Development of English Speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan

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จุฬาลงกรณ์มหาวิทยาลัย
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การพัฒนาทักษะการพูดภาษาอังกฤษโดยใช้เทคนิคการเล่าเรื่องดิจิทัลผ่านการสอนเสมือนจริงสาหรับ นักเรียนประถมศึกษาตอนตน้ ในประเทศภูฏาน. (Development of English Speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan) อ.ที่ปรึกษาหลัก : รศ. ดร.สุมาลี ชิโนกุล

งานวิจัยนี้ทำการศึกษาการพัฒนาทักษะการพูดภาษาอังกฤษโดยใช้การเล่าเรื่องดิจิตอลผ่านการสอนเสมือนจริงสำหรับนักเรียนภูฏานระดับชั้นประถมศึกษาตอนต้นวัตถุประสงค์ของงานวิจัยคือ1)เพื่อศึกษาผลการใช้การเล่าเรื่องด้วยสื่อดิจิตอลผ่านการสอนเสมือนจริงต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นระดับประถมศึกษาตอนต้นในประเทศภูฏานและ2)เพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการใช้การเล่าเรื่องดิจิตอลผ่านการสอนเสมือนจริงในการพัฒนาทักษะการพูดภาษาอังกฤษกลุ่มตัวอย่างในการทดลองประกอบด้วยนักเรียนรดับชั้นประถมศึกษาตอนต้นจำนวน30คนจากโรงเรียนแห่งหนึ่งในประเทศภูฏานนด้วยการทดลองแบบหนึ่งกลุ่มด้วยการทดลองก่อนและหลังการจัดการเรียนรู้เครื่องมือวิจัย2ประเภทที่ใช้ในการทดลองได้แก่การสัมภาษณ์แบบกึ่งโครงสร้างและแบบทดสอบก่อนเรียนและหลังเรียนการวิเคราะห์ข้อมูลเชิงปริมาณใช้การทดสอบpairedsample*t*testและข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหาผลการศึกษาพบว่ามีความแตกต่างระหว่างคะแนนเฉลี่ยของคะแนนสอบก่อนเรียนและหลังเรียนอย่างมีนัยสำคัญทางสถิติที่0.05การทดสอบขนาดของผลการทดลอง(effectsize)ด้วยการคำนวณสูตรโคเฮนดีพบว่าความแตกต่างของคะแนนเฉลี่ยระหว่างคะแนนสอบก่อนเรียนและหลังการจัดการเรียนรู้มีขนาดใหญ่มาก(1.26)นอกจากนี้การเล่าเรื่องด้วยสื่อดิจิตอลส่งผลเชิงบวกต่อการออกเสียงคำศัพท์หลักไวยากรณ์ความคล่องแคล่วและการจับใจความสำคัญผลจากการสัมภาษณ์พบว่าการใช้วิธีสอนนี้มีผลเชิงบวกต่อทักษะการพูดภาษาอังกฤษของนักเรียน

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This study examined the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary students in Bhutan. The objective of this study was to examine 1) to what extent do digital storytelling techniques through virtual instruction develop the speaking ability of lower primary students in Bhutan, and 2) the students' opinions towards the use of digital storytelling techniques through virtual instruction on developing their speaking ability. The participants were 30 lower primary level students from one of the schools in Bhutan. The study adopted a single pre-test and post-test design. Two research instruments were used to collect data, a semi-structured interview and a pre post achievement test. Quantitative data were analysed by paired sample *t*-test, and qualitative data were analysed by content analysis. The findings of the study showed that there was a significant difference between the students' mean scores in pre-test and post-test of speaking ability at the significant level of 0.05. The effect size via Cohen's d was found 1.26 (very large effect) which indicated that DST has a practical significance on students English speaking ability. The findings of both pre-test, post-test and semi-structured analysis indicated that digital storytelling has a positive effect on developing pronunciation, vocabulary, grammar, fluency and comprehension.

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CHAPTER 1

INTRODUCTION

1.1. Background of the study

The Kingdom of Bhutan is a small, mountainous, landlocked country in South Asia, located in the eastern Himalayas, bordered by India and China. Bhutan is home to a population of about 770,000 spread over approximately 38,394 square kilometres, with about 71 percent of its land under forest cover (World Bank, 2013). The modern education system of Bhutan was established in the early 1960s to start its first five-year plan to address the basic educational needs, and develop human resources required for the socio-economic development of the country (Ministry of Education, 2016, p.6). The introduction of English was deemed imperative to starting the first development activities in Bhutan. As a result, English was introduced as an official language for communication and medium of instruction in Bhutan (CAPSD, 2006a; CAPSD, 2006b; DDC, 2002).

Although English has been Bhutan's second language since the 1960s, Bhutanese people still face difficulties in speaking English. Many studies have been conducted on the speaking ability of Bhutanese students but most of it has been on the secondary levels. The 2011 Annual Status of Student Learning exercise, which assessed core competencies for students in grades 4, 6 and 8 for English, Mathematics and Science, indicated that English oral proficiency is not assessed at all (Royal Education Council, 2011).

Nowadays, screen media like mobile phones and television is becoming more and more popular among young children. Research indicates that pre-schoolers are often familiar with digital technology before being introduced to books (Brody, 2015). Young children are able to enjoy a story through digital media, without understanding how to read it (Judge, 2004). Digital stories even allow children younger than six to understand a new language (Verdugo & Belmonte, 2007). They could enhance communication skills by learning how to organise their thoughts, ask a question, express opinions, and construct narratives while interacting with others and computers in the creation of digital stories (O'Byrne, 2018).

The COVID-19 pandemic led to an abrupt shift from in-person to virtual instruction in most of the countries. This study also highlighted the use of virtual instruction during such unexpected global disruptions in regular learning. This study primarily aims to promote the use of digital storytelling techniques to improve students speaking ability through virtual instruction.

Previous studies on the use of digital storytelling in language learning centred on adult learners, but the extant literature rarely focuses on young learners, such as children of 10-12 years old (Pappamihiel & Knight, 2016). Almost each member in the household in Bhutan owns a mobile phone yet it has the least contribution in learning. Therefore, in this study mobile phones were used in lower primary level students to conduct the virtual sessions. Digital storytelling techniques were used to develop the speaking ability of third grade students. All the sessions were conducted through Facebook application which is a widely used social application among Bhutanese citizens.

1.2. Problem Statement

Student's speaking abilities remain one of the challenges confronted by English as second language learners (Khodabandeh, 2015). Despite English being the medium of instruction, most of the Bhutanese students have to retake the International English Language Testing System (IELTS) to obtain the minimum required scores (LaPrairie, 2014) and Bhutanese students are found to have low critical thinking, communication and problem-solving skills (World Bank, 2009). The lack of sufficient English communication ability is prominent especially in rural areas as indicated in the study conducted by the World Bank (2009) stating that the performance of Bhutanese students in English speaking is directly related to the student's economic background and parental literacy. To achieve increased success rates on this test, the basic foundation of English skills should be made strong from the grassroots level of primary grades since even the students at the university level lack speaking skills good enough for effective communication in academic and social situations (Buddha & Thinley, 2010).

The government attempts sealing the gap by having the national guidelines to assist in teaching English (EPGI, 2007). Most of these interventions need scientific approaches for

them to work fruitfully. The Royal University of Bhutan (RUB) lecturers themselves largely only had personal experiences of traditional teaching/learning (Gyamtsho, 2012). The growth of secular, western-style education since the 1950s has been strongly influenced by Indian teacher-centred practises as well as by the socio-cultural influences from the monasteries (Maxwell, Reid, Gyamtso, & Dorji, 2012). This creates particular problems for RUB's intent to move teaching learning practises to more learner-centred approaches. The teacher centred classes give fewer opportunities for the students to practice speaking English in the classroom. The students speak their local dialect once they are outside the classroom. There was a huge need for new innovations which fully indulge the learners in English speaking. Thus, a completely new innovation which caters the needs of digital natives solved through implementation of Digital storytelling (DST) in Bhutanese curriculum.

To ignite the students' interest in speaking English outside their classroom, use of innovative models like DST engaged students' motivation in learning English. Digital storytelling is one of the alternative methods that makes learning English more interesting (Putri, 2019). Storytelling activity can enlarge children' communication with adults, children with their friends, also with themselves. By implementing digital storytelling, students will also have an opportunity to speak English in a non-threatening way because they could edit their spoken text (Lestariyana, 2018). Beside laptops and computers, digital storytelling was created through cheaper and easier devices such as smartphones which almost every household in Bhutan owns.

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The use of modern technology has been a great tool to improve the speaking ability of the learners. Digital storytelling techniques can effectively assist the learning process among young learners. It can assist them to develop multimodal communicative competence by promoting a learner-centred environment. In this way learners have numerous opportunities to interact and use language in authentic and personally meaningful ways (Rance-Roney, 2008). Technologies are used least in Bhutanese classrooms especially in lower grades. The use of digital storytelling in primary level will be the most engaging techniques to the young learners in enhancing their speaking ability. Therefore, the researcher used digital storytelling techniques through virtual teaching to enhance the speaking ability of lower primary level students.

1.3. Research Purpose

This research aimed to find out the effect of digital storytelling techniques through virtual instruction to develop speaking ability of lower primary level students in one of primary schools in Bhutan. Despite mobile phones being the possession of every household, it was seldom used for learning purposes. Till date mobile phones were for passing important information between parents/students and teachers through calls and social media. Over the past couple of months, some higher-grade students started using mobile phones for learning purposes as the schools had to remain closed due to the current pandemic. While most of the lower grade students were made to wait for the schools to re-open.

This research indulged the lower grade students in learning through safe and purposeful virtual instructions to improve their English speaking. As mentioned earlier, English is the primary method of instruction in Bhutanese education system. So, speaking abilities remain one of the essential deliverables of teaching English in schools. Learners must understand all the essential freebies emanating from the English language; embracing multiple methods of instruction guarantees better learning capabilities of students. Therefore, the use of virtual instruction in storytelling was a form meant to incorporate current learning abilities for lower primary level students. The overall goal was to determine whether educators can provide a more rewarding learning experience for their students by incorporating virtual instruction into regular teaching and learning environments by analysing student opinions and attitudes. None of the research investigated the effects of digital storytelling among lower primary level students in Bhutan. Therefore, this study investigated the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan.

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1.4. Research Objectives

1. To study the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan.
2. To find out the opinions of lower primary level students towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability.

1.5. Research Questions

1. To what extent does digital storytelling techniques through virtual instruction help to develop the speaking ability of lower primary students in Bhutan?
2. What are the students' opinions towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability?

1.6. Significance of the Study

The content of the study determined the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. Speaking English is essential for all the students in the country. They ought to understand the right inputs required to elect them as influential English speakers. As a result, multiple methods of instruction are incorporated in place to boost the students' successful comprehension of the language. The study was, therefore, significant in conditioning whether the input of digital storytelling through virtual instruction contributed to successful speaking ability. With such efforts, the techniques will be recommended to other learning centres across the school.

This research offered the curriculum developers new insights of the role of digital technologies in enhancing the speaking ability. Bhutanese curriculum designers can also rethink the idea of implementing digital storytelling in the curriculum to improve speaking ability of the young learners. Moreover, this study gave scope to the teachers to use the technique during emergencies such as Pandemic lockdown.

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1.7. Definition of the terms

1. Speaking

Speaking in this study refers to ability to retell stories after watching the digital stories.

2. English speaking ability

English speaking ability in this study refers to student's ability to share their stories in English using correct pronunciation, grammar, fluency, comprehension and vocabulary during the process of sharing their stories. The English-speaking pre-test/post-test were used to measure this ability (Appendix H).

3. Digital storytelling (DST)

Digital storytelling in this study refers to the sharing of stories in the form of videos from the digital medias like YouTube and Google to the students.

4. Virtual instruction

Virtual instruction in this study refers to the act of teaching the digital storytelling lessons in lower primary level students through Facebook and messenger applications.

5. Digital storytelling techniques through virtual instruction

Digital storytelling techniques through virtual instruction in this study refers to using digital stories as a technique to develop English-speaking ability by using Facebook and messenger application to take the classes. This instruction was designed to help students improve their English-speaking ability by allowing them to retell the story and engaging in classroom activities.

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6. Lower Primary level students in Bhutan

Lower primary level students in Bhutan refers to the age group of 5-12 years old students who attain primary schools in Bhutan.

7. Opinion

Opinion in this research refers to students' attitude and feeling towards digital storytelling and virtual instruction after learning stories in 8 weeks through Facebook application. Semi-structured interview was conducted to elicit the opinion of the students (Appendix I).

CHAPTER 2

LITERATURE REVIEW

This chapter presented the review of the literature where the first part presented a review of the previous related studies and the second part presented the conceptual framework of this study. This study involved the study of storytelling, retelling of the story, English speaking ability, English speaking instruction as a L2 in young learners, digital storytelling, virtual instruction and Facebook application. It includes the theories and findings of previous related studies as follows:

2.1. English speaking instruction as a L2 in young learners

Brown (2001) defines speaking as an interactive process of constructing meaning, involving; producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant, their collective experiences, the physical environment, and the purpose of speaking. Oral language is one of the essential elements when learning the English language (Leong & Ahmadi, 2017). It is relative to both academic and social success. Learners use speaking skills when asking questions, delivering instructions, making requests, and interaction. Teachers are tasked with multiple sets of instructions to improve students' speaking ability development. Speaking skills are varied based on the recommendations set by applicable standards (Leong & Ahmadi, 2017).

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English-medium instruction in non-English speaking countries has gained prominence around the world in the last decades due to the internationalisation of higher education but the way English is used in higher education varies (Arik, n.d). Teaching English in primary schools includes one that needs to be underlined. It is because it deals with young learners who have unique characteristics (Cahyati, 2018). Primary students learn by doing to acquire a new language. In addition, young learners acquire a language effectively and efficiently if the environment supports them. They will learn through their experiences and activities (Moon, 2005).

Nilsson (2020) investigated how Swedish learners make sense of and perceive English instruction and the process of foreign language learning in a target language in primary classrooms. In small group discussions, 26 learners aged 9-10 were audio recorded while discussing questions related to their language learner beliefs and their classroom experiences. Learners expressed a strong consensus about the importance of both the teacher's extensive target language input and the learners' oral engagement, in alignment with the beliefs of the teacher.

Speaking is one of the four well-known language skills i.e. reading, writing, listening and speaking. Bahrani (2011) argues, speaking is the most frequently used language skill, it is used twice as much as reading and writing in our daily communication. Fostering speaking skill is one of the outstanding elements of almost any English as foreign language/English as second language program. Graves (2008) and Nazara (2011) argue that language is primarily spoken, and to many people, mastering speaking abilities is the ultimate goal of acquiring a foreign or second language. To Glover (2011), it is by this skill that the success of learning a Language is measured.

To improve the speaking ability of the students, there are many techniques that can be used such as practising dialogues, playing games, singing songs, storytelling, oral reporting, role playing, small group discussions, giving speeches, news reading, poetry reading and debates (Amru, 2014). In this study, digital storytelling techniques were used to enhance the speaking ability of lower primary level students in one of the primary schools in Bhutan.

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2.2. Storytelling

Telling and dramatizing stories is a fairly widespread addition to the preschool curriculum, primarily because of the exposure this practice has gained through Vivian Paley's writings that addressed the effects of storytelling on social and cognitive development of children (Wright, 2008). Guha, Druin, Montemayor, Chipman, and Farber (2007) described storytelling as a notably powerful method that scholars might place an attempt into to talk deliberately through the use of narrative sentences. The use of storytelling in lecture rooms continues to grow, and studies demonstrate this approach works as a powerful tool, provided the pupil is engaged and is aware how to inform a tale (Fahy, 2007). Moreover,

storytelling is said to be very memorable to learners, supporting them to analyse and hold vocabulary, grammatical systems and pronunciation (Wajnryb, 2003).

Storytelling is one of the oldest sorts of human communication used for entertainment, and for the merchandising of schooling and cultural values (Lucarevschi, 2004). Furthermore, it's far taken into consideration to be a completely powerful pedagogical device withinside the improvement of language competencies in first (L1) language, and additionally in overseas or 2nd language (L2), irrespective of learners' age or background (Isbell, 2004; Cameron, 2001).

Mokhtar (2010) provide an explanation for that storytelling isn't always most effective, nice for lecture room activities, however additionally useful for the curriculum enhancement. Jalongo (1992) explains that the trainer attempt in sharing tales to the youngsters is crucial a part of their boom in literacy due to the fact that tales; (1) for growth of youngsters information and know others races and beliefs, (2) introduce youngsters to a much broader variety of tale sharing experiences, (3) stimulates youngsters imagination, (4) make bigger vocabularies and offer youngsters with right fashions of usage, enunciation, and pronunciation, (5) inspire youngsters to listen, concentrate, and observe event- dependent material, (6) project assumption and introduce new thoughts in a non-threatening way, (7) increase youngsters' questioning skill, (9) for the growth of the youngsters appropriation of literature and make stronger cultural values.

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Nazara (n.d) conducted a study to investigate the perception of primary school students to develop vocabulary. Employing a mixed methods research design, quantitative and qualitative data were collected from 30 sixth graders at Global Sevilla Primary School Jakarta. The results showed that the students' perception towards the use of story was positive. For them, short stories were interesting materials to use to develop vocabulary.

2.3. Retelling the story

Hansen (1978) declared that story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed

previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. It has been found that story retelling can offer students opportunities to orally construct the story, which can be a challenge for English language learners (Snow, 2002).

In addition to the current knowledge, for English language learners to retell the stories, they also need to connect their prior knowledge with the new input; therefore, to accomplish story retelling, listeners or readers need to demonstrate what they remember or understand according to the comprehension they built (Gibson et al., 2003). Retelling may be used as a powerful device in enhancing comprehension in addition to assessing it (Jennings, Caldwell, & Lerner, 2014, p. 268). During a retelling, teachers benefit from perception as to how students are setting collectively the facts supplied in a textual content. When students know a textual content is discovered and analysed in the course of retelling, teachers find out what facts' students take into account and deem as vital.

Wright and Dunsmuir (2019) explored whether stories being told by a teacher in school 4 days a week for 10 weeks would lead to improvements in 6- and 7-year-old children's oral language, written language, and self-perception. They used a quasi-experimental design between-participants: 194 participants took part, and classes (rather than participants) were randomly assigned to intervention conditions. Results showed that the storytelling group retold stories that were significantly longer and used a significantly wider range of vocabulary than both the group that read the same stories and the comparison group at post-test and 3-month follow-up. The story-reading group scored significantly higher on an oral vocabulary test than the comparison group at follow-up.

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2.4. Digital Storytelling

Digital storytelling emerged at the Centre for Digital Storytelling in California in the late 1980s as a method employed by community theatre workers to enable the recording, production, and dissemination of stories (Lambert, 2009). Normann defines digital storytelling as "a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasised, and can be linked to other

people, a place, an interest or to anything that will give the story a personal touch" (Normann, 2011). This has developed in a number of ways, shaped by advances in personal computing and recording technology, and by its use in a range of academic and non-academic contexts (Normann, 2011; Clarke & Adam, 2012).

Karakoyun (2016) conducted a study which aimed at investigating the views held by preservice teachers and 6th grade students about the process of online digital storytelling activities. According to the findings obtained in the study, the preservice teachers thought that carrying out digital storytelling activities in an online environment engages students 'attention, accelerates the digital storytelling process, increases communication between students and contributes to the development of students 'digital stories. In addition, both the preservice teachers and the elementary school students agreed that digital storytelling developed the students '21st century skills.

Similarly, Elenein (2019) investigated the effect of utilising digital storytelling on developing oral communication skills for 5th grade students at Rafah Primary schools. The study revealed many findings that there was a positive effect of digital storytelling on developing oral communication skills. The study also recommended that digital storytelling should be used to develop students' oral performance at primary and secondary schools.

Digital storytelling, like conventional storytelling, specialises in the improvement of a designated subject or focal factor for the story. In this procedure, students generally brainstorm, research behaviour, write a script, and increase an exciting story. In shifting from storytelling to virtual storytelling, there's one key distinction among virtual storytelling and conventional storytelling. Digital storytelling is supported by means of a whole lot of virtual multimedia gear. Digital storytelling combines a combination of graphics, text, recorded audio narration, video and track to provide records on a particular subject matter through the usage of technology.

Digital storytelling is an especially good technology tool for use in instructional settings as it combines researching, creating, analysing, and combining visual images with written text (Cherry, 2017). Robin and Pierson (2005) adds to this by indicating that integration of visual elements with written text enhances and accelerates student comprehension. In addition,

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digital storytelling has a variety of applications in the classroom, including the telling of personal stories, narrating past events, or as a means to teach on a particular topic (Jakes, 2006). Most of the work on digital storytelling began in 1990 as Joe Lambert developed digital storytelling in the virtual world as the cofounder of the Centre for digital storytelling (CDS). Since that point, the CDS has been influential in developing and disseminating the Seven Elements of Digital Storytelling, which aids teachers in creating digital stories with their students (Robin, 2008). Creating digital stories in education brings with it a number of different variables that impact instruction and student interactions.

2.5. Virtual instruction on learning

According to Prensky (2001), today's students are the primary era to develop in the virtual era. During their everyday lives those students were robotically uncovered to computers, digital games, virtual track players, video cameras and cell phones. They are immersed in immediate messaging, emails, net browsing, blogs, wiki gear, transportable track, social networking and video sites (Prensky, 2001; Lea & Jones, 2011; Sternberg et al., 2007). These technologies permit them to speak immediately and get admission to any facts from surely any vicinity through pushing some buttons (Autry & Berge, 2011).

Caldwell (1998) found that the usage of multimedia aids (e.g. picture, audio, and video) engages students in language learning, stimulates their imagination, and additionally allows them to give significant output. Technology has emerged as an outstanding presence withinside the area of education (Arnold & Ducate, 2006), however questions stay as to how instructors make use of the era to optimise students' learning. In the twenty-first century, the usage of era in coaching has emerged as greater vitality due to the fact instructors can also additionally be forced to hold up with technological advances and with the technological expertise in their college students (Arnold & Ducate, 2006).

Facebook became installed in 2004 and has grown exponentially to emerge as now no longer simplest the maximum famous social networking service withinside the world (Mazman & Usluel, 2010. According to Facebook, there are over one thousand million customers worldwide (Facebook, 2012) and nearly 80% of these customers are from outside

America and Canada (Facebook, 2012). According to Napoleoncat.com (Social media control device) there are 518 four hundred Facebook customers in Bhutan in August 2020, which accounted for 61.5% of its complete population.

On an everyday basis, thousands of people get admission to Facebook to connect to their own circle of relatives and buddies. Many students spend greater time socialising with their buddies through Facebook. Students have less time to self-observe on books or instructional websites. To get the advantages from Facebook rather than being towards using Facebook, instructors can creatively appoint them as a gear for assisting students' non-stop learning activity (Hassan, 2014). Facebook, a social media application, is part of tens of thousands of students lives. Students use Facebook for speaking with buddies and gambling games. Since they use Facebook often and comfortably, we can also additionally take advantage of this entertainment-orientated web page as an edutainment device. Although there are numerous gears to be used for eLearning, Facebook appears to be one of the best gears due to the fact students commonly reply to discussions fast and are cushty sufficient in their "space" to percentage their facts and opinions.

Mr. Faryadi (2017) researched the effectiveness of Facebook in language learning and found out it indeed helped students to improve their English proficiency, besides learning new words and terminologies. A triangulation method (quantitative, qualitative, and descriptive) was employed in the investigation. A total of 900 undergraduate students participated. The 900 participants were first year students from USIM. The instruments used in this research were questionnaires, interviews, and observations. Results from a pre-test and a post-test showed that students who used Facebook i.e. the control group outperformed (88.8% passed) the students who were not exposed to Facebook (60% passed) in all the three categories.

Alsaleem (2018) investigated the effect of utilising Facebook activities on enhancing oral communication skills for English as Foreign Language learners (EFL) in the English Department at Yarmouk University, Jordan. The researcher hypothesised that if these learners practised Facebook activities, their oral communication skills may be improved. For answering questions of the study, the researcher designed a pre-post oral communication skills test to determine the participants' mastery of oral communication skills. Furthermore,

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she uploaded the activities on a Facebook account that were made available for all the participants of the study. Results revealed that the suggested Facebook activities were effective in improving participants' oral communication skills.

There has been a growing interest in the last years to deliver materials with mobile devices to the learner while on the move. Given that mobile devices have wireless connection, this practice has become more and more popular in the mobile-learning environment. Before having access to the recent Mobile Instant Messaging (MIM) applications, such as WhatsApp, Line, Viber, etc, a recurrent practice among researchers and practitioners was to use Short Message Service (SMS) as a pedagogical tool to transmit and receive learning and information contents (Hayati et al., 2013). Digital communication between groups of students and between students and teachers has become popular during the last decade through various channels: email, SMS, Facebook groups, Twitter, and recently over WhatsApp ((Bouhnik & Deshen, 2014).

According to Kadirire (2007), any chat could be used as a mobile-learning tool, but when it comes to student interaction with commercial chats versus mobile chats, learners prefer the latter instead of chats on social networks for learning. Moreover, Bere (2012) revealed that students prefer to use WhatsApp instead of the Blackboard learning environments for Computer Supported Collaborative Learning (CSCL). Another study collected the main features of fifteen commercial chats from different platforms and devices, such as Facebook, Gmail Webchats, Para chat, Line, Skype, WhatsApp Messenger, Google Hangouts App, Viber, SpotBros App and Autor, in order to analyse if they could be used in learning environments. They concluded that the chats which better fit in learning environments are Facebook and Para chat. Moreover, chats such as: WhatsApp, Line or Para chat have some accessibility features that allow a better use of the chat for people with disabilities. WhatsApp, on the other hand, allows blocking private windows and Para chat allows personalising the format of the received and sent messages (Calvo, Arbiol, & Iglesias, 2014, p. 258).

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2.6. Digital technology among young learners

Nowadays, screen media like mobile phones and television is becoming more and more popular among young children. Research indicates that pre-schoolers are often familiar with digital technology before being introduced to books (Brody, 2015). The use of digital technology for learning language among young learners has become an important issue among EFL teachers, learners, and stakeholders. For the EFL teachers, digital technology is beneficial in that they can enhance their teaching quality by helping their young learners to learn the language (EDC, 2018). Interestingly, young learners, upon amazing innovation of digital technology, have indulged in utilising various digital literacy tools such as the internet, mobile phones, online and offline games, texting, and drawing tools (Downes, 2002; Carrington, 2005; Marsh, 2006). Such a wide range of digital technologies is useful for the young learners to improve their understanding towards every word, text, and meaning as delivered via the digital literacy tools. It implies that young learners develop their digital literacy through such digital literacy tools, which also promote self-regulated learner autonomy (Turula, 2017) when young learners force themselves to learn English. In line with that, digital literacy allows for accessing, analysing, evaluating, creating and participating with multimedia messages (Jolls, 2008). Moreover, young learners with high digital literacy learn English by transforming, informing, and reforming messages or texts from digital literacy tools (Davidson, 2009).

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Young learners who believe in the ability of digital literacy tools that help them understand texts or messages experience multimodal literacies. This kind of literacy is combined from several digital literacies which allow the learners to access listening, writing, reading, viewing, speaking processes simultaneously (Kress & Jewitt, 2003; Pahl & Rowsell, 2005; Walsh, 2008). There has to be a good strategy for young learners to understand digital texts as they contain information graphics which give various views of information compared to that of printed texts (Carrington, 2001). In this case, the multiliteracies are determined by evaluating young learners' digital literacies. In other words, digital literacy helps to improve young learners' multiliteracies through careful, detailed understanding.

2.7. Digital Storytelling on Student's Speaking Ability

The impact of digital storytelling on the learners' speaking ability is widely mentioned from numerous literature reviews. Digital storytelling is framed as a really influential technology tool in English learning (Eissa, 2019). Learning English needs students to be informed of the ways of instruction (Lucarevschi, 2016). Researchers frequently attempt to gauge the effectiveness of the methods with the help of mistreatment activity to the extent of enjoyment. Digital storytelling is likewise examined in phrases of its enjoyment among most of the school students. Previous analysis has given numerous reviews based on the use of virtual storytelling on students English speaking throughout the study. The preliminary roles of virtual storytelling excite ESL learners. Students report substantial enhancements of their self-belief after the use of virtual storytelling. After digital storytelling activities, students increasingly present their ideas with confidence, whether working individually or in groups (Rahayu, 2017).

One of the positive effects is the enhancement of students' engagement (Kallinikou & Nicolaidou, 2019). When operating in groups, the teachers are induced to show off their information of the contexts. They will speak what's of their thoughts primarily based totally on what they heard. The type of engagement withinside the study room lets them to show their points. It is in these forums wherever the speaking ability of the teacher is increased (Kallinikou & Nicolaidou, 2019). Additional practises of this type of activities contribute to their endless opportunities towards the strengthening of their speaking ability.

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Of interest to the present study are research efforts that focused on the development of learners speaking skills in a foreign language through digital storytelling. Somdee and Suppasetseree [2014] conducted a study with a sample of 50 undergraduate students at a Thai university by implementation digital storytelling for the development of English language skills. Results over 10 weeks showed that digital storytelling helped students to improve their oral skills while practicing their speech during the creation of digital history. The responses from the semi structured interviews showed that students were more active and self-directed in the learning process, which boosted motivation and involvement. The experimental study of Razmi (2014) studied the extent to which the use of digital storytelling influences the

narrative skills of 60 students, divided into two groups, experimental and control, and examined their oral production and proficiency. Results illustrated that using the technique of digital storytelling, students developed better oral skills as they became more creative and gave their best to create a digital story.

Abdelmageed (2018) investigated the effect of digital storytelling on learners' oral proficiency in the English language, and to determine the extent of learners' satisfaction with the digital storytelling experience. The research study employed a quasi-experimental design in which eight first-year college students in Egypt participated in digital storytelling for five weeks in 2017. The instruments for data collection consisted of a pre–post speaking proficiency test, an interview, and participants' written reflections. The findings of the study of Abdelmageed showed that there was a statistically significant positive effect of digital storytelling on learners' oral performance. It was also revealed that participants were greatly satisfied with their experience.

When it comes to primary learners, digital storytelling tools provide opportunities for them to begin communicating their ideas by simply adding pictures and recording their narration to describe what they've drawn, providing an opportunity to practice retelling before they begin writing (Kolk,2020). For students who aren't yet strong readers or confident speakers, or are new to the English language, creating digital stories provides an authentic opportunity to practice fluency. Creating digital stories, like the ones they are watching on YouTube and Netflix, help young learners see how the skills they are learning in school connect to the world around them.

Digital stories allow children younger than six to understand a new language (Verdugo & Belmonte, 2007). Young children are able to enjoy a story through digital media, without understanding how to read it (Judge et al., 2004). They could enhance communication skills by learning how to organize their thoughts, ask a question, express opinions, and construct narratives while interacting with others and computers in the creation of digital stories (O'Byrne et al., 2018).

2.8. Previous research

Amru (2016) used storytelling technique to review if it might facilitate overcoming a number of the difficulties the students had in mastering EFL speaking skills. The target of the study was to check the students' mastery of language once they practised speaking through the storytelling technique. The study used experimental study methods with a sample that was divided into an experimental group and a control group. The results showed that the speaking skills of the experimental group, taught with the storytelling technique, improved rather more and were considerably higher than the advance within the speaking skills of the control group.

Mirza (2019) introduced digital storytelling (DST) as an optional assignment in an EFL communication course in the fall of 2017-2018. Participants were 20 second-year student-teachers majoring in EFL education. After the completion of their individual or group digital storytelling projects, all the 16 videos were uploaded on the researcher's YouTube channel and shared on Facebook and WhatsApp. Participants then answered open-ended survey questions about their experience working on DST. Results showed that most participants found the activity enjoyable and educational and were eager to repeat their experience, in spite of the technical difficulties they faced. Many participants also reported having gained more self-confidence and improved their Pronunciation and their ability to deliver presentations.

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Abdelmageed (2018) investigated the effect of digital storytelling on learners' oral proficiency, and determined how far learners were satisfied with the digital storytelling experience. The research employed a quasi-experimental design in which eight first-year college students at Zewail University of Science and Technology in Egypt participated in the treatment that lasted for five weeks in the summer of 2017. The findings showed that there was a statistically significant positive effect on learners' oral performance. It was also revealed that the participants were greatly satisfied.

Elenein (2019) studied the effect of utilising digital storytelling on developing oral communication skills for 5th grade students at Rafah Primary schools. It adopted a quasi-experimental approach. The study revealed many findings that there was a positive effect of

digital storytelling on developing oral communication skills. The study also recommended that digital storytelling should be used to develop students' oral performance at primary and secondary schools. Considering all the positive results from previous studies, this study utilised digital storytelling techniques in primary level students to develop their speaking ability.

2.9. Conceptual Framework

This study aimed at the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. The research framework was to enhance the speaking ability using digital storytelling techniques through virtual instruction as shown in Figure 1. The independent variable for the study was digital storytelling through virtual instruction. It was the controlled input in the research, which was meant to create variations on the students' speaking ability. Therefore, the information to be considered in digital storytelling was very influential. The dependent variable for the study was the students' speaking ability and the opinion towards the use of digital storytelling. The variable was affected by the input, which is digital storytelling through virtual instruction. This kind of information was likely to have varied influences on the speaking ability of English learners. In a pre-test and post-test design, the dependent variable was measured once before the treatment was implemented and once after it was implemented.

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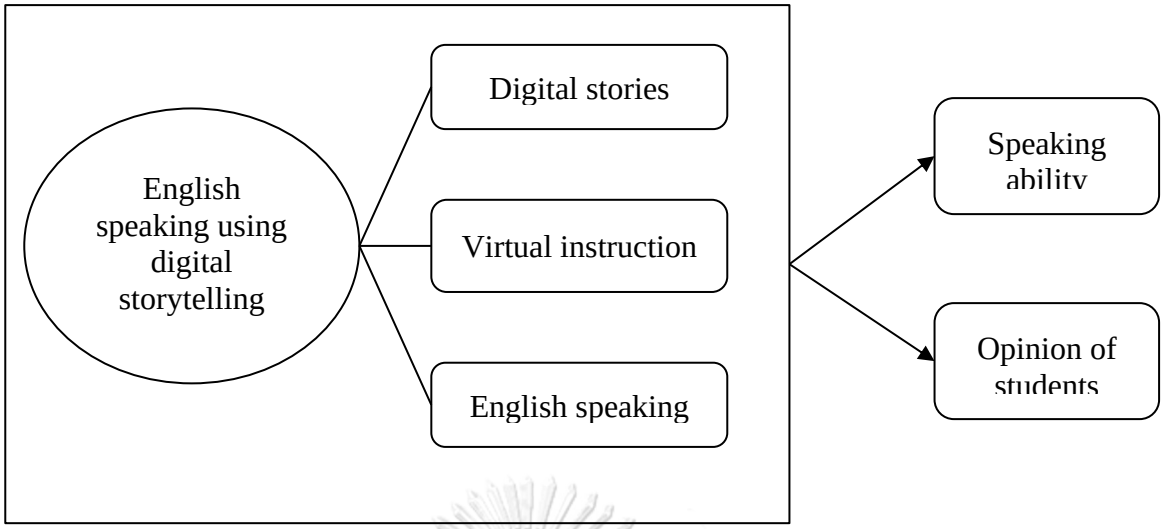

Figure 1 Conceptual framework of the study

A few of the factors that are introduced by Robin and Pierson (2005) are clarity of voice, pacing of the narratives, and good grammar and language usage. The clarity of voice was put into practice because the students were able to listen to their own voice and evaluate for corrections, in which grammar, pronunciation, vocabulary and language usage were eventually incorporated to their learning abilities. The conceptual framework of this study was to determine how digital storytelling affected the speaking ability of lower primary level students. Factors in the speaking proficiencies such as pronunciation, vocabularies, verbal communication skills and grammar were reinforced to students in constructing their digital storytelling. Students were taught using the fairy tales from grade 3 supplementary textbooks. Among the suggested supplementary readers from grade 3 English textbook, three fairy tales were selected.

During the entire sessions of teaching and learning, they were exposed and reinforced to pronunciation, varieties of vocabularies and verbal communication skills. Similarly, grammar was practised through constant repetition and scaffolding. Digital literacy allows students to enhance their communicative skills towards others in the web community through feedback as well as referring to the global exposure of digital storytelling (Mutta, 2014). In relation to global, technological and visual literacy, students are able to observe and practice their speaking proficiencies by evaluating the available online digital stories in comparison to their own. At this point, they will be able to construct the differences in grammar or

pronunciation in narrative storytelling. Isabel et al (2004: 158) state that stories are a very promising and influential educational means for foreign language teaching and learning.

The students were taught using digital stories through Facebook applications. Students were given digital stories to watch, and later were asked to retell those stories. They had to record the video of their retold stories and send the final version of 2-3 minutes to the group. The researcher also used stimulated recall interviews with the best, low and average retold stories. Students were asked to create their own personal story as a project work. Those stories were assessed using rubrics to check their pronunciation, comprehension, grammar, vocabulary and fluency.

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CHAPTER 3

RESEARCH METHODOLOGY

This study was aimed to investigate the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. This chapter starts with the research design, followed by population and sample. Then the research procedures and the research instruments are discussed. The final part is the explanation of the data collection and the data analysis.

3.1. Research Design

This study used one group pre-test/post-test and semi-structured interview to examine and understand the research problem more completely. In order to gather the data, two main tools; pre-test/post-test of English speaking and semi-structured interview were used to study the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. Semi-structured interviews were used with the high, moderate and low proficiency students. All the participants were added in the Facebook group with proper consents from the parents or guardians. Before conducting the study, the researcher met the guardians and parents of the students physically in one of the school meetings and briefed them about the study and emphasised their role in it. They were assured that their child's performance in the study wouldn't affect their school's annual academic performance.

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Then the students of grade three were added to a Facebook group with the assistance from their parents and guardians. The study was conducted for eight weeks and there were two classes of 50 minutes each. At the beginning of the study, students were briefed and they were taught to explore the Facebook application and Facebook messenger application and how to operate it. While 23 of the students had their Facebook account and had previous experience of handling Facebook and messenger applications. 7 had difficulty and the school computer teacher helped seven of the students create their first Facebook account. The researcher had familiarisation classes where the students learned what they

will be doing in 8 weeks. Once the students were comfortable, a pre-test was conducted where they were given a picture card and they were asked to narrate the story using the cards in the group. The participants recorded their narration of 2-3 minutes using their phone camera and posted it in their Facebook timeline.

During the eight weeks of lessons, they were taught using the digital stories from YouTube through Facebook messenger. The students watched the videos of 5-15 minutes and retold those stories in 2-3 minutes. Each student recorded their retelling video using their own creativity and posted in their Facebook timeline. A semi-structured interview was done twice, after first video submission and once after their last video submission. The semi-structured interview was done after selecting the nine mixed students of high, moderate and low proficiency students from their pre-test scores. The interview was done in order to investigate their opinion about the digital storytelling through virtual instruction. At the end of the lesson, they were given the same set of picture cards as in the pre-test and the students narrated 2-3 minutes of story after looking at their given picture cards. One of the Experts suggested during the validation of the instrument to keep the pre-test/post-test activity to be identical as to obtain meaningful results. The narration of the pre-test and post-test were compared using the paired sample *t*-test.

One of the tools used in this study was pre-test and post-test, so one group pre-test/post-test design (Cohen et al., 2007) was used in order to investigate the effects of digital storytelling on students' speaking ability. In Figure 2, a one-group pre-test-post-test design is shown.

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Figure 2 One-Group Pre-test/Post-test (Örnek, 2007)

As shown in Figure 2, one group of subjects were given a pre-test, the treatment, and lastly post-test respectively. The pre-test and post-test were administered before and after treatment of the digital storytelling. The pre-test and post-test videos were assessed using the Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004). The analysis was made through paired sample *t*-test from the results of the pre-test/post-test and a semi-structured interview was analysed using content analysis.

The researcher asked the most favourable time of the participants to attend online class on Facebook and the students unanimously agreed at 7PM on Tuesdays and Fridays. So, the classes were taken 2/3 hours each week. The participants were notified with rules of the whole session and agreed to follow it strictly. In each session, the researcher downloaded the story from YouTube noting the level of students' proficiency and aligning with the syllabus of grade 3 English supplementary textbook. The participants had to listen to the audio of the recorded story first and then listen again with videos in the second round. For the next session, each of them had to retell the story recorded in their phone camera or any mobile application and they shared it in their Facebook timeline.

3.2. Context

The current study was conducted in one of the Primary Schools in Bhutan which had the internet facilities in the community. The participants were grade three, day students as the boarding school does not allow the students to bring mobile phones in the school. From pre-primary to grade 3, there are three subjects which are English, mathematics and Dzongkha. English and mathematics are taught using English as a medium of instruction whereas Dzongkha is the only subject taught in the national language from pre-primary till graduation. Speaking skill is included in English subjects where the elementary teachers teach through various activities. But compared to other language skills, speaking is the least focused skill in the curriculum. Thus, Bhutanese students are better in reading and writing skills compared to listening and speaking skills.

One group pre-test/post-test design was implemented to 30 students to develop the speaking ability using DST techniques for eight weeks. The students attended the classes virtually using Facebook and messenger applications from their respective locations. The

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virtual classes were taken twice a week for 2/3 hours per week. All the instructions were given from Facebook messenger application and the students posted their work on their respective Facebook timeline. The videos submitted by the students were assessed using scoring rubrics of Brown (Appendix H).

3.3. Research Population and sample

The population in this research was 30 third grade students who studied in one of the primary schools in Bhutan in the academic year 2021. The sampling design of the study used purposive sampling design. The students of this study were purposely selected from 30 third grade students who use English as a second language. Grade 3 students have three subjects which are English, mathematics and Dzongkha. Speaking skill is combined in an English subject along with the other three language skills. In order to see the different results of the students' speaking achievements after the given intervention, the total number of the sample was not too big to have effective intervention. The researcher therefore intended to take only a class of 30 students from grade three from that school. In the semi-structured interview, 9 students were chosen from 30 participants.

The selection of the students for the interview were based on two factors; 1) their pre-test scores and 2) their voluntarism. The voluntarism was based on the student's availability of free time and their parents/guardian's agreement. 9 students from the low (3), moderate (3) and high (3) proficiency from the pre-test were selected on a voluntary basis. From the pre-test those who scored 11, 12 and 13 were considered the low, six of them scored 11, 12 and 13 and three of them voluntarily agreed to do the interview considering the availability of their free time. The students with moderate proficiency were the ones who scored 14, 15 and 16 in their pre-test scores. Nineteen of the students scored 14, 15 and 16 in their pre-test from which three of them volunteered for the semi structured interview. From the five high achievers who scored 17, 18 and 19, three of them volunteered for the interview. The Data was collected in the form of audio messages in messenger application and the transcription were analysed using content analysis.

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3.4. Research Instruments

The researcher used both quantitative and qualitative methods to collect the data. In order to collect the quantitative data, the pre-test and post-test were used. In the qualitative measurement, a semi-structured interview was used. The pre-test and post-test were to measure the effect of digital storytelling in development of the students speaking ability and semi-structured interview was used to find out the opinion of students towards the use of digital storytelling through virtual instruction in development of their speaking ability.

3.4.1. Pre-test and post-test of speaking

In this study, the researcher used pre-test, treatment and post-test. The researcher conducted a pre-test before the treatment and post-test after the treatment of about 50 minutes. In both the pre-test and post-test, the students were given a picture card to use while narrating the story. The students narrated the story for 2-3 minutes using the picture cards and submitted the video in the Facebook messenger group (See Appendix F). Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004) was used where they were assessed on five aspects: pronunciation, fluency, grammar, vocabulary and comprehension (See Appendix H). In this tool, the researcher used a paired sample *t*-test, that is, a test to know the significance of difference between the result of students' mean scores in all mean scores of pre-test and post-test.

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3.4.2. Semi-structured interview

In the semi-structured interview, 9 students were chosen from 30 participants. The 9 participants represented: high proficiency level, moderate proficiency level and low proficiency level students. Nine students from the low (3), moderate (4) and high (3) scores from the pre-test were selected on a voluntary basis. The Data were collected in the form of audio messages in messenger application and the transcription were analysed using content analysis.

Semi-structured interview occurred in two phases: after teaching the lesson of Cinderella and after the students submitted the video of their personal favourite

stories. Nine interviewees were picked out from the 30 students in the high, medium and low score groups of the pre-test to elicit their opinions on the course. The semi-structured interview questions were divided into four categories: Digital storytelling techniques, Virtual instruction, English speaking activity and opinion towards the course. The purpose of dividing the questionnaire into four categories was to find out if the input of digital storytelling is improving the students' speaking abilities and also to know the opinions of the students towards the course and the use of virtual instructions. The process of interviews was audio-recorded and transcribed for qualitative data analysis. The interview questions were developed by the researcher and were validated by experts by administering IOC form. The interview questions of the study were:

A. Digital storytelling technique

1. Do you prefer text stories or digital stories?
2. How many times did you record the video before finalising the last draft?
3. How different is this activity from your retelling of stories in the regular classroom?
4. Does digital storytelling help you understand the story better than the regular storytelling in the classroom?

B. Virtual instruction

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5. How did you feel while sharing your story virtually?

6. How do you feel when you use English in a virtual classroom compared to a regular classroom?

7. Do you prefer virtual classroom activities over regular classroom activities? Why?

8. Do you think there's productive learning in the virtual classroom compared to regular classroom learning?

C. English speaking ability

9. Does digital storytelling help you comprehend unfamiliar words?

10. After completing the task, do you find improvement in your fluency?

11. How does digital storytelling help you improve your English speaking?

12. If you were attending the same lessons in a regular classroom, would it have had the same effect as digital storytelling in your English speaking?

D. Opinion towards the course

13. Do you think digital storytelling is more interesting than text storytelling? Why? Why not?

14. Do you prefer the activities in the virtual classroom or in the regular classroom?

15. How do you feel when you speak English in a virtual classroom? Do you feel the same in a regular classroom?

16. Do you like the lessons taken in a virtual classroom or regular classroom? Why?

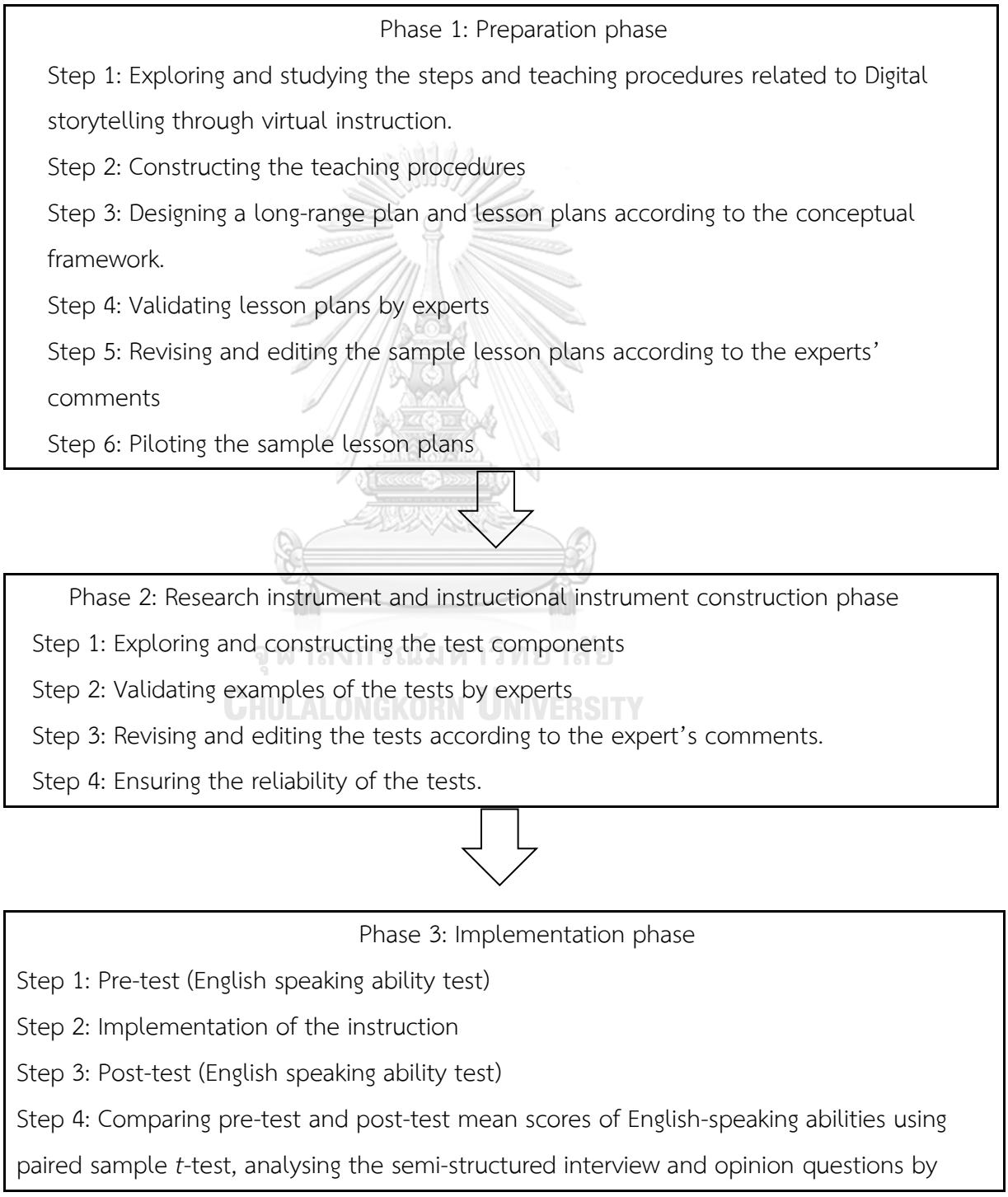
3.5. Instructional materials and procedure

The instructional materials used in this research consisted of lesson plans for eight weeks and digital stories from YouTube (See Appendix C). Instructional steps were as follows; 1) teacher introduces the story by eliciting background knowledge in the introduction, 2) teacher teaches new vocabulary items necessary for the students to retell the story, 3) students watch the digital story, 4) teacher checks students' comprehension of the story, 5) teacher teaches retelling techniques. The students were introduced to retelling gloves in detail and it was used to retell every story after they finished watching. The students used the retelling gloves to record the video of their story retold and submit in the group chat. The students were given activities to interact with their classmates and express their ideas related to the stories being taught.

The students were given digital stories of 5-15 minutes. Selection of the stories were based on the appropriateness of the learners' level of language proficiency and the Curriculum of Bhutan. To assess the effectiveness of digital storytelling on learners' speaking ability, the students were asked to retell the stories in 2-3 minutes. In one of the tasks the

participants had to create a story individually of their own and narrate to the whole class. A rubric was used to assess their English-speaking ability while they narrated the stories. A semi-structured interview was used with nine students after they retold their first story and when they submitted their individual story creation.

Figure 3 Procedures of the study



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using means and content analysis.

Table 1 Long-range Plan

Weeks	Topics	Learning outcomes	Teaching Learning materials	Assessment
Week 1 50 mins	Introduction Familiarization		Mobile phone Internet access for instructor and students Laptop/iPad for instructor	
Week 2 100 mins mins	Pre-test Story creation using picture cards		Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	Pre-test
Week 3 100 mins	Familiarisation of the instructional tools and the content	Familiarisation with the virtual instruction applications such as Facebook and Messenger Demonstration on how we retell the stories Discussion on the topics to be	Mobile phones Internet	

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		covered		
Week 4 100 mins (2 periods)	Fairy Tale Cinderella *Semi Structured interview*	● answer questions about the story and predict what will happen next. ● pronounce the new vocabularies correctly ● retell stories using correct pronunciation after watching the video (digital story of Cinderella) in a Facebook group. ● answer the comprehension questions related to the story.	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	
Week 5 100 mins (2 periods)	Fairy Tale Four brothers	● watch the video and predict what will happen next. ● retell stories after watching the video (digital story of four Brothers) in a Facebook group. ● answer the comprehension questions related to	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	

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		the story.		
Week 6 100 mins (2 periods)	Fairy Tale Princess and the peas	● recall facts from “The Princess and the Pea” and accurately answer questions such as who, what, where, and when, with prompting and support ● interpret information to answer questions and express opinions about “The Princess and the Pea” ● describe the characters, setting, and plot ● retell the story in the form of audio or video recordings after watching the video of Princess and the peas.	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	
Week 7 100 mins (2 periods)	Personal story creation (Digital storytelling) *Semi structured interview*	● Enhance communication skills through asking questions, expressing opinions, constructing narratives, and sharing for an audience ● Develop storytelling	Mobile phone Headphones (Optional) Internet access for instructor and students	

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		skills using mobiles that combines text, still images, audio, video, and other media ● Narrate personal story using range of vocabularies and its correct pronunciations	Laptop/iPad for instructor	
Week 8 50 minutes	Post-test		Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	Post-test

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Table 2 Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004)

	1	2	3	4	5
Pronunciation	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	The accent is intelligible though often quite faulty.	errors never interfere with understanding and rarely disturb the native speaker. Accents may be obviously foreign.	errors in pronunciation are quite rare	equivalent to and fully accepted by educated native speaker
Grammar	errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical,	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	equivalent to that of an educated native speaker.

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			social and professional topics.		
Vocabulary	speaking vocabulary inadequate to express anything but the most elementary needs.	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	(no specific fluency description. Refer to the other four language areas for implied level	can handle with confidence but not with facility most social situations, including introductions	can discuss particular interests of competence with reasonable ease. Rarely has to grope	able to use the language fluently on all levels normally pertinent to professional needs. Can	has complete fluency in the language such that his speech is fully accepted by educated

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	of fluency.)	and casual conversations about current events, as well as work, family and autobiographical information.	for words.	participate in any conversation within the range of this experience with a high degree of fluency.	native speakers.
Comprehension	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialised knowledge)	comprehension is quite complete at a normal rate of speech.	can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

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3.6. Validity and Reliability of Research Instrument

3.6.1. Validity

The validity of the research instrument and the instructional instrument is measured through construct and content validity which is an evidence that supports validity whether the instruments (1) requires the participants to perform the behaviour that is being measured and (2) taps into the construct as defined (Brown & Abeywickrama, 2010). One appropriate approach to estimate content and construct validity is the Experts Judgement in which three experts were invited to make judgement of each item using the Item Objective Congruence (IOC) index (Laksana, 2016). (See Appendix E) Therefore, in this study, content and construct validity were assessed by three experts with at least 5 years of English teaching experience; a professor from Chulalongkorn University, a professor from Thammasat University and one expert from Bhutan (English teacher who completed masters in English from Phitsanulok University).

The validity score of the pre-test/post-test and the semi-structured interview questions were 0.71 and 0.79 respectively (See Appendix F). All the three experts agreed on the lesson plan format with the total index of item-objective congruence (IOC) at 0.72. There were some changes that occurred based on experts' suggestions and comments. Suggestions revealed that criteria of the rubrics were too complicated for the students' proficiency level. The experts also recommended the researcher to make the pre-test and post-test task identical in order to get meaningful results. The researcher was aware of the comments and suggestions and made changes to best suit the students' proficiency and objectives of the research. Each element of the rubrics was simplified to suit third graders English proficiency level.

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3.6.2. Reliability

English oral communication tests were assessed by inter-raters. Both the raters were English teachers who have had experience in teaching English for more than 10 years. Both the raters studied on English oral communication tests and scoring rubrics. Using Cohen's Kappa method to interpret the inter-reliability, the results of

the inter-rater reliability of the pre-test and post-test were 0.91 and 0.98 respectively, which means two raters had almost the same agreement (See Appendix I).

3.7. Data Collection

In this study the data were collected from the students using pre-test and post-test and semi-structured interview. The interview was conducted twice after doing the first activity and the last activity. Semi-structured interviews were also used to find out the opinion of the students towards the use of digital storytelling technique through virtual instruction after random selection of nine participants from low, high and moderate proficiency group. The data collection involved pre-test manipulation with 30 participants. The students were assigned to do the pre-test activity before using Digital Storytelling to develop English speaking ability. All the participants presented the story using picture cards individually for about 2-3 minutes. Then a post-test was conducted after the treatment. The teachers of the English department from Samtenling Primary school were invited to evaluate the students' storytelling task and assessed the participants' speaking ability using the oral proficiency scoring categories proposed by H. Douglas Brown (2004).

3.9. Data Analysis

Data analysis is a process of cleaning, modelling, and transforming data to become more useful (Kabir, 2016). Thus, helpful information was adequately extracted from the raw data. Table 3 illustrates the summary of research objectives, research instruments, data collection and analysis.

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Table 3 Summary of research objectives, research instruments, data collection and analysis

Research objectives	Research instruments	When	Research methods
1. To what extent does the digital storytelling techniques through virtual instruction help in development of the speaking	Pre-test and Post-test	Before and after treatment.	*t*-test of the pre-test and post-test.

ability of lower primary level students in Bhutan?			
2. What are the students' opinions towards the use of storytelling techniques through virtual instructions in development of their speaking ability?	Semi-structured interview	Twice: After first video submission and last video submission	Content analysis

Data Analysis for Research Question 1

The first question is concerned with the effects of digital storytelling techniques to develop speaking ability through virtual instruction for third grade students. To analyse the data, the participants' mean scores from a pre-test and post-test were analysed by a paired-sample *t*-test using statistical package for the social sciences (SPSS) to investigate the effect of digital storytelling techniques through virtual instruction to enhance speaking ability. Then the effect size was calculated to indicate that digital storytelling techniques through virtual instruction had a very large effect on English speaking ability of lower primary level students in Bhutan.

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Data Analysis for Research Question 2

The second question is concerned with opinion towards the use of digital storytelling techniques through virtual instruction to develop their speaking ability. To analyse, the information from a semi structured interview was analysed through content analysis. The interview analysis was adapted from the procedures suggested by Burnard (1991). The researcher followed 14 steps of Burnard (1991) for analysing interview transcripts as illustrated in table 4.

Table 4 The steps in method from Burnard (1991) for analysing interview transcripts in qualitative research.

Stage	Activity
1	Notes were made during and after each interview of the interviewer's impressions relating to the main topics and themes, as well as any additional factors about which the interviewer was aware.
2	Transcripts were carefully read and notes were made on emergent themes and key issues. This step sought to immerse the researcher in the data as it was important that the researcher was aware of the participants' perspectives.
3	Open coding undertaken to identify categories or headings which covered all or most of the data in the interview transcripts.
4	Reduction of the number of categories by identifying broader headings and including sub-headings.
5	A final list of categories without overlap or repetition was produced.
6	Validation of the categorisation by comparing lists made by two colleagues who read the transcripts and compiled category lists.
7	The transcripts were again checked to ensure an exhaustive list of categories had been identified.
8	Transcripts coded.
9	Transcripts checked to ensure that the participants' responses remained within context.
10	Coded sections of transcripts organised into categories and sub-headings.
11	Some of the respondents were then asked if they agreed with the coding of their statements to re-check the validity of the categorisation process.
12	Writing up results.
13	Writing up: accuracy.
14	Relating the results of the interviews to the results reported from the original study.

Burnard, P., A method of analysing interview transcripts in qualitative research. Nurse Educ. Today 1991

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After following Bernard's 14 steps of analysing interview transcripts in qualitative research, the semi-structured interview was categorized into two themes; 1) advantages and 2) challenges. Table 5 illustrates the summary of two themes and its category along with the keywords/key phrases used during coding. There are three categories in the advantages and three in the challenges. The "Advantages" consisted of 3 subcategories namely digital story is authentic material to engage students, virtual environment create space for practicing English and Students improve English speaking, whereas the "Challenges" also consisted of 3 subcategories namely struggles in using online application, problems in internet disruptions and seek peer discussion. The key concepts and the statements are presented on the table 5 below.

Table 5 Categories of interview findings

Themes	Category	Codes
Advantages	1. Digital story is authentic material to engage students	Keywords/ key phrases Interesting, fun, printed story is boring, enjoyable, happy, like, work on our own, chance to talk, share stories, record videos, post videos, participate
	2. Virtual environment creates space for practicing English	Keywords/key phrases Speak English, speak local language at home, mix Dzongkha with English in school, use English in virtual class,

		Keywords/ key phrases
	3. Students improves English speaking	Improve pronunciation by follow videos, retelling, self-confidence, new vocabulary, understand better, comfortable, comprehension, fluently,
Challenges	1. Struggles in using online application	Keywords/key phrases Difficulty in handling Facebook, couldn't upload video, problem opening link
	2. Problems in internet disruptions	Keywords/key phrases Slow, weak, internet problem
	3. Seek peer discussion	Keywords/key phrases Confident with friends, need friends, need help

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3.10. Pilot Study

A pilot study is useful in research for the validation of the research instruments. Also, it works to ensure that the research methodology is reliable. The researcher conducted a pilot study prior to the main research in Samtenling Primary school. All the participants of the pilot study did not in any way take part in the primary examination.

3.11. Ethical Considerations

Ethics are part of the research. The researcher is keen to observe all ethical considerations. Before beginning the researcher obtained an approval letter from the Ministry of Education, Bhutan. The logic of approval conditions enabled the researcher to conduct research without obstruction in the school. The permission was sought further from the District Education Officers to begin collecting the data for the research. Furthermore, to do away with inconvenience and disturbance in their normal teaching schedule, the research sought approval from the subject teachers beforehand. Finally, the parents and the guardians were consulted regarding the research and sought their approval.

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CHAPTER 4

RESULTS AND FINDINGS

The purpose of the study was to analyse the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. The participants of the study were 30 lower primary school students from one of the primary schools of Bhutan. The participants were grade three students in the academic year of 2021 who use English as a second language. Of these, 21 were female and 9 were male participants. Generally, the age of the participants ranged from 9-13 years old. Data from this study were obtained through pre-test and post-test focusing on the speaking ability of the students. Furthermore, this study investigated the students' opinion towards the use of digital storytelling using virtual instruction in enhancing their English-speaking ability using semi structured interviews.

4.1. Research Question 1: To what extent does digital storytelling techniques through virtual instruction help to develop the speaking ability of lower primary students in Bhutan?

To answer this research question, the *t*-test to compare means of pre-test and post-tests scores were performed. The researcher conducted a pre-test before the treatment and post-test after the treatment of about 50 minutes. In both the pre-test and post-test, the students were given a picture card to use while narrating the story. The students narrated the story for 2-3 minutes using the picture cards and posted it in their Facebook timeline. Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004) were used where they were assessed on five aspects: pronunciation, fluency, grammar, vocabulary and comprehension (See Appendix H). The effect size was calculated to indicate that digital storytelling techniques through virtual instruction have a very large effect on English speaking ability of lower primary level. The researcher used a paired sample *t*-test of pre-test and post-test, a test to

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know the significance of difference between the result of students' mean scores in all mean scores of pre-test and post-test. The result is illustrated in Table 4.

Table 6 The difference of the students Pre-test and Post-test Scores

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	15.0000	1.64002	-6.73627	-27.293	29	.001
Post-Test	30	21.2667	1.77984				

*P < .05

As illustrated in table 6, it was found that the English-speaking ability of the third-grade students were significantly higher after the post-test as the *t*-test results indicated that the p-value is 0.001 and it is less than 0.05. It can be concluded that the difference between the pre and post-tests results for "total scores" is statistically significant. It showed that there was a significant difference between the students' scores in pre-test and post-test at 0.05 level ($p < 0.05$). Since the p-value (0.001) was less than 0.05, the null hypothesis was rejected. It indicated that there was a significant effect of digital storytelling techniques through virtual instruction on Bhutanese students' English-peaking ability.

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Table 7 (Pronunciation), 8 (Fluency), 9 (Grammar), 10 (Vocabulary) and 11 (Comprehension) illustrates the mean of pre-test and post-test scores of each element of the Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004). Table 6 illustrates the comparison between the overall mean of pre-test and post-test scores. If the p-value is less than the significance level, the difference between means is statistically significant. It can be proved that the mean score of English-speaking ability was higher after learning with digital storytelling techniques through virtual instruction.

Table 7 The Difference of the pronunciation scores in Pre-test and Post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	2.8667	.43417	-1.40000	-15.489	29	.001
Post-Test	30	4.2667	.52083				

*P < .05

Pronunciation: table 7 illustrates that the t-test results indicated that the p-value is 0.001 and it is less than 0.05, and it can be concluded that the difference between the pre and post-tests results for "pronunciation" is statistically significant.

Table 8 The Difference of the grammar scores in Pre-test and Post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	2.8000	.48423	-1.16667	-12.042	29	.001
Post-Test	30	3.9667	.49013				

*P < .05

Grammar: table 8 illustrates that the t-test results indicated that the p-value is 0.001 and it is less than 0.05, and it can be concluded that the difference between the pre and post-tests results for "grammar" is statistically significant.

Table 9 The Difference of the vocabulary scores in Pre-test and Post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	2.9333	.52083	-1.26667	-15.425	29	.001
Post-Test	30	4.2000	.48423				

*P < .05

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Vocabulary: table 9 illustrates that the t-test results indicated that the p-value is 0.001 and it is less than 0.05, and it can be concluded that the difference between the pre and post-tests results for “vocabulary” is statistically significant.

Table 10 The Difference of the fluency scores in Pre-test and Post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	2.9333	.52083	-1.33333	-15.232	29	.001
Post-Test	30	4.2667	.63968				

*P < .05

Fluency: table 10 illustrates that the t-test results indicated that the p-value is 0.001 and it is less than 0.05, and it can be concluded that the difference between the pre and post-tests results for “fluency” is statistically significant.

Table 11 The Difference of the comprehension scores in Pre-test and Post-test

	n	Mean	SD	Mean Difference	t	df	Sig. (2 tailed)
Pre-Test	30	3.4667	.57135	-1.10000	-11.000	29	.001
Post-Test	30	4.5667	.50401				

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*P < .05

Comprehension: table 11 illustrates that the t-test results indicated that the p-value is 0.001 and it is less than 0.05, and it can be concluded that the difference between the pre and post-tests results for “comprehension” is statistically significant.

In addition, the researcher employed Cohen's d to investigate the effect size of the digital storytelling techniques through virtual instruction on English speaking ability of lower primary level students of Bhutan. The value of the effect size was interpreted by using the following classification.

d	**Interpretation**
0.1	Very small Effect
0.20	Small Effect
0.59	Medium Effect
0.80	Large Effect
1.20	Very large Effect
2.0	Huge Effect

The effect size of the digital storytelling techniques through virtual instruction on English speaking ability of lower primary level students of Bhutan is presented on the table 12 below.

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Table 12 The Effect Size of the digital storytelling techniques through virtual instruction

Cohen's d	**Effect Size**
1.25762	Very Large effect

The result indicated that digital storytelling techniques through virtual instruction had a very large effect on English speaking ability of lower primary level students in Bhutan. In summary, the students' mean score in post-test after the treatment of digital storytelling techniques through virtual instruction was higher than it was in pre-test. It suggested that the implementation of the treatment improved the students' English-speaking ability.

4.2. Research Question 2: What are the students' opinions towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability?

To answer this research question, a semi structured interview was used as a tool to get students' opinion towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability. Semi-structured interviews were conducted during the free time of the students usually during weekends or after the school hours. 9 students from the low, moderate and high proficiency group from the pre-test scores were selected on a voluntary basis. 3 students from high proficiency (HP) group, 3 from moderate proficiency (MP) group and 3 students from the low proficiency (LP) group were selected for the semi-structured interview. They are the cluster group for interview analysis. The Data was collected in the form of audio messages in messenger application, then the transcription was analysed using content analysis.

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The interview analysis was adapted from the procedures suggested by Burnard (1991). From the data analysis from the semi-structured interview, the students expressed their opinions about the DST and virtual instruction. Table 10 shows the content coding of two main aspects including advantages and challenges of using DST through a virtual classroom. The "Advantages" implied the positive effects of the treatment, whereas the "Challenges" implied the negative effects towards the use of digital storytelling techniques through virtual instruction on developing their English-speaking ability in terms of advantages and challenges of the technique. The semi-structured interview questions were subdivided into four categories: A. Opinion

of Digital storytelling technique, B. opinion of virtual instruction, C. Opinion of their English-speaking ability and D. Opinion towards digital storytelling as a course.

The semi-structured interviews were conducted twice during the data collection process; after doing the first activity using digital storytelling technique and after the final activity on DST. There were 16 questions of 4 sub categories. Second semi-structured interview was conducted after doing 4th activity on digital storytelling through a virtual classroom among the same participants with the same line of questions. And it was interesting to note that the views have fairly changed. The responses were coded, linked and through the content analysis, several themes were identified based on the line with the research question.

Table 13 Students Opinions towards the DST techniques through virtual instruction on development of English-speaking ability

Students Opinions	Total f of keywords/key phrases in the answer (n=9)	Percentage of the total
Advantages		
1. Digital story is authentic material to engage students	35	35.7%
2. Virtual environment creates space for practicing English	28	28.6%
3. Students improve English speaking	36	36.7%
Challenges		
1. Struggles in using online applications	3	3.06%
2. Problems in internet disruptions	4	4.08%
3. Seek peer discussion	2	2.04%

Note. The total frequencies of keywords/ key phrases in the answers were 98

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In analysing the students' opinions towards the digital storytelling techniques through virtual instruction in development of English-speaking ability, two main aspects of students' opinions were focused: the advantages and the challenges of DST techniques in development of English-speaking ability. “Students improve English speaking” was mentioned the most (f=36) among the advantages, followed by “Digital story is authentic material to engage students” (f=35), and “Virtual environment creates space for practicing English” (f= 28). However, some of the students mentioned that they faced challenges of “Internet disruptions” (f= 4), if they had friends or teachers physically present with them during the activities, they can ask help from them (f= 2), some of the students mentioned that they had struggle in using online application as a mode of learning (f= 3).

To elaborate more on students' opinions towards the DST techniques through virtual instruction, the following section shows the excerpts from the content coding of two main aspects including advantages and challenges obtained from the semi-structured interview.

4.2.1. Advantages from the student’s opinion:

From the semi-structured interview, the students expressed their positive opinion towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability. They claimed that they were happy to join the DST in a virtual classroom because it was beneficial for their English-speaking development. In addition, they also reported that they build their confidence to use English in their daily conversations.

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1. Students improve English speaking

In regards to students improve English speaking skills, the analysis depicted that this advantage obtained the most (36) frequencies in the answer from the interviews. Most students expressed that when they read stories in any printed texts, it was hard for them to understand and pronounce new words. However, the DST techniques helped them to understand the meaning of new words through videos and pictures along with the correct pronunciation. They also reported that they knew how to

speak fluent English using the new vocabularies, grammar, fluency learned from the digital stories. The students agreed that the instruction helped them improve their English-speaking ability. Additionally, they expressed that when they recorded the video of their retold story and play it, they could check their mistakes and correct their own English speaking. With the introduction of digital storytelling, inclusivity had been brought into class

Furthermore, the data shows that DST has a significant effect on increasing students' motivation and confidence to learn English. The task that was presented to the students were to record themselves while telling the story then post a video. It was their first time for many of the students, hence had different reactions and feelings towards the whole experience at first. Most of the students reported to be happy, confident and motivated in their second interview. After doing the activities on DST through virtual instruction, students expressed that they now can speak English confidently with anyone in their daily conversations.

The followings are the keywords and key phrases on developing self-confidence and motivation to speak English:

Pronunciation/ retelling/ self-confidence/ new vocabulary/ understand better/ comfortable/ comprehension/ fluently,

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Excerpt 1

S1: *'It is helpful because I learn to pronounce the words. I don't know how to pronounce it by looking at difficult words in the textbook.'*

Excerpt 2

S4: *'My teacher's English is not like in the video. The English video is fun and I can learn how to pronounce words and speak like in the videos.'*

Excerpt 3

S6: 'I am learning to speak good English by watching videos as videos teach us the meaning of new words and how to use them in sentences.'

Excerpt 4

S8: *'Yes, digital storytelling helps us understand the story better than the regular story because in the classroom we have to read by ourselves and sometimes we cannot pronounce the words very well whereas in digital storytelling we just have to listen and when they pronounce, we have to listen and understand much properly.'*

Excerpt 5

S3 *'After speaking English in our Facebook group, now I feel confident speaking to anyone in English.'*

Excerpt 6

S4: *'In English class we can also speak Dzongkha if we don't want to speak in English. But in the virtual classroom we must speak English and sometimes I make mistakes. I was shy at first but after doing many activities, I am confident that I can speak English anywhere.'*

Excerpt 7

S7: *'I feel more comfortable sharing my recorded videos because I see my friends are also making mistakes but no one is making fun of us speaking like in the classroom. Now I feel confident to speak English with everyone.'*

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2. Digital story is authentic material to engage students

This keyword and key phrase obtained the second most (35) frequencies from the students during their interview. Most of the students have reported that the activities of digital storytelling through the virtual classroom were very much enjoyable and engaging. In their regular classes, students expressed that teachers read the stories and explain the details whereas in the DST, they get to watch the video and listen to the audio which makes them concentrate and understand better. They also expressed that when they read the stories, they ask their teachers or refer to a dictionary for the meaning. They reported that the difficult tasks are done by the teacher and the students get less work to do unlike in DST classes which makes their learning boring.

Students also mentioned that when they are in their regular classroom they are assisted by teacher or friends in all the activities. However, in this study all the 30 students had to participate equally. Digital story proved to be an authentic material to engage students. Students reported that they enjoyed the activities to record the video and remembered it more clearly when they shared it to their friends. When the students were engaged, they expressed to retain knowledge and also made learning more fun.

The followings are the keywords and key phrases on interesting and engaging activities:

Interesting/ fun/ printed story is boring/ enjoyable/ happy/ like/ work on our own, chance to talk/ share stories/ record videos/ post videos/ participate

Excerpt 1

S2: *'I think digital storytelling is more interesting than text storytelling because in digital storytelling we got to learn from videos and by text storytelling we just read from the text without knowing the full story. In digital storytelling we have to watch video and understand and submit our story to madam.'*

Excerpt 2

S3: *'I think digital storytelling is more interesting than text stories because digital stories when told by another person with video and sound helps us to understand more and it is fun.'.'*

Excerpt 3

S9: *'It is so interesting and engaging. I think after completing the task, we find improvement in English because we improve our listening and speaking skills, we can understand the words we didn't know after doing interesting activities.'*

Excerpt 4

S9: *'Yes I think digital storytelling is more interesting than a regular classroom because we get to record ourselves speaking English. And if we make some mistakes, we can again correct our video and make a new one with good English.'*

Excerpt 5

S3: *'Classroom learning is boring; we don't get to participate and most of the time teachers teach or first bench students only talk. In Facebook class, we get to make lots of videos and do many activities.'*

Excerpt 6

S4: '*The activities are different from the regular classroom because in class we have to read ourselves and summarise. Only a few students get a chance to share their stories. On Facebook we have to listen to others and record it which is easy and everyone shares the video.'*

Excerpt 7

S5: *'In the classroom the teacher explains everything and we don't talk much in English. Teacher only talks in the class. In digital storytelling we all get a chance to talk in English.'*

Excerpt 8

S7: *'In the classroom the teacher explains everything and we don't talk much in English. Teacher only talks in the class. In digital storytelling we all get a chance to make videos and talk in English.'*

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3. Virtual environment create space for practicing English

Many students reported that they use other languages in their class but this study created an environment for them to practice and speak English. The Bhutanese people have 19 dialects and most of the students do not use English at their home or school. Even at school, they use Dzongkha language in their daily conversations. Thus, at the beginning of the study, a set of principles were briefed to the students where they agreed to use English only in the course of the study. Students reported that they used a mix of English and Dzongkha in their regular classroom and they had

the opportunity to speak English. This study provided them an environment to practice and speak English. The students expressed that they have improved in speaking English after regularly participating in the activities. They also reported that the reason for them not speaking English was that they were afraid of making mistakes. After participating in the DST activities through a virtual classroom, they accepted the fact that everyone makes mistakes and they started building the confidence to actively participate.

The followings are the keywords and key phrases on providing more English-speaking environment through virtual classroom:

Speak English/ speak local language at home/ mix Dzongkha with English in school/ use English in virtual class

Excerpt 1

S1: *'I enjoy speaking in a virtual classroom because everyone uses the English language only. No one uses Dzongkha and we learn a lot to speak English.'*

Excerpt 2

S2: *'Everyone uses the English language to speak and we don't think of mistakes. It makes me happy to use English on our Facebook group.'*

Excerpt 3

S3: *'I feel happy because we don't get a chance to speak English in school. We speak Dzongkha most of the time.'*

Excerpt 4

S4: *'It helps me to speak pure English without mixing other languages like we do in school.'*

Excerpt 5

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S5: *'Classroom learning is boring; we don't get to participate and most of the time good English speakers only talk.'*

Excerpt 6

S7: *'I feel more nervous in the classroom because friends will laugh at my mistakes in speaking English. In Facebook class, Miss was told only to use English, not Dzongkha. No one says anything whenever I make a mistake because no one is perfect and I feel happy.'*

Excerpt 7

S8: *'I feel scared to talk in English in my classroom because we speak Dzongkha with friends. On Facebook everyone only uses English, so it makes me comfortable to speak English.*

4.2.2 Challenges

Aside from the positive effects, the implementation of the Digital storytelling techniques through virtual instruction also had some challenges. The use of technologies in lower primary grades was a new approach and many of the Bhutanese students were new to the technologies. Some of the challenges were expected like internet disruptions as the internet system in Bhutan is not good. Students expressed their challenges in the following categories:

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1. **Struggles in using online applications**

The participants of the study were grade three students and technologies are used least in the primary level classrooms. During the lesson, the researcher gave them the link to a YouTube story which few students did not know how to open. Although Facebook and messenger applications were familiar to the students, they confessed that they did not use it as a learning platform and it was confusing for few of them. Students were asked to make the video of 1-3 minutes and submit it in the Messenger group chat. One of the students reported that she couldn't submit her work and later revealed it was because the video was more than 25MB which was

beyond what messenger allows us to attach.

The followings are the keywords and key phrases on struggles in using online applications:

Didn't know how to open link/ couldn't upload video

Excerpt 1

S1: *'Yes, umm, digital storytelling helps us understand the story better than regular storytelling in the classroom. But I didn't know how to open the video link and couldn't watch the story.'*

Excerpt 2

S6: *'Yes, digital stories help me understand better than text stories in the classroom. But we can submit our homework directly to our English teacher but my video was 5 minutes long and I couldn't send that in our Facebook group.'*

2. Problems in internet disruptions

During the conduction of the study, few of the students reported that they were not able to watch the full video because of internet disruptions. Some of them revealed that they took time to submit their work because of the slow internet connection in their mobile phones.

The followings are the keywords and key phrases on problems in internet disruptions:

Slow internet/ internet problems

Excerpt 1

S5: *'Yes, digital stories help me understand the story better than the regular stories in the classroom but I couldn't hear what madam said sometimes. My internet is not good.'*

Excerpt 2

S8: *'Yes I think we have productive learning here on Facebook. Sometimes there were problems because videos were getting stuck on the slow internet.'*

3. Seek peer discussion

Students revealed that one of the challenges that students faced during the study was they were not able to discuss with their friends like they do in their regular classroom. Whenever they had any confusion or doubts, they confessed that they would ask the nearby friends who knows and clear their confusions. However, in the virtual classroom they did not get that opportunity to discuss each detail with their mates. Few of them also expressed that they feel confident to speak their mind if they are with their friends.

The followings are the keywords and key phrases on seek peer discussion:

Feel confident with friends/ need friends around

Excerpt 1

S2: *'I prefer the regular classroom because if we have any doubts, we can ask our friends nearby to solve our doubts.'*

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Excerpt 2

S4: *'I was so nervous and did not want to show my face. I wanted to send my voice storytelling. If I was in my class, my friends would be there and I would not feel that much alone and nervous.'*

Summary

In this chapter, the results of the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan were presented based on two research questions: 1) To what

extent does digital storytelling techniques through virtual instruction develop the speaking ability of lower primary students in Bhutan? 2)What are the students' opinions towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability?

Part one revealed the findings of the research question one. It showed that there was a significant difference between the students' mean scores of the DST techniques through virtual instruction in pre-test and those in post-test at 0.05 significance level. It revealed that the implementation of digital storytelling techniques through virtual instruction helped in development of grade three students' English-speaking ability. The effect size of the difference was also 1.25762 which is very large. The result indicated that digital storytelling techniques through virtual instruction had a very large effect on English speaking ability of lower primary level students in Bhutan.

Part two presented the findings of the research question two regarding the students' opinions towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability. The data were obtained by administering a semi-structured interview among 9 students. The findings confirmed that the students felt that the treatment of the study had positive effects towards English speaking ability.

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CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

This chapter dealt with the discussion of the findings from the study of the development of English-peaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan. The first section elaborates the summary of the study and the findings. The second section elaborates the discussions, pedagogical implications, limitations and recommendations for the future of the study.

5.1. The Summary of the study

This study was a one group pre-test and post-test design. It explored the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan as well as investigated the students' opinions towards the implementation of the treatment. The research design was aimed to collect both quantitative and qualitative data.

The objectives of this study were: 1) to study the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan; and 2) to find out the opinions of lower primary level students towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability.

The population in this research were grade three students who studied in one of the primary schools in Bhutan in the academic year 2021. Lower primary level students were the main target of the study after thorough investigations to the previous related studies. There were 30 students who were selected purposely to participate in this study. For the semi-structured interview, 9 students from the low, moderate and high proficiency from the pre-test were selected on a voluntary basis.

The research was conducted in two phases which were the preparation phase and the implementation phase. The preparation phase involved the reviews of related literature and theories, related documents, and school syllabus and curriculum. The reviews of related literature and theories were focused on storytelling, speaking ability, digital storytelling and virtual instruction. The researcher constructed the lesson plans and research instruments, had them validated, and used them in the pilot study. The process also included the revision of the lesson plans and research instruments after the pilot study.

In the implementation phase, the researcher firstly started conducting the pre-test before doing the treatment by creating a group in Facebook and assigning them a story narration activity by looking at the picture cards. The students narrated the story of 2-3 minutes using the picture cards and submitted the video in the Facebook messenger group. The results of the test determined the speaking ability of the students before implementing the treatment. The pre-test was conducted in week 1, whereas the treatment was conducted in week 2 until week 7. After giving the treatment, the post-test was conducted in week 8 to explore the students' speaking ability after the treatment, and the semi-structured interview was conducted in week 9. Ten students were employed to participate in the interview to investigate their opinions towards the implementation of the treatment. After that, both qualitative and quantitative data were analysed. The quantitative data gained from the pre-test and post-test were analysed by using paired sample t-tests. On the other hand, the qualitative data were analysed by using content analysis.

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5.2. The Summary of the findings

The findings of the development of English speaking ability using digital storytelling techniques through virtual instruction were presented into two sections based on the research questions: 1) to what extent does digital storytelling techniques through virtual instruction develop the speaking ability of lower primary students in Bhutan, and 2) what are the students' opinions towards the use of digital

storytelling techniques through virtual instruction in development of their speaking ability.

There were 30 students who participated in this study. In terms of the development in students' speaking ability, the results showed that there was a significant difference between the pre-test and post-test as the p-value is 0.001 and it is less than 0.05. It can be concluded that the difference between the pre-test (15) and post-tests (21.30) results for “total scores” is statistically significant. The result from the Cohen’s ds effect size was also 1.25762 which indicated that digital storytelling techniques through virtual instruction had a very large effect on English speaking ability of lower primary level students in Bhutan. In summary, the findings have practical significance of research outcome. The result also suggested that the implementation of the treatment improved the students’ English-speaking ability. In short, it can be concluded that the implementation of DST techniques helped in the development of lower primary students' English-speaking ability.

Regarding the students’ opinion towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability, the data were obtained from semi-structured interviews of 9 students representing three categories, namely high proficiency, mid proficiency and low proficiency. The interview analysis was adapted from the procedures suggested by Burnard (1991). The researcher followed 14 steps to analyse the semi-structured interview data. The students' responses were categorised into two elements which were the advantages and the challenges of the treatment. The results revealed that digital storytelling techniques through virtual instruction mostly had advantages on students' speaking ability including their boost in confidence, interest, motivation, participation and English-speaking ability.

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5.3. Discussion

The objectives of this study were to explore the development of English-speaking ability using digital storytelling techniques through virtual instruction for lower primary level students in Bhutan and to investigate the opinions of lower primary level students towards the use of digital storytelling techniques through virtual instruction in development of their speaking ability. This study sought to contribute to a growing body of studies hence the bulk of literature in the digital storytelling and virtual instruction field. This section presents the discussions of the findings in relation to the previous studies.

5.3.1. Students English speaking ability improvement

The results from the comparison of the pre-test and post-tests of speaking activities indicated that the mean score of the post-test was higher than that of the pre-test. The mean differences of the speaking test showed that there was a wider range of scores between the pre-test and post-tests of the data collected from 30 students. The result from the Cohen's ds effect size was also 1.25762 which indicated that digital storytelling techniques through virtual instruction had a practical significance on English speaking ability of lower primary level students in Bhutan. The *t*-test of pre-test and post-tests were performed with respect to all the five dimensions of Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004), such as pronunciation, grammar, vocabulary, fluency and comprehension. The overall of students' English-speaking ability after receiving the treatment showed that it had improved.

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In addition, the results from this study were also consistent with findings from other research implementing digital storytelling to promote speaking ability (Normann, 2011; Karakoyun, 2016; Elenein, 2019; Robin, 2008). In this study digital storytelling technique was used through virtual instruction by using Facebook application. The S.D. value between pre-test and post-test suggested some changes in students' speaking ability. Post-test's S.D. values (1.77984) was higher than pre-test' S.D. value (1.64002). This meant that there was a wider range of students'

scores distribution in the post-test more than in the pre-test. Looking at students' speaking from the pre-test mean and then comparing the post-test speaking mean, it could say that students' speaking was improved.

Considering students' speaking improvement in terms of five dimensions of Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004), such as pronunciation, grammar, vocabulary, fluency and comprehension, the results suggested that many students could present their stories with correct pronunciation, grammar, fluency and used varieties of vocabularies. The *t*-test in all the five aspects indicated that the p-value is 0.001 ($p < 0.05$). It can be concluded that the difference between the pre and post-tests results for the five aspects were statistically significant. The difference in the pre-test (15) and Post-test (21.26) mean indicated that the English-speaking ability of the third-grade students were significantly higher after the post-test as t-test results of the p-value was 0.001 and it is less than 0.05. In addition, the results of the effect size calculated using Cohens d came out 1.257 which indicated that DST techniques using virtual instruction had a practical significance on third-grade students English-speaking ability.

Research indicates that pre-schoolers are often familiar with digital technology before being introduced to books (Brody, 2015). This study was consistent with the findings of Brody as most of the students already had a Facebook account and knew how to handle it effectively. The findings of this study were consistent with O'Byrne (2018) who revealed that students can enhance communication skills by learning how to organise their thoughts, ask a question, express opinions, and construct narratives while interacting with others and computers in the creation of digital stories. In addition, the findings of this study go with the finding of the study conducted by Elenein (2019) who found that there was a positive effect of digital storytelling on developing oral communication skills.

Digital storytelling is an especially good technology tool for use in instructional settings as it combines researching, creating, analysing, and combining visual images with written text (Cherry, 2017). The responses from the semi-structured interview indicated that students understand the stories better through digital stories

compared to their traditional storytelling in the classroom. As expressed by S2, 'I think digital storytelling is more interesting than text storytelling because in digital storytelling we got to learn from videos and by text storytelling we just read from the text without understanding the full story. In digital storytelling we have to watch video and understand and submit our story.

Robin and Pierson (2005) adds by indicating that integration of visual elements with written text both enhances and accelerates student comprehension. The results of this study are consistent that the students learn new words by looking at the pictures in the videos and comprehending the meanings. Whereas they expressed that if they have to read the text stories, they have to ask the teacher or refer to a dictionary to understand the meaning of unfamiliar words in the story. Moreover, the confusion in pronunciation of the new words always made them hesitant to participate or use in their daily conversations.

The responses from the semi-structured interview also showed that majority of the students reported that they learned how to pronounce new words and their English speaking improved after taking DST classes. Students responses from the semi-structured interview was divided into two aspects; advantages and the challenges. The frequencies during the content analysis indicated that students learned to pronounce new vocabulary, correct their grammar after careful comprehension of the digital story and gain fluency when speaking English. They claimed that they were satisfied with the activities as it was beneficial for their English-speaking development. They reported that the reason for their poor English-speaking was due to their freedom to use Dzongkha in English classes. This study created an English-speaking environment whereby the students got plenty of opportunity to practice and use English. Moreover, DST activities were fun and engaging where each individual had the chance to share their stories. At the end of the session, students reported to be motivated and confident to use English in their daily conversation. Thus, these virtual activities of DST reported to have helped them to improve their English-speaking ability.

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Alsaleem (2018) investigated the effect of utilising Facebook activities on enhancing oral communication skills for English as Foreign Language learners (EFL) in the English Department at Yarmouk University, Jordan. The researcher hypothesised that if these learners practised Facebook activities, their oral communication skills may be improved. For answering questions of the study, the researcher designed a pre-post oral communication skills test to determine the participants' mastery of oral communication skills. Furthermore, she uploaded the activities on a Facebook account that were made available for all the participants of the study. Results revealed that the suggested Facebook activities were effective in improving participants' oral communication skills.

Hence, the study would like to put forth that DST is an important modern-day teaching and learning tool, which will not only help boost the student's ability to learn English language but also enhance better comprehension and understanding the lessons. This move can be a timely intervention for the very important education sector not only in developing countries like Bhutan but also for all the nations globally.

5.3.2. The students' opinion towards the use of digital storytelling techniques through virtual instruction

The results from the semi-structured interview indicated that digital storytelling techniques through virtual instruction has many advantages as categorized into themes like digital story is authentic material to engage students, virtual environment create space for practicing English and students improve English speaking. The positive effects could be seen from the videos of the students' retold stories, their pronunciation, grammar, comprehension, fluency and word choice during the retelling of the stories, and their improvement in using the virtual platform to express their ideas and opinions.

It was a new experience for the students, hence had different reactions and feelings towards the whole experience at the beginning. Some students were happy, confident and enthusiastic while others felt shy, nervous and less confident about it. The reason for the different feelings was based on their ability to properly speak and communicate in English. The students who were unable to speak English felt that

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class setup would have been best for them as the other students could assist them when they were stuck with pronunciation. From the second semi-structured interview, it was recorded that most students found digital storytelling more interesting compared to classroom storytelling. Sometimes there were technical problems like slow internet and disruption in the delivery of the discussions. Yet many participants also reported having gained more self-confidence and their interest to speak in English. The result of this study was consistent with the findings from Mirza (2019) which showed that most participants found the activity of digital storytelling enjoyable and educational and were eager to repeat their experience, in spite of the technical difficulties they faced.

Rahayu (2017) revealed that after digital storytelling activities, students increasingly present their ideas with confidence, whether working individually or in groups. In accordance with him, S1 stated, 'After speaking English in our Facebook group chat, now I feel confident speaking English to everyone.' The researcher found the students presenting their stories and ideas with more confidence compared to the pre-test activities. This study helped students to improve their English-speaking ability along with the overall motivation and confidence among them.

The use of traditional teaching is common in Bhutanese classrooms especially in primary schools. As mentioned by the researcher in the introduction, the Royal University of Bhutan (RUB) lecturers themselves largely only had personal experiences of traditional teaching/learning (Gyamtsho, 2012). This study had problems at the beginning of the study where the students showed reluctance and less interest in the participation in the activities. Some of the students preferred to submit their work in the personal chat of the researcher rather than the group created for the activity submission. The opinion of the students changed over the weeks and it was consistent with Abdelmageed (2018) which revealed that the participants were greatly satisfied with the use of digital storytelling.

To ignite the students' interest in speaking English outside their classroom, use of innovative models like DST in curriculum engaged students' motivation in learning English. Digital storytelling is one of the alternative methods that makes learning

English more interesting (Putri, 2019) and in consistent with his findings, semi-structured interview responses revealed that students' English-speaking activities were interesting when it was taught through DST. From the responses provided by the majority of the students when learning through digital storytelling, they understand more compared to text storytelling. Furthermore, the responses showed that DST has a significant effect on increasing students' motivation to learn English.

In Bhutan the growth of secular, western-style education since the 1950s has been strongly influenced by Indian teacher-centred practises (Gyamtso, & Dorji, 2012). The findings of the study revealed that the classroom sessions are still teacher centred as many of the students reported that they do not have to speak much in English during the activities as the teacher takes over the class the whole time. The teacher centred classes give fewer opportunities for the students to practice speaking English in the classroom. The students speak their local dialect once they are outside the classroom. The students' reluctance to participate in the activities were due to their habitual behaviour of listening only from the teachers. In the interview, students expressed their opinion about their lack of language development. They shared that they can use their national language mixed with English and it’s accepted by the English teachers. In this study, the students were encouraged to use English only and it helped them a lot to bring improvement in their confidence and enthusiasm to speak English.

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There were few challenges reported by students during the semi-structured interview. Two of the students could not upload their video upon repeated trials as the duration of their video was longer than what Facebook allows its users to post. Some of the students also reported that they had slow internet during the virtual instruction which disrupted their classes. Two of the students; S1 and S1 also expressed that if they had their friends with them during the activities, they will feel more confident and also ask each other’s help. These were the minor challenges reported during the interview. However, the advantages of the study had more effect as per the responses from the semi0structured interview.

In brief, the results of a semi-structured interview had proven that the digital storytelling through virtual learning had positive effects on the English-speaking ability of the students.

5.4 Limitation of the study

Though this study reported the success in implementing digital storytelling techniques through virtual instruction to develop students English speaking ability, there were some limitations in conducting this research as follows:

First of all, it was the limitation of classroom sessions. Since participants of this study were the only one sample group that received the treatment, the researcher had to rearrange new sessions, normally on weekends besides the agreed time for online classes. As the agreed time for online classes was in the evening, sometimes the parents/guardians had to involve the students in various activities along with them as they were too young to leave themselves at home. There were some students who were not available to participate in the class at the agreed time as they had to get engaged with their parents' programs. As a result, sometimes the researcher had to postpone the classes to another day.

Secondly, whenever students face any technical issues or internet problems during the sessions, their parents used to get involved and ask the details of the activities and how their children are performing in the classroom which used to disturb the flow of the sessions. And sometimes students used to disappear from the middle of the sessions because of their internet disruptions. Later, they used to require the details in personal chats. Sometimes this kind of work hindered the smooth flow of the sessions.

Lastly, the participants of this study were 30 students consisting of 21 female students and 9 male students. The proportion between male and female participants was highly different, so it might somehow be difficult to generalise the findings to other groups of population.

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5.5 Pedagogical Implications

The findings of this study lead to some suggestions for the implication of digital storytelling through virtual classroom in lower primary level students as follows:

The findings of this study have revealed that digital storytelling through virtual instruction improved the students' English-speaking ability and had positive effects on the students' English-speaking ability. The use of digital stories gave opportunities for students to learn how to pronounce particular words and use it in the retelling of their stories. Students used their national language mixed with English in their regular classrooms while explaining any text stories and the digital stories were in the English language. The use of English without being mixed with any other languages made the students more interested to speak fluently just like in the digital stories. It motivated the students to mimic and gave them confidence to use English in their daily conversations.

Usage of technology in Bhutanese classrooms is very less. Young learners develop their digital literacy through digital literacy tools, which promote self-regulated learner autonomy when they force themselves to learn English (Turula, 2017). Moreover, young learners with high digital literacy learn English by transforming, informing, and reforming messages or texts from digital literacy tools (Davidson, 2009). Thus, the English teachers, especially in Bhutan, should consider applying the use of modern technologies to help students improve their English-speaking ability.

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The results of the semi-structured interview showed that the students could better understand from digital storytelling compared to text stories. It also indicated that they learn to pronounce new words better from the digital stories. Therefore, the English teachers can use technologies to give audio or video demonstration of unfamiliar words and teach the correct pronunciation. Especially in Bhutan, the accent of English is quite different from the native speakers which might confuse the young learners. As modern technologies like computers and mobile phones are easily available, every school can consider making more use of it. The curriculum

developers can also consider the research procedures of this study to make a framework in terms of developing English speaking ability courses among young learners.

5.6 Recommendations for further study

The recommendations for the further study are as follows:

Based on the results of the present study, digital storytelling should receive more attention from teachers, especially in lower primary education. Curriculum developers could implement the inclusion of modern technologies and digital storytelling in the lower primary English curriculum. Furthermore, a future Bhutanese researcher could also try the same methods, to see the effects of digital storytelling with the national language, Dzongkha.

The study was limited to 30 third-grade students in only one school in the western part of Bhutan. Therefore, a future researcher could repeat the study with a larger group of students to reinforce and confirm the accuracy of the results. Future research could also focus on studying the effects of digital storytelling in Early Childhood Care and Development Centres (ECCD Centres) or Grade PP (Pre-Primary), which would further strengthen the authenticity and the reliability of the findings.

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APPENDIXES

Appendix A

Demographic information of each participants (n=30)

Roll no	Gender	Previous English Marks	School
S1	F	89.5	Chang Rigphel Primary School
S2	F	79	Chang Rigphel Primary School
S3	F	87	Chang Rigphel Primary School
S4	M	65	Chang Rigphel Primary School
S5	F	82.5	Chang Rigphel Primary School
S6	M	66.5	Chang Rigphel Primary School
S7	F	83	Chang Rigphel Primary School
S8	F	72.5	Chang Rigphel Primary School
S9	F	78	Chang Rigphel Primary School
S10	F	74.5	Chang Rigphel Primary School
S11	F	78.5	Chang Rigphel Primary School
S12	F	87	Chang Rigphel Primary School
S13	F	68	Chang Rigphel Primary School
S14	F	71.5	Chang Rigphel Primary School

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S15	F	74.5	Chang Rigphel Primary School
S16	M	75	Chang Rigphel Primary School
S17	F	81.5	Chang Rigphel Primary School
S18	F	84	Chang Rigphel Primary School
S19	M	70.5	Chang Rigphel Primary School
S20	F	66	Chang Rigphel Primary School
S21	M	61	Chang Rigphel Primary School
S22	M	71	Chang Rigphel Primary School
S23	M	64	Chang Rigphel Primary School
S24	F	69.5	Chang Rigphel Primary School
S25	M	54	Chang Rigphel Primary School
S26	F	71.5	Chang Rigphel Primary School
S27	M	81	Chang Rigphel Primary School
S28	F	81.5	Chang Rigphel Primary School
S29	F	72.5	Chang Rigphel Primary School
S30	F	96	Chang Rigphel Primary School

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Appendix B

Long range plan

Weeks	Topics	Learning outcomes	Teaching Learning materials	Assessment
Week 1 50 mins	Introduction Familiarization		Mobile phone Internet access for instructor and students Laptop/iPad for instructor	
Week 2 100 mins mins	Familiarization Pre-test Story creation using picture cards		Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	English speaking Pre-test
Week 3 100 mins	Familiarisation of the instructional tools and the content	Familiarisation with the virtual instruction applications such as Facebook and Messenger Demonstration on how we retell the stories Discussion on the topics to be	Mobile phones Internet	

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		covered		
Week 4 100 mins (2 periods)	Fairy Tale Cinderella *Semi Structured interview*	● answer questions about the story and predict what will happen next. ● pronounce the new vocabularies correctly ● retell stories using correct pronunciation after watching the video (digital story of Cinderella) in a Facebook group. ● answer the comprehension questions related to the story.	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	
Week 5 100 mins (2 periods)	Fairy Tale Four brothers	● watch the video and predict what will happen next. ● retell stories after watching the video (digital story of four Brothers) in a Facebook group. ● answer the comprehension questions related to	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	

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		the story.		
Week 6 100 mins (2 periods)	Fairy Tale Princess and the peas	● recall facts from “The Princess and the Pea” and accurately answer questions such as who, what, where, and when, with prompting and support ● interpret information to answer questions and express opinions about “The Princess and the Pea” ● describe the characters, setting, and plot ● retell the story in the form of audio or video recordings after watching the video of Princess and the peas.	Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	
Week 7 100 mins (2 periods)	Personal story creation (Digital storytelling) *Semi structured interview*	● Enhance communication skills through asking questions, expressing opinions, constructing narratives, and sharing for an audience ● Develop storytelling	Mobile phone Headphones (Optional) Internet access for instructor and students	

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		skills using mobiles that combines text, still images, audio, video, and other media ● Narrate personal story using range of vocabularies and its correct pronunciations	Laptop/iPad for instructor	
Week 8 50 minutes	Post-test		Mobile phone Headphones (Optional) Internet access for instructor and students Laptop/iPad for instructor	English speaking Post-test

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Appendix C

The sample of Lesson Plans (Digital storytelling)

Unit 1

Lesson 1

Topic: Cinderella

Time: 2 periods (90 minutes)

Learning outcomes

Students will be able to:

- answer questions about the story and make predictions on what will happen next.
- pronounce the new vocabularies correctly
- retell stories after watching the video in Facebook group
- answer the comprehension questions related to the story

Materials

- Mobile phone
- Headphones (Optional)
- Internet access for instructor and students
- Laptop/iPad for instructor computer

YouTube video: **https://youtu.be/DgwZebuliXc**

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Introduction 15 mins	All students will be added to the Facebook messenger group and familiarize them on how the classes will be conducted. **Greetings** Start off by asking students to share their favourite fairy tales. Record the title of stories on a piece of paper. Then ask the class: 'What makes a fairy tale a fairy tale?' Ask few questions to recall students background knowledge: ● Did you read any fairy tales in the past? ● Which one is your favourite story? ● Do your family members or teachers tell you stories? ● Do you watch animated stories on the Television? ● Do you like watching TV or listening to others?
35 mins	**Lesson Procedures** Introduce fairy tales to the students. ● A fairy tale is a story, often intended for children, that features fanciful and wondrous characters such as elves, goblins, wizards, and even, but not necessarily, fairies. The term "fairy" tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of the character of a fairy within that story. Fairy tales are often traditional; many were passed down from story-teller to story-teller before being recorded in books. Teach the new words and phrases with pictures before telling the story. For example: 1. Sight (Noun) ● Sight is the ability to see, the act of seeing or something seen. An example of sight is being able to see well in the darkness.

Give them a sentence using the new word and ask a few volunteers to give their examples as well.

- Data lost his sight in an accident.

2. Elegant (Adjective)

- pleasing and graceful in appearance
- Sentence example: She looked elegant in black dress.

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Introduce all the unfamiliar words and check the student's comprehension of the new words by asking them to give synonyms or simple sentences.
Give them the audio of the story and let them guess the story after listening.

In the second round, ask the students to watch the story and ask the participants some general questions about the characters in the video.

- Who is the cruellest character in the story?
- Which character did you like the most?

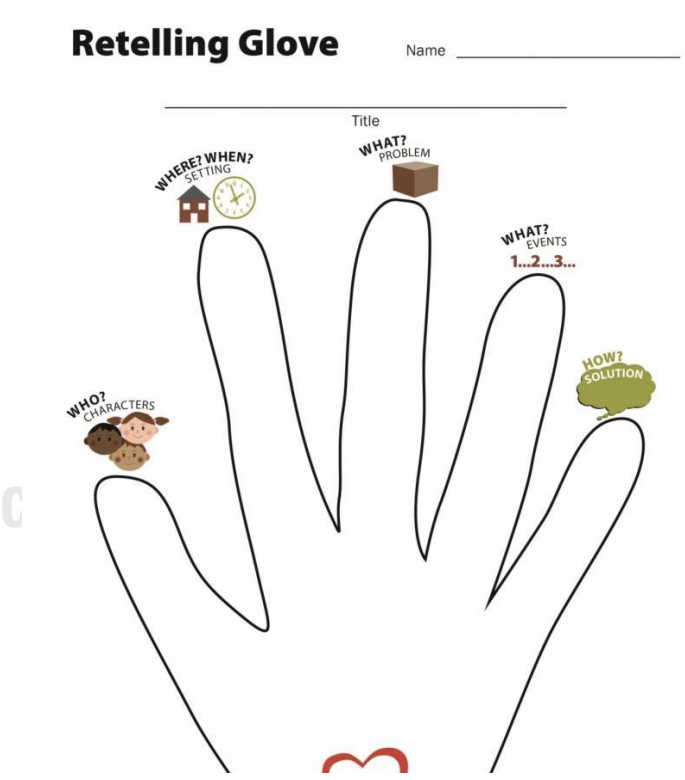
Ask the participants some detailed questions from the story.

- What happened to Cinderella's mother?

- Who helps Cinderella and how?
- Do you believe in magic? Would you help Cinderella if you were a fairy godmother?
- Why did Cinderella run from the party at midnight?
- What would have happened if Cinderella didn't leave the party at midnight?

Introduce retelling gloves in detail. Students can scribble down the details in retelling gloves and use it to summarize their story.

Ask them to use a rough paper or any book to jot down the points in retelling gloves.



Let students watch the story once more and they will be asked to retell the story to the Facebook group.

Let the students record the video of their retold story and submit it to the

	messenger group. Demonstrate the simple steps to record videos using the camera in mobile phones and share in the messenger group. The steps are: 1. Tap on the app drawer button from your Home screen. 2. Look for the camera app from the app list. 3. Look for the camera menu in the opened view. 4. Tap the video button and record your story. 5. Tap again to stop recording your video. 6. Go to the Facebook messenger and open the group chat. 7. Tab the gallery icon and click the video you recorded and send to the group.
15 mins	**Closure** All the students will be asked to comment and give feedback to their friends' retold story using the audio messaging option found in Facebook messenger. Encourage the students to share their experience of digital storytelling. Ask few questions to check their comprehension: 1. Who did Cinderella live with? 2. Why did the prince organize a ball and invite everyone in the kingdom? 3. Why couldn't Cinderella go to the ball? 4. What did the prince and Cinderella do all evening? 5. Why did Cinderella need to be home by midnight? 6. Did you like the story? Why or why not? Reinforce the students for their participation. End the session.

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Lesson Plan 2

Topic: The four brothers

Time: 1 period (45 minutes)

Objectives

Students will be able to:

- watch the video and predict what will happen next.
- retell stories after watching the video in the Facebook group.
- answer the comprehension questions related to the story.

Materials

- Mobile phone
- Headphones (Optional)
- Internet access for instructor and students
- Laptop/iPad for instructor

YouTube video: https://youtu.be/mhvRk_46G_g

Introduction	Ask few questions to connect the story with their real life ● Do you have siblings or friends? ● Is it helpful to have many friends?

15 mins	● Did you work in groups while doing any activity? ● Do you think it is advantageous to work alone or in groups?
35 mins	List down difficult words and explain them with the diagrams before introducing the story to the students. Let them guess the meaning of those words and give the correct meanings if they are unable to find out. For example; a. astronomers ● Astronomy is the branch of science that studies outer space focusing on celestial bodies such as stars, comets, planets, and galaxies. Astronomers are the people who study astronomy. b. Huntsman ● a person who hunts/kills. Send the video of the four brothers' chunk by chunk and ask them few questions: ● What do you think will happen next? ● Why do you think the father wants his sons to learn new skills? Let them watch the full story and answer the following questions: ● Do you think any of the brothers could have saved the Princess on them own? Why or why not? ● What do you think this story shows about the benefits of working together with others for something everyone would like? ● The King noticed that nobody could agree who had saved the Princess. Do you think the decision he came to was the right one? ● We call the King's decision "compromise". What do you think compromise means? How did the King and the brothers compromise in this story? ● What was the result of the King and the brothers' compromise?

	Ask them to listen to the story once more and send their retold stories to the Facebook group. The students will be introduced to retelling gloves in detail. They can scribble down the details in retelling gloves and use it during them story summarization. They can use rough paper or any book to jot down the points in retelling gloves. Source: https://youtu.be/mJqMsfT2Fms The simple steps to record their videos using the camera timer will be listed for their guidance in video making. The steps are: 7. Tap on the app drawer button from your Home screen. 8. Look for the camera app from the app list. 9. Look for the camera menu in the opened view. 10. Look for the self-timer option from the menu. 11. Set the time delay. Tapping on the self-timer icon will set the auto-timer, which in turn can be set for a 3- or 10-second time delay. 12. Focus and click on the Capture button on the camera app. “Focus” means to focus on the subject you mean to capture. Once you click on the Capture button, the timer will do a countdown, which you will be able to see on your device’s screen.
15 mins	All the participants will be asked to comment and give feedback to their friends' summary using the audio messaging option found in Facebook messenger. Reinforce the participants for their hard work and effort. End the session

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Lesson Plan 3

Topic: The princess and the peas

Time: 2 periods (100 minutes)

Objectives

- recall facts from “The Princess and the Pea” and accurately answer questions such as
- who, what, where, and when, with prompting and supporting
- interpret information to answer questions and express opinions about “The Princess and the Pea”
- describe the characters, setting, and plot
- retell the story in the form of audio or video recordings

Materials

- Mobile phone
- Headphones (Optional)
- Internet access for instructor and students
- Laptop/iPad for instructor

YouTube video: https://youtu.be/XOkFxTq2uf8

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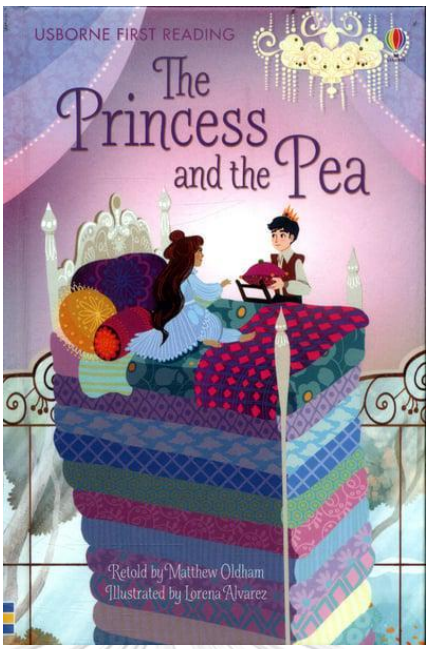

Introduction 15 mins	Greetings Ask a few questions to make connections with the story with their real life. ● Have you seen a real princess? ● What does a pea look like? ● Would you feel the discomfort if you find anything under your mattress while sleeping?
35 mins	Teach the core vocabularies without pictures. Give them the meaning with few examples Procedures 85 mins examples of the sentences using those vocabularies. Example: ● delicate, adj. Fragile and easily broken -Sonam's mother let her carefully hold the delicate china dolls. ● graceful, adj. Moving, speaking, or acting in a beautiful way -Even when they are not dancing, ballerinas have a graceful way of walking. ● howled, v. Made a long, loud, and sad sound

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	-Leki howled when he hit his elbow against the sharp corner of his desk. Ask students if they have ever eaten peas. If yes, ask them to describe what peas look and feel like. Show students a picture of pea and let the students know that they are about to hear a story about a princess and a pea. Have students discuss what they think a real princess is like. Have them listen to the story to find out how a pea helps determine who is a real princess. Send the video of the story in the group and let them watch/listen to the story. Ask few comprehension questions: 1. In the beginning of the fairy tale, what trouble does the prince have finding a princess as he travels from one kingdom to another? 2. Describe how the princess looks when she arrives at the prince's castle. (Literal) 3. Literal What test does the queen use to see if this person is a real princess? (Literal) 4. Does the princess sleep well? Why or why not? (Inferential) 5. Do you think it is polite for the princess to tell the queen that she has not slept well? (Evaluative) Show the video again to the students and introduce story elements. Character, Setting, and Plot Use a three-circle map to introduce the story elements of character, setting, and plot. Draw three circles labelling the first circle "Characters," the next circle "Setting," and the last circle "Plot." Draw an extra-large circle for "Plot" to allow six image cards to fit within it. Tell students that characters are the people in the story, setting is where the story takes place, and the plot is what happens in the story. Prompt students to remember the characters in "The Princess and the Pea" and

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	draw simple figures to represent these characters in the first circle. Then, discuss the setting of the story and draw a simple picture of the setting in the second circle. Finally, talk about the plot. Use Image Cards 7–12 and send them up in the correct. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle. Promote students to use only English in audio messages to answer the questions. Let them retell the stories and submit the recorded videos/audios in the group. Ask them to listen to the story once more and send their retold stories to the Facebook group. The students will be introduced to retelling gloves in detail. They can scribble down the details in retelling gloves and use it during their story summarization. They can use rough paper or any book to jot down the points in retelling gloves.
15 mins	All the participants will be asked to comment and give feedback to their friends' summary using the audio messaging option found in Facebook messenger. Ask them few questions to check their understanding about setting, plot and characters: ● Which part of the story do you like the most? Why? ● Where does the story take place? ● Describe the plot of the story. Reinforce the participants for their hard work and effort. End the session.

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Lesson plan 4

Topic: Story creation

Project Work

Topic: Creation of favourite stories

In this lesson, students create original stories that include text, drawings, photos, animation,

audio, and video. They use technology tools, such as digital cameras and computers, to bring

their stories to life. Story ideas can come from personal and family experiences, connections to other cultures, and real or imaginary people, places, or events.

Learning Goals:

- Enhance communication skills through asking questions, expressing opinions, constructing narratives, and sharing for an audience
- Develop storytelling skills using mobiles that combines text, still images, audio, video, and other media

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Materials:

- Mobile phones/computers
- Headphones
- Digital cameras (optional)
- Internet access for instructor and students
- Laptop/iPad for instructor

Introduction	Greetings Introduce students to digital storytelling Ask students few questions: ● What stories do you first remember hearing? Who was the storyteller?

15 mins	● What are your favourite stories? Which did they like telling themselves? Lead the discussion to digital storytelling. Show them some examples of digital stories. Explore some story ideas. Students might draw ideas from personal experiences, special events, their community, their school or afterschool program, family, and pets.
35 mins	After completing this brainstorming session, discuss what story the students want to tell. Construct a story about a topic meaningful to them to help their learning of both the storytelling process and software needed to develop a digital story. Note: This activity will be carried out individually. Procedures Let them draft their story (on paper) based on the chosen idea. Remind the class that they may make changes to the draft at any time. Review basic storytelling concepts, such as that a story has a beginning, middle, and end. Use the seven main elements of digital storytelling, created by Joe Lambert, co-founder of the Center for Digital Storytelling. *Although audio and visual media may enhance certain aspects of a story, students should focus on how best to communicate what's at the core of their story. Ask the students to keep the story short- no more than three minutes in length. Introduce students to storyboarding Show them a graphic organizer pre-drawn with empty boxes, resembling an empty cartoon strip. Take them through the story frame by frame, discussing the pictures through which — and the sequence in which — they will tell their story. Guide them with the following graphic organizer to organize their story.

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	After students have determined the text and picture sequence, discuss transitions, visual effects (if any), and soundtrack. Help students prepare their final draft. Before recording, demonstrate how to narrate effectively. Discuss differences between using emotion and no emotion in their speech, and what effect quick or slow speech has on the story. Suggest they practice narration before recording. Have students share their project in the Facebook group. Evaluate the video creation project using the rubrics.
15 mins	Compare the two types of storytelling Discuss as a class what they found to be most interesting about digital storytelling compared to traditional storytelling. Check for student understanding that, by using other media, stories can be fare more than just text. Evaluate (Outcomes to look for): Student participation and engagement Discussion that yields insightful comparisons between digital and traditional storytelling An understanding that media can help make stories far more than just text.

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Appendix D

Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004)

	1	2	3	4	5
Pronunciation	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	The accent is intelligible though often quite faulty.	errors never interfere with understanding and rarely disturb the native speaker. Accents may be obviously foreign.	errors in pronunciation are quite rare	equivalent to and fully accepted by educated native speaker
Grammar	errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	equivalent to that of an educated native speaker.

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			on practical, social and professional topics.		
Vocabulary	speaking vocabulary inadequate to express anything but the most elementary needs.	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	(no specific fluency description. Refer to the other four language areas for implied	can handle with confidence but not with facility most social situations, including	can discuss particular interests of competence with reasonable ease. Rarely	able to use the language fluently on all levels normally pertinent to professional	has complete fluency in the language such that his speech is fully accepted by educated

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	level of fluency.)	introductions and casual conversations about current events, as well as work, family and autobiographical information.	has to grope for words.	needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	native speakers.
Comprehension	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialised knowledge)	comprehension is quite complete at a normal rate of speech.	can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

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Appendix E

List of Experts

All the experts have completed masters or PhD in the same or similar field.

1. **Expert A**

Assistant Professor Dr. Pajaree Nipaspong

Chulalongkorn University Language Institute

2. **Expert B**

Mr. Kriengkrai Sakulprasertsri

Lecturer

Language Institute Thammasat University

3. **Expert C**

Mr. Tshen Tashi (Teacher)

Bumthang High School, Bhutan

Course: MA English

University: Naresuan University, Phitsanulok, Thailand

bt

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Appendix F

The English-speaking ability pre test

Task

Use picture cards to narrate a story.

Evaluation

Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004)

Directions

- Listen to the sample story with a picture card presented by the teacher and perform a similar task.

Example:

Display the picture card and narrate the story of the frog prince. The story narration will be recorded in a video with clear audio.

The frog prince

Script

There was once a king who had beautiful daughters. The youngest often liked to play with a golden ball near a pond, in the middle of a forest near the palace. One day, her ball fell into the pond, and it was much too deep for the princess to get, but she was given help

by a kind frog who told her that her tears would even melt the stones. He told her that he would get her ball for her, if she allowed him to be her playmate and eat from her plate, drink from her cup and stay with her. She agreed, but she did not keep her word when the frog returned her ball to her. Instead, she ran home and left him behind.

The next morning the frog showed up at her home, and he asked that she, please keep her end of the bargain. The king, upon hearing what happened, ordered his beloved daughter to keep her promise. So, she was forced to allow the frog to eat from her plate, drink from her cup and stay with her.

Source: Google
https://parenting.firstcry.com/articles/10-popular-fairy-tale-stories-for-kids/

Task directions:

- Perform the task individually.
- The picture cards will be given in the Facebook messenger group.
- Each student will get different picture cards
- Get the numbers before getting the picture cards. The numbers will be written in the picture cards too. The number of the student and the number written in the picture card will have to match.
- Create a story using the picture card
- Take 5 minutes to view and prepare the story.
- Take 5 more minutes to complete the story and send it in audio or video file in the group.

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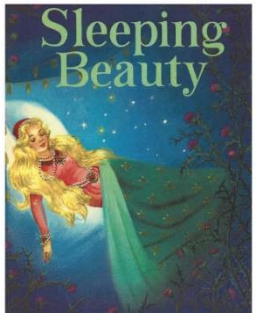
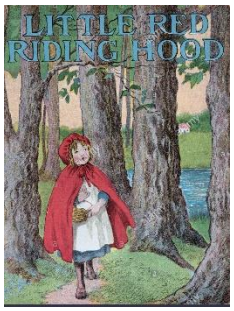
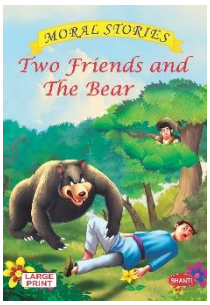
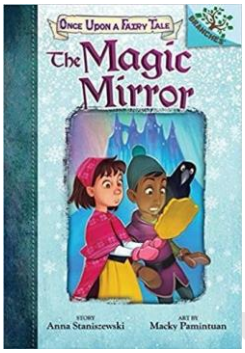
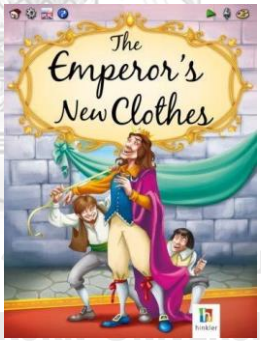
Picture cards

 1 (https://www.pinterest.com/pin/199143614743080683/)	 2 (https://www.alamy.com/stock-photo/fairy-tale-book-cover.html)	 3 (https://ekasbooks.com/products/moral-stories-for-children-moral-stories-english-two-friends-and-the-bear)
 4 (https://www.amazon.com/Magic-Mirror-Branches-Book-Fairy/dp/1338349732)	 5 (https://www.pinterest.com/pin/124974958396848354/)	 6 (https://economictimes.indiatimes.com/magazines/panache/justiceforchutki-trends-on-twitter-as-bheem-chooses-indumati-over-chutki-makers-issue-clarification/articleshow/762

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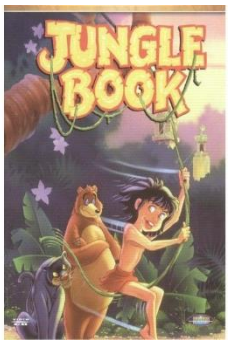
 7 (https://www.srt.com.sg/article/are-fairy-tales-relevant-today/)	 8 (https://www.independent.ie/entertainment/movies/movie-news/strong-on-song-and-woke-but-why-do-anna-and-elsa-have-to-be-so-skinny-38704711.html)	 9 (https://thedisinsider.com/2020/12/04/20-weeks-of-disney-animation-the-jungle-book/)
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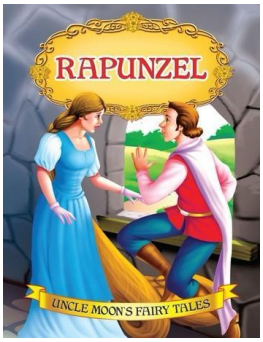
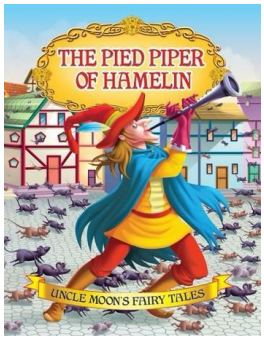
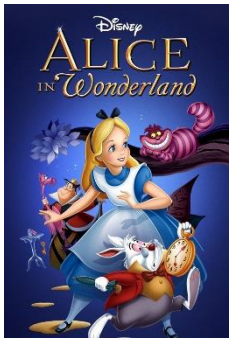
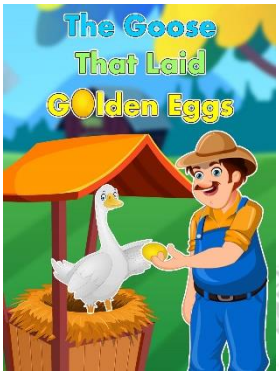
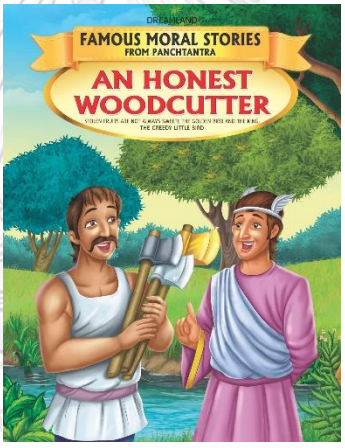
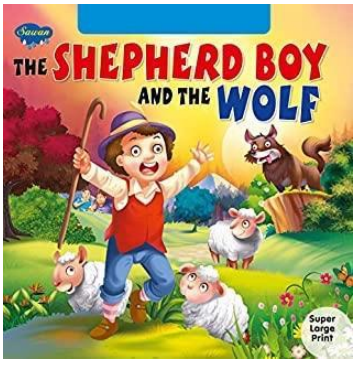
 13 (https://www.kobo.com/us/en/ebook/rapunzel)	 14 (https://www.kobo.com/us/en/ebook/the-pied-piper-of-hamelin-1)	 15 https://www.disneyinternational.com/
 16 (https://www.amazon.co.uk/Goose-That-Laid-Golden-Eggs/dp/B07GSD4HKJ)	 17 (https://www.amazon.in/Honest-Woodcutter-Famous-Stories-Panchtantra/dp/935089366)	 18 (https://www.goodreads.com/book/show/52143123-the-shepherd-boy-and-the-wolf)

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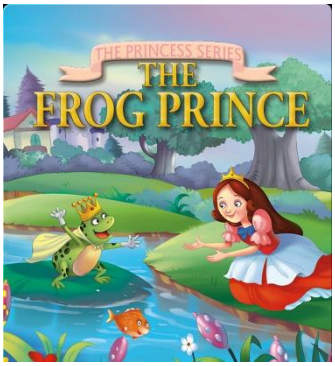
 19 (https://www.kidsgen.com/stories/panchatantra/the-brahmin-and-the-three-thugs.htm)	 20 (https://www.getepic.com/book/76679000/the-princess-series-the-frog-prince)	 21 (https://www.mandarapublishing.com/index.php/book-details/242)
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Appendix G

The English-speaking ability post-test

Task

Use picture cards to narrate a story.

Evaluation

Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004)

Directions

- Listen to the sample story with a picture card presented by the teacher and perform a similar task.

Example:

Display the picture card and narrate the story of the hare and the tortoise. The story narration will be recorded in a video with clear audio.

Hare and the tortoise

Script

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up; the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

Moral of the study: Slow and steady wins the race.

Author: Aesop

Source: Google

http://read.gov/aesop/025.html

Task directions:

- Perform the task individually.
- The picture cards will be given in the Facebook messenger group.
- Each student will get different picture cards
- Get the numbers before getting the picture cards. The numbers will be written in the picture cards too. The number of the student and the number written in the picture card will have to match.
- Create a story using the picture card
- Take 5 minutes to view and prepare the story.
- Take 5 more minutes to complete the story and send it in audio or video file in the group.

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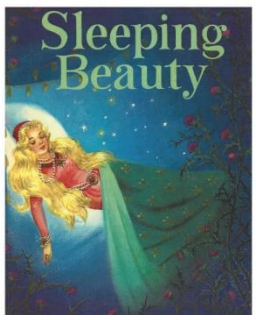
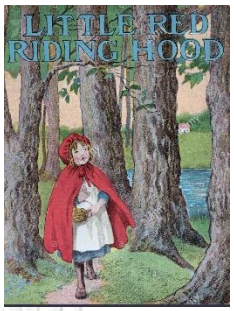
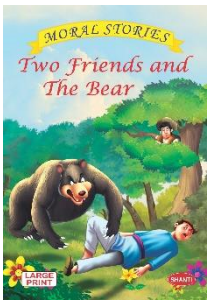
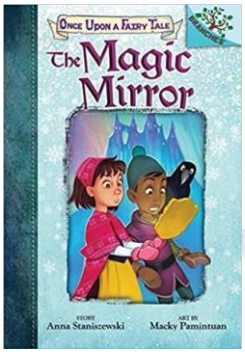
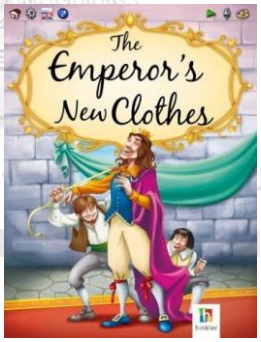
Picture cards

 1 (https://www.pinterest.com/pin/199143614743080683/)	 2 (https://www.alamy.com/stock-photo/fairy-tale-book-cover.html)	 3 (https://ekasbooks.com/products/moral-stories-for-children-moral-stories-english-two-friends-and-the-bear)
 4 (https://www.amazon.com/Magic-Mirror-Branches-Book-Fairy/dp/1338349732)	 5 (https://www.pinterest.com/pin/124974958396848354/)	 6 (https://economictimes.indiatimes.com/magazines/panache/justiceforchutki-trends-on-twitter-as-bheem-chooses-indumati-over-

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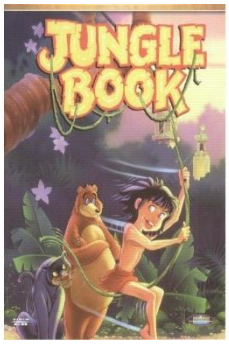
 7 (https://www.srt.com.sg/article/are-fairy-tales-relevant-today/)	 8 (https://www.independent.ie/entertainment/movies/movie-news/strong-on-song-and-woke-but-why-do-anna-and-elsa-have-to-be-so-skinny-38704711.html)	 9 (https://thedisinsider.com/2020/12/04/20-weeks-of-disney-animation-the-jungle-book/)
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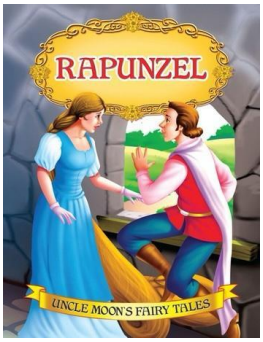
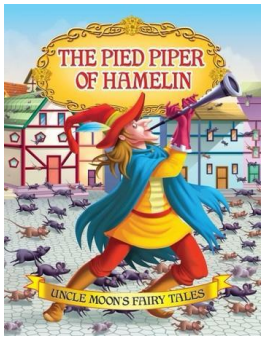
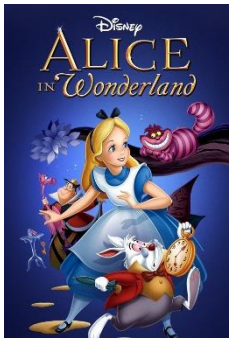
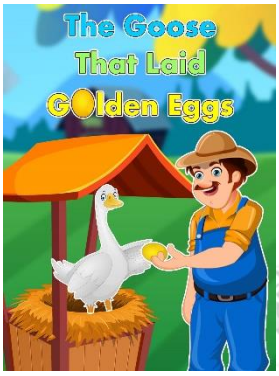
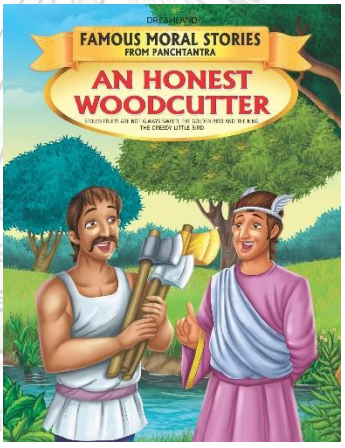
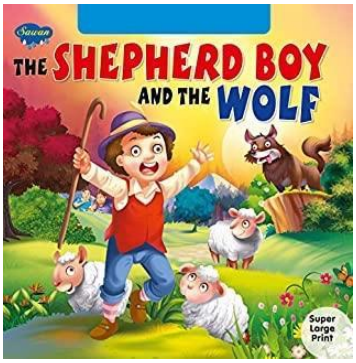
 13 (https://www.kobo.com/us/en/ebook/rapunzel)	 14 (https://www.kobo.com/us/en/ebook/the-pied-piper-of-hamelin-1)	 15 https://www.disneyinternational.com/
 16 (https://www.amazon.co.uk/Goose-That-Laid-Golden-Eggs/dp/B07GSD4HKJ)	 17 (https://www.amazon.in/Honest-Woodcutter-Famous-Stories-Panchtantra/dp/935089366)	 18 (https://www.goodreads.com/book/show/52143123-the-shepherd-boy-and-the-wolf)

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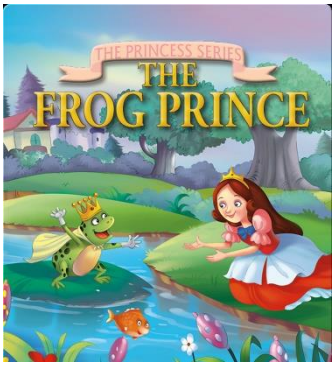
 19 (https://www.kidsgen.com/stories/panchatantra/the-brahmin-and-the-three-thugs.htm)	 20 (https://www.getepic.com/book/76679000/the-princess-series-the-frog-prince)	 21 (https://www.mandarapublishing.com/index.php/book-details/242)
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Appendix H

Oral Proficiency Scoring Categories proposed by H. Douglas Brown (2004)

	1	2	3	4	5
Pronunciation	errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	The accent is intelligible though often quite faulty.	errors never interfere with understanding and rarely disturb the native speaker. Accents may be obviously foreign.	errors in pronunciation are quite rare	equivalent to and fully accepted by educated native speaker
Grammar	errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	equivalent to that of an educated native speaker.

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			on practical, social and professional topics.		
Vocabulary	speaking vocabulary inadequate to express anything but the most elementary needs.	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	(no specific fluency description. Refer to the other four language areas for implied	can handle with confidence but not with facility most social situations, including	can discuss particular interests of competence with reasonable ease. Rarely	able to use the language fluently on all levels normally pertinent to professional	has complete fluency in the language such that his speech is fully accepted by educated

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	level of fluency.)	introductions and casual conversations about current events, as well as work, family and autobiographical information.	has to grope for words.	needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	native speakers.
Comprehension	within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialised knowledge)	comprehension is quite complete at a normal rate of speech.	can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

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Appendix I

Semi-structured interview

A. Digital storytelling technique

1. Do you prefer text stories or digital stories?
2. How many times did you record the video before finalizing the last draft?
3. How different is this activity from your retelling of stories in the regular classroom?
4. Does digital storytelling help you understand the story better than the regular storytelling in the classroom?

B. Virtual instruction

5. How did you feel while sharing your story virtually?

6. How do you feel when you use English in a virtual classroom compared to a regular classroom?

7. Do you prefer virtual classroom activities over regular classroom activities? Why?

8. Do you think there's productive learning in the virtual classroom compared to regular classroom learning?

C. English speaking ability

9. Does digital storytelling help you comprehend unfamiliar words?

10. After completing the task, do you find improvement in your fluency?

11. How does digital storytelling help you improve your English speaking?

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12. If you were attending the same lessons in a regular classroom, would it have had the same effect as digital storytelling in your English speaking?

D. Opinion towards the course

13. Do you think digital storytelling is more interesting than text storytelling? Why? Why not?

14. Do you prefer the activities in the virtual classroom or in the regular classroom?

15. How do you feel when you speak English in a virtual classroom? Do you feel the same in a regular classroom?

16. Do you like the lessons taken in a virtual classroom or regular classroom? Why?

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Appendix J

Interview findings

Themes	Category	Codes
Advantages	4. Digital story is authentic material to engage students	Keywords/ key phrases Interesting, fun, printed story is boring, enjoyable, happy, like, work on our own, chance to talk, share stories, record videos, post videos, participate
	5. Virtual environment create space for practicing English	Keywords/key phrases Speak English, speak local language at home, mix Dzongkha with English in school, use English in virtual class
	6. Students improves English speaking	Keywords/ key phrases Pronunciation, retelling, self-confidence, new vocabulary, understand better, comfortable, comprehension, fluently
Challenges	4. Struggles in using online application	Keywords/key phrases Difficulty in handling Facebook, couldn't upload video, problem opening link

	Keywords/key phrases
5. Problems in internet disruptions	Slow, weak, internet problem
	Keywords/key phrases
6. Seek peer discussion	Confident with friends, need friends, need help

Students Opinions towards the DST techniques through virtual instruction on development of English-speaking ability

Students Opinions	Total f of keywords/key phrases in the answer (n=9)	Percentage of the total
Advantages		
1. Digital story is authentic material to engage students	35	35.7%
2. Virtual environment create space for practicing English	28	28.6%
3. Students improve English speaking	36	36.7%
Challenges		
4. Struggles in using online applications	3	3.06%
5. Problems in internet disruptions	4	4.08%
6. Seek peer discussion	2	2.04%

Note. The total frequencies of keywords/ key phrases in the answers were 98

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