UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención de Título de Licenciada en Ciencias de la Educación Mención: Inglés

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THEME:

"**DIGITAL STORYTELLING AND THE ORAL PRODUCTION SKILL**"

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TUTOR APPRROVAL

CERTIFY:

Daniela Benalcázar Chicaiza, PhD. holder of the I.D. 0502125123, as supervisor of the Research dissertation on the topic: " DIGITAL STORYTELLING AND THE ORAL PRODUCTION SKILL" investigated by Miss María Augusta Rodríguez Viteri with I.D. 1804083168, confirms that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "DIGITAL STORYTELLING AND THE ORAL PRODUCTION SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the current study.

Comments expressed in this report are author's responsibility.

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TO THE DIRECTIVE COUNCIL OF THE FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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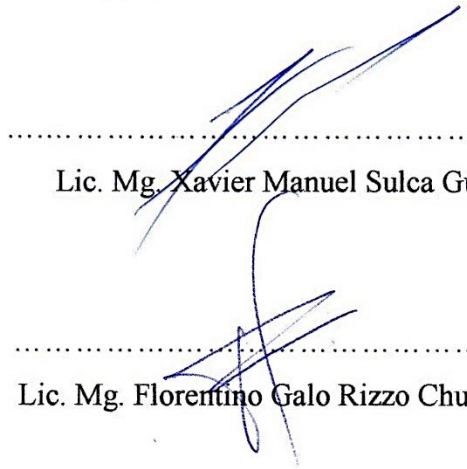

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AUTHOR

DEDICATION

In these lines, I want to show my appreciation to all the people who made this research possible. These words are for you.

First, to my parents, for all their love and understanding. To Darwin, my dad, who supported me despite the distance, and especially to my mother Monica, for her infinite patience. Thank you for giving me the freedom to make my own decisions and being my guide during my whole life.

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María Augusta

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TOPIC: "DIGITAL STORYTELLING AND THE ORAL PRODUCTION SKILL"

Author: María Augusta Rodríguez Viteri

Tutor: Daniela Benalcázar Chicaiza, PhD.

ABSTRACT

Digital storytelling is a new approach that is getting popular in language teaching because digital technology stimulates the interest of learning and reduces anxiety in students. In addition, it is considered a strategy which helps the instructors to meet diverse student needs and motivates them to learn and practice their ability to speak. Under this context, the current investigation was raised with the objective of studying the impact of digital storytelling and the oral production skill. In the development of the research, a quasi-experimental methodology was applied. The population was of 52 elements, 26 in the experimental group and 26 in the control group. The experimental group used the digital storytelling strategy and the control group followed the curriculum plan. The oral production of the students was controlled by an A1 Movers Cambridge Test adaptation, which was applied at the beginning and at the end of the evaluation. Throughout the investigation, it was possible to identify a positive connection between digital storytelling and oral production ability. Due to the statistical test T application, it was possible to show that there were significant differences in the means of the samples in the previous test and in the following one, going from a value of 2,2308 to a value of 1,5385, assuming the strategy effectiveness. In addition, a significant level of correlation (0.817) between both variables was obtained.

Key words: digital storytelling, oral production, speaking.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

Before exhibiting the research background that highlights the significance of the digital storytelling in oral production skills, it is important to conceptualize each of the variables for a better comprehension of the topic:

The digital storytelling involves telling stories using TIC, providing a format for apprentices to put their thoughts together, visually, audibly and kinesthetically (Tahriti, Tous & MovahedFar, 2015). Digital stories provide the opportunity to control the learning process, increase confidence in learning and motivate to learn more and more.

According to Soler (2014) digital stories orbit around the idea of combining the art of storytelling with a variety of digital multimedia. Almost all digital stories are a mix of digital graphics, text, recorded audio storytelling, video and music to present information about a specific topic.

Hence, its importance in education is assumed because by introducing the technological factor, the advantages and success of traditional storytelling facilitate and promote the development of productive skills in a second language.

For its part the productive skills of a foreign language are critical components of the complex communication process. Speaking is a productive skill that involves many components because it is more than making the right sounds, but choosing

the correct use of words and using grammatically appropriate constructions for each context. (Redondo, 2014).

Speaking, in more detailed terms, could be defined as a linguistic activity that implies linguistic and extra-linguistic knowledge. The first one means being aware of different genres and speeches, pragmatic, grammar, vocabulary and phonology. The second one includes sociocultural knowledge that means to be conscious of the cultural norms and values of the society where the language is spoken. Therefore, speaking is not only a mechanical skill, but a form of socially constructed communication, which makes its acquisition process more complicated in most language learners, but must be covered for the consolidation of learning (Pakkala, 2017).

Considering the previous information, the following is to describe chronologically the main research related to the subject, in the international and local context:

In the study "Digital Storytelling in classroom, and oral presentation of the Story: A Pathway to Improve Oral Production*"* developed by (Razmi, Pourali, & Nozad, 2014) the investigator emphasize that the digital storytelling technique can effectively help the process of language learning inside the classroom because it contributes to the development of a multimodal communicative competence based on the student-centered approach.

To achieve this, an experimental methodology was used where 60 students participated (30 men and 30 women) with an average age of 22 years. The Michigan language proficiency test (MTELP) was used as data collection technique. Oral performance was assessed using a list of 4-scale criteria (vocabulary, grammar, fluency and pronunciation).

The study concluded that digital storytelling technique can be used effectively in the classroom to motivate oral production. Because, when presenting stories, using digital images, photographs, video, animation, sound, music, text and a narrative voice, students are motivated to build compelling and creative personal narratives of the story. By involving digital storytelling, learning not only becomes personal, fun, engaging and creative, but also helps students to improve their writing, reading, listening, and especially speaking skills by learning to express opinions and build digital narratives for an audience.

To continue, in the article entitled "Developing independent learning for oral expertise operating with digital storytelling" by (Kim, 2014) it is said that due to online educational technology that can support learning, it is necessary to investigate how oral proficiency in English can be improved as second language.

This experimental study was designed to provide the opportunity to write stories about different topics, once a week. It was developed with students of an advanced and intermediate level at City College of San Francisco. This research used four assessments to verify the development of the speaking ability of the participants in the storytelling about inaudible movie clips on VoiceThread and three surveys to evaluate their manners towards this independent learning.

The results revealed that the use of technological resources such as digital storytelling allow learners to develop speaking skills and gain self-confidence. Consequently, it is concluded that learning through storytelling, by focusing on the student, allows increasing autonomy in oral competence. However, it is important to consider that this research alludes to the fact that the role of the instructor and the feedback are essential processes for the success of the strategy.

In the research developed by of Somdee & Suppasetseree (2014) entitled "Emerging English speaking skills of Thai undergraduate students by digital storytelling throughout websites", it is detailed that digital storytelling is a powerful technological tool in education that integrates computer technologies and the art of telling stories together, combine texts, images and audios in creative storytelling media. Furthermore, digital storytelling can be used as a multimedia tool in language learning to help students improve their English speaking skills.

The purposes of this study were to investigate the implementation of digital storytelling in the development of English speaking skills and learning satisfaction with the use of this strategy. The study involved 50 Thai university students who, before creating a digital narrative, had to do a preliminary test to identify their ability to speak. After the evaluation process, students were encouraged to create their own digital storytelling based on the movie "windows". Afterwards, all the digital stories were presented and the ability to speak was evaluated to compare and discover how well the students' English speaking skills were developed.

Finally, the study concludes that implementing digital storytelling in the classroom had positive effects on speaking development because rehearsal improves students' pronunciation and their ability to speak, in addition to being more active and interested in their progress level.

In the Yue (2015) research report about "Using digital storytelling to support EFL learning in China", it is mentioned that, with the advent of the digital era, it is an inevitable trend to integrate technology into the school curriculum. It additionally detailed that, although many classrooms in China are equipped with computers and other digital devices, teachers of English as a foreign language do not take full advantage of digital technology for educational use.

In this project, the value of digital storytelling was explored along with the feasibility of integrating it into English classes. For that, a proposal was created to guide teachers on the use of digital strategy.

The study concluded that digital storytelling is a new approach that is gaining popularity in language teaching because digital technology stimulates the interest of learning and reduces anxiety in students. In addition, it is considered a differentiated strategy that helps the instructors meet diverse student needs and stimulates them to learn and practice their ability to speak.

The article "The Effect of Digital Storytelling on Students' Speaking at Senior High school Ma'arif NU Benjeng*"* developed by Nikmatul (2018) suggested that digital storytelling media is a powerful technological instrument in education that integrates technologies with stories, combine text, images and audios in creative stories. Digital storytelling can be used as a mean of learning a language to help students increase their English speaking skills to express the story in their own words.

The purpose of the study was to describe the significant effect of digital storytelling at Ma'arif NU High School in Benjen. The researcher used an experimental design based on two groups; one experiment and one control, each with 20 students. Data referring to the students' speaking skills were collected through a pretest and a posttest.

The results showed that digital narratives allow the development of a better oral skill and this technique can be considered as an essential tool for teaching-learning in a foreign language.

Acosta's research (2018) with the theme “Authentic digital storytelling in the English speaking skill”, was developed in order to determine the use of authentic digital storytelling as a communicative strategy in the development of English speaking skills.

This work had a quasi-experimental design and involved the application of a pretest and posttest to verify the research hypothesis. The research was applied to students of 4th level of the intensive English language course. For the analysis and interpretation of data, a survey of 10 questions was applied to 50 students and 16 teachers, it was also used to expand the level of knowledge about the use of the strategy.

The research found that the implementation of the strategy of authentic digital storytelling favors the development of the English speaking skill because language proficiency levels improved at the level of pronunciation and fluency.

Likewise, in the study “Digital Storytelling Enhances Students' Speaking Skills at Zewail University of Science and Technology in Egypt” by Mohamed & Zeinab (2018), it is detailed that, digital storytelling incorporates the traditional art of oral narrative with the technology accessible in the 21st century classroom.

The objective of this report was divided into two phases. First, to investigate the effect of digital storytelling about the oral competence of students. Second, to determine the extent to which students were satisfied with the experience of digital storytelling. The research used a quasi-experimental design where eight first-year university students from the University of Science and Technology of Zewail in Egypt contributed in the intermediation that lasted five weeks. The devices used for

data collection constituted a pre-post oral proficiency test, a conversation and written reflections.

The results exhibited that there was a statistically substantial positive effect on the oral performance of students who practiced digital storytelling because it is an effective tool that provides students with opportunities to practice and, therefore, improve their speaking skills inside and outside the classroom.

Similarly, in the case study entitled "Digital Storytelling to Enhance Adults' Speaking Skills in Learning Foreign Languages" developed by Kallinikou & Nicolaidou (2019), it is revealed that digital storytelling, which includes text, images, audio, music and video, is a means to improve the motivation, autonomy and commitment of students and a manner to develop oral and speech skills in learning foreign languages.

This study intended to examine the association between digital storytelling (based on an interactive learning atmosphere) and speech and incentive skills when students learn a foreign language. For this, an experimental design was used and two groups were formed, one of control and one experimental, which before and after the experimentation had to take a test.

The investigation revealed a statistically significant decrease in errors made during speech after the intervention process, in the experimental group. Therefore, it is established that digital storytelling, based on an interactive learning atmosphere, supports the improvement of speaking skills in a foreign language and gives an increased motivation.

Continuing with the passage of time, Rubini, Kung, & Yunus (2019) in the studio "Hear Me Out! Digital Storytelling to Enhance Speaking Skills", mentioned that the application of digital storytelling leads to the development of oral skills and promotes the motivation towards language learning in general and speaking skills in particular.

This study aimed to investigate the use of digital storytelling to improve the speaking skills of English learners and students' perceptions regarding the usage of digital storytelling to develop their speaking skills. The study was conducted with 20 students, using the School Based Oral Assessment (SBOA) as an oral evaluation instrument, before and after the intervention.

The results showed that there was an improvement in the students' speaking skills after the intervention. Henceforth, it is recommended that educators use digital storytelling as a tool to expand their repertoire of teaching strategies and motivate students to speak in English.

In Hayam's (2019) research about "Pedagogic effectiveness of digital storytelling in improving speaking skills of Saudi EFL learners", the objective was to discover why adult students cannot speak English as a foreign language, in addition to test the strategy of telling digital stories for this purpose.

To achieve this, the data was collected through a questionnaire, where the ability to speak English was measured and, based on that, the strategy was raised. The results revealed that the students had great difficulty in speaking English, and that the application of the digital storytelling strategy help to develop their general ability to speak.

However, in the research it is noted that, in order to achieve good results with the use of this strategy, a favorable environment must be created inside and outside of classes, to motivate students to speak English fluently and confidently.

1.2 Objectives

General:

- **To demonstrate the impact of digital storytelling and the oral production skill.**

In order to study digital storytelling in oral production, the advantages and disadvantages of digital stories were theoretically based on the productive abilities of English language and especially the oral ones to know how they can be applied and the possible limiters.

Specific objectives

1. **To inquire the benefits of the use of digital storytelling in the learning of English as a second language.**

To achieve the first objective, which was to inquire the benefits of the use of digital storytelling in learning English as a second language, a bibliographic review of the subject was developed using official and updated sources. Subsequently, the information was classified and reviewed to learn about the use and advantages of digital narratives in learning English as a second language.

2. **To determine the level of oral production skills of the students.**

To determine the level of oral production skills in students, which was the second objective, the A1 Movers test was selected, because after checking several options it accomplished the requirements to get the necessary results for the research. After an institutional authorization, this test was applied to 52 first semester students of the CCT de los Andes Language Center in order to know the initial level of performance in their oral abilities based on a 10-point rating.

3. **To identify the relationship between digital storytelling and the oral production skills.**

To identify the relationship between digital storytelling and oral production, an experiment was developed, where two groups of 26 students each, were created. The first group was the experimental (First Level "J") and the second group was the control (First Level "E"). The experimental group received digital storytelling for two months and the second continued with curricular activities.

CHAPTER II

METHODOLOGY

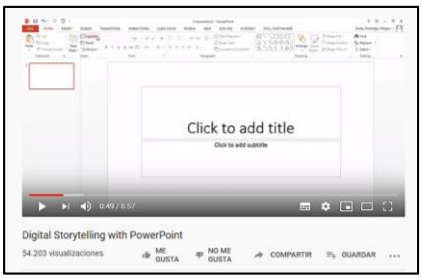
2.1 Resources

There was a big variety of simple resources which were helpful during the process in order to apply and get the results of digital storytelling practice:

First informative handouts where students could take notes of presented information. A power point presentation which showed the advantages of digital storytelling, and how to use the same app to create videos. Power Point is a very popular app, easy to use and it is part of the Microsoft system, so most of the people around the world is familiarized with it. Furthermore, even when this app is used to create slides presentations in a professional way, it also provides the chance to export the slides into video format. Videos may include pictures, text, audio, transitions, etc.

Power Point Presented to the students

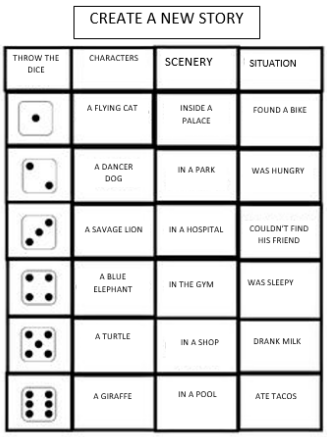
YouTube videos about digital storytelling examples in English to help students to understand in a better way how it works and how they can use their creativity with a simple tool to create interesting videos where they can show what they learn day by day in a fun and interesting way.



YouTube Video: https://www.youtube.com/watch?v=N2MbBSc6930&t=49s

YouTube Video: https://youtu.be/-7U47tqNMv4

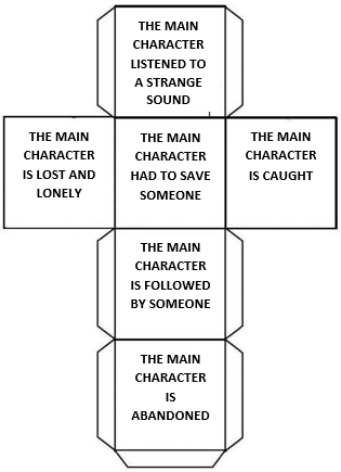
Organization handouts to put in order their ideas based in the common "Wh" questions. Also a filling in the gaps activity where students completed some "chunks" or phrases which they could adapt to their own reality or to the provided ideas through a game. These worksheets were the base to start their stories. In one of the games, students had to throw a dice to receive specific information which they will have to apply in their video, a character, a scenario and a situation. Then they had to throw a content dice in order to know extra information about their character in the story. In that way students felt engaged with the activity and they could provide a name to the character they got. Also with the situation they had in the dice they could add extra interesting information to develop a new story.



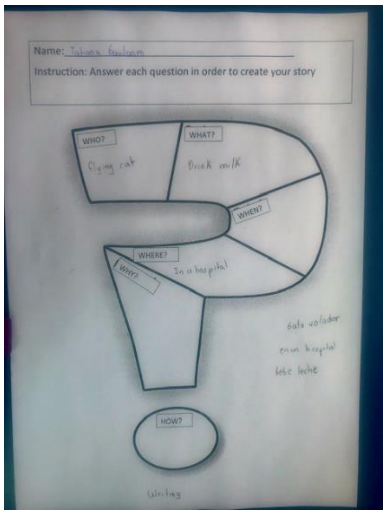
CREATE A NEW STORY

THROW THE DICE	CHARACTERS	SCENERY	SITUATION
	A FLYING CAT	INSIDE A PALACE	FOUND A BIKE
	A DANCER DOG	IN A PARK	WAS HUNGRY
	A SAVAGE LION	IN A HOSPITAL	COULDN'T FIND HIS FRIEND
	A BLUE ELEPHANT	IN THE GYM	WAS SLEEPY
	A TURTLE	IN A SHOP	DRANK MILK
	A GIRAFFE	IN A POOL	ATE TACOS

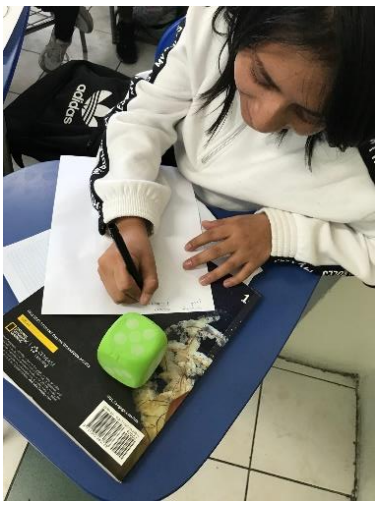
Creation Handout



Content Dice



Organization Handout



Game to develop the story

Life 1 book, which includes the necessary grammar and vocabulary, also the audios it has, which were helpful to practice pronunciation.

Power Point, which was the main tool to create the videos.

The A1 Movers test and its rubric to check the level and the progress of students

Post-test application

Post-test application

2.2 Methods

The research was of a quasi-experimental type because a pedagogical experimentation was carried out with an experimental group of 26 students, who were evaluated at the beginning of the study, to obtain a diagnosis of speaking ability. Subsequently and independently of the evaluation results, they used the digital storytelling strategy for two months. First, they received a training about the use of the strategy, the resources to be used and the expected products.

The experiment consisted of involving students with digital storytelling, they had to listen to popular fables, recognize words, complete sentences, verify pronunciation and intonation, and then, create voice notes that were reviewed by the researcher who provided feedback regarding these outcomes. At the end of the intervention, the students developed a digital storytelling video with pictures and audios that were evaluated to determine the progress level in oral ability. The investigative process concluded with the application of a posttest of similar complexity to the initial one in order to perform a comparative analysis between them.

The research also involved the participation of a group called control group with the same number of members as the experimental one. However, it was not subjected to any strategy but was also evaluated alongside to the experimental group, both in pretest and posttest, because these evaluations served to compare learning outcomes between both groups.

In order to analyze the benefit of digital storytelling in oral production, the qualitative-quantitative approach was used. The qualitative one allowed us to describe and interpret the level of development of speaking skill in students, the most frequent difficulties and how they improved with the application of digital storytelling. The quantitative way to process the numerical data acquired from the initial and final evaluative tests to perform a comparative analysis.

The current study was bibliographic-documentary because it was collected, reviewed and analyzed theoretical and scientific information from various sources such as books, magazines, web pages, videos, publications, reports and other printed and digital sources to understand the importance of productive skills, especially speaking in the learning of a second language. Another reason is because it allowed us to learn about the benefits of digital storytelling in the learning process.

In addition, the research was considered field research because direct contact was made with the people under study, who were the students from first semester of English as a foreign language in CTT de los Andes language center Ambato for the application of data collection instruments that allowed me to know about the development of the speaking ability and the need to implement novel strategies such as digital storytelling.

Population

The population was of 52 elements, 26 in the experimental group and 26 in the control group. Because the number is small and accessible, the sample was not calculated and the entire population was taken as a sample, therefore, the study was conducted with 52 first semester students of English as a foreign language in CCT de los Andes. This is detailed in the following table:

Table 1 Population

Population	**Number**
Experimental group	26
Control group	26
TOTAL	**52**

Source: Direct research

Developed by: Rodríguez, M (2019)

Techniques and instruments for information

As a data collection technique, Cambridge Pre A1 Movers (As shown in Annex 1) was used, but exclusively the speaking section, which consisted of four parts. The first: in which at least 4 differences between two images must be identified and described, with short sentences. The second: in which the beginning of a story must be understood and continued following a group of images, describing each of them. The third: where the student looks at sets of four pictures, where one picture is different from the others and the picture that is different must be selected and explained the reason why it belonged to another category than the others. Finally, the fourth: in which the student must understand and answer personal questions, with short answers.

Another of the techniques applied in the investigation was the survey (as can be seen in Annex 2), which had a structured questionnaire of 5 questions to 11

language teachers of the CCT de los Andes, covering topics regarding the level of students' speaking skills, techniques applied to support this ability, use of teaching resources and about the knowledge and applicability of digital storytelling.

The information collection and data processing involved the following steps:

1. Prior to the data collection, an authorization letter was sent to UNIANDES for the approval of the investigation and based on this, the study groups, schedules and activities were selected.
2. Once the study groups were assigned (first semester students of English as a foreign language in CCT de los Andes) the process and implications of the research were explained.
3. A pretest (A1 Movers) was applied to the 26 first-semester students who constituted both, the experimental and the control group to discern the development level of the ability to speak. These results were graded over 10 points and categorized according to the learning domain scheme managed by the Ministry of Education of Ecuador.
4. The digital storytelling strategy was applied for two months to the students, where one activity was carried out per week. This process was carried out as follows:

   First, students received explanation of concepts about digital storytelling (as shown in Annex 4), remembering how they learn their mother tongue when they were children, the information was included in a presentation where they were able to copy the key facts about that technique in a handout.

   Then, they were introduced to digital storytelling through YouTube videos, based in the most popular stories, known as fables. Three stories were selected to accomplish this step. Each video was presented daily, and students had to check pronunciation and intonation. Also they took notes of the words they did not know how to pronounce before

   Then, students read the same stories and received phrases with gaps to complete through games (Annex 5) in order to create their own stories. The mentioned phrases with gaps to complete were presented in worksheets,

with pictures, to create a friendly work environment for the students. (As shown in Annex 6 and 7)

Students wrote their stories following the presented patters, when they had their stories text ready, they could use power point to create their videos, they used internet illustrations to develop their slides. The voice notes were recorded in the same app.

Pronunciation was checked in classes and students created new voice notes, each two days, since the process began

After practicing pronunciation and intonation they created the final video.

5. The process was monitored through a rubric (see Annex 3) in which the students' progress regarding their oral ability production during the entire research process was evaluated, that is, after the application of the 8 activities.
6. At the end of the intervention, a post-test (A1 Movers similar to the initial one) was given to the students in the experimental and control groups in order to determine the level of progress achieved.
7. Finally, a comparative analysis was carried out between the pretest and posttest scores of both groups, and through the statistical test of chi-square, the effectiveness of digital narratives in the speaking ability was verified.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

3.1.1 Pretest analysis

Table 2 Experimental group pretest results

Indicators	Frequency	Percentage
The student masters the learning (9-10 points)	6	23%
The student reaches the learning (7-8 points)	8	31%
The student is close to achieve learning (4-6 points)	12	46%
The student does not reach the required learning (≤ 4 points)	0	0%
TOTAL	**26**	**100%**

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

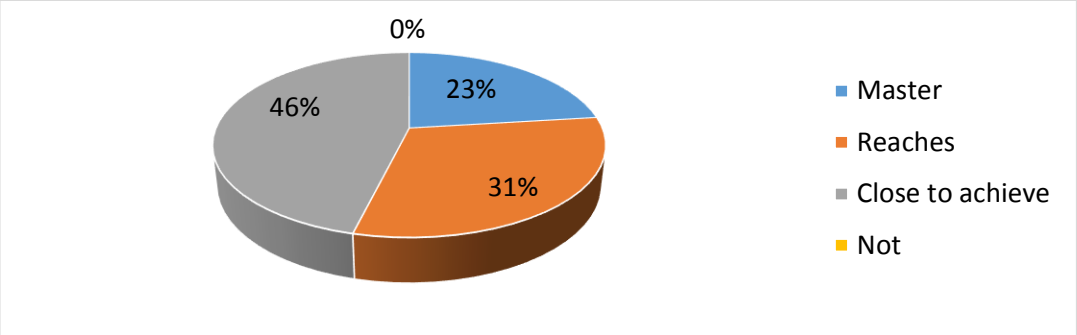


Figure 1 Experimental group pretest results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

After the application of Pre A1 Movers to the 26 students of the experimental group, it was known that 46% reached between 4 and 6 points, which indicated that they were close to learning, 31% obtained between 7 and 8 points, that means they reached the required learning and only 23% obtained between 9 and 10 points, where a domain is assumed with respect to the oral production skill. With the prior information, it is assumed that the majority of the students that formed the experimental group started the research process with a low level regarding oral skills, because there were deficiencies at the level of pronunciation, grammatical use, coherence, vocabulary and the ability for a fluid interaction.

Table 3 Control group pretest results

Indicators	Frequency	Percentage
The student masters the learning (9-10 points)	7	27%
The student reaches the learning (7-8 points)	9	35%
The student is close to achieve learning (4-6 points)	10	38%
The student does not reach the required learning (≤ 4 points)	0	0%
TOTAL	**26**	**100%**

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

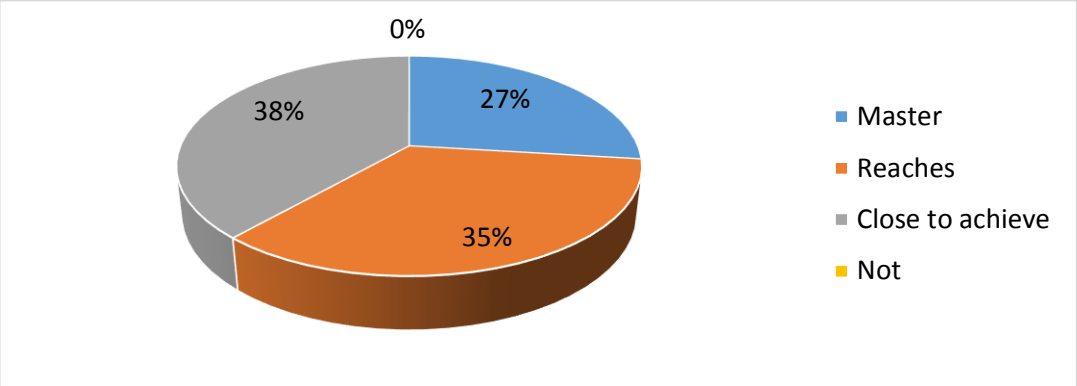


Figure 2 Control group pretest results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

On the other hand, in the control group the application of Pre A1 Movers test allowed us to know that 38% reached between 4 and 6 points which indicates that they are close to achieving the learning, 35% obtained between 7 and 8 points that means they reached the required learning and only 27% obtained between 9 and 10 points where a domain with respect to the oral production skill is assumed. Therefore, the majority of the control group also initiated the research process with a low level regarding the oral skills because the scores reached demonstrated the scope of learning, but still there is no control over them and difficulties persist, similarly to those reported in the experimental group.

However, at this point, it is important to highlight that both, the experimental and the control group initiated the investigative process from a low level of proficiency regarding their oral production skill, presenting similar difficulties in pronunciation, vocabulary use, grammatical coherence, and in the process of interaction between two or more people.

Information that resembles to what Camana (2015), found after his research, showing that the ability to speak is one of the most complex and that only 25% of students have an acceptable performance to interact, 25% speak with fluency because they do not practice the English language and because they do not have the appropriate knowledge to respond naturally and 25% is consistent in their speech, which suggests the difficulties that students present especially in basic academic levels.

3.1.2 Posttest analysis

Table 4 Experimental group posttest results

Indicators	Frequency	Percentage
The student masters the learning (9-10 points)	14	54%
The student reaches the learning (7-8 points)	10	38%
The student is close to achieve learning (4-6 points)	2	8%
The student does not reach the required learning (≤ 4 points)	0	0%
TOTAL	**26**	**100%**

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

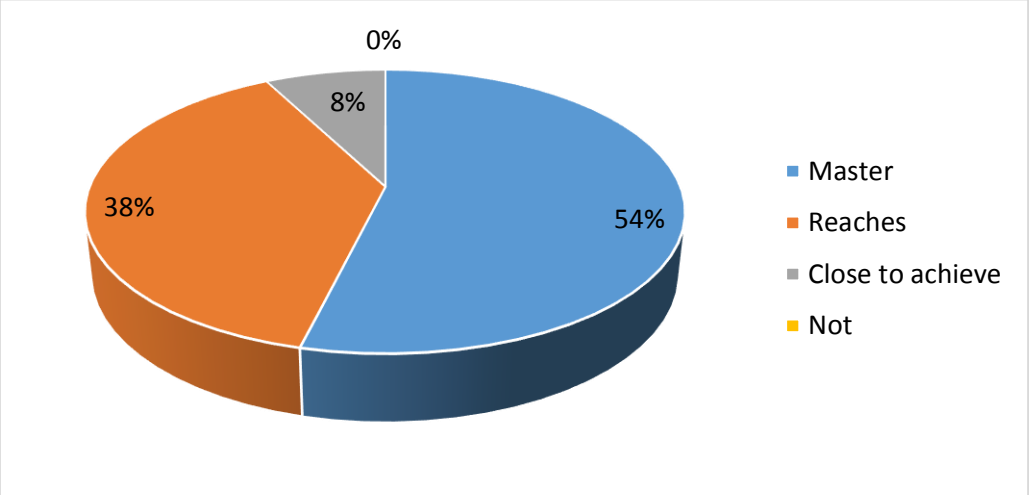


Figure 3 Experimental group posttest results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

After the application of digital storytelling as a strategy to improve the oral production skill for two weeks, it can be seen that 54% of the students in the experimental group mastered the learning, 38% reached them, and only 8% were close to reach the required learning. These information allowed me to manifest the existence of an advance in the ability to speak because most students mastered and achieved the required learning at this level, were able to identify and describe images with simple phrases, differentiate images and give explanations as well as understand and respond questions of a personal nature.

The information above allows to assume that the use of digital storytelling admits an improvement in the oral production skill. This information is similar to that found in a study developed in Cuenca by Jara & Siavichay (2017), where the efficiency of digital storytelling was also analyzed in speaking and it is concluded that sub-skills, such as: vocabulary, comprehension, pronunciation and grammar, that were enhanced through digital storytelling, helped students improve their ability to speak, reduced the percentage of regular students and increased the number of students in good level at 30%.

Table 5 Control group posttest results

Indicators	Frequency	Percentage
The student masters the learning (9-10 points)	8	31%
The student reaches the learning (7-8 points)	9	34%
The student is close to achieve learning (4-6 points)	9	35%
The student does not reach the required learning (≤ 4 points)	0	0%
TOTAL	**26**	**100%**

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

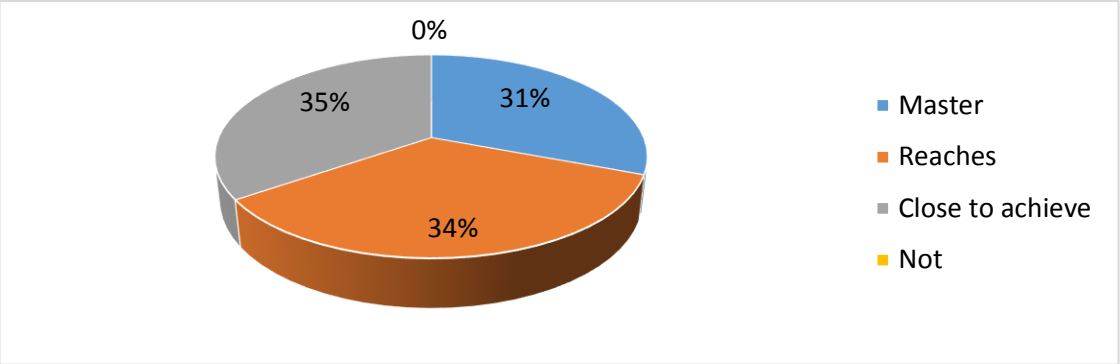


Figure 4 Control group posttest results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

The control group, despite not having been subjected to the strategy of digital storytelling, also required to be evaluated after the passage of two weeks, these results are observed in Figure 5, where 35% of the students were close to reach the required learning, 34% reached them and 31% showed mastery in learning. Regarding the prior information, it is assumed that the methodologies established at the curricular level and that were used in the control group also allowed students to have an advance at the level of speaking ability, however, the advance was not significant as observed in the experimental group. This is because the use of traditional methodologies does not apply the same influence as those that are innovative, because as Santos (2014) expresses, the traditionalist methodologies where a guide book is used as the main teaching resource is deficient in current teaching. Therefore, it does not allow students to develop thinking, reasoning and

actively participate in classes, demonstrating that only 51% of students are an active part of the English class.

3.1.3 Comparison of experimental group initial and final results

Table 6 Experimental group initial and final results

Indicators	Initial	Final
The student masters the learning (9-10 points)	23%	54%
The student reaches the learning (7-8 points)	31%	38%
The student is close to achieve learning (4-6 points)	46%	8%
The student does not reach the required learning (≤ 4 points)	0%	0%

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

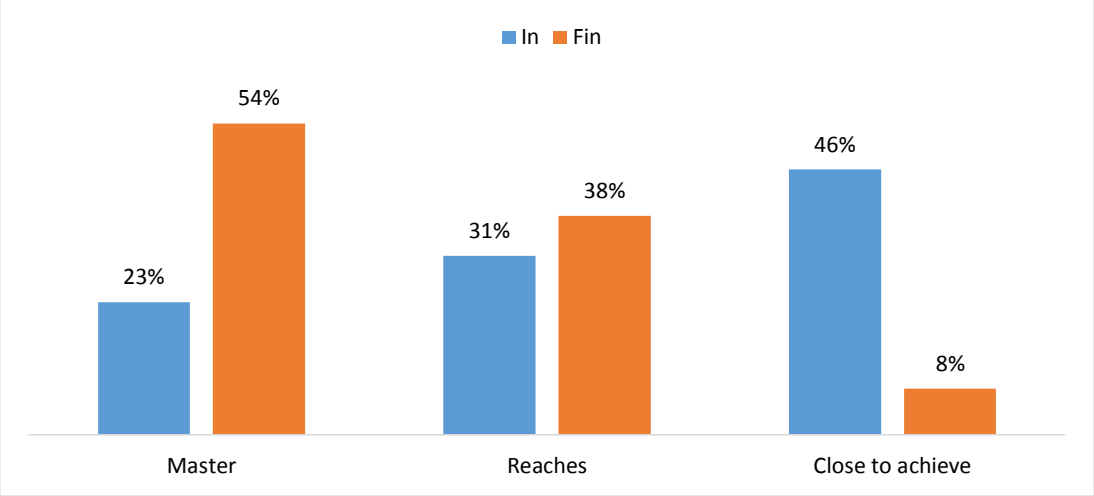


Figure 5 Experimental group initial and final results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

As part of the fulfillment of the stated objectives, it was necessary to carry out a comparative analysis between the averages reached by the experimental group at the beginning and at the end of the intervention. In figure 6 it can be seen these results, where it is evident an increase in the number of students who dominated the learning from 23% to 54%, with respect to the learning reached level an increase of 7 points can also be observed, since it goes from 31% to 38%. On the other hand, there is a decrease in the number of students who were close to achieve the required

learning from 46% to 8%, since a large part of the students exceeded low levels of performance in speaking ability and managed to reach higher averages, assuming the effectiveness of the digital storytelling strategy.

According to the comparative analysis performed, it was possible to determine that there was a significant level of progress in the oral production skill with the use of digital storytelling, because it went from 23% to 54% of students who mastered the required learning, meaning that there was a level of progress of 31%.

These results are similar to those found by López & Martín (2014), where after analyzing the effectiveness of digital storytelling in productive skills, there was an increase of 26%, 53% and 41% regarding vocabulary, communicative competence and coherence when comparing Pretest and Posttest results.

3.1.4 Rubric results in the experimental group during the development of digital storytelling activities

Table 7 Rubric results

Indicators	Average reached in the activities							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Pronunciation	5	6	5	6	7	7	8	9
Coherence	5	5	5	6	7	7	8	9
Grammar control	4	4	5	7	8	8	8	8
Vocabulary use	6	6	6	7	7	8	9	9
Interaction (emotivity, gesticulation)	5	5	6	7	7	8	9	9
Average	**5**	**5.2**	**5.4**	**6.6**	**7.2**	**7.6**	**8.4**	**8.8**

Source: Initial evaluation
Developed by: Rodríguez, M (2019)

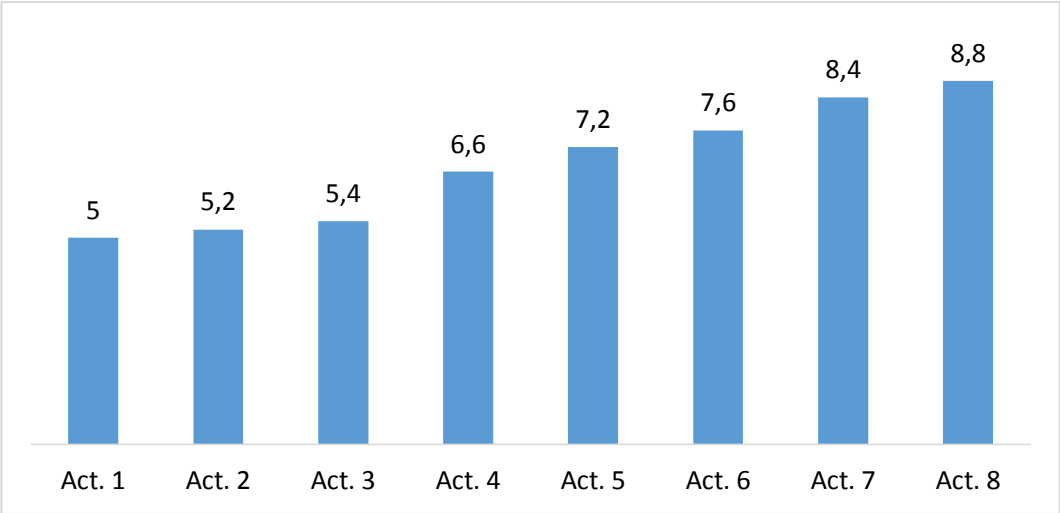


Figure 6 Rubric results
Source: Initial evaluation
Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

As part of the study, it was convenient to apply a rubric to be able to record the progress made by the students regarding their oral productive abilities after the completion of each digital storytelling activity.

These results are shown in Figure 3, where it can be observed that in the first action, a general average of 5 was acquired, in the second one 5.2, in the third one 5.4, in the fourth one of 6.6, but in fifth activity it was evident a greater progress because an average of 7.2 was observed, similar to what happened in the development of the sixth activity where an average of 7.6 was reached. In the seventh and eighth activity the level of performance was higher because an average of 8.4 and 8.8 was achieved respectively.

Therefore, there was an increase in each of the speaking competences evaluated, since both pronunciation and coherence, grammar control, use of vocabulary and interaction started with low averages. But as digital storytelling activities were developing, higher averages were reached and the advance that the students achieved at the oral productive level were evident because of the vocabulary, grammar management, fluency, pronunciation and ability to interact were improved.

3.1.5 Survey results

(See Annex 2 and Annex 8)

Table 8 Results of teacher survey

QUESTIONS	ANSWERS
From 1 to 10, what is the level of oral skills you consider your students have on average?	Average: 6,1 %
Which tools or techniques do you apply in your class to develop oral skills in your students?	Oral Presentations 46% Voice recordings 18% Role Play 9% Power Point 9% Practical classes 9% Others 9%
Do you apply digital resources in your class to improve oral skills in your students?	No 55% Yes 45%
Do you know what digital storytelling is?	No 64% Yes 36%
Which benefits do you consider it will have to apply digital storytelling in the class	Fluency 55% Pronunciation 36% Grammar 9%

Developed by: Rodríguez, M (2019)

Analysis and Interpretation:

The application of the survey allowed me to know that teachers assume the existence of great deficiencies in the oral production of first semester students, but in general, the average of perceived knowledge was 6.1%. On the other hand, when inquiring about the tools or techniques applied to develop oral skills, the majority of teachers favored oral presentations in 46%, 18% for voice recordings and, in a smaller proportion, role play, power point, practices in class (9%). However, it is important to mention that the majority of teachers (55%) assumed that they do not use digital resources to improve the students' oral skills.

When inquiring about the knowledge of digital storytelling, it was observed that the majority of teachers (64%) did not have knowledge about digital narratives as a teaching resource and only 36% assumed to know them and had applied them successfully in their students, but just in higher academic levels. In general, digital storytelling mainly benefit the acquisition of verbal fluency (55%), pronunciation (36%) and grammar (9%).

According to the prior information, it is assumed that the majority of teachers do not use technological resources or do infrequently due to the lack of knowledge, resources and time. However, it is recognized the importance of using digital storytelling in the development of oral skills, especially to gain fluency and improve pronunciation in students.

Discussion of results

In the current study, it was found that digital storytelling, positively impacted the oral production skill because it facilitated the use of language, communication, emotivity, vocalization and interaction (gestures and expression). This could be verified when comparing the results of pretest and posttest, where it is evident the percentage of students who went from reaching the learning required (23%) to master them (54%). A similar result was found in the research of Bermúdez (2018), where in the diagnostic test of oral production about 18% of the students had an acceptable performance in grammar, vocabulary, pronunciation and coherence but after the use of digital storytelling, they reached a good level (14%) especially in pronunciation and fluency.

Information that is consistent with the statements made by Somdee & Suppasetseree (2014) who stated that digital storytelling is a powerful technological tool in education that integrates computer technologies and the art of telling stories

together, as well as combining texts, images and audios in creative media storytelling. Therefore, they assumed that the implementation of digital storytelling in the classroom has positive effects on speaking development because rehearsal improves pronunciation and oral expression ability. In addition, that students are more active and interested in their progress level.

With the application of the survey, it was noticed that the majority of teachers do not use technological resources or do infrequently due to the lack of knowledge, resources and time. Information that is supported the research developed by Morchio (2016), where it is indicated that the use of digital strategies in the English classroom is difficult to achieve, because teachers often do not include basic ICTs even when they are trained to implement them and the institution offer the infrastructure to do it. However, this is not due to issues of disinterest, but to the lack of time to reorganize curricular and institutional activities.

The survey also revealed that the importance of using digital storytelling in the development of oral skills, especially to gain fluency and improve pronunciation in students is recognized. This result is also based on what was reported by Yue (2015) who mentioned that digital storytelling is a new approach that is gaining popularity in language teaching, since digital technology stimulates the interest of learning and reduces anxiety in students. In addition, students consider it a differentiated strategy that helps instructors meet diverse student requirements and encourages them to learn and improve their ability to speak.

3.2 Hypothesis Verification

H0 = Digital storytelling does not facilitate the oral production skill.

H1 = Digital storytelling facilitates the oral production skill.

The T-Student test was used to verify the hypotheses of the investigation, which is used to assess hypotheses about means in populations with normal distribution, so, it allows to examine the differences between two independent and small samples.

Table 9. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental group pre-test	2,2308	26	,81524	,15988
	Experimental group post-test	1,5385	26	,64689	,12686

Table 9 shows the distinction between the means of the samples in the pre-test and in the post-test, that went from a value of 2,2308, to a value of 1,5385 correspondingly.

Table 10. T student

		N	Correlation	Sig.
Pair 1	Experimental group pre-test & experimental group post-test	26	,817	,000

After performing the T-student test in the IBM SPSS statistical program, a p.value of 0.000 is obtained that is lower than the level of significance that is $\alpha = 0.05$. Consequently, the null hypothesis is excluded and the alternative hypothesis is accepted:

H1 = Digital storytelling facilitates the oral production skill.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

4.1 Conclusions

- Digital storytelling is a pedagogical resource globally used because it positively impacts students' productive oral skills by facilitating language, communication, pronunciation, use of vocabulary and interaction (gestures and expression). However, within the local context, this strategy is not commonly applied due to the lack of knowledge and time for its use in the classroom.

- The initial level of oral production skill of the first semester students in CCT de los Andes was low and several inconveniences were evident for pronunciation, grammatical use, coherence, vocabulary and the ability for a fluid interaction. However after the two-month intervention with digital storytelling, most students acquired an intermediate level because they achieved and mastered the learning required for this academic level.

- Throughout the investigation, it was possible to identify a positive connection between digital storytelling and oral production ability. Because of the statistical test T application, it was possible to show that there are significant differences in the means of the samples in the previous test and in the subsequent test, going from a value of 2,2308 to a value of 1,5385, assuming the strategy effectiveness. In addition, a significant level of correlation (0.817) between both variables was obtained.

4.2 Recommendations

- It is important that language teachers update their knowledge about technological strategies and pedagogical techniques to facilitate students' learning, because they make a high impact and offer significant advantages at low costs.

- The teacher must assess regularly the level of development of oral ability in students, provide feedback and track progress or difficulties that may be presented in order to ensure true learning at each academic level.

- Considering that in the current study the effectiveness of digital storytelling in the oral production skill was verified, it is necessary for these results to be broadcasted in the academic group in order to contemplate them in class schedules for their pedagogical importance.

- Additionally, it is necessary to mention that the use of digital storytelling must be guided and supervised by teachers in order to achieve their objective, which is to improve the students' productive abilities.

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ANNEXES

ANNEX 1

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TEST A1 MOVERS

A1 Movers Speaking

Summary of procedures

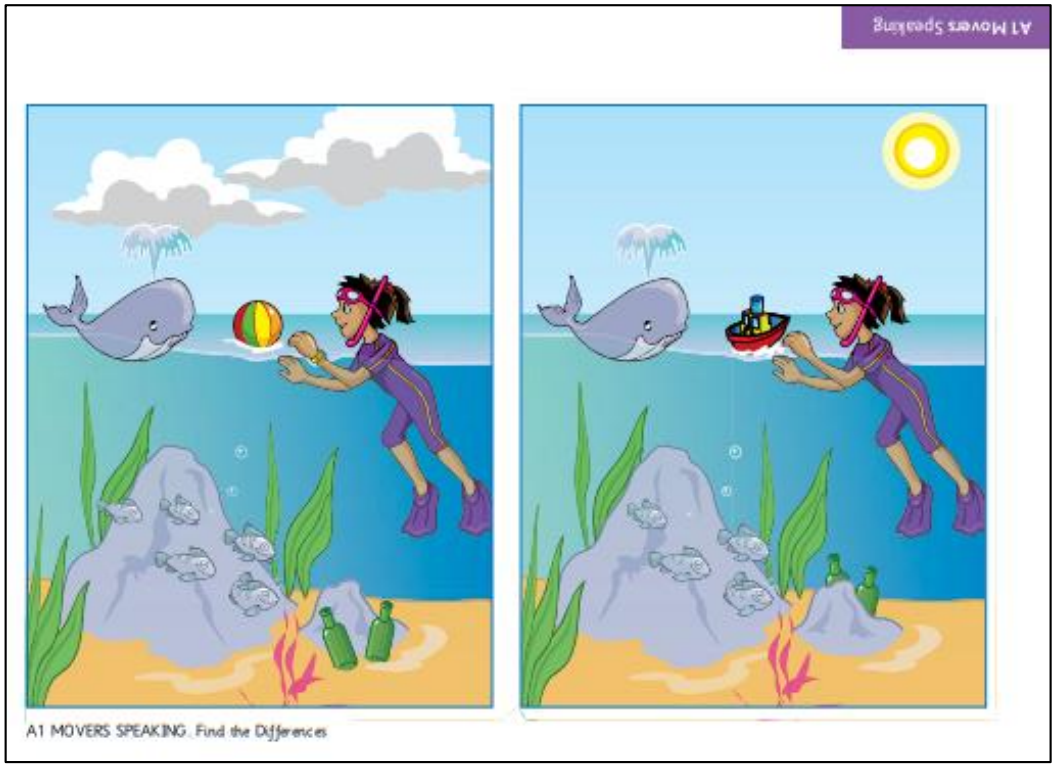
The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'

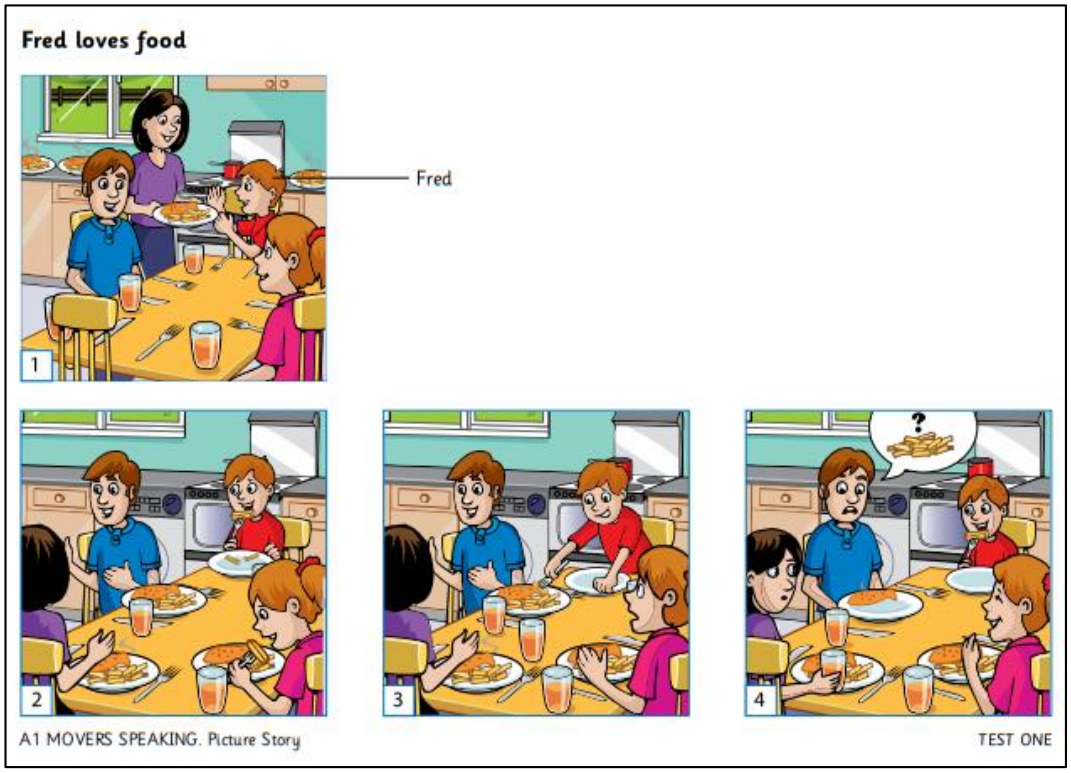
2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.

3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'

4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'



Comparison Section in the test



Understanding the story section in the test

Stablish differences section of the test

ANNEX 2

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Survey

1. **From 1 to 10, what is the level of oral skills you consider your students have on average?**

1 2 3 4 5 6 7 8 9 10

2. **Which tools or techniques do you apply in your class to develop oral skills in your students?**

- Oral Presentations
- Voice recordings
- Role Play
- Power Point
- Practical classes
- Others

3. **Do you use digital resources to apply in class to improve oral skills in your students?**

- Yes
- No

4. **Do you know what digital storytelling is?**

- Yes
- No

5. **Which benefits do you consider it will have to apply digital storytelling in the class?**

- Fluency
- Pronunciation
- Grammar

ANNEX 3

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Rubric

Activity # …… Name: Date: Topic: ……					
	Excellent (2 points)	**Good (1.5 points)**	**Acceptable (1 point)**	**Need to improve (0.5 points)**	**Poor (0 points)**
Pronunciation					
Coherence					
Grammar control					
Vocabulary use					
Interaction (emotivity, gesticulation)					

Source: Cambridge assessment scales (adaptation)
Developed by: Rodríguez, M (2019)

ANNEX 4

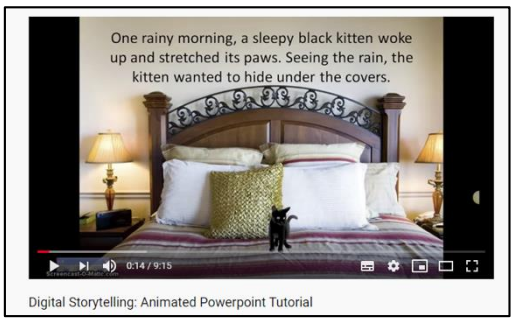
Pre-test application

Pre-test application

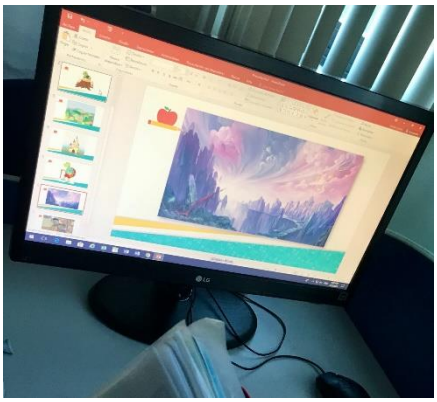
Post-test application

Post-test application

Power Point Presentation to the students



Digital storytelling Development

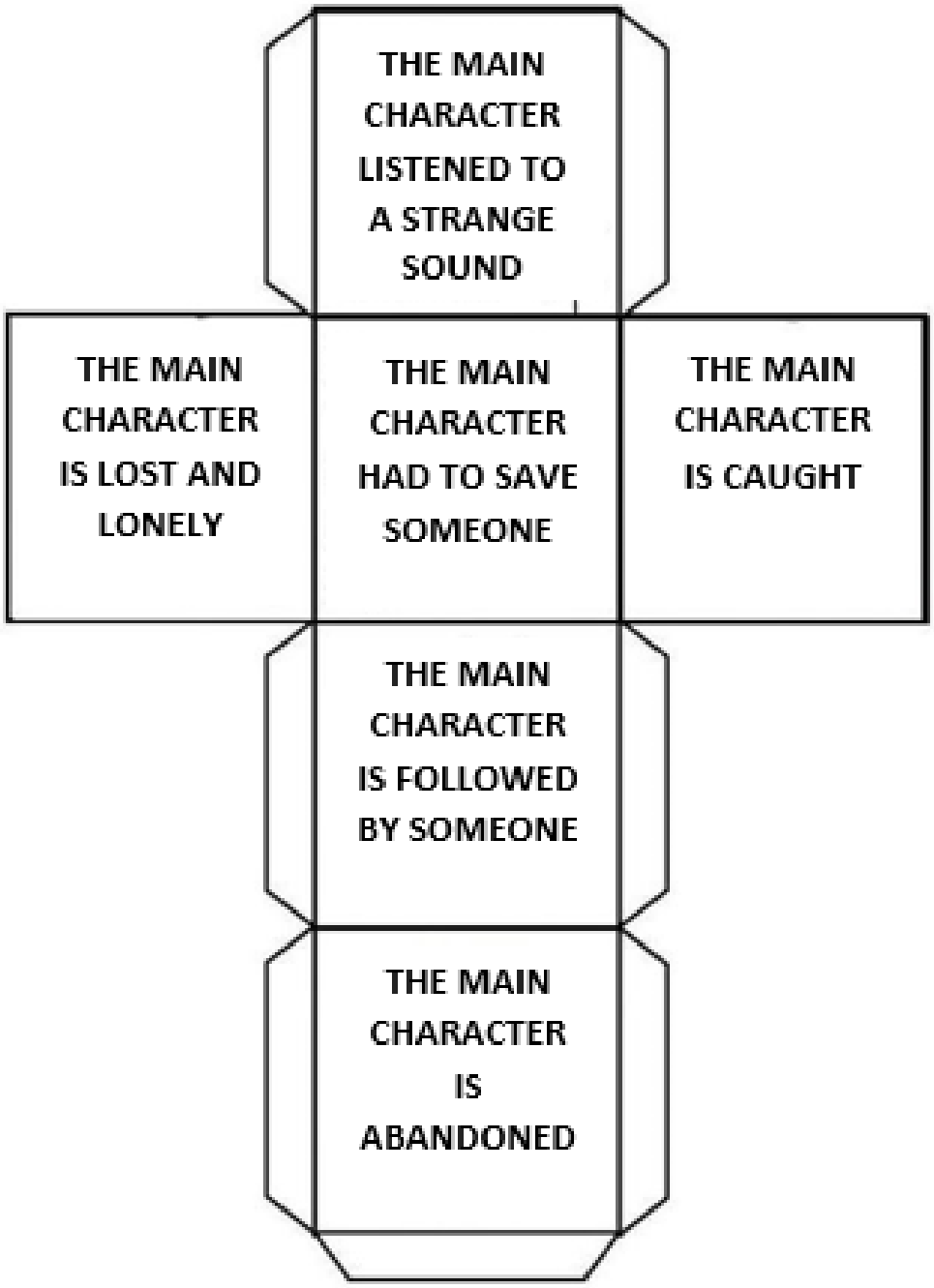


Digital storytelling Development

Game to develop the story

ANNEX 5

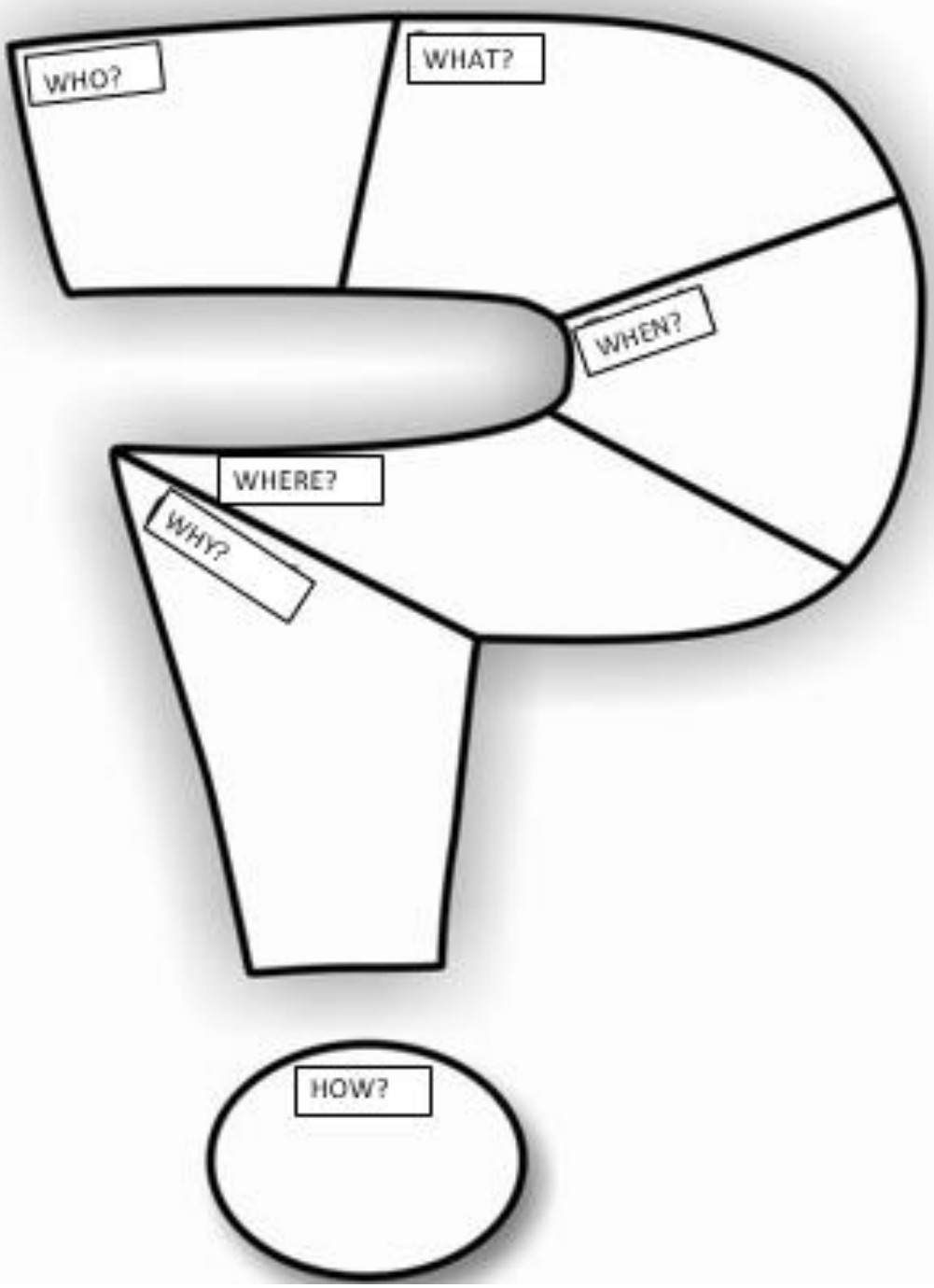
- Wearable dice



ANNEX 6

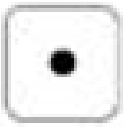
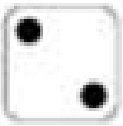
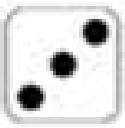
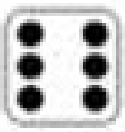
Name:_____

Instruction: Answer each question in order to create your story



ANNEX 7

CREATE A NEW STORY

THROW THE DICE	CHARACTERS	SCENERY	SITUATION
	A FLYING CAT	INSIDE A PALACE	FOUND A BIKE
	A DANCER DOG	IN A PARK	WAS HUNGRY
	A SAVAGE LION	IN A HOSPITAL	COULDN'T FIND HIS FRIEND
	A BLUE ELEPHANT	IN THE GYM	WAS SLEEPY
	A TURTLE	IN A SHOP	DRANK MILK
	A GIRAFFE	IN A POOL	ATE TACOS

ANNEX 8

Survey evidence

Full Name	How long have you been teaching English?	FROM 1 TO 10, WHAT IS THE LEVEL OF ORAL SKILLS YOU CONSIDER YOUR STUDENTS HAVE ON AVERAGE?	WHICH TOOLS OR TECHNIQUES DO YOU APPLY IN YOUR CLASS TO DEVELOP ORAL SKILLS IN YOUR STUDENTS?	DO YOU KNOW WHAT "DIGITAL STORYTELLING" IS?	HAVE YOU EVER APPLIED DIGITAL STORYTELLING IN YOUR CLASS?	WHICH SKILL DO YOU CONSIDER YOUR STUDENTS CAN IMPROVE BY THE APPLICATION OF "DIGITAL STORYTELLING" IN THE CLASS?
Antonio Chávez	3-5 years	5	Practical classes	No	No	Pronunciation
Héctor Murga	1-2 years	6	A lot of oral presentations	No	No	Pronunciation
Erika Gabriela Lescano Acosta	3-5 years	4	Voice recordings	No	No	Fluency
Valeria Mayorga Villacís	3-5 years	5	Oral Presentations	yes	No	Pronunciation
Felipe Santamaria	3-5 years	5	Oral Presentations	No	No	Fluency
Norma Elizabeth Velasteguí Flores	5 or more years	7	Oral Presentations	No	No	Fluency

Elizabeth Mell	5 or more years	7	Role Play	yes	Yes	Fluency
Gabriela Robayo	5 or more years	8	Oral Presentations	yes	Yes	Pronunciation
Dorian García	3-5 years	8	Power Point	yes	Yes	Fluency
Giovanna Sánchez	3-5 years	6	Voice recordings	No	No	Grammar
David Toapanta	3-5 years	6	Oral Presentations	yes	Yes	Fluency