|---|---|
| It is a determining factor in student learning. | 25 | 63% |
| It is a trend, given the technological era in which we live. | 4 | 10% |
| It is an alternative support tool for the teaching of different content. | 12 | 30% |
| It is a dispensable tool. | 4 | 10% |
| It is an alternative that does not necessarily influence student learning. | 2 | 5% |
| It is a fad, given the technological era in which we live. | 9 | 23% |
| It minimizes time and resources | 4 | 10% |
| It helps to search for information more quickly | 6 | 15% |

Elaborated by: Jácome, C. (2022)

*Figure 9* Web 3.0 Questionnaire-Question 5
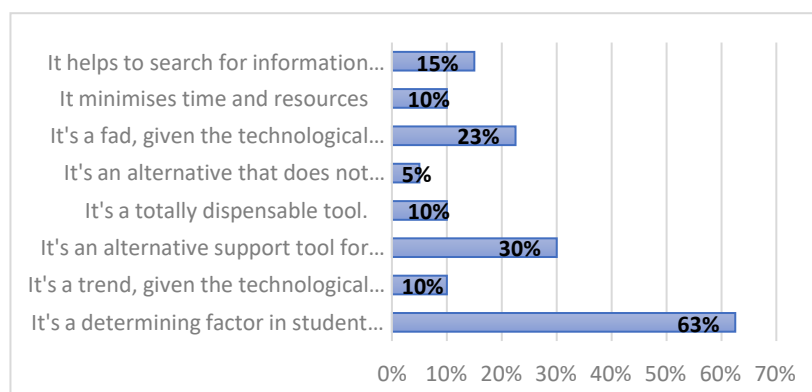


**Elaborated by:** Jácome, C. (2022)

### 4.3.3.3.1 Analysis and interpretation

The use of web 3.0 tools in collaborative learning is a determining factor in students' learning, according to 63 percent of students surveyed, followed by 30 percent who consider it an alternative tool to support the teaching of various contents. The positive advantage of using these tools prevails because they allow students to strengthen their skills through more significant interaction and collaborative work. Team learning also establishes a high level of thinking abilities, allowing pupils to expand their knowledge. Social abilities improved as well, which helps to maximize group tasks.

### 4.3.3.4 Structured survey

Language skills was improved by using authentic digital storytelling. A survey was used to compare the responses of the experimental and control groups of pupils, which a committee of professionals validated it. The survey's questions were set up online using Microsoft forms. Similarly, this survey featured seven multiple-choice items based on the Linkert scale. The following are the outcomes of some of the questions:

**4.3.3.4.1 Question 1.** The teacher uses short stories and/or tales to ask and answer questions.

**Table 11 Survey-Question 1**

|  | Frequency | Percentage |
|---|---|---|
| Extremely disagree | 2 | 5% |
| Disagree | 0 | 0% |
| Sometime | 3 | 8% |
| Agree | 11 | 28% |
| Extremely agree | 24 | 60% |

Elaborated by: Jácome, C. (2022)

**Figure 10** *Survey-Question 1*



Extremely agree — 60
Ag — 28
%ree — 8
0

0%  10%  20%  30%  40%  50%
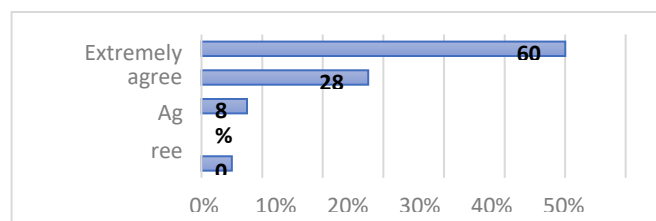
**Elaborated by:** Jácome, C. (2022)

#### 4.3.3.4.1.1 Analysis and interpretation

The students' interviewees agree or totally agree in 73 percent that the English teacher tells stories orally using digital means, a majority value compared to the 5% of respondents who strongly disagree with this subject. As a result, Stories provide essential  teaching for students and the general public about problems that people face every day. Storytelling also teaches culture and appreciation, respect, and understanding for various ways of life. Furthermore, a good point of view was the acceptance of diverse religions,  races, economic statuses, and lands resulting from stories.

**4.3.3.4.2 Question 2.** The teacher teaches grammar structures through storytelling

**Table 12** *Survey-question 2*

|                     | Frequency | Percent |
|---------------------|-----------|---------|
| **Extremely disagree** | 1         | 3%      |
| **Disagree**           | 0         | 0%      |
| **Sometime**           | 8         | 20%     |
| **Agree**              | 5         | 13%     |
| **Totally agree**      | 26        | 65%     |

Elaborated by: Jácome, C. (2022)

**Figure 11** Survey-question 2
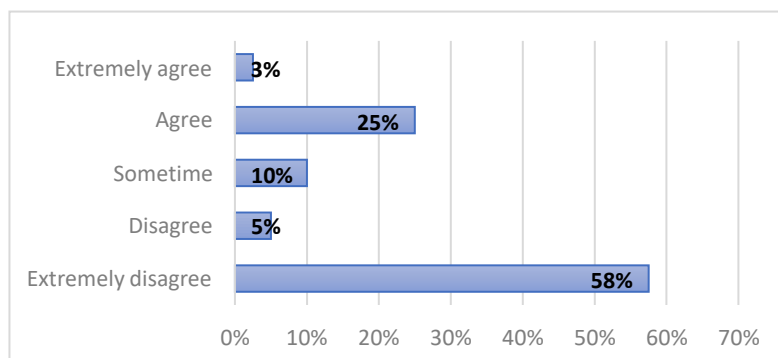


**Elaborated by:** Jácome, C. (2022)

**4.3.3.4.2.1 Analysis and interpretation**

With the findings of this question, it is evident that 63 percent of respondents disagreed or strongly disagreed, underlining that the use of stories or tales does not indicate the teaching of grammatical structures, which is an essential factor for teachers to consider. Regardless, stories are the ideal environment for teaching grammar through context and capturing students' attention in a way that no other technique can—taking into account the fact that teachers are fantastic storytellers. Furthermore, storytelling has the advantage of providing real-life examples that encourage students to use the language appropriately. Allow students to take risks and try new emotions when part of a story with a positive language effect.

**4.3.3.4.3 Question 3.** The teacher uses pictures to guide speaking production

**Table 13** Survey-question 3

|  | Frequency | Percent |
|---|---|---|
| Extremely disagree | 2 | 5% |
| Disagree | 1 | 3% |
| Sometime | 3 | 8% |
| Agree | 5 | 13% |
| Totally agree | 29 | 73% |

Elaborated by: Jácome, C. (2022)

**Figure 12** Survey-question 3



Figure 12 Survey-question 3
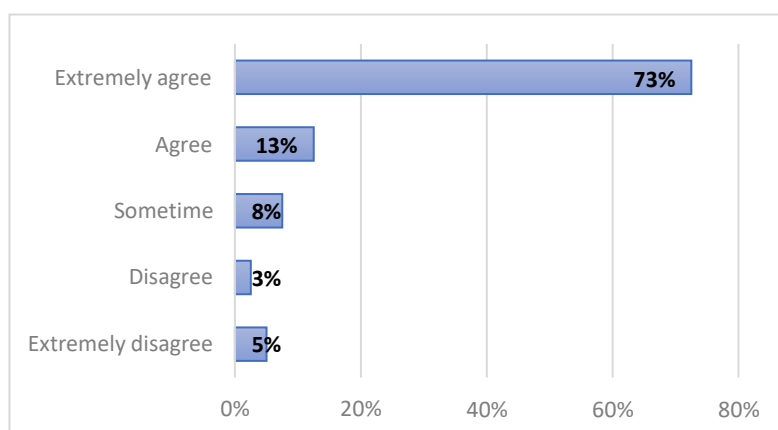
**Elaborated by:** Jácome, C. (2022)

### 4.3.3.4.3.1 Analysis and interpretation

In this question, 86 percent of students totally agree with the teacher's argument that visuals are used to direct spoken performance. This result is a crucial point to examine and emphasize because the employment of images in creating this activity allows for a better association of words with visuals, which helps to improve vocabulary retention. Additionally, images, pictures, and photographs are extraordinary materials with a tale to tell so that pupils achieve the goal of speech output. Furthermore, storytelling can express emotion, passion, ideas, and thoughts, all of which are critical at the time of speaking.

### 4.3.3.5 TAM questionnaire.

The most important aspect to emphasize was the students' acceptance of technology tools in the experimental group, which had 20 participants. This survey consisted of 14 multiple-choice questions utilizing the Linkert scale. Microsoft forms were used to collect the data online. Some of them were thoroughly examined.

**4.3.3.5.1 Question 1.** Using web 3.0 tools allows me to get my work done faster

**Table 14** *TAM Questionnaire-question 1*

|  | Frequency | Percentage |
|---|---|---|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Undecided | 0 | 0% |
| Agree | 3 | 15% |
| Strongly agree | 17 | 85% |

Elaborated by: Jácome, C. (2022)

**Figure 13** TAM Questionnaire-question 1
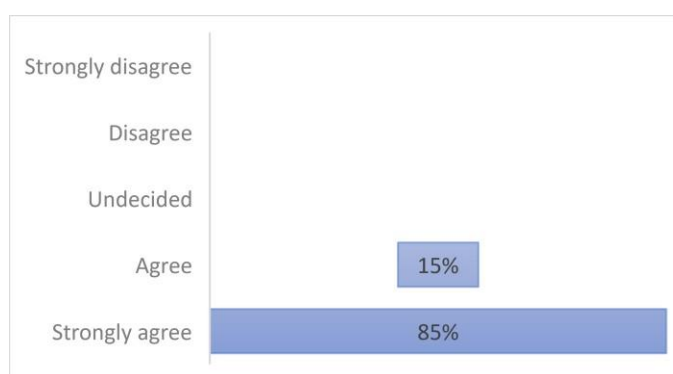


**Elaborated by:** Jácome, C. (2022)

**4.3.3.5.1.1 Analysis and interpretation**

It is worth noting that these technologies promote the collection and development of knowledge; therefore, appropriate use of the tools can provide tremendous benefits for students, according to the exegesis of the surveyed question. Analyzing this data, researchers are discovering how students may make their learning process more manageable. Pupils save time when performing the activity. Easy access to information speeds up the learning process. It allows students to explore and expand their knowledge while also understanding subjects in greater depth, developing critical thinking, negotiation, and agreement more quickly.

**4.3.3.5.2 Question 2. My interaction with a computer is clear and understandable**

**Table 15** *TAM questionnaire-question 2*

|  | Frequency | Percent |
|---|---|---|
| Strongly disagree | 0 | 0% |
| Disagree | 0 | 0% |
| Undecided | 0 | 0% |
| Agree | 4 | 20% |
| Strongly agree | 16 | 80% |

Elaborated by: Jácome, C. (2022)

**Figure 14** *TAM questionnaire-question 2*
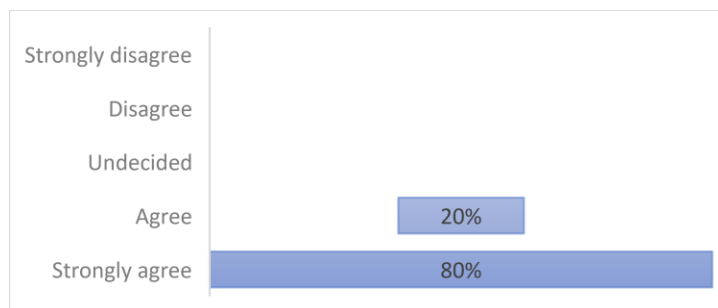


**Elaborated by:** Jácome, C. (2022)

**4.3.3.5.2.1 Analysis and interpretation**

According to the pupils questioned, 80% totally agree with the computer interaction because it is straight forward. It is vital to remember that pupils today have a great deal of experience with technology, with 20% agreeing. Students were considering that the pandemic adds to the expansion of the digital era. Computers are familiar to the students. Students can use these devices to create assignments, conduct research for their projects, collaborate online with their peers, and interact with professors, classmates, families, and friends, among other things.

**4.3.3.5.3 Question 3.** Technological tools help me to work in a team more frequently

**Table 16** TAM questionnaire-question 3

|                   | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 0         | 0%      |
| Disagree          | 0         | 0%      |
| Undecided         | 0         | 0%      |
| Agree             | 4         | 20%     |
| Strongly agree    | 16        | 80%     |

Elaborated by: Jácome, C. (2022)

**Figure 15** *TAM questionnaire-question 3*
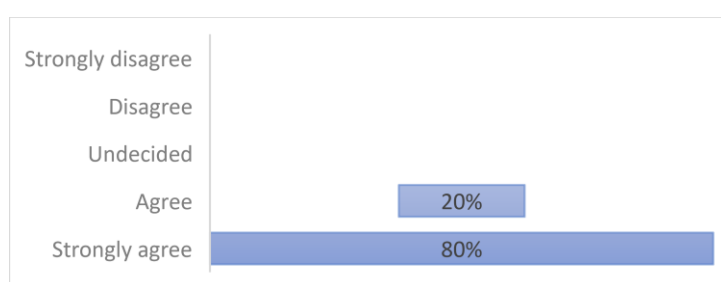


**Elaborated by:** Jácome, C. (2022)

**4.3.3.5.3.1 Analysis and interpretation**

The use of technological tools allows team work to be developed better, and all the students participating in this research agree and totally agree. The use of different tools allows students to work collaboratively. Additionally, a setting in which students can develop or engage in academic activities is critical. Through video conferences, messages, forums, and online group tasks, students can interact from their homes or from outside the classroom.

Also, when someone is attempting to learn English, they must have the right tools. As a result, when members of a group interact with each other. Learners develop strategies to contrast and differentiate ideas to communicate their experiences and demonstrate their perspectives. As a result, in any case, each group member works together to solve an academic or everyday issue.

**4.3.3.5.4 Question 4.** I have felt satisfied when carrying out activities with web 3.0 or gamification tools

**Table 17** *TAM questionnaire-question 4*

|                   | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 0         | 0%      |
| Disagree          | 0         | 0%      |
| Undecided         | 0         | 0%      |
| Agree             | 3         | 15%     |
| Strongly agree    | 17        | 85%     |

Elaborated by: Jácome, C. (2022)

**Figure 16** *TAM questionnaire-question 4*



**Elaborated by:** Jácome, C. (2022)

**4.3.3.5.4.1 Analysis and interpretation**

In response to the comment, 85 percent of students said that activities involving web 3.0 or gamification tools are very satisfying, therefore they allow students for more involvement and generate greater interest among learners. Furthermore, it is interesting for English learners to  locate exciting instructional activities that allow students to study and enjoy the subject. This  encourages learners to become more involved in language growth.

# CHAPTER V

## CONCLUSIONS, RECOMMENDATIONS, REFERENCES, AND ANNEXES

### 5.1 Conclusions

After the intervention, the findings analysis, and discussion, the conclusions are determined.

The majority of students at Unidad Educativa "Los Andes" have access to digital resources and material. The web 3.0 questionnaire revealed how teachers and students deal with technology devices in terms of resources. Teachers and students use various resources in the teaching-learning process, such as computers, special speakers, games, platforms, and tools that let the teacher intervene through ADDIE methodology to the experimental group.

This planning shows that the more interactive the lesson is, the more active the learners are to increase their learning experiences. Moreover, resources are incredibly beneficial in assisting researchers in determining the needs of students. Furthermore, because they primarily use these materials for academic objectives, surveyed students have a solid motivation to produce speaking skills. These features are seen to be essential for improving lexicon, grammar, and fluency in the English teaching process, mainly because they can work together to foster oral performance.

Almelhi (2021) contributed that applying technological sources can significantly improve the teaching-learning process because it connects the students' experiences with reality. Based on the author, it is concluded that technology usage should be designed to ensure that the English learning flow of students can be provided.

Working with digital storytelling and tales provided significantly to academic progress inside and outside the classroom and is more practical and engaging. Munna and Kalam (2021) pointed out the teaching and learning processes must be linked to improve teaching efficacy, implying that a teacher must view learning as a critical component. That is why the post-test applied for the experimental group reported a

significant improvement in pupils' speaking skills, with 84% compared to 54% in the pre-test. Therefore, students' academic activities are based on the use of digital storytelling, both teachers and students are very conscious that different tales are the most effective approach that contributed significantly to enhance oral performance and improve their oral skills and means of communication.

Furthermore, digital storytelling fosters creativity, respect for culture, race, religion, and  tolerance to diverse points of view.

In the Unidad Educativa "Los Andes", students and teachers appreciate the effective ways of developing storytelling afterward students improve their linguistic skills, creativity and reasoning. Creating a tale requires all language skills and emphasizes oral performance. According to the statistical research findings, digital storytelling strategy had a favorable impact on oral fluency improvement. As a result, it is relevant to provide good exercise to practice oral skills and work appropriately in pronunciation, intonation, and structure-based to improve oral performance. This allows students to communicate naturally without insecurity or fear when producing oral information in English. For this, there must be wide spread acceptance of a digital tool that aids in developing speaking skills, as evidenced by the TAM questionnaire results. Consequently, the differences between both groups were significant, as it was clear that the experimental group performed better than the control one.

## 5.2    Recommendations.

Professors should use digital storytelling in the classroom to boost speech production. Using storytelling for academic purposes and considering them as resources to help students enhance their oral development, therefore they can reinforce practical and interactive activities according to the previous studies shown in the background. Additionally, it is recommended that electronic tools be used to make educational activities more entertaining, humorous, and interactive. Learners are also heavily reliant on technology. That is the primary reason why teachers should select appropriate tools based on the students' levels and needs.

Digital storytelling uses significant and appropriate activities, tactics, and ways to help students build their lexical learning. Furthermore, spoken communication stimulates the  development of their skills in the learning process in a positive, dynamic, and didactic manner. Moreover, speaking activities such as descriptions, dialogues, role-plays, and interviews should direct English teaching. Digital storytelling includes all of these activities to promote fluency, pronunciation, and language acquisition as the application of the intervention at the present study. To suggest that teachers use the study guide developed by the author in this study as a tool to demonstrate that employing a range of digital storytelling as a proposed technique motivates students to enhance their oral English skills. It also aids in encouraging teachers to abandon standard and conventional English classes.

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**5.4  Annexes**

## Annex 1. Letter of engagement

CARTA DE COMPROMISO

Ambato, 16 de septiembre del 2021

Doctor

Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO

Presente. -

Yo, Galo Manuel Velastegui Haro, en calidad de Rector de la Unidad Educativa "Los Andes", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema "DIGITAL STORYTELLING AND ORAL PERFORMANCE" propuesto por la estudiante Cecilia Janeth Jácome Medina, portadora de la Cédula de Ciudadanía 1803449477, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes

Atentamente

Lic. Mg. Galo Manuel Velastegui Haro
CI: 1803715422
Telf: 2874719
Cel: 0995346449
Correo: galo.velastegui@educacion.gob.ec

**SCHOOL YEAR: 2021-2022**

**Class:** Level A2

**PRE TEST FOR SPEAKING**

**Name:** _____ Date: _____

**Introduction:** The basis for this test is the Key English test.

**Objective:** To assess students speaking language proficiency and fluency before andafter the application of digital storytelling.

**INSTRUMENT DIRECTIONS**:

The assessment can last 8-10 minutes and will be easily accomplished using Microsoft Teams.

The examination will be conducted in pairs (Student A and Student B). There will also be two main parts of the test.

**Part 1:** Students will provide factual or personal information by individually responding to the teacher's inquiries.

**Part 2:** Using prompting material, learners will interact with one another by asking and responding to questions about factual, non-personal facts. The rubric will be used to assign a score to each student.

**PART 1**

**Answer the following questions to the examiner. (2 - 3  minutes)**

| Teacher *To bothstudents* | Good morning. I'm …………, and this is …………. | |
|---|---|---|
| Personal Information | Answer the following questions – Personal information | |
| To student ATo student B | What's your name? How old are you? Where do you comefrom? | Back-upprompts Are you from(Ecuador, etc.)? |

| | Where do you live?<br>Thank you. | Do you live in (name ofthe town.)? |
|---|---|---|

## Part 2 (5-6 minutes) KEY ENGLISH TEST KET

Here are some pictures that show different hobbies. Now, in this part of the test, you are going to talk together.Do you like these different hobbies? Say why or why not.

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to thefollowing question.

Do you think …
  … playing football is fun?
  … playing an instrument is difficult?
  … playing computer games is boring?
  … reading is interesting?
  … painting/drawing is easy?
   *Optional prompt*
   Why?/Why not? What do you think?

   Which of these hobbies do you like best?

Adapted from Key Speaking Sample Tests: https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/





Note: Due to the pandemic situation, the pretest will be developed in Canva and conducted through Microsoft Teams.

**Annex 3** Rubric

## KET SPEAKING RUBRIC

| A2 | Grammar and Vocabulary | Pronunciation | Interactive Communication |
|---|---|---|---|
| **5** | • Showa good degree of control of simple grammatical forms.<br>• Use arange of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and wordlevels. | • Main tains simple exchang es.<br>• Requires very little promptin g and support. |
| **4** | **Performance shares features of Bands 3 and 5.** | | |
| **3** | • Shows sufficient control of simple grammatical forms.<br>• Use appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despitelimited control of phonological features | • Main tains simple exchang es despite some difficulty .<br>• Requires promptin g and support. |
| **2** | **Performance shares features of Bands 1 and 3.** | | |
| **1** | • Shows an only limited control of a few grammatical forms.<br>• Usesvocabulary of isolated words and phrases. | • Has very limited control of phonological features and is often unintelligible . | • Has considerable maintaining simple exchanges.<br>• Requires additional prompting and support. |
| **0** | | | |

Source: Based on Cambridge Ket speaking rubric - Classroom Assessment

**Annex 4: Post - Test**



**SCHOOL YEAR: 2021-2022**

**POST TEST FOR SPEAKING**

**Name:** Date: Introduction: The basis for this test is the Key English test.

**Objective:** To assess students speaking language proficiency and fluency before and after the application of digital storytelling.

**INSTRUMENT DIRECTIONS:**

The assessment can last 8-10 minutes and will be easily accomplished using Microsoft Teams.

The examination will be conducted in pairs (Student A and

Student B). There will also be two main parts of the test.

**Part 1:** Students will provide factual or personal information by individually responding to the teacher's inquiries.

**Part 2:** Using prompting material, learners will interact with one another by asking and responding to questions about factual, non-personal facts. The rubric will be used to assign a score to each student.

## PART 1

Answer the following questions to the examiner. (2 - 3 minutes)

| Teacher<br>*To bothstudents* | Good morning.<br>I'm …………, and this is …………. | |
|---|---|---|
| Personal Information | Answer the following questions – Personal information | |
| To student ATo student B | What's your name? How old are you? | Back-up prompts |
| | Where do you comefrom?<br>Where do you live?<br>Thank you. | Are you from (Ecuador, etc.)?<br>Do you live in (name ofthe wn.)? |

**Part 2 (5-6 minutes) KEY ENGLISH TEST KET**

**Here are some pictures that show different hobbies.
Now, in this part of the test, you are going to talk
together.Do you like these different hobbies? Say
why or why not.**

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to
thefollowing question.

Do you think …
> … playing football is fun?
> … playing an instrument is difficult?
> … playing computer games is boring?
> … reading is interesting?
> … painting/drawing is easy?
> *Optional prompt*
> Why?/Why not? What do you think?
>
> Which of these hobbies do you like best?

Adapted from Key Speaking Sample Tests: https://www.cambridgeenglish.org/exams-and-
tests/key/exam-format/

Do you like these different?



Note: Due to the pandemic situation, the pro-test will be developed in Canva and conducted
through Microsoft Teams.

**Annex 5: Rubric**

**Annex 7:** Lesson Plan

<table>
<tr><td colspan="3" style="text-align:center"><b>LESSON PLAN 1</b></td></tr>
<tr><td colspan="3">Teacher's name: Cecilia Jácome</td></tr>
<tr><td colspan="2">Date: 13/12/2021</td><td>Time: 8:00am - 9:20 am</td></tr>
<tr><td colspan="2">Level: A2. Beginners</td><td>Length of the first lesson: 80 mins</td></tr>
<tr><td colspan="2">TOPIC: How did we start visiting outer space?</td><td>Materials:<ul><li>Calameo</li><li>Jigsawplanet</li><li>Word wall,</li><li>Forms docs, v</li><li>Voicespice.</li><li>Mentimeter</li><li>youtube</li></ul></td></tr>
<tr><td>The main focus of the lesson:</td><td colspan="2">Language skills:<ul><li>Reading</li><li>Speaking</li></ul></td></tr>
<tr><td>General Objective. Product final.</td><td colspan="2">At the end of the class, students will be able to give a different end to the storyby applying simple past tense in context.</td></tr>
<tr><td>SPECIFIC OBJECTIVES</td><td colspan="2"><ul><li>To introduce students to the story.</li><li>Change the situations into a simple past.</li><li>Answer w- h questions.</li><li>Identify and analyze the role of the main characters.</li><li>Create a short story of story based on the prompts provided.</li></ul></td></tr>
<tr><td colspan="3" style="text-align:center"><b>ENGAGEMENT</b></td></tr>
<tr><td>Time:</td><td>Activities:</td><td><b>Materials:</b></td></tr>
<tr><td>30 minutes</td><td>Activity 1<br><br><ul><li>Ask students to use a jigsaw puzzle as agame to find out the main character of the story (link 1). Then, students can brainstorm several ideas about the character using menti.com (link 2)</li><li>Ask students to watch the video and tryto deduce the clue words and verbs to identify situations in simple past by taking notes. (Link 4)</li><li>Ask students to practice new words by aquiz to find out the definitions of them by using wordwall.net (Link 5)</li></ul></td><td><b>Link 1 jigsaw planet</b><ul><li><b>https://www.jigsawplanet.com/?rc=play&pid=00f850833cb</b></li></ul><b>Link 2 MENTIMETER</b><ul><li><b>https://www.menti.com/99mx5tpxf1</b> <b>use this code:</b></li></ul></td></tr>
</table>

| | | **7365757**<br>**Link 4**<br>**Youtube**<br>• **https://www.<br>yo<br>utube.com/w<br>atch?v=Z<br>WZ6cNq6bE<br>Y&t=107s**<br>**Link 5**<br>**WORDWALL**<br>• **https://word<br>wall.net/reso<br>urce/2635479<br>2** |

## STUDY

| 40 minutes | Activity 2 | Link 7 |
|---|---|---|
| | Ask students to read a short tale called Laika (link 7)<br><br>• To identify verbs in simple past and take notes.<br>• To answer some w-h questions. (Link 8)<br>• To describe the characters, events and dates enrolled in the story orally in pairs following the prompts. (Link 9)<br>  a) Who was Laika?<br>    Laika was………<br>  b) What was the objective of the trip?<br>    The objective of the trip was…<br>  c) When did Laika's ship launch?<br>    It was launched … | **CALAMEO**<br>**https://www.cal<br>ameo.com/read/006952<br>8813904c1002130**<br><br>**Link 8**<br><br> **https://wordwal<br>l.net/resource/2636088 2**<br><br>**Link 9 VOICESPICE**<br>**https://voicespice.com** |

## ACTIVATE

| 10 | **Activity 3**<br><br>Ask students to look at the picture, use the patterns to tell a story using their own words (link 10). | **Link 10 Doc. google**<br><br>**https://docs.goo<br>gle.com/document/d/1t<br>L2CupHUxNU7yhRq4<br>KFJSJVq85jqmule/edi<br>t?usp=sharing&ouid=1** |

| | | 16823925411372376742&rt<br>pof=true&sd=true |
|---|---|---|

# LESSON PLAN 2

**Teacher's name:** Cecilia Jácome

| | |
|---|---|
| **Date:** 20/12/2021 | **Time:** 8:00am - 9:20 am |
| **Level:** A2. Beginners | **Length of the first lesson:** 80 mins |
| **TOPIC:** What do stories say about a culture? | **Materials:**<br>&bull; Calameo<br>&bull; Voicespice.<br>&bull; Youtube<br>&bull; Quizzes<br>&bull; Microsoft teams<br>&bull; Padlet |

| | |
|---|---|
| **The main focus of the lesson:** | **Language skills:**<br><br>&bull; Reading<br>&bull; Speaking |
| General Objective. Product final. | At the end of the class, students will be able to talk about a suspense story thatpeople tell in their family or community by applying past progressive tense. |
| SPECIFIC OBJECTIVES | &bull; Identify Conflict between protagonist and antagonist.<br>&bull; Set time and location of the story.<br>&bull; Describe conditions in the past, an action that was ongoing in the past.<br>&bull; Answer W-H questions in complete sentences based on the story.<br>&bull; Choose a traditional story or myth from your family or communityto share in class. |

## ENGAGEMENT

| Time: | Activities: | Materials: |
|---|---|---|
| **30 minutes** | &bull; Ask students to practice new words by a quiz to find out the definitions of them by using quizizz.com (Link 1)<br>&bull; Ask students to watch a video and relate some situation in present progressive answering thefollowing questions (Link 2).<br>   How was Julia´s day?<br>   What was Julia´s brother doing?What was Miss. Brown doing? What was Isabella doing?<br>&bull; Ask students to record the questions answer the question-answer using voice spice. (Link 3) | **Link 1 QUIZZES**<br>**https://quizizz.com/join?gc=19171465**<br>**Link 2 Youtube**<br>**https://www.youtube.com/watch?v=etvW0FOD_so&t=46s**<br>**Link 3 Voicespice**<br>**https://voicespice.com/default.aspx** |

| STUDY | | |
|---|---|---|
| **Time:** | **Activities:** | **Materials:** |
| **40 minutes** | Activity 2<br><br>Ask students to read a short tale called Okiku (link 4)<br><br>To determine the protagonist and antagonist's conflict, as well as the story's time and setting, through group work. Students are going to work in five-person groups to find the information. Break up rooms of Microsoft teams. (Link 5)<br>To answer W-H questions in complete sentences based on the story use padlet to work on it. (Link 6)<br>    **a)** How many valuable plates did theSamurai family have?<br>    **b)** Why was Okiku punished by death?<br>    **c)** Where was Okiku's corpse?<br>    **d)** What were people doing while Okiku'sghost was wandering?<br>    **e)** How did the priest stop Okiku's suffering? | **Link    4 CALAMEO** **https://www.calameo.com/read/006952 881b06b3fd97791**<br><br>**Link 5**: **Teams**<br><br>**https://teams.microsoft.com/l/meetup-join/19:4Oo5Sf EAMAsns9AczI WzjVfHm3mK GioF3ro8al669 Xs1@thread.tac v2/16397097600 75?context=%7 B%22Tid%22: %22da6c1fb4-8e66-47cb-810c-d32c67e9da9b% 22,%22Oid%22 :%229288f312-4acb-4826-993b-5a46e0261adf%2 2%7D**<br><br>**Link 6Padlet**<br><br>**https://padlet.com/cjacome9477/oc4gq zxxxrmuf00true**<br><br>**Link 7 Voicespice**<br><br>**https://voicespice.com/default.aspx** |
| | **ACTIVATE** | |

| | | |
|---|---|---|
| | | |
| 10 | **Activity 3**<br><br>**A narrative tells a story**<br><br>**Ask students to use the graphic organizer prompt to organize your narrative in your notebook. (Link 7)**<br><br>**Once you have all of your ideas, record you voice telling a suspense story that people tell in your family or community. It can be fiction (not real) or nonfiction (real). (Link 8)** | **Link 7**<br>**Doc. google**<br>**https://docs.google.com/document/d/1jNrDiq5Xt1xDdzAd1OtX9g6hgO6rz3e-/edit?usp=sharing&ouid=116823925411372376742&rtpof=true&sd=true**<br>**Link 8**<br>**Voicespice**<br>**https://voicespice.com/default.aspx** |

# LESSON PLAN 3

| | |
|---|---|
| **Teacher's name:** Cecilia Jácome | |
| **Date:** 03/01/2021 | **Time:** 8:00 am - 9:20 am |
| **Level:** A2. Beginners | **Length of the first lesson:** 80 mins |
| **TOPIC:** Do you know any fables? | **Materials:**<br>• Voicespice.<br>• Youtube<br>• Kahoot<br>• Microsoft teams<br>• Canva<br>• Mentimeter<br>• Wordwall<br>• Padlet |

| | |
|---|---|
| **The main focus of the lesson:** | **Language skills:**<br><br>    • **Listening**<br>    • **Speaking** |
| General Objective. Product final. | At the end of the class, students will be able to talk about fables and storiesadding a few sentences to the end of the story using time expressions in the past. |
| SPECIFIC OBJECTIVES | • Recognize places where the story took place.<br>• Use the time expressions in simple past to describe situations related to fables.<br>• Answer true / false sentences. Describe the moral of a fable you learn. |

## ENGAGEMENT

| Time: | Activities 1 | Materials: |
|---|---|---|
| **30 minutes** | • Ask students to brainstorm ideas about what a fable is through menti.com (Link 1)<br>• Ask students to match the new vocabulary word with the definitions. (Link 2).<br>• Ask students to watch the video to learn vocabulary relates to time expressions in the past. Use Padlet to practice. (Link 3) | Link 1 Menti.com<br>https://www.me<br>nti.com/rjznbvqdhm<br>Link 2 Wordwall<br>https://wordwall<br>.net/resource/26645443<br>Link 3 Padlet<br>https://padlet.com/cjacome9<br>477 pt5e323<br>cumtxv089 |

## STUDY

| 40 minutes | Activity 2<br><br>Ask students to listen to a short fable called The BoyWho Cried Wolf (link 4)<br>• To answer True (T) or False (F) based on what you hear. Use Kahoot for the activity. (Link 5)<br>    a. The story takes place in the mountains. (…..)<br>    b. Hamza used to go with his father to watch the animals. (…..)<br>    c. The boy and the father had cows and goats. (…..)<br>    d. The wolf attacked the village one nightwhile people were resting. (…..)<br>    e. The boys were having lots of fun whenthey decided to play a joke on their neighbors. (…..)<br>• To express three more sentences to end the story. Record your voice to know your answer. Usevoicespice for the activity. (Link 6) | **Link 4 Audio Link**<br><br>**https://arbolab c.nyc3.cdn.digitalocean spaces.com/Cuentos_In fantiles/cuentos_en_ing les/Audios/Boy_cried_ wolf.mp3**<br><br><br>**Link 5 Kahoot https://create.k ahoot.it/share/the- boys- who-cried- wolf/5a7136f6- 81ae- 4b5e-bdbb- e75121aeaf3b**<br><br>**Link 6 https://voicespi ce.com/default.aspx** |
|---|---|---|
| | **ACTIVATE** | |
| **10** | **Activity 3**<br>Describe the moral of the story you learn. Answering the following questions use your own words:<br>What is the moral of the fable about?<br>Why is it important?<br>Do you practice? Yes/No Why?<br>Use voicespice to record your voice**.** | **Link 7 Canva**<br>**https://www.canva.com/des ign/DAEyxYi- zsc/i_rWjqCADG0JTt- eYvdInw/view?utm_co ntent=DAEyxYi- zsc&utm_campaign=d esignshare&utm_medi um=link&utm_source= publishsharelink**<br>**Link 8 Voicespice**<br>**https://voicespi ce.com/default.aspx** |

# LESSON PLAN 4

| | |
|---|---|
| **Teacher's name: Cecilia Jácome** | |
| **Date: 10/01/2021** | **Time: 8:00 am - 9:20 am** |
| **Level: A2. Beginners** | **Length of the first lesson: 80 mins** |
| **TOPIC**: Have you ever had supernatural experiences? | **Materials:**<br>• Voicespice.<br>• Quizzes<br>• Microsoft teamsCanva<br>• Calameo<br>• Wordwall<br>• Google Docs. |
| **The main focus of thelesson:** | **Language skills:**<br><br>**Listening**<br>**Speaking** |
| **GeneralObjective. Product final.** | **At the end of the class, students will be able to create a Fictional Ghost Storyusing adverbs of manner to describe actions.** |
| **SPECIFIC OBJECTIVES** | • **Listen to check the answers.**<br>• **Describe actions by employing manner adverbs.**<br>• **Make a summary by choosing the right sentences**<br>• **Create your own Fictional Ghost Story.** |

## ENGAGEMENT

| Time: | Activities 1 | Materials: |
|---|---|---|
| **30 minutes** | **Ask students to match some pair of new words related to adverbs of manner (Link 1) Ask students to practice some vocabulary words according to the definition. (Link 2).**<br>**Before you listen, read the following story. For each pair of words, select the correct one. Link3** | **Link 1 Wordwall https://wordwall .net/resource/26 74731**<br>**Link 2 Quizizz https://quizizz.c om/join?gc=54567561**<br>**Link 3 Calameo https://www.cal ameo.com/books/0069 52881c24b919d396c** |

## STUDY

| | | |
|---|---|---|
| **40 minutes** | Activity 2<br><br>Ask students to listen to a story called "Knock Knock!" (link 4)<br>✓ **To check the answers. Link 5**<br>✓ **To Underline the correct statement: Link 6**<br>1. **The kids stayed home** | **Link 4 Audio Link https://utaedu- my.sharepoint.com/:v:/ g/personal/cjacome947 7_uta_edu_ec/EXQ48p S1UttOvKm6U5Pxw14 BWC-** |

| | | |
|---|---|---|
| | **with their parents.**<br>2. **The mother told the kids not to open the doorunder any circumstance.**<br>3. **A friend of theirs knocked at the door many**<br>4. **times.**<br><br>5. **The boy went downstairs before the girl.**<br><br>The girl and the boy became ghosts. | **gonvXDArRoykOlqDJ rw?e=1Flwsk**<br>**Link 5 Calameo**<br>**https://www.cal ameo.com/books/0069 52881c24b919d396c**<br>**Link 6 Canva**<br>**https://www.ca nva.com/design/DAEy2 O1Ua1s/yWZ1FNuojjx qqKLJelUcHA/view?ut m_content=DAEy2O1 Ua1s&utm_campaign= designshare&utm_med ium=link&utm_source =publishsharelink** |

## **ACTIVATE**

| 10 | Activity 3<br><br>Tell a Fictional Ghost Story You have listened to a supernatural story so far in this class. Now it is time to create your own! This is a creative speaking part, so you can use your imagination. Link 6<br>Step 1. Brainstorm some ideas about your story. Where will it take place? Who are the main characters? What is the problem? Write them here:<br>Setting:  Characters: ------------------ ----<br>Problem:<br>Step 2. Begin to organize your ideas. Use the organizer below.<br>The story begins with………………<br>Main events…………………………<br>Climax: ………………………………<br>Resolution: …………………………<br>Step 3. Record your voice with what you have on this page in an organized story in your notebook. It should be between 1 to 2 minutes to talk about the story. Include descriptive words to help your speaking feel your story and some of the new vocabulary words you have been learning in this class.<br>Link 7 | **Link 6**<br>**Google Docs.**<br>**https://utaedu- my.sharepoint.com/:w:/ g /personal/cjacome9477_ uta_edu_ec/EVGWjnty 2 W5AmyuTQn39H5wB Nv5depQ- FrWr1HXAzaWSw?e= 9tLpbY**<br>**Link 7**<br>**Voicespice**<br>**https://voicespic e.com/default.aspx** |

# LESSON PLAN 5

| | |
|---|---|
| **Teacher's name: Cecilia Jácome** | |

| | |
|---|---|
| **Date: 17/12/2021** | **Time: 8:00 am - 9:20 am** |

| | |
|---|---|
| **Level: A2. Beginners** | **Length of the first lesson: 80 mins** |

| | |
|---|---|
| **TOPIC: Do you believe in coincidences?** | Materials:<br><br>• Voicespice.<br>• Youtube<br>• Kahoot<br>• Microsoft teams<br>• Canva<br>• Mentimeter<br>• Wordwall<br>• Padlet |

| | |
|---|---|
| **The main focus of the lesson:** | **Language skills:**<br><br>• Reading<br>• Speaking |
| **General Objective. Product final.** | **At the end of the class, students will be able to tell a legend using pastcontinuous tense.** |
| **SPECIFIC OBJECTIVES** | • Identify the right sentences.<br>• Establish similarities and differences between the Titan and the Titanic.<br>  - Create stories by drawing<br>  - Tell a legend you know from your family or community. |

| ENGAGEMENT | | |
|---|---|---|
| _Time_ | **Activity 1** | **Materials:** |
| **30 minutes** | • Ask students to match some pair of new words (Link 1)<br>• Ply a game and join some parts of a picture. (Link 2)<br>• Practice and recognize some situations in the | **Link 1 Wordwall** **https://wordwal l.net/resource/26675597**<br><br>**Link 2 Jigsawplant** |

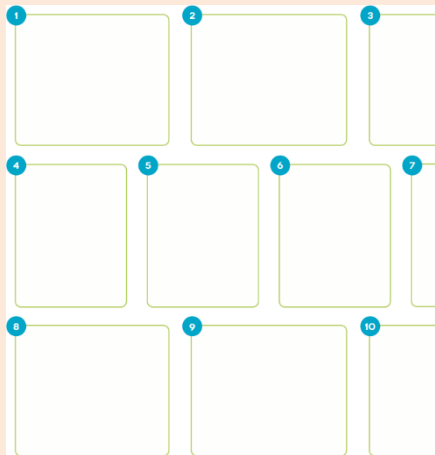| | | |
|---|---|---|
| | past continuously. (Link 3) | **https://www.jigsawplanet.com/?rc=play&pid=1a8276c148c9**<br><br>**Link 3 Liveworkshet**<br><br>**https://es.liveworksheets.com/du7862cq** |
| **STUDY** | | |
| 40 minutes | Activity 2<br><br>• **Ask students to read a story called The Titanic and the Titan (link 4)**<br><br>• **To Underline the correct statement. Link 5**<br><br>• **To establish similarities and differences between the Titan and the Titanic In the Venn Diagram. Link 6.** | **Link 4 Calameo**<br>**https://www.cal**ameo.com/books/00695 28818134b7d1621c<br><br>**Link 5 Canva**<br><br>**https://www.canva.com/design/DAEy2kkJQTc/twcxtkn6UEoRWwdeRunWuA/view?utm_content=DAEy2kkJQTc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink**<br><br>**Link 6 Google Docs**<br><br>**https://utaedu-my.sharepoint.com/:b:/personal/cjacome9477_utaedu_ec/EfJMLcvv6HNmbBHvcdjevABPKwUobBf_EOHEmRDl42Q?e=DFhKH6**<br><br>**Link 6 Google Docs.**<br><br>https://utaedu-my.sharepoint.com/:w:/g/personal/cjacome9477_uta_edu_ec/EVGWjnty2W5AmyuTQn39H5wBNv5depQ_FrWr1HXAzaWSw?e=9tLpbY |

| ACTIVATE | | |
|---|---|---|
| **10** | **Activity 3**<br><br>**Think of the stories you have heard in your community that has survived generations. Maybe it is a story your grandparents told or something all people in your city or town know. You are going to illustrate that story in English in a comic.** | <br><br>**Voicespice**<br><br>**https://voicespice.com/default.aspx** |

Annex 6: Microsoft Teams Classes

**Annex: 7 Questionnarie**

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**TECHNICAL UNIVERSITY OF AMBATO**



**PROYECTO DE INVESTIGACIÓN**

</div>

"Desarrollo de herramientas web 3.0 en la educación como apoyo en el trabajo colaborativo".

**OBJETIVO:** Diagnosticar el uso de herramientas web 3.0 en el aprendizaje colaborativo
Indicaciones: Marca la respuesta según tu experiencia real con las herramientas web 3.0 en el entorno educativo. Required

This form will record your name, please fill in your name.

**DATOS INFORMATION**

**1.** Nombre de la institución: _____

**2. Sector**

Público _____          Privado_____

**3. Nivel de educación al que usted pertenece:**

- _____   Educación inicial
- _____   Educación básica elemental
- _____   Educación básica media
- _____   Educación básica superior
- _____   Bachillerato general unificado
- _____   Educación superior

**4.** Escoja la edad a la que usted corresponde:

- 2-3
- 4-7
- 8-11
- 12-15
- 16-19

- 20-23
- 24-27
- 28 o más

**5.** Sexo:

- _____ Hombre
- _____ Mujer

**6.** Elija los tipos de herramientas 3.0 que usted utiliza para aprender:

- _____ Kahoot
- _____ Wix Canva
- _____ Mural Classdojo
- _____ Redes sociales (Facebook, Instagram, Tik-Tok)
- _____ Página personal (Blog, correo electrónico)
- _____ Plataformas educativas (moodle, easle)
- _____ Dispositivos móviles (Whatsapp, telegram, viber, etc.) Zoom, Teams
- _____ Microsoft forms, google forms

**7. ¿Cuáles de estas herramientas 3?0 utiliza su docente en el proceso de enseñanza?**

- _____ Kahoot
- _____ Wix
- _____ Canva
- _____ Mural
- _____ Classdojo
- _____ Redes sociales como (Facebook, instagram, Tik-Tok)
- _____ Página personal (Blog, correo electrónico)
- _____ Plataformas educativas (moodle, easle)
- _____ Dispositivos móviles (Whatsapp, telegram, viber, etc.) Zoom, Teams
- _____ Microsoft forms, google forms

**USO DE HERRAMIENTAS 3.0**

**8. ¿Con qué frecuencia utiliza herramientas tecnológicas 3?0 para aprender?**

- _____ Nunca
- _____ Raramente
- _____ Ocasionalmente
- _____ Frecuentemente
- _____ Muy frecuentemente

**9. ¿Con qué frecuencia utilizan los docentes las herramientas 3?0 para enseñar?**

- _____ Nunca
- _____ Raramente
- _____ Ocasionalmente
- _____ Frecuentemente
- _____ Muy frecuentemente

**10. ¿Qué tipo de dispositivos tecnológicos utiliza para aprender en clases virtuales?**

- _____ Teléfono celular
- _____ Computadora
- _____ Laptop
- _____ Tablet
- _____ Notebook
- _____ Chromebook

## VENTAJAS Y DESVENTAJAS DE LAS HERRAMIENTAS WEB 3.0

**11. ¿Qué tan importante es el uso de herramientas web 3?0 en su aprendizaje?**

- _____ Sin importancia
- _____ De poca importancia
- _____ Moderadamente importante
- _____ Importante
- _____ Muy importante

**12. Considera que el uso de herramientas web 3.0 en el aprendizaje colaborativo es:**

- _____ Es un factor determinante en el aprendizaje de los estudiantes
- _____ Es una moda, dada la era tecnológica en la que vivimos
- _____ Es una herramienta de apoyo alternativa para la enseñanza de los diversos contenidos
- _____ Es una herramienta totalmente prescindible
- _____ Es una alternativa que no necesariamente influye en el aprendizaje de los estudiantes
- _____ Facilita el trabajo en grupo, la colaboración y la inclusión con sus alumnos Minimiza tiempos y recursos
- _____ Ayuda a la búsqueda de información con mayor rapidez

**13. ¿Cree usted que la correcta aplicación y utilización de herramientas web 3?0 promueven** el interés, la participación y la motivación de los alumnos dentro de trabajo colaborativo?

- _____ Totalmente en desacuerdo
- _____ En desacuerdo Indeciso
- _____ De acuerdo
- _____ Totalmente de acuerdo

Note: the survey web 3.0 was applied by google forms

**Annex 8: TAM questionnaire**

## TAM EVALUATION

### "ONLINE TOOLS AND INTERACTIVE READING SKILL"

**Teacher's name:** Cecilia Jácome

**Objective:** To investigate the learners' reaction to the application of online tools and interactive speaking skills in the first–level Bachillerato of Unidad Educativa "Los Andes"

Student´s name: _____

**Class:** First Level of Bachillerato (experimental group)Choose 1 the lowest and 5 the highest

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

| Indicator<br><br>Question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Using web 3.0 tools allows me to get my work done faster. | | | | | |
| The use of technological tools in virtual classes improves the quality of my work. | | | | | |
| Technological tools improve my initiative in classes. | | | | | |
| Technology tools make it easier for me to do my job. | | | | | |
| In general, I find these tools useful in my work in virtual classrooms. | | | | | |
| Learning to use gamification and technology tools is easy for me. | | | | | |
| I find it easy to do what I want with the use of technology. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| My interaction with a computer is clear and understandable. | | | | | |
| In general, I find the computer easy to use. | | | | | |
| In general, I find the web 3.0 and gamification tools to be easy to use. | | | | | |
| Technological tools help me to work in a team more frequently. | | | | | |
| The use of web 3.0 and gamification tools allow me to maintainmore friendly communication with my environment (classmates and teacher) | | | | | |
| I have felt satisfied when carrying out activities with web 3.0 or gamification tools. | | | | | |
| I would like to use this type of tool more frequently within the visual class. | | | | | |
| I would like to use these types of tools more often outside of the visual classroom. | | | | | |

Adapted from "Comparison of Four TAM Item Formats: Effect of Response Option Labels and Order" by J.R. Lewis, 2019, Journal of Usability Studies, 14, p.224-236. **Adapted from** Yucailla, M. (2021)

**TECHNICAL UNIVERSITY OF AMBATO**

**DIRECCIÓN DE POSTGRADO**
**MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**SURVEY**
**Objective: To demonstrate the influence of digital storytelling in oral production.**

Name:

Level:

Date:

Choose the answer based on your personal criteria. For each item, mark your degree of agreement with a "X" on a scale of 1 to 5, with 1 indicating "Extremely disagree" and 5 indicating "Extremely agree."

| | **Extremely disagree 1** | **2** | **3** | **4** | **Extremely agree 5** |
|---|---|---|---|---|---|
| 1. TheEnglish teacher tells storiesorally accompanied by digital tools. | | | | | |
| 2. The teacher uses short stories and/or tales to ask and answer questions. | | | | | |
| 3. Teacher applies stories or tales to exchange thoughts, about music, culture, and habits. | | | | | |
| 4. The teacher teachesgrammar structures through storytelling. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 5. The teacher uses pictures to guide speaking production. | | | | | |
| 6. The teacher shares the learning experience through digital storytelling. | | | | | |
| 7. The teacher uses storytelling to teach about our culture as well as other culturesfrom around the world. | | | | | |

Validated by a group of experts