Discuss the use of digital storytelling in the teaching and learning of language and critically report on one journal article that investigates the use of digital storytelling in the language-learning context.

1. Introduction

Digital storytelling combines various types of multimedia – images, music, narration, text and video clips – to make a story that is appealing and interesting to a digital reader (EDUCAUSE Learning Initiative, 2007) and is increasingly used in teaching and learning (Afrilyasanti & Basthomi, 2011). It is an invaluable educational tool in relation to language learning because it can be used in a variety of ways (Thomas & Page, 2011). Digital storytelling has the potential to influence the student audience and help them ‘make better meaning’ from the content they are exposed to. This report will discuss the potential and limitations of digital storytelling along with some fundamental technical information. It will then focus on one journal article that investigates the use of digital storytelling in language learning contexts.

2. Role of Digital Storytelling

Digital storytelling is an attractive educational aid because it “captivates and engages” (Stanley & Dillingham, 2011, p. 24) learners and helps develop artistic, technical, organisational and storytelling talents in students (Ohler, 2005). It brings together language, literacy and technology and this makes it an appealing activity for students who are likely to already be surrounded by various types of digital media (Stanley & Dillingham, 2011). Digital stories are often the personal story of the writer but may also be fiction, and may be based on a single topic or spread across many. Aside from the personal narrative, digital
stories can also include a wide variety of different topics (Alexander, 2011). However, there are limitations to digital storytelling. Iannotti (2005), an English as a Second Language (ESL) teacher and an avid supporter of digital storytelling, argues that it can be exhausting to supervise and guide the development of a whole class of individual students’ digital storytelling projects. She found that despite carefully checking the drafts of her students’ stories, many of her students “got lost along the way” (Iannotti, 2005, p. 11). This lead her to conclude that although digital storytelling provided “meaningful, relevant and authentic learning experiences for students” it needs to be kept simple with group work and “realistic goals” (Iannotti, 2005, p.12). Also, there is a danger that students will be distracted by the technological side of digital storytelling and place less emphasis on the actual creation of the story. Stanley and Dillingham (2011) stress that the story is always more important than the digital presentation and Ohler (2008) acknowledges that “no technology or special effects can replace a well-developed story with literary elements and personal voice” (p. 6). Despite its limitations, however, digital storytelling has powerful potential to influence, captivate and engage learners of many disciplines.

3. Technology Use

Digital storytelling is aided by the multitude of available technologies and software packages that enhance, develop and produce it. Consequently, the way digital stories are created may vary according to this constantly changing digital technology [Alexander, 2011] and the wide variety of supporting software. Windows Movie Maker (https://www.windows-movie-maker.org/) is already installed on a large number of computers and, if not, it can be downloaded for free. Photos and videos can be imported and edited, and narration and music can be added. Microsoft Photo Story (https://microsoft-photo-story.en.softonic.com/) can also be downloaded for free. Photos can be dragged onto a window and then arranged to tell
the visual story. The program also allows the user to add narration and music. Digital stories can also be created using Mixbox, Tikatak, Scrapblog, Microsoft Office PowerPoint, Prezi or similar software. In addition, images can be downloaded from such sites as Google Images or Flickr and there are a number of free music sites where music can be downloaded. Audacity is free software for recording and editing narration. It is very easy to use an iPad for digital storytelling using such apps as Story, Sonicpics or Storyrobe (https://sites.google.com/site/digitalstorytellingwiththeipad/apps-for-digital-storytelling). In summary, it is clear that the array of new technologies and software products that can produce digital stories is somewhat vast and able to produce highly effective and engaging visual accounts.

4. Analysis of Case Study Presented in a Journal Article

The journal article, ‘Starting Language Schema for English-Language Learners: Teacher-Composed Digital Jumpstarts for Academic Reading’ (Rance-Roney, 2010), offers a comprehensive illustration of how digital storytelling can support ESL learners’ academic literacy and reveals another way in which digital story telling can enhance teaching and learning. Rance-Roney (2010) describes teacher-composed digital storytelling as a way of supporting ESL learners who may be required to engage in “challenging academic text” (p. 386). This is an interesting observation as digital storytelling is an excellent way of helping to scaffold content for ESL learners who face challenging materials. Rance-Roney goes on to say that at the very beginning of their learning, first providing learners with a digital story that offers cultural background to the text can help them to fully engage and ‘collaborate’ with the contents. Rance-Roney (2010) calls this a “digital jump-start” (p. 386). To illustrate this, she uses the example of teaching an ESL class, reading and writing a unit on the USA Civil Rights movement. In order for her students to understand the importance of this history, and to be able to find the readings that they needed, they had to have considerable
knowledge of the topic, be familiar with some words and phrases and be able to acquire a
closer comprehension of the diverse nature of US society and politics. Rance-Roney (2010)
and some of her fellow teachers began to experiment with digital storytelling as a tool to
provide these needs. This way of using digital technologies to scaffold students is an effective tool in engaging with and imparting supporting information to help students learn.
Rance-Roney (2010) reveals that by using digital storytelling, they were able to scaffold
reading, focusing on developing sentence structure and specific vocabulary with the aim of
developing language capability. It is becoming increasingly common in the classroom that
the potential of using technology to scaffold students’ learning has enormous potential. This
trend is set to increase and hopefully, this will encompass the role of digital storytelling.

5. Digital Jump-Starts

To create a digital jump-start, Rance-Roney (2010) initially composes a script which gives
background information and introduces frequently repeated vocabulary appropriate to the
topic and then images are chosen to illustrate the new vocabulary with a word typed at the top
of the image. Lastly, the script and supporting media are uploaded to the chosen software.
The final digital stories can be used repeatedly in the classroom and the students can take
them home. Rance-Roney (2010) notes that initially it took the teachers two to three hours
to produce a digital story, depending on how careful they wanted to be, but as they got used
to the process there was a considerable decrease in this time. The teachers made the
following recommendations: choose subject matter that predicts but does not replace the
topic, look at the story from the point of view of an ESL learner, use 10 to 12 key words that
are important to the vocabulary of the topic, compose a script that is slightly challenging,
keep content relevant and give the students encouragement to create their own digital stories.
The teachers all agreed that digital jump-starts gave a “rich pre-reading experience” and

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analysis.

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paragraph and reinforce/summarise the arguments being made.

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phrases’. Do not use questions or statements as headings in your
work. Just put ‘nouns’ together to work as headings and sub-
headings.

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rhythm to the essay.
enabled students to be independent learners giving them “a critical sense of control over the English language” (Rance-Roney, 2010, p. 394). Thus, the creation of digital stories to facilitate learning does take effort and some technological expertise; however, the advantages of using such technology can aid students’ retention, comprehension and enjoyability of their subject matter.

6. Conclusion

To summarise, it can be seen that from the very first lesson digital storytelling incorporates the four language learning elements of reading, writing, speaking and listening. Developing each of these ‘macro skills’ can be incorporated into the creation of a digital story as the lessons progress. Furthermore, this technological aspect of digital storytelling makes it appealing to students and encourages engagement and creativity. It is a valuable tool in a language-learning classroom and can bring the subject matter to life, as well as aid students’ comprehension.
7. Reference List


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