THE BENEFITS OF DIGITAL STORYTELLING TO ENHANCE THE SPEAKING SKILL

SANDRA CAROLINA DUARTE LUNA

Paper submitted as a requirement to opt for B.A degree in English and French Program

Submitted to the faculty of Human Sciences in partial fulfillment of the requirements

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Nota de Responsabilidad

Las ideas y conclusions aportadas en este Trabajo de Grado son Responsabilidad de los

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San Juan de Pasto, Junio de 2020

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Resumen

El presente trabajo examina el uso de la Narración Digital y los beneficios que esta puede ofrecer al desarrollo del habla y otras habilidades del idioma. El trabajo presenta una perspectiva general de lo que es narración y habla, la relación entre la tecnología y la educación, así como también cual es la importancia y los beneficios de usar la Narración Digital en clases. Finalmente, el presente trabajo propone una unidad didáctica, en la cual sugiere que la Narración digital es una herramienta poderosa para el aprendizaje la cual provee un ambiente más cómodo, divertido y acogedor, también que este ayuda a los estudiantes a desarrollar y mejorar las habilidades del lenguaje y además la producción oral.

Palabras Clave: Narración Digital, Habla, Tecnologia.

Abstract

This paper examines the use of Digital storytelling and the benefits that they could offer to the development of speaking and other language skills. The paper presents an overview of what storytelling and speaking are, the relation between technology and education and also what is the importance and the benefits of using Digital Storytelling in classes. Finally, the paper proposes a didactic unit, in which suggest that digital storytelling is a powerful tool as a learning activity which create more engaging, comfortable and exciting learning environments, also that it helps students to develop and enhance the language skills and the oral production.

Keywords: Digital Storytelling, speaking, technology

TABLE OF CONTENTS

Table and Figure List

The Benefits of the use of Digital Storytelling to enhance the Speaking Skill

Introduction

"Anyone can make a digital story

because everyone has a story to tell" (Meadows,2003)

Throughout the years, all people settled on the earth have told the history using the narration (deeds, legends, myths, tales) keeping the heritage alive from generation to generation. Consequently, storytelling influences in daily life because it was created to preserve the oral tradition. Nowadays, to encourage it, storytelling is associated with technology, technological devices and the tradition of telling stories, creating the new concept *Digital Storytelling*.

Digital Storytelling is born as a tool used in several academic disciplines as the educational field in which a person shares a short story. It denotes that a digital story is the combination of images, graphics, video, music, text and the author's voice. For this reason, the purpose of it is to contribute in different forms to the process of teaching and learning any subject area.

In Conclusion, this paper aims that teachers and students know about the benefits of using digital storytelling in English as a Foreign Language classroom. As well as, this looks for teachers can implement digital storytelling in classes to present or explain a new topic, to motivate and increase self-confidence in students and to improve languages, social and cognitive skills. Furthermore, according to Robin (2016) "Students who participate in the creation of digital stories develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives… Students can promote gains in emotional intelligence, collaboration and social learning." (p.19). So, it aims that

students develop and improve the speaking as well as the other languages skills and besides some social, communicative, cognitive and linguistic abilities.

English is one of the most important languages because it is spoken in almost all the world. If you can speak it you can communicate easily in many countries because it is a "lingua franca", it means that people who speak different languages could talk using a language in common. As Khan (2013) stated: "English is the lingua franca of the world, thus occupies an important place... English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world" (p.2). Speaking is the ability humans have to communicate among them through oral expression. Speaking is an interactive process that involves producing, processing, and receiving information. This is not an easy process in which people just exchange ideas; it requires that people use cognitive and metacognitive abilities. Furthermore, they need to consider different aspects or subskills like pronunciation, intonation, vocabulary, fluency, and accuracy to master speaking.

Speaking is one of the four language skills (reading, writing, listening and speaking), it is a "productive skill" because people need to produce language, as opposed to "receptive skills" where people receive and understand. Moreover, according to Fattah (2006), speaking has been classified as monologue and dialogue, and it depends on how people use it. For instance, it is a monologue when a person gives an oral presentation to an audience, and it is a dialogue when people interact with others. The importance of speaking is evident because it is a productive skill in which learners practice actively. According to Burkart and Sheppard (1995), speaking and oral communication should be used in different activities within the classroom because success in learning any language is measured in terms of the ability to communicate or to carry out a conversation in the "target" language. Furthermore, the

speaking process takes place in a real-time in which the speaker needs to have the capacity to think and to maintain the process of communication.

Despite of Speaking is one of the most important skills; second language learners present some difficulties for learning and mastering it. One strategy to help learners to develop speaking might be the use of storytelling. Storytelling is where a person shares a story as Serrat (2008) says "Storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights." (p.1). Storytelling is divided into different types like verbal or oral, written and multimedia or digital storytelling. Digital Storytelling is the combination of telling stories and the use of technology. According to Bull and Kajder (2004) "Digital storytelling is the practice of combining still images with a narrated soundtrack including both voice and music" (p.47), it is an innovative proposal that has been applied in different countries and is dabbling in our country. Since we are in the era of technology, we can make use of it to evolve in different study fields such as teaching and learning languages. Especially, it will be used with the aim of enhancing the speaking skill.

For the study of teaching and learning of a foreign language, different methods and tools have been created. A few years ago, in some countries like Colombia, students were taught the grammar of French and English. Therefore, until now the pronunciation and oral production in the "Target" language are a difficulty because people cannot be in contact with native people or the language all the time.

To enhance foreign language teaching and learning, many researchers have researched it, especially about the use of new technologies for both self-learning and learning in classes. One of those is digital storytelling as Kim (2014) in the article *Developing Autonomous Learning for Oral Proficiency using Digital Storytelling* published in the magazine Language Learning & Technology. This study researches whether English learners can improve their

oral proficiency through the recording of stories. After some tests and interviews, it showed that learners developed speaking skills and built self-confidence.

In many countries like Colombia, where English is studied as a Foreign Language, there are some difficulties caused by several factors as Bañuelos (2009) states the oral production is a challenge for both teachers and students (p.18). Teachers should include activities that promote oral production in classes, and students should practice it. According to Diaz (2014), there are some internal factors (motivation, anxiety, learning styles, and learning strategies) and external factors (context, age, school) that influence oral production (p.11-17). For example, in countries where English is studied as a foreign language, people do not have the opportunity to be in contact with the language. Besides, Education is based on reading, comprehension, translation, writing texts, and asking-answering questions, without taking into account the speaking and listening skills. For this reason, students have more difficulties in the learning process of these skills. As previously mentioned, the syllabus of many high schools has an emphasis on grammar and writing production because teachers and students want to get good scores in the national written exam Instituto Colombiano para el Fomento de la Educación Superior (ICFES) which is prepared to understand reading comprehension and not to develop speaking. Consequently, students are not motivated to improve their speaking skill and oral production, so they are not able to communicate or create a conversation using the target language in a real context.

For this reason, this research paper proposes activities using Digital Storytelling, which will help to enhance Speaking skill, oral production, and other language skills into English classes.

Research Question: How does the digital storytelling help students to improve speaking at Bethlemitas high school?

Objectives

General

In this context, the general purpose of this study is to understand the benefits of using Digital Storytelling in the process of learning and improvement the speaking of English as a Foreign Language.

Specific

- To design some digital storytelling activities in classes to enhance speaking.

- To put into practice some digital storytelling activities to learn and improve speaking.

Literature Review

Speaking

Speaking is an interactive communicative process in which speakers and listeners interact; It is an active skill because it happens in real-time, so it is often spontaneous, open-ended, and evolving. As Hadfield (2008) says "Interaction involves more than just putting a message together…This means choosing a language that is appropriate for the person you are talking to, taking turns in a conversation and expressing interest" (p.105). Undoubtedly, Speaking is one of the most complex skills because, in the process of communication, some factors influence it like participants, context or physical environment, medium, topic, purposes of speaking, etc.

For learning and improving speaking skill in the second language, students need to take into account some dimensions of speaking. According to Lazaraton (2001) to master speaking, it is necessary to consider four main competencies as grammatical, which consist of phonology, vocabulary, word, and sentence formation; sociolinguistic; discourse competence, consisting of cohesion and coherence; and finally, strategic competence.

Finally, mastering speaking became a goal for language learners and teachers, but everybody needs to bear in mind that it combines the role of being a good speaker and listener. It believes that speaking is the joint of three stages. First, what happen in the mind as feelings, thoughts, and emotions. Second, the way or language used to express or communicate. And third, when the listener decodes, paraphrases and understands the message. So, to master it there are different activities that may include imitating, repeating, oral presentations, answering questions, etc.

Activities to Improve Speaking

So for achieving this, there are different exercises that students and teachers can do inside or outside the classroom to put into practice the oral skill. There is a big quantity of

activities used for learning and improving speaking in the second language. However, the teacher needs to take into account that all of these activities should change depending on the English level, age of the students, etc. Below is the following list of activities.

1. Individual (Monologue) or group presentations

2. Picture description

3. Oral weekly report about news or books

4. Role play

5. Debates

6. Speaking games

7. Answer questions or expressing thoughts on the assigned topic

8. Storytelling

9. Poems and Rhymes

10. Interviews, Dialogues and Conversations.

Second Language Acquisition (SLA)

In accordance with Saville-Troike (2006), the theory of SLA refers to all languages that a person learns after the acquisition of the first language or modern tongue. Moreover, he claimed that there are two kinds of Second Language Learning. The first one is informal, in which the learning is carried out in a naturalistic context, and the second is formal, where the learning process is carried out in the classroom.

In formal learning, students have more difficulties learning the language, especially the speaking skill because as it was mentioned before, it is easy to learn the language is students have the opportunity to be in context. VanPatten and Williams claimed that exposure to input is necessary for SLA, it means that in formal SLA, It is necessary that the teacher provides the space to speak and listen, to practice English inside or outside the classroom. (VanPatten & Williams. 2007.p21-23)

Approaches to Teach the Speaking Skill

There are some approaches which focus on speaking skill, so it is based on the use of speaking skill, its learning and teaching as Audiolingualism approach, Oral and Situational approach and Communicative Language Teaching (CLT).

Audiolingualism Approach

This approach is based on the application of all language skills, but oral/aural skills are more important to it. "New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition" (Larsen-freeman and Anderson, 2013, p.45).In conclusion, there is student-student interaction because teachers want "Their students to be able to use the target language communicatively" (Larsen-freeman and Anderson, 2013, p.44).

Oral and Situational Approach

One of the main objectives of this approach is to teach all language skills and also it is based on vocabulary, grammar, and pronunciation. "Material is presented orally before it is presented in written form… The Target language is the language of the classroom" (Richards and Rodgers, 1986, p.34). It means that teachers and students practice the language in the classroom because the teacher teaches all in the target language, and students listen and repeat what the teacher says.

Communicative Language Teaching

The goal of this approach is to enable students to practice communication in the target language. In the CLT approach, all language skills are practiced, but all with the purpose of communication. "Students use the language a great deal through communicative activities such as games, role-play, and problem-solving tasks" (Richards and Rodgers, 1986, p.34). To conclude, the role of the teacher is to facilitate communication in the classroom.

Storytelling

Since ancient times, people told tales to teach and to pass knowledge about different topics as cultural beliefs, religion, history, traditions to future generations. As an example, is the origin of the world, myths, and legends of a region because those stories were told by people from generation to generation until they became a heritage. In the Cambridge dictionary, Storytelling is defined as "the activity of writing, telling or reading stories". The process of telling a story involves all language skills, cognitive abilities, and physical movements or gestures. Storytelling is an interactive activity because it involves the storyteller and the audience, one or more listeners, this interaction looks for the development of different abilities such as language skills, social communication, critical thinking, creativity, self-confidence, fluency, imagination, proficiency, etc.

The Healing through Remembering Storytelling subgroup (2005) states "Stories are a medium for sharing and a vehicle for assessing and interpreting events, experiences, and concepts to an audience. Through stories we explain how things are, why they are, and our role and purpose within them", it means that when we share a story, we need to communicate some key aspects about a topic and also that when we share or we listen to a story we need to analyze the story to understand it well.

Types of Storytelling

It can be divided into some subcategories as *verbal* or *oral*, *written* and *multimedia* or *digital* storytelling.

Oral Storytelling

It is the most common type of storytelling in which only a person speaks in front of an audience. In this type of storytelling as the name says, "Stories are told and not read" (Moon, 2010, p.10), People do not have a written work of what they need to say, in other words, people say what they think at the moment. For that reason, this kind of stories is considered

as unrepeatable since the storyteller is influenced by the context, the moment of the day, space, the audience, the interaction, the event, etc. Oral Storytelling can be used in dialogues, seminars, conferences, debates, etc.

In this type, improvisation is allowed because it looks for people to express their thoughts or experiences. In education, people could retell a classic tale or start a story from a refrain, a quote, a dialogue or a beginning of a story.

Written Storytelling

In this type of storytelling, a person writes a story it can be a tale, poetry, and other written texts. According to The Healing Through Remembering Storytelling subgroup (2005) "A popular form of this type of storytelling is the autobiography written from firsthand experience and the biography written in the third-person". Written storytelling can be published in journals, magazines, etc.

Storytelling into classes could be used in different ways. First, the teacher can take the role of Storyteller to engage and motivate students in the learning process. But also, it could be used for students to practice all language skills, especially speaking.

Technology

Nowadays, technology is used to accomplish all humans' daily activities. This term is wide so; it is difficult to give only one definition. According to Herschbach (1995), Technology "Is strongly associated with the application of science to the solution of technical problems" (p.33). Because science refers to knowing or the understanding of phenomena in the world and technology seeks means for making and doing things. Moreover, technology is based on creating tools, products, and processes used to simplify daily life.

Undeniably, technology and its advances are really important for the topicality because its major goal is making tasks easier to execute as well as solving many kinds of problems. Moreover, it has great significance in different fields in which it is applied. We use

technology at work, communication, transportation, manufacturing, securing data, education, and so much more.

Technology and Education

Technology influences how people live, work, study, and play. Technologies are becoming essential tools or means for all human activities throughout the world. Likewise, It has influenced Education because this powerful tool is supporting and transforming it as the U.S. Congress, Office of Technology Assessment ([OTA],1995) provides some of the benefits of using technology:

- Create Instructional material to enabling new ways for people to learn.

- Help to innovate, reinvent the approaches to teaching and learning, and adapt learning experiences to the needs of all learners.

- Expose students to a wider world information and experts about different topics.

- Encourage confidence, motivation and engagement.

- Encourage problem-solving and critical thinking.

- Encourage Cooperation and Participation.

- Improvement of Sociolinguistics, Language skills and Vocabulary.

Additionally, in the field of teaching and learning languages technology has an important role because through the use of technological devices, it assures a better learning process. For instance, for developing and improving speaking, it offers some devices and authentic materials that help people, in order to have a better output. According to Riasati et al (2012), "Incorporation of technology in the classroom enables learners to assess their work in a more meaningful way and become better aware of the quality of their work" (p.26).

Indeed, this paper seeks that student record themselves using a device as smartphones, so listening they can correct their own mistakes. And supporting this idea, technology lowered students' language learning anxiety whilst giving them more opportunity to

communicate (Riasati,2012). Because students can practice and learn by themselves, so they

can increase self- confidence and then when they have to face a real situation, it could be
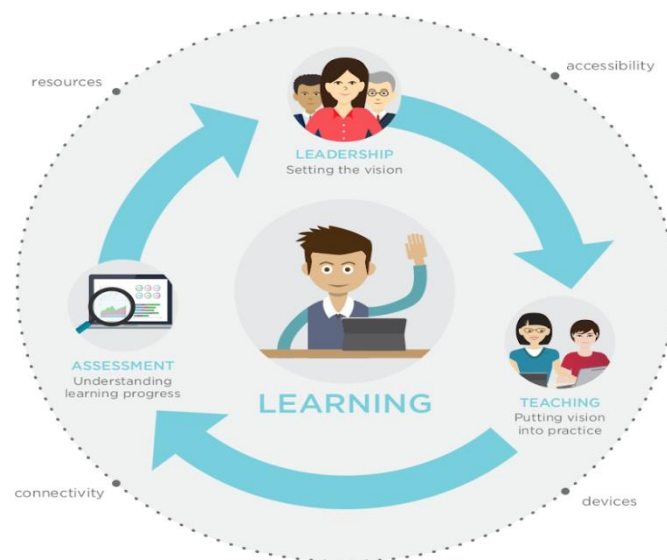
better.

Figure I. Providing accessibility, resources and connectivity so that learning is

everywhere, all the time. Thomas, S. (2016). Future ready learning: Reimagining the role of technology in education. Retrieved from

[Google Scholar]

In the teaching process, teachers can use technology in different ways. For instance,

they can show videos or slides, apply some online games or platforms, use online- didactic

sources. Teachers who use technology have limitless opportunities because they can search

for up-dating information or they can use technologies, depending on the interests of the

students to get better student engagement and learning.
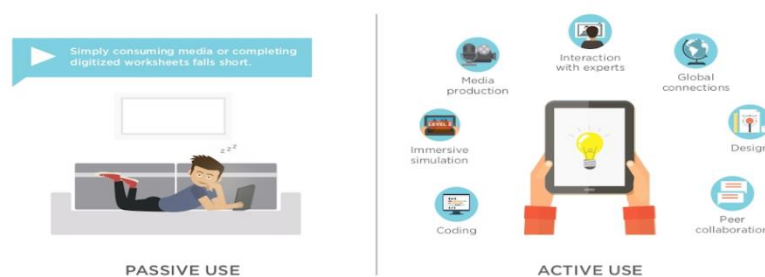
Figure II. Digital use divided into passive use and active use. Thomas, S. (2016). Future ready learning: Reimagining the role of technology in education. Retrieved from [Google Scholar]

In the learning process, according to OTA (1995) states "Teachers find that using technology can encourage students to take more responsibility for their learning, to learn to work cooperatively, and gain experience in acquiring, evaluating, and using information in various forms" (p.11). The appropriate use of technology creates active learning in students. Moreover, it helps to create and personalized learning to engage students. With the use of technology and digital devices, students have the opportunity to learn and memorize complex topics, words, and meanings.

Furthermore, thanks to technology, students have access to a bunch of sources like museums, libraries, online stories, and other out-of-school settings.

Digital Storytelling

According to Wakefield (2009), "Digital storytelling is a way to express the true personal experience of something, amplified through the use of technology: The expression can be made adding music, voice, digital photos, animation, graphics, video, and more to the story." This kind of storytelling became famous because this is the age of technology, so it is applied in some fields of education. For this reason, students and the teachers will use the computer or cellphones to create or share stories about different topics events, places, family, books, movies, memories, feelings for generating certain benefits as motivation in the process of learning.

Digital Storytelling has been applied and studied in several countries around the world. For instance, in the study made by Manussanun and Suksan (2012) "Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites", Digital Storytelling is used as a multimedia tool in language learning to help students improve their English speaking skills. This study was applied at English compulsory course at the Suranaree University of Technology of Thailand with 50 Thai undergraduate

students. There were applied a pretest and posttest which show that Digital storytelling helps students to develop and improve speaking skills.

Another study made by Ruiz (2013) in her research project "Digital Storytelling: La integración de las cuatro destrezas básicas en la enseñanza del Inglés". This study was applied in a high school where the teacher gives the instructions and students should create their own stories. The results showed that Digital Storytelling integrates all language skills and also other abilities as critical thinking.

Theories of Digital Storytelling

In order to go deep into the use of digital storytelling, it is essential to begin talking about constructivism created by Jean Piaget, defined as "Une théorie du connaître (actif) plus qu'une théorie de la connaissance (passif) parce que l'action est le moteur du développement cognitif. Le constructivisme s'intéresse donc à la connaissance en action, à l'acte de connaître [1]" (Masciotra,2007). This tendency of learning seeks to create knowledge from the paradigm "there is no absolute truth", so the knowledge is built through research and questions, thus, the reflection, participation and interpretation of each student on a situation due to the context of any person is different, though in some cases it can be similar.

From the knowledge acquired through the use of authentic context, it is born the theory of Constructionism due to Smeda, Dakich and Sharda (2014) state "learning environments should offer constructive, active, intentional, collaborative, complex, conversational, contextualized and reflective learning" (p.5). With what Smeda, Dakich and Sharda,(2014) affirm that ¨learners can build on their interpretation of the world, depending on experience and interaction, and that will generate a new understanding through the collection of knowledge from various sources¨ (p.5). It can be interpreted that Constructionism is not just based on the cognitive part of the human being (learning by

"A theory of knowing (active) more than a theory of knowledge (passive) because the action is the motor of cognitive development. Constructivism is interested in the knowledge in action in the act of knowing" translation French - English

doing), but also that through the use of it, it is possible to teach and learn through action (learning by making). So, it means that is fundamental the "Saber Hacer".

Moreover, the use of Digital storytelling is supported by the narrative paradigm; it emphasizes the importance of verbal communication among human beings.

Therefore, the narrative paradigm assumes that "all forms of human communication can be seen fundamentally as stories, as interpretations of aspects of the world occurring in time and shaped by history, culture, and character" (Wang and Zhan,2010).p.4)

Accordingly, Digital Storytelling focuses on telling personal and regional stories of each student that create not just linguistic knowledge, but also social according to the culture in the context in which the class takes place. Furthermore, due to in this research paper, digital storytelling is going to be used in teaching and learning languages, it is going to serve as a motivational medium for learning speaking and oral production because verbal communication and comprehension is the most difficult aim for both teachers and learners in teaching and learning a foreign language. Besides, Wang and Zhan (2010) state "Narrative stories are effective as educational tools because they are believable, rememberable, and entertaining" (p.4).

Didactic Proposal: Sharing Digital Stories

According to a study conducted by Hwang et al. (2014) "Digital stories provided students with more opportunities to practice language structures and forms as they use language through a variety of modes, such as verbal, audio, and visual" (p.5), that is, when students express themselves, they can gain self-confidence in what they are saying, improving students' language skills.

As it was mentioned before, there are some common difficulties in students' oral production in EFL classes. For that reason, the current research paper sets a didactic unit focused on the implementation of the use of Digital storytelling that generates a worthwhile improvement in the speaking skill and likewise, the oral communication process.

Justification

The current Didactic Proposal "Sharing Digital stories" contains four sample activities, each one is designed for teachers and students will use digital storytelling in the EFL classes with the purpose of enhancing different students' abilities for integral development. These activities are created for Intermediate level' students, but these can be adapted depending on the group' needs.

It provides activities are focused on enhancing speaking, it is important to mention that these combine the practice of all language skills in EFL, that is, that developing the proposal "Sharing Digital Stories" improves considerably fluency, pronunciation, grammar, etc.

Moreover, it encourages students' motivation to learn the language, increasing their self-confidence. Finally, it is important to mention that through the use of Digital Storytelling , it promote tell real doings and personal experiences which help to bring the real world into the classroom, reaching that "passive" students become "active" through the appropriation of knowledge.

Objectives

The principal aim of the activities is to enhance the oral production through the use of digital storytelling. Also, At the end of the course, students will be able to increase their vocabulary, improve their pronunciation, fluency and accuracy, and promote social interaction.

Methodology

For the following activities, it could be necessary some materials as a board, marker, and technological devices like computers, TVs, tablets, speakers and smartphones.

The four activities are student-centered and they suggest the use of Digital Storytelling and technology in classes. In the first, students learn and practice the present simple and continuous with a speaking exercise, then, they learn expressions to tell a story and with these, they create 2 or 3 Instagram stories. In the second, the teacher guides the students to use an app that shows some dices that help them to have ideas to create a story and with these, they search for pictures and create a video.

In the third, the teacher shows some pictures and students need to create a short story, they need to record themselves using a smartphone to send it to the teacher. And in the fourth activity, after the experience of students in classes, the student will need to create a story video based on the research of myths or legends of the region using the smartphone.

Evaluation

For the implementation of this ***didactic proposal (see annex)***, the evaluation will be continuous, which will be applied through the use of workshops, oral interactions, class participation, discussions and oral interviews.

Analysis and Discussion

English is the universal language; it has become almost a necessity for all people because it gives you access to different fields and cultures. English increase your chances of getting a job, socializing, traveling, etc. And within this, Speaking, a productive skill, is one of the language skills that many language learners have difficulties because they are not in contact with the language, or because in some countries like Colombia the curriculum of many schools is based on reading and writing. For this reason, a lot of people have problems when they have to communicate with a native speaker, or they have problems expressing themselves clearly using the "target" language.

Thus, the current research paper sets a didactic unit with four sample activities that promote the use of Digital Storytelling, contribute students to improve the speaking skill and oral production. Digital storytelling combines the tradition of telling stories and the use of technology as smartphones because nowadays that we are in the era of technology and students feel pleased and motivated when the teacher proposes an activity in which it is involved the technology. So, digital storytelling could be an alternative that teachers can use in their classes to teach different topics and explain these easily.

Moreover, it can denote that Digital storytelling provides advantages in language teaching and learning. For example, it helped to reduce anxiety, increase self-confidence and motivation because it created a comfortable environment for students, so they could overcome their fears and they could have self-confident when they practiced the oral production. Also, when they recorded the voice notes, as soon as they recorded and listened themselves, they realized that they made some mistakes, so they recorded again, achieving better results in fluency, pronunciation, grammar, intonation, grammar, etc.

On the contrary, the use of digital storytelling in the educational field presents some limitations. First, teachers and students need some technological devices such as

computers, laptops, smartphones, programs. applications, Internet connection, among others to create a digital story and for instance, in some institutions, there are problems with internet connection; there is not a computer lab just for English. There are not enough computers for students, so it is uncomfortable to work because they have to share computers.

Additionally, all people know that technology provides virtual environments that enrich the process of teaching and learning, but also, that students are exposed to false information or distracting and harmful websites, so it could be difficult for teachers, the control of the group. Also, the implementation of digital storytelling could be time-consuming because it is a process that could take long time to be achieved.

Finally, all these limitations could be taken as challenges that teachers and students should know and have into account to overcome, obtaining a good result after using digital storytelling in classrooms.

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Annex

Didactic Unit

Sharing Digital Stories

The Chain Story

Aims

- Use of Present Simple and Present Continuous

- Increase self-confidence to tell a story

- Improve Fluency and Accuracy

- Group work

Present Simple Vs Present Continuous

PRESENT SIMPLE

Aff: Subject + Verb

Neg: Subject + don't/doesn't +Verb

Int: Do/does +Subject +Verb

PRESENT CONTINUOUS

Aff: Subject +am/ is/ are+ Verb

Neg: Subject +am/ is/ are+not+verb

Neg: Am/ is/ are+Subject+ verb

USES

To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
-To give instructions or directions .
-To express fixed arrangements, present or future.
 -To express future time, after some conjunctions: after, when, before, as soon as, until.

Clue Words
Usually, Often, Always , Sometimes, Never.

USES

To talk about activities at the moment of speaking
-To talk about future plans or arrangements .
-To talk about something which is changing, growing or developing.
-To talk about something which happens again and again

Clue Words
At the moment, At present, Currently, Nowadays, Now.

Figure 1. Present Simple vs Present Continuous (own photo).

1. Watch the video "Create a Digital Storytelling"
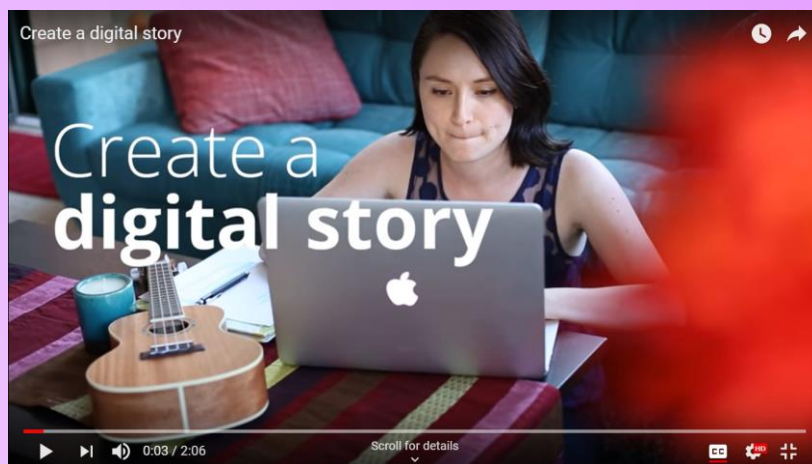
Figure 2. Create a digital story [Screenshot]. WeVideo (2015, July1). Retrieved from https://www.youtube.com/watch?v=LVKeO5IIR_A

2. **Work in pairs**. Using the correct tense ask and answer the following questions.

E.g - What do you study? - I study English.

-What are you playing? - I'm playing soccer.

Asking Questions Student A

- Where do you usually travel on holiday?

- What are you wearing?

- What do you normally do in a normal day?

- What TV shows/series are you watching now?

Asking Questions Student B

- Talk about your hobbies

- Show your partner a picture on your phone. Describe what is happening in the photo.

- Are you reading a book? Which one?

- What do you often eat?

After the previous activity, each student choose a question amd with the help of the partner record a Voice note answering the question.

3. Below there is a list of common expressions used to tell a story.

Expressions to tell a Story		
Beginning	**Middle**	**Ending**
When I was a child…	After…	Finally, …
Once I had a dream and I …	Next…	At the end…
In the beginning…	Then…	In conclusion…
Once upon a time…	Suddenly…	I forgot to mention that…
One morning…	Later…	As a result, …
To start	Soon...	To sum it up…
Once…	Meanwhile…	Last….
Initially…	As soon as….	Last, but not least…
I'll never forget the time…	After that…	
That reminds me of when…		
What happened was…		

Table 1. Expressions to tell a story. Based on [Traffic Light Transition Words] Retrieved from https://www.teacherspayteachers.com/Product/Traffic-Light-Time-Transition-Words-Poster-for-Narratives-CCSS-Temporal-Words-1587455

4. The teacher starts the story using one of the expressions.

    Sample

I'll never forget the time that I travelled with my family to visit my grandmother. ***As soon as*** we arrived, it was perfect. She cooked a delicious meal, and we visited the city. ***I forgot to mention that*** she lives near the beach, so we went to sunbathe and swim.

5. Be creative and think about a short story using at least three connectors. Using your Smartphone, you are going to record 2 or 3 stories using "Instagram". (Each story' length is 30 seconds).

On the Instagram stories add the Hashtag given by the teacher.
E.g
#Myinstastorytelling
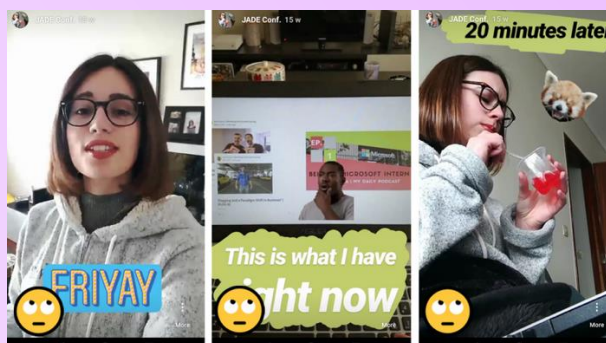
Figure 3. Instagram story. Guerra, A. (2018, August 15). Retrieved from https://blog.markgrowth.com/your-instagram-stories-probably-suck-41dbb09faf7c

Story Topics

Aims

- Use of Past Simple

- Improve their pronunciation

- Improve Fluency and Accuracy

- Improve Critical Thinking

Past Simple

Figure 4. Past Simple (own photo).

1. Use the app like "Story dice", "Story telling cubes" or a similar one. These apps show some dices with different categories' pictures. With those pictures, think about a story.

Story dice	Story telling Cubes
Figure 6. Story dice [Screenshot]. (2019, December 10).	*Figure 7.* Story telling cubes [Screenshot]. (2019, December 10).

2. Write your short story and a list of keywords with the meaning.

3. Search for some pictures related to your story and create a video using the app "Wevideo", "Storyo" or a similar one. After you finish, upload the video to YouTube and send the link to the teacher through email.

Short Stories

Aims:

- Use of connectors

- Improve their pronunciation

- Improve Fluency and Accuracy

1. Below there is a list of common connectors used to tell a story.

Figure 8. Connectors (own photo).

1. Watch the Sample Story slides and create your own short adventurous story.

Figure 9. Storytelling (own screenshot).

Figure 10. Storytelling (own screenshot).

1.   Record your voice twice using an app or WhatsApp. In the first attempt, you record your voice and listen to it to try to recognize and correct your own mistakes. And the second attempt you need to send through WhatsApp, and the teacher will assess.

2. Search four or six pictures that describe your short story and send it with your recording.

OUR ORAL TRADITION

Aims

- Use of Past Tenses

- Improve their pronunciation

- Improve Fluency and Accuracy

Past Tenses

Figure 11. **Past Simple (own photo).**

1. Watch the video "Myths and Legends Digital Storytelling"

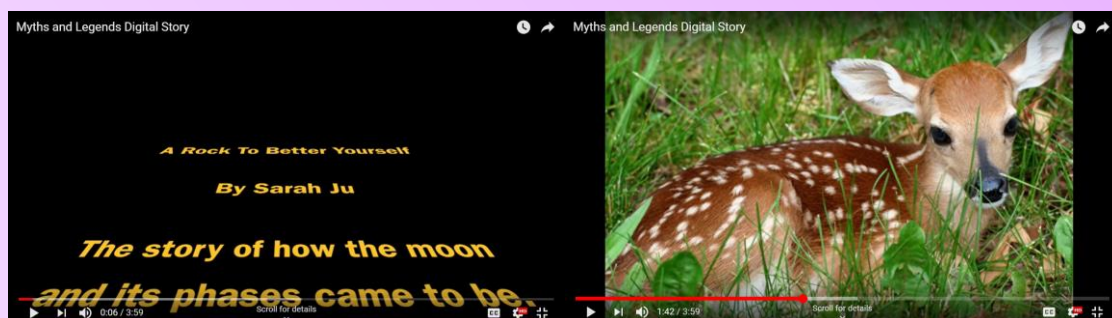*Figure 9&10*. **Myths and Legends Digital Storytelling [Screenshot]. Ju, S. ABCloom (2016, February 25). Retrieved from https://www.youtube.com/watch?v=KFj0b0nqSBk**

2. Look for a region or village myth or legend or a person who can tell it.

3. Re-write the story with your own words, then revise the text with the help of the

   teacher or peer-reviewing to correct the mistakes.

4. Create a video combining images, music and your voice.

5. Upload your video on YouTube. Then, send the link to the teacher.

6. Answer the following questions in class.

- What were the most difficult and the easiest part of the activity?

- What do you think about the activity?

- What stories do you like the most?

Teacher's Role

Activity 1: The Chain Story

Aims:
- Use of Present Simple and Present Continuous
- Increase self-confidence to tell a story
- Improve Fluency and Accuracy
- Group work

Procedure:

1. Explain or Review grammar (Present simple and Present continuous).

2. Show students the video "Create a Digital Story".

3. Students practice with the speaking exercise, students ask and answer the sample questions, then they create a voice note answering one of these.

4. Explain the common expressions to tell a story.

5. Give a sample story. **E.g. *I'll never forget the time that*** I travelled with my family to visit my grandmother. ***As soon as*** we arrived, it was perfect. She cooked a delicious meal, and we visited the city. ***I forgot to mention that*** she lives near the beach, so we went to sunbathe and swim.

6. Students need to be creative and think about a short story using at least three connectors. Using the Smartphone, they have to record 2 or 3 stories using "Instagram". (Each story' length is 30 seconds). Give them a Hashtag, so you can receive all the Instagram stories in one place to evaluate them. E.g. #myinstastorytelling

Activity 2: Story Topics

Aims:
- Use of Past Simple
- Improve their pronunciation
- Improve Fluency and Accuracy

- Improve Critical Thinking

Procedure:

1. Explain grammar/vocabulary (Present simple and Present continuous).

2. Help students to search an app like "Story dice", "Story telling cubes" or a similar one. These apps show some dices with different categories' pictures. With those pictures, they create a short story.

3. Then they have to search for pictures related to the story and create a video using the app "Wevideo", "Storyo" or a similar one. After they finish, they have to upload the video to YouTube and send the link to your email.

Activity 3: Short Stories

Aims:
- Use of connectors
- Improve their pronunciation
- Improve Fluency and Accuracy

Preparation: Create a class group on WhatsApp.

Procedure:

1. Show a serie of pictures which narrate a story or give a worksheet with the pictures.

2. With the pictures, they write a short paragraph based on their creativity.

3. Each student records her/his voice twice using an app or WhatsApp. In the first attempt, they record the voice, and they listen to try to recognize and correct their own mistakes. And the second attempt needs to be sent and the teacher will assess.

4. Receive all the audios on WhatsApp and after listening to, give feedback and explain the correct pronunciation of the common mistakes with some examples.

Activity 4: Our Oral Tradition

Aims

- Use of Past Tenses

- Improve their pronunciation
- Improve Fluency and Accuracy

Procedure:

1. Explain the storytelling useful tenses

2. Show the video "Myths and Legends Digital Storytelling"

3. Students have to look for a myth or legend or a person who can tell it from the region or village.

4. In class, students re-write the story with their own words, they revise the text with the help of the teacher or peer-reviewing to correct the mistakes.

5. Students create a video combining images, music and their voice.

6. Students upload the video on YouTube. And They send the link to the teacher.

7. In class, the teacher gives feedback and asks some questions. For example,

- What were the most difficult and the easiest part of the activity?

- What do you think about the activity?

- What stories do you like the most?