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SANTA ELENA**

INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

TÍTULO DE LA MONOGRAFÍA

**“DIGITAL STORYTELLING TO ENHANCE READING
COMPREHENSION”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS.**

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SANTA ELENA
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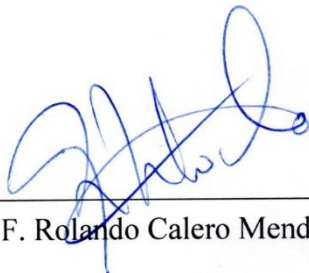
En mi calidad de Tutor de la **Monografía**, “**DIGITAL STORYTELLING TO ENHANCE READING COMPREHENSION**”, elaborado por la maestranda Lcda. MYRNA JACKELINE NEIRA CARVAJAL, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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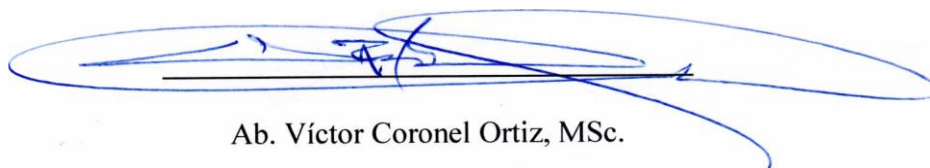
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Lcda. MYRNA JACKELINE NEIRA CARVAJAL

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Dedication

This work is dedicated to my family, to my beloved husband Enrique Geovanny Torres Zavala, to my children: Richard, Josué and Génesis Torres Neira, for their love, patience and for being the force that drives me to be better every day.

To my brothers: Egberto, Nelly, Miguel, Juan, Mariana, Mary, and Dennise, who have always encouraged me to keep going.

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RESUMEN

El propósito de la investigación de este trabajo monográfico es resaltar la importancia de la lectura en la vida de los estudiantes. La lectura trae muchos beneficios, que deben ser utilizados como parte de nuestra educación y cultura. El uso de la narración digital como motivación ha sido la herramienta para desarrollar la comprensión lectora de los estudiantes. Muchos investigadores han logrado medir el incremento en el conocimiento del idioma inglés a través de experimentos con el uso de Digital Storytelling y que han tenido efectos significativos en la comprensión lectora de los estudiantes.

Palabras clave: Resaltar, Mejora, Experimentos, Narración Digital



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ABSTRACT

The purpose of the investigation of this monograph work is to highlight the importance of reading in the lives of students. Reading brings many benefits, which should be used as part of our education and culture. The use of digital storytelling as motivation has been the tool to develop students' reading comprehension. Many researchers have managed to measure the improvement in knowledge of the English language through experiments with the use of Digital storytelling and that have had significant effects on the reading comprehension of students.

Keywords: Highlight, Improvement, Experiments, Digital Storytelling.

INTRODUCTION

The intention of this monograph work is to encourage students to improve their reading habits. It is intended to draw their attention and improve their interest in reading with the help of digital storytelling and the accompaniment of their teachers so that they are the ones who guide their students in the application of technological tools such as PowerPoint, Canvas, Genially and others.

Chapter 1 analyzes the problems that arise in leading a traditional education and the possibility of implementing a new methodology, the general and specific objectives are analyzed, and the principles of this research are supported.

In Chapter 2, the research itself has been carried out and the literature has been reviewed to have valid arguments on which to support this investigative work and the benefits offered by applying it.

And finally, in Chapter 3, the Conclusions and Recommendations made for future research works based on the implementation of Digital Storytelling are detailed.

CHAPTER I

In 2020, due to the pandemic, the activities that people normally carried out were affected in their development throughout the world. One of the most affected fields was education, in our country, virtual education was applied in a general way since the population had been confined to stay at home in quarantine to protect it and avoid contagion. Thinking about the application of didactic strategies through the use of TICs to improve the academic performance of students, the use of Digital storytelling has been thought of improving reading comprehension.

The practice of reading is a very productive activity in learning the English language; storytelling helps to learn new vocabulary, helps to understand a text through idiomatic expressions, helps to communicate and spread information; that is why it is very important to encourage the need to read many books.

General Objective

To apply strategies to improve reading habits

Specific Objectives

- To promote the use of digital storytelling so that students feel love for reading.
- To evaluate motivation using a different strategy for reading skills.

Justification

Nowadays, one of the negative aspects that we find in our students is that they are not attracted to reading even in their Native Language L1, hence the urgency of looking for a positive method that encourages reading, that is why the application has been considered of the storytelling strategy to do it in English.

Methodology

This work is descriptive-qualitative research, where digital storytelling is the independent variable and the effects or improvements that occur with the use of it will be the dependent variables. During the conduct of this research, many experiments with the use of digital storytelling have been observed where its application has been positive.

CHAPTER II

One of the difficulties that teachers face in the educational field is poor reading practice, this lack of habit represents inconveniences in students who do not have enough vocabulary to express their ideas, causing lack of interest, not engaging with the reading mechanisms that facilitate their understanding and impede the development of other skills.

Being the main reason for the lack of motivation of the students in acquiring good reading habits, it is important to investigate in depth what are the factors that discourage them from developing a scheme to follow that allows them to improve their reading skills.

To manage the demotivation of learners, it is important that both teachers and parents get involved from the beginning of the school stage, creating and instilling these habits that facilitate the work in the classroom.

Currently, there are many educational resources that are taken as support for tasks, and even more so in current times in which the digital field predominates, this is why is considered to take digital reading as a learning strategy.

The stimulation that students can receive will make the strategies used have the success that teachers want. Presenting new and attractive reading material will engage students' attention and teachers take this advantage to improve the skills for learning a new language.

In the first instance, children learn to recognize phonemes and later words, but as the years go by and the level of maturation of the child, this passive procedure must be transformed into a conceptual understanding which the individual is able to give a coherent comment or idea of what student has read and this is achieved through the stimulus received from the outside, in this case from the teacher and the methodology applied to improve these skills.

Digital storytelling to enhance the reading comprehension a literature review

Teachers must implement a good study lesson plan that facilitates learning and communication, focusing on reading skills that could be used as a scaffolding for other skills to develop for learning a new language or their own.

According to Nambiar et al., (2020), the incorporation of local content referring to their culture contributes so that the learning process is not so difficult but rather simple. As a strategy use the same students' location, this will engage much more to know interesting things from the locality rather than unknown places.

Katigbak (2019) states "Reading is a very important issue which is not only about enjoyment but a necessity which paves the way for a better understanding of one's own experiences and an exciting journey to self-discovery". Recognize reading as an important factor in our lives not only that will be applied in the classroom but also throughout our lives.

A good strategy to improve students' critical thinking is by implementing an innovative learning model to develop language competencies. When innovative resources are used, the interest of the learners is awakened, teachers must use this intrinsic stimulation that generates curiosity when facing new things and even more if they are enjoyable and not in a traditional way. (Amin & Adiansyah, 2018)

Morrow & Gambrell (2011) thinks that "Providing comprehensive literacy instruction in today's increasingly diverse classrooms requires teachers to differentiate student needs and assess skillfully in order to design appropriate instruction to meet the individual needs of all students"

As an innovative way to engage students, it is proposed the use of digital narration as a resource to the development of reading as a revolutionary resource, to Handy (2017) highlights digital storytelling as a modern version of technological tools that are applied by using digital media

Storytelling is a method widely used to translate and analyze texts in the teaching of foreign languages. Every time someone reads "Once upon a time," they prepare themselves mentally to understand and analyze a story.

According to Rianty et al., (2021), Storytelling is a means to reflect on the problems of life and face psychological problems, since a story can promote the emotional intelligence of the person who reads since reading can understand the behavior of human beings.

The practice of reading is a very productive activity in learning the English language; storytelling helps to learn new vocabulary, helps to understand a text through idiomatic expressions, helps to communicate and spread information. That is why it is very important to encourage the need to read many books. When students read, communication is established between the readers and the author of the book, where the knowledge and emotional intelligence of the reader is increased.

Digital Storytelling in education allows both educators and students to make use of computer tools to create short stories and share them online, this helps fulfil the need to advance in today's world of technology (Robin & McNeil, 2019).

Digital storytelling is a short-narrated video with a combination of voice, moving images, sound effects and music. The use of this technique can be abbreviated with the acronym DTS. (Al-Shaye, 2021)

Digital storytelling and its transcendence in Education

Digital stories have been known since ancient times and it could be said that it is a form of knowledge transfer that has passed from generation to generation through time and cultures. The main axis of storytelling is to become good storytellers who can motivate, entertain and influence others through an attractive and innovative story.

Education as the main entity for the transmission of knowledge has constantly transformed its approaches for the benefit and motivation of students, thus giving the opportunity to incorporate the digital stories that have seen the need to incorporate images, sound, music and any element that serves as an incentive for the development of these skills in the reader

In the same way as traditional stories, digital storytelling seeks to capture the reader's attention by awakening imagination and integrating this new strategy into the curriculum or lesson plan.

In the same way as traditional stories, digital storytelling's seeks to engage students by awakening the imagination and integrating this new strategy into traditional classes, this way it is possible to satisfy the learning needs for this it is important to point out the training of the teacher and student's environment, do not only with the predisposition to work needed but also the commitment of both.

A clear example in which the narrator and the listener are involved is The Bible, this resource manages to capture much more attention than any other because each of its passages has interesting and exciting stories and carries a hidden message of reflection.

Benefits of Implementing Digital Storytelling

Some research works show the benefits that give the implementation of Digital Storytelling as a learning strategy such as reflection, independence and creativity.

Figure 1

Relationship among Digital Storytelling, Reading Comprehension and Creativity

Digital storytelling elements	Reading comprehension	Creativity
The point of view	Define ideas and make relationships	Explore/prepare ideas and incubate
A dramatic question	Make predictions	Make anticipations
An emotional content	Do something with what is read	Imagine and visualize
The gift of voice	Reproduce comprehension by using imagination	Learn to insert textual content, pictures, and songs using specific software
The power of soundtrack	Elaborate comprehension with pictures, music and unique ending	Become acquainted with the innuendos of work
Economy	Go beyond what is read by inserting enthusiasm	Trial and error is exercised / Illuminate
Pacing	Evoke many ideas and questions within oneself and to the audience	Evaluate / Verify

Table 1 is the model that entails the inter-relationship among digital storytelling, reading comprehension and creativity.

Note: Figure 1: Taken from Digital Storytelling: an Influential Reading Comprehension and Creativity Tool for the 21st Century Literacy Skills, by Bakar (2019), JELTIM (Journal of English Language Teaching Innovation and Materials).

Among the benefits of storytelling, it should note that storytelling as a teaching tool motivates students to read and improve their reading comprehension. Every time students read, they become familiar with the language of the story, increasing their knowledge, vocabulary, and grammar. Teachers can establish values introduce cultural identities with storytelling. In addition, reading children's stories to our children facilitates communication between families. With storytelling, students can develop imagination through illustrations. (Satriani, 2019)

Literacy skills development

Robin B. (2006) take some aspects into consideration when learners participate in this implementation of presenting stories in a digital way by using the technology, develop the following skills:

- Investigation skill: Analyze relevant research and document findings.
- Writing ability: Issues criteria with their own ideas.
- Organizational skills: Manages all the details regarding the work done.
- Technological ability: Develops the ability to handle electronic devices for the development of their research.
- Presentation Skill: Handles the best perspective of presenting information to others.
- Interview Skill: Research resources and determine interview questions.
- Interpersonal ability: Distributes the investigative work in an equitable manner.
- Ability to solve problems: Learn to make decisions and overcome obstacles.
- Evaluator ability: is able to issue evaluative criteria of their own work and others.

CHAPTER III

Conclusions

- The technological advances of our era make teachers apply new tools and skills that promote learning.

- These new strategies provide motivational and recreational activities.

- Digital stories require students to feel engaged in a new style of learning.

- Students are able to expand their reading comprehension levels and provide meaningful feedback.

Recommendations

- It is recommended to implement this new learning strategy to improve and expand the level of reading comprehension of students.

- This new methodology shows that it offers many lines of action that benefit reading skills.

- Demonstrate clarity and understanding in the sequence of events reported through Digital Storytelling so that it can be easily understood.

- Applying digital storytelling will allow the student to be hooked.

- Compare and evaluate the impact of the use of digital storytelling and that of other groups that develop reading on a regular basis.

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CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la **monografía**, “DIGITAL STORYTELLING TO ENHANCE READING COMPREHENSION”, elaborado por el maestrando MYRNA JACKELINE NEIRA CARVAJAL, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **1%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

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