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**DEVELOPING ENGLISH SPEAKING SKILLS OF THAI
UNDERGRADUATE STUDENTS BY DIGITAL
STORYTELLING THROUGH WEBSITES**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in English Language Studies**

Suranaree University of Technology

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UNDERGRADUATE STUDENTS BY DIGITAL
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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirement for a Master's Degree.

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มนัสนันท์ สมดี : การพัฒนาทักษะการพูดภาษาอังกฤษของนักศึกษาไทยระดับปริญญาตรี โดยการเล่าเรื่องผ่านสื่อดิจิทัลทางเว็บไซต์ (DEVELOPING ENGLISH SPEAKING SKILLS OF THAI UNDERGRADUATE STUDENTS BY DIGITAL STORYTELLING THROUGH WEBSITES) อาจารย์ที่ปรึกษา : อาจารย์ ดร.สุขสรรพ ศุภเศรษฐเสรี, 159 หน้า

การเล่าเรื่องผ่านสื่อดิจิทัลเป็นเครื่องมือเทคโนโลยีที่มีประสิทธิภาพทางการศึกษา ซึ่งเป็นการผสมผสานเทคโนโลยีคอมพิวเตอร์และศิลปะการเล่าเรื่องเข้าด้วยกัน ซึ่งประกอบไปด้วยข้อความ ภาพ และเสียง เพื่อนำไปสื่อเป็นความคิดสร้างสรรค์ในการเล่าเรื่อง การเล่าเรื่องผ่านสื่อดิจิทัลสามารถใช้เป็นเครื่องมือที่มีผลดีเดียวในการเรียนรู้ภาษา เพื่อช่วยให้นักศึกษาพัฒนาทักษะการพูดภาษาอังกฤษโดยใช้เทคโนโลยีเพื่อบอกเล่าเรื่องราวของตัวเองผ่านคำพูดและน้ำเสียง

วัตถุประสงค์ของการศึกษานี้คือ 1) เพื่อพัฒนาประสิทธิภาพของเว็บไซต์เพื่อนำไปใช้ในการฝึกทักษะการพูดภาษาอังกฤษ 2) เพื่อเปรียบเทียบผลสัมฤทธิ์ทักษะการพูดของนักศึกษา ก่อนและหลังการเรียน สร้างเรื่องเล่าผ่านสื่อดิจิทัลทางเว็บไซต์ 3) เพื่อศึกษาความคิดเห็นของนักศึกษาที่มีต่อการเรียนภาษาอังกฤษผ่านการเล่าเรื่องเล่าผ่านสื่อดิจิทัลทางเว็บไซต์

การวิจัยนี้เป็นการวิจัยเชิงทดลองแบบการทดสอบก่อนและหลัง กลุ่มตัวอย่างของการวิจัยครั้งนี้ คือ นักศึกษาไทยระดับปริญญาตรีจำนวน 51 คน ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษที่มหาวิทยาลัยเทคโนโลยีสุรนารี ในภาคเรียนที่ 2 ปีการศึกษา 2012 ในขั้นตอนเริ่มต้นก่อนได้เข้าการสร้างเรื่องเล่าผ่านสื่อดิจิทัลนั้น นักศึกษาต้องทดสอบทักษะความสามารถในการพูดภาษาอังกฤษก่อน และหลังจากนั้นนักศึกษาก็ได้เรียนรู้วิธีการสร้างเรื่องเล่าผ่านสื่อดิจิทัล โดยใช้โปรแกรม Window Movie Maker ในระยะเวลาที่ทักษะการพูดภาษาอังกฤษของนักศึกษาได้รับการฝึกฝนและปรับปรุงเป็นระยะๆเมื่อได้ฝึกซ้อมเล่าเรื่องกับโปรแกรม Window Movie Maker หลังจากนั้น เรื่องเล่าผ่านสื่อดิจิทัลทั้งหมดจะถูกนำไปเสนอบน Digital Storytelling Website และหลังจากการนำเสนอผลงาน นักศึกษาต้องทำการทดสอบทักษะความสามารถ ในการพูดภาษาอังกฤษหลังเรียน โดยได้มีการประเมินผลอย่างมีประสิทธิภาพตามเกณฑ์มาตรฐาน 80/80 นอกจากนี้ยังมีการสัมภาษณ์นักศึกษา เพื่อวิเคราะห์ข้อมูลว่าการเล่าเรื่องผ่านสื่อดิจิทัลมีส่วนช่วยให้พัฒนาความสามารถในการพูดภาษาอังกฤษได้อย่างไร

ผลการศึกษาจากการเล่าเรื่องผ่านสื่อดิจิทัลแสดงให้เห็นว่านักเรียน: 1) ประสิทธิภาพของเว็บไซต์การเล่าเรื่องผ่านสื่อดิจิทัลสำหรับการปรับปรุงทักษะการพูดภาษาอังกฤษ สำหรับนักศึกษามหาวิทยาลัยเทคโนโลยีสุรนารี มีค่าประสิทธิภาพตรงกับเกณฑ์ที่มาตรฐาน 80/80 ที่ตั้งไว้ 2) ในการทดสอบทักษะการพูดภาษาอังกฤษ นักศึกษาได้รับคะแนนจากการทดสอบการพูดหลัง

เรียนสูงกว่าคะแนนจากการทดสอบการพูดก่อนเรียน 3) นักศึกษามีความคิดเห็นที่ดีต่อการเรียนด้วยการเล่าเรื่องผ่านสื่อดิจิทัลทางเว็บไซต์

ผลของการวิจัยในครั้งนี้สนับสนุนผลงานวิจัยที่ผ่านมา ซึ่งแสดงให้เห็นว่าการเล่าเรื่องผ่านสื่อดิจิทัลในห้องเรียน ได้มีผลในการช่วยและพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียน นอกจากนี้ยังสามารถช่วยอาจารย์ในการออกแบบหลักสูตรด้วยการเล่านิทานในการเรียน การสอนผ่านสื่อดิจิทัล เพื่อให้นักเรียนสามารถมีประสิทธิภาพในการเรียนและเรียนรู้ด้วยตัวเองได้



MANUSSANUN SOMDEE : DEVELOPING ENGLISH SPEAKING
SKILLS OF THAI UNDERGRADUATE STUDENTS BY DIGITAL
STORYTELLING THROUGH WEBSITES. THESIS ADVISOR :
SUKSAN SUPPASETSEREE, Ph.D., 159 PP.

DIGITAL STORYTELLING/SPEAKING SKILLS

Digital storytelling is a powerful technology tool in education which integrates computer technologies and the art of telling stories together. It combines texts, images, and audios into creative media of storytelling. Digital storytelling can be used as a multimedia tool in language learning to help students improve their English speaking skills by using technology to tell the story in their own words and voice.

The purposes of this study were 1) To develop and determine the efficiency of Digital Storytelling Website to improve English speaking skills based on the 80/80 Standard, 2) To compare English speaking achievement of undergraduate students at Suranaree University of Technology before and after learning through Digital Storytelling Website, 3) To investigate the student's opinions toward learning through Digital Storytelling Website.

This study was a quasi-experiment which was a pre-test and post-test design. The sample for this study was 51 Thai undergraduate students who enrolled in the English compulsory course at Suranaree University of Technology in Trimester 2/2012. At the beginning, students had to take pre-test to identify their speaking ability before creating digital storytelling. After that, the students were encouraged to create their own digital storytelling by telling the story along with the pictures through

window movie maker. Their speaking skills were practiced and improved when they rehearse to tell the story with the window movie maker. Afterwards, all of the digital storytelling were presented and published through digital storytelling website. After the presentation, the post-test was used to compare for finding out how well students' English speaking skills were developed. The evaluation for efficiency was conducted relying on the Brahmawong E1/E2 formula with 80/80 standard criterion. In addition, the students were interviewed how digital storytelling help them improve their speaking abilities.

The results regarding the digital storytelling website indicate that students:

1) The efficiency of Digital Storytelling Website for improving English Speaking Skills for students at Suranaree University of Technology met the standard criteria 80/80. 2) In speaking test, the students gained higher scores on the overall post-test than pre-test. 3) The students had good opinions toward learning through Digital Storytelling Website.

The findings of the present study support that the effects of implementing digital storytelling in the classroom have developed and helped the students' English speaking skills. Moreover, it can help teachers to design their curricula with digital storytelling in the instruction so that students can be active and self-directed learners.

School of Foreign Languages

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Student's Signature_____

Advisor's Signature_____

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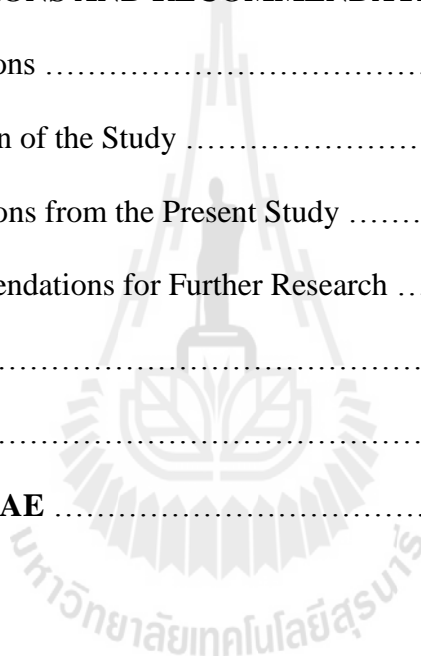
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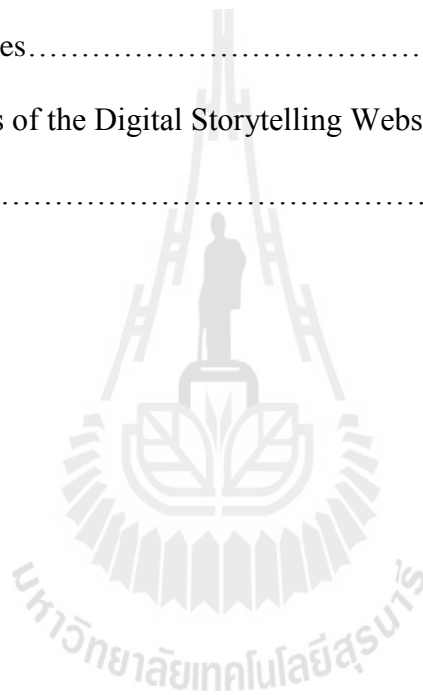


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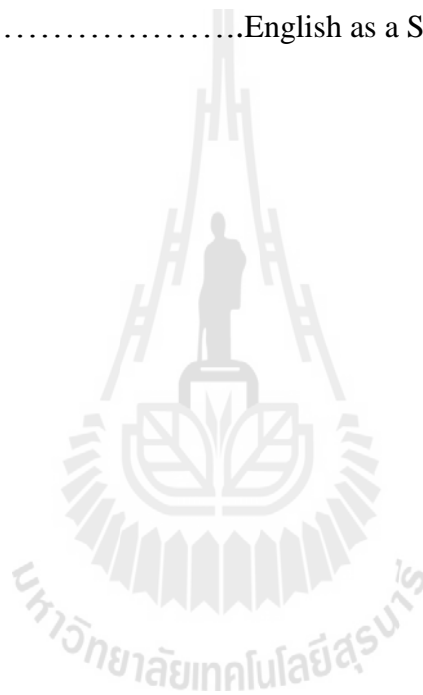


LIST OF ABBRIVIATIONS

CALL.....Computer-assisted Language Learning

DSW.....Digital Storytelling Website

ESL.....English as a Second Language



CHAPTER 1

INTRODUCTION

This chapter gives a brief introduction to the study which focuses on the problems of teaching and learning English in Thailand. It covers the purposes, the research questions, the significance and the limitations of the study, the definitions of the key terms, and a summary of this chapter.

1.1 Background of the Study

The English language is accepted as the international language which offers a means of communication between people from different nations. According to Crystal (2003), English plays a very important role in the world of communication at the present time. The English language is used worldwide, including in Thailand. Not only is use of English widespread in the business world, but is also studied extensively in education (Weawong & Singhasiri, 2009). It is generally the first foreign language that students must study in schools in Thailand (O'Sullivan & Tajaroensuk, 1977). In the Thai education system, English is generally a compulsory subject at almost every educational level (Ministry of Education, 2003). Students begin to study English at kindergarten by learning to sing the alphabet song. By this method, the teacher introduces English sounds and associates them with objects beginning, for example with "A for ant, B for boy". After that, the teacher teaches and encourages the students to use each vocabulary item in a short sentence.

English language skills, in Thailand, are taught step by step from beginners' level to the highest level following state education guidelines.

1.2 English Language Teaching and Learning in the Thai Context

The Thai curriculum is controlled by the Ministry of Education (MOE) which coordinates all higher education to create and develop a suitable curriculum for Thai education (Ministry of Education, 2001). The policy of educational reform for curriculum development, the teaching-learning process, and the contribution of community members to the teaching-learning process are set up with the purpose of changing teachers' behavior from teacher-centered to student-centered instruction (Ministry of Education, 2003). According to the Office of the Education Council, Ministry of Education (2003), the Thai formal education system is divided into two levels, basic and higher education, which specify the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion.

Basic education covers three years of pre-primary, six years of primary education, three years of lower secondary education, and three years of upper secondary education. At present, the provision of basic education in Thailand is mainly the responsibility of the Office of Basic Education Commission, Ministry of Education.

Higher education is provided in universities, technical institutes, vocational colleges, or specialized-training institutions (i.e. Buddhist universities, Nursing colleges, and Military schools). The provision for higher education in Thailand is currently mainly the responsibility of the Office of Higher Education Commission, Ministry of Education.

According to the Ministry of Education (2001) regarding the policy of English teaching and learning at the tertiary level, students studying at the tertiary level or in higher education are generally required to take at least four English courses (twelve credits in total). There are two English courses which are English Foundation Courses 1 and 2 for six credits and two English courses which are either EAP (English for Academic Purposes) or ESP (English for Specific Purposes) for six credits. The objectives of the 4 English courses cover two areas in which students need to develop communicative competence in English both for social language and academic language. The objectives of each course are specified by the official standards. The first objective is concerned with the standards for using English to accomplish personal and socially interactive tasks. The second objective focuses on using English to accomplish personal and academic tasks. Both of these objectives target the use of learning strategies to enhance English for social and academic purposes. Upon meeting these standards, students will develop the language competence to function in a basic range of academic and social contexts.

1.3 General Statement of the Problems of Teaching and Learning the English Language in Thailand

The level of English instruction in Thailand is being continually developed, in order to reach the standards of most other countries. Many schools have tried to improve their English teaching methods and materials at every level. Although English has been taught in Thailand for a long time, the problems of teaching and learning the English language in Thailand still persist. According to Biyaem (1997), teachers face many obstacles in English language teaching, for instance, classrooms

are inadequately equipped and there is a general lack of educational technology. In addition, many surveys have found that Thai learners have an unsatisfactory level of English proficiency; also the level of English proficiency is low in comparison with neighboring countries, such as the Philippines, Singapore, and Malaysia (Khamkhien, 2010). As for the students, they lack confidence in speaking English to their teachers and their classmates because of the interference of their mother tongue, particular in pronunciation. They also lack the opportunity to use English in their daily lives. Furthermore, a national survey conducted by the Office of Educational Testing of the Department of Curriculum and Instruction of the Ministry of Education during the years from 1997 to 1998, showed that Thai learners, when evaluated against standardized benchmarks of achievement, had unsatisfactory proficiency in the four skills of listening, speaking, reading, and writing (Wiriyachittra, 2001). It was found that Thai students could not use English skills effectively, especially listening and speaking skills (Jaiyai, Torwong, Usaha, Danvirattana, Luangthongkam & Piyadamrongchai, 2005). Wiriyachittra (2004) also claims that the stand of English language teaching in Thailand is not satisfactory enough, as evidenced by the low level of Thai students' English proficiency in comparison with many other countries in Asia, for example, Malaysia and Singapore. Moreover, Punthumasen (2007) found that most students do not want to learn English because they find the subject matter boring and also the teaching methodology used in the classroom is not interesting. In addition, there are not enough interesting textbooks and materials in English which can encourage them to study. Prapphal (2004) stresses that technology is a good method of

instruction to help students communicate, although it cannot be a substitute for a good language teacher.

It is extremely difficult for Thai students to master the English language. This is because the instruction in the classroom, as many of the teachers who teach English to Thai students are non-native speakers, which results in the use of unnatural language and causes a failure of genuine interaction (Khamkhen, 2010). There are no attractive methods of instruction or a suitable learning environment. The provision of a more appropriate learning environment and academic activities in the community could help to develop students' English proficiency in the classroom. It is for these reasons that it has been suggested that Thai language teachers at all levels should use CALL (Computer-assisted Language Learning) activities, web-based projects, online self-tests, and electronic portfolio to supplement their teaching.

In this research, encouraging students to learn is defined as persuading students to participate in the activities, by making activities interesting for them, and by making them believe that they will be able to improve their speaking through the use of a digital storytelling website. Interesting instruction methods and activities in the classroom can also encourage students to participate more fully in studying English in the classroom.

1.4 Why is Digital Storytelling?

Various researchers have shown that learning English requires a significant number of motivational strategies (Gao, 2008). Students' motivation is one of the key factors affecting student performance and learning. Moreover, attractive

material is one of the main factors to motivate and encourage students' in language learning. Kajornsin, Chuaratanapong & Siengluecha (1999) found that students enjoyed learning when using activities which resulted in taking greater responsibility for their own learning, improving their work habits, and developing their creative thinking. Tasks and activities must be designed to expose the students to the target language and increase their motivation to learn the English language in the classroom. According to Hussin, Maarof & D'Cruz (2001), teachers need to find creative ways to teach the language and increase students' motivation to learn the language and eventually to appreciate the language. Providing occasional entertaining diversions in the classroom can keep students engaged and motivated during learning tasks (Super, Westrom & Klawe, 1996). Moreover, Lester (1997) believes that animated pedagogical agents are useful for learning environments. Likewise, Ehsani & Knodt (1998) conducted ways of combining sound, vision, text, video and animation, in order to develop learning environments which be more educative and creative in the classroom. Technology is one of the most important ways in which things students can be encouraged to develop their ability to describe their experiences and to have greater control of their interactions (Druin & Inkpen, 2001).

Because digital storytelling does not rely on students having an advanced level of reading and writing abilities, but only an ability to tell their own story, students with learning difficulties tend to do well with digital storytelling projects. Digital storytelling is well suited for developing learning because it encourages students to use computer-aided mixed media such as audio, video and images to convey information to the audience in the form of a story (University of Houston,

2011). It is a form of communication that they can create for themselves. Digital storytelling is becoming a promising transformative technology which assists students' to take control of the learning process and to develop self-expression (EDUCAUSE Learning Initiative, 2007), enhance creativity (Banaszewski 2002), and increase their confidence in public speaking (Ohler, 2006).

Digital storytelling integrates technology with learning, facilitates an emotional connection to the content, and allows for the sharing of that content (EDUCAUSE Learning Initiative, 2007). It is critical in the learning process (Standley, 2003). Digital stories not only reflect each student's understanding of the subject, but also allow collaboration, which can encourage personality development, collaborative skills, and creativity (Dupain & Maguire, 2005). Ohler (2006) reported that the activities involved in digital storytelling production potentially encourage students to actively speak up and improve their vocabulary.

As can be seen, there are many benefits in the use of digital storytelling, but there is no doubt that more needs to be learned about digital storytelling as a teaching and learning tool. It is undergoing a tremendous spurt in growth in education as more educators are learning about it and are finding ways to integrate it into their classroom activities. The research opportunities in this area are just beginning to be seen and new investigations will provide greater insights and understanding in how digital storytelling can enlighten new generation of students and educators.

1.5 Purposes of the Study

This study will promote the benefits of using a Digital Storytelling Website (DSW) in the classroom which will give the students more opportunity to practice their English speaking skills. The purposes of this study are as follows:

- 1) To develop the efficiency of a Digital Storytelling Website (DSW) to improve students' English speaking skills based on the 80/80 Standard.
- 2) To compare the English speaking achievement of undergraduate students at Suranaree University of Technology before and after learning through a Digital Storytelling Website (DSW).
- 3) To investigate the students' opinions toward learning through Digital Storytelling Website (DSW).

1.6 Research Questions

From the stated purposes of this study, three main research questions have been formulated:

- 1) Does the efficiency of a Digital Storytelling Website (DSW) as created by the researcher meet the prescribe 80/80 Standard?
- 2) Does learning English through a Digital Storytelling Website (DSW) improve students' English speaking skills? And how?
- 3) What are the students' opinions toward learning English through a Digital Storytelling Website (DSW)?

1.7 Significance of the Study

Based on Cunningham & Redmond's study (2002), technology has been shown to have the potential to offer vast possibilities for language development and facilitate connections to the cultures of the world where the target language is spoken. Technology can greatly enrich the communicative approach. Moreover, Frith (2005) states that even though some second language students are often required to speak in English in their social settings, they enjoy listening more than answering questions or reading aloud, especially when they are watching television or films. Moreover, Ehsani & Knodt (1998) emphasize that by combining sound, vision, text, video, and animation, the creation of a self-paced interactive learning environment leads to a much more educative and creative classroom environment. Ellis (2005) also suggests that technology encourages cooperation of relationships between students and develops the way they interact with friends which is a good way to promote learning in the classroom.

This study attempts to help researchers and scholars, or relevant stakeholders to use technology to solve some of the existing problems in English language teaching and to enhance its development in undergraduate education in Thailand. The awareness and efforts to use a DSW to improve English speaking skills should enable undergraduate teachers to improve their teaching skills so that they will be able to make greater contributions in implementing technology further in their future careers.

The positive benefits of using a DSW as perceived by students would undoubtedly make the progress of using technology in learning English go further in encouraging students to take a more active part in understanding their lessons

because the lessons will be more interesting and allow greater participation in the classroom. Moreover, the study should raise the awareness of more researchers to focus their research on using technology in language learning and teaching among different groups of learners so as to improve the general standard of English language teaching in Thailand.

1.8 Scope and Limitations of the Study

The strength of this study is the convenience of using technology equipment at Suranaree University of Technology. In the computer lab, the students have a chance to work on their own lessons both individually and in group work. Although there are enough computers for students to do all the activities, there are some limitations to the study. First of all, the fifty-one participants of this study are limited to first year university students at Suranaree University of Technology. This study is also limited to students who registered for the English I (203101) course. Therefore the results will not be generalizable to other types of institutions conferring undergraduate degrees. The second limitation is that the participants are first year students at Suranaree University of Technology. None of them were familiar with creating and using digital storytelling. The teaching environment in the classroom may be slow.

1.9 Definitions of the Key Terms

The following definitions are used in this study:

1) **English speaking skills** are the students' abilities in speaking which help them communicate and present their projects.

2) **Digital storytelling** is a compelling tool for creating the language learning activity that can improve students' skills in listening, speaking, reading, writing, and their integrated skills. It brings together a mixture of text, image, audio, video to present information on a specific topic which is narrated in the students' own voice to form a short digital movie.

3) **A Digital Storytelling Website (DSW)** is a website which belongs to an English class for the purpose of improving students' English speaking skills by teaching through the use of Digital Storytelling.

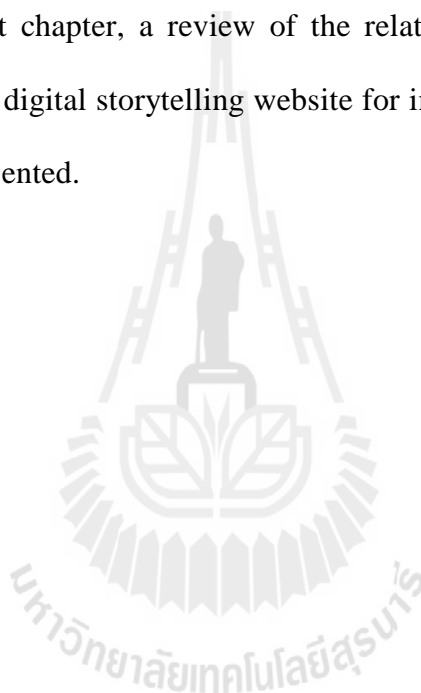
4) **The students** are the undergraduate students who study English I (203101) at Suranaree University of Technology, Nakhon Ratchasima province, in trimester 2/2012.

5) **80/80 Standard** is the efficiency of the digital storytelling website according to the 80/80 standard criteria of learning English through the use of a digital storytelling website and a means of measuring the improvement of students' English skills during and after using the lessons, on each constructed exercise following the 80/80 standard criteria:

- (1) The first 80 is the efficiency of the process that means the scores which the participants gain from doing the exercises in the digital storytelling website.
- (2) The latter 80 is the efficiency of the learning outcomes that means the scores which participants gain from doing the tests after they learn to use the digital storytelling website.

1.10 Summary

This chapter provides a brief introduction to the study which focuses on English language teaching and learning in the Thai context, and the problems of teaching and learning English Language in Thailand. It covers the purposes of the study, the research questions, the significance of the study, the limitations of the study, and some definitions of frequently used terms in the study are briefly discussed. In the next chapter, a review of the related literature on research and studies in the use of a digital storytelling website for improving English skills in the classroom will be presented.



CHAPTER 2

LITERATURE REVIEW

This review of literature discusses the relevant research on teaching and learning as a foreign language in the classroom which focuses on English speaking skills, definitions, problems, and activities in the classroom. Then, storytelling in education is presented according to the types which are used in the ESL classroom, storytelling strategies, and storytelling activities. Next, Computer-Assisted Language Learning (CALL) for integrated skills is discussed with regard to the history, benefits, limitations, and uses of CALL through the four language skills. Finally, Digital Storytelling is discussed for using in the ESL classroom.

2.1 Speaking Skills in the Classroom

2.1.1 Definitions of Speaking

As shown in Webster's Dictionary (1991), speaking is the act of a person. It is one of the speech activities by using oral speech to present the speaker's ideas (Staab, 1992). Meanwhile according to Staab (1992), speaking is an activity which produces language to communicate which is a basic skill in speech. Speaking is a form of communication (Brown & Yale, 1989). Speaking is a productive skill in the oral mode. Chaney & Tamara (1998) mentions that speaking is not only the process of building, but also sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It is more complicated than it seems at first and involves more

than just pronouncing words. Speakers should think carefully how to convey the text in an effective way, because speaking is a process of achieving goals that involves transferring messages between people. As Finocchiro & Bonomo (1973) have pointed out speaking is one or more sounds which are produced human beings for the purpose of communication.

Of the four keys language skills, Khamkhien (2010) reports that speaking is considered to be the most important in a second language. It is an ability that requires the processes of communicative competence, pronunciation, grammar, and vocabulary improvement. However, the Ministry of Education in Thailand during the years of 1997 and 1998 found that Thai students had unsatisfactory proficiency in all of the four skills of writing, reading, listening and speaking (Wiriyachitra, 2001). The exposure to English in authentic language input for students in Thailand is limited, because Thai students still have problems in their English speaking abilities when learning English (Kongsom, 2009).

2.1.2 Speaking Problem in the Classroom

Inside the classroom, speaking and listening are the most often used skills (Brown, 1994), however speaking English is still problem for many Thai students. Wongsuwana (2006) believes that students can be trained to speak and it doesn't depend on talent. According to Wiriyachitra (2003), English learning in Thailand is not very successful because most students lack opportunities to learn and practice English in an English environment. For Thai students, English speaking is deemed to be difficult since English is not their native language (Khamkhien, 2010). Students' tension, nervousness, and lack of confidence during a speaking class time are constraints as also are the problems in the teaching and the learning of English

(Ratanapinyowong, Poopon, & Honsa, 2007). Pawapatcharandom (2007) investigated the problems of thirty undergraduate students because they found that, students cannot explain their ideas clearly in English, they cannot have a formal conversation in English, and neither can they make academic presentations in English in the classroom. Many researchers have investigated of the needs for English in the workplace and they have suggested that the English curriculum in Thai universities should focus most on listening and speaking (Wiriyachitra, 2002). Engaging students in a speaking class will help them to become more confident with their language and will increase their vocabulary. Integrating activities in the classroom is a suitable procedure which has been used in this research.

2.1.3 Speaking Activities in Classroom

Speaking involved several skills which require practice: 1) describing what students want to say, 2) choosing the pattern of the sentences, 3) choosing the suitable words, 4) using the correct arrangements of sounds, 5) making sure that what they want to say is appropriate for the situation, 6) placing their tongue and lips in a good position (Nolasco & Athur, 1987). All of these are fundamental aspects of speaking skills which are very useful. Moreover Mc.Donough & Shaw (1993) stated that speaking is a ways of expressing ideas and opinions. Many schools in Thailand have been trying to start to develop their curriculum to provide opportunities for increasing students' speaking skills in the classroom by paying more attention to activities. Such activities provide opportunities for students to practice their speaking skills. As Harmer (1984) reports there are stimulations activities in the classroom for motivating students, which increases their self-confidence by taking part in classroom activities, including answering questions, sharing ideas, and also making presentations.

Some researchers believe that, if students do not get enough opportunities to practice their speaking skills in the language classroom, they may become quickly discouraged in their learning. Therefore, activities and tasks must be designed to expose the students to the aims of the language and increased students' motivation to learn the language in class. According to Harmer (1998), good speaking activities can motivate students.

One task used as an English teaching speaking skill activity is storytelling. It is one of the best activities which the researcher believes and can develop students' self-confidence and fluency. Long & Richards (1987) studies the Learner-centered classroom and they found that this approach develop students' ability to focus on individual leaning, where students carry out talking activities in groups and have to take responsibility for using communication to complete a task. These activities are found to be more conducive to language learning than teacher-centered classes, an organization dedicated to the development of teachers. Storytelling is not only interesting, but also has the power to encourage the students to take a part in the activities in the classroom.

2.2 Storytelling Using in the ESL Classroom

2.2.1 Definition of Storytelling

Storytelling is the original form of teaching (Pederson, 1995). It is an ancient art of communication by passing stories down from one generation to another. According to Fisher (1985), storytelling is a creative art form that has entertained and developed tales across the centuries. The storyteller always shares an experience with the listeners as a performing art, teaching aid, and a method to share information not supported by data (Davidson, 2004). Many researchers believe that story learning

plays an important role in students' language development (Hsu, 2005). Halliday (1975) also agrees that storytelling is a powerful tool for language learning. It can support the development of students' listening, reading, writing skills and other language abilities (Boltman, 2001). As Harriott & Martin (2004) have pointed out storytelling is relating a tale to one or more listeners through voice and gestures which the teller presents. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama, though it shares common characteristics with these arts. Gargiulo (2006) is in agreement with this and he also says the stories are fundamental to both learning and communication. It is an interactive method using words and actions to show the plot of a story while encouraging students to use their imagination. Moreover storytelling is about organizing information in a meaningful context, conveying emotion and building community (Genishi, 1988). Farrell & Nessell (1982) also found that storytelling enhanced fluency, vocabulary acquisition, and recall.

Storytelling in its original form was an oral narrative, with a storyteller relating stories both fictional and no-fictional, usually before a large audience of people as happened before 1000 A.D. (Lindstrom, 2009). Although storytelling has been used as a means of communication for a long time, it is still one of the key ingredients of communication nowadays.

2.2.2 History of Storytelling

Storytelling has been used as a means of communication in ancient times until now. Early storytellers told of significant encounters with animals and other tribes whether they were true or imaginary. The early storytellers are as old as the storytelling which was told by painting pictures on cave walls or rocks around the

world. It was used to explain the forces of nature that humans did not understand and found frightening, such as storms, tidal waves, and lightning. Stories were also told about gods and heroes and to remind people how to behave well and help others. Moreover they also told of encounters with their ancestors, and of imaginary adventures. In addition, forms of storytelling have also been presented primarily by oral communication combined with gestures and expression. They can also motivate listeners and they are very interesting for students and promote their communication. Jianing (2007) reveals that the excitement and interest of storytelling can provide a context which will hold students' concentration.

2.2.3 Types of Storytelling in the ESL Classroom

Storytelling is part of the key which helps students to develop their creativity and fantasy which in turn builds on problems solving competences (Mallan, 1991). It is also important to inform students about the different kinds of storytelling to guiding them in how to construct their own stories.

Hamilton & Weiss (2002 as cited in Hamilton & Weiss, 2005) divide storytelling into 8 types of storytelling all of which are used for teaching in the classroom, including, fables, fairy tales, folk tales, myths, tall tales, cumulative tales, and pourquoi tales

1) Fables are a short and compact animal tales. They have a few characters that represent aspects of human nature in simple and normal situations, for example, The Hare and the Tortoise. This story describes a race between a speedy hare and a slow moving tortoise. They most often have a moral or lesson in the form of a proverb.

2) Fairy tales are simple stories of humans and their dealings with marvelous things and magical beings such as fairies, dragons, and wizards, which always occur in fairy tales. The stories are mostly narratives of supernatural events. The term embodies folktales such as Snow White: the beautiful girl who falls unconscious after she eats a poisoned apple.

3) Folk tales originates from oral traditions which are passed down by word of mouth through generations and which feature morals or lessons. They narrate the relationship between people in fantastic and symbolic terms. Such as Hansel and Gretel, relatives who eat a candy house, is one of the world's most famous folk tales.

4) Myths are traditional sacred stories which are related to the qualities of super natural beings who were the heroes of these stories. They often focus on human qualities such as good and evil, and also show the relationships between gods and heroes. One famous myth is that of Hercules, who had superhuman strength and was a brave superhero who carried out twelve very difficult labors, such as killing lion with his bare hands.

5) Tall tales are stories that have a main character that is bigger or stronger than real people with a special job. He always solves his problem in an amusing way. Tall tales are always exaggerations of actual events, such as Paul Bunyan. Paul Bunyan was the biggest and strongest lumberjack with a big blue ox for clearing the way as he passed and made it safe for others.

6) Cumulative tales are built up by repeating lines and adding to them over and over again. They also often include repetition of rhymes and rhythm. Such tales depend upon repetition and rhythm for their effect as, for example, in The Gingerbread Man. The story about a gingerbread which jumped out of the oven and ran away.

7) Pourquoi tales are a fictional narrative that explain the world and how things become. Pourquoi means 'why' in French. The stories usually describe something in nature, especially animals, such as "Why the elephant has a long nose" or "Why bees buzz". Pourquoi tales are told firstly as a tale but then they are used to explain the reality that occurred in nature.

8) Legends are considered to be true stories about human heroes that occurred in the past and may feature some religious references, for example, The Odyssey, who is the hero of a Greek myth. The Odyssey is a story about a hero king fighting against the gods.

All of different types of stories can be used in the ESL classroom to illustrate the meaning and format of each type of story to students. Students must learn about the different types of stories so that they know what is appropriate when telling a story themselves. They can also notice the different ways of making up and telling stories themselves after reading or listening to them. Teaching the different ways of telling a story in the classroom is easier when the teacher plans good strategies for organizing the important English language skills which are required to the stories to be related in the lesson plans.

2.2.4 Storytelling Strategies

Storytelling strategies utilize the vocabulary and structures which need to be taught in the early stages of language learning. This can be achieved by incorporating them into stories which the students listen to, watch, retell, read, and write. Moreover, storytelling is a successful strategy to increase pragmatic oral skills (Brice, 2004). Subsequent stories can be used to introduce additional vocabulary and structures in meaningful contexts. Strickland & Morrow (1989) assert that giving students

an opportunity to tell stories can help their language development by enhancing vocabulary, syntactic complexity, sense of story structure, and comprehension. It allows them to become active participants in the creation of language. Because students usually tell stories cooperatively to other, the activity provides a social context as well. The students are already familiar with stories from their experiences life, and now they are exposed to this familiar genre as the teacher presents it in a new language with an abundance of gestures, pictures, and other props to facilitate comprehension. After hearing a story, various students act it out together or assume different roles while their peers watch. Students are not required to memorize the stories; on the contrary, they are encouraged to construct their own variations as they retell, using props such as illustrations and labels. Storytelling then is not only use to stimulate the students' imagination, but also to develop their language abilities (Koki, 1998). Stories are more than just words; they offer a constant sources of language learning. The ultimate goal is to have learners develop original stories and share them with others (Baker & Greene, 1977).

2.3 Storytelling Activities in the ESL Classroom

In the researcher's opinion, activities in teaching and learning or instructing are procedures that impart knowledge or skills. They are an important approach to attract students' interest in activities during class. Many classroom activities can help develop students' ability to integrate their English skills. As Neal (2001) suggests, storytelling is one of the most effective techniques for conveying amusing presentations. There are many kinds of interesting storytelling activities which can be used in the classroom.

2.3.1 Storytelling Activities

Storytelling in the classroom should hold the interest of the students and let them be participants in the process of telling a story. Such activities not only entertain students, but also encourage them to participate more in class. As the list of activities below shows, group discussion and interaction, storytelling, retelling a story, story completion and role-play or drama, can all be used in the ESL classroom to encourage students to improve their integrated skills. In each activity, they can also adapt the method of teaching and learning to improve more than one skill in an appropriate situation.

1) Group Discussion and Interaction

Storytelling provides a great opportunity for students to become involved in group discussions and interaction as they both tell stories and sit in the audience to listen to the stories of the others students. At both of these times students learn to take turns when they speak in a group, to back up and give appropriate reasons for their thoughts and opinions and to take into account others' reactions and thoughts on the same topic. According to Snow & Tabors (1993), stressing the value of working in a small group and pair interactions, has an effect on offering students more opportunities to co-construct their opinions and build connections between storytelling and oral language. Students also learn to place the stories in context and relate other things they know about the topic, and to continuously extend their ideas the discussion about the stories progresses.

2) Storytelling

Strickland & Morrow (1989) claim that giving students the opportunity to tell stories can help students' language development by enhancing vocabulary, syntactic

complexity, sense of story structure, and comprehension. Students may create their own stories, by means of speaking and writing, to tell their stories to their classmates. Storytelling also fosters creative thinking. It helps students express ideas with a beginning, development, and an end, including the characters and the setting of a story. In this way, the teacher will not only encourage students' speaking and writing abilities, but also get the attention of the class while students listen and read the stories.

3) Retelling Story

Retelling a story is an activity to help students focus on their understanding of what they read or listen to and challenges them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or written assignment, which features the main components of characters, setting, problem, events, solution, and theme. As Hamilton & Weiss (1990) have noted, when students have the opportunity to retell stories they have heard, and eventually search for their own stories to tell, they begin to develop a better understanding of themselves. An easy-to-remember handout will help students to organize their thoughts and information as they prepare to retell their stories.

4) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can also add new characters, events, descriptions and so on. In fact, students not only improve their skill in narrating stories, but they also improve their

speaking skills at the same time. They can also practice their writing skills by continuing a story following on from the beginning of the story which was presented by the teacher.

5) Role-play or Drama

Harmer (1998) explains the meaning of role-play as activities in which students are asked to imagine their own ideas to create a story in which they are the characters. As Stocker & Stocker (2000) have stated, a role-play is a game in which players assume the roles of characters and work together to create stories. Storytelling at its best is truly a dramatic art, so it should come as no surprise that it is an activity that requires the role-play or drama skills. When they tell stories, students learn how to use their language to convey the setting, characters and emotions, and they can create and keep up all the different roles of the different characters in the story. As they listen to others' storytelling, students also watch others do these things and learn how to comment on the drama that has unfolded before them.

All kinds of interesting stories are used in different situations which depend on the students' ages and their situations. However, using storytelling in the English classroom is still one of the best activities to encourage students to study English (Jianing, 2007). Storytelling activities can not only improve integrated English skills, but also enhance students other skills.

2.3.2 The Benefits of Using Storytelling Activities in the Classroom

Storytelling is a useful tool in linking fantasy and the imagination (Ellis & Brewster, 1991). Moreover, it is motivating and fun which can help develop positive attitudes towards the foreign language. It can also help ESL learners become more self-confident to express themselves spontaneously and creatively (Colon-vila, 1997).

However, storytelling does not only help in stimulating students' imagination, but also in developing their language abilities and appreciating literature (Aix, 1988). According to Strong & Hoggan (1996), storytelling is a process that offers opportunities to practice organizing, categorizing, and remembering information concurrently with practice in predicting, summarizing, comparing and contrasting information. The process of connecting language and through imagery is the basic element involved in oral and written language comprehension, language expression, critical thinking (Bell, 1991), increased listening and reading comprehension (Applebee, 1978), greater language fluency, and increased vocabulary (Wellhausen, 1993). Hamilton & Weiss (2004) propose that storytelling also encourages creative writing skills. The students can improve their writing skills by creating dialogues contain a beginning, plot, characters, setting, theme, and an ending. Moreover, the stories can attract listeners and promote communication (Cooter, 1991) at any time and anywhere (Zabel, 1991).

Storytelling is the art of using language, gesture, and physical movement to reveal the elements and images of a story. It is a narrative account of real or imagined events. Although using storytelling in the ESL classroom is very useful nowadays, it is almost always used in kindergarten, elementary, primary school, and higher education respectively. At the level of higher education and undergraduate level storytelling is rarely used. Because students are older, simple storytelling may not be interesting enough for the learning of English at the level of undergraduate students. Therefore, the use of technology as a part of the ESL classroom has been selected for this study. Super, Westrom & Klawe (1996) support the idea of providing technology with occasional and entertaining diversions to motivate students in their learning

tasks. In this study, technology has been chosen as a tool in the ESL classroom. This approach is known as “CALL”, which is the use of computers in the language learning process. CALL can take the form of activities which collimate learning through other media (Richards & Schmidt, 2003).

2.4 CALL (Computer-assisted Language Learning)

2.4.1 Definition of CALL

CALL stands for Computer-assisted Language Learning, which Levy (1997) defines as “*the search for and study of applications of the computer in language teaching and learning*” (p.1). It is a term to describe the use of computers as a part of a language course for teachers and students (Hardisty & Windeat, 1989). CALL is an approach to language education, teaching and learning, in which the computer is used to assist and support the presentation and assessment of material to be learned. Hubbard (2008) also stated that CALL materials are used in teaching to facilitate the language learning process. Lesson presentation, graphical movement, animation, sound, immediate feedback, and students’ achievement scores are included in the computer programs. It assists and even stimulates learners in all four skills of listening, speaking, reading, writing, and also critical thinking (Cobb & Steven, 1996). CALL software can be used in the classroom, for example, E-mail, Windows Messenger, etc. It is student-centered learning material, which promotes self-paced learning.

2.4.2 History of CALL

Computer-assisted Language Learning, CALL, began in the early 1960s (Delcoque, 2000). It originated from CAI, Computer-assisted Instruction, which was

at a first term for an aid for teachers (Emmons, 2008). According to Warschauer & Healey (1998), the history of CALL can be divided into three stages: Behavioristic CALL, Communicative CALL, and Integrative CALL. Each stage corresponds to a certain pedagogical approach.

1) Behavioristic CALL

In the 1960s and 1970s, the first form of CALL was the result of the influence of the Audio-lingual teaching method. This CALL stage featured repetitive language drills. Drills and practice were used based on the model of the computer as tutor (Taylor, 1980). The computer provided instructional material for the students. It was mainly used for extensive drills, explicit grammar instruction, and translation tests (Ahmad, Corbett, Rogers, & Sussex, 1985). The students were taught to imitate and repeat the text in lessons which they are habit forming. After class, there are also exercises about the tense which they should use to write a story. In this study, this stage is used to guide the students to use the appropriate tenses to write and create their own story.

2) Communicative CALL

In the 1970s and 1980s the second form of CALL was based on Communicative Language Teaching. Communicative CALL was not focused so much on what tasks students did their computers, but rather what they did with each other task while working at the computer. The focus is on using the language more than on analysis of the language. Students are encouraged to apply the appropriate language to be used and to compose more and more new sentences. In this study, this stage is used to guide students to create dialogues for communication with each other in a story.

3) Integrative CALL

This stage started in the 1990s and was used for integrating the various skills of language learning (listening, speaking, reading, and writing) into tasks to provide direction and coherence. In Integrative CALL, learners are enabled to use varieties of technological tools providing text, graphics, sounds, and animation. In this study, this stage is set up for the students to learn by themselves as much as they can.

2.4.3 Benefits and Limitations of CALL

2.4.3.1 Benefits of CALL

CALL has many advantages for teaching and learning which provides interest and motivation. Levy (1997) reports that the importance of CALL as a tool depends on how teachers can design their materials most effectively and how learners can acquire most of the teaching process through practice and language use. Geoffrion & Geoffrion (1983) suggest that motivating learners to learn language in the classroom can be achieved by using different and more exciting activities than course books normally provide to present the new materials with texts, pictures and sound. Boyd (2002) also reports that *“one of the most powerful uses of multimedia is to immerse the user in a learning environment”* (p.35). Many CALL features, for example graphics, animation, and sound, are interesting and they can motivate learners.

Privacy is the second benefit of CALL, as CALL offers individualized and private learning which allows learners to control their own learning process and also to work independently. Learners can decide which skills to develop and which courses to use for their own needs that are suitable for their level (Jonassen, 1996).

Moreover, students have freedom to repeat any courses which they want to understand more clearly.

Using CALL as a learning tool can also encourage students' motivation, self-confidence, and positive attitudes towards language learning. It also makes them feel more independent by helping them reduce learning stress and anxiety (Jauregi & Banados, 2008).

The last type of CALL is feedback because many CALL materials can offer spontaneous feedback to learners. In addition, CALL also provides drills, practice and repetition after each new teaching point (Chen & Liang, 2003). Students can also independently repeat their lessons anytime they want in order to understand the whole of their lessons more thoroughly (Mishra & Panda, 2007). Borrás (1993) listed the advantages of CALL as giving immediate feedback which can be passed on to the students without the threat of face to face confrontation, which can result in learners making more mistakes in their practice. Moreover, it is an effective communication tool between teachers and students, and among the students in the classroom for sending e-mails, submitting assignments and working on blogs (Ducate & Lomicka, 2008).

2.4.3.2 Limitation of CALL

Although there are many benefits of CALL, the application of computer technology still has limitations. The design of good CALL software needs expensive equipment, so some software is too expensive for ordinary learners. Therefore it is a problem in some schools that have limited funding. For this reason, cost is one of CALL's limitations.

The second limitation of CALL is its inability to handle unexpected situation. CALL cannot cope with unexpected problems that may occur in the classroom. For example, it cannot respond to a learner's ambiguous questions immediately as teachers can do. Also some feedback is still limited as it cannot provide feedback to open-ended questions.

The final problem with the use of CALL, is the problems of learners who do not have own computers at home or personal notebooks. Computers are different from traditional books that can be carried around for study at convenient moments. Furthermore, it is more difficult to read from a computer screen than from a printed text (Stockes, 2000) and also computers are not suitable for all activities that take place in the classroom.

2.5 Language Skills Development through CALL

Zhang (1998) reminds us that of the four skills of reading, listening, writing and speaking, the receptive skills of reading and writing are more commonly used on CALL programs than the productive skills of writing and speaking. However many researchers have tried to develop CALL programs for productive skills such as e-mail (Stockwell & Harrington, 2003), MSN, Internet Chat Relay or ICR (Xie, 2002) which are frequently used for improving writing skills. Also some CALL programs enable learners to use them for improving their speaking skills, such as Paltalk. Moreover there are many activities which are useful in helping language learners develop language skills. Warchauer & Healey (1998) describe various activities for developing difficult skills such the following:

2.5.1 Reading Skills

There are three main types of CALL programs which can be use to improve reading skills through the use of the computer.

- 1) *Incidental reading* is normally reading text for successful completion of the activities.
- 2) *Reading comprehension* is used for reading comprehension and grammatical and vocabulary development.
- 3) *Text manipulation* is used for studying the content and structure of texts.

2.5.2 Listening skills

The simplest activities for giving practice in listening skills is to use a fill in the blank and multiple choice program in conjunction with a conversation or a story on the computer, and afterwards the learners are asked to answer the questions. Moreover they also can listen to the music and watch movies to practice their listening skills and improve their pronunciation.

2.5.3 Writing Skills

A word-processing program is the most commonly used program to start work with CALL. It can improve learners' writing skills by checking and editing learners' texts. Many programs are also created for improving learners' typing on the computer key board. Students tend to be more motivated when they write for real communication with a friend about matters of mutual interest. Chat rooms, e-mails, posting messages are three of many ways to improve their writing skills through CALL.

2.5.4 Speaking Skills

Many students are more confident in practicing their speaking on computers than in a face to face setting (Kataoka, 2000). They feel free to pronounce words without the public embarrassment of making errors. Therefore learners can practice more effectively and confidently using CALL. Computers have many useful contributions to make to the development of oral skills if they are used wisely (Hammersmith, 1998). Mueller (2000) also states that CALL programs allow learners to improve their oral skills in authentic situations and establish meaningful communication. For example, improving speaking skills through using the Skype program, it is a good choice for learners to interact cooperatively in a CALL environment. In addition, James (1996) notes that CALL becomes an excellent tool for learning speaking, and listening skills in the classroom environment which combines texts, sound, graphics, and video.

CALL is a practical and powerful teaching tool which attracts learners' attention because of its strategies. However, CALL technology alone is not enough for the creation of interesting material; the content and the theme of the story are also needed in this research. A tool which can also improve the students' integrated English skills and increase their interest is now required. Nowadays, there are many types of technology which are used in ESL education. However, one the most interesting tools is "Digital storytelling" and this has been chosen for the research of this study.

2.6 Digital Storytelling

Students, nowadays, pay much more attention to the interesting or exciting information in any story (Rijnja & Van der Jagt, 2004). According to Liaw (1997), teachers should offer students a rich English language environment in which students are constantly engaged in language activities. Students need to be able to interact with each other so that learning through communication in the classroom can occur. Ellis (2005) suggests that technology has affected the collaborative relationships between students and the way they interact with each other which eventually influence the learning opportunities in the classroom. At the present, developments in technology allow us to use a particularly interesting activity in the classroom, namely, digital storytelling.

2.6.1 Definitions of Digital Storytelling

Digital storytelling can be used very broadly to encompass any use of computers to tell a story. Nevertheless, Porter (2004) gives the meaning of Digital Storytelling as the ancient art of oral storytelling which is combined with the authors' own story voice and personal tales which blend images, music, narrative and voice together (Rule, 2010) into their own powerful creations (Porter, 2004). Armstrong (2003) concludes that digital storytelling involves telling stories and sharing information through multimedia. Nowadays, digital storytelling has become a compelling tool for classroom teachers and students (Brown, 2005). Ohler (2008) stated that digital storytelling has become a widely used new media activity. It has also been discussed as an educational tool that can be aligned to standards for technology. Hathorn (2005) stresses that digital storytelling is a curriculum innovation that integrates technology with communication, language arts, and literacy skills.

One of the reasons that digital storytelling suits students is that they incorporate the skills, tools, and practices that match well with contemporary learners (Oblinger, 2003). In conclusion, digital storytelling is a compelling tool for creating language learning activity that can improve students' integrated English skills (listening, speaking, reading, and writing). It brings together a mixture of text, image, audio, video to present information on a specific topic which is narrated in the student's own voice to form a short digital movie.

2.6.2 Digital Storytelling as a Classroom Activity

Digital storytelling is a recent strategy for the creation of digital multimedia content which is images, audio, and video, for expressing ideas, representing knowledge, and communicating information through digital technology. According to Churchill (2007), digital storytelling as a classroom activity can be implemented through the use of the following three stages:

1) Planning

In the first stage, planning, teachers give students the topic or let them find their own interesting topic for presentation in the digital storytelling. They may work individually or in groups, depending on the teachers' objectives.

2) Production

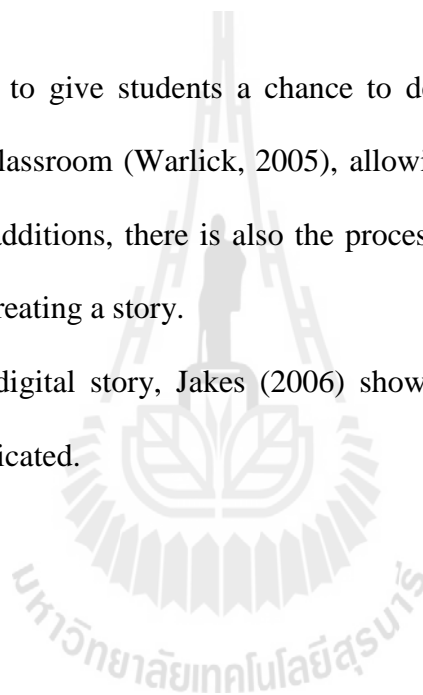
In the production stage, students collect and edit the media materials required for integration, for example, by taking digital photographs, scanning images, drawing illustrations, and recording voices. At this stage, teachers have to remind students to focus on the content of their story rather than on its technological aspects (Ohler, 2004).

3) Presentation

In the last stage, presentation, all students have to present their own digital storytelling in the classroom to receive feedback and comments from teachers and the class. However students can present their stories through the internet on a website for the use of the class. Both teachers and students can also post their feedback or give the story a score.

Teachers need to give students a chance to develop and suggest their own digital stories in the classroom (Warlick, 2005), allowing them to create and present their own stories. In additions, there is also the process of digital storytelling which explains the steps of creating a story.

In creating a digital story, Jakes (2006) shows how the digital storytelling process is quite complicated.



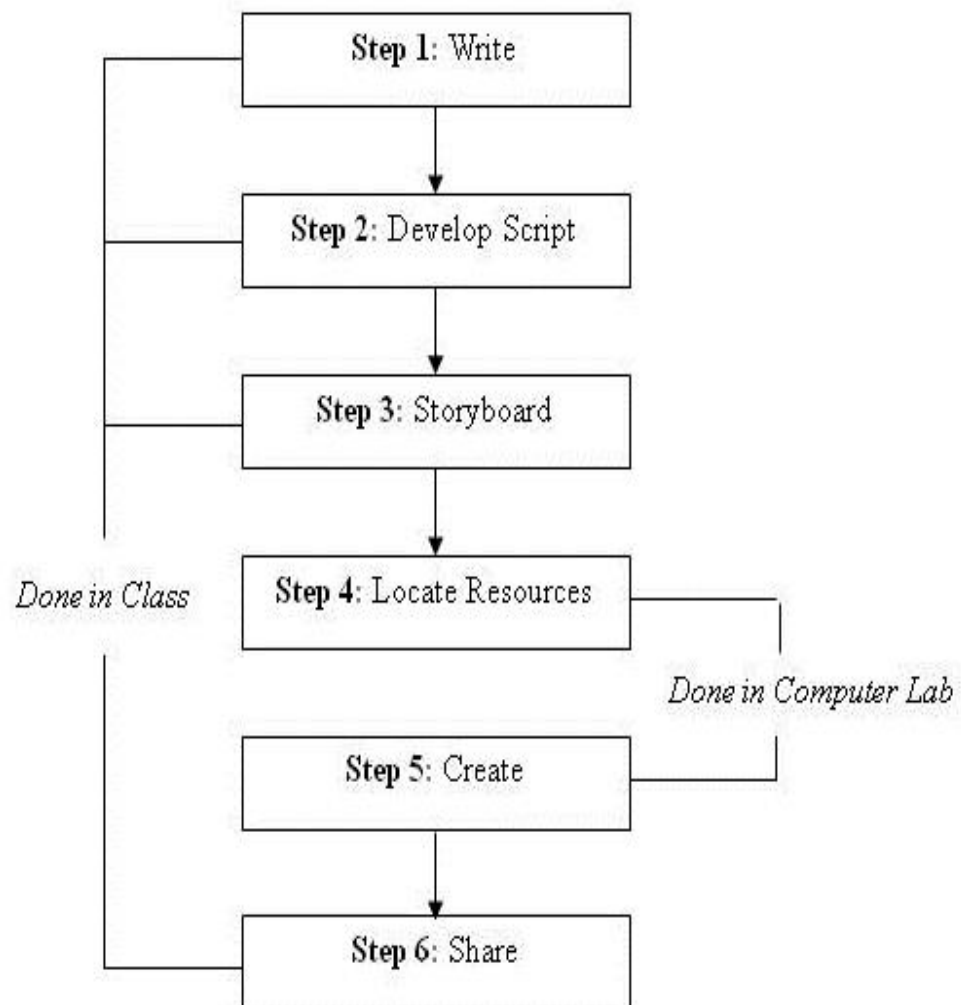


Figure 2.1 Digital Storytelling Process

Step 1: Writing

Digital storytelling first begins with writing. Students write, rewrite, and continue the writing process through multiple drafts until their story is of a suitable standard. The applications of digital storytelling to the curriculum are certainly open-ended, however, in most cases writing takes the form of a personal narrative about a particular story from a student's life or something that interests them.

Step 2: Script

After the narrative is completed, of which the digital story is created, the script forms the foundation, and the inclusion of the various multimedia elements serve to rebuild the story.

Step 3: The Storyboard

In this step, students are required to complete a storyboard to organize the flow of their movie.

Step 4: Locating Multimedia

In this step, students use search tools to locate still-frame imagery or video. Students may also scan images from photographs from personal collections at this point.

Step 5: Creating the Digital Story

In this step, students create their story using the software available to them. In this study, Window Movie Maker is used.

Step 6: Share

The students present their movies in class, then discuss and give comments to each other. They can also post their story on the classroom website.

Digital storytelling provides a truly engaging learning experience which blends writing, technology and emotion to create a compelling product of value. This process is one that students can use throughout their entire lives to tell their stories. However, the most important point about digital storytelling is that it provides an opportunity for student centered learning.

The advantages of using digital storytelling are presented bellow to show the value using the digital storytelling as classroom activities in a classroom.

2.6.3 The Advantages of Digital Storytelling

Digital storytelling is a powerful tool for teaching and learning for students of all ages. It engages learners because everyone has a personally meaningful story to tell. Using digital storytelling allows individuals to construct their own meaning, moving from passive viewers to active participants in the learning process. Students also have a chance to improve their levels of learning in reading, writing, speaking, and listening after integrated digital storytelling activities (Tsou, Wang & Tzeng, 2006). Michalski, Hodges & Banister (2005) state that students can build a variety of words and phrases into sentence fragments. Digital storytelling not only improves students' presentation and technical skills, but it also increases students' motivation and engagement levels (Dogan & Robin, 2008).

Students are motivated, engaged, and interested in digital storytelling (Davis, 2004). It engages students in the language of their generation which is different from traditional instruction strategies (Hofer & Swan, 2006). Hibbing & Rankin-Erickson (2003) have shown that the use of multimedia in teaching helps students retain new information as well as aids comprehension of difficult material. Digital storytelling can also provide students and teachers with a powerful tool to use in the classroom.

Additionally, in the process of telling a story through digital storytelling, they are learning to use technology (Tucker, 2006). As an instruction tool, Burmark (2004) found that integrating visual images with written text both enhances and accelerates student comprehension, and digital storytelling is an especially good technology tool for collecting, creating, analyzing, and combining visual images with written text. Meadow (2003) also believed that digital storytelling is the social

practice of telling stories that makes use of low cost digital cameras, non linear authoring tools, and computers to create short multimedia stories.

Moreover, Gils (2005) suggests that there are many advantages of using digital storytelling in education. It can provide more variety than traditional methods in current practice, personalize learning experiences, make explanation or the practicing of certain topics more compelling, create real life situations in an easy and cheaper way, and also improve the involvement of students in the process of learning. Porter (2006) also proposed that digital storytelling developed communication skills, building learning communities (Standley & Ormiston, 2003), creating critical thinkers (Ohler 2006), and finally critical viewers of media (Howell & Howell, 2003).

As Armstrong (2003) declares, "*Helping children tell their stories, through a variety of means and media, to a variety of audiences, is the most important thing teachers do*" (p.15), Digital storytelling is an English speaking project for students to participate in as they personalize what they are learning and construct their own meaning and knowledge from the stories they tell, and they also learn how to tell a story. There are many research studies which use hands-on activities and project-based learning activities for digital storytelling in the language classroom. Most of them have received positive feedback and offer several useful benefits.

2.6.4 Research Related to the Use of Digital Storytelling in the Classroom

Digital storytelling is an educational technology tool used in the classroom. The process of digital storytelling utilizes almost all of the skills students are expected to have in the 21st century (Jakes, 2006). There are many research studies which demonstrate that students develop more creativity in the use of visual media. They also improve their level of language learning, and they learn how to integrate

technology effectively into their activities, after participating in the creative process of digital storytelling.

According to Tsou, Wang & Tzeng (2006) who have studied how integrated digital storytelling can be used in the language curriculum, digital storytelling is a creative language learning technique that can improve students' level of learning in reading, writing, speaking, and listening. As Kajder (2004) found, digital storytelling helps their k-12 students to acquire more active learning methods after she allowed her students to construct their own learning, participate within literacy communities and define themselves as readers and writers. Digital storytelling also simplifies the convergence of four student centered learning strategies which consists of students' engagement, reflection on deeper learning, project based learning, and the effective integration of technology into instruction (Barrett, 2006).

Michalski, Hodges & Banister (2005) also found that before using digital storytelling in the classroom, many students could not create complete sentences well. They have problems with writing processes when using grammar and with their spelling: using digital storytelling helps them to employ more varied and interesting vocabulary and to craft their sentences more effectively. After they have completed a lesson with digital storytelling, they learnt ways of brainstorming and organizing ideas in their digital storytelling which helped them to collect their thoughts and to generate a foundation of key words and phrases. Moreover, students can build these words and phrases into sentence fragments. The use of images also encouraged students to use words in more creative ways and more quickly. In additions in the computer lab, students can read each other's stories and exchange their ideas. They also discussed their own texts, and then practiced oral recitations with their friends.

After the survey, Dogan & Robin (2008) said that teachers found creating digital storytelling was easy to do and no one thought that it was hard. Moreover the teachers agreed that specific skills can be improved by using digital storytelling such as presentation skills, technical skills, and writing skills, respectively. Digital storytelling also increases students' motivation and engagement levels. Most students thought that creating digital storytelling was normally easy. In addition, seventy percent of the students wanted their teachers to use more digital storytelling in the classroom, and seventy-four percent of them wanted their teachers allowed them to use digital storytelling. In some open-ended questions, about what they liked the most about digital storytelling, the main theme of their answers was that they had the chance to use computers for their projects, they had opportunities for self-expression and customizing of their own digital storytelling, being able to create their own movie, and narrating their stories, respectively.

In additions, Robin & Pierson (2005) found that digital storytelling has captured the imagination of both students and teachers. At all levels of study and most subjects can be used for digital storytelling in many ways to encourage students' learning by helping them to organize and express their own ideas and knowledge in individual and significant ways (Robin, 2005). Sanprasert (2005), also compared students' attitudes towards learning from computer-based software program with the same lessons using paper-based materials. The results revealed that the students had positive attitudes towards the use of computers and it also increased most students' motivation and encouraged most students' in self-directed learning more than the lessons on paper did.

Although Schiro (2004) used digital storytelling to teach students how to solve the problems and how to develop mathematical skills, rather than language learning, he also found that not only students were able to present mathematic skills that they wanted to learn, but they were also able to place the mathematics in a context that was both interesting and engaging.

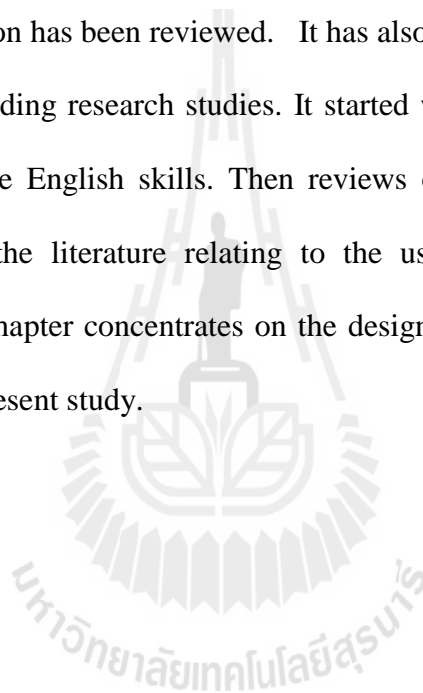
Fundamentally, all of them define digital storytelling as a process of creating a short movie with various multimedia components, such as images, music, video and a narration, in order to create an engaging presentation. An original script, the students' own voice, combined with these components is an essential part of this process. Many researchers have suggested the numerous advantages of using digital storytelling in the classroom. Digital storytelling showed positive effects on the improvement of students' level of learning in reading, writing, speaking, and listening (Tsou, Wang, Tzeng, 2006). Moreover they learnt more actively (Kajder, 2004), and they had high motivation and engagement levels (Dogan & Robin, 2008) for studying language by using brainstorming and organizing their ideas in order to make a story (Michalski, Hodge & Banister, 2005).

This research study is designed to explore the effects of using digital storytelling to develop the English speaking skills of Thai undergraduate students. Through the others' implementations of digital storytelling can relate that the students will be highly motivated by the personal nature of storytelling and the integration of technology. As the students construct their stories, they will be writing their stories, then reading them out loud many times for depth and understanding. The students have to repeat the story again and again before recording their voices. The students

will gain greater competence with technology by sharing their personal stories and engaging in a variety of speaking skills.

2.7 Summary

In this chapter, the literature which provides an overall picture of the teaching English as a Foreign Language in the classroom, learning theory, and using storytelling in education has been reviewed. It has also discussed the relevance of the present study to preceding research studies. It started with research studies on using technology to improve English skills. Then reviews of the studies of CALL were discussed. Finally, the literature relating to the use of digital storytelling was presented. The next chapter concentrates on the design and methodology which was implemented in the present study.



CHAPTER 3

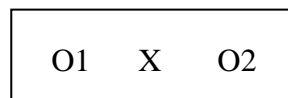
RESEARCH METHODOLOGY

This chapter describes the procedure of the study and includes the research methodology, the participants and the samples, the research procedure, a description of variables, and the instruments of the study. The last part deals with the data analysis.

3.1 Research Methodology

The present study is a quasi-experimental research in the form of a group pre-test and post-test design with both quantitative and qualitative data analyses. The experiment with the Digital Storytelling Website (DSW) lasted nine weeks. The study included fifty-one participants. Prior to the experiment, the participants were assessed for their speaking ability by using a pre-test. Then, a post-test was given to the participants after all of them had used the DSW for nine weeks. In addition, the participants expressed their reactions by means of an interview concerning the improvement in their speaking ability through the use of the DSW. Figure 3.1 shows the design of the study.

Experimental Group



Note: O1 = Pre-test, X = Treatment, O2 = Post-test

Figure 3.1 Design of the Study

3.2 Research Participants

A group of fifty-one first-year undergraduate students who studied English I (203101) at Suranaree University of Technology, Nakhon Ratchasima, in the second trimester of the academic year 2012 were purposively selected as the participants for this study. The reason that the researcher chosen first-year undergraduate students who were study English I course to be the participants in this study, is that English I course is a compulsory first year English course at the university. In this course, the students are trained to acquire some speaking skills so this course is suitable for the present study.

3.3 Research Procedures

Every participant took a pre-test in order that their speaking ability could be assessed before they used the DSW. All the participants were taught how to use Window Movie Maker for a week before creating their own story. After using the website for nine weeks, all of the participants were given the post-test. Then the results of the pre-test and the post-test were compared. After completion of the nine weeks program, twenty of the participants were randomly selected for an interview. The interview aimed to find out how the DSW helped them to improve their speaking ability. The research procedures can be illustrated as follows:

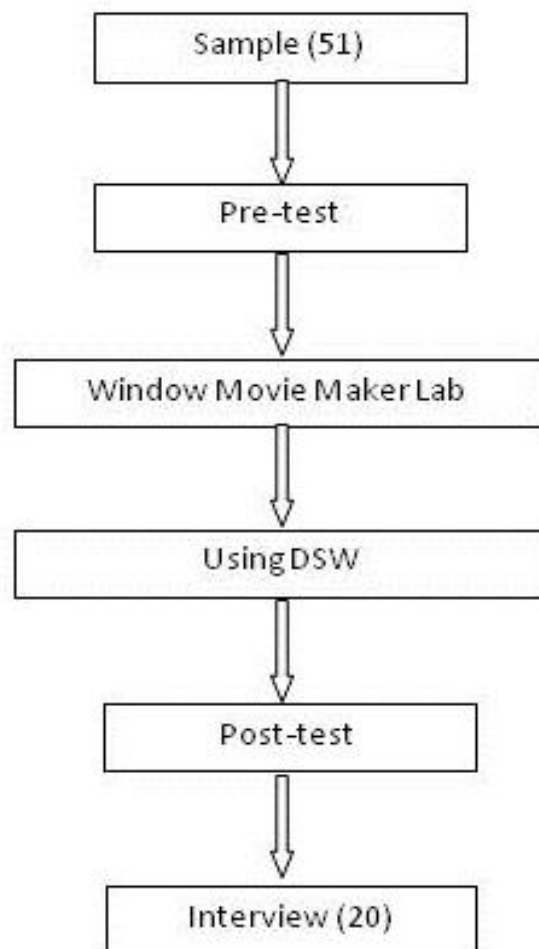


Figure 3.2 Research Procedures

3.4 Variables

The independent variable is the Digital Storytelling Website (DSW). The dependent variables are the students' speaking improvement and their reactions concerning learning English by using the DSW.

3.5 Research Instruments

The following instruments were used to accomplish the goal of the study.

3.5.1 Digital Storytelling Website (DSW)

The Digital Storytelling Website (DSW) is the website which belongs to the English class for the purpose of improving their English speaking skills by using Digital Storytelling. It was designed by the researcher who followed the steps of the DSW construction and the evaluation of its efficiency as shown below:

1. Review related literature on digital storytelling and study the English I course syllabus at Suranaree University of Technology.
2. Study how to create a website by using Dreamweaver cs3 program.
3. Study how to create the content and exercises.
4. Design a flowchart of a lesson and storyboard. The main menu of the DSW consisted of “home”, “objectives”, “content”, “practice”, “exercises”, and “useful links”.
5. Use the Dreamweaver cs3 program to create the DSW.
6. Revise the DSW before using it in the tryout.

To evaluate the efficiency of the DSW, three steps of tryout were carried out. The purpose of each step was to improve the lessons. The students studied the lessons and completed the exercises. The scores from the exercises were calculated for their efficiency. The steps of the tryout are:

1. Individual Testing

The DSW was tried out for the first time with three first-year students of different English proficiency levels, who were not participants in the study. They were an able student, a moderate student and a less able student. The criteria for

placing the students at these different levels of English proficiency were: an able student refers to a student who gets grade A or B+ from the English I course, a moderate student gets grade B, C+, or C from the English 1 course, and a less able student gets grade D+ or D from the English 1 course. The three students were assigned to learn and practice through the use of the DSW. After that, the researcher asked them for their opinions about the DSW in order to improve the quality of the instrument.

2. The Small Group Testing

Six students participate in the small group testing. They were not participants of the study. They were two able students, two moderate students, and two less able students. The same criteria as above were used for placing the students at different levels of English proficiency. The students were assigned to learn and practice through the use of the DSW. Finally, the researcher asked them for their opinions about the DSW in order to improve the quality of the instrument.

3. The Field Study Testing

The last step of the tryout was a field study test. This step included thirty students. None of them were participants in the study. They were ten able students, ten moderate students, and ten less able students. The same criteria as above were used for placing the students at different levels of English proficiency. The students were assigned to learn and practice their language through the use of DSW.

After studying English through the use of the digital storytelling website, students did the exercises and tests to examine the efficiency of the DSW. Students' scores for the exercises and tests from the three steps of the tryout were calculated in

order to determine the efficiency of the DSW based on the criteria of the 80/80 standard level (Brahmawong, 1978).

The scores of the exercises and tests from the three steps of the tryout were calculated to establish the efficiency of this teaching method by using E1/E2 with the following formula.

$$\text{Effectiveness Index} = E_1/E_2$$

$$E_1 = \frac{\bar{X}}{A} \times 100$$

E_1 = Efficiency of the process – The percentage of average scores

\bar{X} = Average scores all students obtained from the exercises

A = Total score of the exercises in the lessons

$$E_2 = \frac{\bar{F}}{B} \times 100$$

E_2 = Efficiency of the product – The percentage of average scores

\bar{F} = Average scores all students obtained from the test

B = Total score of the test in the lessons

(Brahmawong, 1978)

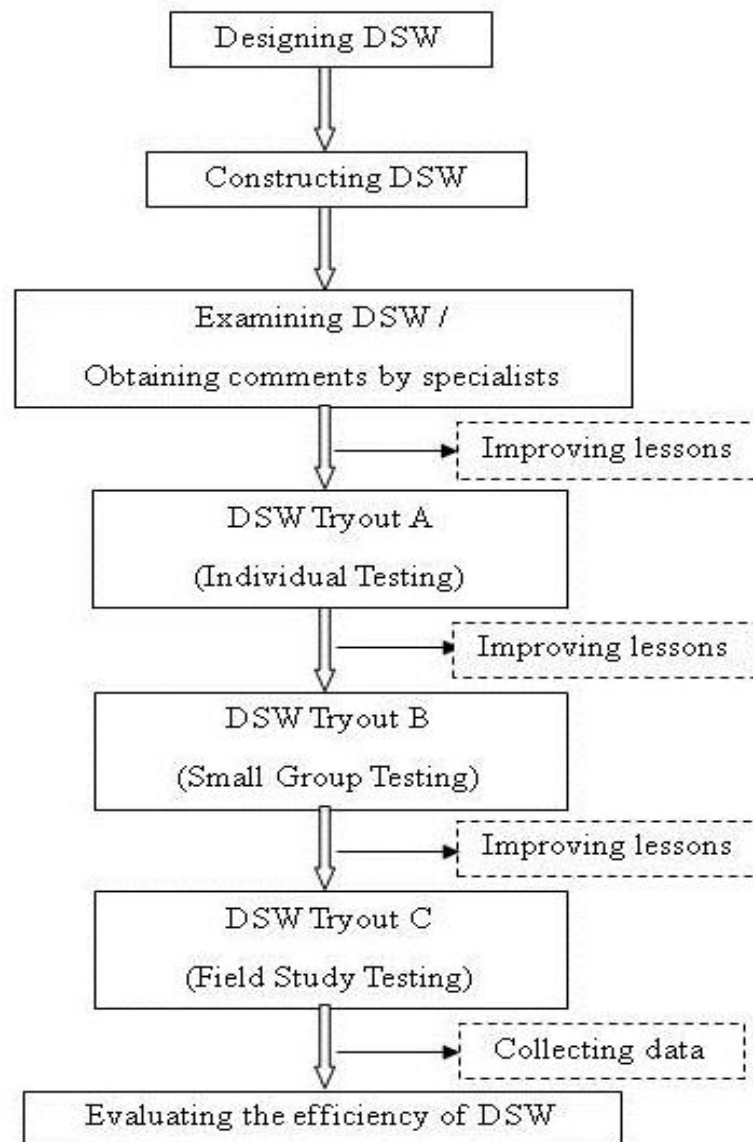


Figure 3.3 Illustrates the steps of the Digital Storytelling Website (DSW)'s construction and evaluation.

3.5.2 Speaking Tests

A speaking test is a procedure to measure speaking ability that requires the learners to speak, or produce utterances and they are assessed on the basis of their utterances (Underhill, 1987). In this study, speaking tests were set up to analyze and

compare the students' speaking skills before and after gaining information and knowledge from the DSW. The tests were divided into two types: pre- and post-speaking tests. All students were asked to participate in a speaking test in groups of 3-4 and each group spoke for about 5 minutes on the same topic of the English I course syllabus, 'My favorite subject' and 'My hometown'. The purpose of the speaking test was to assess students' improvement in English speaking skills. The pre-test was given before using the DSW and the post-test was given after finishing the DSW. Two teachers of the English I course were invited to evaluate the students' speaking ability and place them at the appropriate level for their speaking ability. Through comparing the students' pre-test and post-test scores, the researcher was able to see whether or not the students improved their speaking skills.

3.5.2.1 Scoring Rubric

A speaking rubric was created especially for this study, which was developed by the researcher. It was adapted from a sample rubric in the New Jersey World Language Curriculum Framework and the rating scale development was that used by the ESL teachers Portfolio Assessment Group (Grade 1-12), Fairfax Country Public Schools, Virginia. The speaking rubric in this study is a kind of analytic scoring rubric which is a technique of scoring the learner's speaking ability by separating the components of the speaking skill into sub skills, and the rater scores each component, and then sums the sub scores into a final score (Mukminatien, 2000).

The speaking rubric consists of five rating scales (see Appendix C) which were used to score the students' speaking skills. It consists of columns with the criteria for evaluation and rows of scores, from the highest band 4 (the range of score was 20-15), to the lowest band 0 (the score 0). In this study, the focus of the rubric is

on speaking naturally and fluently. The components of assessment included speaking fluently, using vocabulary, pronunciation and structures of sentences.

3.5.2.2 Training for Inter-Rater Reliability

In order to ensure the raters' reliability for this study, the data were evaluated by two raters – one is an English native speaker from USA, and the other is a Filipino with a high oral proficiency in English. Both of them have experience in teaching English I at Suranaree University of Technology.

Firstly, the researcher provided the two raters with the speaking rubric. The two raters were asked to read the scoring rubric and check whether the wording as well as the contents made sense. Then the wording and the content were discussed and the definitions of the rating criteria of each section were negotiated between the two raters and the researcher, and then some unclear points were clarified.

Secondly, the inter-rater training started with scoring two samples of a video-recording of the speaking test. Here the proposed scoring rubrics were used. After this, the researcher compared the results from the two raters to reach an overall agreement on the definitions of the rating criteria.

The statistical calculation for the percentage of agreement used in this study was the simplest and most common method of reporting inter-rater reliability. Holsti's (1969) coefficient of reliability (C.R.) indicates the number of agreements per total number of coding decisions. And it provides a formula for calculating the percentage agreement as follows:

$$C.R. = 2m / n_1 + n_2$$

Where: m = the number of coding decisions upon which the two coders agree

n_1 = number of coding decisions made by rater 1

n_2 = number of coding decisions made by rater 2

When the C.R. value is above 0.75, it indicates excellent agreement.

On the contrary, if the value is less than 0.75, it means low reliability. The two raters needed to discuss and reach agreement where any differences occurred. In this way, a satisfactory inter-rater agreement was reached.

3.5.3 Semi-structured Interview

The semi-structured interview was used to elicit the students' reactions to studying through the use of the DSW. Twenty students were randomly selected. Then they were interviewed in order to find out about their reactions, opinions and comments about learning English through the use of the DSW. There were six questions in the semi-structured interview. Each student was interviewed for approximately 3-5 minutes. (See Appendix A). A tape recorder was used to ensure that the maximum amount of information was obtained from the students.

3.5.4 Lesson Plan

The participants had to use the DSW for an hour, once a week. During the experiment, the students were evaluated every three weeks on their use of the Digital Storytelling Website. The procedure for the construction of the lesson plans was as follows:

1. To study the syllabus of the English I course at Suranaree University of Technology.
2. To construct lesson plans based on the course syllabus and the teacher's book.
3. To improve and revise the lesson plans accordingly.

4. The lesson plans were used as a guide to the teaching of the English I course by using the DSW.

3.6 Data Analysis

The data obtained from the different instruments were analyzed and interpreted both quantitatively and qualitatively.

3.6.1 Quantitative Data Analysis

The quantitative data analysis was carried out with the data obtained from the oral presentation tests. The statistical method employed to compare the students' English achievement was the t-test which was used to measure the improvement in the students' speaking ability after they had used the DSW. The test scores were analyzed by using SPSS for Windows Release 11.00.

3.6.2 Qualitative Data Analysis

The qualitative data analysis was conducted using the data obtained from the semi-structured interview. The interview aimed to find out the students' reactions and obtain their comments about studying through the use of the DSW. The interview was given after the post-test. Twenty students were interviewed in Thai. Each interview lasted for between five to ten minutes. During the interview, a tape-recorder was used to ensure that the interview procedure was followed and to make it easier to review the interviews afterward process. Then, the data was classified into positive and negative reactions.

3.7 Results of the Tryout Steps of DSW

3.7.1 Results of the Individual Testing (1:1)

The Digital Storytelling Website was tried out with three first year students with different English proficiency levels, who had studied English I in Trimester 1/2012 and were not participants in the study. The three students were assigned to sign up for studying English I course by using the Digital Storytelling Website. They studied and practiced two lessons using the Digital Storytelling Website. And then, the students were asked to do the three exercises and a test for each lesson. After that, the researcher asked them for their opinions about the Digital Storytelling Website on the web board.

In the Individual Testing, the results obtained for the E1/E2 efficiency indices for the two lessons of the Digital Storytelling were as follows:

Table 3.1 Efficiency Evaluation of the Digital Storytelling Website for the Individual Testing

	Lesson 1				Lesson 2				E1	E2
	Ex.1	Ex.2	Ex.3	Test	Ex.1	Ex.2	Ex.3	Test		
	5	5	5	10	5	5	5	10		
1	5	4	4	8	4	4	4	8	83.33	80
2	5	3	4	8	4	3	4	8	76.67	80
3	5	3	3	8	4	3	4	7	73.33	75
Average Percentage for the Individuals Testing									77.78	78.33

The efficiency value of the Digital Storytelling Website was 77.78/77.33 which did not achieve the 80/80 standard efficiency criterion set. However, the researcher found that the students obtained the low scores for exercise 2 in Lesson 1: What is your dream job?. Perhaps the vocabulary in the sentences may have been too difficult for their level of English skills.

According to the students' opinions and comments, it was found that there the vocabulary in the exercise was too difficult for them. Therefore, the researcher found easier and more suitable vocabulary for the English sentences before they were used for the small group testing.

3.7.2 Results of the Small Group Testing (1:6)

The six first year students with different English proficiency levels who studied English I in Trimester 1/2012 and who were not participants in the study, were used in a trial to test the effectiveness of using the Digital Storytelling Website. They were assigned to use the website by studying and practicing their English speaking skills on the Digital Storytelling Website. Afterwards, they had to do three exercises and a test for each lesson through on the Digital Storytelling Website. After that, the researcher asked them for their opinions about the Digital Storytelling Website.

In the Small Group Testing, the results obtained showed the E1/E2 efficiency indices for the two lessons of the Digital Storytelling Website which were as follows:

Table 3.2 Efficiency Evaluation of the Digital Storytelling Website for the Small Group Testing

	Lesson 1				Lesson 2				E1	E2
	Ex.1	Ex.2	Ex.3	Test	Ex.1	Ex.2	Ex.3	Test		
	5	5	5	10	5	5	5	10		
1	5	4	4	9	4	4	4	8	83.33	85
2	5	4	4	8	4	3	4	8	80	80
3	5	4	4	8	4	3	4	8	80	80
4	5	3	4	8	4	4	4	8	80	80
5	5	3	4	8	4	3	3	8	73.33	80
6	5	3	4	7	4	3	3	8	73.33	75
Average Percentage for the Small Group Testing									78.33	80.00

The results showed that the efficiency value of the Digital Storytelling Website was 78.33/80.00. Although the efficiency had improved, it still didn't achieve the 80/80 standard efficiency criterion set, so there are still some defects. The researcher found that many students obtained the low scores for exercise 2 in Lesson 2: Where is my hometown?. The conversation may be too long and boring.

According to the students' opinions and comments, it was found that the sentences and conversations in this exercise were very long and they found them boring too difficult to read. Therefore, the researcher improved the conversation by making it shorter and more interesting by adding some pictures, changing text colors, fonts, before it was tested in the field testing

3.7.3 Results of the Field Study Testing (1:30)

The Digital Storytelling Website was tried out with thirty first year students at different proficiency levels of English, who had studied English I course in Trimester 1/2012 and were not participants in the study. All of them were assigned to use the Digital Storytelling Website. They studied, practiced, and did the exercises and tests in the two lessons by using the Digital Storytelling Website. After that, there was a web board on which the students were able to express their personal opinions about the Digital Storytelling Website.

In the Field Study Testing, the results obtained for E1/E2 efficiency indices of the two lessons of the Digital Storytelling Website were as follows:

Table 3.3 Efficiency Evaluation of the Digital Storytelling Website for the Field Study Testing

	Lesson 1				Lesson 2				E1	E2
	Ex.1	Ex.2	Ex.3	Test	Ex.1	Ex.2	Ex.3	Test		
	5	5	5	10	5	5	5	10		
1	5	4	4	9	5	3	4	8	83.33	85
2	5	4	4	9	5	4	4	9	86.67	90
3	5	4	4	9	5	4	4	8	86.67	85
4	5	4	4	8	4	3	4	9	80	85
5	5	4	4	8	4	4	4	9	83.33	85
6	5	4	4	8	4	4	4	8	83.33	80
7	5	3	4	8	4	4	4	8	80	80
8	5	3	4	9	5	4	4	8	83.33	85
9	5	4	4	8	4	4	4	8	83.33	80
10	5	3	4	8	4	4	4	8	80	80

Table 3.3 Efficiency Evaluation of the Digital Storytelling Website for the Field Study Testing (Cont.)

	Lesson 1				Lesson 2				E1	E2
	Ex.1	Ex.2	Ex.3	Test	Ex.1	Ex.2	Ex.3	Test		
	5	5	5	10	5	5	5	10		
11	5	4	4	8	4	3	4	9	80	85
12	5	4	4	8	4	3	4	9	80	85
13	5	3	4	9	4	4	4	8	80	85
14	5	4	4	8	4	3	4	8	80	80
15	5	4	4	8	4	4	4	9	83.33	85
16	5	4	4	9	4	3	4	8	80	85
17	5	4	4	8	4	3	4	9	80	85
18	5	3	4	8	4	3	4	9	76.67	85
19	5	4	4	8	4	3	4	9	80	85
20	5	3	4	7	4	4	4	9	80	80
21	5	4	4	7	4	3	4	8	80	75
22	5	3	4	8	4	4	4	8	80	80
23	5	4	4	8	3	4	4	8	80	80
24	5	4	4	7	3	3	4	8	76.67	75
25	5	4	4	8	4	3	4	8	80	80
26	5	3	4	8	5	3	4	8	80	80
27	5	3	4	7	4	4	4	9	80	80
28	5	3	4	8	3	3	4	8	73.33	80
29	5	3	5	8	4	3	4	8	80	80
30	5	3	4	7	5	3	4	8	80	75
Average Percentage of the Field Study Testing									80.67	82.00

The results indicated that the efficiency value of the Digital storytelling Website was 80.67/82.00. It showed a higher percentage for the field study testing which met the 80/80 standard criterion set. This was because the researcher had improved and revised the website as explained previously by first of all using individual testing and then by using small group testing.

The results of the three tryout steps of the Digital Storytelling Website are summarized in the following table:

Table 3.4 The Digital Storytelling Website efficiency of E1/E2 in the three tryout steps

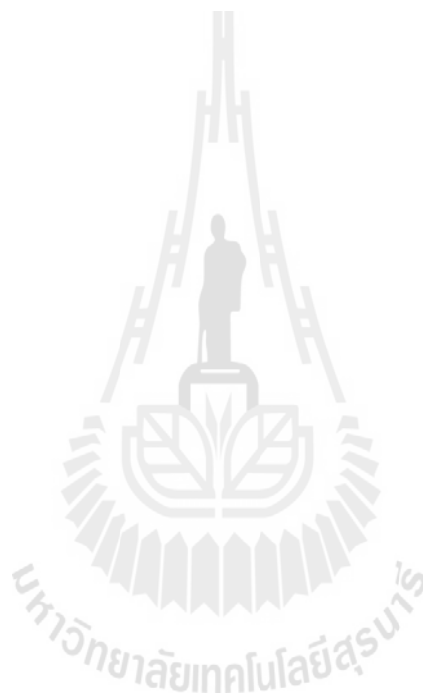
Tryout	N	Efficiency of Process (E1)	Efficiency of Learning Outcome (E2)
Individual	3	77.78	78.33
Small Group	6	78.33	80.00
Field Study	30	80.67	82.00

The Digital Storytelling Website obtained a higher efficiency than the standard criterion set which is 80/80. Therefore, the results of the efficiency analysis of the Digital Storytelling Website indicated that both of the exercise scores and the posttest scores of the three units met the 80/80 efficiency criterion. These results confirm the validity of this study.

3.8 Summary

The participants were fifty-one first-year students who were study English I (203101) which was the first compulsory English course at Suranaree University of Technology in the first trimester of the academic year 2012. The instruments used for

the study include the Digital Storytelling Website (DSW) the efficiency of which was evaluated, the speaking tests, and the semi-structured interview. The speaking ability of the students was measured before and after using the DSW. Then, the students were asked to express their opinions after using the DSW. Finally, the data gathered from the speaking tests and the semi-structured interviews were analyzed. The analysis and the results will be presented in the next chapter.



CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the research findings which are organized according to the three main purposes of the present study. Therefore, the findings are divided into three sections. The first section presents the results of the development and efficiency evaluation of the Digital Storytelling Website to improve English speaking skills. The second section presents the results of the improvement of the students' English speaking skills. Finally, the results giving the students' opinions toward learning from Digital Storytelling Website are presented. In addition, discussions of the results are also presented in the last section of this chapter.

4.1 Results

4.1.1 Results of the Evaluation of the Development and Efficiency of the Digital Storytelling Website in improving the students' English Speaking Skills

The experimental group consisted of fifty-one first-year undergraduate students who studied English I course in the second trimester of the academic year 2012 at Suranaree University of Technology. The results of the evaluation of the development and efficiency of the Digital Storytelling Website are presented in Table 4.1:

Table 4.1 Results of the Experimental Group

Lessons	E1 (Efficiency of Process)	E2 (Efficiency of Learning Outcome)
Lesson 1: What is my dream job?	81.18	82.35
Lesson 2: My hometown	81.05	82.15

Table 4.1 shows the efficiency of the process and the learning outcome for the experimental group for lesson 1: What is my dream job is rated as 81.18/82.35, and lesson 2: My hometown is rated as 81.05/82.15. This shows that the efficiency of the process and the learning outcome of the experimental group met the 80/80 Standard Criterion, which corresponds to the first hypothesis in chapter 1. These results are due to the fact that the Digital Storytelling Website was improved and revised after three tryout steps: individual testing, small group testing, and field study testing, in order to meet the specified 80/80 Standard Criterion. Therefore, the efficiency of the Digital Storytelling Website achieved the standard when it was used with the experimental group.

4.1.2 Results of the Improvement of Students' English Speaking Skills through the Digital Storytelling Website

The students were given a pre-test and a post-test to see if students improved their English speaking skills after studying English through the Digital Storytelling Website (DSW). The results of the students' English Speaking Skills for both groups through the use of the Digital Storytelling Website are presented in Table 4.2:

Table 4.2 Result of the Improvement of Students' English Speaking Skills**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	51	2.1078	.54142	.07581
Post-test	51	2.4118	.50701	.07100

One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	27.803	50	.000	2.10784	1.9556	2.2601
Post-test	33.971	50	.000	2.41176	2.2692	2.5544

According to Table 4.2, it is clear that there are significant differences between the pre-test and the post-test for the experimental group at the level of 0.05. This indicates that the students who studied English lessons through the use of the Digital Storytelling Website had better English speaking skills after they completed the course. Moreover the information in the Table 4.2 shows that the overall post-test score for English speaking skills is higher than the score for the overall pre-test for English speaking skills. The mean test score increased from 2.10 prior to the lessons to 2.41 after the lessons. These scores clearly show that the mean score for the overall post-test on English speaking skills is higher than the mean score for overall pre-test on English speaking skills.

In conclusion, after comparing the different mean scores from the pre-test and the post-test on the students' English speaking skills, the results show that the average mean score for the post-test (2.41) is higher than the average mean score for the

pre-test (2.10). Therefore, the results support the first hypothesis that Thai undergraduate students are able to use the Digital Storytelling Website to improve their English speaking skills.

4.1.3 Results of the Students' Opinions toward Studying through the use of the Digital Storytelling Website (DSW)

These results use the information obtained from the interviews. A total of twenty students were interviewed in this study and the interviews were conducted after they had finished taking both the lessons. The interviews were semi-structured and consisted of six main questions to elicit the participants' opinions towards studying through the use of the DSW. The topics are related to the attitudes to studying through the use of the DSW and their improvement in their English speaking skills. The results from the semi-structured interviews are presented in Table 4.3:

Table 4.3 Results of the Semi-structured Interview

Review Opinions	Percent (%)
1. How do you feel about using DSW? - DSW is enjoyable to study. - DSW is an interesting & attractive website.	80 20
2. Do you enjoy using DSW? Why? or Why not? - Enjoy using DSW. - DSW makes me more confident in speaking English. - I had a chance to practice speaking English by myself through the use of DSW. - DSW is easy to use.	100 50 30 20
3. Do you think your English speaking skill have improved? - DSW can help improve my English speaking skills.	100

Table 4.3 Results of the Semi-structured Interview (Cont.)

Review Opinions	Percent (%)
4. It your English speaking skills are better now, how did the DSW help you? - DSW promotes independent learning. - By doing the activities in the DSW.	80 20
5. Do you have any problems studying through the use of the DSW? What are they? - Slow uploading of photos and files to DSW. - Not much of content and exercises in DSW. - Not enough colorful pictures in DSW.	60 25 15
6. Do you have any suggestions for the improvement of DSW? - More content and exercises are needed in the lessons. - More colorful pictures in DSW should be added.	85 15

The students were asked how they felt about using the Digital Storytelling Website (DSW). All of the students had positive attitudes towards using the DSW. Eighty percent of the students said that it was enjoyable to study by themselves through the DSW and twenty percent of the students thought that the DSW was interesting and attractive. Here are some examples of the students' opinions:

"I like it. I think it is very enjoyable. I can practice my English speaking skills by telling the story. I can tell my story whenever I want and nobody laughs at me when I say something wrong."

(S.12)

"The website is very interesting and attractive. Moreover it is very easy to use. I can understand the vocabulary on the website"

(S.10)

From Table 4.3, it can be seen that all of the students enjoyed using the DSW. Fifty percent of the students stated that they enjoyed using DSW because it gave them more confidence in speaking English. Thirty percent of the students mentioned that they had a chance to practice speaking by themselves through the website, and twenty percent of the students thought the use of website was easy to use. Some examples of the students' opinions are shown below:

“It makes me confident when I was assigned to record my voice for my story. I feel more confident to speak English”

(S.3)

“I am so excited that I know how to use the technology to improve my English speaking skills by myself.”

(S.6)

“The website is very easy to use and the lessons are easy to understand with many pictures. I really enjoyed using the website.”

(S.4)

The students were asked if their English speaking skills had improved. All of them agreed that the DSW helped them improve their English speaking skills. When they were asked how the Digital Storytelling Website (DSW) helped them to improve their English speaking skills, eighty percent of the students replied that the website promoted independent learning. They could practice speaking by recording their voices to narrate a story. They had a good opportunity to practice English pronunciation. Furthermore, twenty percent of the students thought doing the activities in the website also helped improve their English speaking skills. Some examples of the students' opinions are shown below:

“I think my English speaking skills have improved because it makes me happy with speaking activities. I have a chance to record my own voice for my story. It is very enjoyable to improve my English speaking skills.”

(S.1)

“It makes me more interested in the speaking process and doing activities. Moreover I also have an opportunity to think of creative storytelling and record my voice. It is an interesting activity.”

(S.8)

Although the results from the qualitative data indicated that the participants had positive attitude towards digital storytelling in this research, there were still some problems. Sixty percent of the students mentioned that when they uploaded photos and files to submit the Digital Storytelling Project, it took a long time. Moreover, twenty-five percent of the students stated that the contents and exercises were not enough and some of them were too difficult for them to understand. Furthermore fifteen percent of the students thought there were not enough colorful pictures or cartoons on the website. Some examples of the students’ opinions are shown below:

“I always have a problem with uploading files. It is very slow.”

(S.7)

“There are few exercises in the website. Some of them are too difficult”

(S.15)

“The webpage is not colorful enough.”

(S.6)

The students were asked to give suggestions for the improvement of the Digital Storytelling Website (DSW). Eighty-five percent of students wanted to have more contents and exercises in the lesson. Moreover fifteen percent of the students wanted more colorful pictures and cartoons to be added to the website. Some examples of the students' opinions are shown below:

“I think it will be better if there are more exercises on the website.”

(S.11)

“I think you should put more colorful pictures and cartoons on the website”

(S.6)

In summary, the results of the semi-structured interview revealed that most students had positive attitudes toward using the Digital Storytelling Website (DSW). They strongly agreed that the DSW made their studies more enjoyable and the content was more interesting. Moreover, the students said that the DSW could increase their confidence in speaking English because the DSW offered them a chance to practice speaking by themselves through the use of the website. Besides, they said the DSW was easy to use. In particular, the students were able to improve their English speaking skills by recording their own voices, and doing the exercises also helped them to understand the meanings of the vocabulary. However, some students said that the website needed more contents and exercises because they wanted to practice more in order understand the lessons better.

4.2 Discussion

The research findings presented above were discussed in three parts according to the research purposes and hypotheses in Chapter 1.

4.2.1 Evaluation of the Development and Efficiency of the Digital Storytelling Website to Improve English Speaking Skills

Firstly, the evaluation of the efficiency of the Digital Storytelling Website (DSW) of lesson 1: What is my dream job was 81.18/82.35, and for lesson 2: My hometown, it was 81.05/82.15 which achieved the specified 80/80 Standard Criterion. This was because the website was evaluated in three tryout steps: an individual test, small group test, and field study test in order to examine the efficiency of the website. In each tryout step, the researcher found the strengths and defects, such as revising and modifying some vocabulary, conversations, and exercises in some lessons. After the researcher found that the students got low scores, some of the vocabulary and exercises in the lessons were revised and improved in order to meet the 80/80 Standard Criterion. This was the reason why the efficiency of the Digital Storytelling Website (DSW) improved. Similarly, Suppasetseree (2005) also found in his work that each step contained both of good and bad points. Thus, each step should be tried out first in order to develop the lessons.

It can be seen that the efficiency of the learning outcome (E2) was higher than the efficiency of the process (E1). The reasons for this might be that the students could learn better because they had higher scores on the tests after they practiced doing the exercises on the website by themselves. The Digital Storytelling Website (DSW) might have motivated them to pay more attention when doing the tests in order to get higher scores. Moreover, the exercises in the website were interesting and

easy to learn which made students understand the tests and perform well. Similarly, Uthaikun (2008) suggested that the efficiency of the product was higher than the efficiency of the process because the students practiced and used the contents on the courseware. Furthermore, the exercises and the tests in the courseware had interesting formats and contents for students to study. Therefore, the efficiency of the learning outcome (E2) was higher than the efficiency of the process (E1). Supateera, Jungatitkul & Griffith (2012) stated that the efficiency of the development of computer-assisted musical pronunciation Courseware for English suprasegmentals also met the criteria because the students who got the higher achievement scores paid attention, and practiced their pronunciation. Likewise, the study of Sarachat, Samdeangdej & Watkhaolam (2012) also investigated the efficiency of a software program to improve students' English pronunciation. The learning activities focused on teaching pronunciation and gave particular to word stress and sentences stress which gave students the opportunity to practice the language more fully.

In summary, the students in this study were able to improve their English speaking skills significantly because using the Digital Storytelling Website provided them with better speaking skills.

4.2.2 Improvement of Students' English Speaking Skills through the use of the Digital Storytelling Website

Based on the results of the study from a comparison of the pre-test on speaking and the post-test on speaking, the mean scores of the post-test were significantly higher than those of the pre-test. This means that the Digital Storytelling Website (DSW) helped the students to improve their English speaking skills. This was because after the students presented their own digital storytelling, they felt more

confident in speaking English. Students indicated that their self-confidence had increased after learning English speaking skills through the use of the DSW (by 50% according to the semi-structured interview). They were confident when speaking English because the DSW encouraged them to practice their English as much as possible.

Moreover this finding confirms the previous study of Tecnam (2012) of the use of digital storytelling, who found that digital storytelling engaged the students more deeply in the content of the story not only by giving them more confidence in learning English, but also by developing their motivation and interest. As Krashen (1985) has stated, learners with high motivation, a high level of self-confidence and low anxiety tend to be successful language learners. Afrilyasanti & Basthomi (2011) believe that digital storytelling production potentially encourages students to speak more actively. Digital Storytelling is a second language learning tool with the potential of enhancing speaking skills (Normann, 2011). Yuksel, Robin & McNeil (2011) indicate that digital storytelling helps to improve students' language skills, especially their speaking skills, and narrative skills (both written and oral), and also their pronunciation of the foreign language.

It can therefore be concluded from this that the DSW helped students to improve their English speaking skills and that they were satisfied with their progress.

4.2.3 Students' Opinions toward Learning from using the Digital

Storytelling Website

According to the findings, it can be seen that students had positive opinions on using the Digital Storytelling Website (DSW) to improve their English speaking skills. Most of them enjoyed using the Digital Storytelling Website. From the

semi-structured interview, they agreed that the DSW was a very useful tool for education. This kind of learning tool helped them to improve not only their English skills, but also their computer skills. Many students also said that they were able to improve their pronunciation when they recorded their voices as part of the digital storytelling project. As Kuforiji & Williams (2011) stated in their research, students found that digital storytelling was an enjoyable activity in the classroom. It is important to consider whether the students will enjoy studying English when designing appropriate lessons and activities.

Moreover, students like the DSW because it is easy to use for practicing English speaking. Afrilyasanti & Basthomi (2011) mentioned that digital storytelling can be easily implemented in the classroom. Similarly, Dogan & Robin (2009) found that most students rated the ease of creating and using digital storytelling in the “normal” range. Many students liked the easy steps of creating their own digital storytelling by using Window Movie Maker, and then presented the story on the website. As Reinders (2011) mentioned, digital storytelling is a compelling activity for the language classroom which is easy to use for speaking practice. It can be a good way to motivate students to use the language both inside and outside the classroom. Furthermore, Ariffin (2010) discussed the potentials of digital storytelling including experience sharing. So DSW is a usable technology especially for the study of English. Teachers should encourage their students to design their own DSW for sharing their stories with their friends as part of the learning activities in the classroom.

Also, independent learning is promoted when students study from the DSW. They felt independent in learning English while they were using the software. As Campbell (1977) and Suppatsereee (2005) stated, independence in learning

encourages learners to gain more knowledge, to make more progress in learning with interesting content, and a variety activities. Students can choose the activities and practice speaking by themselves from the DSW. So, self-learning encourages students to learn to speak more effectively.

However, to design the digital Storytelling Website, teachers should consider some possible problems in uploading storytelling files to the website which may take quite a long time. It is a problem which is related to the speed of uploading data on the Internet. As mentioned by Otubelu (2011), the enabling technology infrastructures for developing an E-learning environment must include stable electricity and upgrading or installing a high speed internet connection to support a variety of services, such as web servers, proxy servers for remote access, FTP Servers for uploading and downloading large files, with appropriate digital storytelling software.

In addition, the students commented that the contents and the exercises were not sufficient. There were only three exercises in each lesson. The students suggested that the website should have more contents and exercises in each lesson. Therefore, a variety of contents and exercises for students to learn and practice should be designed and included in the website. As Xu, Park & Baek (2011) have suggested, teachers should include many types of activities and exercises in digital storytelling activities because it provides students with opportunities to learn in an open-ended learning context. However, in this research, the researcher aimed at developing only two lessons as examples of using a Digital Storytelling Website.

Moreover, students need more colorful pictures and graphics on the website. Lessons that incorporate images and sounds allow all students, especially those with learning difficulties, to understand concepts better even before reading the text of

a lesson (Piotrowski & Reason, 2000). Therefore, integrating pictures and graphics into the website can motivate students to learn better.

In conclusion, the Digital Storytelling Website was a suitable tool for developing the English speaking skills of Thai undergraduate students at Suranaree University of Technology. It trained the students to develop effective English speaking skills and their creativity. The students engaged in their own personal learning process by designing, creating, and presenting their digital storytelling through the use of media.

4.3 Summary

The results of the study were presented in three main sections: to develop and determine the efficiency of the Digital Storytelling Website, students' English speaking skills, and student's opinions toward learning from the use of the Digital Storytelling Website. First of all, the efficiency of the Digital Storytelling Website in improving the students' English speaking skills met the 80/80 Standard Criterion set. The efficiency of the process and the learning outcome for the experimental group using lesson 1 was 81.18/82.35, and for lesson 2 it was 81.05/82.15. Second, the Digital Storytelling Website helped the students to improve their English speaking skills. The improvement of the students' English speaking skills by means of a comparison between a pre- and a post-speaking test was carried out. The results showed that the mean score of the post-test was higher than the mean score of the pre-test. Third, the students had positive opinions on using the Digital Storytelling Website to improve their English speaking skills. The data obtained from the semi-structured interview also supported the results which were discussed in detail in this chapter.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter will provide a brief summary of the findings which includes the purposes of the study, the sample, the research procedures, the instruments, and the results. In addition, recommendations for future research are included.

5.1 Conclusions

The present study has been conducted in order to develop a Digital Storytelling Website (DSW) to improve the English speaking skills of Thai undergraduate students at Suranaree University of Technology, to determine the efficiency of the Digital Storytelling Website (DSW) to improve English speaking skills based on the 80/80 Standard Criteria, to investigate whether learning English through the Digital Storytelling Website (DSW) can improve students' English speaking skills, and to explore students' opinions toward learning from the Digital Storytelling Website (DSW).

The sample was a group of fifty-one first-year undergraduate students who were studying English I course (203101) at Suranaree University of Technology, Nakhon Ratchasima, in the second trimester of the academic year 2012.

The research procedures were divided into two parts. The first part was the development of a Digital Storytelling Website (DSW) to improve English speaking skills based on the 80/80 Standard Criteria. The Digital Storytelling Website (DSW)

was examined by experts and the lessons were tried out in the first trimester of academic year 2012 with three students in the Individual Testing, six students in the Small Group Testing, and thirty students in the Field Study Testing. The second part was a semi-structured interview for finding out students' opinions toward learning from the Digital Storytelling Website (DSW). Twenty students were randomly selected to comment on using the Digital Storytelling Website (DSW) and their English speaking skills' development.

The research instruments included the Digital Storytelling Website (DSW) which was constructed by the researcher, lesson plans, a pre-test, a post-test, and a semi-structured interview. The data obtained from the different instruments were analyzed in two main ways: by a quantitative data analysis and a qualitative data analysis.

The results of the research can be summarized as follows.

1. The efficiency of the Digital Storytelling Website (DSW) to improve the English speaking skills of students at Suranaree University of Technology met the 80/80 Standard Criteria.

2. The post-test results were significantly higher than the pre-test results which shows that learning English through the Digital Storytelling Website (DSW) improved students' English speaking skills.

3. Students had positive opinions toward learning from the Digital Storytelling Website (DSW).

5.2 Limitation of the Study

Although the study reveals that the Digital Storytelling Website can improve students' English speaking skills, there are some limitations with regard to the interpretation of the study's results.

5.2.1 Uploading videos to website requires a high speed Internet service and takes times which can also have an effect on the learning process. Using this instructional medium in a context where Internet access is not available would be a problem. For example, the high speed Internet in some areas of the university's campus, especially in the students' dormitories, didn't work well. The researcher had found it was a problem and already suggested to the students that the size of the photos used in the Window Movie Maker should not be too big. Smaller photos made it easier and faster for them when uploading to the website.

5.2.2 Many students mentioned in the results of the study about the amount of content and exercises necessary in the Digital Storytelling Website for students to practice their English speaking skills were not enough. There were only two lessons the researcher developed for the pilot stage. More content and exercises should be considered to be added in the Digital Storytelling Website for the success of the project in the future.

5.3 Implications of the Present Study

The implications based on the results of the present study are as follows:

5.3.1 The colorful pictures, photos and media should be integrated into the website to encourage the students to speak up more actively.

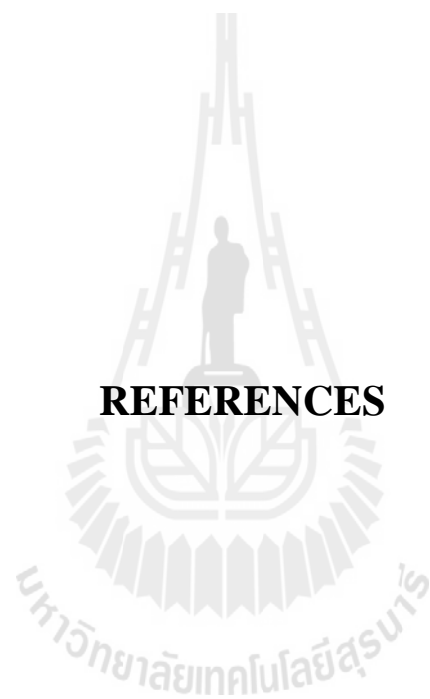
5.3.2 When creating their digital storytelling project, the students had to write a draft of the story, and then a storyboard. Such a process used for creating digital story can improve the students' writing skills.

5.4 Recommendations for Further Research

The following recommendations based on the results of this study are proposed for the future.

5.4.1 The research on Digital Storytelling should be conducted with other levels of the students, such as primary schools or secondary schools because it has various interesting storytelling and color pictures. It can encourage the students for the English classroom. There might be different results.

5.4.2 It would be useful to explore the various types of digital storytelling software which is free and easy to use, such as Microsoft Power Point, Microsoft Photo Story, iMovie, and etc. for creating stories. There is a variety of new technological approaches available that could develop ways of improving digital storytelling websites which would encourage students to practice more and to improve their English language skills.



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APPENDIX A

Questions for Interview

The questions of the semi-structures interview are:

1. How do you feel about the Digital Storytelling Website (DSW)?
2. Do you enjoy using the Digital Storytelling Website (DSW)? Why? Or Why not?
3. Do you think your English speaking skill have improved?
4. If your English speaking skill is better, how can the Digital Storytelling Website (DSW) help you?
5. Do you have any problems learning through the Digital Storytelling Website (DSW)? What are they?
6. Do you have any suggestions to improve Digital Storytelling Website (DSW)?

APPENDICES



APPENDIX B

Semi-structure Interview

1. How do you feel about the Digital Storytelling Website (DSW)?	
S1	“It is a good choice for using practice speaking English with the camera. I like it. It is very interesting website ”
S2	“I feel very interested. It is very interesting tool for education. I have a chance for learning to improve English speaking skills by myself ”
S3	“I enjoyed learning English using digital storytelling”
S4	“It is very funny website and useful also”
S5	“It is an enjoyable website which is has its unique”
S6	“Enjoyable”
S7	“The website is very enjoyable”
S8	“I think it is a good website. I am happy with it. It is enjoyable”
S9	“It is an enjoyable website”
S10	“The website is very interesting and beautiful. Moreover it is very easy to use. I can understand the vocabulary on the website”
S11	“It is an enjoyable website to let me share the knowledge and practice the language”
S12	“I like it. I think it is very enjoyable. I can practice my English speaking skills by telling the story. I can tell my story whenever I want and nobody laugh at me when I say something wrong”
S13	“There is a new technology in classroom. It is very interesting.”

S14	“It is an enjoyable website”
S15	“I think it is very enjoyable. There are many activities in the website”
S16	“Enjoyable. Good”
S17	“I really enjoy when I have a chance to tell my story through the website”
S18	“I am pleasure to use digital storytelling website.”
S19	“I have a chance to create my own story with the website. I am happy with it.”
S20	“I think it is very enjoyable.”

2. Do you enjoy using the Digital Storytelling Website (DSW)? Why? Or Why not?

S1	“Yes, I do. The website is easy to use”
S2	“Yes, I do. I listen the voice the know how to pronounce the word”
S3	“Yes, I do. It makes me confident when I was assigned to record my voice for my story. I feel more confident to speak English”
S4	“Yes. The website is very easy to use and the lessons are easy to understand with many pictures. I really enjoyed using the website.”
S5	“Yes, I do. I can understand the way to use website easily”
S6	“Yes, I do. I am so excited that I know how to use the technology improving my English speaking skills by myself.”
S7	“Yes. I enjoy to use website improve my English speaking skills. I feel more confident to speak after I practice it many times”

S8	“Yes. It makes me confident when I was assigned to record the voice for storytelling.
S9	“Yes, I do. Website is really easy to understand how to use it”
S10	“Yes, I do. I have a chance to practice to speak my English speaking skills”
S11	“Yes. I have more confident to speak English”
S12	“Yes. It is a good beginning to practice English speaking skill. I get more confident after practicing recording voice”
S13	“Yes. I have a chance to speak and pronounce the word”
S14	“Yes, I do. My English speaking skills are better. I think, I am also proud to be more confident to speak English”
S15	“Yes. I become more confident to speak English”
S16	“Yes, I do. The website helps me a lot by making an effort to speak up. I am more confident in speaking English”
S17	“Yes. I have opportunity to create the story and record it. It is a good chance to practice speaking”
S18	“Yes, I do. I become more confident in my own speaking abilities”
S19	“Yes. I think I speak English language better. I become more confident”
S20	“Yes, I do. I think I feel more confident when I speak English”

3. Do you think your English speaking skill have improved?	
S1	“Yes, it is”
S2	“I think so”
S3	“Yes, of course”
S4	“Yes, it is”
S5	“Yes, it is”
S6	“Yes, I think so”
S7	“A little bit, however it is”
S8	“Yes, it is. I think I am improved a lot”
S9	“Yes, it is”
S10	“Yes, it is. A lot”
S11	“Yes.”
S12	“Yes, it is. A lot”
S13	“Yes, it is”
S14	“Yes, it is. A lot. I think it helps me a lot”
S15	“Yes, it is”
S16	“Yes, it is”
S17	“Yes.”
S18	“Yes, it is”
S19	“Yes, it is”
S20	“Yes, it is.”

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4. If your English speaking skill is better, how can the Digital Storytelling Website (DSW) help you?	
S1	“I think my English speaking skills have improved because it makes me happy with speaking activities. I have a chance to record my own voice for my story. It is very enjoyable to improve my English speaking skills.”
S2	“It makes me feel more confident to speak out loud with the voice record. I love when I open it to listen my voice. I want to make it better”
S3	“I have to record my voice many times for improving before present it in the website. It is an interesting activity”
S4	“It makes me more interest to practice how to speak English by myself with voice recorder”
S5	“It is very funny. I can learn it by myself. I practice it many times, and then choice the best one for the website”
S6	“It makes me happy when I hear my voice. I record my own voice, and then practice it by rehearsing many times”
S7	“I have a chance to tell my story by record my voice. It makes me feel more confident to speak English alone with voice recorder”
S8	“It makes me more interested in speaking process and activities. Moreover I also have opportunity to think of creative storytelling and record my voice. It is an interesting activity.”
S9	“It makes my atmosphere of English speaking more enjoyable. I can speak everything that I want without laughing”
S10	“I love to speak with voice recorder and hear my voice. I can practice to speak and pronounce English myself. I love it”

S11	“It makes me want to tell story. It is very enjoyable when I have a chance to record my voice and practice it to make it better”
S12	“I like to record the voice with recorder and tell my story. Moreover, I have a chance to create my own beautiful story”
S13	“It makes me more enjoyable to practice how to speak English by myself, and then record my voice. It makes me feel more confident to speak with recorder”
S14	“I loves practice my English speaking skill by telling the story with voice recorder. I am not shy with it ”
S15	“It makes me more confident to practice how to speak English by myself behind the camera.”
S16	“I likes to practice how to speak English by rehearsing the story with voice recording. When I listen my voice again I want to make it better”
S17	“It makes me a chance to practice to speak with voice recorder many times. It is a good opportunity”
S18	“It makes me more interest to practice how to speak English by myself with voice recorder”
S19	“I can practice my own English speaking skill behind the camera without friends’ laughing. It makes me more self confident to speak”
S20	“It gives me a good opportunity to practice to rehearse the story many times before record the voice. It helps me a lot for practicing pronunciation”

5. Do you have any problems learning through the Digital Storytelling Website (DSW)? What are they?	
S1	“Not too much exercises”
S2	“Only the problem is that the upload is very slow.”
S3	“There are not enough cartoon photos and pictures”
S4	“For the exercise, file upload had been really slow”
S5	“I hardly uploaded file for submit the project. It is very slow upload speed”
S6	“The webpage is not colorful enough.”
S7	“I always have got a problem with uploading files. It is very slow.”
S8	“I don’t have my own computer”
S9	“Problem with uploading. It's too slow”
S10	“The upload speed is very slow”
S11	“I have to take a lot of time to upload the file. Upload speed is very bad”
S12	“Not enough photos, pictures, and colorful graphic”
S13	“There are not enough exercises in the website”
S14	“my internet wifi upload speed is very slow”
S15	“There are few exercises in the website. Some of them are too difficult”
S16	“There are not enough photo and cartoon picture for the exercise”
S17	“Exercises are not enough”
S18	“I've got a problem with uploading files. It is very slow”
S19	“very slow upload speed”
S20	“Not enough lesson for doing in the website”

6. Do you have any suggestions to improve Digital Storytelling Website (DSW)?	
S1	“More interesting exercises maybe can encourage the students want to study”
S2	“I want more exercises for the website”
S3	“It will be better if the website has more various exercises”
S4	“Increase more contents”
S5	“Adding more exercises and contents may help my English grammatical to be better”
S6	“I think you should put more colorful pictures and cartoons in the website”
S7	“Increase more contents about English, because this website the students can learn by themselves”
S8	“More contents and the lesson”
S9	“Add more content and stories for the lesson”
S10	“Include more storytelling in English, and also more beautiful pictures”
S11	“I think it will be better if there are more exercises in the website.”
S12	“I want more photos and cartoon for encourage the website”
S13	“Increase more contents about English”
S14	“Add both of exercises and test is good”
S15	“Put more contents in the lesson and also exercises”
S16	“I want more exercises and contents for the website”
S17	“More exercises and contents”
S18	“Add more content and exercises for the lesson”
S19	“It will be better if the website has more contents and many exercises”
S20	“Add more content and exercises in the website”

APPENDIX C

The Training Procedures of Speaking Evaluation for Digital Storytelling

Create a rubric for evaluating student's speaking skill. The speaking skill rubric consists of columns with criteria for evaluation and rows of scores, from the highest, 20, to the lowest, 1. In this research, the major of rubric focuses on speaking naturally and fluency in the storytelling. The components of assessment included speaking fluently, using vocabularies, pronunciation and structures, as follow:

Band	Scores	Description
Impressive Speaking 4	20 - 16	<ul style="list-style-type: none">• Speaks fluently• Uses rich and varied vocabulary• Pronounces good in English• Makes few errors in the structure of the sentences
Adequate Speaking 3	15 - 11	<ul style="list-style-type: none">• Speaks with near fluency: some hesitate but manage to continue and complete thoughts• Uses adequate and appropriate vocabulary• Pronounces commensurate in English• Makes several errors in the structures which do not affect over all comprehensibility

Development Speaking 2	10 - 4	<ul style="list-style-type: none"> • Speaks hesitantly because of rephrasing and searching for words • Uses limited vocabulary • Pronounces frequently unintelligible • Makes many errors in the structure of the sentences which may interfere with comprehensibility
Rudimentary Speaking 1	5 - 1	<ul style="list-style-type: none"> • Speaks in a single word utterances and repeats words over and over • Uses nonexistent, incorrect vocabulary • Pronounces the language poorly • Makes utterances errors which destroy comprehensibility
Poorly Articulated Speaking 0	0	<ul style="list-style-type: none"> • Understands little or no English • Makes no attempt to answer the given question or relate to the given topic

Adapted from:

1. Sample rubric in the New Jersey World Language Curriculum Framework
2. A rating scale development by ESL teachers Portfolio Assessment Group (Grade 1-12), Fairfax Country Public Schools, Virginia

APPENDIX D

Lesson Plan

Subject	:	English I (203101)
Level	:	First-year students, Suranaree University of Technology
Class size	:	51 students
Times	:	Computer lab 9 hours
Instructor	:	Ms.Manussanun Somdee



มหาวิทยาลัยเทคโนโลยีสุรนารี

Lesson Plan 1

This lesson provides students to use the Window Movie Maker to create their stories. The students watch the example of digital storytelling which created by Window Movie Maker. Then the students study the duties of each tool in the program before using Window Movie Maker to create their own stories.

Subject: English I (203101)

Topic/Lesson: Window Movie Maker

Time & Duration: 1 hour

Objectives:

- 1) The students can use Window Movie Maker to create a digital storytelling by using pictures, narration and their voice.
- 2) The students can use their imagination to develop the idea and script in English to produce their stories.

Teaching Procedures:

Step 1: Warm up

Ask the students how well they know Window Movie Maker step by step and how often they use it.

Step 2: Presentation

2.1 Introduce the students about Window Movie Maker.

2.2 Present the students the example of digital story which created by Window Movie Maker.

2.3 Teach the students how to use Window Movie Maker to present the digital storytelling.

Step 3: Practice

3.1 Teacher gives the students the topic of the story.

3.2 The students practice to write the storyboard to organize the stories individually and teacher will assist student in this process to make sure that they organize the pictures to go along with the content of the story which they have written.

3.3 The students practice to use Window Movie Maker in the steps.

Step 4: Production

The students present their own stories in the websites.

Materials: Computers, LCD projector, Microphone, Window Movie Maker Program,

Example story of the story with Window Movie Maker

Measurements & Evaluation:

- 1) Students' answer about using Window Movie Maker to create the digital storytelling
- 2) Presentation of the story with Window Movie Maker

Lesson Plan 2

This lesson provides students to know and use the Digital Storytelling Website (DSW) to submit, present, discuss, and comment their projects. Teacher introduces the students the duties of each page and tool, and then teaches them how to sign up in the website.

Subject: English I (203101)

Topic/Lesson: Training how to use Digital Storytelling Website (DSW)

Time & Duration: 1 hour

Objectives:

- 1) The students can use the DSW to check the class's information.
- 2) The students can use the DSW to submit and present their own projects.
- 3) The students can use the DSW to discuss and give the comments on their friends' project.
- 4) The students can use the DSW for practicing their English speaking skills.

Teaching Procedures:

Step 1: Warm up

Ask the students how often they use the Internet and how well they know about digital storytelling.

Step 2: Presentation

2.1 Introduce the students about digital storytelling.

2.2 Teach the students to sign up to be the member in the DSW.

2.3 Introduce the students about the duties of each DSW's page and tool.

2.4 Teach the students how to use the DSW.

Step 3: Practice

3.1 The students sign up the DSW by themselves.

3.2 The students practice to use the DSW.

3.3 The students practice to use Window Movie Maker in the steps.

Step 4: Production

The students answer the questions about using DSW by revealing in word and answering with action.

Materials: Computers with Internet connection, LCD projector

Measurements & Evaluation:

Answering the questions about using Digital Storytelling Website (DSW).

Lesson Plan 3

This lesson provides students with a speaking on the topic of “What is your dream job?” The students write down the stories by using basic present tense and a variety of structures.

Subject: English I (203101)

Topic/Lesson: What is your dream job?

Time & Duration: 3 hours

Objectives:

- 1) To help students focus on fluency when speaking.
- 2) To develop students’ communication skills.
- 3) To help students to tell a basic personal information.

Teaching Procedures:

Step 1: Warm up

1.1 Teacher asks the students about their dream occupations.

1.2 Teacher shows the students the picture of occupations and asks for the meaning.

Step 2: Presentation

2.1 Teacher shows the students a sample of “What is your dream job?”, an English digital storytelling in the website.

2.2 Teach asks for the matter of the story.

Step 3: Practice

3.1 Teacher gives the students the topic of the story.

3.2 The students write the story, and then plan it in the storyboard to organize the stories.

3.2 The students create the digital storytelling through Window Movie Maker.

Step 4: Production

The students share their own digital storytelling in the website.

Materials: Computers with Internet connection, LCD projector

Teacher: a sample of digital storytelling on the topic “What is your dream job”, computers in lab.

Students: Window Movie Maker Program, computers in lab.

Measurements & Evaluation:

Answering the questions about their dream job.

Lesson Plan 4

This lesson provides students with a speaking on the topic “My hometown”. The students write down the stories by using basic tense and a variety of structures.

Subject: English I (203101)

Topic/Lesson: My hometown

Time & Duration: 3 hours

Objectives:

- 1) To help students focus on fluency when speaking.
- 2) To develop students’ communication skills.
- 3) To help students to tell a stories of their hometown.

Teaching Procedures:

Step 1: Warm up

- 1.1 Teacher asks the students about the famous place in each city.
- 1.2 Teacher shows the students the picture of famous place and asks for the name of locations.

Step 2: Presentation

- 2.1 Teacher shows the students a sample “My hometown”, an English digital storytelling in the website.
- 2.2 Teach asks the subject matter of the story.

Step 3: Practice

3.1 Teacher gives the students the topic of the story.

3.2 The students write the story, and then plan it in the storyboard to organize the stories.

3.2 The students create the digital storytelling through Window Movie Maker.

Step 4: Production

The students share their own digital storytelling in the website.

Materials: Computers with Internet connection, LCD projector

Teacher: a sample of digital storytelling on the topic “My hometown”, computers in lab.

Students: Window Movie Maker Program, computers in lab.

Measurements & Evaluation:

Answering the questions about their hometown stories.

APPENDIX E

The Results of the Students' Test in the Experimental Group

Lesson 1: What is your dream job?

Students	Exercise				Proficiency Test	E1	E2
	Ex.1	Ex.2	Ex.3	Total			
	5	5	5	15			
1	5	4	4	13	9		
2	5	4	4	13	9		
3	5	3	4	12	8		
4	5	3	4	12	8		
5	5	3	4	12	8		
6	5	4	4	13	9		
7	5	3	4	12	8		
8	5	3	4	12	8		
9	5	3	3	11	8		
10	5	3	4	12	8		
11	5	4	3	12	8		
12	5	3	4	12	8		
13	5	4	4	13	9		
14	5	3	4	12	8		
15	5	3	3	11	8		

16	5	3	4	12	8		
17	5	3	4	12	8		
18	5	3	4	12	8		
19	5	4	3	12	8		
20	5	4	4	13	9		
21	5	4	4	13	9		
22	5	3	4	12	9		
23	5	3	4	12	8		
24	5	4	4	13	9		
25	5	3	4	12	8		
26	5	3	4	12	8		
27	5	4	4	13	9		
28	5	3	4	12	8		
29	5	3	4	12	8		
30	5	3	4	12	8		
31	5	3	4	12	8		
32	5	4	4	13	9		
33	5	4	4	13	9		
34	5	3	4	12	8		
35	5	3	4	12	8		
36	5	3	4	12	8		
37	5	3	4	12	8		
38	5	4	4	13	9		
39	5	3	4	12	8		
40	5	4	4	12	8		

41	5	3	4	12	8		
42	5	3	4	12	8		
43	5	4	3	12	8		
44	5	3	4	12	8		
45	5	3	4	12	8		
46	5	3	4	12	8		
47	5	3	4	12	8		
48	5	3	4	12	8		
49	5	3	4	12	8		
50	5	3	4	12	8		
51	5	3	4	12	8		
E1/E2						81.18	82.35



The Results of the Students' Test in the Experimental Group

Lesson 2: My hometown

Students	Exercise Scores				Proficiency Test	E1	E2
	Ex.1	Ex.2	Ex.3	Total			
	5	5	5	15			
1	5	4	4	13	9		
2	5	4	4	13	9		
3	5	4	4	12	8		
4	5	4	4	12	8		
5	4	4	4	12	8		
6	5	4	4	13	9		
7	4	4	4	12	8		
8	4	4	4	12	8		
9	5	4	3	12	8		
10	4	3	4	11	8		
11	4	3	4	11	8		
12	5	4	4	13	9		
13	4	4	4	12	8		
14	4	4	4	12	8		
15	4	4	3	11	8		
16	4	4	4	12	8		
17	4	4	4	12	8		
18	4	4	4	12	8		
19	4	4	4	12	8		

20	5	4	4	13	9		
21	5	4	4	13	9		
22	4	4	4	12	8		
23	5	3	4	11	8		
24	5	4	4	13	9		
25	5	4	3	12	8		
26	4	4	4	12	8		
27	5	4	4	13	9		
28	4	4	4	12	8		
29	5	3	4	12	8		
30	5	4	3	12	8		
31	4	4	4	12	8		
32	4	4	4	12	8		
33	5	4	4	13	9		
34	4	4	4	12	8		
35	4	4	4	12	8		
36	4	4	4	12	8		
37	4	4	4	12	8		
38	5	4	4	13	9		
39	4	4	4	12	8		
40	4	4	4	12	8		
41	4	4	4	12	8		
42	4	4	4	12	8		
43	4	4	4	12	8		
44	5	3	4	12	8		

45	4	4	4	12	8		
46	5	4	4	13	9		
47	4	4	4	12	8		
48	4	4	4	12	8		
49	4	4	4	12	8		
50	5	4	4	13	9		
51	4	4	4	12	8		
E1/E2						81.05	82.15



APPENDIX F

The Example of Digital Storytelling Website



1. Home



Member home

Member

Username :

Password :

[Login](#) [Register](#)

Main Menu

- [Home](#)
- [About DST](#)
- [Lessons](#)
- [webboard](#)
- [Calendar](#)
- [Online Dictionary](#)
- [Useful Links](#)
- [Contact](#)
- [Register](#)



Current Lesson



Lesson 1 : What is your dream job?

What is your dream job?

Have you ever thought what you want to be? What is your dream job?

Share your dream stories to your friends, give them the information of your job! and show them the reasons why you want to do that!

Start to tell your stories and then make your dreams come true!!


[Read more on this topic](#)

- Exercise 1:** What do they want to be?
- Exercise 2:** What are their duties?
- Exercise 3:** Yindee's dream job!

- "My Dream Job"** digital storytelling project!
- Students' Project 1:** My Dream Job
- TEST:** Let's see how well you understand what you learn!
- Submit Homework 1**



2. About DST (Digital Storytelling)












Member About DST

Member

Username :

Password :


Main Menu






-  Home
-  About DST
-  Lessons
-  webboard
-  Calendar
-  Online Dictionary
-  Useful Links
-  Contact
-  Register


Digital Storytelling

is an educational tool used in the classroom which as a form of multimedia. It is a process of creating a short movie that combines a script or an original story with various multimedia components, such as images, video music and narration, and of course your own voice!

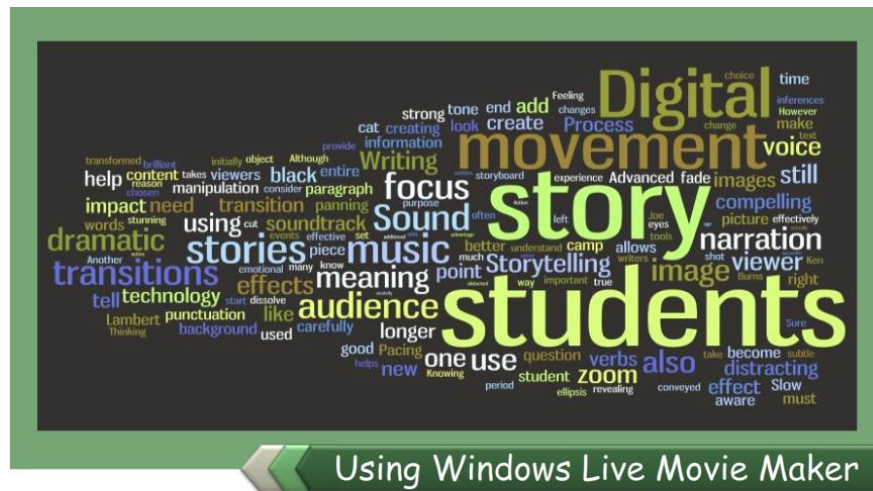
Let see deeply what digital storytelling and the elements are, and also the way to create your own digital storytelling by using Window Movie Maker!



-  1) What is digital storytelling?
-  2) The elements of digital storytelling!
-  3) Creating digital storytelling!
-  4) Using Window Movie Maker to create the digital storytelling!
-  5) Record Voice



2.4 Using Window Movie Maker to create digital storytelling



Windows Live Movie Maker



Windows Live Movie Maker

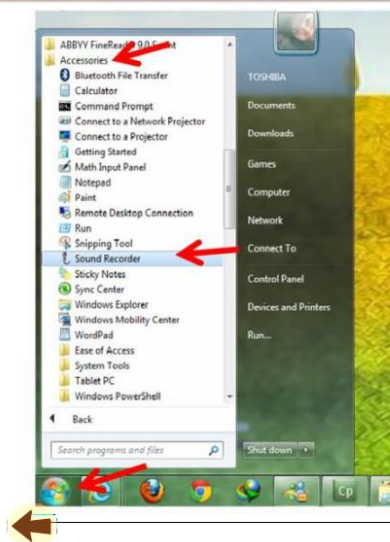
- ❖ เป็นโปรแกรมสำหรับตัดต่อคลิปวิดีโอ
หนัง หรือสร้างภาพ ทำสไลด์โชว์
แบบง่ายๆ ได้
- ❖ นอกจากนี้ยังสามารถแทรกภาพนิ่ง
แทรกเสียง และลูกเล่น เอฟเฟกต์
ต่างๆ เข้าประกอบกันได้ เพื่อความ
สมบูรณ่มากยิ่งขึ้น



2.5 Record voice




1. Sound Recorder Windows 7



1. คลิกที่ปุ่ม 'Start'
2. กดปุ่ม 'All Programs'
3. กดปุ่ม 'Accessories'
4. เลือกโปรแกรมที่
'Sound Recorder'


3. Lesson

3.1 Lesson 1 - What is your dream job?




Member

Lesson 1 : What is your dream job? 01 Jan 2013 - 02 Mar 2017



- ▶ LogOut
- ▶ Edit Profiles
- ▶ Score
- ▶ Homework
- ▶ Add Menu
- Web Data**
- ▶ Add Lessons
- ▶ Member
- ▶ AddGroup
- ▶ Add Member
- ▶ Webboard Data
- Main Menu**
- Home
- About DST
- Lessons
- webboard










What is your dream job?

Have you ever thought what you want to be? What is your dream job?

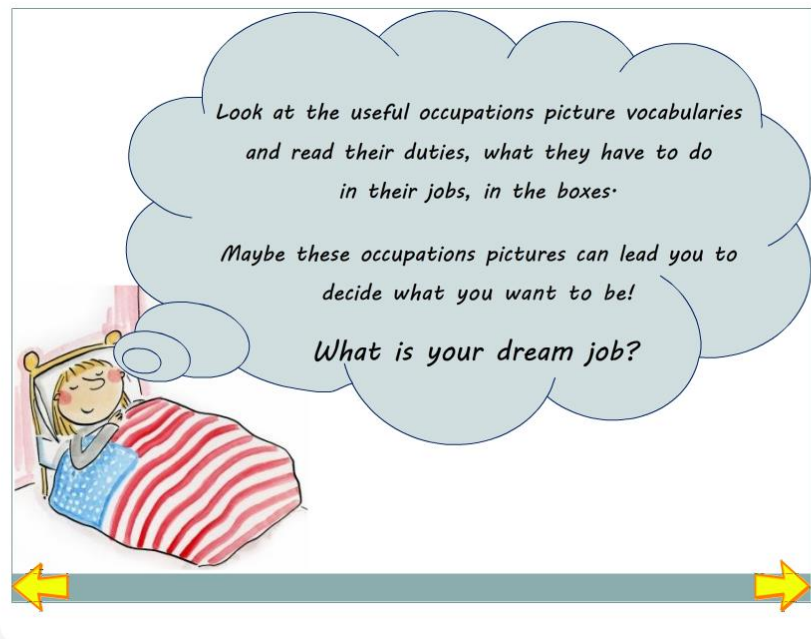
Share your dream stories to your friends, give them the information of your job! and show them the reasons why you want to do that!


Start to tell your stories and then make your dreams come true!!

[Read more on this topic](#)


-  **Exercise 1: What do they want to be?**
-  **Exercise 2: What are their duties?**
-  **Exercise 3: Yindee's dream job!**
-  **"My Dream Job" digital storytelling project!**
-  **Students' Project 1: My Dream Job**
-  **TEST: Let's see how well you understand what you learn!**
-  **Submit Homework 1**

3.1.1 Read more the topic






Accountant
is a person who takes care of the money and business accounts.




Aircraft Maintenance Engineer
is a person who engages in the maintenance and servicing of aircraft.



Architect
is a person who plans and designs the construction of buildings.

*NOW! Do you know what you want to be?
If not!, click back button to read them all again.
If yes!, go on to do the 3 exercises on the website.
After that, write down your stories in the topic of "My dream job" to create your digital storytelling and present in the website.*



HOME

3.1.2 Exercise 1 : What do they want to be?

Exercise 1: What are their jobs?

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer to make the sentences meaningful! (5 points)

nurse * painter * geologist * fireman * chef * teacher

1. Somruk and I want to explore oils. We want to be a .
2. Somporn loves to draw and paint the pictures. He wants to be a .
3. Somjai wants to help doctors to heal people. She wants to be a .
4. Somjit wants to rescue people from burning places. He wants to be a .
5. Somkit and Somsri love to cook food. They want to be a .



3.1.3 Exercise 2 : What are their duties?

Exercise 2: What are their duties?

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer to make the sentences meaningful! (5 points)

present * teach * design * improves * takes * repair

1. I am a teacher. I am in school and students.
2. She is a photographer. She works in studio and photographs.
3. He is a chemist. He the scientific experiments in laboratory.
4. They are newscasters. They news on TV programme in every morning.
5. We are architects. We the construction of building.

3.1.4 Exercise 3 : Yindee's dream job.

**Exercise 3: Yindee's dream job!**

Student Code : M5120512 Name & Surname: Gemika Somdee

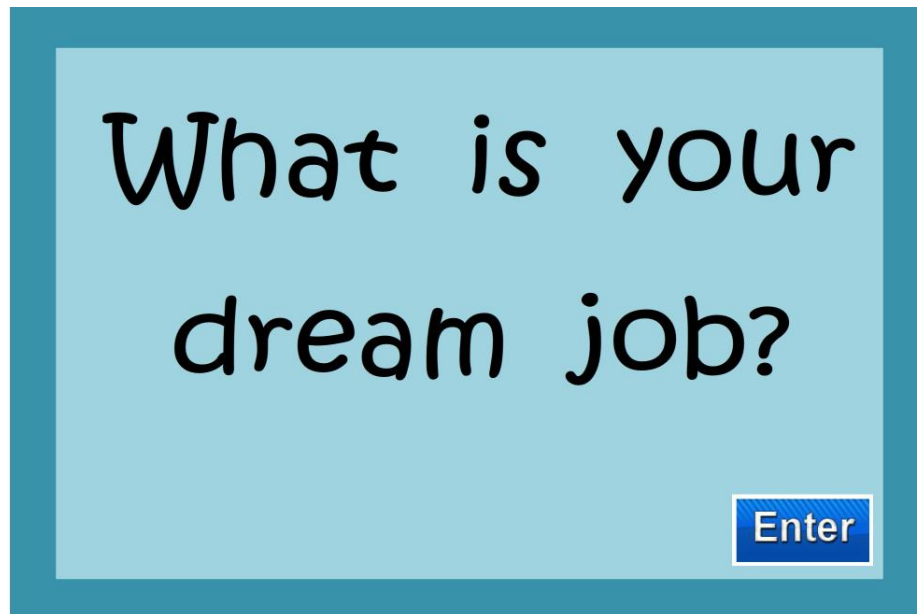
Choose the best answer in the box to make the perfect story! (5 points)



I am Yindee Junglai. I study Doctor at Suranaree University of Technology. I want to be a mainly because I want to people's lives. For the duties of my dream job, I have to help and treat the patients who are sick. I will give them a shot and to make them feel better. It is my ambition to be in the and people. A doctor is my dream job.

มหาวิทยาลัยเทคโนโลยีสุรนารี

3.1.5 “My dream job” Digital storytelling Project



Project 1

Step 1: Paper Storytelling

- 1 Divide the class into small group of 4-5 students
- 2 Discuss the topic of “My dream job” in the group
- 3 Write the draft of the story and submit in the website
(in the link “submit homework” of digital storytelling website)

Project 1



Write the 1st draft of
“My Dream Job” story
at least 70 words,
then post it in the box of
“submit homework”



Draft of My Dream Job

My name is _____ (your name) _____. I am a student and
I study _____ (your Department) _____ at _____ (name of University) _____.
My favorite subject is _____ (subject) _____. In my dream job,
I want to be _____ (occupation) _____ because _____ (the reason) _____.
For the duties of my dream job, I have to _____ (duty) _____,
and _____ (duty) _____. For all of these reasons,
_____ (occupation) _____ is my dream job.



Project 1

Step 2: Digital Storytelling



- 1 After the draft has checked, students start to create the story by drafting the story in the storyboard
- 2 Find the pictures and music to illustrate the story
- 3 Use Window Movie Maker to create the digital storytelling



Storyboard



Title of Digital Storytelling:
Students:

Slide	Video / Picture	Narration	Audio (Sound Effects)	Text (Title Overlay)	Duration (minute)	Transition
(Add No. of slide)	(Add picture to represent the video or still picture that you will be using)	(Write your narration to correspond with the video or picture)	(Add information about sound effects, music or other audio that you will be using)	(Add notes to describe any information for titles or text here)	(A period of time in each slide)	(The act of passing from one slide to the next)



Sample of Storyboard

Title of Digital Storytelling: My Dream Job
 Students: Ms. Manussanun Somdee

Slide	Video / Picture	Narration	Audio (Sound Effects)	Text (Title Overlay)	Duration (second)	Transition
1		Picture of the reasons that I want to be a storyteller	I want to be a storyteller.	A storyteller	5.00	Zig Zag
2		Picture of storyteller is telling the story.	Because I love telling stories.	-	5.00	Star



Sample of Storyboard

Project 1
My Dream Job



3.1.6 Students' project "My dream job"



Homework 1: What is your dream job?

No.	Student ID	Name&Surname	File
1	B551286	Nitipat (G16) Moolprom	VIDEO PREVIEW & COMMENT (0)
2	B5320714	Apisit(G16) Meeson	VIDEO PREVIEW & COMMENT (0)
3	B5502790	ploypailin (G16) sampracha	VIDEO PREVIEW & COMMENT (0)
4	B5503056	MARISA (G16) JOKCOKSUNG	VIDEO PREVIEW & COMMENT (0)
5	B5504008	peerawoot (G16) rattanawichai	VIDEO PREVIEW & COMMENT (0)
6	B5505364	Saharat (G16) Sangkomol	VIDEO PREVIEW & COMMENT (0)
7	B5505371	Nittaya (G16) Napayab	VIDEO PREVIEW & COMMENT (0)
8	B5505388	Chiranuwat (G16) Jadram	VIDEO PREVIEW & COMMENT (0)
9	B5507160	Tulachai (G16) Klomsuntorn	VIDEO PREVIEW & COMMENT (0)
10	B5507368	sittisak (G16) rodsawat	VIDEO PREVIEW & COMMENT (0)
11	B5509225	wichitra (G16) worathongchai	VIDEO PREVIEW & COMMENT (0)
12	B5509683	Adil (G16) Sanheem	VIDEO PREVIEW & COMMENT (0)
13	B5510276	Tutyatorn (G16) Sakulpanawat	VIDEO PREVIEW & COMMENT (0)
14	B5511211	Prapapan (G16) sathipchan	VIDEO PREVIEW & COMMENT (0)
15	B5511327	Phon-uma (G16) Phimsri	VIDEO PREVIEW & COMMENT (0)

VIDEO PREVIEW & POST
B551286 Nitipat (G16) Moolprom



Message

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3.1.7 Test : My dream job

Lesson 1: What is your dream job?

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer for each of the following sentences. (10 points)

1. Edward wants to be _____ , because he loves to take photos.

- a. an architect
- b. a painter
- c. an accountant
- d. a photographer

2. Amanda always cooks food every day, because she wants to be _____.

- a. a nurse
- b. a chemist
- c. a newscaster
- d. a chef

3. Peter and Albert _____ a picture every day, because they want to be a painter.

- a. take
- b. paint
- c. decide
- d. repair

4. Daniel and I want to help and heal a people, because we want to be _____.

- a. a teacher
- b. a policeman
- c. a doctor
- d. a judge

5. Jimmy wants to be a geologist. He wants to engage in exploration for searching of _____.

- a. foods
- b. news
- c. medicines
- d. oils

6. Tom always _____ computer by himself, because he wants to be a computer technician.

- a. practices
- b. repairs
- c. teaches
- d. paints

7. Susan and Peter want to be an architect. They always _____ many beautiful houses every day.

- a. write
- b. paint
- c. draw
- d. design

8. Nathan practices to repair television himself, because he wants to be _____.

- a. an electrician
- b. a newscaster
- c. an architect
- d. a construction inspector

9. Amy wants to take care the people on the airplane. She wants to be _____.

- a. a teacher
- b. a flight attendant
- c. a nurse
- d. a policeman

10. Robert and I _____ our friends to speak English, because we want to be a teacher.

- a. take
- b. tend
- c. teach
- d. treat


3.1.8 Submit Homework 1

**Homework 1: What is your dream job?**

Student Code : M5120512 Name & Surname: Gemika Somdee


Upload File:
 

3.2 Lesson 2 – My Hometown



Member

Lesson 2 : My Hometown! 01 Jan 2013 - 02 Mar 2017



- ▶ LogOut
- ▶ Edit Profiles
- ▶ Score
- ▶ Homework


Add Menu

Web Data

- ▶ Add Lessons
- ▶ Member
- ▶ AddGroup
- ▶ Add Member
- ▶ Webboard Data

Main Menu




- Home
- About DST
- Lessons
- webboard
- Calendar







My hometown!

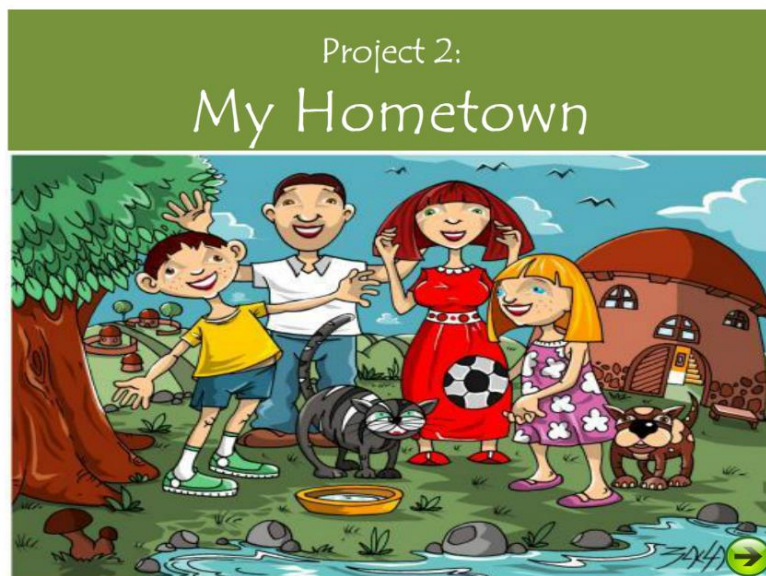
Present your hometown through the digital storytelling where your friends should go to visit the wonderful place in Thailand and give them some special information of that place also!
Let go to your wonderful hometown!!

[Read more on this topic](#)

-  **Exercise 1: The attractive hometown**
-  **Exercise 2: Where is your hometown?**
-  **Exercise 3: My hometown**

-  **My hometown[®] digital storytelling project**
-  **Students' Project 2: My Hometown**
-  **TEST: Let's see how well you understand what you learn!**
-  **Submit Homework 2**

3.2.1 Read more the topic



Temple

A **temple** is a building where people go to worship in a religion.

There are many temples in Thailand, for example;



There is

Phrathat Doi Suthep Temple

in Chiang Mai, Thailand



There is

Temple of Emerald Buddha

in Bangkok, Thailand

Next, it is time for doing the 3 exercises.

After that, write the stories in the topic of "My hometown"
to create your digital storytelling and present in the website!

Show your friends

where the attraction places in your hometown are.

What about the interesting places in your hometown?

Where are them?

3.2.2 Exercise 1 : The attractive hometown.

Exercise 1: The attractive hometown

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer to make the sentences meaningful!! (5 points)

beaches * temples * historical park * museum * waterfall * national park

1. There are many holy in Thailand where the people always go to pay respect to the Buddha images.
2. In Nakhon Ratchasima province, there is an important called "Prasat Hin Phimai" where is the biggest sandstone sanctuary in Thailand.
3. The southern of Thailand has been the world's most visited and islands because its soft white sand and clear blue ocean.
4. There is a beautiful national park called "Erawan" where is a large with 7 water levels dropping in Kanchanaburi province.
5. There are many wax models of famous people in the , Nakhon Pathom province, where people can learn about the history of famous people's details.

3.2.3 Exercise 2 : Where is your hometown?

Exercise 2: Where is your hometown?

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer in the box to make the perfect story! (5 points)



Daniel: Where is your hometown?

Jenny: My hometown is Chonburi.

Daniel: Are there many attractive in Chonburi?

Jenny: Yes. There are many tourist attractions in Chonburi, such as Bangsan beach, Koh Larn, Nongnooch Tropical Garden.

Daniel: Nongnooch Tropical Garden? I never heard it before. What is it?

Jenny: Nongnooch Tropical Garden is in Pattaya. It is a wonderful garden where have many kinds of , such as roses, sunflowers, orchids.

Daniel: Wow! I love natural places. They look real interesting.

Jenny: There is Khao Kheow open also. Several types of inside, such as tigers, elephants, giraffes. It looks like a little forest in the city.

Daniel: What about the sea and the beach? I have ever heard that the beach in Pattaya is very popular.

Jenny: Yes. In every years, there are many foreigners go to Pattaya and lay down on the . They love sunbathing on the soft white sand.

Daniel: Wow! Your hometown is very interesting!

3.2.4 Exercise 3 : My Hometown.

Exercise 3: My hometown

Student Code : M5120512 Name & Surname: Gemika Somdee

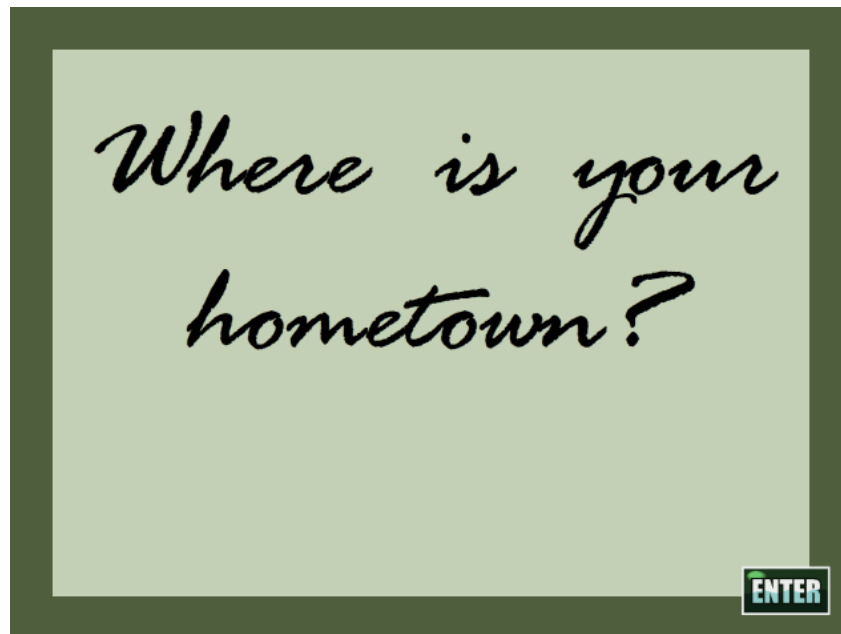
Choose the best answer in the box to make the perfect story! (5 points)




My hometown, Nakhon Ratchasima province, is the gateway to Northeastern Thailand. There are many wonderful places to visit, such as Khao Yai where is one of the finest natural attractions in Thailand. Khao Yai or "Big Mountain" is the most beautiful in Korat. There are a lot of beautiful flowers and plants. Moreover there are also many kinds of , such as elephants, gibbons, deers. In Khao Yai, there are many lovely and comfortable resorts and where can fill up your life with nature. Many accommodation places are surrounded by mountains. Therefore, there are many interesting outdoor activities, such as camping, mountain hiking, animals watching, rafting, and . It is my wonderful hometown.








3.2.5 “My hometown” Digital storytelling Project



Project 2

Step 1: Paper Storytelling 

-  1 Divide the class into small group of 4-5 students
-  2 Discuss the topic of “My Hometown” in the group
-  3 Write the draft of the story and submit in the website
(in the link “submit homework” of digital storytelling website)

Project 2

Write the 1st draft of "My Hometown"
story

at least 70 words,

then post it in the box of



Draft of My Hometown

My hometown is _____(city)_____. It is in the
_____ (direction) _____ of Thailand. There are many beautiful
places to visit. The wonderful place I want to present is
_____ (attraction place) _____. It is a _____ (types of tourist attraction) _____.
It is _____ (give some information about the tourist attraction) _____.
It is very famous in my hometown. Moreover there are so many
kind people here. _____ (city) _____ is my amazing hometown.
I really love my beautiful hometown.



Project 2

Step 2: Digital Storytelling



1 After the draft has checked, students start to create the story by drafting the story in the storyboard

2 Find the pictures and music to illustrate the story

3 Use Window Movie Maker to create the digital storytelling



Storyboard

Title of Digital Storytelling:



Students:

Slide	Video / Picture	Narration	Audio (Sound Effects)	Text (Title Overlay)	Duration (minute)	Transition
(Add No. of slide)	(Add picture to represent the video or still picture that you will be using)	(Write your narration to correspond with the video or picture)	(Add information about sound effects, music or other audio that you will be using)	(Add notes to describe any information for titles or text here)	(A period of time in each slide)	(The act of passing from one slide to the next)



Sample of Storyboard

Title of Digital Storytelling: My Hometown
 Students: Ms. Manussanun Somdee

Slide	Video / Picture	Narration	Audio (Sound Effects)	Text (Title Overlay)	Duration (minute)	Transition
1		Picture of Prasat Hin Phimai.	My hometown is Phimai.	Phimai	7.00	Zig Zag
2		Map	It is a district in Nakhon Ratchasima Province.	Map	7.00	Star



Sample of Storyboard

Project 2

My Hometown



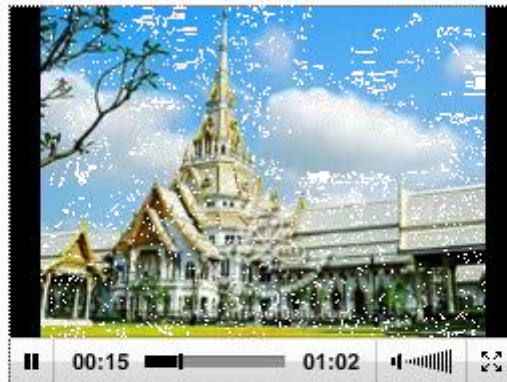
3.2.6 Students' project "My hometown"



Homework 2: My Hometown

No.	Student ID	Name&Surname	File
1	B5540532	Sureepat (G16) Kramonwong	VIDEO PREVIEW & COMMENT (0)
2	B5540174	Arada (G16) Khamkusol	VIDEO PREVIEW & COMMENT (0)
3	B5539222	mr.rachan (G16) bootsanhom	VIDEO PREVIEW & COMMENT (0)
4	B5538591	Atikom (G16) Visanuyathin	VIDEO PREVIEW & COMMENT (0)
5	B5538478	Pannida (G16) Sonlee	VIDEO PREVIEW & COMMENT (0)
6	B5538317	Waranporn (G16) Jongtanarat	VIDEO PREVIEW & COMMENT (0)
7	B5538058	Pongsapak (G16) Suetrong	VIDEO PREVIEW & COMMENT (0)
8	B5534753	Oura (G16) Malison	VIDEO PREVIEW & COMMENT (0)
9	B5533893	Laphit (G16) Phonkhummark	VIDEO PREVIEW & COMMENT (0)
10	B5532629	Pimporn (G16) Otharam	VIDEO PREVIEW & COMMENT (0)
11	B5532605	Sukanya (G16) Tongdee	VIDEO PREVIEW & COMMENT (0)
12	B5532452	suttida (G16) pantunit	VIDEO PREVIEW & COMMENT (0)
13	B5532360	Sudarat (G16) Rattanak	VIDEO PREVIEW & COMMENT (0)
14	B5532322	wannisa (G16) savanghasap	VIDEO PREVIEW & COMMENT (0)
15	B5531943	Teeraphong (G16) Rattana	VIDEO PREVIEW & COMMENT (0)


VIDEO PREVIEW & POST
 B5540532 Sureepat (G16) Kramonwong



Message

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3.2.7 Test : My hometown

**Lesson 2: My Hometown**

Student Code : M5120512 Name & Surname: Gemika Somdee

Choose the best answer for each of the following sentences. (10 points)

1. Where is the attractive place you can go to pay respect to the Buddha images and make merit?

- a. museum
- b. historical park
- c. national park
- d. temple

2. Where is the interesting place you can go to sunbathe on the soft white sand?

- a. waterfall
- b. temple
- c. beach
- d. museum

3. In Nakhon Ratchasima, there is the _____ of Thao Suranaree or Ya Mo which stands in the center of the city.

- a. monument
- b. mountain
- c. historical park
- d. temple

4. There is Thailand's highest mountain, Doi Intanon, where is the beautiful _____ in Chiang Mai.

- a. waterfall
- b. national park
- c. island
- d. beach

5. In South of Thailand, there are many wonderful _____ where the land is surrounded by sea.

- a. waterfalls
- b. beaches
- c. islands
- d. seas

6. Erawan is the attractive _____ where is surrounded by the beautiful forest and seven water levels dropping.

- a. sea
- b. pool
- c. waterfall
- d. lake

7. There are many _____ where are the beautiful ruins of ancient Khmer architects, for example, Prasat Hin Phimai, Prasat Hin Phanom Rung, in Thailand.

- a. museums
- b. national parks
- c. temples
- d. historical parks

8. There are many fiberglass models of famous people in Thai Human Imagery _____, Nakhon Pathom.

- a. Museum
- b. National Park
- c. Temple
- d. Historical Park

9. There is Thi lo su, Thailand's highest _____ where has many large ponds with cool water in Tak.

- a. sea
- b. waterfall
- c. island
- d. beach

10. Many tourists come to Thailand because there are many wonderful _____. They love to go scuba diving.

- a. ponds
- b. waterfalls
- c. seas
- d. pools



3.2.8 Submit Homework 2

**Homework 2: My Hometown**

Student Code : M5120512 Name & Surname: Gemika Somdee

Upload File:



CURRICULUM VITAE

Ms. Manussanun Somdee was born on June 10, 1985 in Saraburi. She graduated with a Bachelor's Degree in English from the Faculty of Humanities and Social Sciences, Maharakham University in 2007. After, she continued to study in the school of English, Institute of Social Technology, Suranaree University of Technology for a Master's Degree in English Language Studies. Her research interests include digital storytelling and teaching speaking skills.

