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### MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

#### MODALIDAD: INFORME DE INVESTIGACIÓN

**Título:**

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#### DIGITAL STORYTELLING IN SPEAKING SKILL

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Trabajo de titulación previo a la obtención del título de magíster en Lingüística  
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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En mi calidad de Tutor del Trabajo de Titulación “Digital storytelling in speaking skill”  
presentado por Olga Vanessa Moscoso Rosero, para optar por el título magíster en  
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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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## **DEDICATORIA**

El presente trabajo investigativo es dedicado a mis padres que con su apoyo y cariño me ha permitido alcanzar una meta más en mi vida profesional, a mi esposo e hijo que han fomentado en mí el deseo de superación.

Olga Vanessa Moscoso Rosero

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A mi Tutora por darme las herramientas necesarias para culminar con mi trabajo investigativo, y apoyarme en todo momento brindándome su valioso tiempo.

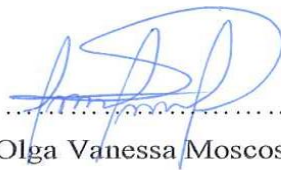
A mis padres, esposo e hijo por su apoyo incesante en la construcción de mi sueño y a pesar de las adversidades siempre estuvieron llenando de fortaleza en mi accionar.

Olga Vanessa Moscoso Rosero

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**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título:** Digital storytelling in speaking skill.

**Autor:** Olga Vanessa Moscoso Rosero

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**RESUMEN**

Digital Storytelling es una estrategia innovadora para ayudar a los estudiantes a mejorar sus habilidades en el idioma inglés. El objetivo de esta investigación fue fortalecer las habilidades orales a través de la narración digital en estudiantes de sexto grado en la Escuela Kyryos para lograr el objetivo, se aplicó la estrategia de narración digital a través de un método de investigación acción práctica. La planificación de la lección se basó en el modelo ADDIE (analizar, diseñar, desarrollar, implementar y evaluar). El estudio se desarrolló durante ocho semanas con veinticinco estudiantes como participantes. La fase inicial consistió en aplicar un pretest para identificar el nivel de habilidades orales de los estudiantes. Entonces, se hizo la intervención y se aplicó el post test para identificar mejoras. Para el proceso de reflexión se utilizaron algunos instrumentos: la agenda del docente, la mesa de observación entre pares y la encuesta a los estudiantes. Posteriormente, se analizó la información obtenida de los instrumentos aplicando la técnica de triangulación. Los principales resultados que el post test indica es que los estudiantes mejoraron la habilidad oral. Además los estudiantes se sienten motivados para trabajar con proyectos que los acerquen a la tecnología; el uso de la narración digital como estrategia permite que los estudiantes se sientan más seguros para hablar en inglés; la instrucción explícita y la correcta aplicación de los planes expuestos permiten a los estudiantes completar los objetivos propuestos en cada actividad; las actividades grupales ayudan a que los estudiantes se sientan más seguros para hablar en público; y, el uso de herramientas tecnológicas les permite a los estudiantes desarrollar su creatividad. En conclusión, el uso de digital storytelling es una herramienta que mejora la habilidad oral.

**PALABRAS CLAVES:**ADDIE; narración digital; discurso; tecnología; estrategia.

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**MAESTRÍA EN MAESTRÍA EN LINGÜÍSTICA APLICADA A LA  
ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Title:** DIGITAL STORYTELLING IN SPEAKING SKILL.

**Author:** Olga Vanessa Moscoso Rosero

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**ABSTRACT**

Digital Storytelling is an innovative strategy to help students improve their English language skills. The objective of this research was to strengthen oral skills through digital storytelling in sixth grade students at the Kyryos School to achieve the objective, the digital storytelling strategy was applied through a practical action research method. The lesson planning was based on the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model. The study took place over eight weeks with twenty-five students as participants. The initial phase consisted of applying a pre-test to identify the level of oral skills of the students. Then, the intervention was carried out and the post test was applied to identify improvements. For the reflection process, some instruments were used: the teacher's agenda, the peer observation table, and the student survey. Subsequently, the information obtained from the instruments was analyzed using the triangulation technique. The main results that the post test indicates is that the students improved their oral skills. In addition, the students feel motivated to work with projects that bring them closer to technology; the use of digital storytelling as a strategy allows students to feel more confident to speak in English; explicit instruction and the correct application of the exposed plans allow students to complete the proposed objectives in each activity; group activities help students feel more confident in public speaking; and, the use of technological tools allows students to develop their creativity. In conclusion, the use of digital storytelling is a tool that improves oral skills

**KEYWORDS:** ADDIE; digital storytelling; speaking; technology; strategy

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## **INTRODUCTION**

### **1.1 Justification**

English Language is very important in the Ecuadorian curriculum. An example of this is that the Minister of Education of Ecuador (2014), decided to propose changes through ministerial agreements in order to include English in the curriculum. It is evidenced in the regulation N. 0041-14, Minister of Education (2014), which states that teaching of English is mandatory from (2<sup>nd</sup> to 10<sup>th</sup>) in Educación General Básica and (1<sup>st</sup> to 3<sup>rd</sup>) Bachillerato General Unificado. Before this consideration in the norm, English was not considered important in the Ecuadorian curriculum because it was an optional subject.

According to the different studies and researching jobs around the world, confirm that speaking has some features that in the school are not developed. A previous study was done by James et al. (2019), In this research the objective was to develop speaking ability using technology such as audiovisual, apps, mobile devices, computers, and the internet. Twenty students from secondary school in Pahang- Malaysia participated in this study. The authors designed a pre-test, post-test, and a final survey in order to identify if the use of digital storytelling is effective to improve oral production. The conclusion of this research is that digital storytelling improves speaking skills, the activities with this strategy permitted the students to develop creativity and encourage them to speak in English. A finding of this study revealed that digital storytelling improves the interest of students to get better at speaking using this strategy students are able to improve their oral competencies using technological tools.



Another important study made by Regina & Ferraz (2021) examined the effects of the implementation of digital storytelling in oral production at Bahia University Brazil, fourteen students participated during three moments of evaluation the authors use pre-test and post-tests to consider the lexical, currency, and fluency dimensions. The results show positives result from the participant using this strategy. The author only mentions two-point that has to be considered the number of participants a common in each group. According to this research the effects of digital storytelling in the learning process permitted integration of different skills in a task such as speaking, writing, and reading, this article also concludes that Digital Storytelling is a potential alternative for the L2 classrooms.

It is also noted another study related to the topic, indicates that it is important to determine authentic digital storytelling as a strategy to improve speaking skills. This investigation was conducted by the fourth-level students in Ambato. The researcher used a quasi-experimental design with one control group and pre-test and post-test. The authors found the use of digital storytelling promotes the development the English-speaking skill and helps learners to practice and have real communication (Muñoz ,2018).

As we can see, speaking is one of the main skills that teachers need to take into account at the moment of starting the development of the English teaching process. For this reason, this study is being focused on to strengthen speaking skills through digital storytelling in 6th grade level learners at Kyryos School.

The practical usage of this study is to apply some lesson plans, by using digital storytelling, through the implementation of technological tools as PowerPoint and Toontastic app, for this reason, this research is important because it will probably contribute to motivating students to create stories using some important feature of digital storytelling include interactive slides, audio, and visual effects, allowing them to expand their creativity.

Besides, this research is considered innovative because digital storytelling had never been implemented in Kyryos School and with children in sixth grade with the purpose

to improve speaking skills. In addition, based on some previous studies, digital storytelling is an important strategy in foreign language classes using the languages in a natural way.

The beneficiaries of this present investigation are the students of sixth grade from Kyryos School. They were the main actor in teaching and learning process using digital storytelling. In addition, the motivation is another important factor because the students were able to create and use technological tools in order to create a digital storytelling.

## **1.2 Problem statement**

English language teaching has produced some controversial results in the education system in Ecuador, because it has been almost impossible to reach the level of proficiency in English B2, according to the Common European Framework (Intriago et al., 2019). In reference to the level of English, this component shows that Ecuador ranked 81st in 100 countries and obtained a score of 46.57 that equivalent to an A1 level to the CEF. It was based on scores of the EF Standard English Test, which is the first free standardized English test in the world, that has been used by thousands of schools, colleges, institutions, and governments for large-scale testing (Verbrachte, 2020).

In this regard, it is necessary to improve the English level in the Ecuadorian population, starting with the basic component of the educational system in the school. At this level, it is important to emphasize communication as a way to help students improve their English learning. In this context, the Minister of Education of Ecuador (2016) says that one of the main educational objectives in teaching English is the communicative language approach, which means interacting and communicating in English. It is important to mention that speaking skill in learning English as a foreign language is relevant, and some activities based on the Communicative method could be useful if teachers develop this skill in a good way. (Oviedo & Mena Mayorga, 2021)

In fact, speaking is one of the main skills to develop in the learning of English as a second language. It is an interactive process to demonstrate the ability to carry on a

conversation and express opinions, thoughts, and ideas. Furthermore, developing this skill in children is necessary because according to Ausubel (1964) children learn more gladly than adults.

Previously supported by some authors, speaking is a key skill that has to be developed in class, especially at an early age; for that reason, Kyryos Christian School was chosen; since this educational institution has the initial levels required for the present study. Kyryos is a private institution located in the south of Quito in Pichincha province. For 35 years, this institution has been a choice for residents near the Chimbacalle neighborhoods. It has an amount of close to 400 students. This institution has one computer lab with more than 15 computers and one audio-visual room. Based on the data collection on the latest socioeconomic records, the students have technological tools such as computers, cell phones, and internet connection.

In Kyryos school, learning English is considering a principal aspect; for this reason, the authorities have reflected on changing the school schedule and adding more hours for teaching this subject, it is five hours per week. In spite of the increment of the English subject teaching hours, the last scoring report about the 24 students' English skills evaluation in the sixth grade of school, showed that students have some difficulties in the speaking section. Questions, 9, and 10 were concerned with oral production, which was the most complicated skill for a part of learners.

In addition, an interview made with some teachers of the institution in order to identify and diagnose the problem, shows that students have difficult in develop the speaking skill (See Table 2). English Teachers agreed with some factors which could be the cause of students' difficulty in develop speaking skill.

Firstly, the pandemic has affected the Education because students did not have the opportunity to interact face to face and at the beginning teacher worked with a guide for students, causing the four language skills to be affected. The teachers mentioned that the most relevant impact was on speaking and reading skills because of time students did not have the opportunity to develop some skills. This fact is supported by Ircham (2020) who mentioned that during the COVID 19 Pandemic some new realities

have emerged in EFL class, one of them being interaction and communication because some students prefer to speak face to face and with virtual class, they did not have some opportunities. In addition, teachers of Kyryos school mentioned that learners do not have enough opportunities to speak in the classroom. One of the reasons could be the less time to connect to the students because with the pandemic the Minister of Education in collaboration with the Sociedad Pediátrica Internacional, and Unesco structured a plan which establishes some periods of connection. This plan considered kids can spend a maximum of one hour. This period of online connection has to be accompanied by an adult (Trujillo, 2020). Consequently, the Kyryos school schedule was troubled and the English hours decreased. Based on this reality the institution had to adapt their schedules; and consequently, the learning process was affected.

Secondly, the interviewed teachers agreed that the ability to speak should be considered more carefully; since students are afraid to communicate in another language. One recent study made by Afshar & Asakereh (2016) cited some problems that the students have in oral production. One of the problems mentioned is that the students felt that the other students speak better than them; for that reason, they are not confident to speak English with others. As a result, the students do not want to speak English.

In addition, the “previous knowledge” was considered for teachers a principal aspect to think about, because they said that less vocabulary and lexicon will not allow students to develop language skills more easily and effectively. Somdee & Suppasetserree (2012) emphasized the idea of speaking problems were considered some factors in speaking production such as a lack of vocabulary and poor grammar. Then, one of the teachers mentioned that the use of the grammar-translation method is a common method applied to develop when developing speaking and writing activities. The Grammar Translation Method is concerned in some institutions in the classroom and nowadays is common to see this method in some books. (Chang, 2011)

Finally, Teachers mentioned that teaching activities are not enough but are appropriate to develop the abilities; despite the activities that the teachers carry out, the students have difficulties with the development of speaking. Darling (2006) says that the use

of inadequate strategies could restrict learners to engage in a speaking activity. To conclude, the teachers agreed with the use of some teaching activities in order to increase the students' speaking skills, for example, spelling, karaoke, and the use of some platforms.

Digital storytelling could contribute to improving speaking skills and interactive learning (Kallinikou & Nicolaidou, 2019). It helps the students create their own stories and develop oral production. This type of activity according to Rubin & McNeil (2012) Rubin (2012) can generate interest, attention, and motivation. In the motivation aspect, the technological tools according to Ramírez et al. (2016) & Benavides (2016) could allow the student to investigate and develop their own learning in an interactive and fun way, which makes the student feel more interested in learning new vocabulary. In addition, when the students create their own digital stories, they may develop enhanced communications skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. Finally using digital storytelling permit the students record their voice and feel more confidence to speak in English.

As it was evidenced, in Kyryos school it was identified the necessity to improve the speaking skill. Students cannot speak in English because of poor vocabulary, fewer hours in the curriculum, low motivation, lack of confidence, and fewer opportunities in the classroom to develop this skill. For this reason, this research proposes to strengthen speaking skills through digital storytelling in 6<sup>th</sup> grade level learners at Kyryos School. This study intends to solve the following research question:

### **1.3 Research question**

How can teachers strengthen speaking skills through digital storytelling in 6<sup>th</sup> grade level learners at Kyryos school?

### **1.4 General objective**

To strengthen speaking skills through digital storytelling in 6<sup>th</sup> grade level learners at Kyryos School.

### **1.5 Specific objective**

To identify the level of speaking skills before and after the application in 6th grade level learners.

To apply digital storytelling-based lessons in 6th grade level learners at Kyryos school.

To analyze the experience of applying digital storytelling-based lessons in 6th grade level learners at Kyryos school.

To design a proposal to strengthen speaking skills through digital storytelling in school students.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1 Previous Researches**

After an extensive literature review, it was found some investigation associated with the fields of this research study. In consequence, only the most relevant studies have been described for this thesis.

The first investigation was about “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text” by Syafradin et al., (2019). This research was conducted to investigate the impact of digital storytelling in high school in developing speaking skills. In this investigation was used action research and a random sampling technic applied to 34 students from the tenth level. The implementation of digital storytelling shows that students could improve their speaking skills using this strategy based on the result that seventy percentage of students increase their level of speaking it was evidenced with a pretest and posttest. In this case, digital storytelling could be a pedagogical tool, which influences positively speaking skills. Consequently, teachers should provide students with the use of technological tools in their learning process. This strategy could be used not only to improve communicative competence but also to develop their technological skills.

Furthermore, Asrori (2020) wanted to know how to apply digital storytelling in teaching speaking skill and explore the student’s perception about digital storytelling. this research was qualitative study, and the research methods were interview, and observation. The results showed that digital storytelling is a strategy that has many benefits such us: improve the speaking skill, students feel more confident and this kind of activities permit the students learn easier and they are motivated. The author concluded that digital storytelling has to follow the next steps: first the script, second check the writing or text, next record the story and finally collect images, audios and create a digital project. The benefits were: students participate and interact with their partners and they feel self- confidence because their can share their own experience and ideas.

A similar study was made at the University of Northern Iowa about Digital Storytelling and the impact on students' engagement and motivation in academic learning (Foelske, 2014). The aim of this study was to integrate digital storytelling into the curriculum, based on a literature review the researcher analyze if digital storytelling is a good strategy to improve in the class. This investigation concludes that digital storytelling has great benefits in the classroom and help the student to develop their speaking skill. Based on the general conclusion of this research digital globalization allows students to develop this strategy efficiently and also contributes to motivation which is an important aspect to consider in the learning process

The last research develop by Piray ( 2019) was Digital storytelling as a resource in the English Speaking this research explores the experiences of the 40 students of the first bachillerato in Ambato. The methodology was qualitative with a quasi-experimental design with a control and experimental group, both groups were given a pre-test and posts- test in order to identify the influences of digital storytelling on speaking skills. The results of the investigation showed the use of digital storytelling was positive in some aspects such as: pronunciation, intonation, and fluency. Besides students improve their motivation in the subject and their creativity using technological tools.

This previous investigation showed that digital storytelling could be an alternative strategy to implement in the class in order to develop the students the creativity and motivation through technological tools with the objective to improve the communicative competences.



## **1.2 Philosophical Foundation**

Collaguazo (2016) also mention that Vygotsky provides and contributes that children develop their learning through social interaction and they acquire new skills based on sociocultural representation, this theory emphasizes the functions of cognitive development. Based in this point Digital storytelling is a good alternative if teachers want to develop collaborative activities Foelske (2014) mention in his research that using digital storytelling activities permit students teachers interaction and work in small groups.

On the other hand, this investigation is focused on Communicative Languages Teaching, Spada (2007) Defined Communicative Language Teaching as “meaning-based in learner-centered to L2 where fluency is the priority over another languages competence and the emphasis is on the comprehension and production of the report” (p.272).

Communicative Languages Teaching provides the students the opportunity to communicate through expressing their own ideas in a real context. Baghdasaryan (2011) mentions some characteristics of CLT, for example, the importance to develop the meaningful use of languages in the learners to give the students the necessary skill, and practice with the purpose to communicate in a natural way; another aspect has constructed the meaning through the interaction that means engages the students to participate in interactive activities. Teachers have to focus on fluency rather than accuracy. Muñoz (2018) also conclude in her investigation that digital storytelling is a good strategy to develop the oral communication and help the students to have a real conversation and they try to use the language in a creative way.

## **1.3 Digital storytelling**

The term digital storytelling appeared in 1990 by Dana Atchley. He started to adapt the storytelling technics in different creative ways, using apps and different programs such

as Quick Time, Adobe, and Macromedia Director which permit to create storytelling using videos, sounds, and animations (McLellan, 2006). Digital Storytelling is a strategy that permits the incorporation of media and stories in one element these characteristics permit this strategy could be more attractive for students.

Norman (2011) defined digital storytelling as a short story in which the storyteller uses his voice to narrate the story and personalize the elements through multimedia tools, using these elements digital stories make an impact on the audiences, and also the digital technology offers significant learning because technologies allow the students to improve their knowledge.

### **1.3.1 Classification of digital storytelling**

As mentioned by Robin (2006) classifies digital storytelling into three groups: digital stories as personal narratives, history documentary, and stories designed.

- **Digital Stories as Personal Narratives**

Personal narratives refer to a type of writing which narrates the feeling and experiences of the author in other words the writer express significant events in their lives. This type of story has a lot of benefits because students can learn based on their own. (Piray, 2018). In addition, Robin mentions some benefits of personal narratives in digital stories, for example, students learn about different people and using personal story makes the students more confident to interact, and they have the opportunity to interchange cultural aspects.

- **History documentary**

This type of story is based on historical events. Documentaries are essential because they can preserve the most relevant events or a part of history. Piray (2018) mentions that “Digital stories that examine historical events describe the life of people or institutions Digital stories that examine historical events describe the life of people or institutions” (p.21).

In his article, Robin (2006) adds that students can use digital stories based on historical materials one example: is audio from president Lincon was used to describe American speech in a Digital Storytelling.

- **Information stories**

Digital storytelling about information or instruction is stories that have the purpose to give some information about something. Piray (2018) said that this kind of story permits the transfer of some information or sends a message that includes personal knowledge.

### **1.3.5 Components of Digital Storytelling**

Robin (2008) mentions six elements for developing digital storytelling:

Point of view: it is the vision of the author.

A question: it is based on the end of the history it had to be answered when the story finish.

- The voice: this point is about the way that the author personalizes the story.
- The soundtrack: it is about the music or sound effects that the story can show.
- Progress of the project: it refers to deals and the progress of the story.

### **1.4 Narrative Strategies**

A narrative strategy is a story created with meaningful elements to achieve a certain goal. This strategy permits the connection between the author and the protagonist through a story because the story permits communication of emotions feelings, important messages, and memorable pieces, they also inspire changes because each story has a purpose or a value to transmit (Holser, J.2022).

Narrative strategies have a lot of benefits in the teaching and learning process some of them are mentioned by Szurmark & Thuna (2013). An example of this is that narrative strategy permits the students to relate to the topic and share their own emotions and experiences, this strategy permit to make something abstract concrete, narrative helps students contextualize the information using stories and create new knowledge. In

conclusion narrative strategy allow the students to participate in an active part of their learning.

### **1.5 Digital storytelling in interactive learning**

There is a lot of investigation into how digital storytelling could be used in the class to improve the interaction. In addition, it could be an effective strategy in the classroom because students can create their knowledge through multifaceted experience to choose the topic, identify the principal finding of a story, write a script, select images, music, record their voice and use the computer tools to create a digital story (Robin, 2016).

The use of digital storytelling could be useful for the younger students because they feel empowered using the multimedia resources or apps, when they create a digital story, they can demonstrate their knowledge in a natural way students feel more comfortable speaking in another language. Smeda, et al. (2014), mentions four purposes of digital storytelling in the classroom.

- Improve four skill competences
- Collaboration experiences
- Develop their computer abilities
- Build their confidence.

Robin (2008) suggested that teachers consider three factors when developing this type of strategy: the first is whether students have access to technological tools such as computers and Microsoft tools, and the second is internet access, which may be restricted in some institutions. Finally, it is important to note that digital storytelling implementation may require some sessions in the class.

### **1.6 Digital Storytelling based on ADDIE method**

The acronym is a design model for instructional systems used to create effective educational environments. This method in making multimedia-based applications. It is a five-phase instructional system design model for creating effective education and training: analysis, design, development, implementation, and evaluation. It was created in the mid-1970s by Clark, and Molenda. Each stage of the ADDIE model provides

a framework for gathering data required to complete related tasks (Derajad & Devianto, 2019).

Planning a design for Digital storytelling is important because the correct implementation could be useful for positive results, Robin (2012) used a planning design based on the ADDIE method. This method has five steps Analyze, design, develop, implement and evaluate, each step gives information to complete a connected task. Seep & Bandi Rao (2015) also suggested the use of ADDIE instructional design and described the steps like this:

- Analyze: this point is important to determine how to introduce storytelling activities in the curriculum, it is important to analyze the learners and their different skills and needs for example technological skills. This phase also includes identifying different aspects of digital storytelling such as scrip, characters settings, etc.
- Design: This stage is developing the pedagogical implementation. Based on the first step considering all the aspects that were analyzed before is important to consider the curriculum planning or lesson plans.
- Develop: in this phase, the project is created with the students the first step is choosing the topic, implementing the lesson planning according to the guideline, and educators have to create a rubric for evaluation.
- Evaluate this step the educators, have to apply the rubric and evaluate the project to check the principal points of ADDIE model .

### **1.7 Multimedia resources for digital storytelling**

Etymologically the term multimedia means the use of the context of information technologies, it refers to the fact of multiple intermediaries between sources and information. In other words, the way to transmit or perceive the information using multimedia tools for example text-sound images and graphics based on this definition the magazine and television could be devices. The integration of these elements means

that can be treated digitally. Nowadays the use of technologies is a useful resource because it facilitated language learning and students feel more comfortable using these apps or applications. Bahadorfat & Omidvar (2014) said that technological resources are beneficial for learners because these activities motivate and encourage the student to communicate in another language, in conclusion, the multimedia tools increase the interest of the students.

### 1.8 Digital storytelling with PowerPoint

Lowentha (2006) mentions some steps to create digital storytelling using PowerPoint. It is a very useful tool from Microsoft in which the user can add images, audio, animation, and record their voice the principal elements of digital storytelling.

The author established some steps for developing digital storytelling in PowerPoint:

- Writing a story: At this point, the creators start writing the story using scrips or some instruments.
- Storyboard: In this step is important to reflect on some aspects of the story and technological tools of each slide the author suggests the use of the next worksheet.

Slide # \_\_\_\_\_

Slide Title: \_\_\_\_\_

Background color: \_\_\_\_\_

Pictures: \_\_\_\_\_

Music: \_\_\_\_\_

Video: \_\_\_\_\_

Animation: \_\_\_\_\_

Timing: \_\_\_\_\_

Effects: \_\_\_\_\_

Story: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Picture 1. Example of a storyboard*

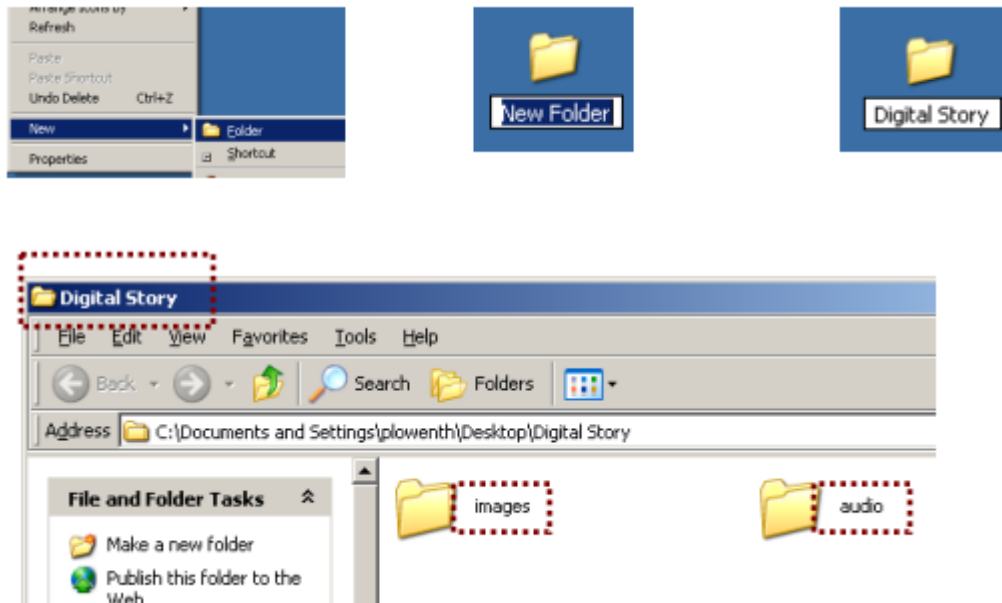
*Note : Lowentha,P. (2006) How to created a Digital Story in Power Point.TIE Annual Conference.*

<https://www.giveitaway.net/uploads/9/9/0/3/9903157/pptdigitalstory.pdf>

Material: this stage is connected with the first one because you have to identify the materials and then found each one for example pictures, music, etc.

- Time: it refers to creating slides with images, audio, and records following these steps:
- Create two folders to organize the audiovisual tools.

Right-click in the principal screen, click in a new folder, type the name and copy the images and audios in each folder.



*Picture 2. Steps for creating a new folder*

*Note : Lowentha,P. (2006) How to created a Digital Story in Power Point.TIE Annual Conference.  
<https://www.giveitaway.net/uploads/9/9/0/3/9903157/pptdigitalstory.pdf>*

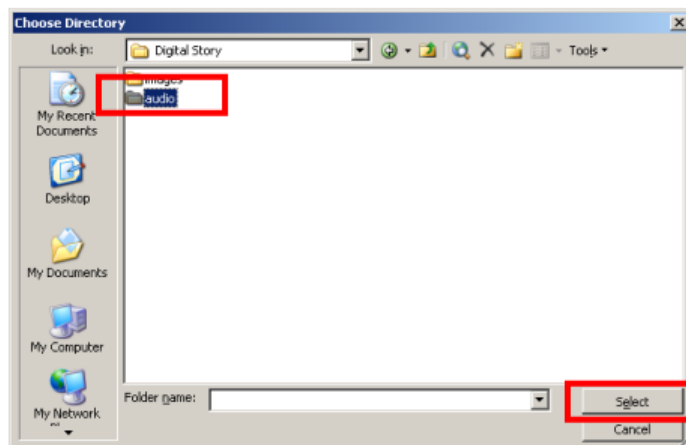
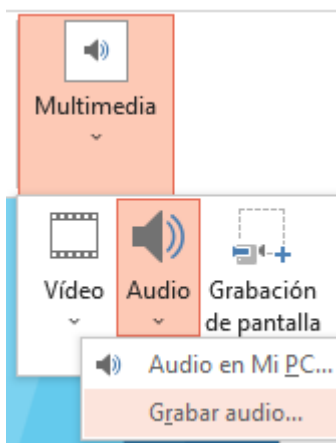
- Open a PowerPoint presentation and save the presentation in the folder named Digital Storytelling. Start working with the storyboard.
- Insert an image: Click in Insert- picture- file from. Click on the picture and insert.



**Picture 3. Insert a picture in the slide**

**Note :** Lowentha,P. (2006) *How to created a Digital Story in Power Point.TIE Annual Conference.*  
<https://www.giveitaway.net/uploads/9/9/0/3/9903157/pptdigitalstory.pdf>

- Narration phase:in this face you can insert audios or the recordings.Click in Insert-multimedia -choose the option record of audios .

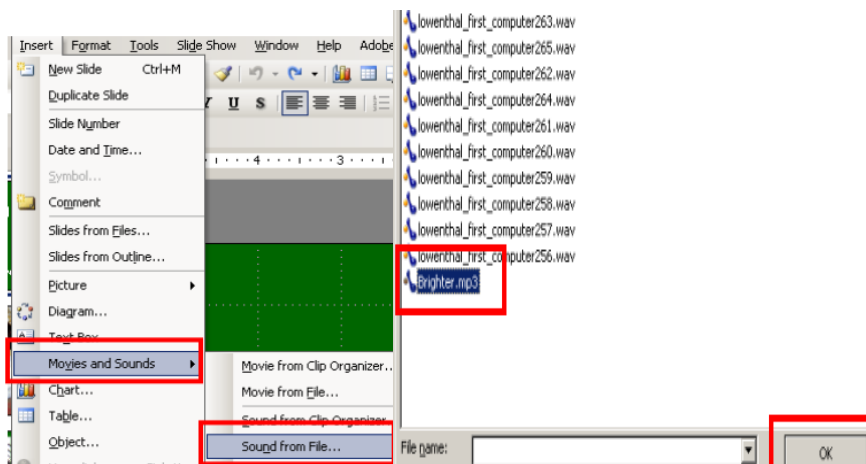


**Picture 4. Insert audios or records**

**From :** Lowentha,P. (2006) *How to created a Digital Story in Power Point.TIE Annual Conference.*  
<https://www.giveitaway.net/uploads/9/9/0/3/9903157/pptdigitalstory.pdf>



- Add sound tracks. Click Insert – Choose sound add the sound .



*Picture 5. Insert sounds*

*Note: Lowenthal, P. (2006) How to create a Digital Story in Power Point. TIE Annual Conference. <https://www.giveitaway.net/uploads/9/9/0/3/9903157/pptdigitalstory.pdf>*

### **1.9 How to create digital storytelling using toontastic**

Digital storytelling is helpful because students can put in the role of creator and demonstrate their knowledge with this purpose Toontastic 3D could be an alternative for teachers and students. It app could be used for iOS, Android, and Pc. According to Burns (2017) ,Toontastic is an app for helping learners improve their speaking skills, understand the content, and most important feel self-confident.

Beebom (2017) mentions some steps to using toontastic app.

1.- After downloading the App, Press the button to start to interact with the app at the beginning the users have the option to create three types of stories.

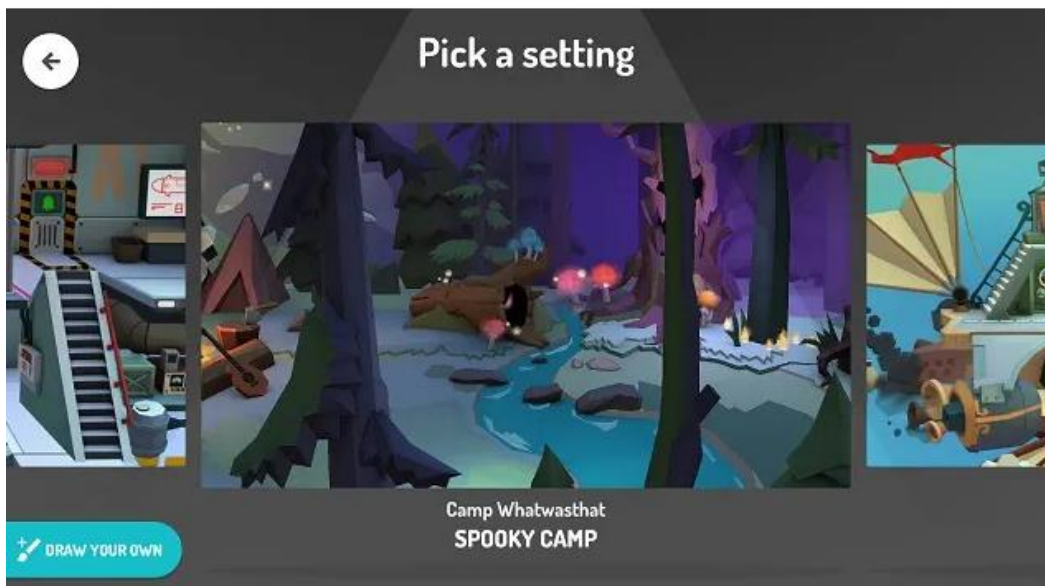


*Picture 6. Stories options*

*Note: Beebom (2017, January 16) How to use Google toontastic 3D to create 3D animated stories.*

<https://beebom.com/how-use-google-toontastic-3d/>

2.- Pick up the setting in this part the users can choose a lot of options to select or create a new one .

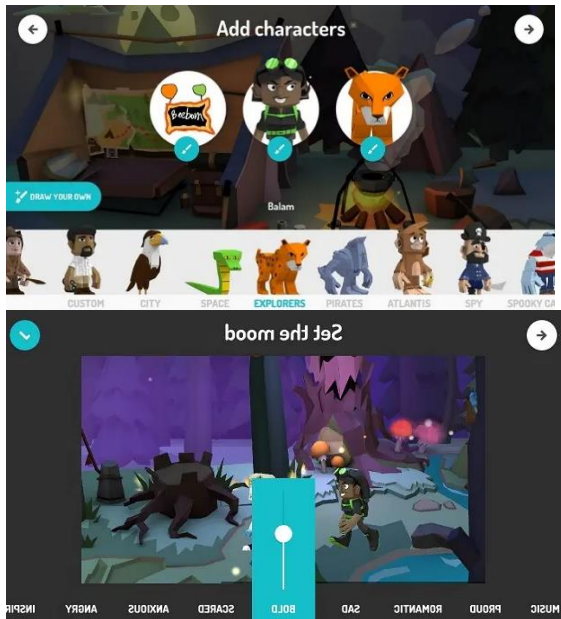


*Picture 7. Settings*

*Note: Beebom (2017, January 16) How to use Google toontastic 3D to create 3D animated stories.*

<https://beebom.com/how-use-google-toontastic-3d/>

3.- Select the characters and start edition. The creator can add sounds, audios and record their voice.



*Picture 8 . Select Characters and sounds*

*Note: Beebom (2017, January 16 ) How to use Google toontastic 3D to create 3D animated stories.*

<https://beebom.com/how-use-google-toontastic-3d/>

4.- Finally ad the name and the Digital storytellign is ready to download .



*Picture 9: Write the title and Director*

*Note: Beebom (2017, January 16 ) How to use Google toontastic 3D to create 3D animated stories.*

<https://beebom.com/how-use-google-toontastic-3d/>

## **1.10 Speaking Skill**

The speaking skill is defined as one skill that permits us to communicate effectively. It is the ability to involve the oral production and interaction such as fluency accuracy and coherence using feelings and experiences showing the linguistic competence. In addition, Careño (2020) defined it as an interactive process that include the parts of the vocal cavity to produce some sounds, react, and process different information according to the cultural context. On the other hand, Wallance et al. (2018) said that speaking skills allow the students to enrich their formal speech using the speaking practice in which involves reals situations, in this case, is essential that teachers could include some different activities in with the students feel comfortable to speak in English.

Sosas (2021) said the speaking skill is a macro skill that is the most important to develop because it helps the learner to communicate and interact in another language, and express their ideas. it has to be considered in the curriculum and most of the teaching process but the speaking practice does not be developed using repetition or memorization it has to be more natural. A good speech according to this author has to involve some aspects such as accuracy and fluency.

Wallance et al. (2018) improve all identify some different activities that teachers could use to the speaking practice in the class for strategy because students can interact and they have the opportunity to example dialogs, storytelling, question and answer, and discussions. Therefore, group activities could be a good in order to communicate in another language.

### **1.10.1 Features of speaking**

One of the most important goals for teachers is develop the speaking skill . The elements in this case are prime to consider in efective speaking as mention Derakhsah et al. (2016) is importan mention the six types of speaking based on Broms taxonomy :

- 1.- Imitation of sounds : it refers about imitation of different sounds , in this part students paid attention in the pronunciation and repeat several times.
- 2.- Intensive: in this step students demonstrate the phonology and grammatical features in a practice.
- 3.- Responsive : it is focus in questions and answers , students are able to make some comments.
- 4.- transactional dialog :in this point students can make concepts .
- 5.- Dialog : it is when students can maintain social interaction which involves colloquial languages , register and slang .
- 6.- Reports : in this stage students prove intermediate or advanced level through short dialogs , summaries oral reports .

In order to develop the speaking skill is important to practice all these elements, additionally this practice increases the knowledge and fluency .

### **1.10.2 Productive skills**

The productive skill permit to share information in writing or spoken form , this kind of skills do not exist without emitter and the receptor. Golkovaa & Hubackovab (2014) mentioned the importance of teachers develop some activities in which promote communicative competences .Furthermore the classroom environment is a very important point to consider in teaching and learning , for this reason is necessary to consider some different activities to develop this kind of skills. In early levels is significant consider some activities something like diaries , labeling pictures or describe them , complete bubbles of some stories , comics etc.

Bahadorfar & Omidvar (2014) mention the productive skills as speaking is crucial in second language learning , and teachers need to develop some activities to approach this productive skill. Based in this idea technological tools could be useful to increase activities for increase the speaking practice in the classroom .According to the authors technology permit the students to feel more comfortable and they are relax to speak in

another languages and using thecnology during the learning process permit the learners feel more confident.

### **1.10.3 Linguistic Competence**

Talking about the languages it close related with linguistic competence .Wanhyni ,Diemroh et al. ( 2014) refer that Linguistic Competence is the ability of learner to apropiate the new languages and communicate it does not matter what is the first or second languages .It also involve the gramatical competence wich permit to structure the ideas and share them.

To understand the linguistic competences is necessary to focus in sub skills and express themselves coherently and fluently, Derakhshan, Khlili et al. (2016) said that students need to know some linguistic and cultural knowledge. They mention that linguistic competences involved psycholinguistic, grammatical and sociolinguistic components. After an extensive literature review, it was found some investigations associated with the fields of this research study. In consequence, only the most relevant studies have been described for this thesis.

## **CHAPTER II. METHODOLOGY**

The methodology part includes the research approach, the type of research, the research method, and the population who participated in this investigation. This chapter follows the objectives of the study, then it is going to show the instruments and techniques used in the data collection.

### **2.1 Research approach**

This investigation is based on a qualitative approach because the objective of this approach is to describe a social phenomenon that occurs naturally in order to capture many details in the natural context. Copur (2007) mention that qualitative research permits the expression of the feeling of participants and the goal of this approach is to explore the participants' points of view in different situation of study. It allowed the demonstration of digital storytelling's effect on teaching and learning, using the reflection analysis. Therefore, this investigation is focused on a qualitative approach in order to understand concepts and opinions to answer the research questions.

### **2.2 Type of research**

In order to accomplish the goals to identify the level of speaking skills in 6th grade level learners and to apply digital storytelling-based lessons in 6th grade level learners at Kyros school, the Practical Action Research was chosen. Ferrance (2000) says that “action research explores a practical problem with an aim toward developing a solution to a problem” (p.7). Action research pert to work on a problem that was identified by the investigator, this type of research is useful when the researcher wants to notify and change practices in the future. “These designs are systematic procedures

used by teachers to address or improve their educational setting, their teaching, and learning” (Creswell, 2000, p. 22). Based on this conclusion this type of design was appropriate for this investigation because it is focused on strengthening speaking skills through digital storytelling in 6th-grade level learners at Kyryos School.

### 2.2.1 Action Research Process

Following Ferrance (2000) , the action research cycle applied in the research was:

1.- Identification of the problem: in this step the research problem was identified using a survey for teachers (See Table 2). In addition, the last scoring institutional report in concerned the sixth-grade students’ English skills evaluation, made on January 17th 2022,from students’ English skills evaluation in the sixth grade of school, showed that students had some difficulties in the speaking section. (See Figure1). In this case, the speaking skill was evidence of an ability to be focused on.

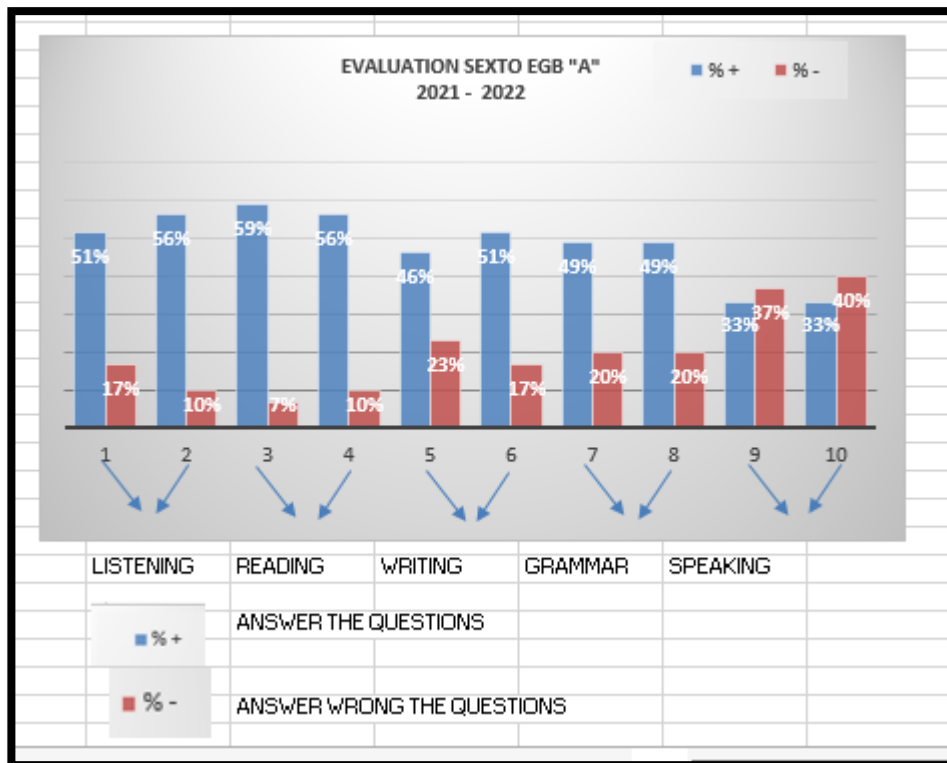


Figure 1: Percentages of Sixth grade evaluation 2022.

Source: Analysis of Evaluation Quimestral Sixth grade made on January 17th 2022,

Made by: (Moscoso, 2022)



2.- Collection and organization of data: this step is important to focus on the actions have to be taken. In this research, the data collection was done during each lesson planning using the reflection process: The Peer’s observation through the checklist note (See Table 4.), the students’ comments were also considered, (See Table 5), as well as the internal reflection through the teacher’s diary (See Table 6.).

3.- Interpretation data: in this point it is important to analyze the information that was collected through the observation in order to identify the most relevant aspects during the teaching-learning process. Additionally, the literature review was conducted to comprehend the problem and to achieve the first specific objective concerned to conceptualize the role of digital storytelling in the development of speaking skill.

4.- Action based on data: in this stage the third specific objective: To apply digital storytelling-based lessons in 6th-grade level learners at Kyryos school in order to accomplish this goal the action plan was considered of deciding about the right strategy to improve speaking skills based on the previous data interpretation. As a result, it was chosen the ADDIE model by Robin and McNeil (2012). As an effective process to follow in order to apply digital storytelling-based lessons. So, the first point was to adapt the steps of ADDIE method to the Kyryos school context (See Appendix A). Then, as a part of the model, there were developed four plans based on the curriculum of the sixth-grade level and two preparatory lessons about digital storytelling presentation. A total of seven lessons plans were applied for seven weeks with 5 sections for each one.

***Table 5. Actions to Apply Digital Storytelling Based on ADDIE Model***

Stage of the ADDIE Model	Steps	Actions
Relationship curriculum	with the	<ul style="list-style-type: none"> <li>• Look for learning objectives, communication objectives, language skills and/or content connections from the student’s curriculum, in order to adapt the digital storytelling task to it.</li> </ul>

	Student population and needs	<ul style="list-style-type: none"> <li>• Describe the students' population in terms of: school grade, English level, age, number of participants, technological skills</li> </ul>
	Timeline for project	<ul style="list-style-type: none"> <li>• Create a timeline for the storytelling implementation: start time, end.</li> <li>• Consider number of weeks, months.</li> <li>• Define the technological tools necessary for the digital story telling implementation, according to the participants' technological skills</li> <li>• Verify access to required technology, according to the schools' facilities. (test technological tools)</li> </ul>
Analyze	Technology Support services	<ul style="list-style-type: none"> <li>• Identify possible support for the implementation ( technological specialist, apps)</li> <li>• Verify if the implementation is going to be developed in a specific lab or in a classroom</li> </ul>
Design	Plan the logistics	<ul style="list-style-type: none"> <li>• Choose the planning framework to work with.</li> <li>• Design lesson plans</li> </ul>
Develop	Design instructional strategies	<ul style="list-style-type: none"> <li>• Establish learning objectives, contents, activities, materials, and timing.</li> <li>• Develop a rubric for evaluation</li> <li>• Apply planning with students</li> <li>• Develop the designed activities and tasks.</li> </ul>
Implement	Implement instruction	<ul style="list-style-type: none"> <li>• Apply rubrics for evaluation</li> <li>• Reflect on the process</li> </ul>
Evaluate	Conduct evaluation	<ul style="list-style-type: none"> <li>• Present the results</li> </ul>

*Note. Adapted from Robin and McNeil (2012); Seep and Bandi-Rao (2015). Creating an effective model for digital storytelling in the ESL writing class.*  
[https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1035&context=bm\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1035&context=bm_pubs)

In the lesson planning, the presentation, practice, and production (PPP) framework was chosen based on the curriculum of the sixth grade. Each lesson contains the learning objectives, contents, activities, materials, timing, and a rubric according to the indicator of evaluation (See Appendix A, Annex 2).

With the aim of introducing digital storytelling in the class, four plans were developed based on the curriculum of the sixth-grade level and two preparatory lessons about

digital storytelling presentation, (See Appendix A, Annex 4) in a total seven lessons plans were applied for seven weeks with 5 sections for each one.

5.-Evaluate the results: in this step, the second and the fourth specific objectives were considered, with the purpose to identify the level of speaking skills before and after the application in 6<sup>th</sup> grade level learners, the researcher applied the pre-test and post-test (See Figure 2 ) in chapter III, in order to identify if the intervention was effective. On the other hand, to analyze the experience of applying digital storytelling-based lessons in 6<sup>th</sup> grade level learners at Kyryos school, the reflection process permitted to identify if the intervention was useful and the improvement had occurred, because there, you have the opinions of three different participants (peer, teacher and students). The information collected permitted us to recognize the possible changes and redesign the lesson plans for getting better results.

6.- Next steps: it is focused in made some additional improvements and revisions to the plan; this action was taken in order to improve the lesson plannings.

### **2.3 Research context**

This research was developed in Kyryos School, which is a particular Institution, located in the south of Quito. For 35 years, this institution has been a choice for residents near the Chimbacalle neighborhoods. It has an amount of close to 400 students. The participants for this investigation were the 25 students in sixth grade in the school year 2021-2022. The objective of this research is to strengthen speaking skills through digital storytelling in 6<sup>th</sup>-grade level learners. In order to achieve the objective, a teaching guide supported in ADDIE method using Digital Storytelling was applied for 7 weeks with five sessions in each one.

### 2.3 Participants

It was considering the entire participants, it means 25 students, 10 are female and 15 are male around 10- 11 years old, from the sixth grade "A" Kyryos School in the year 2021-2022.

### 2.4 Data collection

Based on the action research approach. The data collection was made through the obtained from different participants for example: the Peer’s observation through the checklist note (See Table :4.), students’ comments, (See Table :5) the internal reflection through the teacher’s diary (See Table 6). The sources were useful to triangulate the results, as a process to contrast information and guarantee the research validity and to have a better understanding of the phenomena. In addition the pretest and posttest was used to identify if digital storytelling strength speaking skill.

### 2.5 Intervention

In the intervention process the researcher followed the next steps:

First a pre-test and a post-test were applied to 25 students in order to identify the level of speaking skills in 6th grade level learners, before and after the intervention. The pre and post-test were adapted from Cambridge pre-A1, and the rubric was adapted from Cruz D. (2019).

Then, the teacher’s guide focused on ADDIE method was applied during seven weeks, with five session per one. Next, following the ADDIE method, the curriculum was analyzed; as a result, there were some elements that could have a relationship with the application of the digital storytelling in class. After that, a timeline was created for the storytelling implementation.

*Table 7 Timeline for the storytelling implementation*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Organize the intervention										
First lesson										

Second Lesson										
Preparatory storytelling session 1										
Third lesson										
Fourth lesson										
Preparatory storytelling session 2										
Storytelling Presentation										
Evaluation										

*Note. Made by: (Moscoso, 2022)*

Finally, the post-test was applied to identify if this strategy was useful to develop speaking skills. In addition, a survey to identify the level of satisfaction was applied to the students (See Appendix b).

## 2.6 Data analysis plan

In this research Microsoft Excel was used in order to organize the information from the participants. Then, based on the results of the triangulation process, categories and subcategories were developed.

*Table 3. Categories and subcategories students*

Categories	Subcategories	Comments
Positive Points	Teacher's instructions	Me gusta las clases de inglés.

		Me gusta trabajar en la computadora
		Me gusta crear historias
		Me gusta hacer estas actividades
		Son alegres las clases explica bien
		Me gusta hacer las actividades diferentes.
		Me gustan estas clases porque aprendo más.
Negative Points		Me da miedo a equivocarme
	<b>Students' self-assurance</b>	Me da vergüenza hablar en publico
		No me gusta cuando me observan otros maestros.
		No me gusta hablar en público.
	<b>Group activities</b>	Me gusta trabajar en grupo

Positive Points		Me siento más segura con mis amigos
		Me gusta jugar en grupo.
		Me gusta trabajos con mis amigos.
Negative Points		Me da miedo hablar en público.
	<b>Oral activities</b>	No me gusta hablar en inglés.
		No me gusta hablar en frente de otros maestros.
Positive Points		Don't stay Mister Cristian in class.
	<b>Students participation</b>	Me gusta hacer estas actividades.
		Me gusta dibujar escenas
		Me gusta hacer cuentos.
Me gusta crear cuentos		
		A mí me encanta
Negative Points	<b>Time</b>	Muy poco tiempo
		Nome alcanza el tiempo.

		<p>Que me de más tiempo.</p> <p>Más tiempo</p> <p>Short time</p>
Positive point	<b>Students' confidence</b>	Me gusta grabar mi voz
		Me gusta más hablar sin que me vean
		Me gusta trabajar con estas aplicaciones
		Quiero grabar mi voz
Positive Points	<b>Technological aspect</b>	ir a la sala de audio
		me gusta crear mi video
		hacer más cosas divertidas

*Made by: (Moscoso, 2022)*



## CHAPTER III. RESULTS AND DISCUSSION

### RESULT AND DISCUSSION

In order to determine whether or not digital storytelling strengthen speaking skill in 6<sup>th</sup> grade level learners at Kyryos School a pretest and posttest was like a part of diagnose. It is supported by Fuste (2014) in this case the author work with the action research uses the one group pretest posttest design. The author mentioned if there is only one intact class that will be used in the study. Another study was made by James et al. (2019), in this research the aim of the action research was to investigate if digital storytelling improves students' speaking skills. A paired sample test was used to identify if digital storytelling enhances speaking skill.

N°	pre- test		post - test	
	TOTAL	Percentage	TOTAL	Percentage
1	6	60%	7	70%
2	7	70%	9	90%
3	6.5	65%	10	100%
4	6	60%	7.5	75%
5	8.5	85%	10	100%
6	6	60%	9	90%
7	6	60%	7.5	75%
8	7.5	75%	10	100%
9	7	70%	9	90%
10	6	60%	9.5	95%
11	7	70%	9	90%
12				
13	6	60%	9.5	95%
14	9	90%	8.5	85%
15	7	70%	9.5	95%
16	8	80%	9.5	95%

17	7	70%	8.5	85%
18	6.5	65%	8.5	85%
19	7.5	75%	9	90%
20	8	80%	7	70%
21	6	60%	8	80%
22	7	70%	8	80%
23	7	70%	7	70%
24	8	80%	9	90%
25	5	50%	9	90%
total	6.89583333	69%	8.6875	87%

**Figure 2 :Percentages of Sixth grade evaluation 2022**

**Source:Pre-test and post- test table**

**Made by : (Moscoso, 2022).**

In the pretest students had a score of 69% over 100% the results showed that in general students have some problems in speaking skill, in the other hand after application the post test showed that students increase the score it was about 87%. The results answered the general objective to strengthen speaking skills through digital storytelling in 6th grade level learners at Kyryos School.

### **1. Results from the reflection process**

In order to answer the objective: To analyze the experience of applying digital storytelling-based lessons in 6th grade level learners at Kyryos school, a reflection process was developed, it helped to analyze students, peers and teachers' excerpts deeply, through which we could find positive and negative aspects as main categories with their corresponding subcategories.

#### **Positive Points**

There are some positive points concerned with different aspects mentioned in the reflection process, in this point, the researcher analyzed the reflections from teachers, peer's and students; as a result, there were identified some subcategories: Teachers' instructions, Group activities, Students' participation, Students' confidence and Technological aspect.

### **Teachers' instructions**

Teacher's excerpts

“The instructions are clear”

Peer's excerpts

“las actividades fueron claras ”

Students' excerpts

“Me gusta trabajar con estas actividades ”

“explica bien”

Most of the students reported that teacher gave them good and clear instructions during the lessons. In this case, the results showed that good teacher's instructions ensure their understanding. According to Sowell (2017), good instruction is an essential component of an effective lesson and an important component of classroom management.. In conclusion students feel more comfortable with clear instructions.

### **Group activities**

Teacher's excerpts

“use more group activities”.

Peer's excerpts

“Trabajar en actividades grupales permiten que las exposiciones no sean tan largas y cansadas para los estudiantes”.

Students' excerpts

“Me gusta trabajar en grupo”.

“Me siento más segura con mis amigos”.

“Me gusta jugar en grupo”.

“Me gusta trabajos con mis amigos”.

In this category, the results showed that groups activities are important for students because students felt more comfortable when they spoke in groups, another important point to focus mentioned by Peer's excerpt is using group activities helps the teachers do not spent more time in exposition all this comments were supported by Smeda, et al. (2014) because in their study using Digital storytelling, they observed group collaboration, in which different groups assisted each other with technical or grammatical issues. The findings above are consistent that creating digital stories encourages student collaboration, which leads to the use of various cognitive abilities. Furthermore, when working in a group, people pay more attention to the content.

### **Students' participation**

Teacher's excerpts

“My students were able to organize their scrip with the topic that they selected and chose a tool for creating digital storytelling”.

“My students were able to use the vocabulary in a play role activity”.

Peer's excerpts

“buena pronunciación y rapidez al explicar excelente participación”.

Students' excerpts

“Me gusta hacer estas actividades”.

In this part, the result showed that students have a good attitude in the activities, they liked to work, and they felt more confident any time that they had to speak in class. The importance to use digital storytelling is student's engagement in the class could not be overstated because it fosters critical thinking abilities and greater knowledge of what is being learned.

Earlier studies conducted by James et al. (2019), support these results the authors mention that the use of digital storytelling is a tool to diversify their arsenal of instructional techniques and encourage students to speak in English and they like the activities that involve digital storytelling.

### **Students' confidence**

Teacher's excerpts

“Students felt more comfortable speaking in English using some apps and recording their voice”.

Peer's excerpts

“Los estudiantes pierden el miedo tienen más seguridad”.

Students' excerpts

“Me gusta más hablar sin que me vean”.

“Me gusta trabajar con estas aplicaciones”.

“Me gusta grabar mi voz”.

In this section, the results showed that sometimes students felt scared, when they speak in English for many aspects but using digital storytelling the outcome said that students felt confident speaking in English. The impact of digital storytelling as a tool that blends technology with stories, text visuals, and records allows the students to tell their own stories and use the languages in a natural way as a result students feel more comfortable and engage to use the languages. The results also revealed that digital storytelling made students engaged in the content of the story not only by promoting motivation and interest, but also by providing confidence in learning English. (Nair et al.,2022).

### **Technological aspect**

Teacher's excerpts

“They love the idea to use the computer lab or another application.”.

Peer's excerpts

“Excelente iniciativa de cambiar de ambientes utilizando el laboratorio y el salón de usos múltiples”.

Students' excerpts

“aspectos positivos ir a la sala de audio”.

“me gusta crear mi video”.

The result showed that the use of technological aspects was a good strategy for students because it offers a means of combining creative teaching and learning techniques using digital storytelling for students. This idea is supported by Nair et al. (2022) who said that “The new technologies in an education process has been mostly positive and they gave educators the opportunity to improve their knowledge and their skills” (p 26). In these cases, creating digital storytelling permit the students to use application and tools in some cases they are very familiar with them. Robin and McNeil (2012) also mentioned in their article that share some of the most important lessons they 've learned about digital storytelling, which they hope will help other educators who want to use this technology tool in their own classrooms.

## **2. Negative Points**

There were some negative points concerned mentioned in the reflection process, in this point, the researcher analyzed the reflections from teachers, peer’s and students; as a result, there were identified some subcategories: Students’ confidence, Oral activities and Time.

### **Students' self-assurance**

Teacher’s excerpts

“They don’t have many opportunities to speak in English. Most of them did not like to speak in public.”

Peer’s excerpts

“nada”.

Students’ excerpts

“No me gusta cuando me observan otros maestros.”.

“Me da miedo a equivocarme”.

“Me da vergüenza hablar en público”.

The result showed that students did not feel comfortable speaking in English at the beginning, because they do not want to have mistakes and with the peer observation they do not want to another teacher check the class . In this part is important the motivation and improve some different activities in the class in order to feel more confident to use a second language. Motivation is very important when the students need to participate orally. Piray (2018) said that digital storytelling is a good strategy to motivate students and develop their creativity as well as significant learning. In addition, according to the findings of this study, digital storytelling improves the speaking skills of the majority of participants. Furthermore, the participants were open to the idea of using digital storytelling to improve their public speaking skills

### **Oral activities**

Teacher’s excerpts

“They feel scary to make oral activities”.

Peer’s excerpts

“Las actividades de exposiciones son buenas para los niños”.

Students’ excerpts

“No me gusta hablar en inglés”.

“No me gusta hablar en frente de otros maestros”.

One negative point about students’ confidence showed in the results that students did not have many opportunities to speak in English and they felt scared when they tried to use a second language. Piray (2018) mentioned that students have many difficulties in oral production for many reasons for example: vocabulary and insecurity, but the same research mentions that one strategy to make the students feel more

comfortable speaking in English is digital storytelling because with the use of some technological tools. They have the opportunity to record their voiced and use the languages in a creative way, that means a significant learning.

## **Time**

Teacher's excerpts

"Time was enough for the role play activity because students need mor time to practice the oral activities".

"In this case we spent many times in the exposition".

Peer's excerpts

"Más tiempo para cada estudiante las exposiciones son muy cortas".

Students' excerpts

"Muy poco tiempo".

"Que me de más tiempo".

The result showed another negative point during applied the lesson planning. It was the time because they spent a lot of time in the presentation and they felt tired for this reason was important to consider the option to work in groups. Time is also important to consider especially in oral activities because teachers need to check and correctly give feedback to students. Foelske (2014) mentioned that using digital storytelling is a good idea to practice the cooperative learning and work in group

## **Action Plan considerations**

After the analysis of participants' and excerpts in order to strengthen the positive aspects found in the development of the lesson planning, the investigator decide to overcome the negative aspects found in the applied lesson plan:

a. To work in the motivation and include some strategies for students felt comfortable in speaking skill.



- b. Add more time in a draw activity they love to work in groups.
- c. To practice more the vocabulary because students felt more comfortable when they practice before their participation.
- d. Give them more time for check or make a pre – presentation.
- e. To give them more feedback during the project.

Next steps: in order to comply with the specific objective about: To design a proposal to strengthen speaking skills through digital storytelling in school students. The proposal with the lesson plans modified according the students' experiences based on digital storytelling process (See Appendix A)

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

The present study pretends to strengthen speaking skills through digital storytelling in 6th grade level learners at Kyryos School. After the proposal application and the analysis of the results we conclude that:

First, based on the general objective digital storytelling is a good alternative to increase speaking skills because the implementation of the proposal based on the ADDIE method is useful because it permits organizing activities and following each step in order to implement effective digital storytelling projects. Students had the opportunity to develop their speaking abilities in each lesson planning. Based on the pre-test and post-test, the results show that students improved their speaking skills (See Figure 2).

Second, the results show many positive points about using digital storytelling. Students feel more comfortable with the guide teachers to give them good instructions and develop the group activities. The results after the intervention process and reflection analysis show that students felt more relaxed speaking in English when they recorded their voices and used the technological tools because, during the implementation of the proposal, students had the opportunity to develop their speaking abilities in each lesson plan. In addition, the use of technology implements is important in the motivation part because they have the opportunity to enjoy these activities, but we also have negatives point to mention time was the principal, most of the activities

take much time and at the beginning, students feel scary when they have to speak .

They did not have worked with many oral activities in the past.

## **RECOMMENDATIONS**

Teachers should develop digital storytelling as a strategy to improve speaking skills. It is important to consider It is suggested to s organize a plan based on the ADDIE method. The result shows the importance to follow the method with the stages to have positive results in each activity.

Digital storytelling strategy helps the students to feel more confident when they record their voice is a good option if we have a group that has problems speaking in public. It recommends applying the proposal in the class with the purpose of strengthening speaking skills and developing motivation in the class.

It recommends to apply the proposal in the class with the purpose to strength the speaking skill and develop the motivation in the class.

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## ANNEX

*Table 1. Actions to Apply Digital Storytelling Based on ADDIE Model*

Step 1: Choose a Topic	Begin by thinking of the purpose of the story. Are you trying to inform Convince, provoke, question? who is the audience?
Step 2: Conduct Research on the be a useful research tool.	You can use online search engines, but don't forget that the library can also be a useful research tool.
Step 3: Write the First Draft of the scrip	This will serve as the audio narration for your story. Read aloud what you have written. Make sure that the purpose of the story is clearly articulated and includes an identifiable point of view.
Script Writing Tip 1: Keep Your Script Small and Focused	You are writing a script for a digital story which is typically only a few minutes long. Focusing on a specific problem or topic will help you create a better digital stony
Script Writing Tip 2: Make it Personal	Your digital story unique. It is your story, and the audience will want to hear it from your perspective.
Script Writing Tip 3: Understand the Story Arc	Most stories consist of three parts a beginning, middle, and end. The beginning is where you set the scene and begin the plot. The middle is when you provide more details about the topic or problem you are trying to explain  The story should be building towards a climax or resolution. The end is when the questions are resolve.
Step 4: Receive Feedback on the they thought might make your story clearer or more useful. Script	Share your script with others and ask them to give you feedback on what they thought might make your story clear or more useful.
Step 5: Revise the Script	Use the feedback you received to improve the next version of your script.  Script writing is an iterative process and it takes several attempts to get good results
Step 6: Find, Create and	Use an online search tool specifically for images, such as Google Image Search. You can search for photographs, drawings, clip art, maps, charts, and

Add Images	more. Don't forget that you can use photos you take yourself with a digital camera
Step 7: Create a Storyboard	The storyboard is a written or a graphical overview of all of the element's plan to include in the digital story. It serves as a blueprint or an advanced organizer as you plan to construct your digital story. Storyboards can help you visualize your story before it is created when it is easier to make changes or add new content
Step 8: Record Audio Narration	Try to use a high-quality microphone or a voice recording app on a smartphone
Step 9: Add Background Music	Music that is appropriate to the theme of the story can add richness by complementing the narration. There are many great sites online, provide copyright-free music at no cost.
Step 10: Build the Digital Story	Select the software tool you will use to create your digital story.
Step 11: Publish the Digital Story Microsoft OneDrive, DropboX etc.	Share your digital story online at locations such as YouTube Google Drive

*From : Robin,B. (2016). The Power of Digital Storytelling to Support Teaching and Learning. Digital Education Review. (30).(p.23-24).<https://files.eric.ed.gov/fulltext/EJ1125504.pdf>*

Table 2. Interview Analysis

Matriz de análisis de entrevista			
Questions	Entrevistado 1 básica media y colegio	Entrevistado 2 básica elemental y colegio	Categories/Aspects
1. ¿Qué habilidad del idioma inglés (speaking, listening, reading, writing) es la que se ha dificultado desarrollarla en los estudiantes en la modalidad de educación on-line, como consecuencia de la pandemia? ¿Por qué?	Speaking razón los estudiantes suelen estar muy silenciosos en clase no quieren hablar así se tome temas de interés o relacionados a su edad e interés	Reading and Speaking es la habilidad que menos han desarrollado ya que no conocen el vocabulario suficiente para la comprensión del mismo y speaking por tiempo .	Koweldge Motivation
2.-¿Las actividades que desarrolla en clase son suficientes para el desarrollo de las habilidades del idioma Inglés?	Considero no suficiente, pero si apropiadas para desarrollar en mayor escala o porcentaje las habilidades requeridas en el idioma	Si, son las suficientes para que el estudiante aplique el respectivo refuerzo de cada clase.	Appropriateness
3.- ¿Ha aplicado alguna estrategia didáctica específica con sus estudiantes para el desarrollo de las habilidades de idioma Inglés? ¿Cuál?	Talk about myself._ Con un tema específico que se ha trabajado procedo a usar la gramática y conversar con los estudiantes sobre mis experiencias, actividades y luego participen ellos esto en cuanto a speaking y writing	Realizar un brainstorming para incentivar el aprendizaje	Teaching strategies
4.- ¿Las actividades para el desarrollo de las habilidades de idioma Inglés que realiza en	Algunas como por ejemplo las actividades que tienen que ver con concursos o	Se utiliza diferentes actividades tales como karaokes, y varias con ayuda de plataformas	Teaching Activities

<p>clase, son motivadoras para los estudiantes? ¿Cómo lo puede inferir?</p>	<p>competencia sana como deletreo, o enlistar diversas categorías de vocabulario</p>	<p>con la que los estudiantes lo pueden trabajar de manera divertida y fácil para adquirir vocabulario.</p>
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<p>5.- ¿Qué habilidad del Idioma considera que requiere mayor atención en su desarrollo? ¿Por qué?</p>	<p>Speaking los estudiantes tienen miedo a hablar o equivocarse por lo que es muy restringido el speaking, otra situación es que en el ambiente que se desenvuelven es poco o nada el uso del inglés.</p>	<p>Considero que el speaking ya que si ellos adquieren un buen léxico será más fácil que lo escuché, lo hablen y lo escriban.</p>	<p>Students' confidences</p>
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<p>6.- ¿El tiempo que tiene para el desarrollo de las clases de Inglés es suficiente para generar práctica de las habilidades del idioma?. ¿Cuál de las habilidades se ve más afectada o favorecida por el tiempo de interacción, por qué?</p>	<p>Si porque se busca calidad más no cantidad, sin embargo la habilidad del speaking porque es difícil para los estudiantes fluir con ideas sobre un tema específico así sea so re sus vivencias y luego interpretarlas en inglés más difícil aún, por lo que se les solicita ver películas y escuchar música, o series cómicas en inglés.</p>	<p>El tiempo no es favorable ya que no se puede desarrollar las cuatro habilidades y las más afectada es speaking ya que el tiempo es limitado para poder evaluar a todos los chicos</p>	<p>Time</p>
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*Made by: (Moscoso, 2022)*

*Table 4. Example of a peer's observation note taking (An extra pair of eyes)*

<b>My Peer's Observation Table</b>	
<u>About students' learning:</u> How useful was this lesson to improve students' listening/speaking/reading/ skills?	
Positive points Aspectos positivos	Students were able to.... Estudiantes son capaces de .....
Negative points Puntos negativos	Students were not able to..... Estudiantes no son capaces de

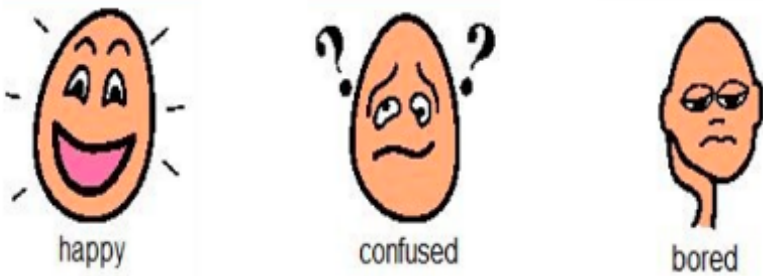
*Table 5. Example of a teacher's diary (reflective journal)*

<b>My Teacher's Diary</b>	
<b>Lesson objective:</b>	
<b>Topic:</b>	
<b>Date:</b>	
<b>About my experience:</b> How useful was this lesson to improve my teaching?	
Positive points	What happened?
	Why did it happened?
	And now? My action plan
Negative points	What happened?
	Why did it happened?

	And now? My action plan
Comments?	
<b>About my students' learning:</b> How useful was this lesson to improve my students' listening/speaking/reading/ skills?	
Positive points	My students were able to....
Negative points	My students were not able to.....
What have I learned?	
What works with these learners on this course?	

Made by : (Moscoso, 2022).

Table 6. Example of Students comments about the lesson

<b>Date:</b>	
<b>Do you understand the lesson ?</b> <b>Entendiste la lección</b>	 <p>The image shows three cartoon faces representing different emotions. The first is a smiling face with radiating lines, labeled 'happy'. The second is a face with a furrowed brow and question marks above its head, labeled 'confused'. The third is a face with a slumped posture and heavy eyelids, labeled 'bored'.</p>



**The lesson help to develop speaking**

**La lección te ayuda a hablar en inglés**



yes



no



I don't know

**Write 2 positive aspects**

**Escribe 2 aspectos positivos**

**Write 2 negative aspects**

**Escribe dos aspectos negativos**

**Write 2 suggestions for the next lesson**

**Escribe 2 sugerencias**

*Note. Adapted from Renard (2019); How to become a reflective teacher -The complete guide for reflection in teaching <https://www.bookwidgets.com/blog/2019/02/how-to-become-a-reflective-teacher-the-complete-guide-for-reflection-in-teaching>*

**PROPOSAL**

## **Appendix A**

### Digital storytelling



**Title for the proposal:**

**Digital story telling in class**

A teaching guide supported in ADDIE method using Digital Storytelling as an alternative to strengthen English-speaking skills in school students

**Objectives for the proposal:**

To design a teaching guide supported in ADDIE method using Digital Storytelling as an alternative to strengthen English-speaking skills in school students.

**Specific:**

To provide English teachers with a guide supported in an innovative method to strengthen English-speaking skills in school students

Robin and McNeil (2012) suggest the use of an instructional design framework known as ADDIE (analyze, design, develop, implement, and evaluate). For digital storytelling, ADDIE would work something like this:

***Table 5. Actions to Apply Digital Storytelling Based on ADDIE Model***

<b>Stage of the ADDIE Model</b>	<b>Steps</b>	<b>Actions</b>
	Relationship with the curriculum	<ul style="list-style-type: none"><li>• Look for learning objectives, communication objectives, language skills and/or content connections from the student’s curriculum, in order to adapt the digital storytelling task to it.</li><li>• Describe the students’ population in terms of: school</li></ul>

Analyze	Student population and needs	grade, English level, age, number of participants, technological skills
	Timeline for project	<ul style="list-style-type: none"> <li>• Create a timeline for the storytelling implementation: start time, end.</li> <li>• Consider number of weeks, months.</li> <li>• Define the technological tools necessary for the digital story telling implementation, according to the participants' technological skills</li> <li>• Verify access to required technology, according to the schools' facilities. (test technological tools)</li> </ul>
	Technology	
	Support services	<ul style="list-style-type: none"> <li>• Identify possible support for the implementation ( technological specialist, apps)</li> <li>• Verify if the implementation is going to be developed in a specific lab or in a classroom</li> </ul>
Design	Plan the logistics	<ul style="list-style-type: none"> <li>• Choose the planning framework to work with.</li> <li>• Design lesson plans</li> </ul>
Develop	Design instructional strategies	<ul style="list-style-type: none"> <li>• Establish learning objectives, contents, activities, materials, and timing.</li> <li>• Develop a rubric for evaluation</li> <li>• Apply planning with students</li> </ul>
Implement	Implement instruction	<ul style="list-style-type: none"> <li>• Develop the designed activities and tasks.</li> <li>• Apply rubrics for evaluation</li> </ul>
Evaluate	Conduct evaluation	<ul style="list-style-type: none"> <li>• Reflect on the process</li> <li>• Present the results</li> </ul>

*Note. Adapted from Robin and McNeil (2012); Seep and Bandi-Rao (2015). Creating an effective model for digital storytelling in the ESL writing class.*  
[https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1035&context=bm\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1035&context=bm_pubs)

### Development of ADDIE model

## Stage 1. Analysis

- a) Relationship with the curriculum. Look for learning objectives, communication objectives, language skills and/or content connections from the student's curriculum, in order to adapt the digital storytelling task to it.

In this stage, the students' book was analyzed (See Table 6); as a result, there were some elements that could have a relationship with the application of the digital storytelling in class.

**Table 6 Storytelling and curriculum connection**

<b>First lesson</b>	
Connected curriculum topic	My pet and I
Storytelling task	Complete and explain the story plan.
<b>Second lesson</b>	
Connected curriculum topic	A day at school
Storytelling task	Complete the scripts, draw pictures about students' school days and explain .
Preparatory lesson	
<b>Third lesson</b>	
Connected curriculum topic	Antony travels to a new country
Storytelling task	Complete the storyboard according to the reading and explain it orally.
<b>Fourth lesson</b>	
Connected curriculum topic	Magic words
Storytelling task	Create a new story about yourself using some expression about go shopping in a role play activity.
Preparatory lesson	
<b>Storytelling Presentation</b>	

*Note. The book that was used to connect the curriculum was Clapping time 5 by (Chapeton M. & Parrado N. 2008)*

- b) Student population and needs. Describe the students' population in terms of school grade, English level, age, number of participants, technological skills.

Example: In this point it is important to know some information about the students to develop digital storytelling in order to use correct tools, based on the ages and technological skills of the learners. In the case of Kyryos School the authorities of the institution were requested to provide the information of the socio-economic files which were sent at the beginning of the school year to each parent in order to know some aspects such as age, legal representative, technological instruments, etc. (See Annex 2). The population that this research will be used is 36 students, 16 are female and 20 are male, from the sixth grade "A". They are children about 9 to 10 years old according to the socio-economic files each student has internet access and a computer or cellphone.

- c) Timeline for project. Create a timeline for the storytelling implementation: start time, end; consider the number of weeks.

Example at Kyros School

- This step the timeline was created for the storytelling implementation. (See Table 2)
- There were some aspects to consider such as time, numbers number of weeks.
- The implementation of this project is for seven weeks. It starts with a first lesson plan which have a relationship with the curriculum, and the activities or tasks have to be relate the Digital Storytelling strategy.
- Digital storytelling sessions were prepared . (See table 7).

*Table 7 Timeline for the storytelling implementation*

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
First lesson							
Second Lesson							

Preparatory storytelling session 1							
Third lesson							
Fourth lesson							
Preparatory storytelling session 2							
Storytelling Presentation							

*Note. Made by: (Moscoso, 2022)*

- d) Technology. Define the technological tools necessary for the digital storytelling implementation, according to the participants' technological skills.

#### Example at Kyryos School

- In this step it is important to identify the most suitable technological tools to be used in the development of digital storytelling, according to the students' age and technological aspects. In the case of Kyryos school, this institution has a computer lab with 15 computers and one audiovisual lab; in addition, it has access to the internet in all the classrooms and most of the students have a cellphone.
- To develop digital storytelling there are a lot of apps and applications, but based on the students' reality and their technological skills, the investigator decided to use the PowerPoint tool from Microsoft. This tool is used to create presentations in some cases with images, audio, and video, the most important aspects that could be used in digital storytelling.
- Another app to consider and it is easy to use, is toontastic which is a free app from available on android and also has the support of Microsoft. It is a creative Digital storytelling app that grants the kids to draw animate narrate and record their own stories.

- e) Support services. Identify possible support for the implementation (technological specialist, apps

#### Example at Kyros School

- In this point, the computer teacher was considered as the best option to support the implementation of Digital storytelling strategy. This specialist is going to help teacher and students overcome possible problems during the use of computers.

## **Stage 2 : Design**

- a) Plan the logistics. Verify if the implementation is going to be developed in a specific lab or in a classroom.
- b) Example at Kyros School
  - In this point, it is necessary to verify the technological tools, such as computers and internet access. For this activity, it is important to have a support specialist who follows the entire procedure.
  - In the case of the toontastic app is crucial to have windows 7operating system minimum. In this link: [https://appparapc.com/download/31555/10005/.](https://appparapc.com/download/31555/10005/), the emulator to install the app can be downloaded.

## **Stage 3. Develop**

- a) Design instructional strategies. Choose the planning framework to work with. Design lesson plans. Establish learning objectives, contents, activities, materials, and timing. Develop a rubric for evaluation

Example at Kyryos School

Framework

- In develop stage the presentation, practice, and production [PPP] framework was chosen based on the curriculum of the lessons.



- The PPP was considered to design the lesson planning. Each lesson contains the learning objectives, contents, activities, materials and timing, (See Annex 3) , and a rubric according to the indicator of evaluation ( See Annex 4).
- With the aim of introducing digital storytelling in the class, fourth plans were developed based on the curriculum.

#### Evaluation

A rubric for evaluation was designed, according to the topics selected for each lesson plan, and focused in the DS outcomes.

### **Stage 4. Implementation**

- a) Implement instruction. Apply planning with students. Develop the designed activities and tasks.

#### Example at Kyryos School

- For the implementation, the planning was applied for seven weeks.
- In addition, a list of instructions was done to help students and teachers understand the steps to follow in the process of creating a Digital storytelling.

#### **Instructions for students.**

##### **Writing the story:**

- 1.- Select a topic based on the contents that you feel familiar.
- 2.-Create a scrip about the topic.
- 3.- Check the story and follow the instructor feedback.

##### **Preparing the storyboard:**

- 4.- Practice the reading of the story at home and see how long it is.
- 5.- Create a storyboard with pictures and text editing the script.
- 6.- Practice reading your story in the class.

### **Creating a digital storytelling**

7.- Choose the picture you are going to use in the story.

8.-Add the text of each scene.

9.-Find a quiet place to record the text.

10.-Add the music or effects.

11.-Check the draft.

12.- Save the video.

### **Instructions for teachers.**

#### **Writing the story:**

1.- Give the students some topics based on the contents that are familiar to the student.

2.-Give one example how to create a scrip.

3.- Check the scrip and give feedback to students.

#### **Preparing the storyboard:**

4.-Give some examples of digital story telling.

5.- Talk to the students how to create a storyboard.

6.-Checkyour students storyboard to correct possible mistakes.

7.- Ask your students to read their storytelling and check their pronunciation.

### **Creating a digital storytelling**

7.- Tell students how to keep all the pictures and music field they will use in their storytelling's.

8.- Help the students organize all the information ( pictures ,music fields , etc )in specific folders.

8.-Give some instructions on how to record the information in power point or toontastic.

9.-Give some directions about how to include pictures and music in power point or toontastic.

10.-Check the students' drafts give some feedback.

11.-Give some instructions how to save a video format in power point or toontastic.

- The tasks and the activities were connected with digital storytelling and the level (Básica media sixth grade). The students have to create a script about the topic of the lessons in order to feel familiar with the curriculum lesson.

### Stage 5. Evaluation

a) Apply rubrics for evaluation. In the evaluation phase, the Rubric form Sepp & Bandi -Rao (2015) was chosen in order to evaluate the digital storytelling (See Annex 4).

Finally present the results based on the rubric give some conclusions and recommendations to improve the project.

#### Annex N°1

#### Digital Storytelling Rubric for ESL

Name of the student:..... Final score :.....

Grade :..... Date :.....

CATEGORY	Excellent (4)	Good (3)	Satisfactory (2)	Poor (1)	SCORE
----------	------------------	-------------	---------------------	-------------	-------


<b>Purpose</b>	Establish a purpose early on, and maintain clear focus throughout	Establish a purpose early on, and is clear during the most of the video	The purpose of the story is clear but sometimes lots.	It is difficult to figured out the purpose of the story	
<b>Develop the story</b>	The story is told with the right amount of detail, it means does not seem too short or too long	The story is missing some important details or include some unnecessary details.	The story needs more editing, it seems too short or too long	The story needs extensive editing.	
<b>Narration, intonation, pace and clarity.</b>	The pace intonation and clarity of narration fit the story.	Narration is generally engaging but the pace by a bit too fast or too slow for the story.	The intonation doesn't suit the story.	The narration is difficult to understand here.	
<b>Images</b>	The images were appropriated chosen.	The images agree with some narration's parts.	Parts of the images were not chosen appropriately.	The images were not appropriate for the story.	

<b>grammar</b>	Grammar structure were correct	Grammar structure were generally correct but it has some errors	Grammar structure were generally correct, but errors detracted from story	Repeated errors made the story very difficult to understand	
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*Note: Digital Storytelling Rubric for ESL (adapted from Sepp & Bandi -Rao ,2015).*

## Annex 2

### *Lesson Plan connected with the curriculum*

<b>Lesson Plan 1</b>	
<b>Sessions :5</b>	<b>Week : 1</b>
<b>Connected curriculum topic</b>	 <p><b>My pet and I</b></p>
<b>Key expressions</b>	<p>I have a very nice little pet</p> <p>I get up and put on my slippers</p> <p>I always wake me up</p> <p>He brushes his teeth</p>


	<p>I brush his hair</p> <p>He takes a Shower</p> <p>I wash his face</p> <p>We go outside together</p> <p>I give him his food</p> <p>I clean his poo</p> <p>I love my pet</p> <p>I like to take care of my pet.</p>
<b>Objective</b>	At the end of the lesson, SWBAT use vocabulary concerned to daily routines through a story map in <u>an oral presentation</u> .
<b>Materials</b>	<p>Story map sheet</p> <p>Flash cards</p> <p>Cd</p>
<b>Storytelling task</b>	Complete and explain the story map.
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Draw Ss' attention to the title of the lesson</li> <li>• Ask SS to tell what they do in the morning?</li> </ul> <p>Ex. I get up at ....I take a shower. I brush my teeth etc.</p> <ul style="list-style-type: none"> <li>• Focus on daily routines</li> </ul> <p><b>Presentation</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Present the vocabulary and expressions related to the topic by using flashcards or pictures</li> <li>• Help Ss deduce the meaning of any unknown words they may have by looking at the pictures/flashcards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read the vocabulary and expressions and ask Ss to repeat them.</li> <li>• Ask Ss some yes no questions about daily routines. Ex: Do you take a shower every day? Do you brush your teeth after each meal?</li> </ul> <p><b>Practice</b></p> <p><u>Early</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to listen to a story about My pet and I .</li> <li>• Ask Ss to complete the actions that they do in the class.</li> <li>• Repeat the audio if necessary.</li> <li>• Check the Ss answers.</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• Present Ss a story map and explain to them how to fill out it.</li> <li>• Check with them each point: setting, characters and actions</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to work in groups to complete the story map about the reading presented in class.</li> <li>• Ask Ss to share their story map in the class</li> </ul> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• As warm up for next lesson, ask Ss to create a personal story plan and present it orally, according to the worksheet selected</li> <li>• Check the students 'story plan in order to help them correct mistakes.</li> </ul>
--	--

Note. Made by: (Moscoso, 2022)

*Worksheet about story map*

Name \_\_\_\_\_

Story Map 

Setting Characters

Beginning Middle End

© 2014 Linda Ward Beech

*Figure 1 Worksheet about story map,*

*From: <https://strategiesforspecialinterventions.weebly.com/story-map.html>*

*Table . Story task rubric for lesson 1*

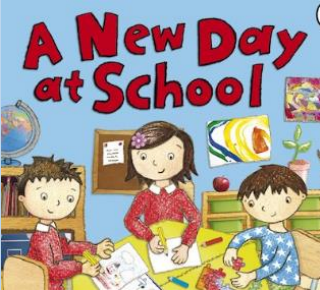
Points	4	3	2	1
Setting	The setting is correctly described.	The setting is correctly described. But it is missing some details.	The setting is describe but many details are missing.	The setting is not described correctly
Characters	All main characters are	All main characters are mentioned.	Some main characters are mentioned	Some main characters are missing.



	mentioned correctly.			
Events	Main events are clearly described and are in the order that they happened.	Some many events are left out.	Some main events are not in the story.	Main events are missing completely.
Total				

Note: (adapted from web page Rubric )  
<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=D43XC4&>

### Annex 3

Lesson Plan 2	
<b>Sessions : 5</b>	<b>Week : 2</b>
<b>Connected curriculum topic</b>	A day at school 
<b>Key expressions</b>	Our first class is <i>Math</i> We learn how to divide Second class Read maps Third class We learn about the past

	<p>Our morning break</p> <p>At half past ten</p> <p>We jump around and play</p> <p>Fourth</p> <p>It's so much fun</p> <p>Our last class is</p> <p>What a great school day!</p> <p>We need to be on time.</p>
<b>Objective</b>	At the end of the lesson, SWBAT use vocabulary concerned to school activities to talk about students' schedule at school in <u>an oral presentation</u> .
<b>Materials</b>	Flash cards Cd
<b>Storytelling task</b>	Complete the scripts , draw pictures about students' school days and explain .
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Draw Ss' attention to the title of the lesson</li> <li>• Ask SS to tell you what they do at school (in their L1)</li> <li>• Focus on any lessons/classes/activities they have during the week</li> </ul> <p><b>Presentation</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Present the vocabulary and expressions related to the topic by using flashcards or pictures</li> <li>• Help Ss deduce the meaning of any unknown words they may have by looking at the pictures/flashcards.</li> <li>• Read the vocabulary and expressions and ask Ss to repeat them.</li> <li>• Ask Ss if they do any of these activities during the week and on which school days</li> </ul> <p><b>Practice</b></p> <p><u>Early</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to listen to a story about a girl's school day. (Lucy)</li> <li>• Ask Ss to complete the girl's schedule according to the audio.</li> <li>• Repeat the audio if necessary.</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to work in pairs and draw several pictures to show the events in the story (a picture per each school day)</li> <li>• Ask Ss to share their pictures with their partner and talk about the events drawn.</li> </ul>

	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to think about their own school's schedule and draw pictures showing the events they do at school.</li> <li>• Ask Ss present their pictures to the whole class by orally, explaining the drawing activities .</li> </ul> <p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to write a script on the back of each picture describing their school days</li> <li>• Tell Ss that they can use Lucy's script as an example or give Ss a script example for them to follow.</li> </ul> <p>(First support for the storytelling)</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• As warm up for next lesson, ask Ss to present their school's days pictures by orally</li> <li>• Check the students 'scripts in order to help them to correct mistakes.</li> </ul>
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Note. Made by: (Moscoso, 2022)

*Rubric for storytelling task 2*

Name:.....

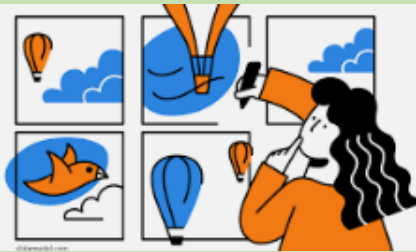
Score : .....

Indicators		2	1.5	1	0.5
Non verbal skills	Connection	Frequent eye contact, readily engages audience	Consistent eye contact, uses notes infrequently	Some eye contact, dependent on notes	Minimal eye contact, frequently using notes
Verbal skills	Clarity	Clear, easy to understand	Occasionally difficult to understand	Audience must put forth effort to listen, poor pronunciation	Unclear, difficult to understand
	Volume	Easy to hear, doesn't overpower	Overall appropriate,	Generally audible, often hard to hear	Difficult to hear, poorly positioned

		audio equipment	some sentences trail off or are hard to hear		audio equipment
Content	Organization	logical, interesting, clearly delineated themes and ideas	Generally clear, overall easy for audience to follow	Overall organized but sequence is difficult to follow	Difficult to follow, confusing sequence of information
	Visuals/Graphics	Easy to read, additive to presentation	Easy to read, reinforced presentation	Somewhat difficult to read	Hard to read, confusing or unclear

*Note : (adapted from Stalburg C. 2009 )*

#### Annex 4

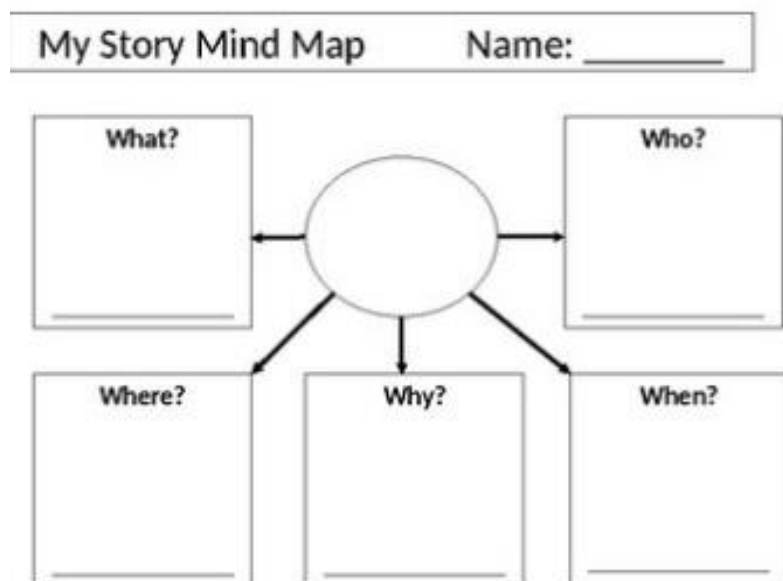
Storytelling preparatory sessions lesson plan 1	
<b>Sessions :5</b>	
<b>Guide lines</b>	<p>Distinguish the characteristics of digital story</p> 

<b>Objective</b>	At the end of the lesson students will be able to use vocabulary related to title characters, main ideas and places to describe principal features of a digital storytelling in an oral exposition activity
<b>Materials</b>	Digital storytelling Audiovisual lab.
<b>Storytelling task</b>	Complete and explain the story map.
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Draw Ss' attention to the students present a digital storytelling. Teachers Ask some questions: What is the topic of the story? The topic of the story is ..... What is the main purpose of the story? It is .....</li> </ul> <p>Who is the principal character of the story? Person - hen – or rabbit</p> <p>Where is the story developed? it is on the farm or city. Do you listen to music in the story?</p> <p><b>Presentation</b></p> <p>Teacher put on the board the story mind map ( See Figure :2) with the principal aspects of a digital storytelling, and invite the students to complete it in pairs.</p> <p>Explain some phrases to complete the mind map format.</p> <p>Complete the mind map with some opinion of the students.</p> <p>Give the students the worksheet about the mind map format.</p> <p>Tell ss they could use the story map ideas done as homework in lesson 1.</p> <p><b>Practice</b></p> <p><u>Early</u></p> <p>Teachers make a brainstorming</p>

	<p>About:</p> <ul style="list-style-type: none"> <li>*Principal characters</li> <li>*Place of the story</li> <li>*Purpose of the story.</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• Present Ss story map</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Teachers explain the students that this activity they have to complete with their ideas.</li> <li>• Check the student's mind map and motivate the students to read their answers</li> </ul> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• Check the student's mind map and motivate the students to read their answers</li> </ul>
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Note. Made by: (Moscoso, 2022)










Figure 2 Story mind map



Note :([Teacherspayteachers.com. Story Mind Map 4805586](https://www.teacherspayteachers.com/Store/StoryMindMap))

<https://strategiesforspecialinterventions.weebly.com/story-map.html>


Figure 3 Main map rubric

	5	4	3	2	1
					
<b>Neatness and Presentation</b> 	The mind map was well presented and all the information is easy to understand	The mind map was well presented and most of the information is easy to understand	The mind map was mostly well presented but some of the information was difficult to understand	The mind map was not neat enough to understand most concepts	The mind map was not neat enough to understand
<b>Use of images/symbols</b> 	Most categories are enhanced with simple symbols or diagrams	Some categories are enhanced with simple symbols or diagrams	A few categories are enhanced with simple symbols or diagrams	The mind map includes some images	The mind map includes a few images
<b>Use of colour</b> 	Has included colour to show all connections and/or to categorise topics throughout the mind map	Has included colour to demonstrate some connections and or topics throughout the mind map	Has included some colour in the mind map but has not used colour to categorise throughout the mind map	Has used very little colour in the mind map and has not used colour to categorise throughout the mind map	Has failed to include colour in the mind map

From: <https://co.pinterest.com/pin/35536284548344167/>

### Annex 5

Lesson Plan 3	
Sessions :5	
Connected curriculum topic	Anthony travels to new country

	
<b>Key expressions</b>	<p>The airport</p> <p>But he has a problem</p> <p>He cannot see his bags</p> <p>Excuse me</p> <p>Do you speak English?</p> <p>No sorry</p> <p>I speak Japanese</p> <p>I speak German</p> <p>Can you help me?</p> <p>I can't find my bags</p> <p>I don't speak English</p> <p>Don't worry?</p> <p>I can help you</p> <p>Come with me</p>
<b>Objective</b>	<p>At the end of the lesson, SWBAT use vocabulary concerned to the airport through a storyboard in <u>an oral presentation</u>.</p>
<b>Materials</b>	<p>Storyboard sheet</p> <p>Flash cards</p> <p>Cd</p>
<b>Storytelling task</b>	<p>Complete the storyboard and explain orally</p>
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Draw Ss' attention to the title of the lesson</li> <li>• Ask SS to tell you what they probably do if their bags were lost ? I don't know Ask someone Talk with a police officer Ask for help</li> <li>• Focus on asking and answering some questions such as Can you help me? no, sorry I don't speak English I speak Japanese</li> </ul> <p><b>Presentation</b></p>



	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Present the vocabulary and expressions related to the topic by using flashcards or pictures</li> <li>• Help Ss deduce the meaning of any unknown words they may have by looking at the pictures/flashcards.</li> <li>• Read the vocabulary and expressions and ask Ss to repeat them.</li> <li>• Ask Ss if they travel to any place before or they go to the airport .</li> </ul> <p><b>Practice</b></p> <p><u>Early</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to listen to a story about : Antony travel to a new country.</li> <li>• Ask Ss to complete the storyboard with the audio.</li> <li>• Repeat the audio if necessary.</li> <li>• Check the Ss answers .</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to work in pairs and draw several pictures to show the events in the story using the storyboard sheet.</li> <li>• Ask Ss to share their pictures with their partner and talk about the events drawn</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to write a short dialogue for each picture of the storyboard</li> <li>• Ask Ss to present the story in the class <u>by orally</u>.</li> </ul> <p><u>Homework:</u></p> <p style="padding-left: 40px;">Tell Ss to create a new storyboard about themselves using Anthony’s story model.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• As warm up for next lesson, ask Ss to present their storyboard orally.</li> <li>• Check the students ‘storyboard in order to help them to correct mistakes.</li> </ul>
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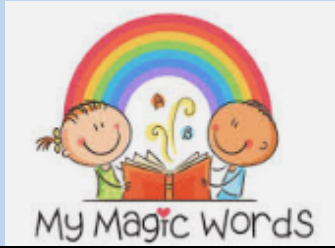
*Note. Made by: (Moscoso, 2022)*

Figure 4: Worksheet about storyboard

Escena:	Escena:	Escena:
		
Escena:	Escena:	Escena:
		

Adapted from: (Chapeton M.& Parrado N. 2008.Clapping time 5 .)

## Annex 6

Lesson Plan 4	
<b>Sessions :5</b>	
<b>Connected curriculum topic</b>	Magic words 
<b>Key expressions</b>	Susie goes sopping every day. But she forgets to say Hello. I need a toothbrush.

	<p>Toothpaste and dental floss</p> <p>Please</p> <p>How much is it ?</p> <p>Thank you</p> <p>She pays and leaves</p> <p>Have a nice day</p> <p>Don't ever forget to say</p> <p>These are magic words</p> <p>That open door.</p> <p>.</p>
<b>Objective</b>	At the end of the lesson, SWBAT use vocabulary concerned to magic words to be polite to others, through a role play activity based on the story presented.
<b>Materials</b>	<p>Story map sheet</p> <p>Flash cards</p> <p>Cd</p>
<b>Storytelling task</b>	Create a new story about themselves using the expressions practiced in class in a role play activity.
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Draw Ss' attention to the title of the lesson</li> <li>• Ask SS what magic word use</li> <li>• Ex. Good morning. <ul style="list-style-type: none"> <li>• Focus on magic words.</li> </ul> </li> </ul> <p><b>Presentation</b></p> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Present the vocabulary and expressions related to the topic by using flashcards or pictures</li> <li>• Help Ss deduce the meaning of any unknown words they may have by looking at the pictures/flashcards.</li> <li>• Read the vocabulary and expressions and ask Ss to repeat them.</li> <li>• Ask Ss some Questions</li> <li>• Students have to answer with polite words Ex: How much it is? it is 2 dollars Thanks</li> </ul> <p><b>Practice</b></p> <p><u>Early</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to listen to a story about Magic words.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask Ss to complete the exercise about the story .</li> <li>• Repeat the audio if necessary.</li> <li>• Check the Ss answers.</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• The Ss work in groups to create a similar story</li> <li>• Check with them each scenes.</li> <li>•</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to work in groups to play a role play.</li> <li>• Ask Ss to present their story acting in the class.</li> </ul> <p><u>Homework:</u> <u>Send the story .</u></p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• As warm-up for the next lesson, ask Ss to present their story by acting.</li> <li>• Check the students the presentations and give them some feedback.</li> </ul>
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*Note. Made by: (Moscoso, 2022)*

### Annex 7

<b>Storytelling preparatory sessions lesson plan</b>	
<b>Sessions :10</b>	
<b>Guideline</b>	Choose an interesting topic and add a personal connection. Recognize the importance of a detailed script
<b>Objective</b>	At the end of the lesson, SWBAT use different familiar topics to organize a digital storytelling script in a power point or toontastic presentation.
<b>Materials</b>	Scrip word sheets Cellphones Internet access

<b>Storytelling task</b>	Create a Digital storytelling based on the topic.
<b>Activities</b>	<p><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Present Ss the possible topics selected from their book examples:</li> </ul> <p>My daily routines  Magic words.  Traveling around the word.  A day at school.</p> <ul style="list-style-type: none"> <li>• Ss have to choose one familiar topic.</li> <li>• Make a review from before lessons about the importance of a detailed script</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Teachers present one example of the story map based on the first story organizer.</li> <li>• Explain about the story map what is setting – characters what the students have to consider in the beginning middle and end of the story and explain each step.</li> </ul> <p><b>Practice</b></p> <p><u>Early</u></p> <ul style="list-style-type: none"> <li>• Ask Ss to complete the scrip</li> <li>• Check the writing and give some feedback</li> </ul> <p><u>Later</u></p> <ul style="list-style-type: none"> <li>• Talk about some apps to create a digital story telling in this case power point and toontastic that is a free app.</li> <li>• Present the students the app and the power point program</li> <li>• Show how to insert an images, musics, and animation in power point and toontastic.</li> </ul> <p><b>Production</b></p> <p>Students have to check the possible images, musics or audios.</p> <p>Tell Ss to insert images, music, animation</p> <p>Tell the students to write the text according the scrip.</p> <p>Encourage the students to create some animation in the project about digital storytelling.</p> <p>Tell Ss to record their voice.</p>

	<u>Recommendations:</u> <ul style="list-style-type: none"> <li>As warm up for next lesson, encourage the students in each lesson.</li> </ul> Check the students all the activities and give them a feedback.
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*Note. Made by: (Moscoso, 2022)*

Table 5:Rubric for oral evaluation (this rubric is going to be follow for all the oral activities )

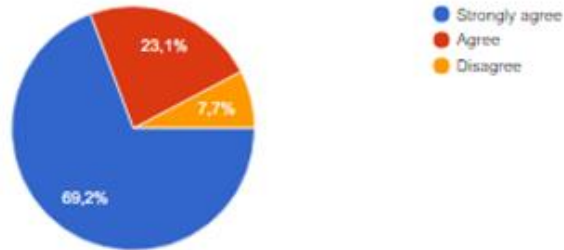
category	Poor 1	Fair1.5	Good 2	Excellent 2.5
vocabulary	Students used very little of the vocabulary learned in the class.	Students used some of the vocabulary learned in the class.	Students used a great deal of the vocabulary learned in class	Students used all the vocabulary learned in class.
Accuracy	Poor use of grammar meaning is often unclear, many errors in the expression used in class.	Adequate use of grammar meaning some errors in grammar and vocabulary expressions.	Good use of grammar the meaning is mostly clear.	Excellent use of grammar the meaning is clear.
Task	Students did not complete the task	Students almost complete the task	Students have 90% completed the task	Students complete the task
fluency	Fluency was not up the level	Fluency was acceptable	Fluency was decent only few pauses.	Fluency was smooth.

*Note : (adapted from rubrics show code p8449B&)*

2.- I enjoyed making Digital storytelling very much.  
Disfruté mucho realizar la Digital storytelling .

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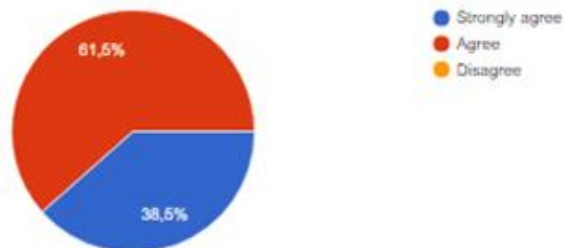
13 respuestas



3.- Digital storytelling helped me speak in English more confidently. Digital storytelling me ayudó a hablar en inglés con más confianza

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13 respuestas



*Appendix B: Percentages about the survey to identify the satisfaction level in the students*

*Source: Example of survey*

*Made by: (Moscoso, 2022).*