Creating digital stories to develop EFL learners' skills.

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Abstract

Así como el mundo tecnológico ha evolucionado rápido en las últimas décadas, el paradigma educativo también ha experimentado importantes cambios que han llevado al fomento de habilidades y destrezas propias del pensamiento creativo. Concretamente éstas tienen especial importancia en el aprendizaje del inglés como lengua extranjera. Ello se basa en la idea de que el aprendizaje de una lengua extranjera está fuertemente determinado por el proceso de pensamiento llevado a cabo. La mayoría de niños son nativos digitales y la educación ha de adaptarse a dicha condición. En esta disertación final se reflexionará en primer lugar acerca de la relación entre el conocimiento, sus procesos y la motivación, aplicados al aprendizaje de una segunda lengua en el aula de educación primaria. En segundo lugar se considerará una aplicación práctica basada en dicho fundamento, teniendo en cuenta un enfoque tecnológico que se adapte a las nuevas corrientes y metodologías de aprendizaje, propias del paradigma educativo actual mediante la creación de nuevos contextos de comunicación atrayentes y motivadores a través del digital storytelling.

Just as the technological world has evolved rapidly in recent decades, the educational paradigm has similarly undergone important changes that have led to the promotion of creative thinking skills and abilities. These are of particular importance in the learning of English as a Foreign Language (EFL). This is based on the idea that the learning of a foreign language is strongly determined by the thinking process involved. Most children are digital natives and education ought to be adapted to this condition. This final project will firstly reflect on the relationship between knowledge and its processes as applied to second language learning in the primary school classroom. Secondly, a practical application based on this foundation will be considered, taking into account a technological approach that adapts to

the new currents and methodologies of learning, typical of the current educational paradigm by creating new, engaging and motivating communication contexts through digital storytelling.

Keywords: EFL, digital natives, communicative competence, digital storytelling, motivation.

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1.   Introduction

Childhood is one of the most important stages of the evolutionary development of the human being in terms of the acquisition, not only of theoretical knowledge, but also of skills and competencies that will accompany the individual throughout his life. One of these fundamental competences is communicative competence. According to the Council of Europe (2001), for a student to develop tasks and activities in a second language, a number of abilities are required. As a result, participation in communicative activities that use that language leads to a greater development of the student's skills, both for short-term use and for the long term. This whole set of experiences would form the basis of the learner's communicative competence.

Owing to this, learning EFL in primary education must be given by teachers the importance it deserves. In recent decades, new methodologies and experiences in the educational paradigm have been developed in order to promote certain fundamental abilities and skills in the language learning process, specifically, English as a foreign language, from now on EFL.

There are numerous factors and elements around our existence that determine our English learning. We do not learn the language in isolation, but we receive a series of inputs that, redirected through the implementation of one learning methodology or another, can carry out the improvement of that language skills and competence. In addition, it is increasingly common to find students who do not feel motivated to learn English. However, what is the reason for this demotivation toward English academic issues?

There are two possible answers to this query. Either it is English by its nature that arouses rejection among students, highly unlikely or it is more related to the methodologies that have traditionally been linked to its learning. The development of this work is carried out

from the second perspective. In this way, the focus is placed on what the teacher can do to reverse the situation. That is why a methodological proposal is suggested, adapted to the modern and digitized times in which we find ourselves.

Some concepts will henceforth be analyzed in depth. On the one hand, the learning of English by students whose first language, from now on L1, is not English, ought to be analysed. On the other hand, the methodological approach developed will be research. To do this, the focus will be on four main elements. In the first place, the constructivist base on which its application is based. In the same way that the human being evolves, learning must also accompany the rhythms of evolution of the students. A methodology that respects learning rhythms is essential. Digital storytelling, from now on DST, is a proposal that, according to different authors, as would be developed below, meets this requirement.

Secondly, the benefits that the application of this methodology brings to the communicative competence of the students will be discussed. This study will be accompanied by a review of the literature on the subject. Thirdly, the benefits of putting the DST into practice will be theorised, not only for the personal autonomy of the students, but also for their motivation towards English learning. Finally, the importance of carrying out a good evaluation will be valued, both of the tool or support used to develop the narratives, and of the narratives themselves resulting from the application of the methodology, by the learners.

2. Theoretical framework

In the first place, a theoretical review of the study processes involved in learning an alternate language, in this case, English, will be conducted. How does a learner learn? When and how does learning take place? According to Garrote (2019), in the process of language development, two distinct processes can be distinguished. On the one hand, there is accession. This term is used to relate to the knowledge of a mother language, hereafter

referred to as L1. Acquisition occurs unconsciously through exposure. On the other hand, as it is explained on the literacy, the term internship is used when pertaining to the knowledge of an alternate language, henceforth L2. Unlike accession, this literacy occurs purposely through study or experience.

Still, as the author points out, it is necessary to make a clear distinction between an alternate language and a foreign language. The L2, which has formerly been mentioned, has the abecedarian characteristic that its practice and use typically extends beyond the academic sphere. For illustration, Valencian in the Valencian Community or Galician in Galicia. Unlike the L2, the foreign language, from this point forward LE, has the peculiarity that it can not be used outside the classroom. Its adulterous or academic possibilities are much less (Garrote, 2019).

Due to the current situation of English in Spain and more specifically in the Valencian Community, English literacy would be approached from the point of view that it is considered a foreign language for the maturity of Spanish pupils. With regard to the literacy that takes place when a learner comes into contact with a foreign language, Aguinaga (2021) refers to two types of literacy. On the one hand, there is incidental literacy. This is learning in which the learner acquires new knowledge without intending to do so. On the other hand, we speak of purposeful literacy when it is unequivocal, when there is conscious processing. According to Ellis (2012), foreign language literacy is associative. This is why in this process of learning a foreign language, one should conclude for methodologies through which not only purposeful literacy is promoted, but also incidental literacy. In other words, that which is produced as a result of associations of verbal inputs.

The development of communicative competence is one of the biggest issues of language learning in the twenty-first century, according to Eaton (2010). But what exactly does the term "communicative competence" mean? Atienza et. al. (2008) defines

communicative competence as a skill that enables a learner to operate well in a particular speech community in his dictionary of important terminology for Spanish as a foreign language. A strong command of communicative competence entails abiding by a number of standards and guidelines that are not just lexical, phonetic, or semantic in nature but also pertain to the usage of the language in its cultural, historical, and social context. the act of communicating.

What exactly is Digital Storytelling (DST)? Robin (2006) defines DST as a tool that combines the art of oral narratives, which has been used in education for many years, with digital and multimedia elements, resulting in videos that are created by combining images and sounds in motion, or not. A digital narrative presents information on a certain topic using a combination of video, recorded audio, music, or graphics.

Digital storytelling blends the ancient art of storytelling with a range of contemporary tools to weave stories together with the author's narrative voice, including digital images, graphics, music and sound (Rahiem, 2021). Histories have been used to successfully pass on traditions to future generations. Customs, skills, traditions, and so on. Today, technological advances have made it possible to tell stories not just through oral media passed down from generation to generation, but also through the use of digital tools at our disposal. Storytelling is something that has already been used in education. According to Mokhtar et al. (2011), stories are in themselves motivating and interesting. Stories attract people and they like to listen to them. In the act of telling a story, not only reading, but also oral and written communication skills are worked on, leading to the development of the whole storyteller's communicative competence. However, unlike traditional storytelling, the DST employs information and communication technologies, as well as social networks and other digital elements, to present a story in which the student constructs his or her own knowledge in the classroom.

We live in a technologically advanced civilization. The students that we see in the schools were born into a digital environment. As a result, this truth cannot be overlooked in the classroom. According to Smeda et al. (2014), the fact that the majority of students increasingly live outside the classroom surrounded by digital technologies should be reflected in the classroom in some way. Computers, tablets, and editing software, among other tools, are becoming increasingly available at the educational centres. As a result, centres also provide tools for both students and instructors to create digital tales. The instructor must be able to harness the tools' potential to enhance the construction of their pupils' learning. Digital storytelling can be an effective technique for assisting EFL learners in their language learning process, as it provides a multimodal approach to learning that can enhance motivation, engagement, and understanding (Chubko et al. 2020).

Continuous teacher training is essential, according to Afoe (2021) from the Association for Training, Leisure, and Employment, to ensure the quality of education provided to students. Pedagogical renewal, the adoption of new technology in the classroom, innovation, and research are all important components of teacher training. That is why teachers must be familiar with the tool that will be used as the basis for student learning. Continuous training and the learning of new skills, information, and critical abilities for teaching are required.

With the growth of the DST as an educational tool, it began to be employed in the classroom to work on certain themes and curricular materials. Few, however, have linked it to learning English as a foreign language. As a result, it is critical to assess and analyse the benefits of employing DST in the educational area, in order to identify its strengths and apply them to improve English learning in the primary education stage.

However, how did this effective instructional tool evolve? Why is it an effective learning tool? To answer these issues, we must analyse the theoretical path that leads to digital storytelling. In this case, it is based on social constructivism theories as a learning strategy. As previously stated, the DST in the EFL classroom is highly novel and is not seen very often. According to Smeda et al. (2014), the narrative allows pupils to develop their own learning freely. The student creates a tale based on their understanding of a topic, and looking for new information that interests them, in order to work on the specified curricular content established.

According to the social constructivist theory, learning and understanding are intrinsically social, and rather than being based in the person, knowledge is acquired via cultural practices (Abderrahim & Gutiérrez-Colón, 2021). As reported by Ültanir (2012), Dewey promoted the constructivist approach, arguing that schools fostered passive conformity by driving pupils to memorise a set of facts, cultivating passivity rather than growing them as thoughtful, independent, and ethical people. Owing to this as Ültanir (2012) refers in his study, according to Dewey, education and learning are socially interactive processes, and the goal of education should not be to acquire a set of predetermined abilities. In accordance with this approach, and taking into account the teacher's role in education, the instructor should serve as a facilitator rather than a mentor, enabling the child's interests to develop around a certain issue (Abderrahim & Gutiérrez-Colón, 2021).

Abderrahim & Gutiérrez-Colón (2021) refer to Piaget, Dewey and Vygotsky as the three psychologists who formulated cognitive theories of experiential learning and social constructivism. Some emphasised the process of assimilation and accommodation. Others focused on exposure to external factors and the need to have someone who knows more to guide learners in the process of cognitive development. Thus, with their differences, they have completed constructivist theories seen from different perspectives. All those

philosophies have had an impact on education. One of the ways it has evolved is through the development of a work approach based on something that already existed but adapted to new contexts (Abderrahim & Gutiérrez-Colón, 2021).

The methodological approach has taken into account theories supporting constructivism, as an important issue to take into account when developing a learning environment. For this, literature has been found that supports the innovation proposal. First and foremost, scaffolding. According to Wood et al. (1976), scaffolding is a term employed to define the strategies, structures, or activities that teachers carry out to make it possible for students to learn. As the name implies, it is the learner who constructs his own learning through these "assistances." When offering scaffolding to a learner, multiple variables must be taken into account. On the one hand, the pupil's assistance must be temporary. That is, a larger degree of assistance will be followed by a series of activities or structures in which the student has a greater degree of autonomy and responsibility over the tasks at hand. On the other hand, in order to successfully oversee student learning, it is also essential to lay out how these resources will become more and more limited.

One of the most key variables in scaffolding is the relationship that is constructed between both teacher and pupil. This becomes essential so that educators are aware of the students' prior learning so that they can develop appropriate strategies to ensure that the kids gain new, permanent, and stable learning. "Social constructivist theory argues that learning and understanding are inherently social and that, rather than knowledge being rooted in the individual, it is through cultural activities and the use of tools of intellectual adaptation" (Abderrahim & Gutiérrez-Colón, 2021, p.39)

In this project, the use of DST is proposed as a methodological approach for the development of communicative competence in EFL learning. The concept of communicative competence, introduced by the ethnography of communication Hymes, can be defined as "the

ability of a user to devise novel sentences appropriate to situations, it would seem to be a retrenchment, if not more, to claim only to account for a shared ability to understand novel sentences produced by others" (Hymes, 1972, p. 58).

Chubko et al. (2020) note that EFL students need to develop their communicative competence to challenge their current knowledge and extend and adapt it to various situations. Due to the inadequate effectiveness of language teaching approaches in improving learners' communicative skills in English as a foreign language (EFL), communicative language teaching has evolved in second and foreign language pedagogy (Al-Amri, 2020).

Another advantage of using DST as a tool in an EFL class is the opportunity to develop the student's creativity. Many studies have linked it to the development and enhancement of abilities related to information processing and reasoning (Foley et al., 2013). Additionally, when the student begins to use tools and elements that they had previously only used during playtime, the student is motivated to continue expanding and working on these skills. This encourages them to become more involved in their own learning process, so that they may benefit from their own desire to learn. The resulting learnings will be more solid and long-lasting (Radaideh et al., 2020).

Leong (2019), found in their study that digital storytelling can be an effective means of promoting language skills development in English language learners. As noted in the research, the educational use of digital storytelling enhances multilingual competence, "students successfully used digital storytelling to develop their language skills, which included text, images, videos, podcasts, and infographics" (Meltiadou, 2022, p.1). The use of DST in the EFL classroom can have a positive impact on not only language skills development but also on learner motivation and engagement, according to Meletiadou (2022).

In addition, DST can assist teachers and students in employing a constructivist strategy for learning and instruction. The use of the DST as a teaching tool in the classroom goes beyond the creation of a purely theoretical and curriculum-based learning that is only connected to the knowledge of English. Additionally producing an understanding of the student's technical aptitude and skills (Dakich, 2008). Besides, several authors have studied how DST affect to learning process:

It helps teachers create constructivist learning environments that stimulate creative problem solving through collaboration and peer-to-peer communication by increasing learners' motivation. DST can also be utilized to support integrated curriculum development and engage learners in higher-order thinking and deep learning. Also, DST allows students to engage in active learning processes by building on earlier experiences and assisting them in the formulation of compelling social relationships. (Salem, 2022, p. 3).

In accordance with Prince (2004), the fundamental parts of active learning include student action and participation in the learning process, which cannot occur in a typical classroom where students can only absorb information and knowledge from professors. The focus of numerous philosophical and pedagogical currents, both humanist and constructivist, has been placed on the autonomy of the learner. Moreover, the reflection has been done around the experiential learning (Salem, 2022). Be that as it may, Liu and Huang (2017), stated in their study that the development of a DST could be a complex and challenging assignment, which includes understudies combining different abilities (research, writing, technology, presentation or evaluation skills, among others). That, combined with appropriate guidance, results in autonomous learning behaviour in students.

In this paper it has been talked about in depth about the benefits that the use of the DST can bring in the EFL classroom. However, is the use of technology in the classroom

really useful? Is multimodality convenient in content work? As pointed out by data scientist Bouchrika (2022), DST offers a great opportunity to incorporate multimedia content, images, videos, audios and text to provide an interactive learning environment that adapts to the different learning styles of students. Additionally, DST can also be used to cultivate empathy and emotion, as students are encouraged to share their own personal experiences and diverse perspectives.

According to Rahiem (2021), a growing number of schools are increasingly utilising DST, which blends the art of storytelling with a range of digital multimedia, such as photos, audio, and video. Many instructors build storytelling practices utilising digital technology. With the incorporation of Educational Technology (EdTech) throughDST, teachers provide various learning styles to children

Evaluating any methodological approach should be a must in every school. Owing to that, different ways of evaluation have been suggested. Razmi et al. (2014) propose in their study a pre and post-content and vocabulary test, speaking evaluation rubric, cognitive load analysis, and a student questionnaire to evaluate the effectiveness of DST. A thorough examination of the student's development, taking into consideration the many skills and aptitudes that they have been able to gain during and at the end of the process, is necessary to make the modifications that are needed, if appropriate results are not reached.

Another very important point to take into account, is the evaluation, not only of the students, but also of the used tool. The selection of an inadequate work tool, which does not allow the true development of all the potential of the students, would mean a failure in the learning process of the students. Many of these evaluations are based on the technological potential of the tool.

Psomos and Kordaki (2012) propose a tool selection and evaluation model based on more pedagogical issues and related to the design of the educational environment through

which digital storytelling is carried out. This evaluation of the program-tool is known as "DS Pedagogical Evaluation Star" (Psomos & Kordaki, 2012, p. 1214). In it, sixteen elements are proposed, not only to take into account, but also to evaluate the selection of the tool through which the digital storytelling will be developed, said elements are: "Collaborative learning, creativity and innovation, multiple representations, motivation, cultural sensitivity, gender equality, cognitive effort, feedback, learner control, flexibility, learner activity, value of prior knowledge, sharply-focused goal orientation, experiential value, knowledge organisation and metacognition" (Psomos & Kordaki, 2012, p. 1214). His model offers to teachers a broad and complete evaluation not only of the digital, but also of the pedagogical issues that the tool used for creating DST narrations should have into account.

3.   Objectives

It is necessary to establish a number of goals and keep them in mind during the whole implementation process, in order to carry out the DST as a teaching tool and get the best results. There would be a number of activities carried out with this objective in mind, all geared toward the methodological development of communicative competence. The main goal of this paper is to help teachers to develop teaching and learning through the application of digital resources. In addition, the research intends to provide a better understanding about the effects of using DST for teaching and learning activities in EFL classrooms.

The current project arose from the discovery of a problem following observations made in English classes at several centres with primary school students. It was observed that once the primary school phase begins, all of the activities related to the use of the communicative competence and creativity, that were crucial in the infantile years, tend to be replaced by written activities and the use of the activity book.

How is it meant to increase a student's communication ability if activities such as creativity, critical thinking, and listening are not encouraged? As a result of this observation and questioning activity, this work aims to suggest not only a teaching action that aids in the achievement of the specified objectives, but also to promote a tool that promotes students' attention and motivation in the primary school classroom.

As the methodological proposal is developed, the professor would set a number of non-linguistic goals that must go along with the goals of the foreign language curriculum. A message's delivery and reception rely on how it is conveyed. The project's precise aims, are as follows:

- Implement a proposal for innovation in the classroom.

- Provide teachers a new philosophical perspective on how to integrate technology into EFL curriculum.

- Facilitate meaningful integration of the technology into schools.

- Promote experiential learning in schools.

4. Methodology

Every intervention proposal must have a methodology, a strategy to follow in order to maximise the potential during its time in practise. As previously mentioned, the elementary education stage is an excellent time for kids to develop abilities that will be useful to them throughout the rest of their life. Thus, the phases outlined for the implementation of the proposal, take into consideration the theoretical grounds that underlie different applied approaches.

As it has been deeply analyzed in the literacy review, owing to the constructivist character of the methodological approach, the development of the innovation proposal would

be structured in phases. Abderrahim & Gutiérrez-Colón (2021) refered to Piaget, Dewey and Vygotsky empathizing their cognitive theories of cognition as a collaborative and social process. It is why in the development of the innovation proposal, it would be important to complete in groups an ordered sequence of phases at its implementation in order for it to be of genuine benefit to the students and for them to progressively acquire the learning required in each of the stages. The methodological approach, outlined in the theoretical overview of this work, employs scaffolding as a foundation for structuring, organising, and programming the learning that happens. As a result, each phase is an essential stage that is reinforced based on the knowledge gained in the previous one.

Each of the phases are organized into learning situations. Because each centre and classroom has unique needs and evolves at various speeds, designing a series of rigid and set sessions is neither practicable nor beneficial. Within the same class, each work group might advance at a different rate; if the proposal was organised in sessions, the learning process is unlikely to be adapted to each student's individual requirements. As a result, the development of the methodological proposal is divided into phases, which are then implemented in learning situations. It also means that once the goals of one learning situation are accomplished, students may move on to the one that comes next. The time is not concerned with minutes or hours, but with achieving a set of tasks and objectives.

Chart 1

Pre-phase methodological approach: training for teachers.

Description	Due to the novelty that frequently accompanies the use of digital tools, it is essential that the teacher who is going to put in practice the methodological approach, receives specialised training in its use. The main goal of this pre-phase is to introduce teachers to digital storytelling so they can understand both its strengths and weaknesses as well as threats and opportunities, in order to fully utilise this tool's potential.
	The tool's practical development and application involves the teacher in a significant way. For the length of this pre-phase, they would be given a thorough explanation of the characteristics of digital storytelling so that they are able to convey to the students each of its components. Knowing what graphic software platforms are and how their elements work, such as platforms for publishing and producing stories. All of this is done as part of a technological and educational innovation process.
	In this phase, the teacher plans out how long it will take to complete the activity, how many sessions he or she anticipates holding, how many groups they are planning to structure taking into account the total number of students who will be participating, etcetera. It is also important to establish time limits to carry out the proposal, while respecting timelines and the accomplishment of each phase's goals.
Objectives of	- Introduce digital storytelling to the teachers.

the phase.	- Present the tools that would be used (tablets or computers and software).

Chart 2

1st phase of the methodological approach: First learning situation.

Description.	It is the first preparation phase. This phase includes some communicative activities for making groups interact and collaborate searching and writing on the topic. On the one hand brainstorming will take place throughout this phase of the proposal. To do this, the class will be divided into groups of four to five pupils. The characteristics of the class will be considered. The process of brainstorming is a group work tool that will help them to define the project's narrative. They will share each other's proposals and story ideas with the rest of the class, so that everyone benefits from the contributions of the other students. This will allow a work atmosphere in which synergies develop through teamwork.
	On the other hand, the final topic of each group will be defined at this phase. Once the plot has been outlined, it is time to choose what multimedia elements best suit the story. They will initially produce a draft, and after the teacher has reviewed their draughts, they will go on to the next phase. For that, they will use a template storyboard.
Objectives of the phase.	- Learn how to work with others. - Increase the sense of responsibility for one's own learning. - Create a narrative guideline. - Discover the elements that could be employed to develop the

	narrative while making use of digital resources.
Materials and resources.	During the development of this phase, learners will need the electronic devices that they will use and on which they will work and cooperate (at least one electronic device per group). In addition, having paper available might be useful for taking notes, brainstorming, or developing tiny organisational systems. The groups will be spread throughout the class in groups so that they can communicate and interact easily with the rest of their teammates. The teacher will go around each of the groups, overseeing the activity and providing assistance to those who want or require it.

Chart 3

2nd phase of the methodological approach: Second learning situation.

Description.	The resources and materials to build the storyboard would be chosen at this step. At this time, the students have a good notion of the script that will be used to convey the needed information. Using the editing platform, they would compose their stories using different resources. Some of the most popular sources will be photographs or text from periodicals, books, background sounds, or creating hypertext. This phase of the methodological approach also includes some communicative activities such as story narration, debate among group members and the teacher over the selection of the multimedia elements. The story will be developed using the Moviemaker software once all these resources have been selected. This is one of many platforms

	accessible; nevertheless, it has been especially provided owing to its editing capabilities and flexibility to adjust to the needs of the project while also adapting to the age and level of the kids who will use it. During this phase, the images, as well as other components such as motion pictures, commercial recordings, voice-overs, special effects, or transitions, will be uploaded to the platform. In Appendix A, a variety of tools are suggested for the development of the student's digital narratives. The project's edition will be completed.
Objectives.	- Acquire knowledge related to the curricular content. - Develop aditing skills. - Develop autonomy and creativity. - Gain motivation toward English learning.
Materials and resources.	For developing this phase, it would need the hardware where the DST is going to be done. Additionally, those hardware must be equipped with the software and apps needed for developing it. Internet connection for searching images, videos etc would also be useful.

Chart 4

3th phase of the methodological approach: Thirth learning situation.

Description.	Once the digital narration has been edited, the final presentation and evaluation of the projects will take place at this step. It is an essential part of the methodological approach since it is when the narrative is shared with the public, a fact that makes children even more motivated. However, it will not only be a presentation; there will also be a process of analysis and reflection. It is essential that both the teacher and the students reflect on the project's execution. What have they discovered, what would they wish to improve, and what do they consider to be successful? These are some of the topics that will be covered in detail.
Objectives.	- Make a diagnosis of their own work and that of others. - Develop the capacity for self-governance. - Be able to respect others' opinions about our work.
Materials and resources.	To start this phase, a projector or large screen is required on which to display the digital narratives of the students. A classroom that fits everyone will also be very useful. In addition, it would be good if students could take notes so that the evaluation is more effective.

The implementation of these phases, based on literature related to the topic, should lead to the achievement of the objectives set. Based on the evaluation proposed by Psomos and Kordaki (2012), a series of pedagogical elements must be taken into account throughout the evaluation. This evaluation will be divided into three main moments. That the teacher

knows his students is essential to be able to carry out not only a good observation of their advances and progress, but also so that they can carry out a good planning of the sessions, taking into account their weaknesses and strengths.

- Pre-evaluation. When talking about pre-assessment, it is important to make students know that, regardless of what they know, the important thing is that, apart from their level, they will be able to start producing new learning. Many times students start unmotivated, since they think they will not be able to reach the level. In this case, from the assessment at this moment, it is intended to understand what learning has been acquired and what has not. In this way, the teacher can adapt the times and objectives much more correctly and tightly.

- During. Throughout the development of the methodological innovation proposal, it will be possible to evaluate not only the understanding that the student has about the different narrative techniques, but also their communicative skills and cooperative work abilities. Due to the constructivist nature of the methodological proposal, throughout the development of the different phases and learning situations, these skills will improve and develop more strongly.

- Post-evaluation.Once the implementation of the methodological approach is finished, the students will have acquired different objectives proposed by the teacher. In general, among them is the acquisition of understanding about technical issues, related to the elaboration of the DST. Furthermore, Through working with the English language, day by day, knowledge and skills of the language will have been consolidated. Both aspects related to public speaking and communicative competence (phonology or use of oral resources), as well as those related to the specific curricular

content (vocabulary or grammar structures, among others) that the teacher wants to work on.

On the other hand, it is also necessary to mention that in the post-evaluation, it will be necessary to evaluate other types of skills. The entire implementation is carried out through working groups. That is why the members of each group are in constant communication and debate about the project they want to carry out. As a consequence, cooperative work skills, so important in their future, would be promoted.

5.   Evaluation

Regarding the evaluation of this methodological proposal, due to the limitations of the final degree dissertation, the proper conditions have not been met to be able to implement it. In any case, this paper proposes a series of evaluation guidelines for the methodological proposal developed. Since the objective, as already mentioned above, is to evaluate the students in an integral way, taking into account their learning process, the evaluation must be developed in this same line.

The aim of the present research was to propose a new and innovative methodology incorporating DST in schools. For this purpose, the approach has been supported by studies about the topic. On the one hand, understanding the importance of significant learning, through the contributions of constructivist pedagogies, reviewed by Abderrahim & Gutiérrez-Colón (2021). On the other hand, this project was undertaken not only to design but also to evaluate digital narratives for development of English skills. This research has provided a deeper insight into constructivism with contributions such as those of Wood, Bruner, and Ross (1976).

The findings reported on the theoretical framework shed new light on the implementation of the methodological proposal. That is why it has been organised into phases, where each of them is essential to achieving the established goals. The results of this research support the idea that DST is a potential language learning method in EFL classrooms, with the potential to improve students' speaking, writing, and general language ability.

6. Conclusions and personal reflections

Since education is such a key component of society, it must evolve in order for students to progressively develop ways of learning that are suited to the historical and social environment in which they find themselves. The fact that society has been completely digitised, emphasises the importance of developing strategies that support this digitalization of human existence.

Notwithstanding the limitations of the paper, this work offers valuable insights into advances that are leading to an improvement in educational quality, specifically in the teaching of EFL. These new currents, as it has been observed, put the focus on the student, who from his knowledge, builds new stable learning. In addition, these new currents tend to leave aside the traditional methods of memorization, in which the teacher was the protagonist of the sessions. To give rise to methodologies in which the student begins to be the owner of their own learning. They base their learning on communicative experiences that put him in interaction with other students who are in the same situation. As a consequence, learning English begins to be seen as a motivation and not as an obligation.

Some of the difficulties encountered when developing the project are not so much in its own structure, but in the means to carry it out. Despite the fact that digitization is a social reality, it is also necessary to mention that there are still many schools with a lower level of resources than those proposed here. Because of this, these kinds of approaches are beyond the

scope of its potential. The harmful repercussions of what has been revealed can, however, be countered. Storytelling, for instance, might be used as a potential option to get rid of the DST's digital component.

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In addition to the advances that the developed proposal may entail, a series of lines have also been detected that would require further investigation in order to be used to its full educational and pedagogical potential. Overall, the available information, as it has been explained during the theoretical framework, suggest that DST can be an effective and engaging way to enhance narrative skills, oral competence, and English language learning in EFL classrooms. However, more research is needed to evaluate the effectiveness of digital storytelling in different contexts and with different student populations.

By analyzing the benefits of DST in EFL learning, this paper established that well applications of the methodological approach does indeed have a significant effect not only on English communicative skills of children, but also on their motivation towards learning that language. With a strong correlation between both circumstances.

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8.   Appendices

8.1.   Appendix A.

Tools suggested for creating digital stories.

Suggested tools	Description
LivingWriter: Write Anywhere	This writing app lets students write and create stories. It is a powerful word processing app in which students will have the possibility of creating stories within their reach, using the template that best suits their needs.
Campfire – Write Your Book	It is a useful tool for planning the stories that students want to build (characters, actions or contents, among others). Not only that, but it also offers the possibility of working cooperatively with other editors, ideal for promoting group work.
Scrivener Tool Apk Guide	*Scrivener* is a powerful writing software tool. It provides a range of features that can help students organize their writing projects, manage research materials, and streamline the writing process.
Boards - Business Keyboard	It is an app that provides help to organize the content that wants to be exposed (by theme, topic or by creating folders and subfolders depending on the students needs).
Fortelling - Writer Tools	Fortelling gives students the tools they need to plot and construct their digital narratives. On the one hand, it

	includes a number of writing tools that are useful for organising both content and characters or action, among other elements. On the other hand, it allows for collaborative and concurrent work on the project. Finally, there is a section called "Weekly Challenges" that puts each student's imagination to the test, encouraging them to create little stories and share them with other students for feedback.
Storyboard App	Storyboard is an application to create digital narratives, full of designs, animations, and creative ideas. It additionally comes with a drawing tool for creating own projects and resources.