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DIPLOMOVÁ PRÁCE

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DIGITAL STORYTELLING AND IT'S EFFECT ON WRITING SKILLS
DIPLOMA THESIS

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Prohlašuji, že jsem diplomovou práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

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Matěj Živčák

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ABSTRACT

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The thesis deals with digital storytelling and its use in English writing lessons. It is divided into seven chapters. The first three chapters present the theoretical background connected to the issue. The following chapters deal with the research itself, realised by action research which included questionnaires, and interview. The results of the research were presented by annotations of taught lessons which introduced the issues that appeared during the process. Next, the results of the questionnaires showed that digital storytelling is completely new for students and an enjoyable activity to teach writing. Discussion with the teacher confirmed that digital storytelling is time-consuming and thus difficult to set into lessons. The analysis of students' works was presented, where it is shown what skills students have showcased in their final products. Recommendations for teachers were set. These recommendations include creating a time schedule, what to cover in the introductory lesson, making sure about having enough digital devices for each student and putting time into teaching students the digital skills they will need during the digital storytelling process.

Keywords: Digital storytelling, student, skills, issues, writing

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DS – Digital Storytelling

RVP – Rámcový vzdělávací program (Czech curricular document)

I. INTRODUCTION

Throughout the years digital devices have found their way into education. Many teachers have been using them for years and their popularity keeps on getting higher. There are many possibilities when it comes to using digital technologies in education, and one of them is digital storytelling. Digital storytelling offers people the ability to visualise their stories and can have a positive impact on students' perception of writing (Moradi, 2019).

The first chapter of this thesis presents the idea of storytelling and narration in historical and social context. It explains what storytelling is and what forms it can have. The reader will also learn how it developed through history and why it is important for society. At the end of the chapter, the reader is introduced to the concept of digital storytelling.

The second chapter deals with digital storytelling in an educational context. The reader is presented with the skills that are necessary for the 21st century, which are also developed through digital storytelling. It is followed by the process of digital storytelling, where each stage is introduced and explained. Afterwards, digital storytelling is set in the context of English language teaching and lastly, the chapter introduces its place in the Czech curriculum.

The third chapter focuses on writing in classrooms. At the beginning of the chapter, the reader is introduced to different genres and approaches towards writing. After that digital technology's possible impact on writing is introduced in combination with digital story narrative and its impact on writing. Finally, this chapter introduces information on writing assessment.

The remaining chapters of the thesis focus on the research itself. In the methodology chapter the reader learns about how to research was conducted including the aims of the study, research questions, methods used for research and the research sample. After that, an annotation of each digital story lesson taught over the course of the research is presented. Following the annotations, the results of the research and stories assessment are discussed. To wrap up the thesis, implications, advice for implementing digital storytelling, and limitations of the study are introduced in the last chapter of this thesis.

In summary, this thesis aims to show what challenges can appear during storytelling sessions and to offer solutions for such challenges. Additionally, this thesis investigates skills that are developed during DS sessions. Students' opinions are also important, which is

why this thesis also aims at discovering students' perceptions about digital storytelling and its collaborative aspects.

II. THEORETICAL BACKGROUND

1 STORYTELLING

1.1 HISTORY

According to Hlavatá (2017), storytelling is the oldest form of transferring knowledge and experience to others. Even with older pre-literate societies, Anderson (2010) argued that those societies told their stories both orally and visually since it was the only possible way to transfer information about history, culture, and myths. There are many examples (stories found in Egypt that are thought to be from time of 2000 BC or in Mesopotamia - The Epic of Gilgamesh, or stories from India and China) and proof of early storytelling, it took form of dances, cave drawings or songs. According to Anderson theories on where storytelling originally came from vary from scholar to scholar. Some argue that storytelling came from a human urgency of sharing experience, while others state that it was about providing entertainment, or even recording local history.

Anderson (2010) claimed that storytelling eventually started to be connected to talent and skill of individual people who were able to perform creatively for crowds. Previously the role of the storyteller was more localized and was not seen as a specific role. It was more democratic – everybody was able to sing or tell stories to their family. Everyone could call themselves a storyteller. But in time, people who were better at storytelling started to make a living by telling stories and aweing crowds and becoming professional storytellers.

Through centuries it has evolved into some of the most popular stories of all time, such as Hamlet or Romeo and Juliet by William Shakespeare, who lived in the 15th-16th century. After his time, many stories turned into fairy tales, that were written for children with an intention to pass important life lessons using the storytelling form. Another big step for storytelling was an invention of newspaper, which was later empowered by creation of photography. In 1813 Joseph Nicephore Niepce and his brothers created first photographs, which was a new way of visual storytelling (Peters, 2018).

Peters (2018) stated that in 1939 the first television came, which could be seen as one of the first digital storytelling media. Television was an enormous hit and became a part of people's living rooms. The next step for digital storytelling came with videogames in 1971 as it became very popular to tell simple stories via games. Videogames allow people to live through the story of a hero as if they lived through it themselves. With 1980s came music

videos which allowed artists to add deeper meaning to their songs through videos which was later adopted by common people who created the music videos and shared them with others.

These days stories are not only told using the media mentioned above, but there is a whole another way. Among the most popular media, there are social media, that allow people to see stories of others without having to be in the same space (Peters, 2018).

1.2 STORYTELLING AND ITS IMPORTANCE

According to Anderson (2010) it is not easy to define storytelling since people from different fields have not come to agree on what defines it. Scholars view it as a part of folklore because of its connection to people (Anderson, 2010, p. 1). The debate is also connected to the meaning of the two pards of a compound noun, which are story and teller. Anderson (2010, p. 2) provides a definition with the following statement: "there is agreement that storytelling, in its simplest form, is the act of communicating an event (or sequence of events) to an audience, using words and/or physical movement.".

Based on pedagogical lexicon, storytelling can be viewed as an interactive form of telling a story, mostly orally in real time. Another view on storytelling is that it is sharing of stories using media other than a person. Some modern modalities for this include TV, internet and social media. The author also stated that the most important parts of storytelling are the plot, the characters in the story, and the message of the story (Pavlovská, 2011).

Hlavatá (2017) mentioned that storytelling allows people to understand many different things such as other cultures, viewpoints, values, and experiences. Because of this, the spectator builds a relationship with the storyteller, which in education can be a relationship between the student and the teacher. Anderson (2010) provides another function of storytelling, which includes education, socialisation, providing information, and entertainment. According to Rollins (1957) storytelling is one of the ways to help the youngest children understand the world around them, which is first introduced in short and simple stories about animals or other children. The more complicated stories about heroes can come once the children are older.

Anderson (2010) distinguishes two types of storytelling - oral and written. According to her, some scholars argue that storytelling should only be oral because of its tradition, so they exclude anything written. To this Anderson stated that it is difficult to exclude those stories because many oral traditions have been written down, so they would be easier to maintain. As an example of this Peters (2018) mentioned that the stories in The Bible used

to be just stories about kings, gods, and prophets that were orally transferred between people before they were written down. Anderson (2010) also points out that some scholars argue that the oral tradition of storytelling has an influence on the literary (written) tradition. In addition, the oral tradition ignores modern technologies. It is agreed that simply reading the text is not perceived as storytelling, but when we take a text and change it into performance breathe life into it, it can be valid storytelling. To do that, we can use the modern technologies that were previously mentioned. When we use these technologies to tell a story, we can speak about digital storytelling (Hlavatá, 2017).

Broadly speaking, Anderson (2010, p. 5-6) defined storytelling as follows: "culturally important act of presenting an event or series of events, true or fictional, through some form of communication; oral, written or visual to an audience that is or is not present at the time of presentation."

Throughout history, storytelling has played an important role in humanity. From the oral tradition to its current forms, storytelling can take place while reading, watching a TV show or while having daily conversations. Storytelling is also one of the means of transferring family history, teaching and influencing younger generations, and can provide therapeutic or psychological healing (Anderson, 2010, p. 14-15). According to Nevolová (2017) stories are important, especially for children, because it supports imagination and allows for the creation of fictional stories. Stories allow people to find meaning and harmony and provides an avenue where different realities and possibilities can be explored. Overall storytelling can bring new perspectives to people's lives, and it allows people to have glimpses of emotions that they would not be able to experience in everyday life.

1.3 DIGITAL STORYTELLING

An important modern mode of storytelling is digital storytelling. Digital storytelling (DS) is used to share stories through digital technologies, internet, or other media. Robin (2008, p. 222) describes digital storytelling as "a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some obstacles to productively using technology in classrooms." He argued that the author needs to select a topic, conduct research, and write a script so the digital story is interesting for this specific modality. Regarding media for storytelling, Robin (2008) includes computer-based graphics, audio, video clips, and music that can be presented on a digital device such as computer or a website.

Robin (2008) stated digital storytelling has its origin in the 1980's. Joe Lambert and Dana Atchley became cofounders of the Center for Digital Storytelling—an arts organization based in Berkeley, California. The center has provided people, who wish to create and share their personal narrative, with training and assistance. Robin (2008) argued that average people were able to easily narrate their story in a short amount of time with little expenses. Today, digital storytelling is even more affordable since the devices used to capture video or audio are much cheaper. The affordability and power of technological hardware and software is perfect for the needs of today's classrooms (Robin, 2008).

Robin (2008) stated there are seven elements of Digital storytelling that are important for the story that is being created using technologies. These seven elements include:

1. Point of view

   o what is the perspective of the author? What is the main point of the story?

2. A dramatic question

   o A question that is important for the story and will keep the viewer/reader's attention, and it will be answer by the end of the story.

3. Emotional content

   o Serious issue that comes in a personal way, that connects the audience to the story.

4. The gift of your voice

   o Personalizes the story and helps with understanding of the story.

5. The power of the soundtrack

   o Music or other sound effects that can help with the understanding of the storyline.

6. Economy

   o Story should not overload the viewer/reader. There should be a focus on the main storyline.

7. Pacing

   o Pace the story accordingly, so the viewer/reader is not overwhelmed or bored.

According to Hlavatá (2017), Lambert also mentioned that an important part of a good story is the dramatic arc, meaning that the story is separated into several parts that follow each other. Using this approach helps to keep the story coherent, easy to track, and allows the story to have a logical structure. In the beginning of the story, the viewer/reader should be introduced to the main character of the story with whom they should be able to create a connection or understanding with. The first-person point of view during narrating is an advantage. According to Hlavatá (2017, p. 9) it allows the writer to display emotions better. The second part of the dramatic arc is conflict, that presents the main plot of the story. The third portion is about constructing the story and offering a solution for the main plot. The final stage finishes the story, and it aims to provide the reader with a point to the story.

There are applications for mobile devices that work with developing a dramatic arc. One of those apps is Toontastics.

2 DIGITAL STORYTELLING AND EDUCATION

2.1 21ST CENTURY SKILLS

According to Stauffer (2022) skills necessary for the 21st century can be divided into three different topics. These topics include learning skills, literacy skills, and life skills. These different skillsets are necessary for students to be able to function in today's fast-paced, globalized world.

2.1.1 LEARNING SKILLS

Stauffer (2022) calls the learning skills the four C's:

- Critical thinking

- Creativity

- Collaboration

- Communication

Stauffer (2022) considers critical thinking to be the most important of the list, especially for those who want to work in the health sciences. Creativity is connected to adaptability and allows students to think outside the box; it can also lead towards innovation. Collaboration pushes students to work together to find common ground to find the best solution to solve a problem while navigating different types of personalities and different people's strengths and weaknesses. The last C (Communication) aims to bring all of the previous C's together. It is a skill that is necessary to transfer different ideas between people.

2.1.2 LITERACY SKILLS

Stauffer (2022) names 3 literacy skills. These skills include:

- Information literacy

- Media literacy

- Technology literacy

Information literacy is a skill required to understand data encountered on the internet, and it promotes the idea of being able to distinguish fact and fiction. The second literacy is focused on media. Media literacy is extremely similar to information literacy because it focuses on finding trustworthy sources of information in the world around them. The last literacy skill mentioned by Stauffer (2022) is technology literacy, which teaches students

about current technology in today's world. Computers and mobile devices are a part of our everyday lives, so it is important for students to understand this technology and how to use it in efficient and effective ways.

Literacy skills are effectively taught using digital technologies since they are centred around them. These skills can be summarized as a digital literacy. Digital literacy, or digital competence is a new competence in Rámcový vzdělávácí program (RVP) and is needed to be improved in lessons.

2.1.3 LIFE SKILLS

Last category of skills mentioned by Stauffer (2022) are life skills. These skills have a role in personal lives but also help in a preparation for future profession of students. These skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

The first skill is flexibility, meaning the ability to adapt to circumstances. In a classroom setting, this often means that students may need to admit when they are wrong or when a new concept is received. In this model, leadership involves working together with a team to achieve goals collaboratively. Another asset important for students in the 21st century is initiative, which has a tight relationship with efficiency, and suggests that students should learn how to complete tasks in a suitable amount of time. The final set of skills necessary are social skills. This focuses on teaching students about human interaction, adaptability to others, politeness, and other forms of cultural intelligence.

2.2 PROCESS OF DS

Hegland (2007) states there are four phases to DS. The first phase, which is called the "Pre-production phase" to DS is for developing and more importantly, planning. During this phase, the writer decides what they will do with their story. The outline of the story should be emphasized so that the students know what kind of multimedia they will need to properly support their story, planning allows students to spend much less time thinking about what they need to do while writing. This process can be done in different ways and is similar

to the planning process in traditional writing. This phase is extremely important for a good digital story.

The second phase is called "the production phase". During this phase, students will gather the media they will use, which means they will search for images, audio, or create videos. All these materials should fit the story in a way that can support the narration and eventually even replace some of the words. Searching for the resources to use can be time-consuming if the pre-production phase is not done properly, which was supported by Gürsoy (2021).

The "post-production phase" is the next stage of the DS process. In this phase, students put everything they have found together and create the story, which is all done using digital technology, such as iMovie, PowerPoint, Toontastic 3D, etc. The program used is chosen based on the needs of students. In this phase, all the focus is on learning and revolves around the story, which is the centre of attention. First, the students create an imperfect version, which does not use everything that the programs offer. After the first version is inspected, by either the teacher or classmates, the students then proceed to finish their story based on the comments. During this process, teachers need to focus on emphasizing that the story is more important than the effects that are offered by the programs because that is something students will want to do first. If the story is finished before the effects are added, the story can still be shared if for some reason the effects could not be added.

In the last phase, "the distribution phase", students have a chance to show their stories to others. It allows students to use skills that might not be learned in traditional writing classes. While creating the digital story, students spend a lot of time in the process of creating a digital story so they can not only share their creation but also the experience they gained during the process. A part of this stage is also feedback from peers, which students to improve their stories. After, the class collaborates on making all of the stories better. The time designated for sharing is crucial because it allows students to share their stories with a real audience. Alongside the storytelling advantages, sharing the story also helps to build up a classroom community (Hegland, 2007).

2.3 DIGITAL STORYTELLING AND ENGLISH LANGUAGE TEACHING

Moradi (2019) states that thanks to modern technologies in education, it is easy for students to find the information they need for any kind of activity. On the other hand, it is difficult for teachers to teach students skills necessary for effective work with the

technologies. When technologies are used, the knowledge is not transferred from the teacher to the student, but it passes between students through their work in a social or technological setting.

Digital multimedia, in a form of video clips, sounds or images, used together with text or stories can help tremendously to develop written digital stories. Using digital multimedia combined with stories allows the author to show their thoughts better, which is why DS may "become an educational model for the present era" (Moradi, 2019, p. 2). Video especially plays one of the most important roles in DS because it can grab the attention of both children and adults. Teaching through digital storytelling is very accessible now since much of the editing software and hardware is easy to use and does not have high pricing.

While using DS, teachers need to be careful with setting up conditions, that are in relation to the contents of the lessons. And on the other side, students will go through a process where they must think critically while they are working with numerous sources, which develops their communication abilities and information literacy (Moradi, 2019, p. 3).

Moradi (2019) states that DS brings so much more than traditional storytelling because it enhances students' concentration, interest, motivation, collaboration and idea organization. DS also brings a great amount of creativity into the classroom. Students visualizing what they are writing allows students to be more authentic.

Overall, the use of DS in language classes contributes many positives. For example Moradi (2019, p. 7) states "providing creative teaching methods, more variation than traditional approaches, personalizing learning experience, creating a real-life situation in a simple and significant way, and engaging learners in the learning process". DS can improve both receptive (reading and listening) and productive language skills (writing and speaking).

Research by Smeda et al. (2014) found that when using digital storytelling in classrooms, the engagement of students is on a higher level than it is when doing classic storytelling. In their study, they mention each student was interested in and enjoyed using technology while searching for information on the internet and seeing digital stories from their classmates. Although the results varied over different age groups, the use of digital media increased their engagement during the activities. It is important to note that the higher engagement appeared only when the students created their videos and other products. The study implies that the engagement of students was low when they were asked to finish a storyboard.

Using digital storytelling also enhances collaboration between students, as Smeda et al. (2014) found. More work was done when using applications and other digital resources, than when working with traditional printed resources. Students also collaborated even between groups by helping each other with technical or grammatical problems, which alongside collaboration also increases their communication skills.

Digital storytelling allows students to find their way to achieve what was instructed by the teacher. Digital storytelling supports constructivist learning; it allows students to find their solutions by using their best skills. For this to happen, it is the teacher's responsibility to provide students with scaffolding and understanding of the software and digital storytelling (Smeda et al., 2014).

Alongside helping with language and people skills, it also enhances students' digital literacy and digital skills. During digital storytelling students need to solve different problems or do a research. It was also found that some students prefer to use digital media rather than speaking for expressing themselves, which supports their confidence. DS also assists with transferring knowledge, skills, and culture into their stories. (Smeda et al., 2014).

Findings by Smeda et al. (2014) indicate that alongside students who improve their skills in different ways, even teachers can learn new things, especially relating to digital technology, provided they do not work with it on daily basis. It is crucial for their proficiency in using digital technology to make a good digital story.

DS was found to help with the development of different skills, these skills include writing, research, technology use and communication. The use of DS was proven to help students overcome some of the issues they might encounter while writing, such as spelling or sentence formation. Teachers said that they noticed that students are learning implicitly while doing DS, the only condition being that students have a good understanding of their task (Smeda et al., 2014).

2.4 DIGITAL STORY NARRATIVE IN ENGLISH CLASSROOMS

Narrative is directly connected to personal experience of the writer and is usually written from the first person's view. It essentially provides students with opportunity to think and write about themselves and their thoughts and experiences through methods that provide the reader with the best option to imagine what the narrator describes.

For narrative a five-step structure is usually used. This structure is as follows: introduction, rising action, climax, falling action, resolution (Boyd et al., 2020).

2.5 DIGITAL STORYTELLING IN CZECH CURRICULUM

Rámcový vzdělávací program is an official Czech curriculum document, that constitutes a framework for the creation of school educational programmes at every stage of the educational system. It was introduced in 2005 and has gone through several changes. The latest RVP update, which was published in 2021, introduced a new key competence, which is spoken about below.

RVP defines seven key competencies, that students need to acquire to be able to function in today's society. The key competencies were introduced in 1993 but were not included in an official Czech curriculum until 1998. These competencies are:

- Competence for learning

- Competence for problem solving.

- Communicative competence

- Social and personal competence

- Civic competence

- Competence for work

- Digital competence

RVP states that these competencies are not isolated and should be interconnected in different ways and should be visible in all of the subjects. It also states that all educational content and activities in classes and at school should develop these competencies.

Digital storytelling develops several competencies. Competence for learning shows, that the learner can choose effective strategies and methods for their learning, by searching for information and can use them in learning or creating. Since DS needs the right choice of strategies and methods, as well as planning, it can be said that it is developing this competence.

Another competence that is developed through DS is communicative competence. This competence is defined as being able to formulate and transfer one's ideas and opinions coherently, having a logical structure, and is being cultivated in both speaking and writing. Communicative competence also describes that a learner is using different means of communication and technology for meaningful communication.

Social and personal competence can also be developed through digital storytelling. Social and personal competence develops students' ability to work in a group. Students take part in setting up rules, take roles and help to create a good working atmosphere in groups. In classrooms, students take part in discussions, understand why it is important to cooperate with others and respect views that are different from theirs.

Competence for work is developed mainly through using technology since this competence states that a student is using materials and equipment safely and meaningfully.

The last competence developed through DS is digital competence. This competence is the newest and was added in the latest RVP version. It says that a student is using digital devices and apps and decides which technology is the most suitable for their current problem. It promotes learners to acquire information and critically think about it. It allows students to create digital content using different formats and expressions.

2.5.1 NEW CURRICULUM FOR IT

In January 2021 the newest change to the RVP arrived and it brought a new curriculum for IT. In the new curriculum, the main areas of focus are computational thinking and the effective use of digital technologies.

Computational thinking is necessary for every person, rather than just programmers because it allows people to solve problems by analysing them and breaking them into several smaller steps or problems, that would seem easier to achieve. This can also be very useful when creating a story because when students divide their story into steps or phases, it can be easier to write and allows the story to have a better logical structure.

As mentioned above, the new curriculum also brought a new key competence, digital competence. As already mentioned, it teaches students to be able to use digital technologies. Understanding the principles of technology use is essential for searching for the easiest solutions, which will make students' lives easier.

In the "digital technologies" area of the new curriculum, it is stated that students will find and work with an app and work with different types of data. They will also connect digital devices and can show some of the issues that might arise. Students will also work with these devices safely.

3   WRITING

According to Richards (2015) writing skills are progressively becoming more important because of globalization. This communication consists of classic paper writings, electronic writings, and other written texts. The importance of writing also becomes more important because of social media, since it has a huge influence over written communication between people.

There have been many different approaches to teaching writing through the decades. During the majority of the first fifty years of the twentieth century, it was focused on the control of different sentence patterns and grammar using oral practice and drills, and writing was only used to improve linguistic and lexical knowledge (Richards, 2015, p. 479). Richards also states that this model is still being used in some countries. After the first half of the twentieth century, different approaches started being used. Writing started being about imitating what was done by the teacher and students started to practice writing in a controlled environment, where the students could make almost no errors.

After the 1980s a so-called "paragraph pattern was introduced, and learners started to learn the different patterns for different types of writing. Grammar started being taught based on what was needed in the different types of writing, and students started to write their writings, which displayed their knowledge about the different patterns. In the last ten years of the century, writing started being more about the final product, rather than about the process. This means that the writing started being viewed as a result of a creative action (Richards, 2015, p. 480-481).

Richards (2015, p. 481-482) states that recent writing instructions have been influenced by the "discourse and genre approach". The genre of the text is what the purpose of the text is. The writing is now viewed as a connection between the author, the reader, and the text itself. The writing is now connected to the social context in which it is created since it has a huge role in the creation process. The participants of the text combine into a community, and its discourse then shifts into a genre.

3.1   WRITING GENRES AND APPROACHES

Richards (2015, p. 482) recognizes several different types of writings. They can be classified based on the following (each category has an example in brackets):

- Genre (essay, detective story)

- Text type (letter, report)

- Type of paragraph development (narration, definition)

- Context (school, work)

- Audience (friends, teacher)

- Purpose (to inform, to entertain)

- Writer (employer, friend)

- Medium (printed, electronic)

Richards (2015) states that genres are important since they play an essential role in recognizing writing's nature and role. During the creation of the text, one must follow different sets of rules for different genres. Each text should reflect the rules and consider the audience, purpose, and context for which it is created.

Based on the genre of the text, it is important to choose the optimal approach in which writing is taught, which is something that teachers may struggle with. There are many different approaches to writing.

One of the approaches is the process approach, which consists of different stages ("pre-writing, editing, redrafting, and writing the final version"). This approach can be done using one of several strategies, "such as freewriting, planning, creating ideas, discovering meaning, group or pair work, revising, drafting, and proofreading (Castillo-Cuesta et al., 2021, p. 144).

Next, there is the product approach, which has focus on the final product and displays educational philosophy which is a mixture of literature analysis and copying models from textbooks or teachers. Strategies for this approach are "following teacher's rules and feedback, writing without planning, following outlines, focusing on organization, constant editing of grammar, using correct vocabulary and punctuation, avoiding sentence fragments" (Castillo-Cuesta et al., 2021, p. 144).

Castillo-Cuesta et al. (2021) state that there is a strategy, which is shared by both approaches. This strategy is feedback, which has an essential role in teaching writing because it can help students with correcting their errors and provides an opportunity to learn the target language. It is important to note that feedback must be comprehensible for the student, but it can be provided in both direct and indirect correction.

3.2 ROLE OF TECHNOLOGY IN WRITING

Technology is a great support in writing courses because it influences writing in two ways. The two ways are "facilitating the development of new types of writing, and helping in the writing process" (Richards, 2015, p. 504). Among people, the most familiar ways of using technology for writing are social networks and wikis. Richards says that it is difficult to say how the skills needed for successful writing are different for writing using technology and using paper, but the biggest difference can be seen in their collaborative nature because of how online writing can be created collaboratively. Among other things, technologies can inspire learners to write outside of the classroom (Richards, 2015).

Many different tools support learners, while they are writing. For example it is common that technologies feature underlining words in case it detects an error in spelling or grammar. Using the search bar on the internet allows students to check spelling, collocations and more. Internet is of course supporting students not only in terms of checking their writing, but serves as a good source of information, that can help students when they are writing (Richards, 2015).

3.3 DIGITAL STORYTELLING IN WRITING

Stories, that are written by students can be visualised using DS, which allows the students to be more effective with their writing and be more encouraged to write, even when they do not like or are not good at writing.

According to Tanrikulu (2020) it was proven that DS positively affects students' writing skills. In his paper, he states that DS improved the quality of writing by 5th and 6th grade students, and increased motivation, self-perception, creativity and other aspects of writing by 4th graders. DS also improves the choice of vocabulary, sentence structure, spelling and fulfilling the instructions for writing. According to Tanrikulu, individual DS has been researched well, but sources for collaborative DS are limited.

3.4 COLLABORATIVE WRITING

According to Veramuthu and Shah (2020) collaborative writing is dependent on every member's contribution during every stage of writing. Using collaborative writing can help to step away from traditional writing lessons, that tend to be common is ESL classrooms. It has a big social aspect in it, since students must share their ideas and talk about them in order to make a decision. Through this communication students do not only learn about writing but also to respect others. Except for communication and decision making, collaborative writing also provides opportunity to improve students' critical thinking because in the process of writing they will have to solve some problems that will appear.

Collaborative writing can also help students who are unsure in their own decisions because collaboration between students provides them with the assistance from their peers that they may need. Thanks to this assistance, students' confidence can gradually become higher and their anxiety about writing can progressively get lower, leading to motivation boost (Veramuthu & Shah, 2020).

In their study, Veramuthu and Shah (2020) found that collaborative writing has a positive impact on students' perspectives on writing. According to their findings, majority of the students' they worked with preferred collaboration during writing process and only 34% of students concurred that they prefer to write independently.

On the other hand, Veramuthu and Shah (2020) warn before some problems that might arise when teaching writing collaboratively. The teacher needs to be careful in their monitoring to ensure that every student is working effectively. They say that there is at least one passive learner, who relies on the rest of the group to do the work for them.

3.5 ASSESSING WRITING

According to Hughes (2003: 83, as cited in Richards, 2015, p. 506) assessing writing has 3 major issues:

1. "Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform."

2. "The tasks should elicit writing that is truly representative of the students' writing ability."

3. "The samples of writing can be appropriately scored."

While scoring writing it is important to decide what was the purpose of the writing, which has a direct relation to what needs to be scored. Different types of writing have different criteria. While evaluating writing tests, only writing skills should be assessed, not anything else. A writing test, that has a variety of tasks provides more precise information about students' writing abilities, than a test that only provides information about one writing type. The most difficult part of assessing writing is the creation of the scoring. Some tests are scored with an analytic scoring procedure, which means that different features of writing get a score, these features might be grammar, organization of the text, etc., while other tests give a single score for how the whole writing works together, this procedure is called a holistic scoring method (Richards, 2015).

According to Sunanta (2022) in writing it is important to have a scoring rubric, which is used for assessment. A scoring rubric is a scoring guide, and it has three types – primary trait, holistic and analytic. A primary trait focuses on basic skills used in writing. A holistic rubric combines different attributes of students' work and provides the student with a single score. And the analytic rubric scores different categories individually.

East (2009) states that an analytic rubric is less practical because it is more time-consuming to use it. Despite that, it is good to be used for foreign language students, because it is more detailed and allows the teacher to look at more aspects of students' work. Because of its detailed nature, the analytic scale allows the scoring to be more reliable, objective and consistent.

Assessing writing requires an assessment rubric that is detailed because only then the assessment can lead to an improvement on the student's side. If the rubric is done well, it shows expectations of students' development before they start writing. In writing classes, the feedback the student will get can mirror the goals of the writing, which will support the student's understanding of the criteria or errors (Sunanta, 2022, p. 9).

III. METHODS

4 OBJECTIVES OF THE STUDY

The main goal of the study was to discover what challenges can be seen during individual DS lessons because the author of this thesis had no previous experience with teaching DS in lessons. Based on the challenges discovered during the lessons it was decided that it would be beneficial to name the criteria which need to be met when creating DS lessons for teachers, who wish to add DS into their classes. Another goal, that this study aims to achieve is to name the skills, which students will achieve during DS lessons. The focus was not only on the writing skills of students but also on other skills, which are necessary for the 21st century, including collaboration, communication, media literacy, and technology literacy which were stated by Stauffer (2022), Moradi (2019) and Smeda et al. (2014). Alongside focusing on the issue from the teacher's point of view, the decision was made to also allow students to state their opinions on the enjoyment and benefits of DS together with their feedback on both their work and collaboration during the process.

In relation to the goals of the thesis, three main research questions were stated:

Q1: What are the challenges that will be observed during the sessions on digital storytelling?

Q2: What conditions have to be met to make digital storytelling effective?

Q3: What skills do students learn during digital storytelling?

5 METHODOLOGY

For this study action research was conducted during which both qualitative and quantitative methods of data collection were used. The research used participatory observation and informal interview as qualitative methods and two questionnaires as a method for quantitative data collection.

Firstly, during the introductory lesson, students were given the pre-DS questionnaire. According to Chráska (2016), a questionnaire is a tool which retrieves answers to questions in a written form. The questions in the questionnaire focused on students' knowledge at the very beginning of the research. The questions were of both qualitative and quantitative character and were designed to reflect students' knowledge about story structure and DS alongside their expectations. The questionnaire can be viewed in Appendix 2.

The questionnaire followed action research, which is explained by Hendl (2005, p. 138) who says that "researchers and the participants of the research are on the same level, where both groups have an impact on how the findings are interpreted". All the data are connected to everyday practice. This research approach is supposed to be a process where people learn and change based on the findings during the research period because the "process changes based on the circumstances over time" (Hendl, 2005, p. 138). The process of action research is in the form of a cycle, where a sequence of similar steps takes place in each lesson, this cycle reveals the changes which were made in reaction to challenges that appear (Hendl, 2005). During the research students created a story based on the topic, which was "mysteries". The topic was chosen according to what the teacher of the class demanded in consultation with the Project Explore 3 textbook. The action research focused on the DS lessons and was done in the following cycle, which was inspired by a cycle used in Obručová (2021):

teach → observe → review → suggest changes → make changes → teach

After students created their stories, another questionnaire was given to the students, this time it focused on students' self-assessment and perceptions of the DS lessons in which they participated in. The questions asked in this questionnaire were of qualitative nature since it was mostly focused on the perceptions of the students. The questionnaire can be viewed in Appendix 3

After the final lesson, an informal interview with the teacher who was present took place. An informal interview depends on spontaneous responses during natural interaction.

Its advantage lays in the ability to ensure that the interview is as specific as possible (Hendl, 2005). The aim of the interview was to gain a point of view from an experienced teacher who might be able to provide the researcher with observations and opinions, which could have been overlooked during the whole DS project.

The last step of the process focused on creating a list of criteria for implementing DS into English classes. This process included analysis of all available data (reviewing the lessons, rereading students' and teacher's responses), which provided the basis for the list and suggestions.

5.1 Participants of the study

During a period of three weeks, seven lessons were taught and through these seven lessons, the students of the eight-grade created a digital story. The sample consisted of eighth-grade students at the First elementary school, Západní 18 in Plzeň. The school was opened in 1984 and provides educational programmes for both primary and lower-secondary education. Currently, the school is attended by 1046 students.

The sample group was chosen based on the convenience of the sample. The teacher who teaches English in this group provided the researcher with an opportunity to conduct the research during the lessons of one of her classes.

The class consisted of thirteen students, 4 boys and 9 girls, out of which one boy was missing for the whole duration of the project, which also had an impact on one of the groups. The class in which the research was conducted is a language group. The language group is the half of the class with a better language skillset, the students are designated to the group based on their language skills. This class had English lessons three times a week – on Monday, Wednesday, and Thursday and their average level was between A1 and A2. English is taught using the Project Explore 3 textbooks and workbooks.

IV. RESULTS AND COMMENTARIES

6 LESSONS

6.1 INTRODUCTORY LESSON

Aim:

- Students can name the 5 steps of a story structure.

The introductory lesson's focus was on getting to know the students and providing them with the information they will need during the rest of the research including the introduction of the researcher, the reason and goal of the study, the introduction of DS, and controls of the iMovie app which they will work with. The researcher was introduced to the class by their teacher and then was allowed to lead the lesson as necessary.

After the introduction, students were given questionnaires that focused on their prior knowledge and opinions about narrative, DS, and expectations. This questionnaire took students about ten minutes to fill out because the questions were both close-ended and open-ended.

After the questionnaires were handed in, students were asked to name things they think are important during the narrative. The questions aimed to discover students' current knowledge about storytelling. Generally, the students' responses were similar, they all agreed that there should be an introduction, the middle of the story and a conclusion. After this discussion, the structure of storytelling, which included introduction, rising action, climax, falling action and resolution was projected and a discussion about each stage of the structure took place. During the discussion, students were very active in communication.

The lesson continued by dividing students into groups. Students were allowed to create groups on their own, the only condition was that they had to make three groups of three and one group of four. The reason behind the numbers was that there were thirteen students in the class. For simple orientation, groups were named "Group" and a number 1-4 based on how quick they were to create a group.

During the grouping of the students, one challenge appeared. The challenge was that some of the students were missing. Three groups consisted of pairs only at this point because the students only wanted to be together and did not think about who the third member would be. The decision was made to assign them to groups, that were only in pairs. After the students were assigned, the groups were created as aforementioned – three groups of three

and one group of four. This decision proved to be a mistake because one of the missing students has not appeared at any of the sessions, leaving the group to which he was assigned to be a pair. The alteration for this problem would be grouping the students present in classes first, to create full groups and assigning the missing members based on that later.

After the students were divided into groups, each group was given an iPad on which they were supposed to open the iMovie app and discover what controls the app has for them to learn about the controls of the app. After ten minutes the researcher introduced the basic controls of the app to the students. The controls that were introduced included adding a new clip, sequencing existing clips, and adding text or subtitles to clips.

Towards the end of the lesson, the instructions, criteria, and role assignments were given to the students in a printed version so they would always have it by hand (visible in Appendix 10). Students were given time to go through everything and ask questions in case something was unclear to them. No questions were asked so the lesson continued with a discussion about how the students should proceed when creating a digital story. Emphasis was put on the planning phase, so the students wouldn't underestimate it.

The lesson was closed with ten minutes during which the students were provided with time to discuss everything about the DS within their groups. During this time, the majority of their communication was about the roles, where the students expressed their feelings towards which role they would wish to have. Usually, the students said sentences such as "I think you should be the leader because you have the best English" or "I want to be the resource searcher".

6.2 FIRST LESSON

6.2.1 REFLECTION

Aims:

- Students can agree on a plan.

- Students can write a plan according to instructions.

- Students can write a story based on instructions.

At the beginning of the lesson dramatic arc was projected for the students to remind them of the parts necessary for the story and each group was given an iPad which they could use as a note-taking tool or to search the internet for information they would need.

Group 1 started planning their story immediately and their conversation focused mainly on the main topic of their story and keeping the reader's attention. During the conversation questions such as "What role will the box have in the story?" or "What if we create our own video?" were heard. This group managed to have a plan for the story prepared by the end of the lesson which meant success for their group. The cooperative ability of this group was observed to be on a good level and no issues were observed while observing this group.

Group 2 was missing a member but was very active in their communication. They were slower to come up with an idea of how they will include the box in their story, and quite often a sentence "I don't know what to do with the box" was heard from this group, but the discussion was focused on the topic. They managed to create the majority of the plan by the end of the lesson, which was considered to be a success for them.

Group 3 was also missing one member, who was according to the students the leader of the group, meaning she was the one who guided the discussion. Silence and lack of engagement were observed so the researcher tried to guide the discussion of the group by writing a box in the middle of a sheet of paper and asking the students what the box could mean or contain and instructing the students to create a mind map. This proved to be a good decision because the group managed to create a part of the plan by the end of the lesson.

Group 4 had only one member present, which was considered to be the biggest challenge during this particular lesson. This member tried to come up with something alone while discussing it with the researcher. Since one of the members was at home for health issues, the member who was present tried to communicate via text messages to get some ideas from them. This communication did not work properly, so the student who was present had some suggestions written down which she promised she would discuss with others outside of the classroom. The student was engaged and tried to come up with ideas.

6.2.2 POSSIBLE ADJUSTMENTS

The lesson was mostly successful and most of the challenges which appeared during the lesson were solved by quick reactions of the researcher. For one group, drawing a mind map helped to come up with ideas. However, group 4's problem was very difficult to solve, but the text messages with the members who were not present during the lesson helped slightly. The only adjustment suggested is that the teacher should have some questions or

strategies prepared for groups, which would struggle to communicate during the preproduction stage. These questions and strategies could include:

- Mind mapping,
- "Write down as many ideas as you can and then read them aloud to your group."
- Try to say answers to these questions about to your idea of the story:
    - Who?
    - What?
    - When?
    - Where?
    - Why?
    - How?

6.3 Second lesson

6.3.1 Reflection

Aims were the same as in the previous lesson and one additional aim was added for the following lessons as well:

- Students can critically choose media which can support their story. .

This lesson was the second lesson, which was completely dedicated to the creation of the story. The goal for this lesson was for students to finish plans, which they started creating during the first lesson and begin the production phase.

Group 1 started writing down dialogues which they will have in their story, at this point, the students started to speak mostly in English and used Czech only in case they did not know how to say expressions or vocabulary, which they wanted to use, in English. When Czech was used, the rest of the group usually translated the sentence into English and the group continued with their work. Based on the discussion the researcher had with this group, their plan for the next lesson was to take pictures and videos they will use to support their story.

Group 2, which had their story prepared took a different approach and started to search the internet for multimedia they would use to support their story. This group wanted a bit of assistance working with these media, mostly with basic-level edits such as cutting

and colour changes. Conversation within this group was also mostly in Czech and not much English was used.

Group 3 started communicating a lot, which was caused by the presence of the team leader who took the most initiative in discussions and managed to get others to communicate with her. Their plan was mostly done at the end of the lesson, and they said that they would talk about it outside of the classroom as well. A big improvement in communication was observed, especially thanks to the presence of the leader of the group.

Group 4, which only had one member present in the second lesson was fully present this time. They continued planning their story and this process was quite fast paced, however, it was observed that they often got distracted by the iPad and had to be told to focus on planning and figuring out the story first. At the end of the lesson, their first version of the plan was written down. This was also the only plan that was written in English.

One general issue was observed during this lesson. The majority of groups tended to work on one thing at a time, meaning that all of the members focused on the same thing and did not use their roles properly. After noticing this, the students were reminded why the roles were important and that they should use them effectively. During the lesson, most students were productive, but at certain stages, it was visible that not everyone in the group was working, which was a problem that Veramuthu and Shah (2020) warned about.

6.3.2 POSSIBLE ADJUSTMENTS

The majority of conversations that happened during this lesson were done in Czech, to prevent this a teacher can have phrases for suggesting ideas prepared and handed out to the students, which would serve as scaffolding. Examples of such phases could include:

- I think,

- I suggest,

- I would prefer if …

Group 2's need for assistance when working with media showed that the preparation of students towards using the media was not sufficient. Since the stop of work and implementation of the lesson focused on controls would only be counter-productive at this stage of work, in the next DS sessions with different classes or different apps, more time should be devoted to the technology controls.

6.4 Third lesson

6.4.1 Reflection

Aims for this lesson were chosen based on the fact that each group was at a different stage of story creation. The aims were:

- Students can critically choose media which can support their story.

- Students can create a video using text and media which they have previously prepared.

The focus of the third lesson was on the production and post-production phases, based on how far in their creation process each group was. At the beginning of the lesson, students were reminded to speak in English, which they tried to do, especially when the researcher was close to their group. Another thing that was reminded to the students was to keep their roles in mind, so they would be able to work more effectively as a group. These reminders were done because in the last lesson, it was observed that some students were passive, and the majority of students did not communicate in English during lessons.

Group 1 decided to create videos by themselves and started shooting the content they would use based on their script which they had written down, including the dialogues which they wanted to act out during the shooting of the video. No issues were observed in the work of this group, except for the lack of use of English and some grammatical mistakes in their script, which were formatively pointed out by asking them questions to make them realise where the problem was. An example of such a question asked is: "How do we create a question?".

Group 2 started with searching the multimedia online during the last lesson and decided to combine the production and post-production phases, in a way that they were searching for the pictures when they needed to put them in the video.

Groups 3 and 4, which have had the most difficulties writing the script so far, managed to finish their plans and started with their production phase. Communication difficulties were observed during the lesson, but when compared to their communication in past lessons it was visible that their communication improved and that they were able to come up with ideas and do their tasks. In some cases, students only needed to be shown the direction in which their conversation should continue.

The problem that appeared in this lesson the most was that students said that they were behind schedule and would probably need more time to finish the story. After discussions with individual groups, they all agreed on continuing with their production phase outside of school.

6.4.2 POSSIBLE ADJUSTMENTS

Since the majority of groups (3/4) wanted to only use drawn pictures, rather than their original pictures or videos, the teacher could have some neutral character pictures prepared for students, which they could use if they wanted.

Starting the production phase, each student within the group should have a tablet at their disposal. Having a tablet assigned to every student could allow students to make the production phase much quicker and it could also prevent having passive learners in lessons.

6.5 FOURTH LESSON

6.5.1 REFLECTION

The fourth lesson had the same aims, as the previous lesson, meaning:

- Students can critically choose media which can support their story.

- Students can create a video using text and media which they have previously prepared.

Before the lesson, the decision was made to give students an extra lesson to finish their story, so they have enough time to finish their production phase and start with the post-production phase. Each group was given extra iPads to help the students to be more effective with their group work. Additionally, at the end of this lesson, it was decided that the second story will not be prepared by the students due to time reasons, which allocated more time for the first, and only story to be finished.

Group 1, who decided to create their videos did not finish shooting between classes, so they continued with shooting for twenty minutes during the lesson. They asked the researcher and the teacher for access to a school theatre which they wanted to use for shooting, this request was accepted, and the teacher went to the theatre with them. They spent more time shooting than they expected, and they returned after thirty minutes.

Group 2 continued with their mixture of production and post-production stages. It was observed that this group had written their story during the break between the fourth and fifth lessons, which made it easier for them to do the writing process. There were two

setbacks for this group. First, only one member was present during this class, so he had nobody except for the researcher to discuss his ideas with. Second, the media needed for the story were not prepared so a lot of time went into searching, downloading, and editing pictures.

Group 3 started with their post-production phase, but their production phase was not yet finished. They made use of the extra iPad to create the media they needed; however, it was noticed that one of the members was drawing pictures that were irrelevant to the group's story and needed to be reminded to focus on the story. This issue introduced a passive learner that Veramuthu and Shah (2020) warned about. A reminder to work was usually sufficient for the student to regain activeness.

Group 4 also started with their post-production stage. They made the best use of the second iPad which was mostly used as a source of pictures for the story. Overall, this group communicated well, and their focus was set on finishing the story. Despite not managing to finish the story, this group engaged in a lot of discussions and discussed many things with the teacher. Similarly to Group 2, Group 4 asked for advice about advanced controls, which supports the statement that more time should have been spent teaching students about the controls.

6.5.2 POSSIBLE ADJUSTMENTS

During this lesson, it was discovered that one lesson for each stage is not sufficient. Especially the production stage is time-consuming and if the students only work on the production stage at school, they do not have a chance to finish the whole digital story in four lessons. The post-production stage, where the students put everything together takes slightly less time than the production phase, but still needs a certain amount of time for students to create the story.

6.6 FIFTH LESSON

6.6.1 REFLECTION.

Aim:

- Students can create a video using text and media which they have previously prepared.

The fifth lesson was focused on the post-production stage of the DS process. Students spent the whole lesson on the creation of the final product, which included mainly putting the pictures and videos in the correct order and adding the text necessary to tell the story.

Group 1 put the videos in the correct order and started adding subtitles. This group has been the most invested during the course of the DS process During this lesson, no more than only one member of the group was active at a time. The reason was that only one of the members had access to the iMovie app, this was solved by members taking turns creating single scenes.

Group 2 continued with their combination of production and post-production phases. This strategy proved to be good for this group, where the roles were assigned well because this group was observed to be productive during whole lessons. One of the members focused on putting the pictures into the iMovie app and adding the text, which they have written. And the rest of the group worked on creating the media they needed for the story. No issues were observed during this lesson, while observing and communicating with this group, their work was evenly spread.

Group 3 put their effort into the post-production phase, where two members were putting the text of the story into the iMovie app, while the last member worked on finishing the media necessary. This group was very active during this lesson, and the only problem which appeared during this lesson was the students' inability to use some functions that were slightly more advanced and needed assistance from the researcher.

Group 4 had their post-production in works from the last lesson and during this lesson, they managed to finish their story. The only notable change in the productivity of this group was that one of the members was only watching the others for most of the lesson. This was caused by the fact she played the biggest part in writing the story and figuring out what the story was going to be. Despite the fact she was most active during previous lessons, she became a passive learner at this point.

6.6.2 POSSIBLE ADJUSTMENTS

Since the post-production stage comes as a latter stage of the whole DS project, the researcher should have included at least a few minutes dedicated to the most basic controls of the app because some of the students forgot some of the basic-level controls, which were shown to them in the introductory lesson. When relating to this DS project, the downside of this adjustment is that there group 2 has been working on the postproduction stage in

combination with the production stage, meaning that they have been using the controls for the whole duration of the project. If this adjustment was implemented, group 2 would be instructed to continue with their work.

6.7 SIXTH LESSON

6.7.1 REFLECTION

Aim:

- Students can create a video using text and media which they have previously prepared.

- Students can express their opinions towards DS.

The sixth lesson was the last lesson taught. In this lesson, students had the chance to finish their stories. All the groups managed to finish their stories after approximately twenty minutes of the lesson. This time was spent only doing some finishing touches in the iMovie app, so the story would look good.

After finishing the stories, each story was presented to the rest of the class, which is a part of the distribution phase. Some peer feedback took place, but the majority of it was focused on the visual part of the story, rather than the language aspects of it. The comments by students included: "The clip was too fast, I did not manage to read everything" and "I liked your acting but I wouldn't want to be in such video".

After the stories were handed in, the students then shared their experiences with others and said talked about what their biggest problems were. Students agreed that the time given to them was the biggest problem because they wanted to do so much more with their stories. Students also agreed that an extra lesson focusing on the iMovie app would be beneficial for them because during the process they had to ask for some problems that were specific to their situation. Some of the comments by the students were: "I did not know how to change the colour of the text" or "We did not manage to do everything we wanted".

At the end of the lesson, students were given a questionnaire where they were asked about their opinions on DS and its process, which they filled in. After the lesson a semi-structured interview with the teacher took place. The discussion with the teacher was about the whole process and opinions. The results of the discussion with the teacher and all the questionnaires will be shared and analysed later in the thesis.

6.7.2 POSSIBLE ADJUSTMENTS

The only possible adjustment to this lesson would be to allow students to work on their projects for the entirety of the lesson, which would put less time pressure on them. This adjustment would push the distribution phase to the next lesson, which could be dedicated to more thorough feedback from both the peers and the teacher.

7   RESULTS AND DISCUSSIONS

7.1   PRE-DIGITAL STORYTELLING QUESTIONNAIRE

Before the DS process itself, students were given a questionnaire which focused on their preconceptions and their expectations towards what was coming. The questionnaire was written in Czech language and students also responded in Czech. This decision was made to make sure that the responses will be as authentic as possible. The quotations are translated versions of students' responses. A copy of the questionnaire is attached in Appendix 2 at the end of the thesis.

The first question focused on students' knowledge of storytelling in general, meaning they were asked if they know how to build a story. As visible in Figure 1 students' responses were equally split and none of the possible answers was chosen significantly more than the other answers. Students were asked to think of parts that a good story should have. The students who chose "strongly disagree" or "disagree" in the previous question mostly answered by saying that it depends on the reader or that it should be funny or scary. On the other hand, even if the students were not sure, they named the most important parts of the story, which are introduction, climax, and resolution. Some of the students also mentioned the rising and falling action. Generally, the students knew the essential parts of a good narrative but were not sure of their knowledge, which caused them to choose the "disagree" or "I don't know" answer.
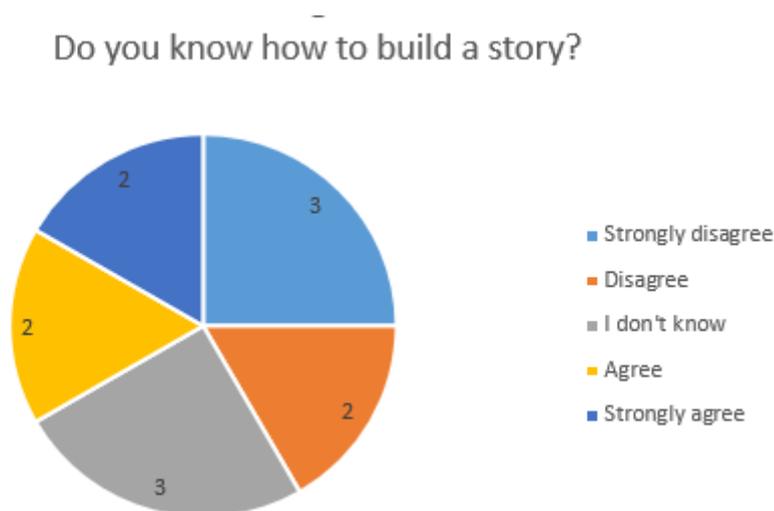

Figure 1 - building a story

Next, students were asked if they have encountered the concept of digital storytelling. It was hypothesized that the majority of the students would not have previous exposure to this concept, and only a negligible number of students would affirm awareness. This prediction was confirmed by the unanimous response of the students, which indicated that they did not know DS. After being asked to guess what it could be, different opinions appeared over the class. Most of the students thought that DS were movies, e-books or audiobooks. The closest accurate answer was by student H, who said: "I think it has something to do with a story that is uploaded to a device, which will then retell the story".

The lack of familiarity with the concept of DS meant that the students did not know what to expect. However, some of the students approached DS with the expectation of it being a fun, new and enjoyable experience. Besides fun and joy, some of the students also mentioned that they expected problems since the technology was not something they would be good at working with.

Do you think that writing on tablet will be benefitial?

Strongly disagree Disagree I don't know Agree Strongly agree
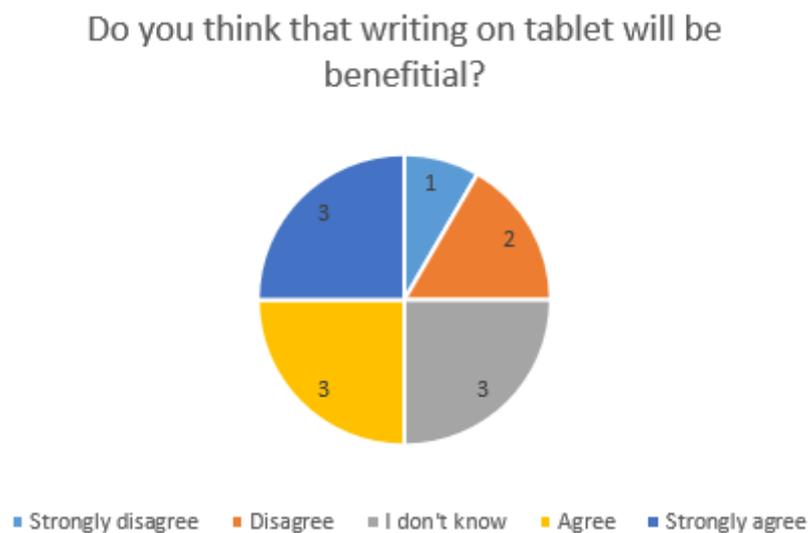
Figure 2 - benefit of writing on tablet

Another opinion-based question focused on students' opinions towards writing using an iPad. Figure 2 shows that one of the students chose the "strongly disagree" option, and one of them even admitted that it might be beneficial for other students, but not for her by saying: "It can be beneficial for someone, but I think it will not be for me".

Two students chose the "disagree" option but when asked for an explanation they mentioned that it was because of the technology involvement.

Three students chose the "I don't know" option and commented on it by saying that they think that DS and traditional writing are fundamentally similar. The rest of the students

thought that it would be beneficial, the reasons included that they would learn to use tablets better. One of the students stated: "I think it is a good thing. We will also learn to use tablets better and we will not have to scratch as much."

Do you think it will be easier for you to write the
story in a group, rather than alone?

■ Strongly disagree   ■ Disagree   ■ I don't know   ■ Agree   ■ Strongly agree
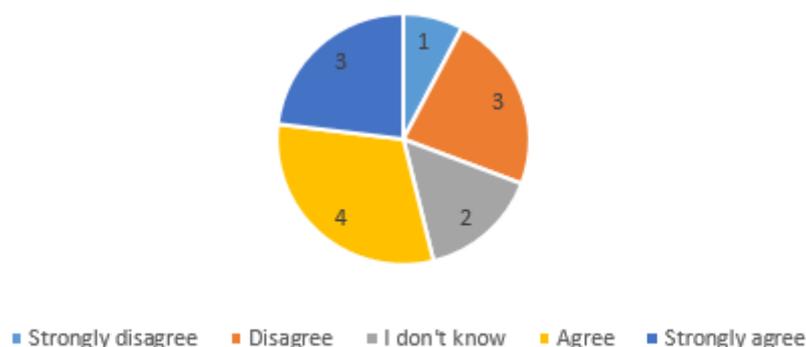
Figure 3 - collaborative and individual writing

The last question explored students' opinions on collaborative writing by asking if they think that it will be easier for them to write the text in collaboration with other people. The expectation was that there will only be two groups of students, one where students would only like to write alone and one where students would enjoy writing in a group. This prediction was confirmed by the responses of the students. Four students responded with the "strongly disagree" or "disagree" option, which can be seen in Figure 3, and explained their decision. Student A said: "The advantage of writing a story alone is that nobody will tell me what to do, which means that the story will be only about my own fantasy".

The other two opinions were similar, and besides the reasons in the quotation, they also mentioned that while working in a group of three and more, they tend to be less productive. On the contrary, despite their unfamiliarity with DS, the majority of students expected that they would enjoy writing collaboratively. An argument which appeared in all of the explanations was that it would be easier because they could discuss their problems with either creativity, spelling or anything else.

7.2 POST-DIGITAL STORYTELLING QUESTIONNAIRE

The questionnaire given to students after their stories were done focused on their opinions about their stories, work process and experiences. This questionnaire was also in Czech to ensure that students' responses would not be limited in any way. All quotations are

translated into English as precisely as possible. A copy of the questionnaire is attached in Appendix 3 at the end of the thesis.

As visible in Appendix 3, the first question focused on the self-assessment of students, who were asked to say if they thought that they managed to create a story, which includes all the parts which were introduced to them in the first lesson. The vast majority of the class was confident in their stories and said that they did indeed manage to create a story, which included all five parts that are needed for a good narration. Their reasoning was generally that everything necessary was present in their story. One of the students mentioned that they wanted to create a sequel to their story, so the ending was not present in a correct way, since they used "to be continued" at the end, but still said that they managed to create a story according to the criteria. The only student who said that the story did not meet the criteria said: "No, we didn't make all the slides".

Next, students were asked if their expectations were met. Here, the students mostly said that their expectations were met. None of the students voiced that their expectations were not met. Student B said: "I did not have any specific expectations, but since we managed to finish the work, I consider it to be a success."

Another student mentioned that their expectations have been exceeded and mentioned that they value this new experience by saying: "Yes, and even more, it is a new experience."

The expectation that was met the most was that students would consider DS to be a fun activity, which was confirmed by their post-storytelling answers and reactions in class. For most DS was an enjoyable activity. The declaration by Smeda et al. (2014) about engagement, interest and enjoyment during DS lessons was confirmed by both the students' responses and observations during the lessons.

Despite the enjoyment of DS, opinions on preference between traditional and digital writing were evenly spread between the answers. A third of the students answered that they would prefer DS and gave their reasons. One student said that we live in a modern world, where work with digital devices is necessary and therefore, we should know how to use modern technologies even for writing. Another opinion was that they simply find it to be better. One student said that DS is faster than traditional writing, which was an unexpected answer since the majority of students expressed their feelings about not having enough time to make their stories as perfect as they wanted. On the contrary, another third of students

stated that they would prefer traditional writing because it was not as time-consuming and the majority of them said that it is easier to write their stories on a piece of paper with a pen in their hand. One of the students also mentioned that she prefers writing on paper in the form of comix because she enjoys the drawing process. The rest of the class said that their choice would depend on the context of the writing. They also demonstrated their critical thinking skills by saying that both traditional writing and digital writing have their benefits and drawbacks.

 In the next question, students were asked to describe their teamwork. Group 1 had essentially the same answers. Each member said that they considered their teamwork to be outstanding. Their reason for that was that all of them took part in the process and contributed with different ideas. Members of this group also described their contribution to the final product, but in general, each member contributed to each activity during the whole process.

Group 2 was also satisfied with their teamwork. The main problem for this group was that one member was missing for the whole duration of the project, which one of the members addressed. Regardless of this fact, they both said that their cooperation was well organised. Their work was evenly spread and both members managed to contribute to finishing the story.

Group 3 had different views on their cooperation, especially about the early stages. One of the members stated that their work was well divided and named the activities that were done within the group. She said that she was satisfied with the group work. The rest of the members addressed the issues which appeared in the beginning stages of the process, which they managed to overcome. Additionally, they addressed the fact that they viewed their group to be formed by two pairs that did not necessarily want to cooperate, which caused the early problems. All things considered, this group agreed on their cooperation being on an acceptable level which resulted in a story which students considered to be good.

Group 4's responses to the cooperation were brief. Nevertheless, they all agreed on the fact that each member of the group managed to contribute to the story. The students considered cooperation considered to be adequate. In addition to that one of the students mentioned that they did not always agree, but generally managed to resolve the issue.

The following question focused on the perception of collaborative writing, in a sense of preferability compared to writing alone. It aimed to see if students' perceptions have changed after the experience with collaborative writing. The premise was that the majority

of students would not change their opinion on this topic. This prediction was confirmed by the responses of students. Most students maintained their position on this topic and mentioned the same reasons as they did when they were asked before the DS experience. However, despite not changing their opinion, two students showed a change in their thinking. One student said that regardless of her preferring writing alone, she can see the advantages of collaborative writing, especially in the possibility of getting help from others. Another student, who is individually driven and stated that she would prefer to always write alone in the first questionnaire, stated: "I am glad we created the digital writing in groups, but I would rather do the writing and thinking part alone". The responses by students confirmed the statement by Veramuthu and Shah (2020), that collaborative writing has a positive impact on students' perspectives on writing. Students also confirmed that the social aspect of collaborative writing was present in their groups since they had to learn how to communicate together and make decisions based on opinions shared in the group. However, the results did not entirely support Veramuthu and Shah's (2020) statement that the majority of students prefer collaborative writing.

The last question asked if students would welcome doing DS in their English lessons again. After seeing the reactions and work in lessons, the prediction was that most students would prefer to do DS again or more often. It was surprising to see that only about half of the students said that they would like to do it again. They justified their answer by saying that DS was enjoyable and interesting for them. One of the opinions was that it would depend on the group and that pairs would be preferred. On the contrary, some of the students said that they do not wish to do DS again. In this case, the reasons differed. One of the students said that he simply prefers traditional writing. Another student said that she thinks that she has not learned much English while creating the story. One student said that the idea of creating a video or animation did not make her interested but admitted that if the story was to be narrated differently, she might be interested. Lastly one of the opinions mentioned a problem with working on iPads and in the iMovie app.

Teacher's opinions

Upon being asked whether she would include DS in her English lessons, she said that she would, although she acknowledged that she would first need to learn using the apps that are used for it. After a short discussion, it was discovered that the teacher has already used some DS variants in her lessons, specifically an app called Chatterpix, which has a function that allows people to put a mouth on a picture, recording their voice, and thus making the

picture talk. On the contrary, she finds DS, in the form that was presented during lessons, to be time-consuming, which she said is the reason why she would be scared of using it in her lessons. The teacher said: "I would love to include it in my lessons, but the time it requires is way too high, especially when we must do unit tests after every unit in the textbook and send the results to the leader of English teachers by a certain date."

The next question focused on digital competence in English lessons. The teacher said that she believes that it does belong to English lessons and that she is already trying to include it in her lessons. The discussion was held after, and the teacher said that she uses iPads a lot, especially in a so-called "iPad class" where each student has their personal iPad, which they use during lessons. It was agreed that DS does increase the level of students' digital literacy and skills, which confirmed the words of Smeda et al. (2014). The explanation for this was provided by the teacher: "I definitely think that digital competence does belong to English classes, especially in this age. Everyone has their devices by hand all the time and it is important to learn how to operate them."

The teacher was also asked what impact DS can have on the development of language skills. The response was that students can follow their own mistakes retroactively. She also mentioned the possibility of having peer assessment, specifically, she stated that other students can find mistakes in the works of others. It was also mentioned that she thinks that DS can improve writing skills tremendously. After that, a short discussion took place, where other possible language skills were mentioned. Students can also improve their speaking and listening skills, especially if they maintain speaking in English within groups, which both the teacher and the researcher agreed was not the case during the majority of the project. It was also mentioned that students said that they would feel ashamed to speak in English in front of others in the group during one of the lessons.

When asked for recommendations about DS the teacher talked mostly about the conditions which would need to be met. She said that she would recommend having students used to work with iPads because she thought that it would improve their productivity since they would be more accustomed to working with different software. The teacher said: "I think iPads should be implemented into the lessons more to make students used to use them as a productive tool". Additionally, more writing practice should be included in English lessons, to have students make good digital writing according to the teacher. "I think we should do more writing practice, especially after what I saw. Some of the students are very creative and only need practice to write great stories."

The last part of the discussion was about the project itself. The question was about students' achievements during the DS process. Here, the teacher praised the collaboration between students, who she said are mostly introverted or individualistic. She specifically mentioned one group, which consisted of very introverted students, and she was happy to see that they managed to function together despite the problems in the beginning. Next, she specifically mentioned one individualistic student: "Student E really surprised me, because since the beginning of the school year, she has been preferring to work and sit alone, but during the project, she participated a lot in both the work and communication within the group."

The teacher was pleasantly surprised to see that this student worked so well and was outspoken within the group. The ability to collaborate despite preferring working alone is proof of statements by Moradi (2019) and Smeda et al. (2014) about DS's ability to enhance student collaboration.

On the contrary, there were two downsides mentioned during the discussion. The first downside of the project was the time consumption of the project, which the teacher said is extremely high, thus making it difficult for her to include it in her lessons, which has already been mentioned. Time consumption was also stated to be a risk by Hegland (2007) and Gürsoy, G. (2021). As the second downside of such a project teacher recognised was that there is always someone missing in class, which causes problems in projects that are spread over several lessons. To this the teacher added the following statement: "There is a problem that there is always going to be someone missing in the class, but it is a problem which is impossible to solve, to be honest."

7.3 REFLECTION AND POSSIBLE IMPROVEMENTS

After reviewing the lessons and responses from both the students and the teacher, a few changes for different stories were decided. Several issues appeared during the lessons, some were addressed by the students themselves or the teacher, and other were observed by the researcher.

The first, and most notable issue that appeared during the lessons was the fact that DS is highly time-consuming for standard 45 minutes long lessons. The time issue is possible to be solved by several options. The first option that could solve the problem is for the production stage of the DS process to be done outside of the classroom, leaving more room for pre-production, postproduction, and distribution stages during class time. Next, DS could

be done during project days at schools, meaning that students would have the whole day to work on their stories. Another option is to provide students with more than just one iPad per group, which was implemented halfway through the process and students proved to be more productive with their work and it also improved the pace of their work.

The next issue that appeared in lessons was that students did not communicate in English within the groups as much as they were instructed to. This was caused by several aspects. For one, the students said that they would feel ashamed to speak in English for the whole duration of classes. Second, the researcher did not put the necessary emphasis on the speaking part. This can be solved by having students more used to speaking in English only during lessons and by a more consistent emphasis on communication between students.

The third issue which appeared in lessons was pointed out by students during the final conversation in class. They said that the topic which they were given did not suit their expectations and for a long time, they did not know what to do with it. Here, the task could offer more than one story, which would offer students with more options to choose from, allowing them to have a topic, which suits their needs.

Next, students addressed an issue, where they needed more assistance with the iMovie controls, than they would prefer. The solution for this is simple. Students should have one lesson focused only on working with the app, which they would use for the DS. In the process of this study, students were introduced to it, but the basic-level controls which the researcher expected to be sufficient, did not prove to be enough for the students who needed some slightly more advanced controls as well.

7.4   THE STORIES

This chapter will focus on the stories created by individual groups. There will be comments on the group's writing performance according to the scoring rubric. If a quotation appears, it will be in an unedited form, which was written by the students in their story. Every story is rewritten in appendices 6 – 9 in their original forms.

The initial plan was to have two stories which would then be compared from different views. However, due to time complications, the plan was changed. The second story's topic was to be "universe" as it was a topic, which the teacher needed to discuss. The plan was to have an iPad for each student from the beginning to ensure their productivity. Next, more emphasis would have been placed on communication in English within the groups. The biggest change however would have been that the production phase would be done majorly

outside of the classroom, which would allow more time for the remaining phases during class time.

7.4.1 Group 1

Group 1 supported their story mainly through the visual aspect of the digital story. The text of the story is rewritten in its original form in Appendix 6.

The story, which group 1 created revolves around the topic that was given to the students well. They generally used only simple sentences, which were supported by the video itself, so the understanding of what is happening is possible, only when a person watches the video, that has been created. The majority of sentences used in the text are in the form of direct speech, which works well with the video itself since the audience can see what the action in the current scene is.

The next area is grammar. Grammar errors commonly appear throughout the text. Generally, the authors forgot to use the auxiliary verb "to be" when creating a present continuous, for example: "She leaving the class", as visible in picture 1.

Picture 1 - missing auxiliery verb

Next, there was a major mistake in a question. As visible in picture 2, the question is grammatically incorrect because of the use of "are" instead of "do". The use of tenses is not correct either. The story starts with a past simple, which makes the reader think that the story is written in past simple, using other tenses in direct speech, but it is not the case, because in the next sentence, the authors used present simple. The inconsistency in tenses makes it difficult for the reader to navigate through what is narration and what is a direct speech. The grammar is the biggest downside of this otherwise a well-prepared story.

Picture 2 - grammatical structure

The third area in the scoring rubric is mechanics, which relates to the use of punctuation, capitalization, and spelling. There are no quotation marks used in the text to highlight the fact that the sentences are direct speech, other than that there are no punctuation errors. As for capitalization, students correctly used capital letters. Three spelling mistakes appeared throughout the whole story, usually, it was a missing letter in a word, such as "entred" instead of "entered" or a missing "o" in "too", as visible in picture 3. However, it is possible that the spelling mistakes were caused by a mechanical error while typing on the iPad.

Picture 3 - missing o in "too"

The last criteria focus on Unity and cohesion. The story is well structured overall and has all five parts of the story. However, the connections between individual sentences are not present in writing and the audience must rely on the video in a certain scene.

Overall, the story from group 1 was well written in terms of organization and managed to keep the audience's attention, despite being the longest of all stories created in class. The majority of errors were grammatical, especially in terms of choosing the correct tense for situations within the story. This story is proof of media replacing words in the story,

group 1 managed to shoot videos that supported the story in a way, which did not need more words for narration. This confirmed the statement by Hegland (2007). The videos created by this group were also evidence of creativity, which Moradi (2019) named as a part of DS's benefits.

7.4.2 GROUP 2

Group 2's story only used the box as a starting point for their story, but they used it cleverly. The supporting sentences were used well, and the reader would not need a video to understand the story. The only problem comes with the conclusion of the story, which is rushed and provides close to no understanding of how the story finishes. The story is rewritten in its original form in Appendix 7.

Picture 4 - get instead of got

As for grammar, errors appear throughout the story. Most mistakes come from choosing the wrong form of a verb, missing an auxiliary verb, or missing the verb overall. However, these mistakes do not interfere with the understanding of the sentences. An example of such an error is visible in picture 4.

There are almost no mistakes in mechanics. The capitalization is used well. As for punctuation, there are only three errors in the whole text. Lastly, spelling mistakes only appear twice, once in the word "Russi", where they should have used "Russians", and in the word "countrys", instead of "countries", which can be seen in picture 5, where an error in tense usage appears.

Picture 5 – spelling in plural form

Unity and cohesion are strong sides of this story. Students managed to create a story which is well organized and has many connectors and transitions that are used well. The only error that appears in this area is that students tend to not finish a sentence, but instead, use a comma and continue with a compound sentence which is unnecessary.

Overall, the story provides evidence of good writing with some minor mistakes that do not interfere with understanding. Generally, the majority of errors were grammatical, especially the wrong use of tenses, but the video itself supported the text well.

7.4.3 Group 3

Group 3 created a story, that would not need the video support. The sentences in the story support the group's ideas extremely well. They managed to describe what was necessary in detail. The conclusion used "to be continued" which is the only downside to content and organization. The text of the story in its original form is attached in Appendix 8.

The grammar is well used and only a few errors appear throughout the text. The errors included a missing verb in one of the sentences and an error in tenses in two cases, where instead of past simple, the authors used present continuous.

The mechanics of the work are superb. There are no errors in punctuation or capitalization and there is only one spelling error in the whole product. As evident in picture 6, the error was the use of "expect" instead of "except", which could have been caused by

the use of iPads where the iPad could have changed the word using the automatic correction function. If the error happened without the interference of the iPad's function, then this error would create problems with understanding of the sentence.

Picture 6 - spelling of except

Lastly, the unity and cohesion of this work are also admirable. Students managed to use linking words well throughout their story. The story also has a logical structure, where the sentences create one coherent story that includes all five parts of a storytelling structure.

All things considered, the story by group 3 was well written from every point of view. There are almost no errors, and the text is also well supported by the visual materials included in the final product. From a writing perspective, this work is superb. The development of skills, which were introduced by Smeda et al. (2014) was visible in the final product and throughout the whole process of creation of the story. Students proved their development of spelling and sentence formation skills, as well as technology use and communication skills.

7.4.4 GROUP 4

The story by group 4 showed good writing skills, in terms of content organization. They managed to support their ideas well within the story, which led to good comprehension of the story by the audience. Similarly to other stories, the conclusion of the text was the weakest part of the otherwise well-written story. The original form of the story is attached in Appendix 9.

Grammatically the story had several errors. The most notable error, which appears in the picture 7, was caused by students putting the words or parts of sentences into the wrong order, for example: "the time froze and everything around except us", which made the

sentence difficult to comprehend properly. Next, in one sentence the students mixed several tenses, as visible in picture 8.

AFTER A WHILE WE DECIDED TO OPEN THE CHEST AND IT LOOKED LIKE THERE'S AN EXTRA SPACE FOR SOME WEIRDLY LOOKING KEY. WHEN WE OPENED THE BOX THE TIME FROZE AND EVERYTHING AROUND EXCEPT US.

Picture 7 - mixture of tenses

From a spelling point of view, only two errors appeared. These errors could have been caused by the work with iPad - pressing a button just next to the letter that the students wanted to use. Punctuation was the weakest aspect of mechanics in this work. Comas were not used when needed and some sentences were connected by comas instead of ending them and continuing with a new one, as visible in the picture 8. The capitalization of cities and countries was used correctly, which means no errors appeared from this point of view.

WE WERE DECIDING BETWEEN WAITING FOR SOMETHING TO HAPPEN OR SIMPLY GOING HOME. AND THEN, WHEN LOOK CLOSER ON THE BOX, WE'VE NOTICED SOME NUMBERS AND LETTERS ON IT. COORDINATES MAYBE. WE'VE ALWAYS WANTED TO TRAVEL SOMEWHERE. BUT FIVE DAYS OF WEEK WE WERE FORCED TO GO TO SCHOOL. ON THE BOX WERE LYING BOAT TICKETS TO OSAKA IN JAPAN AND COORDINATES. WE WERE REALLY EXCITED TO TRAVEL THIS FAR BY OURSELVES BC WE'RE ALWAYS TRAVELED W/ OUR FAMILY.

Picture 8 - sentence structures

Lastly, the unity and cohesion of the work were done well. As mentioned above the only problem was that some sentences were connected poorly. Other than that, students managed to use linking words well.

Despite the errors, students provided the audience with a story, that had a good logical structure, which was easy to navigate through. The only downside of the story was the word order in some cases, which made it slightly more challenging to comprehend the sentences.

V. IMPLICATIONS

8 PRACTICAL MPLICATIONS

The implications of this thesis are at a practical level. This chapter will deal with providing advice for teachers who wish to implement digital storytelling into their English lessons. Every piece of advice written here will be based on the problem that appeared during teaching DS. These tips will also present teachers with what are the necessities of effective DS lessons. After that, the limitations of the study will be introduced combined with suggestions for further studies.

8.1 CRITERIA FOR IMPLEMENTING DS IN ENGLISH CLASSES

As mentioned in the "Reflection and possible improvements" chapter many problems appeared while teaching DS. The most notable issue was the time requirement of the project. Teachers should have a schedule for each stage. This schedule should be created together with students to make sure they know about the time limitations they might have during the whole process. Students tended to spend a significant amount of time on activities that were not important, knowing the detailed schedule might help them focus on the important activities.

Teachers should not underestimate introductory lessons. First, students should be acquainted with the general concept of storytelling and its essential parts (see Digital story narrative in English classrooms). During this lesson, it is important to introduce students to what DS is and make emphasis on the fact that the pictures or videos are there mainly as a supporting tool for the story. During the introductory lesson, it is important to show students the skills which will be necessary from the technological standpoint which will be explained in the next paragraph more in-depth.

The controls of digital devices are the key to having effective DS lessons. When students have the skills necessary to work with digital content, their productivity gets significantly higher than when the students learn those skills during the process of writing. Based on this information, teachers should prepare one lesson with a focus on the controls of digital devices. During this lesson, students will learn to operate with the app which will be used for DS, and they will also learn to edit pictures or sounds based on what will be the focus of the project. For teachers who struggle with using technology, it is recommended to follow tutorials for apps that they wish to use in their lessons. There are many tutorials on the internet, especially on the YouTube server, where the authors explain the work process

with the apps of need in an audio-visual way which is also easy to understand. If the teacher requires first-hand experience, they can try asking a colleague who is experienced with such technology.

Next, teachers should make sure that they will have enough devices available to students. Since DS revolves around technologies throughout the whole process, each student should be able to use their own device to consistently contribute to the project. When a student does not have a device at their disposal their contribution is highly limited, and the student can become unproductive during certain parts of the process.

This study was done using iPads, but not every school has access to this kind of tablet. Some schools might be using tablets that are operated by the Android system. For these cases, here are some suggestions:

- inVideo (Filmr),

- Filmora Go Editor & Maker,

- VivaVideo.

8.2 LIMITATIONS OF THE STUDY

This study was held in the eighth grade of the elementary school, where the researcher was allowed to have access and only a limited number of students was researched. The results could differ even between the same grade classes in the same school, let alone when compared to the results that could appear in other schools or other countries. The sample size is limiting for the results to be generalized but the issues that appeared through the study process can be prevented by keeping them in mind. Further studies done at different schools or countries could provide more information on the issue.

This study had also its time limitations, where the researcher was only offered a limited number of lessons for this research. The initial plan for the research included two digital stories to be done and the process of both to be compared, which was later changed due to time limitations. Further studies where the researcher would compare two or more DS projects could bring interesting information on what changes once the students have experience with the DS.

In addition to the recommendations above, further research on DS could study the second production language skill, which is speaking in combination with different apps used for DS purposes such as Toontastics, or Chatterpix for younger students.

8.3 RESEARCH ETHICS

For ethical reasons, students were given a document which asked their legal representatives for consent to the processing of personal data. This document explained the nature of the study and the guarantee of anonymity for students. The decision to give students this document was to inform the parents about their children's participation in the project. Another reason was that some of the students decided to film themselves for the story. A copy of the consent letter is attached in Appendix 5.

VI.CONCLUSION

The focus of this thesis was on the process and results of digital storytelling at elementary school. Based on the data gathered during the action research, questionnaires given to students, discussion with an English teacher and the final products created by the teacher the author summarized the challenges that happened during the digital storytelling sessions and proposed possible solutions for said challenges.

There were several challenges observed while teaching digital storytelling. The most significant challenge for the researcher was time, which confirmed Hegland's (2007) and Gürsoy's (2021) comments which said that DS can be time-consuming. Each stage of digital storytelling needs a certain amount of time for the process to be smooth and successful. The pre-production phase is the phase where students write their initial ideas and plan the whole process, the time donation of one lesson proved to be sufficient when all members were present during the class. The production phase consumes the most time, thus it needs the most lessons. The post-production phase is very tricky because while it might appear to be easy and quick for some students it can be a challenge for others. This is why the students should be provided with one lesson focusing on the skills necessary for the post-production phase. The distribution phase depends on the length of the final products.

The final products of students proved their ability to create interesting stories in which they showcased their ability to use grammatical phenomena correctly in most cases. The error which appeared the most was a misuse of tenses. Each story managed to consist of all five stages of narration, which, according to Boyd et al. (2020), are the introduction, rising action, climax, falling action and resolution. The conclusion part was observed to be the most challenging for students since it was the weakest part of each story.

During the lessons, students proved to be able to collaboratively work despite preferring working alone, especially on the writing part of the project, which supports Moradi's (2019) statement that DS boosts collaboration between students. Students managed to showcase their technology literacy, which is one of the 21st-century life skills introduced by Staufer (2022), by getting accustomed to the iMovie app rather throughout the process.

This study explained the most important challenges that appeared during lessons and proposed possible solutions. After reading this thesis the teachers, who decide to implement digital storytelling into their classes, should be able to avoid these challenges by following the criteria for implementing DS in English classes.

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APPENDIX 1 – SCORING RUBRIC

	Description				
Criteria	5	4	3	2	1
Content Organization	Paragraph has topic sentence, supporting sentence, and concluding sentence with comprehensive and sufficient evidence	Paragraph has topic sentence, supporting sentence, and concluding sentence with some critical evidence	Paragraph has topic sentence with some limited supporting sentence with limited evidence	Paragraph is relevant to topic with topic sentence	Paragraph is not relevant to the topic
Grammar	Proficiency in grammar use with no errors	Good in grammar use with minor errors, not interfere with understanding	Some minor errors in grammar choice, interfering with understanding	Many errors in grammar choice, interfering with understanding	Serious errors in grammar choice, interfering with understanding
Mechanics	Paragraph has no errors in punctuation, capitalization, spelling	Paragraph has one to three errors in punctuation, capitalization, spelling	Paragraph has four to six errors in punctuation, capitalization, spelling	Paragraph has seven to nine errors in punctuation, capitalization, spelling.	Paragraph has ten or more errors in punctuation, capitalization, spelling
Unity and cohesion	Well organized, logical, and critical paragraph with excellent connectors and transition	Well organized, logical, and critical paragraph with good connectors and transition	Fair organized paragraph with good connectors and transition	Poor organized paragraph with connectors and transition	Poor organized paragraph without connectors and transition

I

Appendix 2 – Pre-digital storytelling questionnaire

1. Víš, jakým způsobem se vypráví příběh? Zakroužkuj odpověď, se kterou souhlasíš.

   Ne   Spíše ne   Nevím   Spíš ano   Ano

2. Popiš, jaké části by měl mít příběh, aby byl pro čtenáře zajímavý a poutavý.

   _____

   _____

   _____

3. Už jsi se někdy setkal/a s pojmem digitální vyprávění? Pokud ano, vysvětli, o co se jedná. Pokud ne, zkus vysvětlit, o co myslíš, že by se mohlo jednat.

   _____

   _____

   _____

4. Co očekáváš od toho, že budeš tvořit příběh pomocí tabletu? (odpověď napiš celými větami)

   _____

   _____

   _____

5. Myslíš si, že psaní pomocí tabletu bude při výuce angličtiny přínosnější než psaní na papír?

   Zakroužkuj odpověď, se kterou souhlasíš a svůj výběr stručně zdůvodni celými větami

   Ne   Spíše ne   Nevím   Spíš ano   Ano

   _____

   _____

   _____

6. Myslíš si, že příběh pro tebe bude lepší psát ve skupině, spíše než samostatně?

   Zakroužkuj odpověď, se kterou souhlasíš a svůj výběr stručně zdůvodni celými větami.

   Ne   Spíše ne   Nevím   Spíš ano   Ano

   _____

   _____

   _____

APPENDIX 3 – POST-DIGITAL STORYTELLING QUESTIONNAIRE

1. Myslíš, že se vám jako skupině podařilo postavit příběh podle toho, jak jsme si říkali? Svou odpověď zdůvodni.

   _____
   _____
   _____

2. Naplnila se tvá očekávání ohledně vyprávění příběhu pomocí tabletu? Svou odpověď zdůvodni.

   _____
   _____
   _____

3. Preferuješ po této zkušenosti spíše digitální vyprávění nebo klasické psaní na papír? Svou odpověď zdůvodni.

   _____
   _____
   _____

4. Krátce popiš vaši spolupráci ve skupině. Jak se ti ve skupině psalo? Podařilo se vám dobře spolupracovat?

   _____
   _____
   _____

5. Píše se ti lépe ve skupině nebo samostatně? Svou odpověď zdůvodni

   _____
   _____
   _____

6. Chtěl/a bys digitální vyprávění v hodině anglického jazyka znovu? Proč?

   _____
   _____
   _____

APPENDIX 4 – QUESTIONS PREPARED FOR TEACHER INTERVIEW

Zařadila bys digitální vyprávění do své výuky AJ? Proč ano/ne?

_____
_____
_____

2. Co si myslíš o digitální gramotnosti v hodinách AJ?

_____
_____
_____

3. Co myslíš, že se žákům v průběhu hodin DS dařilo?

_____
_____
_____

4. Spatřila jsi v hodinách nějaký problém, který by narušoval proces (výuku) digitálního vyprávění?

_____
_____
_____

5. Jaký si myslíš, že má DS dopad na rozvoj jazykových dovedností?

_____
_____
_____

6. Měla bys nějaké doporučení pro DS? Co by šlo udělat jinak?

_____

_____

_____

APPENDIX 5 – CONSENT OF PROCESSING PERSONAL DATA

Základní identifikační údaje o výzkumu

Téma práce: Diplomová práce, Digitální vyprávění a jeho účinek na psací dovednosti

Autor práce: Matěj Živčák, student programu Učitelství pro základní školy

Kontakt: zivcakm@students.zcu.cz, +420 725 379 255

Vedoucí práce: Mgr. Tereza Havránková

Doba řešení: Duben 2023

Popis projektu a jeho průběhu

Rád bych Vás poprosila o souhlas se zpracováním osobních údajů dítěte v rámci výzkumu realizovaného pod Pedagogickou fakultou Západočeské univerzity v Plzni. Výzkum je součástí mé diplomové práce a věnuji se v něm oblasti Digitálního vyprávění a jeho účinkem na psací dovednosti žáků v hodinách anglického jazyka. Digitální vyprávění je vyprávění příběhů za pomocí digitálních médií, jako jsou videa nebo fotografie. Konkrétně se budeme zabývat vyprávěním příběhů za pomoci tabletu. V rámci výzkumu zjišťuji, jaký má digitální vyprávění dopad na psaní u žáků. Cílem výzkumu je zjistit, jaké problémy mohou během výuky digitálního vyprávění ve výuce nastat a jaké podmínky jsou potřeba pro to, aby bylo digitální vyprávění efektivní.

Součástí výzkumu je tvorba digitálního příběhu, pro který se někteří žáci rozhodli použít vlastní natočená videa, případně vlastní fotografie. Účastníci výzkumu jsou právě žáci. Pro můj výzkum je sice nejdůležitější to, co žáci napíšou, ale důležitou součástí digitálního vyprávění je také právě audiovizuální doprovod.

Pořízené záznamy budu uchovávat v zabezpečeném zaheslovaném úložišti za účelem další analýzy a zpracování dat. Data (videa) budou sloužit výhradně k výzkumu a budu k nim mít přístup pouze já, případně zaškolení přepisovatelé a vedoucí či konzultant mé práce. Videa budou vždy neprodleně popsána v elektronické podobě. Záznamy budou anonymizovány, tj. jakékoliv údaje, které by umožnily identifikaci dítěte budou změněny. Získaná data budou také prezentována na odborných konferencích, a to vždy a výhradně v anonymizované podobě. Data budou využita v anonymizované podobě pro vytvoření diplomové práce. Data budou po dopsání diplomové práce, tedy nejpozději v roce 2024 smazána.

Výše uvedené činnosti lze považovat za zpracování osobních údajů, a proto Vás žádáme také o souhlas s jejich zpracováním.

Souhlas s účastí ve výzkumném projektu a se zpracováním osobních údajů

Prohlašuji, že jsem četl/a celý výše uvedený text Informace o výzkumu a porozuměl/a jsem jeho smyslu.

Účastník/účastnice výzkumu (dítě): _____

Souhlasím jako zákonný zástupce s účastí dítěte ve výzkumu a rozumím, že mohu souhlas odmítnout, případně svobodně a bez udání důvodů z účasti odstoupit.

Zároveň souhlasím s poskytnutím osobních údajů o dítěti v rozsahu – videonahrávky dvou až čtyř hodin výuky

Byl/a jsem informován/a, že

- mám právo požadovat přístup k osobním údajům týkajícím se dítěte, jejich opravu nebo výmaz, popřípadě omezení zpracování,
- mám právo podat stížnost dozorovému orgánu (Úřad pro ochranu osobních údajů) v případě, že se domnívám, že zpracování osobních údajů probíhá v rozporu s právními předpisy;
- mám právo tento souhlas se zpracováním osobních údajů kdykoliv odvolat, aniž by mi za to hrozila jakákoliv sankce či znevýhodnění, a to oznámením správci osobních údajů. Zákonnost zpracování údajů před odvoláním souhlasu tím není dotčena.

Správce osobních údajů: Matěj Živčák, student programu Učitelství pro základní školy, Západočeská Univerzita v Plzni

email: zivcakm@students.zcu.cz

Na základě výše uvedených informací uděluji tímto studentu Matěji Živčákovi jako správci osobních údajů, souhlas s uvedeným zpracováním osobních údajů za účelem zpracování diplomové práce a souvisejících výzkumů.

Jméno a příjmení zákonného zástupce: …………………………………………………..

Podpis zákonného zástupce: …………………………………………………………

V ………………………… dne: …………………………

Správce osobních údajů: Matěj Živčák, student programu Učitelství pro základní školy, Západočeská Univerzita v Plzni

APPENDIX 6 – STORY BY GROUP 1

Group 1

She entred the classroom. She goes to sit down. She drinks. Omg what is that? Is it a box? The box cannot be opened. What do I do? This is a mystic box? Okay, I go a way for answers. She leaving the class. A vampire appears. Who is the stranger? I'm a famous vampire. Sorry, I never know that. This is okay. What are you have? The mystic box, but I don't know, what do with that. I know who it belongs to. Come with me! Hi everybody, what brings you to me? She find your mystic box. But this box cannot be opened. Yes, I know come with me. This way is to long on me. Bye! They are swimming. This is for you! Eat it! Okay, but what is that? It will help you with your breathing under the water. Here is a key. They go to the cave. Wow, the vampire is here! What is she doing? Everything went according to my plane. What are you talking about? Everything started at that moment. She took the box. She hid it in the classroom. Are you kidding me? No, I don't. Give me the key! Yes, give it to us. Come get him. She killed her. Hassle. She killed her to. She took a box and she ran away.

APPENDIX 7 – STORY BY GROUP 2

It was a day like any other. But no one anywhere. But when we came to our class room there was a unknown box. But we were curious so we opened it. And there was a piece of paper with coordinates. When we searched for it, they led us to Prague Castle. So we went to train main station in Pilsen. So we went to Prague…. 1 hour later. When we get off the train. We went in the direction of Prague Castle. When we arrived to Prague. There were minimum people of there. Going to Prague castle… We went go to prague castle and waiting. 20 minutes later. We were about to leave, we started hear strange sound. We were little scared but we still waiting. It was army of Czech Republic. They said "We are going to fight wih Russi and you must go" so we go. When we go I don't know where alarm turn on. Alarm said "We with our friend countrys won the war with Russia.

APPENDIX 8 – STORY BY GROUP 3

It all started started when Mohamed Adolf put a pink box in the sink. Cornelius wanted to wash his hands, but he noticed the box. He named him Hubert the box. Cornelius went to wash his hands to the restroom. Cornelius washed his hands with passion. When Cornelius returned to class, he found Hubert on a cabinet. Cornelius opened the box and a blue pigeon with green legs, orange head and purple eyes, he named him Miloš. What Cornelius didn't know was that Miloše activated a mine bomb. Everyone died. Well, everyone expect for this majestic pigeon. Miloš survived. Miloš is addicted to eating people flesh, so he devoured Cornelius. When Miloš finished his meal, he vanished through the window. Miloš is fyling away from the crime scene. To be continued.

APPENDIX 9 – STORY BY GROUP 4

The day when we came to our classroom, we saw, not other classmates but a strange box in the middle of the room. Where is everybody? We were deciding between waiting for something to happen or simply going home. We were deciding between waiting for something to happen or simply going home. And then, when look closer on the box, we've noticed some numbers and letters on it. Coordinates maybe. We've always wanted to travel somewhere, but five days of week we were forced to go to school. On the box were lying boat tickets to Osaka in Japan and coordinates we were really excited to travel this far by ourselves bc we're always travelled w/ out family. After a while we decided to open the box the time froze and everything around except. At first we wanted to take a plane but none of the pilots was able to move. So we stole a boat from a shore and we hit the road. After a month and two weeks, we finally arrived to Japan as we planned. We found the place according to the coordinates. Then we woke up, so we thought it was a dream. So in the morning we went to school and the box was there again.

X

APPENDIX 10 − INSTRUCTIONS AND CRITERIA

Zadání:

Představte si, že jste ráno přišli do třídy a na zemi ležela velmi zvláštní krabice. Tato krabice je zavřená a vás zajímá co v ní je. Vymyslete příběh o tom, jak se mohla krabice do třídy dostat, jak jste reagovali, když jste ji uviděli, otevřeli jste ji? Pokud ano, co se v ní nacházelo? Pokud ne, co jste s tou krabicí udělali? Zjišťovali jste komu tato krabice patří?

Napište vypravování, ve kterém tuto záhadu odhalíte.

Kritéria

- Na každém snímku se budou nacházet alespoň 2 celé věty
- Video bude mít délku mezi 1 a 3 minutami
- Příběh se bude držet tématu
- V případě použití obrázku nebo videa z internetu bude na konci videa uveden odkaz na zdroj
- Na videu bude vidět, že se na něm podíleli všichni členové skupiny

Rozdělení rolí:

- Pisatel – má zodpovědnost za napsání části textu

- Hledač zdrojů – vytváří/hledá multimedia pro podporu textu (obrázky/videa/hudbu)

- Editor – spolu s pisatelem zodpovědný za text – gramatickou správnost, správné složení věty apod.

- Vedoucí týmu – má zodpovědnost za celý tým – jak pracují, rozdělení práce, pomáhá s čím je potřeba

SHRNUTÍ

Tato diplomová práce se zabývá digitálním vyprávěním a jeho používám v hodinách anglického jazyka zaměřených na psaní. V prvních třech kapitolách jsou představeny teoretické informace spojené s digitálním vyprávěním. Následující kapitoly se zabývají samotným výzkumem, pro který byl využit akční výzkum, dotazníkové šetření a rozhovor s učitelkou anglického jazyka, která byla přítomna v průběhu výzkumu. Prvně jsou představeny anotace odučených hodin, které ukazují možné problémy, které vyvstaly v průběhu výuky digitálního vyprávění. Následuje vyhodnocení dotazníků, které vyplnili žáci, kteří se výzkumu účastnili. Žáci v dotaznících odpovídali na otázky, které zjišťovaly názory žáků na zkušenost s digitálním vyprávěním. Výsledky ukázaly, že pro žáky bylo digitální vyprávění převážně vítanou inovací, která pro ně byla nejen naučná, ale také zábavná. Následuje představení výsledků rozhovoru s učitelkou, který ukázal, že digitální vyprávění je metodou, kterou by učitelka do hodin ráda zařadila, ale z časových důvodů se jejího zařazení obává. Následuje představení příběhů žáků, které ukazují, jaké dovednosti žáci ve svých výsledcích dokázali představit. Poslední částí práce je představení doporučení pro učitele, kteří by chtěli digitální vyprávění do svých hodin zařadit. Tato doporučení obsahují vytvoření časového plánu, vystavení úvodní hodiny, ujištění se o dostatečném počtu digitálních zařízení pro žáky a věnování času výuce dovedností spojených s úpravou videa nebo obrázku, které žáci vedle jazykových dovedností využijí.