Digital Storytelling In Efl Classrooms The Effect On The
Digital Storytelling The purpose of this mixed method research study is to investigate the educational effects of digital storytelling as a communicative language learning strategy in an EFL elementary school class. In order to find out the benefits and challenges of digital storytelling in EFL class, this study was conducted for 12 weeks in a rural elementary school. Digital storytelling was selected and utilized in the after-school English class, main teaching methods and materials, and main research questions. Guiding research questions were 1) what are the potential benefits and challenges of digital storytelling for young EFL learners when it is employed in a rural classroom? 2) What does the English teacher think of digital storytelling? 3) What are the differences of using a digital storytelling as pedagogical strategies in KOREAN EFL classrooms? To answer these questions, three data sets were collected: 1) pre and post-test, 2) qualitative data, and 3) student's reflective self-evaluation log, teacher's lecture report, and students' reflection on learning activities related to digital storytelling. The quantitative data were collected and analyzed based on the characteristics of each data set. The quantitative data results indicated that students showed overall improvement in academic performance in terms of reading, writing, listening, and speaking. In addition to quantitative feedback, the learning attitude and motivation towards English learning was elevated, followed by the increase of their critical, creative thinking, and cultural competence. The other results of this study showed that students were satisfied with the digital storytelling as it provided them a new experience with digital storytelling in that it provided a key role in motivating the learning process and was an effective tool for active learning. To sum up, it seems clear that the digital storytelling activity, as integrated instructional strategy has the potential to foster light on helping EFL learners in a rural school to develop English skills as well as to change their learning attitude and learning English. In addition, digital storytelling also increased skills other than academic skills related to learning English, and it also help to improve students' communicative ability, encouraging their collaboration, motivation and creativity to be heightened.

Engaging Teacher Candidates and Language Learners With Authentic Practice & iilt-Multimodal Literacy challenges dominant ideas around language, learning, and representation. Using a rich variety of examples, it shows the range of representational and communicational modes involved in learning through image, animated movement, writing, speech, gesture, or gaze. The effect of these modes on learning is explored in different sites including formal learning across the curriculum in primary, secondary, and higher education classrooms, as well as learning in the home. The notion of literacy and learning as a primary linguistic accomplishment is questioned in favor of the multimodal character of learning and literacy. By illustrating how a range of modes contributes to the shaping of knowledge and what it means to learn, the book explores the key role in motivating the learning process and was an effective tool for active learning. To sum up, it seems clear that the digital storytelling activity, as integrated instructional strategy has the potential to foster light on helping EFL learners in a rural school to develop English skills as well as to change their learning attitude and learning English. In addition, digital storytelling also increased skills other than academic skills related to learning English, and it also help to improve students' communicative ability, encouraging their collaboration, motivation and creativity to be heightened.

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Digital Storytelling in EFL Classrooms: The Effect on the Students and Researchers in Education and Sociology

CALL for widening participation: short papers from EURONCALL 2020

Harness digital storytelling as a powerful tool to teach traditional and 21st-century literacy skills to help students reach deeper understandings in all areas of the curriculum!

Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms

Deeply. Tell stories. This is the mantra of the Centre for Digital Storytelling (CDS) in Berkeley California, which, since 1998 has worked with nearly 1,000 organizations around the world and trained more than 15,000 people in the art of digital storytelling. In this revised and updated edition of the CDS’s popular guide to digital storytelling, co-founder Joe Lambert details the history and methods of digital storytelling practices. Using a “7-Steps” approach, Lambert helps storytellers identify the fundamentals of dynamic digital storytelling—from seeing the story, assembling it, and sharing it. As in the last edition, readers of the fourth edition will also find new explorations of the applications of digital storytelling and updated appendices that provide resources for budding digital storytellers, including information about past and present CDS-affiliated projects and place-based storytelling, a narrative-based approach to understanding experience and landscape. A companion website further brings the entire storytelling process to life. Over the years, the CDS’s work has transformed the way that community activists, educators, health and human services agencies, business professionals, and artists think about story, media, culture, and the power of personal voice in creating change. For those who yearn to tell multimedia stories, Digital Storytelling is the place to begin.

Bringing the Outside in—Technology-mediated language learning has matured over the past few decades, with various tools and contexts now widely used in language education for all ages and levels. Many of today’s language learners have experienced technology as an ever-present feature both within and beyond the classroom, highlighting how the role of technology has expanded into many daily activities, and underlining how research in Second Language Acquisition (SLA) can inform and support the use of established and emerging technologies. The role of technology in language learning has continued to grow, with the recent COVID-19 global pandemic further demonstrating the potential contributions of technology for supporting and facilitating second language development. Answering this increasing interest, this Handbook provides students, teachers, and scholars with a comprehensive collection of chapters on foundational topics and key issues related to technology, SLA, and where relevant, pedagogical applications.

Digital Storytelling: Provides information on integrating digital storytelling into curriculum design.

Asian English Language Classrooms

This book surveys the many ways of telling stories with digital technology, including blogging, gaming, social media, podcasts, and Web video. * Provides a bibliography listing sources consulted * Contains an index of key words and concepts from the text

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Digital Pedagogies and the Transformation of Language Education

A comprehensive approach to teacher research as systematic, methodical and informed practice. It identifies five generic features that must be firmly anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

CALL and complexity— short papers from EURONCALL 2019

Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academics, administrators, professionals, researchers, and students.

Future-proof CALL: language learning as exploration and encounters - short papers from EURONCALL 2018

Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context. During these decades, a number of scholars have applied and refined this concept. In language education, communicative competence has been identified as a major objective of learning. This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub-competencies such as linguistic skills and proficiencies, knowledge of socio-cultural and socio-pragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence. Various teaching practices and relevant Information and Communication Technology (ICT) tools will be also introduced and discussed to achieve communicative competence as a complex ability. It is a timely contribution in current research on key areas in the teaching, learning and acquisition of second foreign languages.

CALL in a climate of change: adapting to turbulent global conditions – short papers from EURONCALL 2017

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.