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**TITLE: THE INCIDENCE OF DIGITAL STORYTELLING ON THE
DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS
ATTENDING 3rd YEAR OF BACHELOR AT RUMIÑAHUI HIGH
SCHOOL IN AMBATO, DURING FEBRUARY TO APRIL, 2014-
2015 SCHOOL YEAR.**

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SANGOLQUÍ, 2015

APPROVAL SHEET

We, MG. Maricela Madrid - Director and DR. Gonzalo Puma - Codirector, duly certify that the thesis under the title: “THE INCIDENCE OF DIGITAL STORYTELLING ON THE DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS ATTENDING 3rd YEAR OF BACHELOR AT RUMIÑAHUI HIGH SCHOOL IN AMBATO, DURING FEBRUARY TO APRIL, 2014-2015 SCHOOL YEAR.” was carried out by **Gabriela Alexandra Lara Aldas**. It has also been revised and analyzed, and consequently its presentation is authorized as a legal document in order to get the Bachelor’s degree.



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RESEARCH STATEMENT

The criteria, results, ideas and exposed doctrines on this research project under the title “THE INCIDENCE OF DIGITAL STORYTELLING ON THE DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS ATTENDING 3rd YEAR OF BACHELOR AT RUMIÑAHUI HIGH SCHOOL IN AMBATO, DURING FEBRUARY TO APRIL, 2014-2015 SCHOOL YEAR.”, are under exclusive responsibility of the author.



Gabriela Alexandra Lara Aldas

AUTHORIZATION

I, Gabriela Alexandra Lara Aldas, authorize to Universidad de las Furezas Armadas ESPE the publishing of my research project under the title “THE INCIDENCE OF DIGITAL STORYTELLING ON THE DEVELOPMENT OF THE SPEAKING SKILL IN STUDENTS ATTENDING 3rd YEAR OF BACHELOR AT RUMIÑAHUI HIGH SCHOOL IN AMBATO, DURING FEBRUARY TO APRIL, 2014-2015 SCHOOL YEAR” on the virtual library.



Gabriela Alexandra Lara Aldas

DEDICATION

I dedicate this research work to God for giving me strength and wisdom to accomplish all of my goals and to my family whose love, support and encouragement have allowed me to pursuit my dreams and finish my career.

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ABSTRACT

The primary purpose of this study was determining the incidence of Digital Storytelling on the development of the Speaking skill in students attending 3rd year of bachelor at Rumiñahui High School in Ambato during February to April, 2014-2015 school year.

An experimental and a control group participated in this project. The control group formed with 30 students used traditional storytelling aloud while the experimental group made of 25 students used digital storytelling through Windows Movie Maker software. The classes were held three times a week during a period of three months.

A speaking pre-test, post-test and rubric were used to determine English speaking skill improvement in the groups.

The results of this research revealed that students who were exposed to digital storytelling treatment showed big improvement in their speaking skill while the control group did not show much amelioration in their speaking skill.

KEY WORDS:

- **DIGITAL STORYTELLING**
- **SPEAKING SKILL**
- **CONSTRUCTIVISM**

RESUMEN

El propósito principal de este estudio fue determinar la incidencia de la Narración Digital en el desarrollo de la expresión oral en estudiantes que asisten a 3er año de bachillerato en el Colegio Rumiñahui en Ambato durante Febrero a Abril, del periodo 2014-2015.

Un grupo experimental y un grupo de control participó en este proyecto. El grupo de control formado de 30 estudiantes utilizó la narrativa tradicional en voz alta, mientras que el grupo experimental formado de 25 estudiantes utilizó la narración digital a través de software Windows Movie Maker. Las clases se llevaron a cabo tres veces por semana durante un período de tres meses.

Un pre-test, post-test y una rubrica se utilizaron para determinar la mejoría de la expresión oral en Inglés en los grupos.

Los resultados de esta investigación revelaron que los estudiantes que fueron expuestos al tratamiento de narración digital mostraron gran mejora en su expresión oral, mientras que el grupo de control no mostró mucha mejoría en su habilidad de hablar.

PALABRAS CLAVE:

- **NARRACIÓN DIGITAL**
- **EXPRESIÓN ORAL**
- **CONSTRUCTIVISMO**

PART ONE

RESEARCH PROBLEM

1.1 The Identification of the Problem

English is playing a very important role in today's world in fields like communication, education, business, technology, diplomacy and many others. This is corroborated by Villalba & Rosero (2012) that mentioned that English is the world's lingua franca, this is why learning this language is required in order to interact and communicate in today's world.

The importance of English is recognized throughout the world and it is for this reason that English teaching is compulsory and it is taught usually from elementary school to university in many countries. Bell et al. (2011) explained that, public schools teach English from elementary school and even before. He stated that English has become mandatory in secondary education and many universities require English for admission or graduation.

In Ecuador, English is considered very important and it is a compulsory subject taught since elementary school to university. The Ecuadorian Ministry of Education (MinEduc) acknowledged "The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries" (Villalba & Rosero, 2012, p. 5).

Although English is taught in Ecuador since elementary school, a study made in 2013 by Education First (EF) revealed that Ecuador scored 46.90 out of 100 points in an English test. Ecuador ranked the 48th place with the lowest level of English among 60 countries and was positioned behind Colombia, Chile, Mexico and Peru during 2013 (Bell, et al., 2013).

In Ecuador, students have many difficulties to speak English. Rumiñahui High School is not an exception of this problem. The students present deficient fluency, poor pronunciation and limited use of vocabulary which cause basic levels of grammar when they speak.

A low English speaking level is caused by some reasons. One of them is the insufficient speaking practice in class. Some students are allowed to speak Spanish in the class and they ask questions and make requests in Spanish. Sharma (2006) believed that more exposition to the English language leads to quicker learning. He also mentioned that students will learn if they are forced to use the language. Besides, in Ecuador, English classes only last 40 minutes, therefore, the time students have for practicing and improving the speaking skill is very limited. Wallace, Stariha & Walberg (2004), suggested that “the more time students have to study the facts, a principle or practice a skill, the better they learn. Teaching and study time in school, as well as student work done at home, advance students’ learning” (p.8).

Another reason for unsatisfactory English speaking levels is the low use of technology in class. McDougald (2005) noted that technology and internet implementation in the classroom enable students to use their communicative skills with other people apart from their teacher and classmates and let them interact with the technology. He also stated that the use of the computer and internet in class provide learning opportunities, interactive activities and language through context.

Finally, what prevents students from having good English speaking is the low student participation caused by a teacher centered approach that does not allow students to play a more active role in learning. Richards & Rodgers (1986) commented that in a teacher center approach, the tutor controls learning. However, Scrivener (2005) points out that the teacher's main role is to "help learning to happen, "which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc" (p. 19).

Among the effects of having a low English Speaking level is having few study abroad opportunities. If students are excellent but do not speak English, they could probably lose a scholarship or spend some years studying English until they achieve an acceptable English level because many universities around the world teach subjects in English and students must be able to communicate with the teacher, classmates and other people in this language. Bell et al. (2011) claimed that "An increasing number of universities require English for admission or graduation. Many of them offer academic programs exclusively in English in order to compete with most senior universities from United States and United Kindom" (p.3).

Furthermore, if students cannot speak English, they may have low performance and low achievement in the English subject. In Ecuador, students must achieve specific English levels. Utreras (2007) went on to say that a good reason to study English is to study abroad , however, in Ecuadorian universities

knowing English is an inescapable requirement and students must pass a number of levels before graduation.

Finally, another consequence of not being able to speak English is having few working opportunities as many enterprises now require English speakers for many areas like business, tourism, technology, communications and so on. Bell et al. (2011) argued that “Although proficiency in English has long been a requirement in certain types of work as diplomatic and translation, today it has become an implicit advantage for almost any job in any sector of the economy” (p.7). In addition, Bell et al. (2011) reported that “In 2007 a study of 10,000 employees nonnative English speakers from multinational companies, showed that 49 percent of them used their English every day at work. Only 9 percent made no use of English at work” (p. 6).

By glancing at the consequences of not speaking English, it can be concluded that trying to improve the speaking skill in the students is really important.

Problem tree

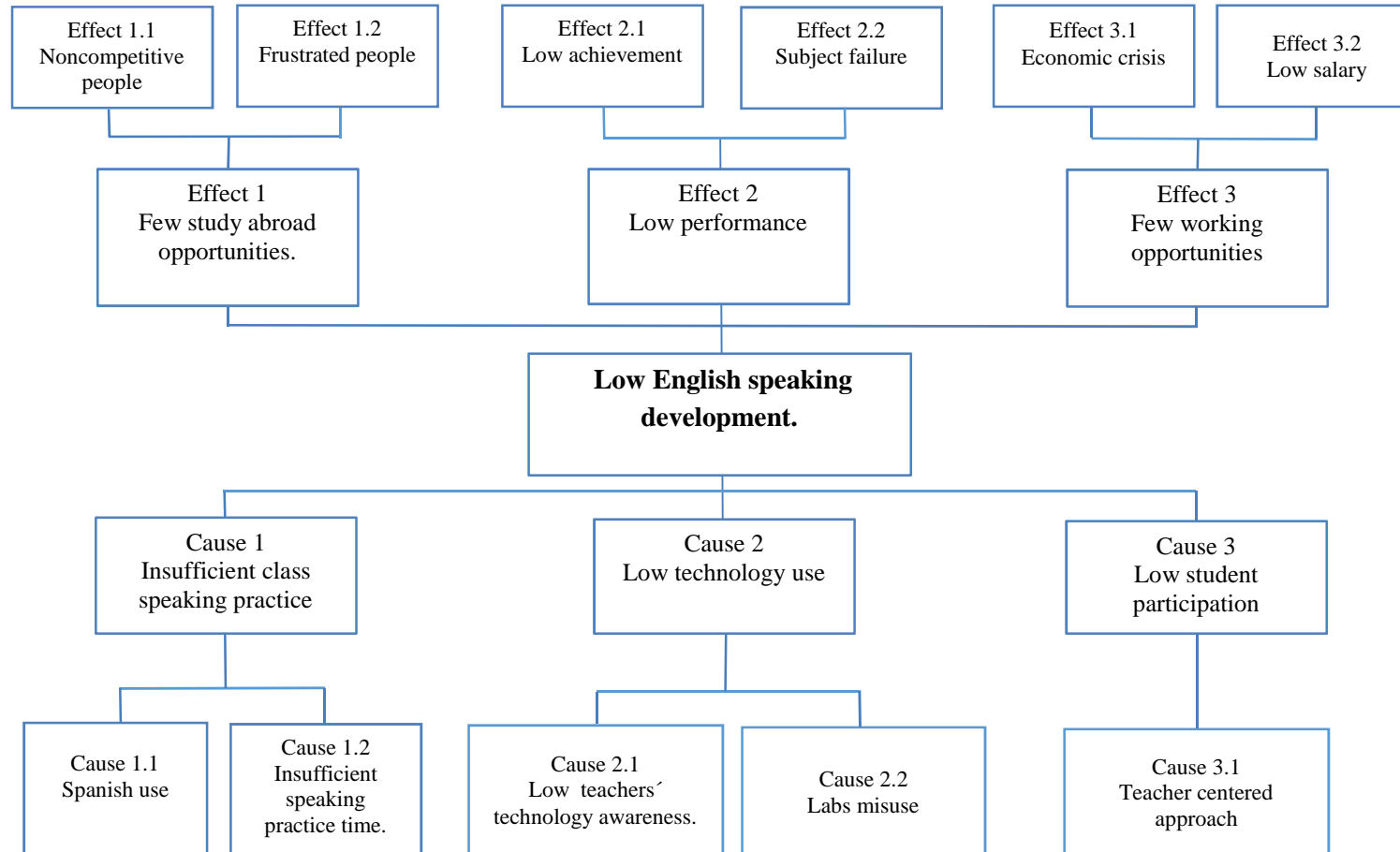


Figure 1. Problem tree

1.2 Problem Formulation

The question this study tries to answer is:

What is the incidence of Digital Storytelling on the development of the speaking skill in students attending the 3rd year of Bachelor at Rumiñahui high school in Ambato, during February to April, 2014-2015 school year?.

Education and technology lead to human progress. To be developed means having knowledge about science and technology (Fodje, 2001). There is no doubt that progress go hand with hand with the technology development. That is why developed countries emphasize in improving technologies to aid communication, production, economy and education. As technology causes a big impact in education, developed countries do not hesitate to use the available technological tools like cell phones, digital boards, cameras, personal computers, internet, electronic mail, videos, blogs, podcasts, websites, social networks and many others to favor education.

On the other hand, Winthrop and Smith (2012) pointed out “The rapid increase in access to technology in the developing world has been quite impressive, although such growth can vary widely between developing countries” (p. 14).

In Ecuador, technology is used scarcely according to some reports. The Digital newspaper Hoy in its article “El acceso a la tecnología es el talón de aquiles de Ecuador”, mentioned that, Ecuador shows big problems in access and technology development like “low internet penetration, low use of technological tools and the lack of investment in technological development.” Finally, it indicated that

“Technological tools are used mostly as a source of information, with 36%, while 28.2% use them as a channel of communication through social networks” (El acceso a la tecnología es el talón de aquiles de Ecuador, 2013).

In addition, the digital newspaper El Comercio, in the article called “La tecnología se usa poca en los planteles” mentioned that in Ecuador 53 % of teachers do not use Internet to explain a subject (La tecnología se usa poco a poco en los planteles, 2014). The scant use of technology in class can be caused by the lack of expertise of educators on technological innovations and their potential uses for education (Winthrop & Smith, 2012).

Among the difficulties found when trying to use the technology in class are the teachers’ unfamiliarity with computers, teachers’ perceptions that computers are not important to the learning process and computers provisioned with outdated software (Winthrop & Smith, 2012). This reflects the reality of our country. According to the digital newspaper El Mercurio in the article “Tecnología y educación” Marcy Driscoll considered that for students to perform effectively in a technological society it is necessary the training and development of teachers in pedagogical and didactic skills. Furthermore, Driscoll believed that local virtual libraries and computer labs implementation in Primary and in High School are also necessary to fulfill this purpose (Negrete, 2014).

As discussed here, technology is the basis for education. Unfortunately in Ecuadorian educational institutions the technology is used scarcely and improperly. Consequently, teachers must be trained about new methodologies and technological

innovations used in education. Moreover, teachers and students need the sufficient and adequate tools to use the technology like well structured computer laboratories and all the hardware and software necessary to perform appropriately their tasks.

1.3 Variable Matrix

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS	INSTRUMENT
INDEPENDENT VARIABLE Digital Storytelling	It is the combination of the art of telling stories with a variety of digital multimedia, such as images, audio and video	Digital Storytelling	Uses of Digital Storytelling in Education	Pre and Post test.
			Steps to create a Digital Story	
			Software needed for Digital Storytelling	
			Websites for creating and sharing Digital Stories	
DEPENDENT VARIABLE Speaking skill	It is the action of conveying information or expressing ones' thoughts and feelings in spoken languages.	Components of Speaking skill	Fluency	
			Vocabulary	
			Grammar	
			Pronunciation	
THE INCIDENCE OF DIGITAL STORYTELLING ON THE DEVELOPMENT OF THE SPEAKING SKILL	It is the use of Digital Storytelling in order to develop Speaking skills	Approaches	Constructivism	
		Activities	Digital Storytelling Project	
			Feedback	

Table 1. Variable Matrix

1.4 Objectives

1.4.1 General Objectives

- To determine the incidence of Digital Storytelling on the development of the speaking skill in the English language in students attending the 3rd year of bachelor at Rumiñahui high school in Ambato, during February to April, 2014-2015 school year.

1.4.2 Specific Objectives.

- To determine the level of speaking skill of students attending the 3rd year of bachelor at Rumiñahui high school in Ambato.
- To analyze software needed for Digital Storytelling for selecting the most appropriate one to be used by students.
- To define a suitable approach and activities for applying Digital Storytelling to develop speaking.
- To implement a workshop on Digital Storytelling to increase teachers' technology awareness.

1.5 Justification

“In this early part of the 21st century the range of technologies available for use in language learning and teaching have become very diverse, and the ways that they are being used in classrooms all over the world, have become central to language practice” (Motteram , 2013, p. 5). Technology has become part of our everyday life. Education is not an exception and in the field of language instruction, a variety of technological tools are being used in order to improve teaching and learning. Some of these are: blogs, wikis, electronic mail, podcasts, videoconferencing, digital games, websites, social networks, computer apps and many others.

Despite the technological improvements and implementations in the educative field, the doubt about its success in improving teaching and learning remains. Some argue that technologies aid in instruction while others claim the contrary.

Zhao (2005) defended that “the application of technologies can be effective in almost all areas of language education” (p. 32). While Schacer (1999) maintained that few studies show that the use of computer-based technologies in the classroom equates positive academic outcomes. It is therefore, necessary to investigate more about the technologies used in classroom in order to help dispel doubts about its effectiveness in education.

In addition, there is uncertainty about if the amount of money invested in technologies to enhance education is worth it. “Since computers started to be introduced in language learning (and in education in general) people have rightly

asked whether the investment we are making in these technologies gives us value for money” (Motteram, 2013, p.7). Implementation of technology in classrooms is costly and many underdeveloped countries do not have the sufficient resources to do it, hence, more research about technology in education needs to be done in order to discover why is it being effective or ineffective and avoid technologies and educative practices that are proven costly and inefficient.

"Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency" (Richards, 2008, p. 19).

This study is going to inquire about the use of a technological tool called Digital storytelling in the English class in order to develop the speaking skill. Some research studies about the topic have been conducted in some countries, but there is not sufficient information about its current situation throughout the world. This project is important because it will contribute to build and increase the knowledge about the use of Digital storytelling in an EFL class and its actual effectiveness in improving the speaking skill.

Lastly, this investigation could be used for future studies on the theme that could lead to discover better and effective practices in the English classroom.

PART TWO

THEORETICAL FRAMEWORK

2.1 Theoretical and Conceptual Focus

Many language learners consider that improving their speaking skills is an important objective because it will bring them personal satisfaction and will help them follow other interest or career goals (Vernier, Barbuzza, & Giusti, 2008). However, improving English speaking skills in students is still a hard task due to traditional teaching in which the instructor just impart lessons restricting students to think freely, limiting their use of creativity and not promoting the use of the technology in the class. Constructivist teachers on the other hand, foster among their students active participation in class and the use of the technology to perform school activities (Hernández, 2008).

Constructivist approach. It is an educational theory that encloses ideas about how people learn (Taber, 2011). Constructivism in an approach sustained in many psychological theories from renowned researchers like Ausubel, Bruner, Piaget and Vigotsky (González, 2012).

David Ausubel was an American psychologist and educator. He proposed the theory of meaningful learning. This theory maintained that new knowledge should be associated or related to what the learner already knows. All learning that relates to the knowledge he has learned from his surroundings will be significant. If the student has interest in the new knowledge, he will be able to relate it with his previous mental structures (González, 2012).

Jerome Bruner who was an American doctor in psychology argued that students learn by doing, by manipulating, by discovering, by perceiving with the senses. He suggested challenge the curiosity and the mind. Bruner called this discovery learning and this allowed the learner to organize the new information (González, 2012).

Jean Piaget was a biologist, psychologist and epistemologist born in Switzerland. Piaget claimed that the student learns actively. Active learning means that the student uses his brain, manual or body functions and by doing this, he acquires experiences that he stores in his brain. All these learning experiences are grouped in an organized manner forming structures that connect with other existing ones, thus the mental structure is in constant construction. He also stated that when the information that the person receives is strange or doubtful, he will seek new information or explanations that can connect with his previous knowledge and this is when the person also learns and when he becomes the protagonist of his own learning (González, 2012).

Lev Vygotsky who was a psychologist born in Russia, he stated that, it is necessary a relationship between the people and its environment for learning to take place. This will allow the expanding of mental structures, rebuilding knowledge, values, attitudes and skills. Vygotsky also supported mediation. Mediation is the intervention of a person so someone can learn. This intervention should allow the student to learn with autonomy and independence. If the teacher is the mediator, he should make the students deduce answers, allow them to discover new things and provide them with opportunities so they construct their own learning (González, 2012).

Constructivism supports the active role of the student in class. The student gets involved in the learning by using his brain and body functions. The role of a constructivist teacher is to help the student participate in class and make him do activities in which he can discover, use his creativity, investigate, solve problems, deduce answers, and make conclusions out of situations. Additionally, the teacher acknowledges that students need interesting activities that can be applied in real life. Moreover, the teacher must provide an environment where the learner is not afraid of expressing his ideas and an atmosphere where he feels valued and respected (González, 2012).

Digital Storytelling allows constructivism in class. Robin (2006) mentioned that creating a digital story is an experience that enhances learning because students can experience personal ownership, engagement and accomplishment. In addition, he stated that this activity facilitates group work and suits many learning styles. Moreover, he indicated that digital storytelling is a creative activity that generates interest, attention and motivation. Robin also argued that the process of storytelling has the potential to enhance communication skills and encourages the students to organize their ideas, ask questions, and express ideas and opinions. Lastly, Gregory (2008) claimed that with digital stories, students are able to practice and auto analyze their oral expression.

Positive results were found in a study called “Developing English speaking skills of Thai undergraduate students by Digital Storytelling through websites” carried out by Manussanun Somdee & Suksan Suppasetsee from the Suranaree

University of Technology in Thailand. The researchers of this project noticed that students had lack of confidence to speak English and problems with pronunciation. In this way, they implemented Digital storytelling activities in their classes during 10 weeks in which the students had to create their own digital storytelling through windows movie maker and later present and published them through websites to their classmates. A post-test was used to analyze if English speaking skills were developed. The effects of implementing digital storytelling in the classroom had helped improved the students' English speaking skills but also had helped them become active and self-directed learners (Somdee & Suppasetsee, 2012).

Similarly, a conducted study called "Digital storytelling in EFL classrooms: The effect on the oral performance" developed by Seyed Jalal Abdolmanafi-Rokni and Masoud Qarajeh from the the Payam Noor University in Iran showed positive outcomes. Researchers used a control group who was exposed to traditional way of storytelling aloud and an experimental group exposed to digital storytelling using the internet and websites to measure the effects on oral performance. The experimental group was exposed to treatment with a digital storytelling course for 12 sessions, whereas the control group had the traditional storytelling instruction. At the end of the course, a speaking test was administered to both groups and the data analyzed proved the efficiency of the digital storytelling on the oral performance of EFL learners (Abdolmanafi & Qarajeh, 2014).

In seeking ways to improve the English speaking skills of students attending 3rd year of bachelor at Rumiñahui High School, it is proposed in this research, the implementation of Digital storytelling in class, as it is considered a tool that integrates technology and constructivist principles that will suit the current students' needs and will help them get more engaged in the learning process. Digital storytelling will be a new and challenge activity for students who are used to traditional teaching methodologies. The outcomes of the study will help EFL teachers to consider or not using digital storytelling in class to improve students' English speaking skill.

2.2 Structure

2.2.1 Digital Storytelling

Joe Lambert and Dana Atchley were part of the digital storytelling movement in 1980s. They cofound the Center for Digital Storytelling (CDS) in 1990. This center trains and assists people who want to create and share their personal stories. (Robin, 2008).

Digital Storytelling can be defined as “the combination of the art of telling stories with a variety of digital multimedia, such as images, audio and video” (Robin, 2006, p. 1).

Gregori (2008) indicated that a digital story is a helpful instructing tool that consists in the production of a short video about 3 to 5 minutes long. In the video, people can share a story about themselves or any other theme, the message told in

voice is reinforced with pictures, video, soundtrack and text. Furthermore, digital storytelling can also be used for different subjects and contribute to the reinforcement of a variety of skills and abilities.

There are four activities to elaborate storytelling in EFL class, these are: narrative, descriptions, biographies or persuasive speech. Digital storytelling can also be used for subjects like literature, language teaching or scientific subjects. With Digital Storytelling, users can create videos in a simple way and share it so others can see it. These videos can be played on a computer or uploaded on websites (Gregori, 2008).

2.2.1.1 Uses of Digital Storytelling in Education

In the last two decades, digital stories have expanded and accessed educational institutions like primary and secondary schools, colleges and universities (Thornburg, 2014). One of the factors that helped its growth is the easiness and rapidness with which one can create a digital story and the affordability and accessibility of technological tools like computers, scanners, digital cameras and audio capture devices in schools (Robin, 2008).

Digital storytelling as a pedagogical tool can be used in any area of knowledge; its content can be historical, thoughtful, persuasive and didactic (Maddalena & Sevilla, 2014). Robin (2006) pointed out that Digital Storytelling can be used for instruction in different subjects like mathematics, medicine, sciences, languages or humanities. He also stressed that digital storytelling is a great activity for students because it generates interest, attention, motivation and also maximize the creativity in them. Besides, as digital storytelling includes pictures, music and narration, it is an ideal

activity to different learning styles. Moreover, Robin stated that Digital Storytelling serves to enhance learning and teaching. Teachers can use digital stories to present a theme and facilitate understanding due to its multimedia structure and students can use it to share their stories.

Robin (2006) also acknowledged the literacies and skills that digital storytelling helps enhancing in students, these are:

- Digital Literacy: Communicate, discuss issues, and gather information in a digital community.
- Technology Literacy: Use computers to improve learning and performance.
- Visual Literacy: Communicate through visual images.
- Information Literacy: Find, evaluate and summarize information.
- Research Skills: Find and analyze important information.
- Writing Skills: Develop a script.
- Organization Skills: Manage the time and materials needed to complete the project.
- Technology Skills: Learn to use technological tools like cameras, scanners, microphones and multimedia software.
- Presentation Skills: Decide how to present the story to a public.
- Interpersonal Skills: Learn to work in a group.
- Problem-Solving Skills: Learn to decide and overcome obstacles from the beginning to the end of the project.
- Assessment Skills: Critique one's and others' work.

Digital storytelling is a multimedia tool that can be used for any subject and allows learners the development of many skills; however, for digital storytelling to be a success in the classroom, it is necessary that the teacher is familiarized with the process, technology, challenges and benefits associated with this strategy (Kajder, 2004).

2.2.1.2 Steps to create a Digital Story

The process of making a digital story can be done in four steps. The process is similar to writing. The following steps will help the student to use his imagination and talents and build a great story.

2.2.1.2.1 Pre-production

Writing a Script.

To make a digital story, it is necessary to first write a story. Each story must be meaningful to the writer. Once wrote it, it must be read out loud periodically so the writer could revise the grammar and vocabulary. Most importantly, the writer has to ensure that the language used can be understood by his friends, family and classmates.

Planning the Project.

It is important to plan the project because it takes time to put all the elements together into a cohesive story. Possible storyboarding, templates, image lists templates and music or sound lists templates must be chosen prior the beginning of

production. It must be taken into account that some scenes will also need to be modified in the process.

Organizing Project Folders

In case of having many digital stories, these should be kept in folders so they can be easily found.

2.2.1.2.2 Production

Making the Voiceover

A voiceover is the recording of the final script with the voice of the creator of the story. The voice performs the story. Voices can captivate the audience and make stories more emotional.

Gathering and Preparing Resources

It is the storyboard planning. Images and music list are gathered and prepared prior to the post-production phase. The voiceover adds more depth and meaning to the story. Every media resource used depends on the script and creativity of the maker.

2.2.1.2.3 Post- Production

Putting it all together

This is the stage where all the elements of the pre-production phase are put together. The final goal is to keep the audience attention until the end of the story.

Adding images and voiceover is the first step, when that is done, other media elements can be added to increase meaning and impact. Music soundtracks are added last. In this stage, the work is modified until it is right, sources are cited and acknowledgements are added at the end of the story.

2.2.1.2.4 Presentation

Applause! Applause!

The presentation of the digital story is the time to share experiences or ideas of individuals and groups. Stories can be shared by exporting them to email, publishing them on the web, distributing them on DVD format or sharing them by bluetooth to other computers and cell phones (Digital storytelling, 2008).

2.2.1.3 Software needed for Digital Storytelling

To make digital stories, it is necessary computer literacy from the author as he needs to combine images, audio, text and multimedia effects. The author also needs to know how to use video creation programs like, Windows Moviemaker, iMovie or Photo story (Gregori, 2008).

2.2.1.3.1 Movie Maker

Windows Live Movie Maker is a freeware video editing program created by Microsoft. It allows creating, editing and publishing videos on websites like Facebook, You tube, Flickr and others. Windows Movie Maker 2012 was launched

in April 2012. It included an ameliorated voiceover recorder with an audio mixer and some free music lists.

Layout. The Layout has a storyboard and a timeline view; on it, you can organize imported video. In Windows Movie Maker, you can see the video like photographs that display each scene. In the storyboard you can add video, images, music and credits, these at the same time can be edited or changed.

Importing video and images. On the program, one can chose to import video and images from a camera, scanner or the user's portfolio. Any picture or clip can be placed anywhere on the timeline, it can also be duplicated, copied, edited and placed into another position.

Effects and Transitions. Windows Movie Maker includes different transitions, effects, titles and credits animations. Tittles are animated text and this can be placed at the beginning and end of the movie but also placed ove the clips. Tittles and credits can be static or animated. Users can also create and custom the effects and transitions of their movies (Windows Movie Maker, 2014).

2.2.1.3.2 iMovie Software

iMovie is an application of video editing designed by Apple Inc. iMovie works only on Mac OS X. Once the movie is created, it can be exported to iTunes so it can be watched in iPhone, iPod or iPad and it can also be published on websites like Youtube, Vimeo or Facebook.

Layout. On iMovie, one can make tasks easier only by touching and dragging. iMovie has a storyboard and a timeline. On the storyboard ,the video, image or sound must be dragged and organized in the order wanted. iMovie has trailer templates like romantic, comedy, adventure, and epic drama. It also has an integrated iTunes to easily add music.

Importing video and images. Raw video or images can be imported from the video camera or computer folders, these can be edited by adding on them titles, music, transitions and effects. Editing buttons can include color balance, color correction, cropping, volume, noise reduction, and equalizer.

Effects and Transitions. iMovie not only has transition and presentation effects but also effects of color, video and sound (iMovie, 2014).

2.2.1.3.3 Photo Story 3

Photo Story is a free application developed by Microsoft; it allows the creation of visual stories with photos.

In the layout of Photo Story we firstly find options to create, correct or reproduce a story. It also has a film strip where pictures had to be imported and arranged. The program has options to edit photos like cut, rotate, arrange contrast, correct color, correct red eyes, and apply visual effects. There is also an option to correct pictures automatically. Titles and subtitles can be added on the presentation as well as narration, effects, transitions and background music. Music can be generated from combining themes.

Photo Story is ideal for weddings, birthdays, and other celebrations or to tell any kind of stories. Once the story is finished, it can be played using Windows Media Player. Photo story can be downloaded online without any cost (Photo Story 3 for Windows, 2013).

2.2.1.4 Websites for creating and sharing Digital Stories

2.2.1.4.1 VoiceThread

VoiceThread is a Web-based digital storytelling program that enables users to upload pictures, documents, record audio or video and add comments. With Voice Thread it is easier to create multimedia presentation in a short period of time. Voice Thread is an excellent tool to promote self expression and creativity. The students are able to think carefully about what they record, at the same time they can practice foreign language skills while making their digital stories and analyze the comments made upon stories. Students can present their works or debate topics, create virtual tools, comment on photographs, create oral book reports, simulate interviews, comment on a speech, analyze and comment charts and graphs, simulate debates on topics and create presentations about any topic.

A VoiceThread can be embedded in blogs, wikis, and other types of web sites and even be downloaded. This website however, is not for free (VoiceThread, 2014).

2.2.1.4.2 Glogster

Glogster was launched in December 2009 for interactive, collaborative education. Glogster is a paid online platform that allows the creation of interactive posters, or

Glogs. In a glog the user can mix text, audio, video, images, graphics and more. This Web 2.0 tool lets students present their knowledge of a subject. To create a Glogster users must insert text, data, images, photos, audio, videos, animations, links, special effects and other elements into their glogs. Glogs have editing tools and simple drag and drop function for adding media. The poster can be shared on the web site glogster.com, it can also be embedded in wikis or blogs, shared via Facebook and Twitter or saved in the computer. Teachers can also create presentations, give tasks, grade students' work and communicate with students online. By creating a glogster, students can show their creativity, problem solving skills and express their emotions, ideas and knowledge online (Glogster EDU FAQs, 2007).

2.2.2. The Speaking Skill

The Oxford Dictionary of Current English defined speaking as “the action of conveying information or expressing ones' thoughts and feelings in spoken languages” (p.414).

2.2.2.1 Components of Speaking skill

Speaking in a foreign language is an exigent activity for students. To speak well in English one must use appropriate words, right pronunciation and correct grammar to transmit meaning fluently and accurately. In addition, the message must be organized so it can be more understandable (Cameron, 2001).

2.2.2.1.1 Fluency

Speaking a language fluently is the latest goal to be achieved in mastering a language. Fluency is one of the components of oral proficiency and an aspect for evaluating oral language exams (Lennon, 2000).

Lennon (2000) indicated that fluency is “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language” (p. 26). Lennon also commented that fluency means using L2 with ‘native-like rapidity’.

Fluency is related with four factors:

- The total number of words spoken in a fixed time.
- The number of silent pauses for thinking.
- The number of repetition of words, phrases or clauses.
- The number of repair or reformulation for correction (Breiner, Lowe, Miles, & Swender, 1999).

Good fluency includes the following aspects.

- An acceptable intonation and pronunciation.
- The own conviction that what we are saying is, unquestionably, regardless of the opinions of others.
- Process the information quickly and react (Vazquez, 2000).

Fluency in linguistics is also related to the capacity to talk coherently, say appropriate things in many contexts and be creative and imaginative in language use (Fillmore, 1979).

Among the activities that improve fluency are:

- Making students say phrases and sentences as quickly as possible, starting slowly and then fastly.
- Making students perform dialogues from a drama or a short story that will make them practice features of real speaking and will help them improve their fluency (Harmer, 2001).

2.2.2.1.2 Vocabulary

Harmer (2001) pointed out that language structures form the skeleton of a language and vocabulary is the flesh. This means that both are important. Some methods like the communicative language teaching makes scant or none emphasis in teaching vocabulary, however, modern language course books concentrate on structures and vocabulary.

Sárosdy, Farczádi, Poór, & Vadnay (2006) argued that knowing a word consist in many factors.

Meaning

Students know the meaning of a word if they understand it in the context in which it is used. They also know the meaning of a word if they know its equivalent in their mother tongue. Teachers have to teach only one meaning at a time. Besides, words have denotative meanings that refer to the first meaning of the words and connotative meanings that are the additional ideas or emotions that words suggest and are not part of its usual meaning.

Use

Students must use a word in the right context; they must know its meaning depending on how the word is used. In addition, students need to know which words are used formally, informally; which words are polite and which are rude.

Word formation

Word formation refers to the morphology. Students must know that some English words are used sometimes as nouns other times as verbs; they also need to know how suffixes and prefixes change the meaning of words.

Spelling

Students know a word if they can spell it accurately.

Word grammar

Some words need the use of certain grammatical patterns such is the case of countable and uncountable nouns, for example there is no plural of rice and sugar because these are uncountable nouns.

Phonology

The learner must know how a word is pronounced.

Analyzing all these elements, it can be concluded that knowing a word is more than understanding its meaning/meanings.

Blachowicz & Fisher (2004), argued that learning words from context is an important way for vocabulary growth. They stated that this can be achieved by using short stories. Besides, Collie and Slater (1987), mentioned that stories offer

new words with the actual usage in many forms and this can help EFL learners to understand the meaning of the new word and its usage in context.

2.2.2.1.3 Grammar

Grammar is a necessary skill that helps developing listening, speaking, reading, and writing. When grammar is incorrect in any of these areas, communication may be confusing (Savage, Bitterlin, & Price, 2010).

“A grammar of a language describes the principles or rules governing the form and meaning of words, phrases, clauses and sentences. As such, it interacts with other components: the phonology, the graphology, the lexicon, and the semantics” (Huddleston and Pullum, 2002, p.3).

Grammar studies the syntax and morphology of sentences (Thornbury, 1999). Syntax is concerned with the way words are put together to form phrases, clauses or sentences (Carnie, 2001). Morphology deals with words, their internal structure, and how they are formed (Aronoff & Fudeman, 2010).

How to teach grammar from rules.

- The deductive approach – rule driven learning. This approach starts with presenting a rule and then with examples in which the rule is applied.
- The inductive approach – the rule-discovery path. In this approach, learners discover rules for themselves (Thornbury, 1999).

Approaches to teach grammar.

Savage, Bitterlin and Price (2010), described the following approaches to teach grammar.

- Grammar-translation Method. In this method, grammar rules are taught by explicit teaching, students have to memorize grammar rules. This approach makes emphasis in language forms.
- Direct Method. In this approach, grammar is taught through dialogs or stories, and grammar is taught inductively through actions, pictures, objects.
- Audio-lingual Method. This method uses drills to teach grammar.
- Cognitive Approach. In this approach grammar is taught inductively or deductively.
- Natural Approach. In this approach grammar is not overtly taught because it is believed that grammar is learnt naturally.
- Communicative Language Teaching. For this approach, the communication is the most important goal. It makes emphasis on meaningful interaction. Its syllabus includes language functions and the use of authentic texts and contexts.
 - a) Functional grammar. In this approach it was discovered that language could be categorized on the basis of notions such as quantity, location and time, and functions such as making requests, making offers and apologizing. This approach is interested in the grammatical structure of the language as a means to getting things done (Cobuild, 1999).

- b) Teaching grammar through context. This approach is designed to promote interaction between learners as a bridge to real communication. Stories can be used to teach grammar through context. If chosen well, stories can be fun and hold students' attention. Stories should last from one to five minutes, and the more exaggerated or strange they are, the more likely students will remember the teaching points they illustrate. In addition through stories grammar points are easier to remember (Gardner, 2008).

Grammar can be taught in many ways, but students perceptions should also be considered in the decision making process (Morelli, 2003).

2.2.2.1.4 Pronunciation

“Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking” (Sárosdy, Farczádi, Poór, & Vadnay, 2006, p. 78).

Sárosdy, Farczádi, Poór, & Vadnay (2006) mentioned that the aim of teaching pronunciation should be making students work on intelligible pronunciation instead of making them sound like native speakers. They indicated that there are four main areas of pronunciation: individual sounds, word stress, intonation and connected speech.

Individual sounds

Students of English may face problems with different sounds, they could not discriminate between two sounds or do not have some sounds in their mother

language. Sárosdy et al (2006) pointed ways of dealing with this problem: One of them is showing students how sounds are made through diagrams or explanation and the other way is to show the sound to the students each time they hear it on a cassette or in a conversation. In addition, teachers can use minimal pairs to make students aware of the difference between similar sounds.

It is also possible for problems of sound and spelling to teach different phonemes. Finally, to identify these symbols, students should listen to recordings and practice pronunciation in choral repetition first and then individually.

Stress

“Stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen and volume increases” (Harmer, 2001, p.32). Stress is important because if it is shifted around, a phrase or a sentence can change its emphasis or meaning. To teach stress the teacher can ask students to underline the stressed syllable. Teachers could also set tasks where students change the stress according to the type of message (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

Intonation

“It is the alteration of pitch as we speak to convey a range of meanings” (Harmer, 2001, p. 28). Teachers should make students pay attention to the way native speakers use changes in pitch to convey meaning and mood. Teachers can make students utter the word ‘yes’ in many different ways or ask them to draw arrows under the utterances in English so that they can recognize the intonation patterns.

The teacher can also use arrows on the board to demonstrate intonation (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

Connected speech

To have a good pronunciation, it is not enough to say individual words or sounds rightly, it is necessary to pronounce whole phrases well because the sounds of words change when they connect with each other. When students read a text or practice a dialogue, the teacher can help them recognize certain words linking phrases (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

Digital storytelling is a tool that has the potential of enhancing oral skills. Students need to develop oral presentation skills in order to present their final digital stories, among these skills is pronunciation. Digital stories include spoken narrative and thus students get to hear how their writing sounds because they are able to record and listen to it as many times as they wish and in this way they practice pronunciation (Gregori, 2008).

2.2.3 The Incidence of Digital Storytelling on the Speaking Skill

2.2.3.1 Approaches

An approach is made by those theoretical principles on which the curricular design is based (Richards & Rodgers, 1986).

2.2.3.1.1 Constructivism

“Constructivism is an educational theory that encloses ideas about how people learn the factors that lead to learning and ideas about how curriculum should be

designed to respond to educational purposes” (Taber, 2011, p. 40). Constructivism in an approach whose theoretical framework is sustained in many psychological theories from renowned researchers like Ausubel, Bruner, Piaget and Vigotsky (González, 2012).

David Ausubel.

He was an American psychologist and educator who was born in 1918. His theory is based on meaningful learning. Ausubel considered that new knowledge should be associated or related to what the learner already knows. The previous knowledge that students have can be theoretical information or knowledge acquired through experience. This previous knowledge can be related to his life, his environment or culture. The cultural environment develops in each individual a series of prior knowledge with which he will relate to the new information. All learning that relates to the knowledge he has learned from his surroundings will be significant.

The interest that the learner puts in the new knowledge will determine the capacity of relating the new learning with his previous mental structures. If there is no disposition from the learner, he will just memorize the content without connecting with some prior knowledge. For Ausubel, learning will be significant if the content is of interest of the learner (González, 2012).

Jerome Bruner.

He was a doctor in psychology born in New York, USA in 1915. He argued that the child is a social being with a culture and previous knowledge that organizes in his mental structures when he does some activity and learns when he discovers through

what he has done. Bruner in his theory, highlighted the importance of action, of doing, of discovering through the teacher's help. He also favored challenge the curiosity, the mind, the knowledge because through the interest in discovering new learning is built. In this process of building, the learner makes hypothesis based on the knowledge he possesses. Bruner called this discovery learning, and this as allows the learner to organize the new information through what he discovers by manipulation and perception with all his senses (González, 2012).

Jean Piaget.

He was a biologist, psychologist and epistemologist born in Switzerland (1896-1980). Piaget indicated that it is through active interaction that learning takes place, this means when doing something, when reasoning, when imaging and when manipulating things. When this happens the student is the protagonist of his own learning.

Piaget maintained that when the student learns actively, that means when he uses his brain, manual or body functions, he acquires experiences that he stores in his brain. All these learning experiences are grouped in an organized manner forming structures that connect with other existing ones. Thus the mental structure is in constant construction.

Piaget also emphasized that learning is an active process constantly built through experience and with the information that the learner receives. He stated that when the information that the person receives is astonishing, strange, mistrusting or doubtful, this will not fit with the structure he had, therefore, it will be a cognitive conflict and the brain will not know where to store the new information. When this cognitive

conflict happens, the person seeks new information, explanations that can connect with the information he had already stored in his brain so that there is a balance again. When the person seeks information, relates ideas, investigates is when he learns (González, 2012).

Lev Vygotsky.

He was a psychologist born in Russia (1896-1934). Vygotsky considered that culture provided people the necessary tools to modify their environment. He argued that the social and cultural stimulus played an important role in the skills that children develop. He believed that culture mediate our actions.

Vygotsky stated that it is necessary a relationship between the people and its environment for learning to take place. This will allow the expanding of mental structures, rebuilding knowledge, values , attitudes and skills. He also pointed out that a very important element to change mental structures and social interaction was mediation. Mediation is the intervention of a person so someone can learn. The intervention should allow the student to learn with autonomy and independence. In the case of the teacher he should make students deduce answers, allow them to discover new things and provide them with opportunities so they construct their own learning.

In addition, Vygotsky noted that the child has knowledge that allows him to perform certain tasks (development zone) but the challenge of the teacher is to work the zone of proximal development, this zone refers to the skills of students that have not matured or are weak but are in the process of maturation. This zone is also what the student has not learnt but can learn with little guidance (González, 2012).

Constructivism and learning – core ideas

The Constructivist theory advocates the following ideas.

- Knowledge is actively constructed by the learner, not passively received from the outside.
- Learners come to the learning situation with existing ideas about many phenomena. Some of these ideas are unstable and others well developed.
- Learners have their own individual ideas about the world. These ideas help them understand many phenomena.
- Even though knowledge is personal, the learners also construct their knowledge through their interaction with the world, with people and in a cultural and linguistic environment (Taber, 2006).

Constructivist teaching.

The conditions necessary to promote constructivist teaching are:

- New concept is clear and different from the previous.
- New concept can be applied in real situations.
- New concept generates new questions and expectations.
- The student observes and understands the causes of his mistakes.
- The student can freely express himself without coercion or fear.
- The student has the opportunity to participate in the teaching process like the selection of activities (Ramírez, 2006).

The role of teachers

A constructivist teacher must have the following features:

- The teacher is a mediator between knowledge and learning of his students.
- The teacher reflects about his teaching practices, makes decisions and solves problems of the class.
- Promotes meaningful learning that makes sense and is functional for students.
- Helps students taking into account their needs and interests.
- Respects the students and their opinions.
- Establishes an interpersonal relationship with students based on values like respect and tolerance.
- Avoids being a mere transmitter of information (Barriga & Hernández, 2002).

The role of the student

- The student learning is the product of the interaction between the learner and the external stimuli.
- Learning is encouraged by research, mental activity, moral autonomy, meaningful learning, the application of what was learnt and the processes of individualization and socialization.
- The student is responsible for his learning when he thinks and acts through meaningful and contextualized content (Ramírez, 2006).

In short, constructivism supports the active role of the student in class. The student gets involved in the learning process by doing, discovering or manipulating. To apply constructivism in class, the teacher must not place himself in front of the

class and explain concepts, on the contrary, he needs to help the student participate in class and make him do activities that can help him become an effective thinker. In addition the learner needs interesting activities and an atmosphere where he can freely express his ideas.

Digital Storytelling is a constructivist activity. Robin (2006) stated that through digital storytelling students can be active participants when designing, creating and presenting their stories. Besides, this activity encourages group work and is ideal for many learning styles. In addition, Robin noted that students can use their creativity and express their ideas and opinions when making the story. Moreover, this activity is interesting and motivating to students. Finally, Digital Storytelling is associated with the development of multiple learning skills, including inter-personal, problem solving, technological and communication skills.

2.2.3.2 Activities

The Merriam Webster dictionary online defined activity as “something that is done as work or for a particular purpose” (Activity, 2014).

2.2.3.2.1 Digital Storytelling Project

Digital storytelling is a beneficial process to students of all levels (Thornburg, 2014).

Gregori (2008) and Robin (2006) mentioned some of the advantages of using Digital Storytelling in class.

Teachers can use digital stories to present a theme and due to its multimedia structure facilitate understanding of the topic. Through the creation of the stories, students are encouraged to take responsibility for the material they present. Deeper thinking is also promoted as students need to examine and organize data. In addition, students have a great opportunity to express their feelings and beliefs. Investigation skills are promoted when students have to pick up and examine information. Digital Storytelling helps enhancing writing skills when making the composition. Creativity is enhanced as students have to create stories and present the final work. Technology skills are also learned by creating digital stories since the handling of technological tools like cameras and software. Moreover, students can develop interpersonal skills through the use of personal stories to know each other better while they tell stories or give personal opinions, anecdotes or memories.

Apart from the skills mentioned above, digital storytelling is also a great tool to teach speaking. Gregori (2008), explained that speaking skills are developed because digital stories use spoken narrative and thus students get to hear how their writing sounds and students are able to record and listen to it as many times as they wish. In addition, by using, a script and oral narration in digital storytelling, students can practice and autoanalyze their oral expression. Furthermore, intonation, grammatical structures and tenses in stories can also be practiced.

Digital Storytelling is an excellent tool that promotes effective teaching (Gregori, 2008).

2.2.3.2.2 Feedback

Freiermuth (1998) supported that “teachers’ feedback helps to improve learners’ accuracy and language acquisition”(p. 7).

Winne and Butler (1994) defined that feedback is “ information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies” (p. 5740). Feedback is very important in the learning process and it allows personal growing. In addition, feedback enhances learning as students can be aware of their strengths and can identify action plans to help improve their weaknesses (McKimm, 2007).

Feedback Strategies.

It is not enough to provide feedback to students, there are also some strategies that will make feedback more effective, Brookhart (2008) suggested four feedback strategies: timing, amount, mode, and audience.

Timing

Brookhart pointed out that feedback should be immediate or slightly delayed, it must be given according to the topic that students are studying at the moment so they can do something to improve.

Amount.

Brookhart mentioned that the teacher should give convenient amount of feedback. It is important to make clear in which points students still need to work on.

Some students will need improvement in only one point while others in many points. Some other points could be about what students should know, the aspects in which students did a good work and the aspects they will benefit if they improve their work.

Mode

Brookhart signaled that there are different feedback modalities like written , oral and demonstration. If written feedback is provided the student must understand what the teacher writes and if oral feedback is provided, the teacher must bear in mind if he has enough time to talk with all the students.

Audience

Brookhart indicated that feedback must be given according to the audience, students must be able to understand the feedback given. Feedback can be given to a group of students to save time or the teacher can call out just the group of people who need feedback while letting the other students work on other tasks.

Brookhart (2008) considered that feedback is being given appropriately when students learn and their work improve, when students become more motivated to learn and when feedback in the classroom is valued and viewed as productive.

Teachers must ensure they provide feedback when the students create, design and present their digital stories (Reinders, 2011).

2.3 Hypothesis Formulation

2.3.1 Working Hypothesis

“The use of digital storytelling influences positively in the development of the speaking skill in the students attending the third year of bachelor at Rumiñahui High School in Ambato.”

2.3.2 Null Hypothesis

“The use of digital storytelling does not influence positively in the development of the speaking skill in the students attending the third year of bachelor at Rumiñahui High School in Ambato.”

2.3.3 Alternative Hypothesis

“The use of ELT podcasts influences positively in the development of the speaking skill in the students attending the third year of bachelor at Rumiñahui High School in Ambato.”

PART THREE

METHODOLOGICAL DESIGN

3.1 Research Type and Design

The present study is a quasi-experimental research in the form of two groups pre-test and post-test design with quantitative data analyses.

“In the quasi-experimental research, the investigator also manipulates deliberately at least one independent variable to observe its effect and relation with one or more dependent variables” (Albert, 2007, p. 83). In this study it will be observed the effect of Digital Storytelling (independent variable) in an English class and its incidence on the speaking skill (dependent variable).

A pretest-posttest design incorporates the administration of pre-tests to the groups that compose the experiment. A pretest is administered simultaneously to the control and experimental groups. Then, one group receives the treatment (experimental group) and the other does not (control group). Finally, a posttest is administered to both groups, control and experimental. These tests serve to analyze whether the experimental treatment had an effect on the dependent variable (Cruz, Olivares, & González, 2010).

“A quantitative research tries to test objective theories by examining the relationship among variables” (Creswell, 2008, p. 13). This research is quantitative because its variables can be measured on instruments so that numbered data can be analyzed using statistical procedures.

3.2 Population

This population for this study included 55 students from the Rumiñahui High School. The treatment group was the 3rd of Bachelor section “H” with 25 students and the control group was the 3rd of Bachelor section “B” with 30 students.

3.3 Field Work

“The fieldwork is the set of actions directed to obtaining in direct form data of the primary sources of information, that is to say, of the persons and in the place and time in which are provoked the set of facts or events of interest for the investigation” (Sabino, 1995, p. 68). This project was applied at The Rumiñahui High School which is located in Los Capulies Avenue, Atocha parish in the town of Ambato that belongs to the Tungurahua province.

3.4 Instruments for Data Collection

The instruments for gathering data were a pre-test and a post-test.

Tests: “The term test comes from the English word, with which it is designated the procedure destined to verify the mental activity or the aptitudes of someone, by means of a survey of questions that appear in a certain time to be answered” (Villalba, 2011, p. 113). For this study a pre-test and a post-test were used. Prior to the experiment, the participants were measured in their speaking ability by using a pre-test. Then, a post-test was given to each participant after the experimental group used digital storytelling and the control group used storytelling aloud for 3 months, (See Annexes 2 to 5). One rubric was used to grade the speaking skill in terms of interaction, fluency, grammar and vocabulary, (See Annexes 6 to 8).

3.4.1 Validity of the instruments.

The validity “refers to the degree to which an instrument actually measures the variable being measured” (Albert, 2007, p. 104). This means that if an instrument was made to measure fluency, it should not measure pronunciation. In order to confirm the validity of the instruments used in this study, the tutors of this research analyzed, reviewed and approved them prior to their application.

The following documents were subjected to validation. (See Annexes 2 to 8).

1. Pre-test
2. Post-test
3. Speaking Rubric

3.5 Processing analysis

Quantitative data. Firstly, we took the results of the pretest and post-test from the control and experimental groups. Secondly, data was tabulated, analysed and interpreted by using Microsoft Excel software. The results were interpreted making conclusions to test the hypothesis.

PART FOUR

TESTING THE HYPOTHESIS

4.1 Graphical Exposition of Results

4.1.1 Analysis and Interpretation of the Pre-test results.

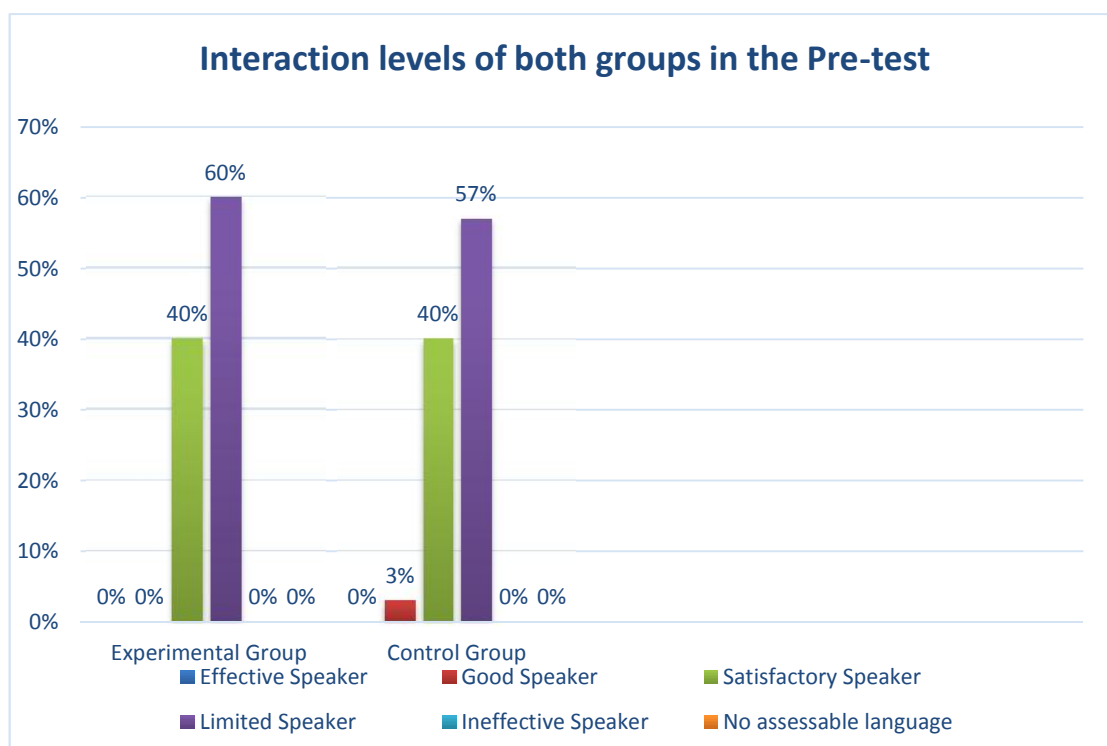


Figure 2. Interaction levels of both groups in the Pre-test

Analysis and Interpretation:

40% of students from the experimental group showed decent interaction levels but more than half of students achieved unsatisfactory interaction. On the other hand, only a 3.3% of students from the control group had a good interaction, 40% of students had a satisfactory interaction and more than half of students had a poor interaction. In addition, the results showed that any student from both groups showed effective interaction neither extremely poor interaction. Moreover, similar percentages of interaction were found in both groups, this means students had the same level of knowledge.

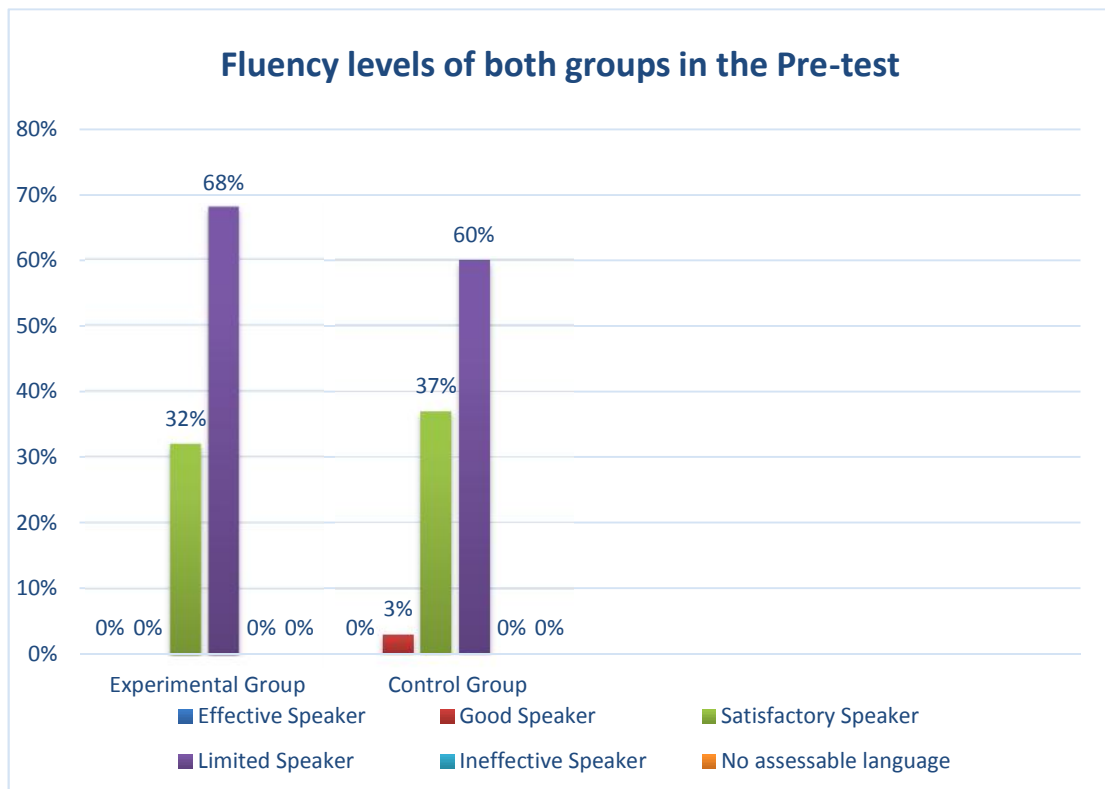


Figure 3. Fluency levels of both groups in the Pre-test

Analysis and Interpretation:

In the experimental group, 32% of students had fair fluency levels and a large proportion of students presented deficient levels of fluency. Conversely, in the control group, an insignificant minority of students had good fluency, 36.6% showed decent fluency and more than half of students presented unsatisfactory fluency. In both groups any student showed outstanding fluency neither very poor fluency. Additionally, alike fluency levels were found in both groups.

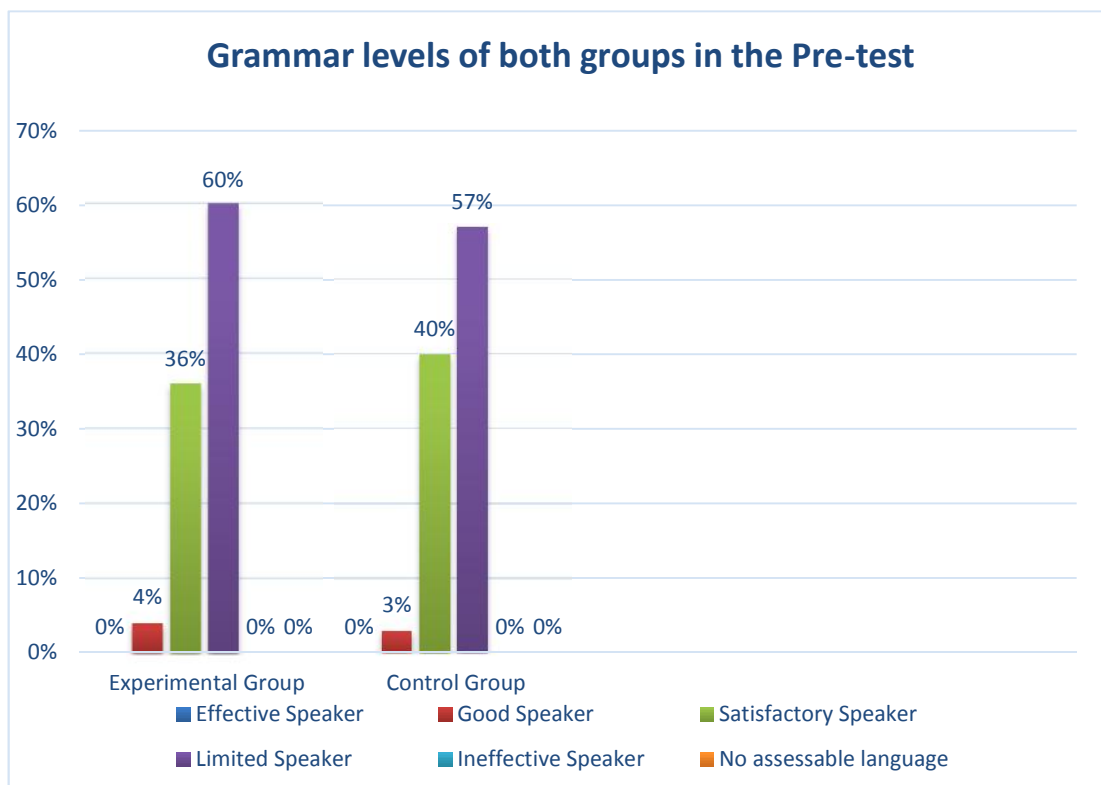


Figure 4. Grammar levels of both groups in the Pre-test

Analysis and Interpretation:

A tiny minority of students from the experimental group had adequate grammar levels, just a 36% of students presented acceptable grammar and a majority of students showed unsatisfactory grammar levels. Meanwhile, students from the control group also had an insignificant minority of students with good fluency, 40% of them showed fair grammar levels and more than half of the students had deficient grammar. Any student from both groups had an excellent grammar neither pretty bad grammar. No greater difference in the grammar levels was found in control and experimental groups.

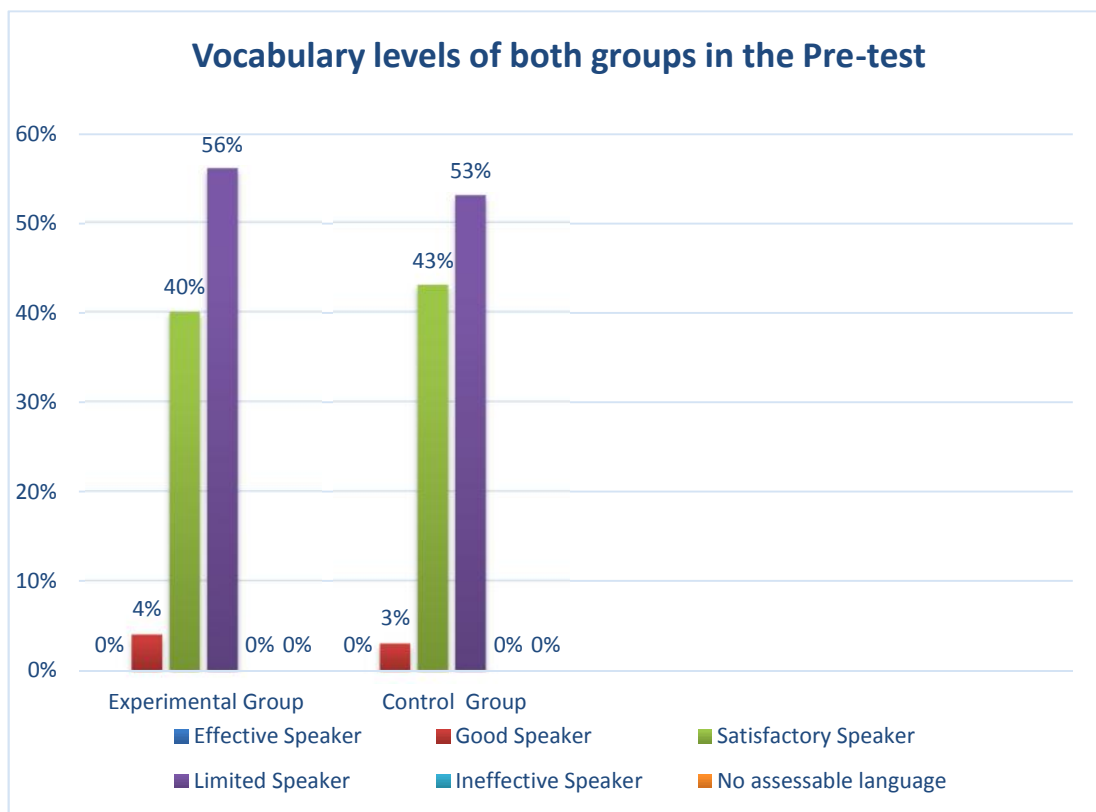


Figure 5. Vocabulary levels of both groups in the Pre-test

Analysis and Interpretation:

An insignificant minority of students from the experimental group had good vocabulary, less than half of the students showed average vocabulary and 56% of students obtained deficient vocabulary levels. On the contrary, a tiny minority of students from the control group showed competent vocabulary, 43.3% of learners achieved fair vocabulary levels and more than half of students obtained deficient vocabulary levels. Furthermore, any student of both groups showed outstanding vocabulary neither really poor vocabulary. Similar percentages of vocabulary levels were found in both groups.

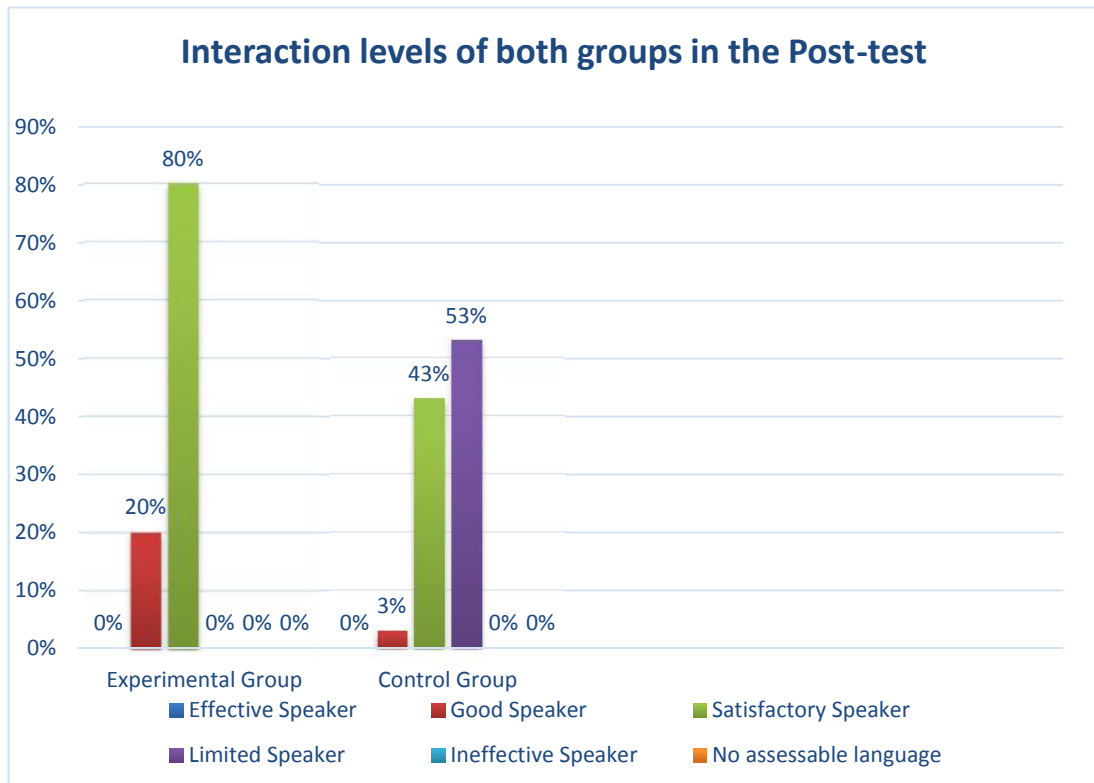


Figure 6. Interaction levels of both groups in the Post-test

4.1.2 Analysis and Interpretation of Post-test results.

Analysis and Interpretation:

In the post-test of the experimental group, there was an improvement on the speaking performance due to the use of digital storytelling in class; 20% of students showed good interaction and a significant majority presented adequate interaction levels. In contrast, there was not a significant improvement of the speaking performance in the control group, just a 3,3% of them achieved good interaction, less than half of the students showed fair interaction and more than half of the students obtained unsatisfactory interaction levels. In addition, any student from both groups showed effective interaction neither very poor interaction.

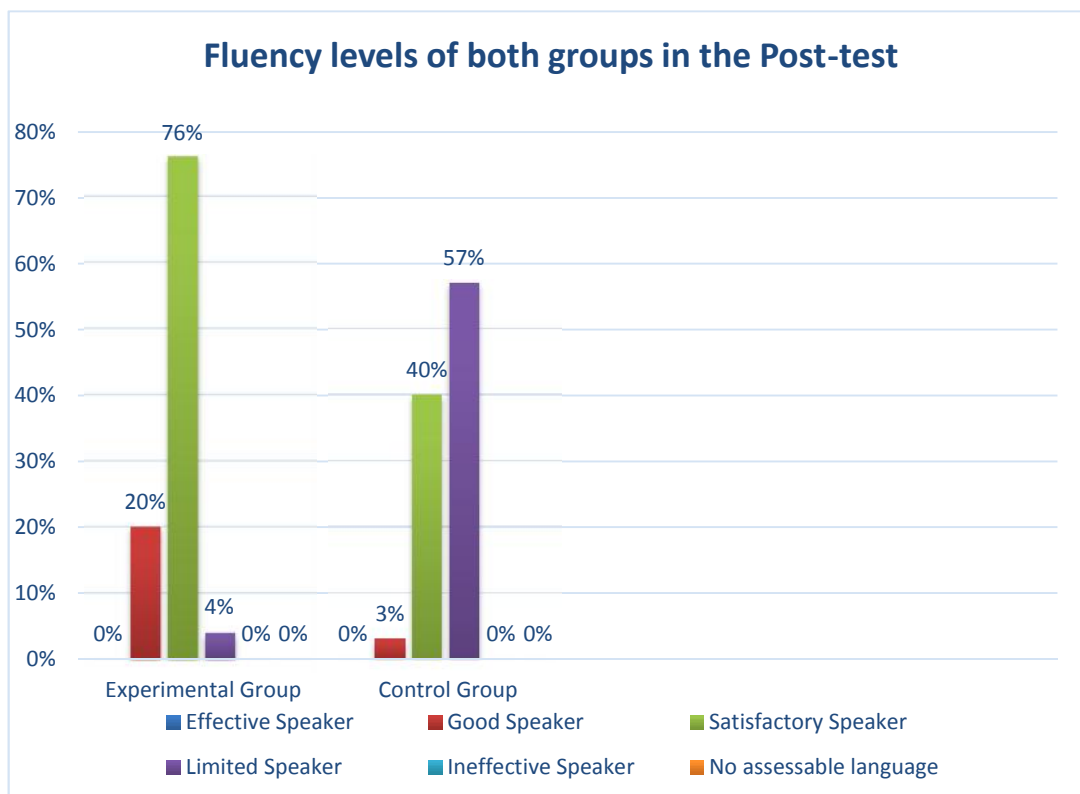


Figure 7. Fluency levels of both groups in the Post-test

Analysis and Interpretation:

Students from the experimental group showed amelioration in their levels of fluency thanks to digital storytelling treatment, 20% of them achieved good fluency, a significant majority of students achieved acceptable fluency and just 4% of students obtained inadequate fluency levels. On the contrary, the control group showed an insignificant minority of students with good fluency, 40% of students obtained fair fluency and more than half of students demonstrated inadequate fluency levels. Additionally, any student from both groups showed excellent or really poor fluency.

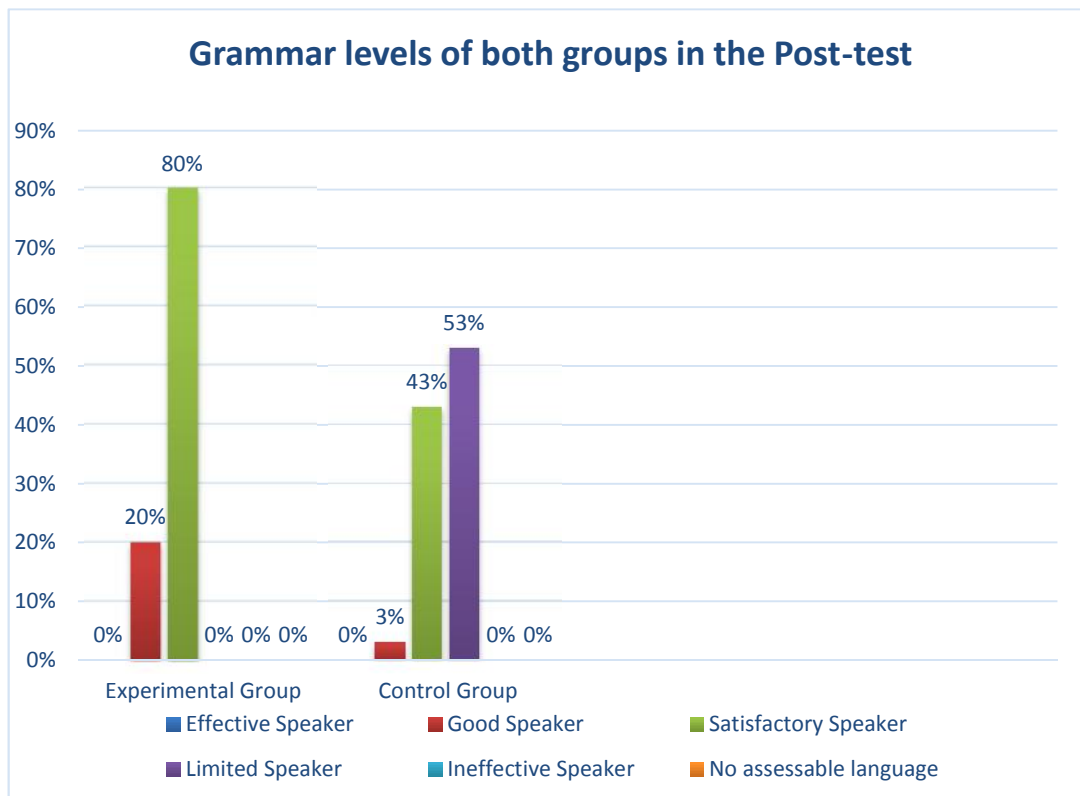


Figure 8. Grammar levels of both groups in the Post-test

Analysis and Interpretation:

Digital storytelling activities led to a progress in the levels of grammar in the students of the experimental group; 20% of them achieved good grammar levels and the majority of them obtained fair grammar levels. Meanwhile, only 3.3% of students from the control group demonstrated good grammar levels, 43.3% achieved average grammar levels and more than half of students showed deficient grammar levels. In both groups any student showed excellent grammar levels neither really poor grammar.

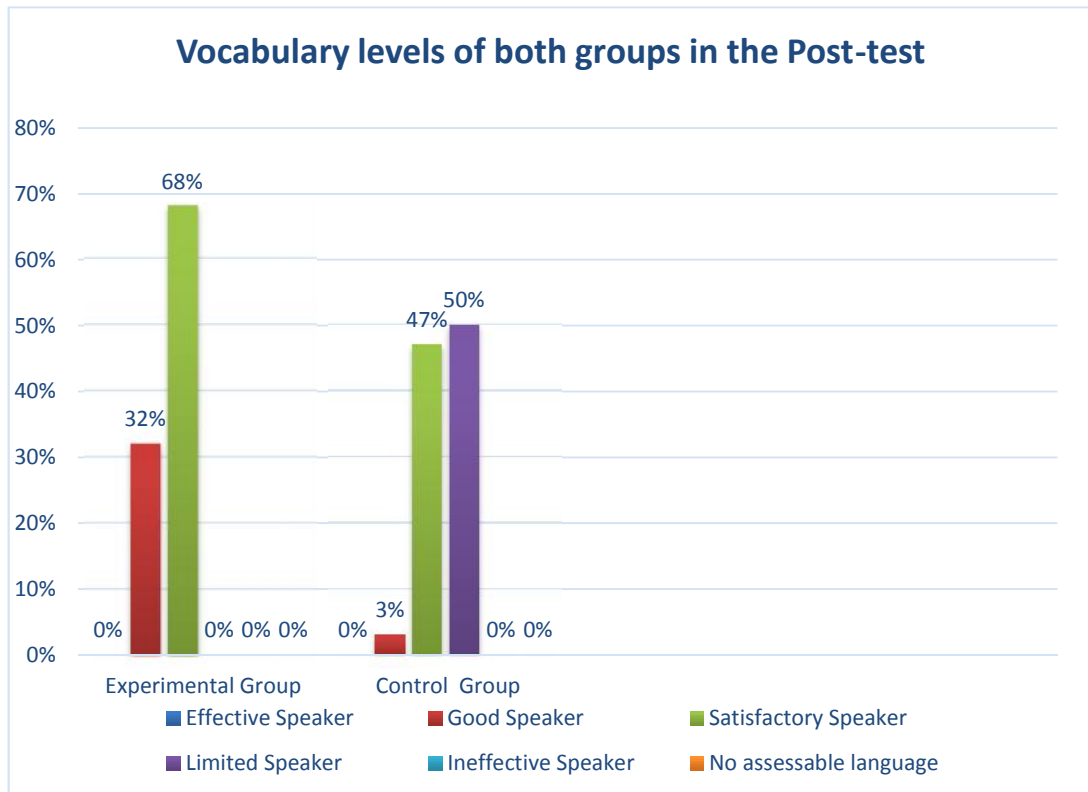


Figure 9. Vocabulary levels of both groups in the Post-test

Analysis and Interpretation:

Digital storytelling activities helped enhanced the vocabulary levels of students from the experimental group, 32% of students presented good vocabulary and 68% of students showed acceptable vocabulary. Conversely, in the control group, an insignificant minority of students demonstrated good vocabulary, 46.6% of students showed fair vocabulary levels and exactly a half of students presented deficient vocabulary. Any student from both groups showed exceptional vocabulary neither extremely poor vocabulary.

4.2 Conclusions

1. After the use of Digital Storytelling in the experimental group, it is seen by means of percentages, the improvement of the English speaking skill in this group. Therefore, the working hypothesis is confirmed.
2. In relation to the independent variable, Digital Storytelling, it gave positives results helping students practice their speaking skill.
3. With regard to the dependent variable, Speaking skill, it was found that the majority of the students from the experimental group, before digital storytelling treatment were mainly limited speakers but after treatment, the majority of them achieved satisfactory speaking levels and a small percentage even obtained good speaking levels.
4. The insufficient speaking practice, scant technology use and low student participation in the English classroom do not allow students to develop their speaking skill properly.

4.3 Recommendations

1. It is recommended that teachers use different methodologies, strategies and technology in order to motivate students and as a consequence, improve the learning process.
2. Meaningful activities should be given to students in order to enhance learning in them.
3. Teachers should use Digital Storytelling in the English classroom to improve students' speaking skill.
4. Teachers should participate in a workshop about digital storytelling so they can implement this technological tool in class.

PART FIVE

PROPOSAL

5.1 Stakeholder Analysis

Table 2. Stakeholder Analysis

Groups	Interests	Perceived Problems	Resources and Mandates
Students	-Acquire a good English speaking level so they can interact and communicate better in this language.	-Insufficient speaking practice in class.	-Be willing to participate in activities that help them improve their English speaking skill.
Teachers	-Help students develop their abilities and skills so they can use English effectively.	-A teacher centred approach used in class. -Teachers' unawareness of the new technological tools used to teach English.	-Implement a new approach for English language teaching. -Use technological tools frequently in class.
High School	-Improve the level of English proficiency in the students.	- A low English speaking level in the students. -Scarce technology use in the English class	-Provide constant pedagogical training to teachers. -Allow the access to the technological resources available in the High School to students and teachers.

5.2 Problem tree

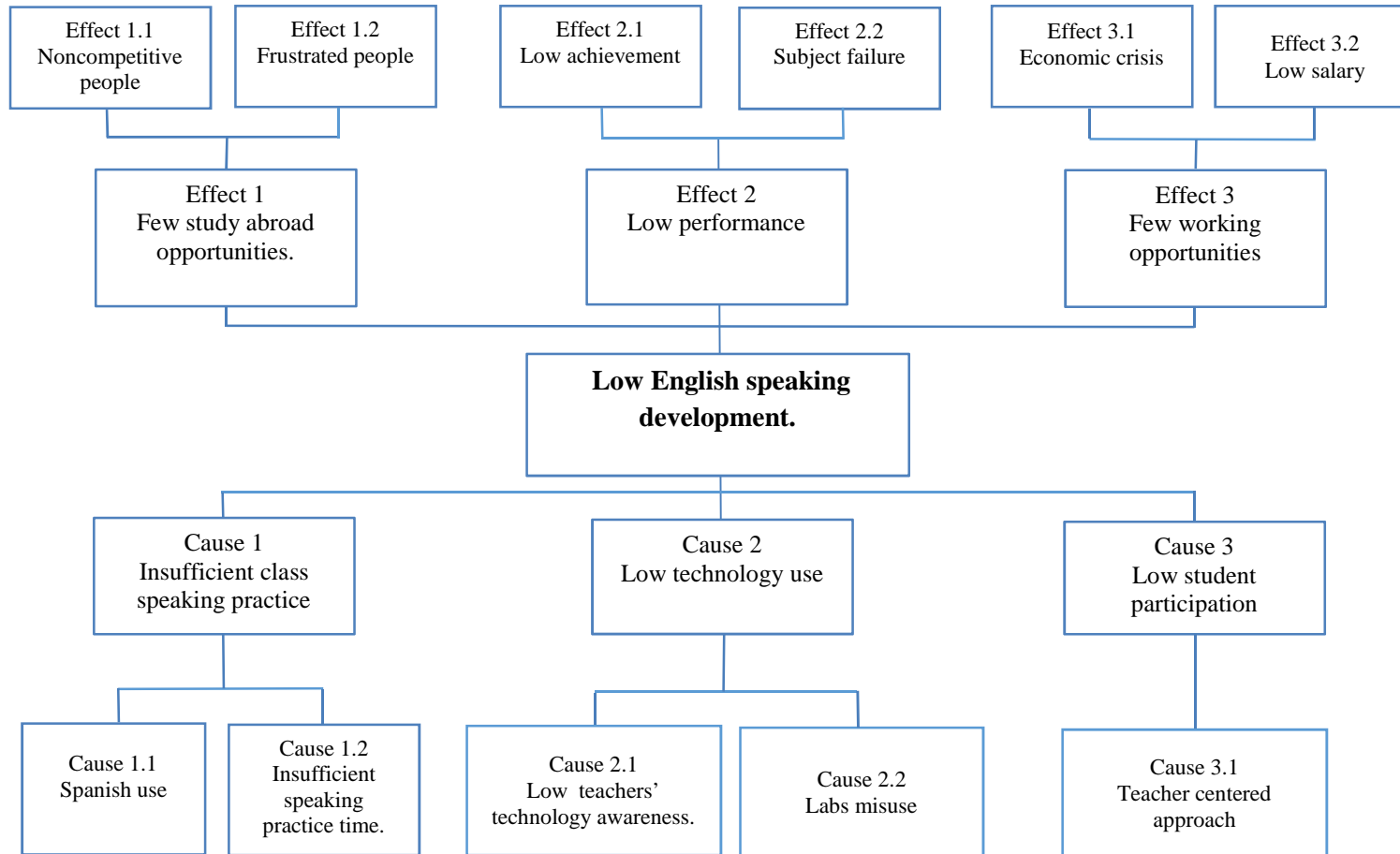


Figure 10. Problem tree

5.3 Objective tree

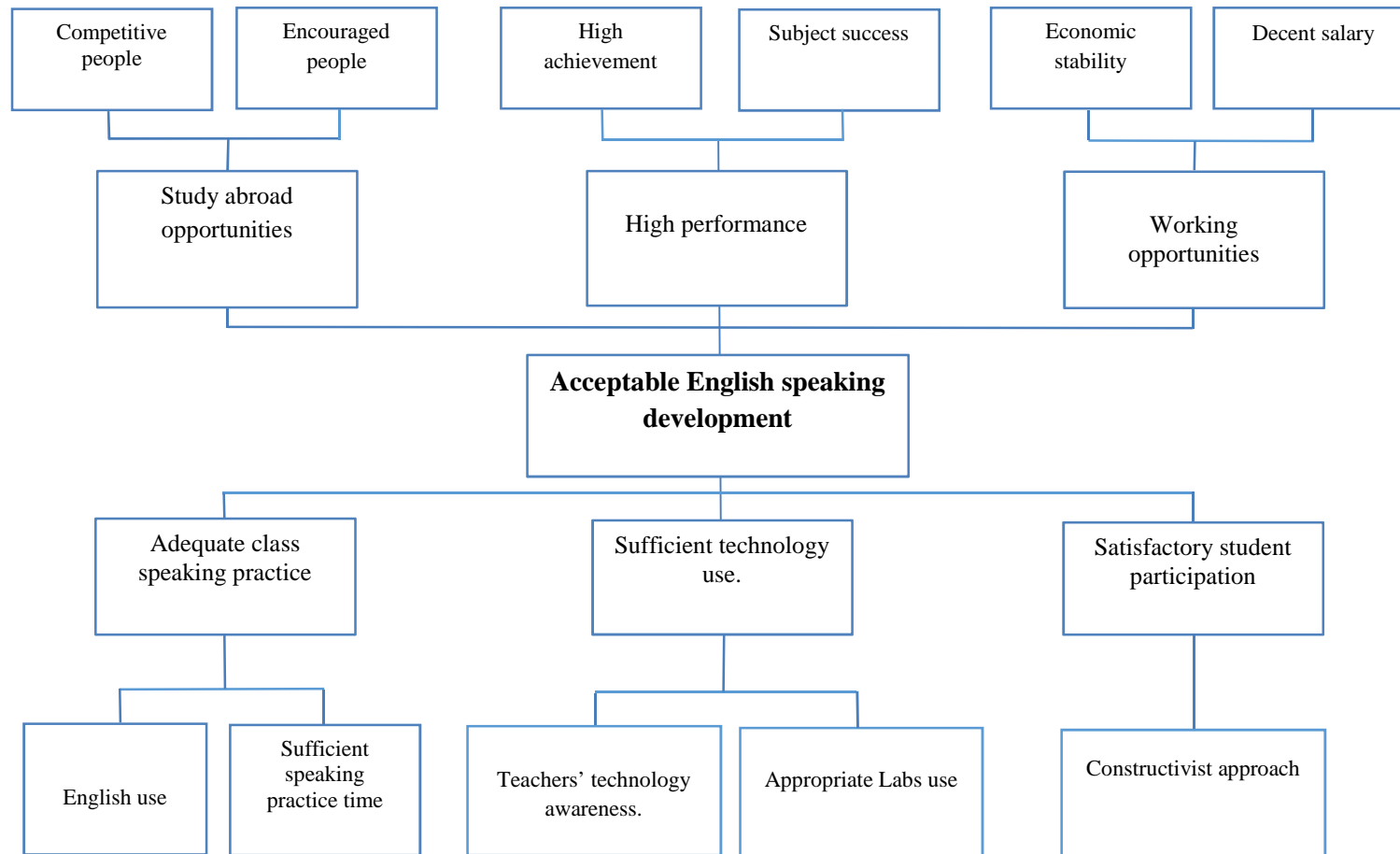


Figure 11. Objective tree

5.4 Alternative Analysis

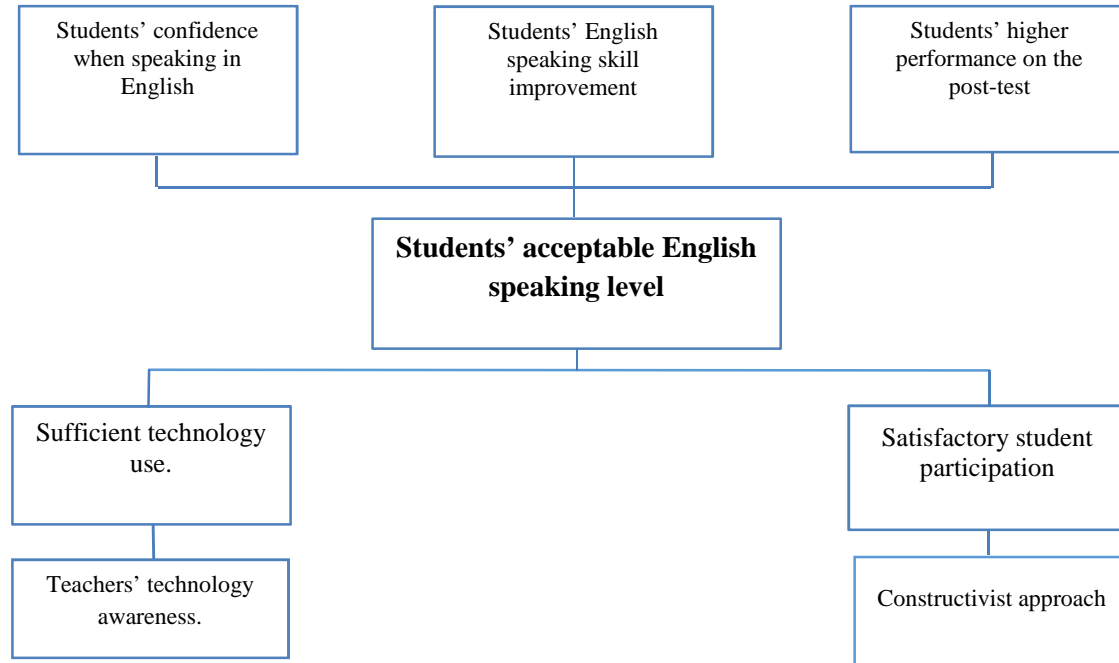


Figure 12. Alternative Analysis

Option 1: Teachers' technology awareness

Option 2: Constructivist approach.

5.5 Analytical Structure

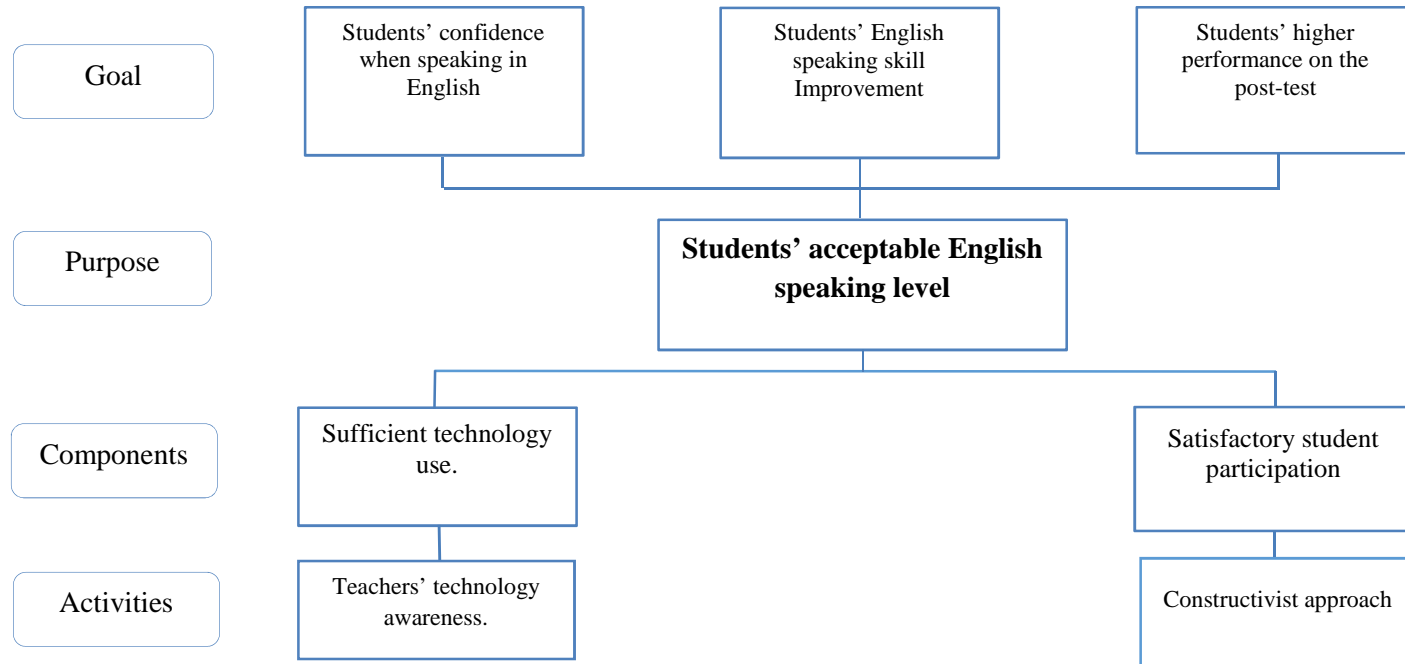


Figure 13. Analytical Structure

5.6 Analysis of the objectives

Table 3. Objective Analysis.

Narrative Summary	Indicators	Verifiers	Assumptions
Objective -To improve the speaking skill in students attending 3 rd year of bachelor at Rumiñahui High School in Ambato.	-Students' scores on the speaking post-test are higher than the speaking pre-test	-Scores of the speaking post-test	-Students feel comfortable speaking in English.
Purpose -To enhance students speaking skill with the use of Digital Storytelling.	-80% of students from the experimental group perform satisfactorily on the speaking post-test.	-Scores of the speaking post-test	-Students can use the computer laboratory of the High School.
Components - Teachers' technology awareness. -Constructive Approach	-Teachers participate in a workshop on Digital Storytelling. -Students' active participation in class. -Students' interaction with the teacher, classmates and technology.	-Teachers' attendance -Students' participation in class. -Students' work in class. -Students' presentation of their digital stories in the class.	-Teachers' positive attitudes toward the technology. - Students' positive attitudes towards the constructivist approach.
Activities -Digital Storytelling Workshop for teachers held during 4 hours.	Resources Computer Laboratory Internet Copies Folders Projector Markers Videos Stationary supplies	Cost USD\$ - - 4.50 4.00 - 4.00 - 5.00 Total = \$17.50	

5.7 Timetable

Table 4. Timetable

Months Weeks	January				February				March				April				May			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities																				
Planning	X	X																		
Bibliography acquisition		X																		
Bibliography analysis		X																		
Organize info (complete outline)			X																	
Project approval				X																
Instrument design				X																
Instrument application / data collection					X			X	X	X	X	X	X	X	X					
Data tabulation/analysis																X				
Revision/correction final draft																	X			
Thesis approved																		X		
Present and defend thesis																			X	

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GLOSSARY

Blogs. A web site on which someone writes about personal opinions, activities, and experiences.

Cognitive. Of or relating to the mental processes of perception, memory, judgment, and reasoning.

Context. The words that are used with a certain word or phrase and that help to explain its meaning. The situation in which something happens

Embed. To insert (a virus, for example) into a software program.

Epistemology. A branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge.

Exported. To save (documents, data, etc.) in a format usable by another software program.

Freeware. Computer software distributed without charge.

Hardware. The mechanical, magnetic, electronic, and electrical devices comprising a computer system, as the CPU, disk drives, keyboard, or screen.

Import. To bring (documents, data, etc.) into one software program from another.

Lingua franca. It is the language adopted for a common understanding between people who do not have the same mother language. The acceptance can owe to mutual agreement or to political, economic questions, etc.

Podcasts. A digital audio or video file or recording, usually part of a themed series, that can be downloaded from a website to a media player or computer.

Script. The text of a manuscript or document.

Software. The programs used to direct the operation of a computer, as well as documentation giving instructions on how to use them.

Storyboard. It is a set of illustrations in sequence in order to provide guidance to understand a story , pre visualize an animation or follow the structure of a movie before it is made or filmed.

Templates. An electronic file with a predesigned, customized format and structure, as for a fax, letter, or expense report, ready to be filled in.

Timeline. A linear representation of important events in the order in which they occurred.