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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: “DIGITAL STORYTELLING AS A RESOURCE IN THE
ENGLISH SPEAKING DEVELOPMENT”

Trabajo de Investigación, previo a la obtención del Grado Académico de
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato - Ecuador

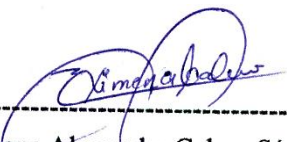
2018

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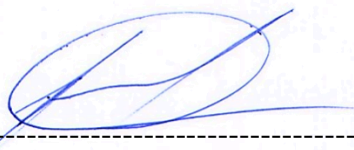
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I would first like to thank God for his wonderful blessings. I would also like to express my deepest gratitude to my mother for her sincere love, and support, encouragement to reach my goals and all of people who have helped me in this endeavor.

Elizabeth

DEDICATORIA

My thesis work is dedicated to my beloved mom who has been a great example for me, teaching me to work very hard to achieve all goals I would always aspire.

Elizabeth

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TEMA:
DIGITAL STORYTELLING AS A RESOURCE IN THE
ENGLISH SPEAKING DEVELOPMENT

AUTORA: Licenciada Cristina Elizabeth Piray

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FECHA: 04 de Junio de 2018

RESUMEN EJECUTIVO

Esta investigación explora la experiencia de los estudiantes de 1er año de BGU con relación al sitio Storyjumper, por un periodo de 5 semanas, y buscó determinar la influencia de la narrativa digital en el desarrollo de la expresión oral. Esta investigación se realizó en la Unidad Educativa Picaihua en Ambato- Ecuador. Se empleó un diseño cuasi-experimental, 20 estudiantes formaron parte del grupo control y 20 del grupo experimental respectivamente. El grupo experimental recibió tratamiento con la técnica de la narrativa digital, mientras el grupo control recibió sus clases con la técnica convencional. Ambos grupos presentaron un pretest y un posttest. Los resultados del pretest y el posttest fueron comparados para determinar la influencia de la narrativa digital como un recurso innovador para motivar el desarrollo de la expresión oral en los estudiantes. Los resultados arrojaron que la técnica de la narrativa digital tuvo un efecto positivo en el desarrollo de la expresión oral de los estudiantes, hubo una diferencia significativa entre los resultados del posttest entre los estudiantes del grupo experimental y el grupo control. Para verificar la hipótesis, un T- student test fue aplicado. Por lo tanto, los resultados mostraron que el uso de la narrativa digital ayuda a mejorar su habilidad oral, desarrollar su creatividad y su pensamiento crítico. Además, los estudiantes mejoraron su pronunciación, fluidez, entonación, acento y fueron más precisos al

momento de hablar. Finalmente el estudio sugirió recomendaciones para consolidar la experiencia del uso de la narrativa digital para futuras clases de Inglés.

Descriptores: clases de Inglés, grupo experimental, grupo control, habilidad oral, narrativa digital, pensamiento crítico, prueba final, prueba previa, prueba T de student, recurso tecnológico, storyjumper, técnica convencional.

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“DIGITAL STORYTELLING AS A RESOURCE IN THE
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AUTHOR: Licenciada Cristina Elizabeth Piray Lema

DIRECTED BY: Licenciado Boris Cristian Cadena Murga, Master.

DATE: June 04, 2018

EXECUTIVE SUMMARY

This research explored the experiences of 1st year BGU students with the storyjumper website over a period of five weeks, and attempted to determine the influence of digital storytelling on students' speaking development. This research was conducted at the 1st year BGU of Picaihua High School in Ambato-Ecuador. A quasi-experimental design was used involving 40 students in the experimental group and in the control group respectively. The experimental group was given the treatment with digital storytelling technique, while the control group with conventional technique. Both groups were given a pretest and post-test. The pretest and posttest scores were compared to determine the influence of digital storytelling technique as an innovative resource to encourage the development of the students' speaking skill. From this research the results showed that, digital storytelling technique had a positive effect on improving students' speaking skill, there was a significant difference between the posttest scores of students in experimental and control groups. To verify the hypothesis of this study, the T-student test was used. Therefore, the results showed that the implementation of digital storytelling technique was positive; they shared each other's stories and connected to their topic

from the beginning to the end and most importantly, the storytelling technique helped them to improve their speaking ability, develop their critical thinking and their creativity. Besides, students improved their pronunciation, fluency, intonation and were more accurate when they spoke. Finally, the study provides recommendations for consolidating the digital storytelling experience in future English lessons. With the application of this technological resource also improves learning motivation and performance from students in technology-rich classrooms.

Keywords: digital storytelling, technological resource, storyjumper, speaking skill, critical thinking, conventional technique, experimental group, control group, pretest, posttest, T-student test, English lessons.

INTRODUCTION

Speaking is part of the language skills which is important for language learners to be developed. Furthermore, according to Richards (2006) as foreign language learners, students should master speaking skill in English as their priority. In this respect, the Ecuadorian government explicitly emphasizes that the aim of English teaching and learning in this country is to prepare individuals to understand people and cultures beyond linguistic and geographic boundaries (Ministry of Education, 2014).

This research took place at Picaihua High School during 2017-2018 school year. Some problems like poor communication in the target language, lack of oral participation in class activities, lack of students' interest and motivation revealed that 1st year BGU students had difficulties to communicate orally in the English language.

Regarding this situation, numerous researches have been conducted to help English learners to develop their speaking skill using different methods, but in real life little attention has been given to the use of those techniques in the classroom to develop this skill, especially in teenagers. Most high school teachers base their language lessons on traditional methods like books instead of using motivational resources.

Therefore, changing from traditional to innovative teaching supported by technology can be an appropriate strategy for teaching English as a foreign language, since it adapts to the characteristics of the students, considering the use of digital resources arises the students' interests and motivation while their language learning requirements are satisfied. These resources help the students to improve their language skills in an easier and fun way.

Thus, this study is intended to determine the influence of digital storytelling on students' speaking development. This technique is implemented as a classroom project using the storyjumper site to encourage high school students to speak the English language. According to the Common European Framework of Reference for Languages, the goal for 1st year language students is to achieve an A2 level of

proficiency, which will allow them to communicate effectively as independent users of English, therefore the development of the speaking skill is essential.

The study is structured as follows:

CHAPTER I.- It is about the problem contextualization, critical analysis, prognosis research questions, justification, general and specific objectives are defined.

CHAPTER II.- It presents the research background, the philosophical foundations, the legal basis and the key categories have helped the researcher to determine the foundations of this research study.

CHAPTER III.- It talks about the research approach, the research method, the type and level of research, the population and sample, operationalization of variables and data collection are described.

CHAPTER IV.- It displays the data obtained from the pre-test and post-test which were applied to the students. Analysis and interpretation are presented as well as the hypothesis verification by applying T student Test.

CHAPTER V.- It presents the conclusions and recommendations which were found.

CHAPTER VI.- It shows the proposal which contains information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Digital Storytelling as a resource in the English Speaking Development.

1.2 Problem Statement

1.2.1 Contextualization of the problem

Due to the universal use of English as the language of science, technology and education, English has been established as the world's lingua franca, and is the second most spoken language in the world (Jenkins, 2014). Therefore, it is considered as a fundamental pillar for effective communication among individuals who speak different languages. Hence, learning English implies knowing how to communicate in the language, which means being proficient in speaking, listening, reading and writing. Nevertheless, although all the skills of English are equally important, the objective of communicative competence is to make the students to speak up, and for many people this skill is very difficult to master (Slobin, 1996).

In the case of Ecuador, the development of the English speaking skill has been one of the biggest problems in the educational system, in which the Ministry of Education acknowledged the importance of the English language as a great tool to prepare people to understand each individual and each culture. Hence, a new national Curriculum was designed to contribute to the development of students' ability to live together in their local communities and to take a proactive role as world citizens in the 21st century by integrating the Communicative-Functional Language Approach and the Common European Framework of Reference (CEFR) (Ministry of Education, 2014). Thus, students can reach a minimum B1 language proficiency according to the CEFR, so that they can study abroad and have many opportunities.

According to the reference levels in the BGU (Bachillerato General Unificado) curriculum guidelines (Ministry of Education, 2016) when students finish 1st year of BGU they will reach an A2 → A2.2 level of proficiency, allowing them to communicate effectively as basic users of the English language. This is accomplished when language learners are capable of communicating in order to execute simple tasks and routine activities that do not require much verbal interaction as well as the ability of understanding basic information is related to habitual activities.

After a period of observation, it was noted that in 1st year of BGU at “Picaihua” High School the low motivation and methodological resources on teaching is one of the principal difficulties in the development of language on students who have a high deficit of communication in the English speaking because of the shortage of updating by teachers who need to use new digital technologies and strategies in the classroom to improve the teaching process. Moreover, digital resources are not applied in the classrooms to foster English speaking development, producing a great rejection in the language development of the students.

The speaking skill is required to be developed in the classrooms. In this concern, the institution “Picaihua” High School was chosen to carry out this study. “Picaihua” High School is a public school located in a rural area in Tungurahua Province, Ambato, Picaihua Parish. The institution has two computer labs, the first one is equipped with 15 computers and the second one has 12, two students are allowed to work with a computer. Thus, in order to make the most of the educational and technological spaces provided by the school and help the teachers to change the traditional teaching methods used with passive students, this research propose to innovate the lessons and motivate the students using technological resources into English classes, encouraging them to develop their speaking skill.

1.2.1.1 Problem Tree Analysis

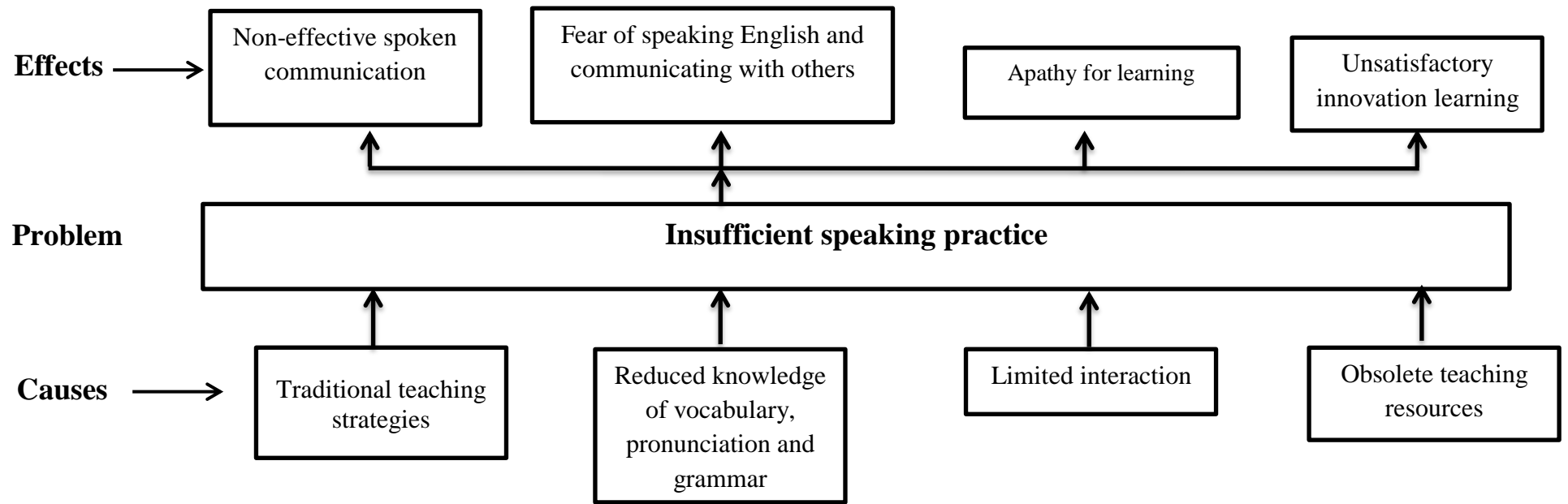


Figure 1: Problem Tree Analysis
Author: Piray, C. (2018)

1.2.2 Critical analysis

After two weeks of class observation in 1st year BGU at Picaihua high school, just a small part of the lesson was dedicated to speaking activities. Considering this research is intended to develop 1st year BGU students to communicate orally in English, it is important to analyze the problem taking into account its causes and effects.

Firstly, the inadequate teaching strategies limit students to develop effective spoken communication (Darling, 2008). In this matter, teachers do not act as facilitators who use strategies that enable students to enhance their language skills. Some of these oral strategies could be related to conversation which is one of the most basic and essential communication skills, by it facilitates students the opportunity to exchange opinions, and ideas, and get feedback. It is important to mention that communication is not just about speaking; it is also about listening, in this case, the use of audiovisual resources helps students to improve their oral skills by listening to native speakers how to pronounce and enunciate different words or phrases (Rubin, 1975). Work group can also benefit students improve their oral communication skills as well as their critical thinking skill. But if teacher does not implement this kind of strategies, students will probably not be able of communicating effectively in the English language.

Secondly, it is important that students feel confident in speaking, in this way they will not be afraid of making mistakes (Clément, 1994). The limited knowledge of grammar, vocabulary and pronunciation makes students believe that they are not educated enough to speak in the language so they prefer to keep quiet and think they will be considered as low-level students by their classmates. As a result, the views and perspectives that these students could provide are not communicated. They should keep in mind that a high school student cannot be an expert on a subject. However, to overcome the fear of speaking English, it is necessary to work on different aspects of the language like pronunciation, vocabulary, and grammar. Authentic material, like songs, movies, videos, audiobooks can help with pronunciation improvement as well as the acquisition of grammar knowledge and increase of vocabulary (Kelly, 2002). With regular practice of these aspects, learners will improve their speaking performance and feel confident.

On the other hand, teachers are usually attached to obsolete teaching resources like textbooks limiting the students' interests on learning through innovative methods like digital technology. Teachers are unaware or unconcerned with the use of technology and that situation produces unsatisfactory learning among the students, since they are digital natives and they are always expected and motivated with the use of Information Technology (IT) and digital tools (Prensky, 2001).

Finally, the non-interaction in the language class is an evident cause of students' apathy for learning (Walberg, 1969). It is important for the students to be active in the lesson, interacting with the teacher and their classmates. Monotonous lessons with little interaction make the student bored with the rest of the class and not getting any motivation from the teacher leads to less interest towards language learning.

The development of the speaking skill is essential for oral communication because through this skill students are able to express their ideas, feelings, emotions. The speaking skill and listening skill must be developed together to enhance the learners' ability, so they can communicate effectively. Therefore, teachers should use different strategies or resources to develop the learner's speaking skills, changing traditional methods into active ones to develop the communicative competence in the learners. A way to promote speaking practice in the English classroom is through the use of digital storytelling (Ohler, 2013). Digital Storytelling is an original resource that will enable students to develop their speaking skill, in addition to being considered as a fun and relaxing activity.

1.2.3 Prognosis

After applying this proposal, if a non-native English student is not able to communicate orally in the English language reaching the A2 level, it will probably lead to negative impression, misunderstanding and frustration. Moreover, incomprehensible nonstandard pronunciation could provoke psychological nervousness in speakers, as well as it could generate a blockage on their speaker's efforts to look about clarification or to paraphrase using optional expressions with different pronunciation. (Lu, 2002).

Furthermore, if the learners do not have sufficient practice of speaking, they could have future problems as impediment to study in the best universities, to have low-paid jobs where English speaking will be one of the principal required; besides there would be

student desertion because of the low academic performance of the learners who have not gotten enough information in the English lessons.

Communicative activities should be applied in the classes so learners can develop their speaking skill so that they are able to communicate with others in a second language. Therefore, an effective teaching process should be applied by qualified teachers who provide a quality education.

1.2.4 Research problem formulation

What is the influence of digital storytelling (storyjumper) as a resource in the English speaking development of 1st year BGU students at Picaihua High School in the academic year 2017-2018?

1.2.5 Research questions

What kind of digital storytelling can help students to develop their speaking skill?

How are the strengths of the speaking features detected in the use of digital storytelling?

What changes are observed in students' speaking skill after using digital storytelling in the English class?

1.2.6 Delimitation of the study

The study is delimited as follows:

- **Field:** Education
- **Area:** Language Teaching
- **Subject:** The study focuses on developing the speaking skill through the use of digital storytelling.
- **Place:** Picaihua high school - Ecuador.
- **Time:** 2017-2018 school year

- **Grade:** This study focuses on 1st year BGU (Bachillerato General Unificado). 40 students took part of this research project. The students at this level are expected to reach an A2 level of proficiency.
- **Gender:** Male as well as female students
- **Age:** Students are around 15 and 16 years old.

1.3 Justification

This study is **original** for “Picaihua” high school, because the use of digital storytelling had never been implemented there before, with the purpose of developing English speaking in 1st year BGU students.

This research is **important** because it will contribute in the English language teaching quality in Picaihua high school in the following ways:

To help learners to develop speaking through digital storytelling as a resource in order to enhance the student’s interest and create a good environment into the classes where learners can involve with the technology by sharing their ideas, experiences, feelings and anecdotes, and even more developing their imagination to improve their concentration.

To create stories. In this case learners need to search, select and synthesize information so they can generate an attractive role and get an effective learning. An important feature of digital storytelling is that learners can include interactive slides with highly produced audio and visual effects, allowing them expand their multiple intelligences, showing their hidden talents and fostering teamwork.

Besides, this research is considered **innovative** because the use of digital resources is a motivating resource in today’s foreign language classes, getting as a result a significant and active learning. Therefore, the **interest** of the present project is to carry out a research on the problem in order to apply digital storytelling (storyjumper) as a methodological resource which will allow the development of English speaking in the learners.

Teachers and students know about the weakness and the results which have gotten the learners when finishing their academic year and especially the English speaking development. Therefore, the **beneficiaries** are the students and teachers from “Picaihua” high school because teachers are interested in using digital storytelling to enhance

students to develop the speaking skill and students will feel motivated to learn a new language that is English. Moreover, students can reach an Independent User level A2.

1.4 Objectives

1.4.1 General objective

To determine the influence of digital storytelling (storyjumper) as a resource in the English Speaking development intended to 1st year BGU students at Picaihua High School in the academic year 2017-2018.

1.4.2 Specific objectives

To identify what types of digital storytelling contribute in the students' speaking skill.

To detect the strengths of the speaking features after using digital storytelling (storyjumper).

To assess the effectiveness of using digital storytelling (storyjumper) for English speaking development.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

Kim (2014) investigated whether English as second language (ESL) learners can improve their oral proficiency through independent study by using digital storytelling. This experimental study was designed to provide opportunities for recording stories on weekly topics outside the classroom for five ESL learners who were in the advanced and high intermediated level at City College of San Francisco. In order to assess participants' autonomy for oral proficiency improvement, this research employed both qualitative and quantitative approaches. Four assessments were used to check participants' developing speaking improvement in storytelling about silent movie clips into VoiceThread and three questionnaires to assess their attitudes toward this autonomous learning. Results revealed that using self-study resources enables learners to develop speaking skills and build considerable self-confidence. Participants also indicated that learning through storytelling can be learner-centered to increase autonomy in oral proficiency. Furthermore, this research shows that the instructor's feedback and role are also important during the development of learners' learning autonomy based on their engagement.

Pardo (2014) developed a research project which promoted students' writing and speaking skills through the use of digital storytelling. This study was carried out during the second term of the academic year 2011-2012 during regular lecturers. Participants in this study consisted of one group of third year undergraduate students of EFL who were studying the subject 'Lengua Inglesa I', at the Faculty of Education of the Universitat de València. The participants elaborated seven stories. All DST were projected in class, so students could learn from each other, contribute with new ideas, and discuss possible problems in order to improve their work. The findings revealed that the creation of a DST for students of "Lengua Inglesa I" can be useful for improving not only their linguistic abilities but also the artistic, technical and creativity skills since they have been able to

express themselves through writing. As regard pronunciation, they have admitted having practiced several times until they found their pronunciation suitable for the DST in order to make a positive impression since all their peers would have been listening to them. Finally, the use of audiovisual material in the classroom made the activity innovative and more attractive to students who, as a consequence, felt more motivated, and, thus, put more effort on the task

Monroy, (2013) presented a qualitative investigation intended to contribute to the knowledge relation between digital narrative and education and at the same time to facilitate and to enhance in the classroom the use of the expression as well as living experiences and visions of the people that learn, also the possibilities of multimediality and multimodality that are potentiated with the Information and Communication Technologies. From the theoretical and pedagogical point of view, the study was based on constructivists and socio-cultural theories. Therefore, the investigation described the importance and uses of the stories on the life of the people and generically in the education; from the clarification between the concepts of Story, Narration and History.

Digital storytelling was developed by different types of students, in a formal education framework. From an interpretive and participative vision, different methods based on Design and the Study of Cases were combined. The fieldwork of the study had five (5) interventions with 53 adolescents from Obligatory Secondary Education, and had (5) more with 38 youths and adults from degree or master or teachers in a formative process. Ten (10) methodological existing proposals for the creation of digital personal stories were presented, described and analyzed, and ten (10) interventions planned and orientated by the same investigator, or with her accompaniment like diverse types of pupils. The proposal was executed, the students created their stories following all the stages preproduction, production and postproduction. Results exposed that using digital storytelling motivated the students to reflect about their lives by bringing memories to the present and narrated them using audiovisual material. In relation to language, students developed communication abilities, written and spoken.

Sadik, (2008) carried out a research with the purpose to assist Egyptian teachers in developing teaching and learning through the application of digital storytelling. Students were encouraged to work through the process of producing their own digital stories using

MS Photo Story, while being introduced to desktop production and editing tools. They also presented, published and shared their own stories with other students in the class. Quantitative and qualitative instruments, including digital story evaluation rubric, integration of technology observation instruments and interviews for evaluating the effectiveness of digital storytelling into learning were implemented to examine the extent to which students were engaged in authentic learning tasks using digital storytelling. The findings from the analysis of student-produced stories revealed that overall, students did well in their projects and their stories met many of the pedagogical and technical attributes of digital stories. The findings from classroom observations and interviews revealed that despite problems observed and reported by teachers, they believed that the digital storytelling projects could increase students' understanding of curricular content and they were willing to transform their pedagogy and curriculum to include digital storytelling.

2.2 Philosophical foundations

Regarding language acquisition, Chomsky (1957) introduced an idea called the language acquisition device (LAD) which is a hypothetical module into the brain that benefits children rapidly gain knowledge and comprehend language. Chomsky developed the LAD in the 1950s, and since then, has moved on to a greater theory called universal grammar (or UG) to account for the rapid language development in humans. According to this theory, human beings have developed a brain that is made up of neural circuits contains linguistic information at birth.

When children hear speech, their natural predisposition to learn a language is activated and the brain is opened to interpret the information considering it already contains principles and structures. According to Chomsky (1957) when children are born, they do not know anything about the English language, the child just learn the principles by hearing and expressing them.

On the other hand, this research is focused on connectivism theory introduced by Siemens (2005). Connectivism is considered as a digital age learning theory that has enabled computer users to gain and share information by means of using internet technologies. These technologies encompass social networks, YouTube, blogs, wikis, email, and other tools that have facilitated the users to get knowledge and exchange ideas with other

people. A principal key of a connectivism is that can exist a lot of learning across peer networks which take place online. In connectivism learning, a teacher will lead students to information and will reply key questions when it is needed, in order that students can learn by themselves.

Concerning the fundamentals of storytelling, for thousands of years societies have taught key principles through storytelling. In some cultures where written language did not exist, storytelling represented the way to share stories and create a society's culture with values and history. Great leaders of all types such as religious, political, educational, and military have used stories as instructional tools in the form of parables, legends, myths, fables, and real life examples to convey information. Fictional and nonfictional examples have always been powerful teaching tools.

Storytelling is being used today in education and training of all types and a few groups as dentistry, the military, aviation, law, and business depend heavily on storytelling as a method for teaching key principles of their discipline, and to help build critical thinking and problem-solving skills in students. New media technologies have helped stories to give life and have become an increasingly important part of participatory, popular culture. Instructional storytelling is increasing in frequency, and it is becoming important in educational and for collaborative studies (Andrews, 2009).

2.3 Legal basis

The English Language Learning Standards are introduced in the Minister of Education of Ecuador website. These learning standards show are the expected outcomes that learners have to have at the end of a proficiency level which has been acquired as skills and knowledge in the English learning process (Ministry of Education, 2014).

Picaihua high school teachers are centered on the Common European Framework for the teaching of English as a foreign language at which curriculum annual is composed by objectives, contents, methods, and evaluation. (Ministry of Education, 2014).

The European Framework is divided into three big groups. Pre Basic users, Basic users, and Independent Users at which these groups have been sub-divided into four levels such

as: Pre Basic User-A1, Basic User-A1, Basic user-A2, and Independent user-B1 in order to define the English skills of the learners.

According to the reference levels in the EGB superior curriculum guidelines (Ministry of Education, 2016) when students finish 1st year (1st BGU) they will reach an A1 → A2.2 level of proficiency, allowing them to communicate effectively as basic users of English. A detailed description of the A2 level follows, in order to understand the overall goals for 1st BGU learners:

- Level A2: This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs.

Additionally, level A2 has been divided into two parts. As shown below:

A2.1, or level A2 in progress, which implies that level A2 language competence is being developed (for 10th EGB), and,

A2.2, or true level A2, which implies that the language competence of a basic user level A2 has been achieved (for 1st BACH).

On the other hand, this study is supported by the Organic Law on Intercultural Education (LOEI) of Ecuador (2016), in which its article 3 promotes the teaching and learning of a foreign language because it is important for people in order to communicate with non-Spanish speaking people, to do investigation using resources in other languages, etc. In addition, article 19 of the LOEI (2016) states the importance of optimizing education, taking into account linguistic criteria which, in this case, refer to the teaching and learning of a foreign language.

2.4 Key categories

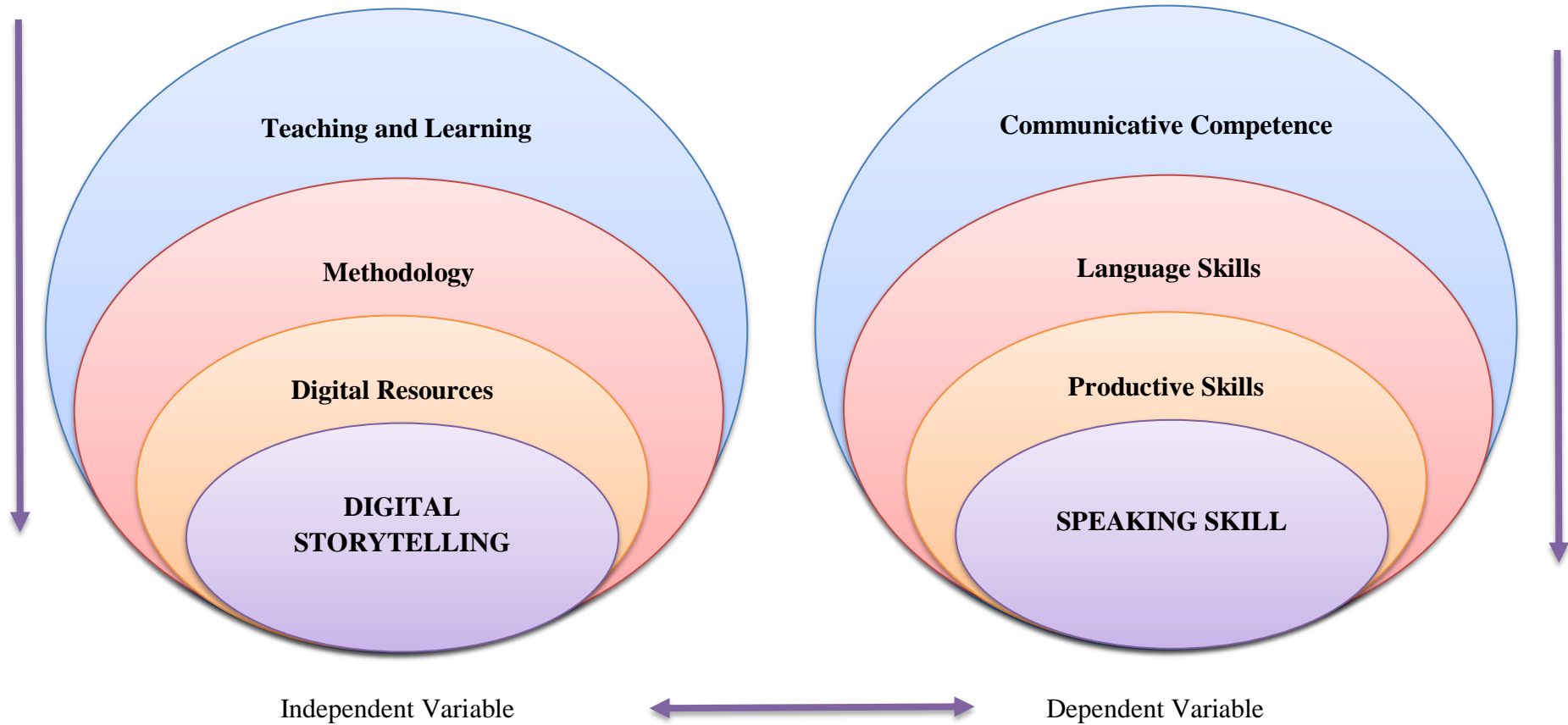


Figure 2: Key Categories
Author: Piray, C. (2018)

2.4.1 Independent variable framework

2.4.1.1 Teaching and Learning

Teaching is the process that includes planning, implementation, evaluation and revision. During a lesson, the teacher is in charge of facilitating learning. Learning is the process in which the student acquires new or modifies existing knowledge, skills, values or behaviors. During the teaching and learning process, students reflect on their experiences by exchanging their points of view with their classmates and the teacher (Kansanen, 1999). Furthermore, learning with technology has become indispensable in the teaching and learning environment. It is part of the teacher's professional toolbox to create an effective teaching and meaningful learning (Eady & Lockyer, 2013).

From the birth of computers, teachers have been intrigued with the potential of technology to help renovate education and improve student learning. Information technology can be used in the classroom to help improve students' inventive thinking and motivation, reducing their dependency upon the teacher. It is aspired to liberate the teacher's time and enhance the student's options of learning skills, promoting students' autonomy.

The use of information technology in class will enable students to activate in learning and prevent passive learners taught by teachers educated under the technical procedure of transmitting knowledge. It would also enable a change in the teacher's role: learner autonomy in learning means that teachers are as facilitators of quality learning experiences assuming a more active and creative role. "Through student autonomy, teachers gain the time and mental space to see and influence more of the learning processes" (Davis, 2005, p. 14).

The focus for this research is quality teaching and learning in which information technology is used as a tool. Furthermore, technology use in the English as a Foreign Language (EFL) classroom has the potential of supporting the language, so that teachers and learners create a digitally environment (Andrei, 2016). On the other hand, Moeller and Catalano (2015) states that learning another language enables learners to communicate in an effective way and participate in real-life situations through the language of the authentic culture itself.

2.4.1.2 Methodology

Methodology is defined as a set of principles, rules, and techniques that are used within a particular discipline or applied to a particular branch of knowledge to guide processes to achieve a particular goal. Also refers to the theoretical analysis of the methods appropriate to a field of study. In the context of research, methodology seeks to find out the result of a particular problem on a specific matter and sets the procedure behind the methods of collecting data (Gauch, 2003).

One of the methods for telling a story or presenting an idea is the use of media that includes film, photos, animation, audio recording or electronic files. It is a process which integrates creative writing, oral history, art therapy, and participatory media production methods to support people in telling stories as short digital videos. Continuous workshops are required for participants can elaborate a personal narrative which is illustrated with images or pictures. It is then recorded to obtain a final product that is a short film, which has been produced, edited and narrated by the participants (Participate, 2018).

On the other hand, Richards, Platt and Weber (1985), mentions that the EFL methodology includes the different approaches to teaching English in countries where it is studied as a subject matter in the different educational levels. It includes the study of practices, procedures, resources, techniques and strategies used in teaching and the theoretical assumptions and beliefs that underlie them. The EFL teaching methodology includes the study of:

- a. Language skills (reading, writing, speaking and listening) and the best practices for teaching them.
- b. Syllabus design (preparation of lesson plans, materials, strategies, resources, and textbooks for teaching the aforementioned skills).
- c. Evaluation practices of the teaching methods and the student' performance.

2.4.1.3 Digital resources

A digital resource is anything which can be stored in a digital format and used or adapted for teaching and learning. Digital resources are any materials that can be accessed electronically. Some common digital resources include: ebooks, subscription databases, free internet, YouTube videos, podcasts, Google Docs and Bookmarking tools (Robbins,

2018). In other words, digital resources are considered as mediators in teaching-learning process in which elements as videos, sounds or images are included that allowing students reinforce their understanding and motivation as well as develop their skills and knowledge.

According to Eady & Lockyer (2013) digital resources allow learners to develop mental imagery through the mix of media elements presented to them. Digital learning resources help learners meaningfully interact with the multimedia information. This meaningful interaction might involve learning activities within the digital resource itself. Moreover, teachers utilize digital resources to introduce a topic, stimulate to group or whole-class discussion, and provide learners with access to different activities.

In addition, Townsend (2000) as cited by (Quirós, 2009) mentions digital resources are tools to be used for endless uses and that have different characteristics by which these resources are classified in three groups such as transmissives(web pages, digital libraries, sounds, images, voices), actives (multimedia tools, individual games, Microsoft Office), and interactives (online games, video conferences, blogs wikis,). With these resources, learners can interact with each one of these resources to get a significant learning as well as creativity will enable learners to awaken desire and motivation in the process of learning.

2.4.1.4 Storytelling

According to Robin (2008) storytelling refers to the use of spoken language as well as physical movement and gesture to expose different elements and pictures of a story to specific spectators. A unique aspect of storytelling is its confidence on the audience to show them specific and complete stories.

Besides, Dujmovic (2006) states storytelling is an original way of teaching. Learners can develop positive attitudes towards the foreign language by using storytelling. They can create a desire to continue learning. They can also exercise their imagination by means of getting involved in the story, in which learners identify the characters and interpret the narrative, that is, they tend to improve their creativity.

2.4.1.5 Digital storytelling

Digital storytelling is defined by Robin (2008) as a well-positioned technology application that takes advantage of user-contributed content and to support teachers overcome some of the barriers that prevent the use of technology in their classrooms. Digital storytelling enables users to develop their creativity by making creative stories through traditional procedures of selecting a topic, leading research, writing a script and developing an entertaining story. Then, this material is integrated with different types of multimedia, computer graphics, text, audio, video, and music so that it is played on a personal computer or uploaded on a web site.

Regarding this topic, Lewin (2011) mentions that digital storytelling is a process in which it develops a personal narrative that lasts around three minutes long. They then need to record and illustrate this narrative using sounds, images or photographs. A short film is the final product, which has been produced and edited by the narrator. It is important to take into account that a first person voice is used in the story. With this technique, learners create their own digital stories by creating, editing, and sharing with the audience.

2.4.1.5.1 Types of digital stories

Smeda, Dakich, & Sharda (2010) indicates some benefits of digital stories and most of these can be classify into three main groups: Personal Narratives, Historical Documentaries, and Inform or Instruct stories.

2.4.1.5.1.1 Personal narratives

Personal Narrative is a type of writing which describes events, details, thoughts, feelings, and experience in the writer's life, where these events are presented in an order similar to what actually happened in time. This type of story has multiple educational benefits. Students who view the story learn about the experiences of other students, who may come from different backgrounds. Consequently, this allows foreign born students to bridge the gap they feel between themselves and the local students (Smeda, Dakich, & Sharda, 2010).

2.4.1.5.1.2 Historical documentaries

Digital stories that examine historical events describe the life of people or institutions (e.g. the log of a patient's medical condition, or even the history of a city). While personal stories can include historical information to place them in the right context, a purely historical story can also be created by using achieved content such as photographs and other materials, available on the Internet and other bibliographic sources (Smeda, Dakich, & Sharda, 2010).

2.4.1.5.1.3 Inform or instruct stories

Stories that inform or instruct are intended to transfer information or send a message to the viewer incorporating knowledge or information of an important subject such as health issues, a change in plans, rules or policies (Smeda, Dakich, & Sharda, 2010).

2.4.1.5.1.4 Elements of digital storytelling

According to Robin (2008), storytelling has the following elements:

- Point of view: The perspective of the author and the principal message of the story.
- A dramatic question: A key question that allows to catch audience's attention and will be replied by the end of the story.
- Emotional content: Emotions that hold audience interested and engaged in the story.
- The gift of your voice: Tone of the voice to give more personality and powerful to the story, allowing the audience comprehend the context.
- The power of the soundtrack: Music or other sounds establish the place and convey emotions in the story.
- Economy: Using enough and appropriate content to tell the story and try not to overload to the audience.
- Pacing: According to the situation of the story, the rhythm must be subtle.

2.4.1.5.2 Benefits of using digital storytelling in language learning

The creation of digital stories enable students to organize their ideas, express their opinions, ask questions, and build narratives, that is, they start to improve their

communication skills. In addition, students can receive feedback from their peers when they share their digital storytelling as well as they can criticize their own stories. With the use of digital storytelling, students can promote gains in emotional intelligence, collaboration and social learning (Robin, 2008).

Regarding with this topic, Nguyen (2014) mentions some benefits of storytelling in language learning.

- Enhances the four language skills, reading, and writing, speaking and listening.
- Encourages development of four language skills, improve comprehension and classroom interaction.
- Increases students' knowledge of vocabulary and grammar to tell effective stories
- Increases students' interests, helping them to engage with the use of the English language
- Makes the lessons enjoyable and entertaining.

2.4.1.5.3 StoryJumper

StoryJumper website is a motivational method which gives students the opportunity to narrate, create and share their own digital stories. This site allows students develop their creativity skills and demonstrate their writing and speaking abilities. Students can be able to write books whether they are personals, imaginative or narrative. Storyjumper is an educational website that catches student's attention, creating a comfortable environment and a successful learning (Storyjumper, 2012).

Additionally, Storyjumper is a very popular digital storytelling website that is used by millions of users for being simple and innovative. It also has high quality digital visualizations, and even it offers images, or props to use them in the digital stories. Users can also download their own photos or drawings to show in the pages and share their artistic talent around the world (Mousazadeh, Hassaskhah, & Mahdavi, 2018).

2.4.1.5.3.1 How to create a digital storytelling using storyJumper

StoryJumper is one of the most interesting and innovative website today. It allows students develop their creativity and imagination by building their own digital books.

Moreover, this storyjumper website contains great tools and clipart galleries that enables students use easily to illustrate and embellish their stories.

The storystarter handbook provided by the storyJumper website contains all the information required for the creation of digital storytelling. The steps to build a new story online will be shown as follows:

- a. Creating a new story
- b. Props and scenes
- c. Photos
- d. Adding text
- e. Adding music or sounds
- f. Reviewing your story
- g. Creating book cover
- h. Sharing the story

For detailed description about the creation of books in Storyjumper, students must visit the StoryStarter workbook site (Storyjumper, 2012).

2.4.1.5.3.2 How to build a story using storyjumper

A story created on the StoryJumper website can be told in 7 steps (Storyjumper, 2012)

a. Characters:

- To create the main character could be animals, incredible spirits or ghosts, persons and so on.
- The characters should have their weaknesses or flaws to generate tension in the story.
- Other characters could be included in the story such as enemies, friends, and incredible heroes.
- The characters biography has to be believable.

b. Challenges:

- The characters have to solve the problem.

- The problem should be an interesting one. It must be included in the story or it will be so boring for the audience.
- Students must assign challenges that might be faced by the characters.

c. Motivation:

- The storyteller must take into account the reasons why the character has to face the challenge and what the outcomes are.

d. Setting:

- Setting describes the environment, time and geographic location.

e. Climax:

- The climax is a high part where the characters have to cope with their own weaknesses or flaws as well as the renovation of the character is shown.
- The climax generally contains patterns such as: Realization, Resolution and Choice.

f. Closing:

- It is important to have an interesting ending in the story.
- Give a clear message or a moral by the end of the story.
- Mention how the changes of the characters have evolved into the story.

2.4.2 Dependent Variable Framework

2.4.2.1 Communicative competence

The idea of communicative competence is originally derived from Chomsky's distinction between competence and performance. By competence, Chomsky defined communicative competence as the capacity of sharing ideas in a speech community. He said a user of a language was able to produce and understand an endless set of sentences out of a determinate set of rules. The transformational grammar provides for an explicit account of this tacit knowledge of language structure, which is usually not conscious but is necessarily implicit. Besides, Hymes (1972) mentions that the transformational theory carries to its perfection the desire to deal in practice only with what is internal to language, yet to find in that internality that in theory is of the widest or deepest human significance.

Moreover, according to Hymes (as cited in Rickheit and Strohner, 2008) considered to have grammatical knowledge is not sufficient for speaking a language and for communicating. In other words, human being needs to be involved with society to acquire a language, that is, a social interaction. In addition, Green and Smith (1983) and Welch (1988) as cited by (Brooks, 1992) mentions that learning to use another language presupposes social interaction in a foreign language classroom as well as there is a complex and dynamic social environment.

Regarding this topic, Canale and Swain (1980) as cited by Celce-Murcia (2001:104) states that “the ability to communicate in a language comprises four dimensions.” These dimensions are: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

- a. Grammatical competence: It refers to the rules of the language such as spelling, pronunciation, vocabulary, word formation, sentence formation.
- b. Sociolinguistic competence: It refers to the rules of the expression and understanding of social context in which language is used.
- c. Discourse competence: It is the mastery of how to combine meanings and grammatical forms to achieve a spoken and written text.
- d. Strategic competence: It is the ability to overcome difficulties when communication breakdowns. It also allows people to achieve conversational fluency.

2.4.2.2 Language skills

Language has two principal features that are structural complexity and productivity. Hence, language allows people to produce spoken words or vocal sound in different contexts, where language is blent, moulded, and developed. In addition, language is based on its structure as well as on its semantic properties to convey meaning. In other words, the structure is composed in different types such as the ordering of words (phrases and sentences), the semantic and grammatical relationships between words, the use of inflections, the interplay of intonation, stress and rhythm in the actual production of speech (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980:26).

On the other hand, learning languages developing the four skills (Bilingüismo y Tecnología, 2016) such as:

- Listening skill is considered as one the main keys to get a good listening comprehension and to be able to develop other skills; hence, teachers should bear in mind that the use of auditory resources as audios or videos help learners to be more interested in doing motivating activities.
- On the other hand, reading allows learners enrich the vocabulary to be used in a conversation. In the laboratory language, teachers can display a document so that learners can develop their reading comprehension.
- One of the activities that could be applied to activate different functions in the writing skills are group chats where learners can interchange information or ideas as well as doing activities on the same task; hence learners have enough time to elaborate their messages.
- The principal purpose of the learner is the development of speaking. If learners more read and listen, they will have a better progress to improve their speaking.

2.4.2.3 Productive skills

In the context of English language teaching, productive skills are those skills which require learners to produce something. Consequently the productive skills are speaking and writing as opposed to listening and reading, which are regarded as receptive skills. Productive skills are also known as active skills (British Council, 2013).

Furthermore, according to Golkova and Hubackova (2014) there are two groups of skills: receptive and productive skills. Receptive skills is also known as passive skills (reading and listening) and productive skills is recognized as active skills (speaking and writing). Therefore, productive skills is the spread of information that human beings produce in either spoken or written form. Besides, writing and speaking allow learners to practice real-life activities that will use on future occasion away from the classroom.

Speaking is the creative construction of sequence of symbols that is produced by speakers, that is, the speaker makes lexical choice, grammatical structure and discourse that are perceived and interpreted by listeners Brown (2004).

2.4.2.4 Speaking skill

Speaking is the process of producing and receiving information since an individual begins hearing words and interacts with other people. Hence, speaking is a language skills that develops since children start to produce their first words by the listening skill, that is, speaking and listening are closely interinvolved (Richards, 2016).

Besides, Kamonpan (2010) mentions that is one of the four macro skills necessary for effective communication. As English is used as a means of communication around the world, English speaking skills should be developed along with the other skills so that these integrated skills will improve communication achievement. Therefore, speaking is a fundamental part in daily life of people who need to produce the language in an effective way.

On the other hand, (Orlich, Harder, Callahan, Trevisan, & Brown, 2012) mentions that the use of speaking teaching strategies allow learners to accomplish the intended learning. Therefore, there are some strategies that might be applied in the lessons such as: interviewing, narrative, critical thinking, monologue, questions and answers, advertising, role playing, etc.

In addition, according to Celce-Murcia (2001) some activities of speaking can be applied in the classroom to develop the oral skill. These activities are as follows:

- **Discussions:** It entails activities in which learners have to listen a passage or a video to discuss the topic in pairs or groups, so that they can come up with a solution or a response.
- **Role plays:** It is suitable for practicing the sociocultural variations in speech acts. These activities permit learners to prepare scripts that are created from a set of prompts and expressions.
- **Conversations:** This is an oral communication that helps learners to produce the language and feel more confidence when starting to establish a conversation with other speakers.
- **Speeches:** Topics for speech should be varied depending on the level of the learner, so that these speeches are not boring for the audience. It also is very

essential to permit learners to talk about something that is meaningful while at the same time encourages narration and description.

- Accuracy-based activities: Activities that promote learner's getting acquainted with each other to practice with specific structures in a realistic context. For instance, "Two-minute conversations", "Find someone who", "If I were", etc. With these activities allow learners to enrich with new vocabulary and develop their pronunciation and fluency as well.

2.4.2.4.1 Characteristics of speaking

The human being have the ability of expressing their ideas in an oral, coherent, fluent and appropriate way in a meaningful context. These characteristics are useful to understand and to be able to design activities that enable learners to communicative in a real context (Torky, 2006).

- a. Instantaneous communication: Having an eye contact enable speakers to get instantaneous feedback. Most of the time speaking occurs in situations where participants or interlocutors are present, facilitating communication.
- b. Interaction in speaking: When speaking people are expected to interact with each other. Interaction can be face to face or over the telephone. Turn taking plays an important place in interaction.
- c. Speaking happens in real time: when speakers establish conversations, responses are spontaneous without planned, producing language. The sentences of the speakers are short and no complex as in writing. Similarly, speakers don't sometimes recall things they intended to tell. In addition, the use of formulaic phrases, self-correction, rephrasing and repetition enable speakers to be more fluent and face with real time difficulties. Actually, spoken discourse features facilitate speakers their oral production and benefit them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.4.2.4.2 Aspects of speaking skill

According to Richards (1985) speaking aspects are defined as follows:

- a. **Pronunciation:** when the speaker produces sounds, those must be accurate and articulated considering the audience. They must understand what is said.
- b. **Accuracy:** refers to the level of precision the student has when he/she utters words and phrases or expresses orally using diverse grammar forms.
- c. **Fluency:** a speech without pauses at which it is included rate of speaking, rhythm and intonation.
- d. **Stress:** when pronouncing a particular word or syllable has an extra force used.
- e. **Rhythm:** this aspect of the language is perceived when thought the movement in speech. Rhythm is marked by the stress and quantity of syllables contained in words and phrases.
- f. **Intonation:** is when people speak intonation can be perceived in the pitch level of the voice. Different expressive meaning are given by intonation.

2.4.2.4.3 Speaking proficiency level of A2 learners

Based on the Common European Framework of Reference for Languages (CEFR) by the end of the 1st year BGU students will be able to sustain a straightforward description of a (or a variety of) subject matters within the personal and educational domains rather fluently, presenting it as a linear sequence of points. They will also be able to communicate with great certainty on common routine related to educational field and interest, and they will be able to handle improvised conversations on themes that are of interest, familiar, or pertinent to daily life within the personal and educational domain (Ministry of Education, 2014).

2.5 Hypothesis

H_0 = Digital storytelling enhances English speaking skills.

H_1 = Digital storytelling do not enhance English speaking skills.

2.6 Signaling hypothesis variables

Independent variable: Digital storytelling.

Dependent variable: Speaking skill.

CHAPTER III

METHODOLOGY

3.1 Research approach

The methodology that applied in this study was focused on a quali-quantitative approach. This research sought to create the bases for the development of a proposal based on the use of the digital resources which pursued through the creation of digital storytelling to help to develop the speaking skill in English in 1st year BGU students of Picaihua high school – Ecuador.

3.2 Level or type of research

This type of research is a field investigation because the data was collected in the same place in the institution Picaihua high school in Ambato– Ecuador in 1st year BGU. This study was designed as a descriptive study with the aim to determine the influence of digital storytelling on the development of the speaking of the students previously mentioned. Besides, a quasi-experimental research design was implemented. Two groups were considered for this research.

Moreover, in this study the experimental group A and the control group B were selected without random assignment. The control group B did not receive any treatment whilst the experimental group A studied under a treatment with digital storytelling and speaking activities. To get real information, a pretest and a posttest were applied in this research.

According to White (2014) quasi-experimental research designs identify a comparison group that is as similar as possible to the treatment group. The most common subset of quasi-experimental research designs are the nonequivalent control group designs. In one implementation of this design, subjects in the control group are intentionally matched by the researcher to subjects in the treatment group on characteristics which might be associated with the outcome of interest.

3.3 Population and sample

The population that was taken to be studied was represented by 160 students of 1st year BGU of Picaihua high school, Ambato-Ecuador.

In order to carry out the study, the sample is a portion of the population at which this study used quasi-experimental study methods with a sample which was divided into an experimental group and a control group. A sample of 40 students of parallel A and B was selected from the 1st year BGU of the school. The experimental group consisted of 20 students of parallel A and the control group consisted of 20 students of parallel B.

Sample	Frequency	Percentage
Control group	20	50%
Experimental group	20	50%
TOTAL	40	100%

Chart 1: Sample

Source: Students' school register

Author: Piray, C. (2018)

3.4 Operationalization of variables

Independent variable: Digital storytelling

Characterization	Dimensions	Indicators	Item	Technique	Instrument
Digital storytelling is a creative process in which narrative types are told in an interactive way. In other words, it is a combination of a recorded narrative, sounds and images. On the other hand, storytelling is composed of different elements which encourage the narration of interesting stories from the beginning to the end, creating, at the same time, language skills connections such as the development of speaking skills, the improvement of comprehension, the encouragement of classroom interaction and the increasing vocabulary and grammar.	Narrative Types	<ul style="list-style-type: none"> - Personal Narratives, - Historical documentaries, - Instruct stories. 	N/A	N/A	N/A
	Storytelling elements	<ul style="list-style-type: none"> - Point of view - A dramatic question - Emotional content - Gift of your voice - Power of soundtrack - Economy - Pacing 			
	Language skills connections	<ul style="list-style-type: none"> - Development of speaking skills. - Improvement of comprehension - Encouragement of classroom interaction. - Increasing vocabulary and grammar. 			

Chart 2: Independent variable

Author: Piray, C. (2018)

Dependent variable: Speaking skill

Characterization	Dimensions	Indicators	Item	Technique	Instrument
Speaking is a process of interaction by producing and receiving information since a human being start to hear the first sounds and interact with others. In other words speaking is a language skill in which different features are developed such as stress, rhythm, intonation, accuracy, fluency and pronunciation. Speaking allows people to communicate orally for different purposes. And in EFL or ESL context this skill is developed according to the levels established in the Common European Framework of reference for languages.	- Interaction process	- Sender - Message - Receiver - Feedback	Invent a story	Pretest Posttest	Rubric
	- Features	- Stress - Rhythm - Intonation - Accuracy - Fluency - Pronunciation			
	- Purposes	- Exposition - Narration - Description			
	- Level A2 of the Common European Framework of reference for languages	- Communicate in simple and routine tasks. - Handle very short social exchanges. - Understand enough to keep the conversation going themselves.	Retell the story		

Chart 3: Dependent variable

Author: Piray, N. (2018)

3.5 Data collection

The experimental group was taught by using the digital storytelling technique, while the control group was taught by using a conventional technique for teaching and learning speaking. The other technique was direct oral storytelling.

Prior to the experiment, both groups were assessed in their speaking ability by using a pre-test. At the initial tutoring session, the students consent to participate in the study; the pretest was administered. For five weeks, the experimental group was taught by the researcher by presenting, designing and creating the digital storytelling as well the application of speaking activities during the experiment. Then, a post-test was also given to both groups (See Appendix A). The results enabled the researcher to conclude the influence of digital storytelling on the student's speaking skill.

The procedure of the tests was:

1. The data collection was run to achieve the main objectives of the present research.
2. The tests were directed to First Bachillerato "A" and "B" from Picaihua high school.
3. Speaking materials were used by the researcher. (2 tasks)
4. Pretest and posttest were conducted by the researcher.
5. The results of tests were examined. A rubric was used.

The standards on the rubric were based on the A2 Level Assessment Scale for speaking performance. This scale is based on Level A2 of the Common European Framework of Reference (CEFR). The results that were found allowed the researcher to examine methodically the students' strengths and weaknesses that are related to their speaking performance. Students' speaking skill was evaluated using (6) scale list of criteria (stress, rhythm, intonation, pronunciation, fluency and accuracy). The assessment of students varied from the following scales: Poor (1), Fair (2), Good (3), Excellent (4). (See Appendix B). The results of the tests were analyzed and tabulated to present the conclusions and recommendations.

Chart 4: Data Collection

Basic Questions	Rationale
What for?	To achieve the main objectives of the present research
Which will be the Unit of Analysis?	Population
What aspects will be about?	Digital storytelling- English speaking development
Who will develop?	Researcher
When?	November-May 2018
Where?	“Picaihua” High school
How many times?	November-May 2018
Which data collection technique will be used?	Pretest – posttest
Which instrument will be used?	Rubric
In what situation?	English lessons

Source: Data Collection

Author: Piray, C (2018)

CHAPTER IV

DATA ANALYSIS

4.1 Analysis of data

4.1.1 Pretest and Posttest

The results that were obtained in the application of the experiment during the pretest and posttest of both groups, the control group and the experimental group were analyzed and were tabulated. With this data, it was detected weaknesses and strengths in the development of speaking of the students.

A rubric was used to assess the speaking skill of the students during the pretest and posttest of both groups. The results obtained, before and after, were analyzed descriptively. The data was used to detect weaknesses and strengths in the development of speaking of the students.

4.1.2 English speaking proficiency level of students in the Pretest and posttest

The students of 1st year BGU were assessed according to the Common European Framework for level A2 which proposes the following evaluation criteria: rhythm, pronunciation, stress, intonation, accuracy and fluency. Student's assessment was scored from the following scales:

Poor 0-4 Fair 5-6 Good 7-8 Very good 9 Excellent 10

Chart 5: Evaluation criteria that was applied in the pretest and posttest

Criteria	Application
Stress	Students' sentences and word stress is generally accurately placed.
Rhythm	Students' controls movement in speech, marked by the stress, timing, and quantity of syllables.
Intonation	Students' intonation varies in the pitch level of the voice.

Pronunciation	Students' pronunciation is intelligible and Individual sounds are generally articulated clearly.
Fluency	Students have comfortable, nearly natural speed in most everyday contexts. There may be some natural hesitation while searching for language.
Accuracy	Students use a good control of grammatical forms. Student produce a range of suitable syntax and general structures

Source: Common European Framework of Reference for Languages (CEFR) (Council of Europe , 2001)

Author: Piray, C (2018)

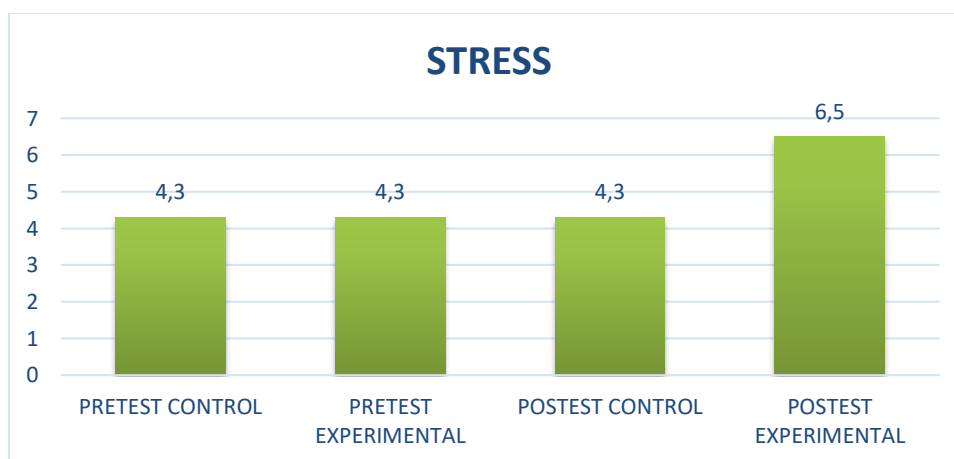
4.2 Data Interpretation

Chart 6: Stress

Stress	
Pretest Control	4,30
Pretest Experimental	4,30
Posttest Control	4,30
Posttest Experimental	6,50

Source: Pretest and Posttest
Author: Piray, C. (2018)

Figure 3: Stress



Source: Pretest and Posttest
Author: Piray, C. (2018)

Analysis: This graph reveals that one of the biggest weakness found in the experimental group when applying the pretest has been successfully addressed and most of the students have improved this aspect of their speaking skill.

Interpretation: The use of digital storytelling was good to help students to recognize the correct stress placement. As the students began to listen and use stressed words, they discovered new words that helped them to make themselves understood.

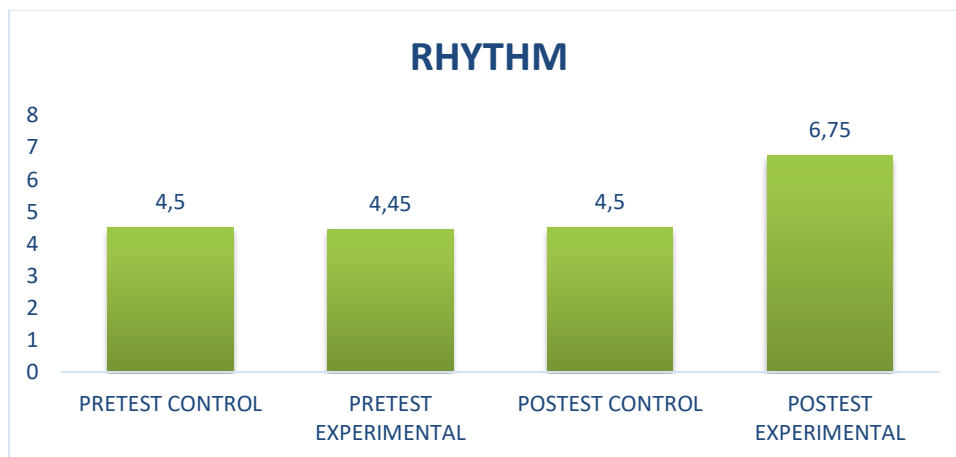
Chart 7: Rhythm

Rhythm	
Pretest Control	4,50
Pretest Experimental	4,45
Posttest Control	4,50
Posttest Experimental	6,75

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 4: Rhythm



Source: Pretest and Posttest

Author: Piray, C. (2018)

Analysis: The graph below shows that after the experiment most of the students controlled movement in speech.

Interpretation: Through the use of digital storytelling students learned how to place the right emphasis on the breath since it could be deeper or faster in different situations during speech. In narrations, rhythm was used to highlight important information, increase the impact of certain scenes, and even encourage the reader to take a break.

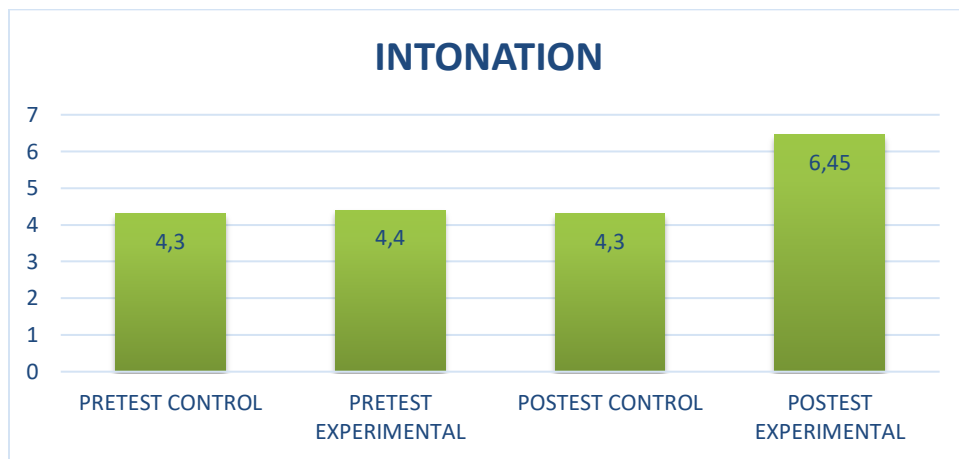
Chart 8: Intonation

Intonation	
Pretest Control	4,30
Pretest Experimental	4,40
Posttest Control	4,30
Posttest Experimental	6,45

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 5: Intonation



Source: Pretest and Posttest

Author: Piray, C. (2018)

Analysis: This graph states that students from the experimental group have improved their abilities of intonation. In the experimental group, which is significant, this improvement can be considered as a global result of the technique applied by the researcher.

Interpretation: The use of reading aloud technique before recording the students` voices helped them to intonate properly. Also, during digital storytelling the spoken language was organized around intonation units, and this made speech intelligible.

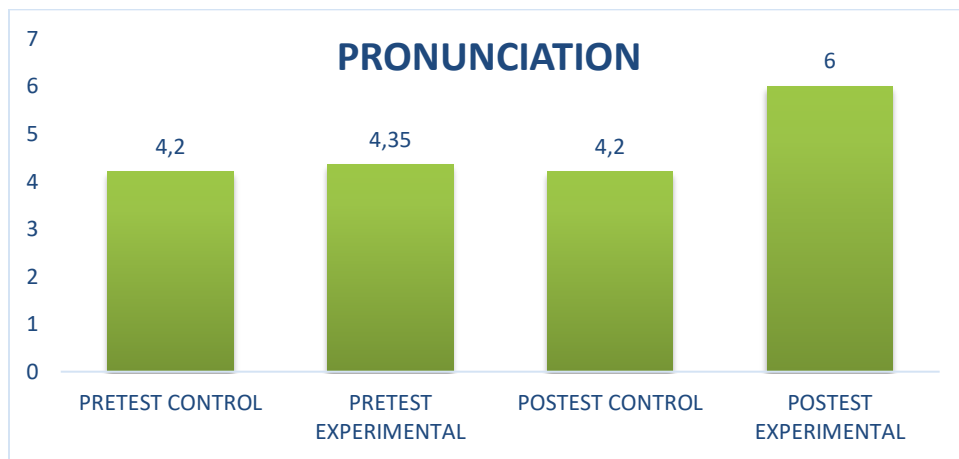
Chart 9: Pronunciation

Pronunciation	
Pretest Control	4,20
Pretest Experimental	4,35
Posttest Control	4,20
Posttest Experimental	6,00

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 6: Pronunciation



Source: Pretest and Posttest

Author: Piray, C. (2018)

Analysis: As it is shown in the graph above there was a notable difference between the results of the control and the experimental group in terms of digital storytelling technique's effectiveness on improving pronunciation.

Interpretation: Students improved their pronunciation through the use of digital storytelling by listening to audio and video recordings of digital stories with transcriptions. They also learned by narrating their own stories focusing on the accurate pronunciation of words.

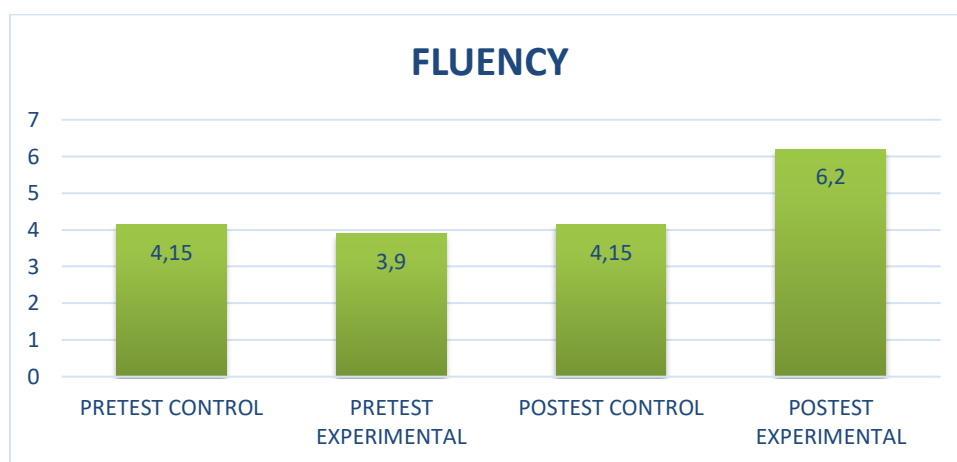
Chart 10: Fluency

Fluency	
Pretest Control	4,15
Pretest Experimental	3,90
Posttest Control	4,15
Posttest Experimental	6,20

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 7: Fluency



Source: Pretest and Posttest

Author: Piray, C (2018)

Analysis: The graph above shows that the experimental group speech is more natural after the intervention technique. Students can speak the language easier without many pauses which gives good insights of the results of the technique applied.

Interpretation: Using digital storytelling helped the students to speak more naturally and with increased confidence, it also helped them to remember the stories in an easy way and therefore, the retelling was an easier task for them to perform it at normal speed.

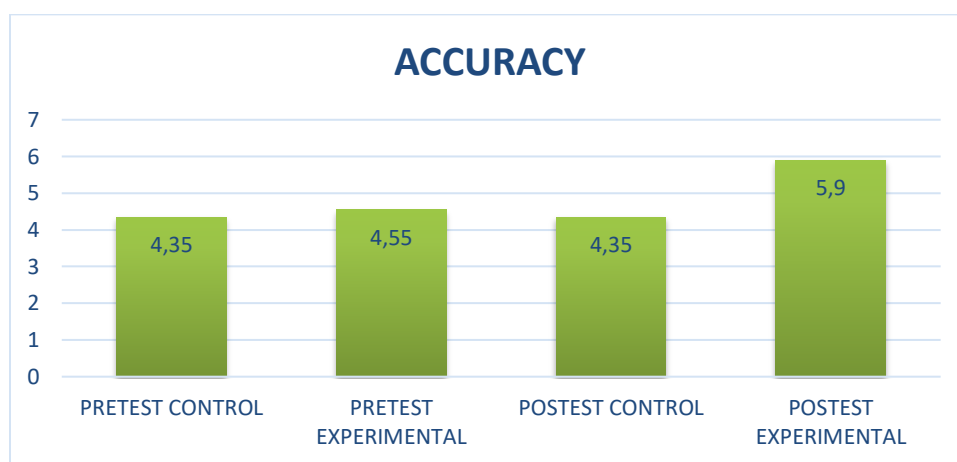
Chart 11: Accuracy

Accuracy	
Pretest Control	4,35
Pretest Experimental	4,55
Posttest Control	4,35
Posttest Experimental	5,90

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 8: Accuracy



Source: Pretest and Posttest

Author: Piray, C. (2018)

Analysis: the chart previously presented illustrates the improvement achieved by students in the accuracy assessment. It is clear to perceive that the technique which was applied had positive effects in students' performance which helped them to be proficient in oral communication.

Interpretation: students who created digital storytelling were more enthusiastic and motivated to learn about how to have good speaking skills and be accurate. The motivation itself came from students' mind and willingness in order to get success in their speaking. Thus, the motivation from students was such positive attitude toward what they were learning and to the learning process itself which could be enhanced by using digital story telling.

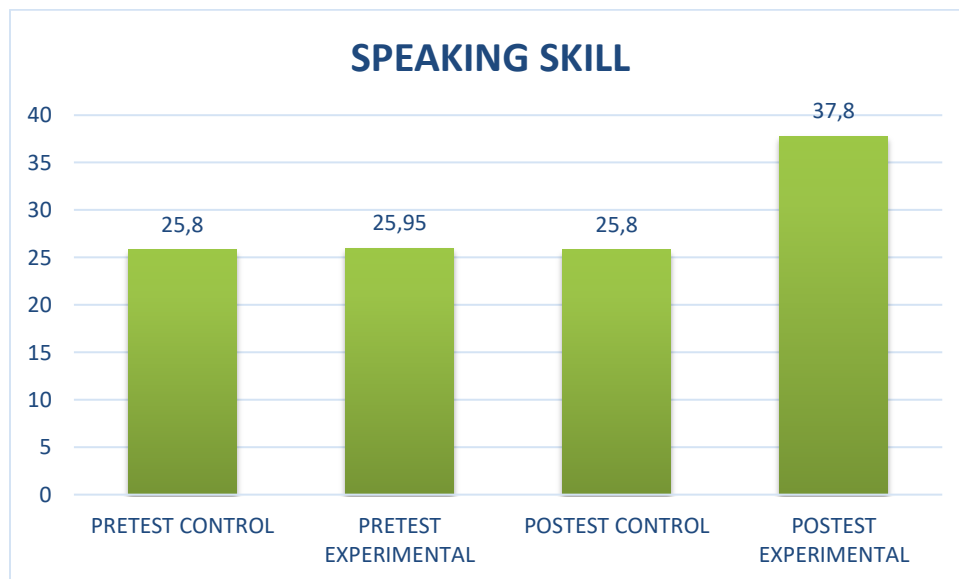
Chart 12: Arithmetic mean results of the students' pretest-posttest scores in terms of their speaking skill level

Speaking Skill	
Tests	Mean score
Pretest Control	25,80
Pretest Experimental	25,95
Posttest Control	25,80
Posttest Experimental	37,80

Source: Pretest and Posttest

Author: Piray, C. (2018)

Figure 9: Arithmetic mean results of the students' pretest-posttest scores in terms of their speaking skill level



Source: Pretest and Posttest

Author: Piray, C. (2018)

Analysis: The speaking skill level for the experimental group was improved from the pretest. The results show that the change in scores from the pretest to the posttest was significant for the experimental group.

Interpretation: Using digital storytelling and digital resources helped the students to become more proficient regarding the different speaking features assessed during the tests. Through digital storytelling students were able to improve their pronunciation, fluency, accuracy, rhythm, intonation and stress. All the different speaking activities carried out during the proposal encouraged the students in the development of their oral expression.

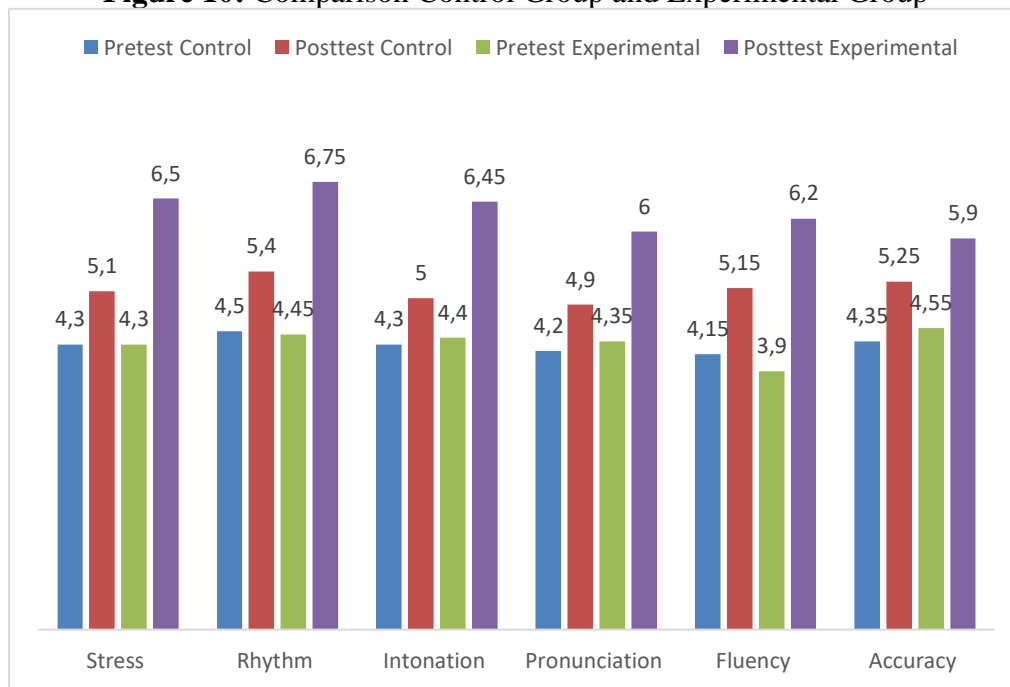
Chart 13: Final Pretest and posttest criteria results –Comparison Control Group and Experimental Group

CONTROL GROUP			EXPERIMENTAL GROUP		
Criteria	Pretest	Posttest	Criteria	Pretest	Posttest
Stress	4,3	5,1	Stress	4,3	6,5
Rhythm	4,5	5,4	Rhythm	4,45	6,75
Intonation	4,3	5	Intonation	4,4	6,45
Pronunciation	4,2	4,9	Pronunciation	4,35	6
Fluency	4,15	5,15	Fluency	3,9	6,2
Accuracy	4,35	5,25	Accuracy	4,55	5,9

Source: Pretest and Posttest (experimental group)

Author: Piray, C. (2018)

Figure 10: Comparison Control Group and Experimental Group



Source: Comparison Group and Experimental Group

Author: Piray, C. (2018)

Analysis: the graphic above shows the comparison between the results of the control group test as well as the experimental group, indicating the progress that generates on each one of the analyzed criteria. Hence, in the experimental group, the average of stress in the pretest

was 4,3 and the posttest was 6,5. In the criteria of rhythm in the pretest result was 4,45 and the posttest was 6,75. In the same way, the average of intonation in the pretest was 4,4; however in the posttest the result was 6, 45. In the pronunciation criteria was 4,35 in the pretest and in the posttest the result was 6. The average of fluency in the pretest was 3,9 but the result in the posttest was 6,2 which means that students increase in fluency. Finally, the accuracy average in the posttest was 5, 9 greater than the pretest result 4,55.

On the other hand, the control group did not obtain a very representative progress. In the criteria of stress was 4, 3 in the pretest and 5,1 in the posttest. Rhythm obtained 4,5 in the pretest and 5,4 in the posttest. In the criteria of intonation, the result was 4,3 and 5 in the posttest. Pronunciation varied from 4,2 in the pretest to 4,9 in the posttest. Fluency had 4,15 in the pretest but 5,15 was the result in the posttest. Finally, accuracy obtained 4,35 in the pretest and 5,25 in the posttest.

Interpretation: In accordance with these results, the experimental group had a noticeable progress in all the areas, allowing students to get a great improvement in the English speaking development by applying the digital storytelling.

4.3 Hypothesis verification

In order to determine the effectiveness of the proposal and group intervention were applied data were collected from two groups: Experimental (received the intervention) and control (did not receive any intervention), in two different moments. Pretest and posttest were conducted before and after the intervention. For the development of hypothesis testing was necessary to corroborate if equality of means were suggested or not. Thus, the following hypotheses were proposed:

H_0 = Digital storytelling does not enhance English speaking skills.

H_1 = Digital storytelling enhances English speaking skills.

Confidence level

The significance level established for this analysis is $\alpha = 0.05$, a risk of 5% is assumed, making the confidence level = 95%. This significance level is related to the study, since it is recommended for social researches.

Hypothesis testing

For determining the hypothesis testing, the following assumptions must be made:

1. Normality: The sampled populations follow the normal distribution

Consequently, for checking the first assumption of normality, the Shapiro-Wilk test and Kolmogorov-Smirnov^a test were used considering the averages of means. For determining if the sampled populations follow the normal distribution, it is established that $p \geq 0,05$.

Chart 14: *Normality test*

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Control	,175	6	,200*	,952	6	,753
Posttest Control	,129	6	,200*	,991	6	,991
Pretest Experimental	,289	6	,128	,850	6	,158
Posttest Experimental	,184	6	,200*	,922	6	,520

Source: SPSS

Author: Piray, C. (2018)

According to the results of the Shapiro-Wilk test (see Table 14), the p value in the pretest of the experimental group is $p=0,158$ and the posttest of the experimental group is $p=0,520$. In the pretest of the control group is $p= 0,753$ but in the posttest is $p= 0,991$. It is evident that in both groups and in both cases $p \geq 0,05$, therefore it is corroborated that the behavior of scores is normal, and the first assumption is true.

Chart 15: Means descriptive results

	Pretest Control	Posttest Control	Pretest Experimental	Posttest Experimental
Stress	4,30	5,10	4,30	6,50
Rhythm	4,50	5,40	4,45	6,75
Intonation	4,30	5,00	4,40	6,45
Pronunciation	4,20	4,90	4,35	6,00
Fluency	4,15	5,15	3,90	6,20
Accuracy	4,35	5,25	4,55	5,99
Total N	6	6	6	6
Mean	4,3000	5,1333	4,3250	6,3150
Std. Error of Mean	,05000	,07265	,09197	,12379
Sum	25,80	30,80	25,95	37,89
Minimum	4,15	4,90	3,90	5,99
Maximum	4,50	5,40	4,55	6,75
Std. Deviation	,12247	,17795	,22528	,30323
Variance	,015	,032	,051	,092

Source: SPSS

Author: Piray, C. (2018)

It can be observed in the table N° 15 that the mean score of the experimental group exhibits a significative increase in the progress of students, resulting in the pretest a $\mu = 25,95$ points and in the posttest a $\mu = 37,89$ points. Whilst, the mean score of the control group in the pretest is $\mu = 25,80$ and the posttest of the control group is $\mu = 30,80$ show that there is no significant increase.

Estimation of P value

Chart 16: Results of Student's T Test for related samples

	N	Mean	Std. Deviation	Std. Error Mean
Pre Experimental	6	4,3250	,22528	,09197
Post Experimental	6	6,3150	,30323	,12379

Source: SPSS

Author: Piray, C. (2018)

Chart 17: Results of Student's T

	t	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PreExperimental	47,027	5	,000	4,32500	4,0886	4,5614
PostExperimental	51,012	5	,000	6,31500	5,9968	6,6332

Source: SPSS

Author: Piray, C. (2018)

As it can be evidenced in table 17, the values of Student's T Test are just applied for the experimental group, because the control group mean is equal; thus according to the value $p=0,000$ and as $p \leq 0,05$ it can be deduced that significant differences exist between the pretest experimental and the posttest experimental, that is, the mean of the pretest is 4,325 and the mean of the posttest is 6,315; thus it indicates the posttest of the experimental group obtained a great impact . In addition, the 95% Confidence Interval of the Difference shows the pretest of the experimental group is 4,5614 whilst the experimental posttest is 6,6332. To conclude, there is enough statistical evidence to infer that the alternative hypothesis is accepted, thus digital storytelling enhances English speaking skills.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study was intended to determine the influence of digital storytelling (storyJumper) as a resource in the English speaking development of 1st year BGU students. After the implementation of the proposal, the results were analyzed and lead to the following conclusions.

- The narration of personal stories and historical events were the most relevant types of digital storytelling used for the development of the speaking skills in the experimental group during the implementation of the proposal. These types of digital storytelling helped students to put into practice their speaking abilities considering the strategies were based on their own life stories, ideas or knowledge about life, people, and other events.
- Based on the scores of the experimental group, it was detected that the implementation of the proposal helped students to improve the features of speaking by applying Storyjumper classroom project. Thus, it was considered as an effective strategy for developing English learner's oral performance.
- The improvement achieved by the experimental group in the post-test was significantly better than the results obtained in the pre-test and also better than the improvement of the control group in which students were taught by using the conventional technique. Therefore, digital storytelling is considered an effective resource for improving students' speaking skills in the English language.

5.2 Recommendations

- Teachers should create a good learning situation in making the students fun, interested, and motivated in learning speaking. Therefore, using different types of digital storytelling is recommended, not only because students develop speaking skills but it also helps them to improve their writing, reading and listening. Moreover, the use of StoryJumper for the creation of digital storytelling is recommended since it is easy and simple to use and gives the students the opportunity to produce very creative and interactive stories.
- It is suggested to incorporate digital classroom projects to the English class in order to strengthen the features of speaking. In addition, these digital classroom projects keep students focused on their English, creating a warm environment full of student's concentration, participation and production.
- Finally, considering digital storytelling has great effects on students' language learning, it is suggested to incorporate digital storytelling to the English class in order to encourage the speaking practice and keep the students focused on the language learning. Additionally, it is highly recommended to implement digital resources in the English class, since students are digital natives and their worlds move around technology.

CHAPTER VI

PROPOSAL

6.1. Informative Data

a. Topic:

“Storyjumper classroom Project: an interactive tool for the development of the speaking skill of 1st year BGU students at Picaihua High School in the academic year 2017-2018”

b. Institution:

Picaihua High School

c. Beneficiaries

The beneficiaries are 160 students. If the proposal is shared and replicated, other EFL students at A2 level would benefit from this. Teachers could apply the proposal incorporating or adapting the activities proposed in the ICT’S into classroom.

d. Location

Tungurahua Province, Ambato, Picaihua Parish – Ecuador

e. Estimated execution time

From April 3rd to May 4th (5 weeks)

f. Technical team on charge

Researcher: Lic. Cristina Piray

6.2 Proposal Background

According to the Ministry of Education (2014), 1st year BGU students are supposed to achieve a A2.2 level which implies that students will be able to communicate effectively in the foreign language. That is why the development of speaking activities in the language classroom is necessary. Technological activities will expand teachers’ perceptions about the different ways in which they can promote speaking practice at the time they help the students to develop proficiency in the language and encourage them to reach the required level.

Thus, the idea of proposing speaking activities for teaching speaking using digital storytelling came from the result of the observation done to the students of 1st year BGU. It was observed that students were not motivated to learn with the use of traditional methods and consequently they were not producing enough spoken language as they should do in the classrooms. Moreover, it was necessary to find strategies to help the students to practice and improve their oral skills, and achieve the required level of speaking. Therefore, considering the inadequate teaching strategies used by the teacher and the students' apathy observed in the classroom, the most original and motivating strategy was the creation of digital storytelling through the StoryJumper website.

6.3. Justification

Helping the students to communicate fluently and accurately in English is one of the main goals that language teachers expect to achieve in class. Therefore, the practical contribution of this technological classroom project is motivating the development of the students' speaking skill. Through the use of ICT or digital resources like the storyjumper website, it is pretended to encourage students to improve their speaking abilities by interacting with technology. Thus, this classroom project will be helpful to stimulate students to develop accurate performances in oral tasks.

On the other hand, the teachers who work in this institution do not have enough knowledge about the use of technological resources for supporting the teaching and learning process. This will be a new teaching tool. Through this resource teachers will be provided by several tips and tasks to help the students to improve their English-speaking skills and develop abilities related to the use of technology. This project will change the traditional methods used by the teachers, like the use of books and board, and the teaching and learning process will be more entertaining. The students will feel motivated and encouraged to learn English.

From the social point of view, the creation of digital stories suggested in this project will encourage the students to construct their own knowledge and facilitate the development of speaking skills to communicate orally with others. Finally, the researcher has the support and

permission of the institution to use the labs for the implementation and effective development of this proposal.

6.4. Objectives

6.4.1. General

- Improve the speaking skills of 1st year BGU students through the creation of digital storytelling.

6.4.2. Specific

- Identify the content to be included in the lessons.
- Develop the structure and plans for the classroom project.
- Implement the creation of digital storytelling during the English class.
- Evaluate the influence of digital storytelling on the development of students' speaking skill during the English Class.

6.5 Feasibility Analysis

The expected results of the present proposal are considered feasible due to the following analysis.

Technological: from the technological point of view, the researcher, who is the person in charge of the implementation of the proposal, is EFL teacher, with experience in the field. She knows how to manage technological resources to help students to improve their speaking skill.

Administrative: this proposal is tested at Picaihua high school under the approval of the school authorities. The principal, facilitators, students and parents were committed to support the implementation of the proposal making efforts of promoting education quality to strengthen the learning of the English language. This quasi-experiment was carried out with the support of the classroom Teacher.

Economic: all the expenses required for the elaboration and application of the proposal are covered by the researcher.

6.6 Theoretical fundamental

Digital storytelling

According to Gregori (2014) digital storytelling contributes towards the development of linguistic communication skills, as well as digital skills and learning skills; at the same time that encourages autonomy and personal initiative. Besides, Robin (2008) defines digital storytelling as a good technology tool in which students can create, analyze, and combine visual images with written text. Teachers can use this tool to promote discussions about the topics presented in a story, so that students can gain conceptual content more understandable. In addition, digital storytelling allows students to be more creative and critical thinkers. They need to discuss and analyze about some stories and create personal narratives which document essential events in one's life.

Shelby-Caffey, Úbéda, and Jenkins (2014) mentions digital storytelling is an innovative practice that enables students to develop a point of view, create an emotional connection to the content they are learning about, and even it helps them to engage deeply with content while encouraging the use of technological skills and critical thinking. On the other hand, with the use of digital storytelling, a constructivist classroom might be well suited where students are able to construct their own meaning through the multi-faceted experience of selecting a story topic, conducting research on the topic, writing a script, collecting pictures, recording audio narration and using software tools, websites or free applications to build the final story. In that way, students have the opportunity to bring to life a story that has been researched (Robin, 2008).

Furthermore, according to Robin (2006) learners increase different complement of literacy skills such as finding and analyzing pertinent information, formulating a point of view and elaborating a script, managing time to complete the project, working in groups and determining individual roles for group members, deciding what digital materials are necessary to apply in the project, making decisions and overcoming obstacles at all stages of the project, discussing how to present the digital story to the audience, and giving and receiving opinions about their works. Therefore, all these skills allows learners present their creativity, ideas and especially their knowledge in a meaningful way.

Speaking skill

Speaking is a very important skill for people interaction. According to Fernandes (2016) speaking is very essential to be learnt because this speaking skill helps students to communicate with others to convey their opinions and express their ideas. Moreover, Trudy, Winifred, & Herbert (2018) mentions that students can be interested in speaking about their personal experiences. When given this opportunity, they can benefit from instruction in the elements of good story-telling. Practicing oral presentation enable students to gain confidence by themselves, at the same time, it helps them enhance their speaking skill.

Bygate (1987) as cited by Derakhshan, et al. (2016) exposes that speaking is divided into two elements: production skill and interaction skill. In the element of production skill, speaking ability does not have time limit environment and in interaction skill, learners can make negotiation, so that learners can enhance their speaking skill in an easy way. In addition, Clinkscale (1979) mentions that the use of good techniques help learners interact with others through practice, so that learners can develop their speaking skill.

Moreover, according to Clinkscale (1979) different kind of group techniques such as brainstorming, debate, roundtable discussion, questions and answers, role playing, storytelling, games, and panel discussion provide learners with speaking experience and encourage purposeful speaking. These strategies also enable learners to develop their critical thinking as well as their problem-solving skills. Therefore, group work and pair work provide learners the opportunity to participate in conversations rather than rehearsing memorized dialogues, at the same time increasing student talking time in class.

6.7. Proposal development

With the implementation of the proposal, students are expected to develop their oral expression through the creation of digital storytelling. The activities proposed in each lesson are focused on the improvement of specific aspects of the language like grammar and vocabulary, stress, rhythm, intonation, pronunciation, fluency and accuracy.

The implementation will be developed with the support of the classroom teacher and the involvement of the students. It is important that the students feel committed to the activities carried out, be adapted to the changes and put into practice the new knowledge acquired.

Therefore, classroom project based on the storyjumper website will be applied to improve the speaking skill. Before creating digital storytelling, students will familiarize with storyjumper website to manipulate the tools that have this platform. Moreover, speaking activities will be included in each lesson, so that they can practice and develop their critical thinking as well as their oral skill. These activities are encompassed within the Communicative Language Teaching. Animations, photos and images will also help students remember vocabulary and practice speaking by describing their animated stories. Thus, students are expected to develop pronunciation, intonation, stress, fluency, accuracy and rhythm. Then, students will start to create a project with storyjumper.

The assessment will be developed under the considerations of formative evaluation. This means that any oral assignment will not be considered done until the students reach a satisfactory competence. So, the students will have the opportunity to correct and turn in the speaking tasks as many times as they need. The scores will show the students advance when they see the grading they have reached in each stage. The process will be considered ended when no other correction is presented by the student. The students will be scored according to the criteria suggested on the assessment rubric.

Operating model for proposal

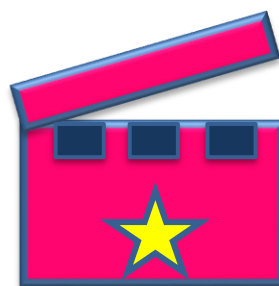
Phases	Objectives	Activities	Resources	People Responsible	Time
Planning	To communicate to the authorities the proposal to improve speaking skills of students.	Write an allowance letter to the school's director.	Human: Researcher Materials: Computer, Pen, Sheet of paper.	Cristina Piray	2 hours
Socialization	To introduce the proposal "Storyjumper classroom project" and how they can apply in classes.	Present different activities students need to do to improve speaking skills Demonstrate the effectiveness of the Storyjumper.	Human: Researcher, teachers, school's authorities Materials: Computer, Projector Handbooks	Cristina Piray	One week
Application	To apply the activities with the students	Use the storyjumper platform to develop speaking skill.	Human: Teachers, students Materials: Computers, Microphones, Projector Whiteboard, Markers	Cristina Piray	Three weeks
Evaluation	To evaluate the efficiency of storyjumper classroom project to improve speaking skill.	Pretest and post test	Human: Teacher, students Materials: Computer, Sheets of pape.	Cristina Piray	One week

Chart 18: Operational model

Author: Piray, C (2018)

STORYJUMPER CLASSROOM PROJECT

*An interactive resource for
development of the speaking skill*



Cristina Piray

INTRODUCTION

The purpose of this classroom project is to introduce the various elements involved in developing the English speaking skill of 1st year BGU students through the creation of digital storytelling. This document is focused on the communicative-functional approach proposed by the Ecuadorian Ministry of Education for the English curriculum and, it will be developed through the use of Storyjumper which is an interactive tool designed to create and publish storybooks. In other words, this classroom project proposes the use of an interactive pedagogy aligned with the use of digital resources.

The design of this classroom project is based in two parts.

- 1. Familiarize with storyjumper platform.*
- 2. Build stories: personal narratives or historical documentaries.*

PART 1

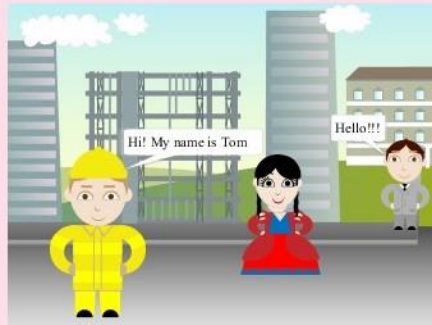


STORYJUMPER

ACTIVITY 1

STORYJUMPER WEBSITE

StoryJumper story sample



Cristina Castillo

Time: 80 minutes

Materials: Computer with internet connection, microphone.

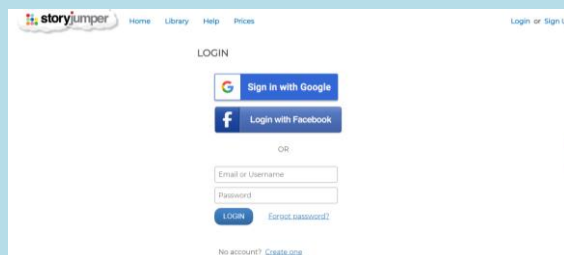
OBJECTIVES

- ❖ To learn how to manipulate the principal tools which will be used to create digital storytelling with storyjumper platform.

INSTRUCTIONS

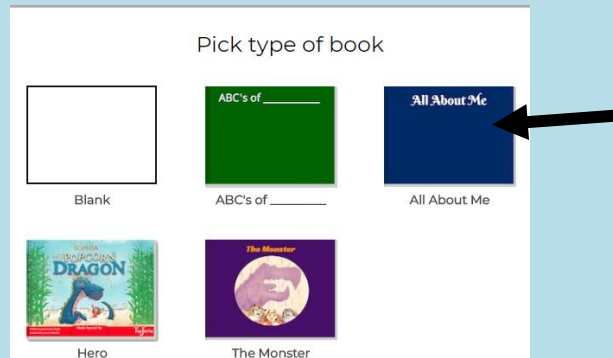
Accessing to Storyjumper

- ❖ The first step is access to this link: <https://www.storyjumper.com>
- ❖ Click on **Sign-Up**.
- ❖ Create **User Name**.
- ❖ Type a password.
- ❖ Agree to the terms.



- ❖ Next, click on **Create a book**.

- ❖ Click on **All About Me**. You can see a tutorial before you begin this platform.



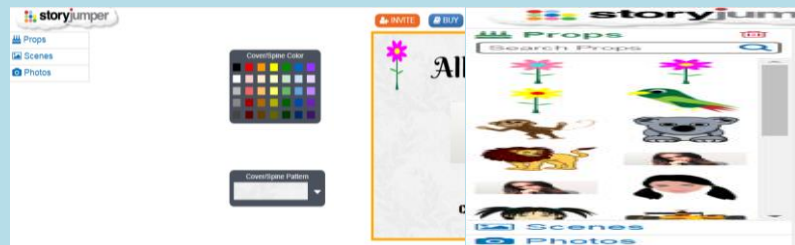
Beginning the story

- ❖ Click **Front Cover** and choose cover/spine pattern to decorate the cover of the book.

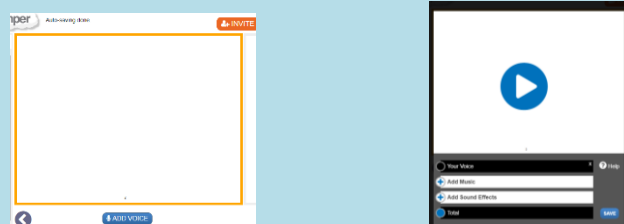


Adding Props, Scenes, Photos, Text

- ❖ Choose **Props, Scenes, Photos, Text** that you like.
- ❖ Click to select the style of letter and size you like.



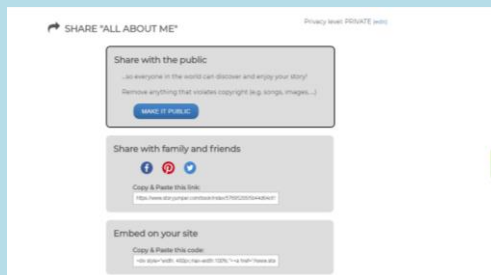
- ❖ Add voice, music and sound effects.



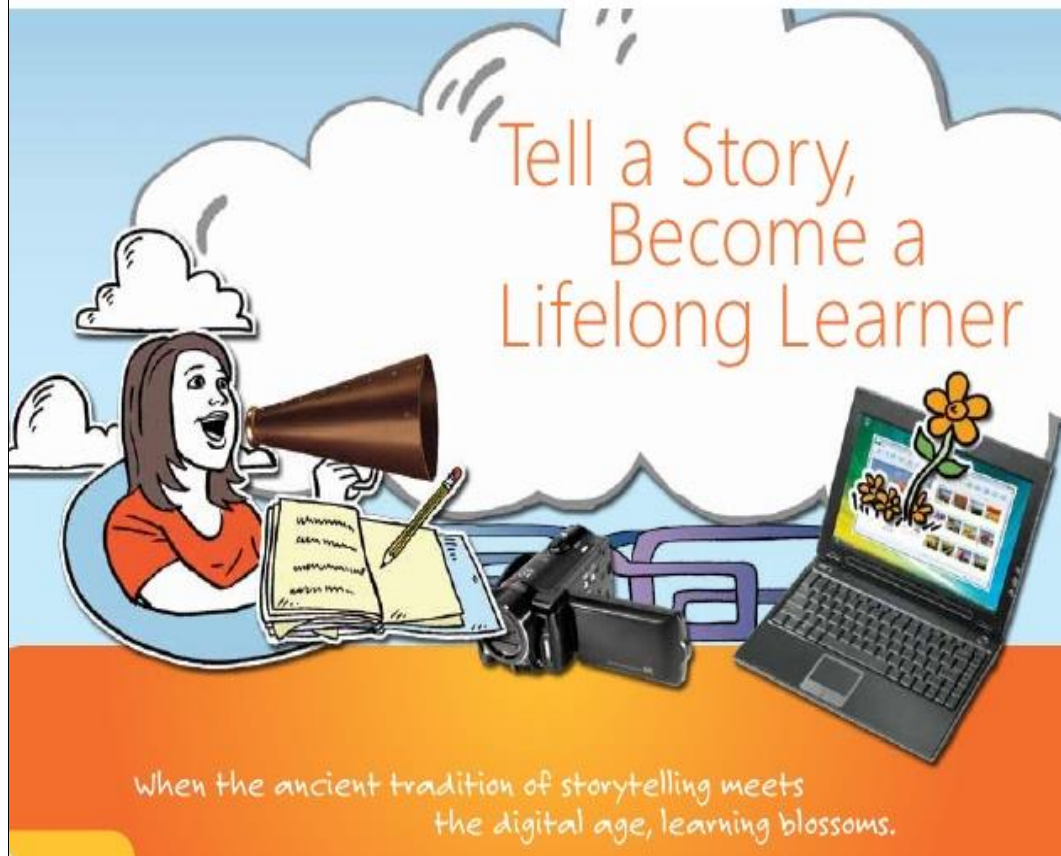
- ❖ Click on save.
- ❖ Click on the next page to continue adding photos or images.



- ❖ Choose the color to decorate back cover book.
- ❖ If you want to share your oral narrative, click on share.
- ❖ Choose the social network: Facebook or Twitter to get feedback from your partners or your teacher.



PART 2



DIGITAL STORIES

ACTIVITY 2

MY CHILDHOOD



Time: 80 minutes

Materials: Sheet of paper, board, marker.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Good morning teacher and classmates....

Today, I'm going to talk about.....

When I was a child, I.....

OBJECTIVES

- ❖ To be able to describe your childhood.

INSTRUCTIONS

- ❖ Teacher asks students to remember their childhood by drawing pictures.
- ❖ Students work individually and read the questions that are given by the teacher.
- ❖ Teacher asks students to highlight the most important events of their childhood.
- ❖ Students organize their ideas to narrate orally their childhood.
- ❖ Teacher asks students to log into storyjumper.
- ❖ Students click on **Blank** to start creating his/her story.
- ❖ On storyjumper platform, students use their childhood's photos and use them as props or scenes in their stories.
- ❖ Students add music or sound effects in their digital stories.
- ❖ Students click on **save and exit** their stories.

- ❖ Students display them and tell 3-minutes spoken narratives in front of the class.

Template No. 1

My childhood- clues

Questions

1. What did you look like?

I was.....

2. Where were you born?

I was born.....

3. When were you born?

I was born.....

4. What did you look like?

I was.....

5. What did you like to do when you were a child?

When I was a child, I.....

6. Who did you play it with?

I played with.....

7. Who was your best friend?

My best friend was.....

8. How did you meet this friend?

I met.....

9. What kind of things did you and your childhood best friend do together, that you didn't do with other friends?

10. Who was your favorite teacher? Why?

My favorite teacher was.....because.....

11. What was your nickname?

My nickname was.....

12. What was the best thing about your childhood?

The best thing about my childhood was.....

ACTIVITY 3

FUN VACATION



Time: 80 minutes

Materials: board, markers, templates, pens, computer with internet access.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Good morning teacher and classmates.
 We're going to tell you about.....
 First, we
 When we were.....
 That day/that night.....
 In the morning/afternoon/.....
 Then.....
 We were.....while
 Finally,.....

OBJECTIVES

- ❖ To be able to narrate personal story about a vacation time.

INSTRUCTIONS

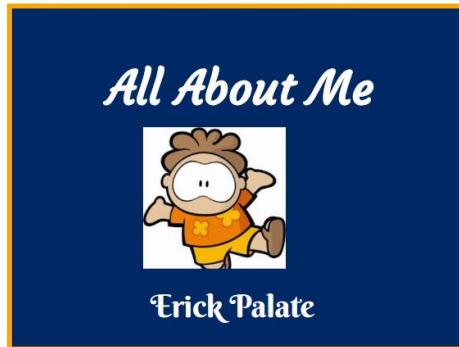
- ❖ Teacher tells students to work with their classmates. Make groups of three.
- ❖ Teacher asks students to log into storyjumper to create a fun story about their vacation.
- ❖ Teacher reminds them it is necessary to frame the story into a beginning, middle and end to narrate it.
- ❖ Students of each group discuss and exchange ideas to create a narrative.
- ❖ Students use a story map to draw or write down the most important aspects of the story.

The image shows a 'Story Map' form. At the top, there is a 'Name' field. Below it, the title 'Story Map' is centered. To the left of the title is a 'Setting' box, and to the right is a 'Characters' box. Below these two boxes are three boxes labeled 'Beginning', 'Middle', and 'End' from left to right. The entire form is enclosed in a thin orange border.

- ❖ Each group builds the story using information that is completed on the story map on the storyjumper platform.
- ❖ Students use photos or images to create their stories.
- ❖ Each student takes his/her role to narrate each part of the story.
- ❖ Students click on **Add Voice** to record their voices.
- ❖ Students click on **save and exit** their stories.
- ❖ Each group share their fun story orally.

ACTIVITY 4

ALL ABOUT ME



Time: 80 minutes

Materials: board, marker, template, digital resources, internet, microphone.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Good morning teacher and classmates.

This story is about.....

When I was.....

As a child,.....

Then,.....

After,.....

Next,.....

Finally,.....

OBJECTIVES

- ❖ To be able to talk about your personal life.

INSTRUCTIONS

- ❖ Teacher visualizes the storyjumper website and asks students to log into Storyjumper platform.
- ❖ Students work individually.
- ❖ Students log into storyjumper and select **All about me** to start creating their digital story.
- ❖ Students choose 5 topics (my favorites as a child, school, my family, my friends, and my neighborhood) that they consider to be necessary to talk about themselves.
- ❖ Teacher reminds students to use photos or images and type keywords on each page. Don't record their voices.
- ❖ Students use sounds in their stories.

- ❖ After finishing to do the activity, students save the digital story and exit from the storyjumper platform.
- ❖ Students need to use simple past to share orally their stories with their classmates.
- ❖ Students display the story and tell it in front of the class.

ACTIVITY 5

MY HERO



Time: 80 minutes

Materials: board, marker, template, digital resources, internet, microphone.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful Expressions:

Beginning of a story

Once upon a time, One scary night

One day

Middle

Suddenly, Immediately,

Mysteriously, Quickly,

While

Ending a story

and they all lived happily ever after

Finally,

OBJECTIVES

- ❖ To be able to tell fictional events by conveying attitudes and mood.
- ❖ To be able to use simple past and past perfect in speaking.

INSTRUCTIONS

- ❖ Teacher assigns students to groups of 5.
- ❖ Teacher tells students that they have to create a story of a hero. The hero can be an animal or a person.
- ❖ Teacher gives some questions template to help students create their story.
- ❖ Students discuss how the story will be built, using the template.
- ❖ To create a good digital story, students write down their ideas on the template.
- ❖ Students discuss about sounds, music to apply them in the digital story.
- ❖ After completing the activity, one student of the group logs into storyjumper platform to begin doing the story.

- ❖ Students click on **Blank**.
- ❖ Students type the name of the story and put an image or a photo on **Front Cover**.
- ❖ Students use next page to dedicate the story to someone special.
- ❖ Students start to use scenes, photos or images on each page.
- ❖ Teacher reminds them type key words on the story.
- ❖ Before recording their voices, students need to take the role (the narrator, the characters, the enemies) in order to practice the pronunciation.
- ❖ Teacher corrects the pronunciation of each student.
- ❖ Students click on **Add Voice** and begin to narrate the story on storyjumper platform.
- ❖ After finishing to create the digital story, students save it and exit from the storyjumper platform.
- ❖ Teacher applies gallery walk (set up computers around the class). Student see the work of their stories.

Template No. 1**My childhood- clues**

Questions

1. What's the name of the story?
2. What is Your Character's Name?
3. How old is your character?
4. What does your character look like?
5. What style of clothes does your character wear?
6. What are your character's greatest strengths?
7. What are his or her greatest weaknesses?
8. How does your character deal with fear?
9. What are the enemies of your character?
10. If your character had a spirit animal, what would it be?
11. What are the challenges in reaching the goals?
10. Where and when does this story take place?
11. What will happen to your important character after the story ends?
12. What's the message of the story?

Template No.2		MY HERO	
<u>Title:</u> _____		<u>Name:</u> _____	
Characters		Setting	
_____		_____	
_____		_____	
_____		_____	
P L O T	<u>Beggining:</u>		

<u>Middle:</u>			

<u>End:</u>			

<u>Message:</u>			

Author: Piray, C (2018)

ACTIVITY 6

A NEW STORY



Time: 80 minutes

Materials: board, marker, template, digital resources, internet, microphone.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Once upon a time,

A long time ago,

Once in a kingdom far, far away

Ending a story

and they all lived happily ever after.

OBJECTIVES

- ❖ To retell a new story using simple past and past progressive.

INSTRUCTIONS

- ❖ Teacher tells students to log into storyjumper.
- ❖ Students are divided into 6 groups of 3 for the narration of a story.
- ❖ Teacher gives students a story about *the hare and the turtle*.
- ❖ Teacher asks them to read the reading and highlight the most important elements to retell the story.
- ❖ Students discuss and use a graphic organizer to identify characters, setting, problem and solution.
- ❖ Students start to build the story to retell it.
- ❖ With the graphic organizer completed, students elaborate a script.
- ❖ Students start to use photos, images, sounds on storyjumper platform.

- ❖ Once students have applied the digital resources on the platform, each student chooses his/her role.

Student A: the narrator.

Student B: the hare

Student C: the turtle.

- ❖ Each student practices pronunciation before recording their voices on the platform.
- ❖ Teacher corrects the pronunciation of each student.
- ❖ Students click on **Add Voice** and record their voices on the platform, remembering the roles each one has.
- ❖ Students check, save and share their story on Facebook in order to receive comments from their classmates and teacher.



Title and Author

Characters

Setting

Problem

Solution

Author: Piray, C (2018)

The hare and the turtle

There was a very arrogant hare because she said to everyone she was the fastest. That's why she was always laughing at the slow turtle.

-Look at the turtle! Hey turtle, don't run so much that you're going to get tired of going so fast!- The hare used to say laughing at the turtle.

One day, they were talking and it occurred to the turtle to make a strange bet with the hare.

-I'm sure I can win you a race- she said.

- To me?- asked the hare astonished.

-Yes, to you. Let's put our bet on that stone and let's see who wins the race.

The hare accepted. All the animals met to watch the race. The road and the finishing line were marked.

Relying on her speed, the hare left the turtle go. Then the hare start running, she run fast as the wind while the turtle went slow but without stopping. At once she went ahead. She stopped next to the road and she sat to rest.

When the turtle passed by her side, the hare made fun of her once more. She left her advantage and started her quick walk. She did the same several times but, in spite of her mocks, the turtle kept her way until she arrived to the finishing line. When the hare woke up, she ran with all her might but it was too late, the turtle had won the race.

That day was very sad for the hare and she learnt a lesson she would never forget: you must never mock of the others.

ACTIVITY 8

MY POINT OF VIEW



Time: 80 minutes

Materials: Sheet of paper, board, marker.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

I think,
I believe that
In my view,
The moral is.....

OBJECTIVES

- ❖ To be able to give opinions about a topic.
- ❖ To be able to express ideas.

INSTRUCTIONS

- ❖ Teacher visualizes the digital stories that were made by students the last class.
- ❖ Students see and listen to the stories.
- ❖ After watching the stories, teacher asks some questions to the students about the stories.
- ❖ Students of each group answer and give opinions of their stories.
- ❖ Students use useful expressions to comment.
- ❖ After talking about the story of the hare and the turtle, teacher asks students to log into storyjumper platform.

- ❖ Teacher tells students to work in pairs to elaborate an inspirational story on the platform.
- ❖ Teacher reminds them to tell motivational messages in the story.
- ❖ Students click on **Blank** to make a digital story.
- ❖ Students type the name of the story and put an image or a photo on **Front Cover**.
- ❖ Students use next page to dedicate the story to someone special.
- ❖ Students start to use scenes, photos or images and type key words on each page.
- ❖ Students record their voices to convey a motivational story.
- ❖ Students check, save and share their story on Facebook in order to receive comments from their classmates and teacher.

QUESTIONS -CLUES

Teacher: What are the main characters of the story?

Student:

Teacher: Do you think that the hare lost by trust?

Student:

Teacher: Do you believe that the perseverance of the turtle helped to win the race? Why?

Student:.....

Teacher: What is the message of the story?

Student:

ACTIVITY 9

HISTORICAL EVENTS



Time: 80 minutes

Materials: Sheet of paper, board, marker.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Good morning, this is my group.....I'mand this is....
 We're going to talk about..... or
 We've chosen this topic because.....
 He was.....
 This event happened.....


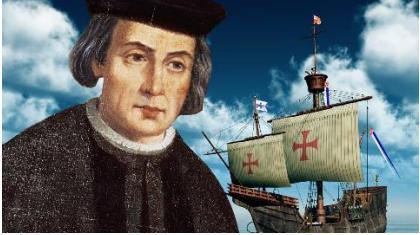


OBJECTIVES

- ❖ To be able to talk about people's lives.
- ❖ To be able to tell historical events from the past.

INSTRUCTIONS

- ❖ Teacher exposes four topics (Juan Montalvo's Biography, Christopher Columbus, Tungurahua volcano eruption, the 1949 Ambato earthquake).
- ❖ Students work in groups of four to discuss and choose one of the topics mentioned.
- ❖ Teacher asks students to think of the most important details they know.
- ❖ Students take notes down by using brainstorm or conceptual map.
- ❖ One of students of each group logs into storyjumper platform.
- ❖ Students click on **Blank** to make a digital story.
- ❖ Students type the name of the story and put an image or a photo on **Front Cover**.
- ❖ Students use next page to dedicate the story to someone special.

- ❖ Students search on internet photos or images to use them in their digital story.
- ❖ Students start to use scenes, photos or images and type key words such as origin, age, occupation, time.
- ❖ Students record their voices to mention the name of the digital story and introduce their partners. The rest of the information is told by students in front of the class.
- ❖ In the oral presentation, all student of the group narrate the story.

TOPICS	
<p>Juan Montalvo´s Biography</p>	
<p>Christopher Columbus´s Biography</p>	
<p>Tungurahua volcano eruption</p>	
<p>The 1949 Ambato earthquake</p>	

ACTIVITY 10

HISTORICAL EVENTS



Time: 80 minutes

Materials: Sheet of paper, board, marker.

Oral expression: to narrate experiences and events giving brief reasons and explanations.

Useful expressions:

Good morning, this is my group.....I'mand this is....
 We've chosen this topic because.....
 This event happened.....
 When
 After
 Before that

OBJECTIVES

- ❖ To be able to narrate events from the past.

INSTRUCTIONS

- ❖ Teacher writes four topics on the board.
 Fourth of July-Independence Day (United States).
 The Holocaust.
 Battle of Pichincha-24th of May.
 Race to the moon.
- ❖ Teacher asks students to choose one topic.
- ❖ Students are divided into 3 groups of 3 for the narration of a story.
- ❖ Teacher invites students to look for information on the net to collect the most important details of the chosen topic.
- ❖ Students also download pictures to the computer to use them in the digital story.

- ❖ Once students collect all the information they need, students start to build their digital story.
- ❖ One of students of each group logs into storyjumper platform.
- ❖ Students click on **Blank** to make a digital story.
- ❖ Students type the name of the story and put an image or a photo on **Front Cover**.
- ❖ Students record their voice to dedicate the digital story to someone special.
- ❖ Students upload the pictures to the storyjumper platform to be used as props or scenes in their stories.
- ❖ Each student takes his/her role to narrate each part of the story.
- ❖ Students click on **Add Voice** to record their voices and add music or sound effects on each page.
- ❖ After finishing to do the activity, students save it and exit from the storyjumper platform.
- ❖ Teacher applies gallery walk (set up computers around the class).
- ❖ Student see and listen to the historical events that are presented in class.

6.8. Administration

The proposal was implemented at Picaihua High School to the students of 1st year BGU. And it can be used for teachers who want to improve the speaking skills.

The administration of the proposal was during the English class according to the class schedule it means 3 days a week (2 hours a day) during 5 weeks, from April 3rd to May 4th of school year 2017-2018. Before the implementation, a pretest was conducted and after the implementation a posttest was conducted in order to measure the level of speaking and the changes obtained after using the tool.

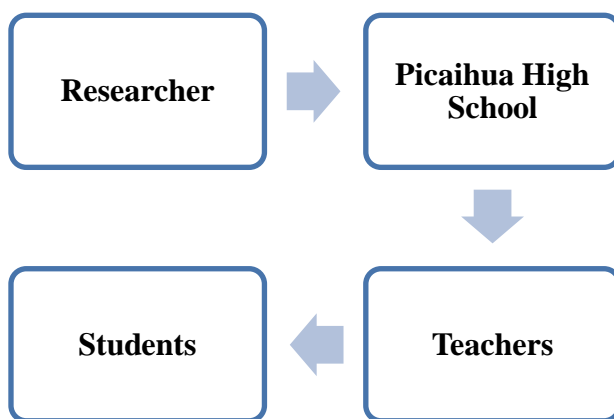


Figure 11: Administration
Author: Piray, C. (2018)

6.9. Assessment

After applying speaking activities with the use of storyjumper platform to improve the speaking skills of English language, in students of the 1st year BGU at Picaihua High School, the evaluation of the proposal was evaluated in order to determine the influence of digital storytelling in the development of speaking skill in the students. The evaluation process of this proposal is shown in the following table:

Chart 19: Proposal evaluation process

Basic Questions	Explanation
-----------------	-------------

What to evaluate?	The effectiveness of the use of storyjumper platform to improve the speaking skills of English language.
Why to evaluate?	To verify the efficiency of Storyjumper.
Which criteria is used to evaluate?	Effectiveness on the development of speaking skill.
Indicators	Quantitative: Student´s scores Qualitative: Student´s Pronunciation
Who is the evaluator?	The researcher.
When to evaluate?	After applying classroom project May, 2018.
How to evaluate?	Rubric
Information sources	Teachers, students, authorities at the institution.

Author: Piray, C. (2018)

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Annexes

TECHNICAL UNIVERSITY OF AMBATO



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

Student's name: _____
Grade: _____
Date: _____

PRETEST/POSTEST

The following instrument will assess your speaking language proficiency according to the Common European Framework which at level A2 states that language learners are able to understand frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs. The results of this instrument will help the researcher to determine the influence of digital storytelling in the development of students' speaking skill of 1st BGU.

SPEAKING TEST DIRECTIONS:

This is a Speaking test. This test will measure different aspects of your speaking ability. It is to your opportunity to express yourself the best you can. It is also important that you speak clearly and that you do the task according to the directions.

Task	Evaluation Criteria
1. Invent a story	Stress Rhythm Intonation

2. Retell the story	Pronunciation Fluency Accuracy
---------------------	--------------------------------------

Task 1:

Invent a story

Directions: Read these questions about a story then use your own answers to invent the story.

1. How long had it been raining?
2. What was Paul doing when he first saw the old man?
3. Was he surprised to see a man with wings?
4. What did Paul's wife say when he told her about the old man with wings?
5. What did the people of their village do when they saw the old man with wings?
6. Why didn't the priest believe that he was an angel?
7. Where did Paul and his wife keep the old man?
8. How much money did they charge people to look at him?
9. How long did he stay with them?
10. What was Paul doing when he saw the old man fly away?

These questions are based around the short story 'A very Old Man with Enormous Wings' by Gabriel Garcia Marquez.

Task 2:

Retell the story

Directions: Listen to the song "The Man Who Couldn't Cry" by Loudon Wainwright III, and then retell the story in the song in your own words.

There once was a man who just couldn't cry
He hadn't cried for years and for years
Napalmed babies and the movie love story
For instance could not produce tears
As a child he had cried as all children will
Then at some point his tear ducts ran dry
He grew to be a man, the feces hit the fan
Things got bad, but he couldn't cry

His dog was run over, his wife up and left him
And after that he got sacked from his job
Lost his arm in the war, was laughed at by a whore
Ah, but sill not a sniffle or sob

His novel was refused, his movie was panned
And his big Broadway show was a flop

He got sent off to jail; you guessed it, no bail
Oh, but still not a dribble or drop

In jail he was beaten, bullied and bugged
And made to make license plates
Water and bread was all he was fed
But not once did a tear stain his face

Doctors were called in, scientists, too
Theologians were last and practically least

They all agreed sure enough; this was sure no cream puff
But in fact an insensitive beast

He was removed from jail and placed in a place
For the insensitive and the insane
He played lots of chess and made lots of friends
And he wept every time it would rain

Once it rained forty days and it rained forty nights
And he cried and he cried and he cried and he cried

On the forty-first day, he passed away
He just dehydrated and died

Well, he went up to heaven, located his dog
Not only that, but he rejoined his arm
Down below, all the critics, they loot it all back
Cancer robbed the whore of her charm

His ex-wife died of stretch marks, his ex-employer went broke
The theologians were finally found out

Right down to the ground, that old jail house burned down
The earth suffered perpetual drought

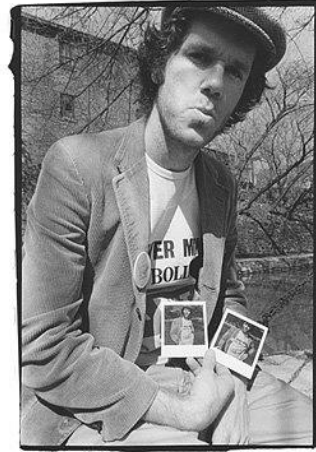


Chart 20: Assessment rubric

Criteria	Poor 1-3	Fair 4-6	Good 7-8	Very good 9	Excellent 10	Points
Stress (Force, intensity given to a syllable of speech).						
Rhythm (Movement in speech, marked by the stress, and quantity of syllables).						
Intonation (Tone level of the voice, expressive meaning e.g., surprise, anger, wariness).						
Pronunciation (Stress, rhythm, intonation patterns).						
Fluency (Speed, naturalness, lack of hesitation).						
Accuracy (Grammar, syntax and general structures).						
						Total: /60

Source: Own elaboration based on the Common European Framework of Reference for Languages (CEFR) (Council of Europe , 2001)

Author: Piray, C (2018)



**UNIDAD EDUCATIVA
"PICAIHUA"**



Oficio No. MINEDUC-CZ3-18D02-UEPR-2018-032

Picaihua, 15 de marzo de 2018

ASUNTO: AUTORIZACION PARA APLICAR TRABAJO DE TESIS

Licenciada
Cristina Elizabeth Piray Lema
MAESTRANTE DE LA
UNIVERSIDAD TECNICA DE AMBATO
Presente

De mi consideración:

En atención a su solicitud fechada marzo 12 del 2018, me es grato comunicarle que está autorizada para aplicar la tesis con el tema: **"DIGITAL STORYTELLING AS A RESOURCE IN THE ENGLISH SPEAKING DEVELOPMENT"**, a ser aplicado en nuestros estudiantes de los primeros años de Bachillerato General Unificado.

Deseándole éxitos en esta actividad, suscribo.

Atentamente,



Msc. Jimena Cruz Freire

RECTORA DE LA UNIDAD

Elaborado	JJMG
Revisado	JPCF

c.c: Lic. Alexandra Sailema - VICERRECTORA

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