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A project entitled

Digital Storytelling (DST): Students' Fluency and Learning Motivation

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Digital Storytelling (DST): Students' Fluency and Learning Motivation

1. Abstract

Storytelling is an increasingly popular way of teaching and learning English language. Two main storytelling methods: digital storytelling (DST) and traditional storytelling, are both commonly adopted in Hong Kong primary school classrooms. To compare and analyze the advantages and the disadvantages of DST and traditional storytelling, and more importantly, to study whether DST outperforms traditional storytelling in terms of facilitating students' oral fluency and improving their learning motivation, this study is conducted in the context of a Hong Kong primary school. It was found out that DST does not effectively improve students' oral fluency, but it largely boosts their learning motivation with its visual and audio allure. Other factors are also found to be influential regarding the teaching quality of storytelling lessons.

2. Literature review

2.1 Facilitating Students' Language Skills Through Storytelling

Storytelling is an essential component in human culture (Crawford, 2012). There is an established impression of storytelling that a group of children leisurely sitting around an old man with a storybook in his hand at a cozy night. Also according to Crawford (2012), storytelling has been carrying more serious education functions through years of development and transformation. It is stated that students receiving TPRS (Teaching Proficiency through Reading and Storytelling) methods is stated to have better academic performance in both writing and speaking (Dziedzic, 2012). Not only in English language, TPRS functions better in Spanish teaching and learning as well (Watson, 2009) compared with traditional teaching methods. According to Hayashi (2015), storytelling is regarded as one of the most essential activities in facilitating students' oracy skills.

TPRS have much strength from the perspectives of promoting students' language skills. Some foreign researchers like Simich-Dudgeon (1998) also mentioned the beneficial effects of storytelling upon students' oracy skills, stating that storytelling could activate students' ability of manipulating words for expression.

2.2 Different Ways of Storytelling

Hamilton (2017) categorized several ways of TPRS, including: (1) the traditional way: to read the stories aloud by the teacher; (2) written storytelling: to let students read the stories by themselves on a piece of paper, which is in practice closer to story reading; (3) role playing: to enact stories and immerse readers into the plot; (4) DST: Digital Storytelling, a way to integrate images, animations and sounds with the storybook.

2.3 Descending Trend in Adopting Traditional Storytelling Methods

Gregory et al. (2009) described DST as a movie with animation and music to retell the story usually in less than five minutes. There are a range of supporting software and websites to implement DST such as Powerpoint, Photostory, Movie-Maker, iMovie, Adobe Spark etc. DST verbalises and visualises texts from a book, making the whole thing more interesting to students (Kimura, 2012). In the context of Hong Kong primary school classrooms, the relatively conventional lecture-type language teaching is gradually losing its appeal to students. Adopting a teaching strategy that could better engage students and trigger their motivation increasingly matters in terms of students' in-class participation and absorption of knowledge (Malin, 2010).

2.4 Overall Benefits and Drawbacks of DST (Digital Storytelling)

DST was first introduced in classrooms about three decades ago (Gregory et al., 2009), but it is still new and yet to be prevailingly implemented in classrooms in many countries (Afrilyansanti, 2009). Comparatively speaking, digital storytelling (DST) outperforms other storytelling methods in terms of improving students' English achievement and motivation by increasing students' overall understanding of the learning content (Yang, 2012; Green, 2013; Chao & Hung, 2014). It serves as an essential teaching and learning tool by involving both students and the teacher during lessons (Robin, 2008). According to Green (2013), DST helps students to pay more attention to the contextual use of English beyond mere memorization of vocabulary. Scholars have been doing researches on the beneficial effects of storytelling and DST towards students' literacy skills. It is said that DST is rather helpful in building students' identities as writers and engaging them in writing process in primary schools (Foley, 2013). To be brief, DST is helpful when it comes to raising students' learning motivation and language skills.

While it cannot be denied that any method of teaching a language, apart from its benefits, could have its respective drawbacks. Obviously, there are already some predictable underlying problems when it comes to DST. Certain level of technical skill is required for the English teachers if they would like to choose DST as a teaching method, then, lack of training in ICT, especially for teachers from upper generations, could be one of the things that hinders the production of digital story books. Although DST materials could be shared through intranet in school or online, the time-consuming and complicated production of a digital book is undoubtedly the very first step of carrying out the whole thing. Some teachers probably have no choice but grab a big storybook instead of sitting in front of the scanner and computer for hours. Another situation that might occur is the unpredictable and sudden technical problem of the

classroom devices such as the computer, the projector, or the USB storing your DST document. When the book is not with the teacher, everything depends on the electronic appliances. More disadvantages of DST would be mentioned in the analysis part of this study.

2.5 Aim of the Study

What have been found are mostly about how DST improves students' literacy skills, especially writing ability, but only few research has investigated the progress that students make in their oral fluency.

This project aims to study students' oral fluency and learning motivation during storytelling lessons. For the fluency part, Green's research (2013), Chao and Hung (2014) found DST only had trivial effectiveness in improving students' pronunciation and fluency. While many of the other DST research hardly mentioned the impact on fluency. To scholars' best knowledge so far, students are found to be more motivated when language focus is taught through different kinds of storytelling rather than traditional grammatical explanation (Castro, 2010). Therefore, to fill the research gap: the lack of information about the impact of DST on fluency, this study will be conducted as an experiment within one primary 2 class in Hong Kong.

In terms of learning motivation, there are some evidence proving that the students taught by DST have obviously higher learning motivation than those who are taught by lecture-type storytelling (Yang & Wu, 2012). In 2012, Hung, Hwang and Huang's research showed that DST effectively helped to enhance learning motivation and even achievement. Likewise, this study aims to find the relationship between the increasing learning motivation of DST and the improvement of their

fluency. Whether this type of storytelling prompts them to be more engaged and more willing to speak is also a focus.

3. Research Questions and Hypotheses

Research question 1:

Does DST improve students' English fluency?

Hypothesis 1:

DST has a small improving effect on students' fluency. Students' WPM (word per minute) will increase after one-semester DST activities in class.

Research question 2:

Is improvement in fluency of the students related to rising learning motivation?

Hypothesis 2:

DST motivates students to engage in learning and to express themselves more, thus it can improve their language performance (fluency).

Research question 3:

Since DST is said to outperform traditional storytelling in many ways, is it possible for DST to replace the traditional way of storytelling?

Hypothesis 3:

It is still not possible for DST to substitute traditional storytelling because there are many irreplaceable benefits that traditional ways possess while DST do not.

4. Participant information

The experiment was conducted in a P2 class of 25 students in the present researcher's practicum school for one-semester. Half of the 25 students were non-Chinese ethnic minorities (from the Philippines, Japan, India, Britain, African-American etc.); the students are around 7 years old. The students in this class have relatively higher English proficiency compared with other Hong Kong primary school students.

The classroom sitting plan of the practicum school is different from other primary schools. To promote interaction and communication among students, they all sit in groups so that there is a big space in the middle of the classroom. Teachers can walk around freely during the lesson, and besides this, students have an extra activity square called the "base". The reason I mention the "base" is that the practicum school has a unique policy which requires teachers to arrange 10-15 minutes per lesson letting students to sit in the base, so as to stay more focused, and be closer with the teacher.

5. Data Collection - types and methods

The research was conducted as a quasi-experiment in the context of Hong Kong primary school classroom. The school has a school-based literacy program, which requires the students to read three to four big books in one semester. During the Field Experience Semester that the present researcher was placed in that school, the children read the following five books:

(1) *What's the Time Mr. Wolf* by Debi Gliori;
(2) *The Smartest Giant in Town* by Julia Donaldson and Axel Scheffler;
(3) *Peace at Last* by Jill Murphy;
(4) *The Elephant and the Bad Baby* by Elfrida Vipont;
(5) *Seasons* by an unknown author.

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Date	Book Title	Big Book	Storybook	Teaching Method	No. of lessons spent	Videotaping
Sep.18, 27	*What's the Time Mr Wolf*	✓	✓	DST	2	✗
Oct.31, Nov.3	*The Smartest Giant in Town*	✓	✓	DST	2	✓
Nov.29, 30	*The Elephant and the Bad Baby*	✗	✓	DST	1	✗
Dec.13	*Peace at Last*	✓	✓	Traditional	1	✓
Feb.5	*Seasons*	✓	✗	Traditional & DST	2	✓

Table 4.1

Table 4.1 depicts an overview of different features of these five books. It should be noticed that not every book is a traditional big book with story plot. As is shown below, I adopted both traditional way and DST (digital storytelling) to make a comparison between two methods. For each method, I spent two and six lessons since DST is already well adopted in this primary school.

To investigate oral fluency and learning motivation, I collected two categories of qualitative data: videotapes and interviews. For videotapes, I recorded five representative lessons to study, through which I observed whether the students made improvement in fluency before and afterwards, and whether they were attentive and attracted to the story. For example, how well they interacted with teacher under two teaching methods, whether they stayed focused on the teacher and on the screen, how many times they turned around to chat with other classmates,

whether they sit up tall or look at the ground or elsewhere, any students who are inactive suddenly becoming active during storytelling, etc.

Moreover, I adopted the same method and instrument used by Fitrianingsih (2017) for analysing their fluency: a term called WPM (word per minute). As the name suggests, the index is calculated by dividing the total number of words with minute, to serve as an indicator of the fluency of a student. For instance, a student articulates 50 words in 75 seconds, then the WPM for him or her is 50/1.25=40 (words/minute). Although it was rather easy to be interrupted by other students in class when one is giving a short speech, I still did such analysis for reference but it was not counted as a kind of quantitative data.

The other data source is interviews. I interviewed 17 out of 25 students and some fellow teachers on their opinions and feelings upon two different methods, to see in what ways DST outperforms the traditional storytelling modes (or the other way round). The interview questions for students and fellow English teachers were attached in the appendix. All of the videotapes and interview information was securely kept in a password protected desktop computer. After collecting all the qualitative data, I got a general image of how and how well DST worked in primary school context.

During the practicum in a primary school, I worked as a student teacher for four months. I collected various data from 18th September to 5th February. All data was analyzed by the end of February.

5. Instruments

- Digitized storybooks (PowerPoints) for English class with emphasis on language focus;

- Videotaping for five storytelling lessons (2 traditional and 3 DST);

- Interviews with students in the class and other English teachers familiar with both two methods.

7. Data analysis (oral fluency and learning motivation)

7.1 Trivial fluency improvement in oral English

Since there was no pre- or post- test in this research on students' fluency, a part that encouraged students to share their views on the storybook in front of their classmates was added during my lesson planning. They were asked to share their favorite plots or characters and two reasons they liked or disliked the book etc.

7.1.1 WPM (word per minute)

Through observing the video, I calculated students' WPM in lessons adopting traditional storytelling and DST. In each lesson, around five to six students were invited to share their views on the storybook with their classmates in a short speech. To protect participants, students are represented in letters. The result is shown in Table 7.1.1. The names in blue mean that same five students were picked to do the short speech through five videotaped lessons. During the analysis progress it was found that the short speeches were often interrupted by other students so the data were just for reference. It is easily deduced that the method of storytelling does not necessarily influence students' fluency.

Traditional Storytelling	WPM	DST	WPM
E	79	E	83
A	65	A	49
K	39	K	34
T	87	T	77
H	70	H	72
U	81	N	58
E	54	S	88
G	73	Y	60
W	62	L	66

Table 6.1.1

7.1.2 Teachers' and Students' Interviews

From English teachers' point of view, the fluency level of the students didn't differ much in storytelling lessons adopting two methods. The majority of fellow English teachers held the opinion that it was hard to see the progress in a short period of time, and that the fluency level of the students was sometimes "semi-fixed" in proportion to their academic performance. Although some students insisted that digital storytelling helped them learned English better, it possibly lies in their boosting motivation when they saw the big, animated and super colorful images on the screen.

To conclude, improvement of students' fluency in English was not found neither from the videotapes of lessons nor from the observation of English teachers. Basically it is because the

chances for the students to practice oracy skills given by traditional storytelling and DST are almost the same. What really matters are the design of the lesson. Different methods only serve as a provider of diverse possibility in lesson planning.

7.2 Obvious difference in learning motivation

Unlike oral fluency, the second factor that I worked on, learning motivation, seemed to be disparate under two storytelling modes. According to the videotapes and interviews with teachers and students, DST was remarkable in mainly three aspects: (1) visual attractiveness, (2) audio enchantment, and (3) physical convenience. Although there are some other factors that might make some differences in students' concentration, response and involvement, I would explain the three aspects first.

<u>7.2.1 Visual Allure</u>

Younger kids are usually attracted by colourful depiction and animated images, which can easily be reached through digital storytelling with the help of adobe photoshop and microsoft powerpoint. Compared with flat and immovable pictures in printed books, digitized storybooks are superior in drawing students' attention and keeping their concentration by adding distinct while unpredictable effects.
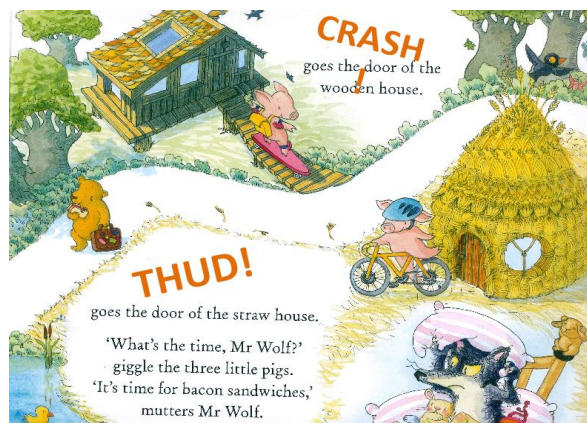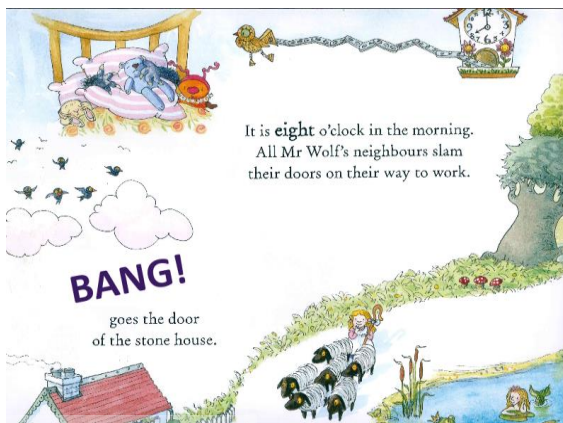
Here are two slides from DST: *What's the time Mr Wolf*. The language target is onomatopoeia such as *Bang, Thud, Crash* etc. During the production of DST, I moved away the original onomatopoeia words and covered the places with bigger and colourful ones with animation. For example, when students just finished reading the upper paragraph, a super eye-catching "*Bang!*" jumped in from nowhere. Similar situations applied to other onomatopoeia as well. Students were amused and surprised by the sudden appearance of those key words, and thus would be waiting for something unexpected to them.

"When you are telling story from the screen, I never know what will move or come out next. It's interesting." (S1-F)

"I like you use the screen more because it is more interesting. It can move." (S2-F)

"The pictures are bigger. I can see it more clearly." (S3-M)

Students used the word "*interesting*" for many times when they commented on DST, proving that they do prefer it when it comes to storytelling. It is also evident from the videotapes. Students are observed to be constantly concentrated when DST was adopted. No one was looking around or chatting. From the beginning of the story (02'22'') to the end of it (11'52''), students managed to keep their focus on the screen. The concentration level was not the same when teacher adopted traditional storytelling method.

DST: Smartest Giant in Town (1) - 02'22''
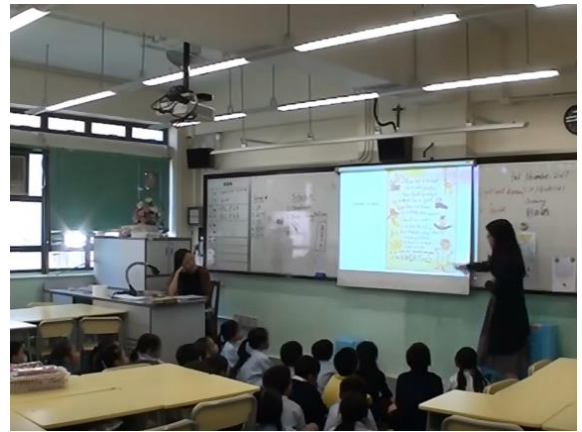
DST: Smartest Giant in Town (1) - 11'52''

Traditional Storytelling: Seasons - 05'41''

Traditional Storytelling: Seasons - 08'57''

As the two screen captures show, from 5'47'' to 08'57'', an increasing number of students started to lose their concentration in three minutes. They turned around, looked at elsewhere, or chatted with their friends, not focusing on the teacher nor the big book. Interestingly, in the next lesson, when the teacher used DST to introduce the same book *Seasons*, students were highly concentrated. In the photo of 17'49'', some students were so interested that they even stood up from their seats.

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DST: Seasons - 15'05''

DST: Seasons - 17'49''

DST helps students concentrate well, and engages them in activities. If students were well engaged, they would respond actively and happily without teacher's pushing. In the lesson of *Smartest Giant in Town* (DST), it can be seen from the screen capture that students were willing to put up their hands even the teacher hasn't finished asking the question.

DST: Smartest Giant in Town (1) - 05'29''

DST: Smartest Giant in Town (1) - 05'34''

Traditionally storytelling: Seasons - 06'36''   DST: Seasons - 24'39''

The reason why more students raised their hands, was possibly because they already get used to all formats of e-learning. They are familiar with using iPads, online learning games, Kahoot!, and let alone digitized textbook and storybooks. Traditional ways of storytelling, on the contrary, is not that common in their classroom. It takes time for them to immerse and engage themselves in a new teaching method. It can be noted from the two screen captures from *Seasons* that, students reacted differently when the teacher asked questions. The contrast of the state of students' engagement was apparent.

Teachers' opinions are more or less similar: students might have known digital teaching methods well so they would act more normal than traditional storytelling.

"Students here might have been used to e-learning cuz we always use Power Point during lessons. They read books individually in the library or at home, but reading a big book together with the teacher is not that usual to them..." (T1-F)

However, DST's visual allure is not limited to its briskness, I got some new ideas from the interviews with the students:

"I like e-book because the words are bigger and clearer. I can't read it well when you hold a big book. The words are too small and... so many people sitting in the base... E-book is better." (S4-F)

Not only S4, some other students also mentioned the problem of small font size of traditional storytelling. As they grow up, the story books they read contain an increasing number of words. It could be hard for them to read because the font is meager, and by the same token, their sight might be blocked in that there are many students sitting together.

7.2.2 Audio Enchantment

The audio effect is another irreplaceable thing that DST can do to attract the students, especially when the students are learning language regarding sound. Onomatopoeia would be one of the perfect instances. During the two lessons of *What's the Time Mr. Wolf*, when the target language: onomatopoeia came up, a real sound clip was played from the computer to make the whole thing more authentic. In another case, suitable background music could smoothly build up corresponding atmosphere of a story.

"When the e-book has sound, it's so cool. I like it." (S5-M)

Some may argue that those sound could be made by the teacher as well, and actually I agree with them because the core audio appeal derives from the audio itself, not the computer. Digitized

book is just a kind of carrier that transport such auditory enjoyment to the readers. In other words, if the teacher can make dramatic sound with exaggerated facial expressions, I believe the students will also be much fascinated.

7.2.3 Physical Convenience

(1) <u>Students' physical hindrance in traditional storytelling</u>

Traditional Storytelling: Peace at Last - 09'02''

Traditional Storytelling: Peace at Last - 11'54''

The two screen captures from *Peace at Last* with traditional storytelling that students could concentrate well on the story at 09'02'', while three minutes later the teacher had to tell the students not to come too close because those sitting in the front might block the sight of others. In this case, students' concentration span stopped suddenly, because they concentrated too much, which was distracting but inevitable.

> *"I can't see the book because others keep moving forward... They don't know how to sit properly in the base when you are telling the story in front of us." (S6-F)*

(2) <u>Student-teacher distance</u>

Interviews with fellow teachers always gave me ideas on storytelling. A teacher talked about the impact of physical distance has on students' engagement in class. DST appears to be more flexible because the teacher doesn't need to sit in the middle, holding a book; instead, the teacher can walk around every corner of the classroom and draw students' attention back at any time. Despite the fact that during traditional storytelling, the physical distance between the teacher and the students are closer than DST, it is fixed and rigid for the most of the time, unless the teacher moves around while telling the story, which is infeasible. While students are holding really different opinions on this topic.

"I like you to sit right in front of us. You are closer!" (S7-F)

"I don't want to see the teacher always there...I like e-book..." (S8-M)

Usually it's the girls who accentuated their fondness for intimacy, and from teachers' points of view, intimacy is unique in traditional storytelling.

(3) <u>Teachers' physical tiredness:</u>

"Miss Zhang, I don't want you to be tired. You have to flip every page when you are holding the big book, but you just need to click when you use computer." (S2-F)

The present researcher also felt that holding a big book for 35 minutes could be a tiring thing, and sometimes it could affect the teaching quality if the story book were oversized and too hard to flip the pages. This is not vital but when I heard of this from one of the students, it was

impressive. However, such physical limitation could skillfully be used as a small technique in drawing students' attention.

In the case of digital storytelling that adopts Power point, the next page comes out the instant the teacher clicks the mouse. Compared with that, the teacher can control the time to turn to the next page, he or she can also decide how much content s/he wants to show to the students. For example, by showing only a corner of the next page, the teacher may ask the students to guess the plot that might happen afterwards. A series of actions related to flipping the book manually open up some possibilities to arise students' curiosity and interest as well.

7.2.4 Other Affecting Factors

To sum up, as a delivery method, DST seemed to outperform the traditional storytelling, especially in terms of drawing students' attention and keeping their focus visually, auditorily and physically. Other factors besides the delivery methods were also found to be worth considering.

(1) Content of the storybook: Amongst the five books they read: *What's the Time Mr. Wolf, The Smartest Giant in Town, The Elephant and the Bad Baby, Peace at Last* and *Seasons*, the last book was comparatively less popular. Other four books have intriguing plots while the book *Seasons* is more in a format of narration and description, which does not consist of as many ups and downs as the former four books do. Accordingly, a conclusion can be drawn that the captivation of a book is related to the content of the book as well.

(2) Health Issue: Two of the students mentioned in the interview that staring at digital screens for a long time might do harm to health of eyes, yet they still prefer DST rather than

traditional storytelling. The schools nowadays spare no efforts to provide students with a e-learning environment. Students already spend a long time looking at the screens of iPad, so that it might be a concern if the digital story is long which requires them to look at the screen continuously.

(3) Personality of the presenter/teacher: This is a minor factor that influences the teaching quality of storytelling sessions, but it can sometimes dramatically help students' learning. A teacher with active personality knows how to keep eye contact with the students and absorb them into the story naturally. Vivid, even exaggerated tone and interpretation would largely increase students' learning motivation.

8. Conclusion

After a semester long experiment and research, the present researcher found that DST is influential in cultivating students' learning motivation (i.e. concentration and engagement) while it doesn't appear to be useful in promoting students' oral fluency, in that the fluency would not be improved only because of the rising of their learning motivation. Although it cannot be denied that the flexibility and the editability of DST could well facilitate students' learning, it cannot substitute traditional storytelling in a short period of time because the intimacy of traditional storytelling, is irreplaceable.

Therefore, the combination of DST and traditional storytelling could be one of the choices when it comes to storytelling in Hong Kong primary schools. Actually, the selection of storytelling method depends on teachers' understanding on teaching and learning styles of the school and its students.

9. Limitations of the Study

This research project suffers from two major limitations that could be avoided and improved next time when I carry out a research. The first one was related to the length of intervention time. Only four months was not enough to spot any apparent progress the students made in their fluency. Apart from the length of time, the way for judging students' fluency was also a problem. The research did videotaping to judge students by their WPM (word per minute) and by mere observation. To improve, such research studying students' fluency should last for at least two semester or even one year, and should set a systematic pre and post test to test their fluency. While due to the tight schedule and activity arrangements, it was difficult in some way indeed.

The other limitation is the uniqueness of the practicum school I worked in. It is not an international school but the students are with diverse cultural backgrounds, so that the school is more international than other normal primary schools in Hong Kong. Therefore, the English language proficiency there is higher and their English curriculum is comparatively more difficult. The sitting plan is significant different from other schools as well. The point I want to make here is that, the result of this research may not be applicable to all English classrooms in primary schools of Hong Kong. A better way to get a more general result would be to conduct similar studies in a number of typical local primary schools.

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Appendix

1. **Criteria of videotaping**

The videotaping took place when the students are not aware of and I sought approval from the school in advance. I videotaped the performance of the students when they are having storytelling classes to observe their improvement in fluency and their attentiveness (learning motivation). I had five videotapes of storytelling lessons to observe and work on.

2. **Interview Questions**

2.1 For students

(1) Do you like me holding a book or using the computer? Why?

你喜歡老師拿著書講故事，還是喜歡老師用電腦投影出來？

(2) Do you think it helps you to learn in English? In what way?

（基於上一次選擇）你覺得講故事幫助你學習英語嗎？如何幫助？

(3) Would you like to have this activity in English classes of the next semester as well? Why?

下個學期你還想再繼續這個環節嗎？為什麼？

2.2 For English teachers

(1) How do you think students behave differently when they are listening to the story in the traditional way and in using DST?

(2) Would you adopt DST as your main teaching method when it comes to storytelling? Why?

(3) Do you feel that the students have improvement in their fluency when you are using DST?

(4) Do you feel that the students are more concentrated when they focus on the screen (DST)?

(5) Do you think DST would one day replace traditional storytelling?

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1. Full Transcriptions of Interviews

I interviewed 17 out of 25 students from the class, and four fellow English teachers.

As the students do not have much time to be interviewed during recess time, I conducted the interviews in short period of time. The questions answered by the students were sometimes random and unconnected, so that I adjusted the order of the questions I prepared for them, and reorganized their answers to make it clearer. I introduced the concept "e-book" to the students before interviews. There was no difficulty during the interviews with fellow teachers.

1.1 Interview with students (17 students; 9 female & 8 male)

S1-F: *I like stories from the screen. It's fun. Better than our books. When you are telling story from the screen, I never know what will move or come out next. It's interesting. Stories? Maybe… Yes, I want to have more stories!*

S2-F: *I like you use the screen more because it is more interesting. It can move. And Miss Zhang, I don't want you to be tired. You have to flip every page when you are holding the big book, but you just need to click when you use computer.*

S3-M: *I like computer stories. The pictures are bigger. I can see it more clearly. Nothing helps me with English… It's okay.*

S4-F: *I like e-book because the words are bigger and clearer. I can't read it well when you hold a big book. The words are too small and… so many people sitting in the base… E-book is better.*

S5-M: *When the e-book has sound, it's so cool. I like it. More interesting. Yes, we want stories. Longer stories.*

S6-F: *I dun want everyone sitting around you. I can't see the book because others keep moving forward… They don't know how to sit properly in the base when you are telling the story in front of us. Please, I want more stories. Princess stories.*

S7-F: *I like you to sit right in front of us. You are closer! We can touch you.*

S8-M: *I don't want to see the teacher always there...I like e-book...*

S9-M: *I like computer. Everyone uses computer! English? No. I want stories in all subjects. Chinese, English, Math, PE…*

S10-F: *No difference. All are stories. I think it's good for my English? Why? Oh, because it's in English. It's ok if there is story or not...*

S11-F: *I love the Smartest Giant in Town. The giant can jump and move from the computer! It is more interesting! I can see the computer clearly.*

S12-M: E-*book! E-book! It can move. The things inside can move. It's like cartoon. It helps me? I don't know. But I know all of us like stories!*

S13-F: *I want you to be closer to us. I want to sit right next to you Miss Zhang. I want to be with you and the book. It's happier. I want to be with you.*

S14-M: *All are good. English is interesting. Stories are interesting too. We always have stories in English classes from P1. Will have more…*

S15-M: *I think if the story is good, then it's good. If the story is bad, it's all bad. I can't choose. Good stories are always good!*

S16-M: *Okay, I like computers. No reasons. Or maybe it's also fine when you are sitting in front of us. But sometimes it's too noisy and we can't hear you. I want more stories in English lessons.*

S17-F: *I want computer. I can't see when you are holding the book. They all go to you. I can't see and I can't hear you. Not good.*

Zhang Enze (Enzo)

1.2 Interview with teachers
<mark>T1-F</mark>

(1) How do you think students behave differently when they are listening to the story in the traditional way and in using DST?

Well I think… they are more calm when they see the screen? Students here might have been used to e-learning coz we always use Power Point during lessons. They read books individually in the library or at home, but reading a big book together with the teacher is not that usual to them...

(2) Would you adopt DST as your main teaching method when it comes to storytelling? Why?

If time permits, sure I'd choose DST coz it's easier to control and you know, the students like it! Classes can share one resource at the same time.

But if it's big book, you have to arrange the time. Which classes goes first and how long it will take blah blah blah…

(3) Do you feel that the students have improvement in their fluency when you are using DST?

I don't think it improves their fluency. Maybe in a long term? It depends on the activities in the lessons of DST. Right?

(3) Do you feel that the students are more concentrated when they focus on the screen (DST)?

Yes, definitely yes. Especially for the students who like animations. The span, you know, is longer.

(5) Do you think DST would one day replace traditional storytelling?

I have no idea but I would say the traditional storytelling is like, fixed in some ways. There are more possibilities for the teachers to explore in DST.

Zhang Enze (Enzo)

(1) How do you think students behave differently when they are listening to the story in the traditional way and in using DST?

It's hard to manage the class if I use a big book because… the students sitting at the back could not see the words and pictures clearly and they kept coming forward… they would even push each other. I know they wanna read and … but it's a bit messy with traditional storytelling unless your classroom management, or to say, the students in your class can all conform to the classroom rules well… Yeah, you know what I mean…

(2) Would you adopt DST as your main teaching method when it comes to storytelling? Why?

Sure um I think it's a good way to attract them either with eye-catching pictures or with movable stuff. Once they are interested, they learn. Using big book can draw more attention from the students. If students look at the screen, it is like usual lessons. Students pay more attention to the big book when the teacher is sitting in front of them. They even want to touch the big book. Students can see more clearly on the screen. Students would complain that they couldn't see the words clearly. Animation and sound effect are attractive. When planning the lesson, we don't need to take the whole big book back to home or to office.

(3) Do you feel that the students have improvement in their fluency when you are using DST?

Maybe no…? Haha…

(4) Do you feel that the students are more concentrated when they focus on the screen (DST)?

Those who always cannot focus well might be concentrated when I use DST. The magic of electronic stuff… Fewer students turn around or chitchat or play with their fingers. Yeah they are more focused. It's obvious.

(5) Do you think DST would one day replace traditional storytelling?

Yes? For if you are teaching the onomatopoeia, digital stuff is way better than making the sound by yourself. I think yes.

Zhang Enze (Enzo)

(1) How do you think students behave differently when they are listening to the story in the traditional way and in using DST?

Um, not really. If the book could attract them, there's no big difference.

(2) Would you adopt DST as your main teaching method when it comes to storytelling? Why?

It depends on the use. If just project the big book, then it makes no difference. Animation and sound effect etc. are grabbing more attention of students from Key Stage 1. It's good. But for DST, it is hard to do the picture walking such as… cover the words, guess the ending, something like that. Physical teaching activities…

It depends on what you want to teach. I mean the objective. For Key Stage 1, it's how to read a book and you can do it by physically showing how but for Key Stage 2, they already know how to read so maybe at that time, at that stage, DST is better, for group work and individual work.

(3) Do you feel that the students have improvement in their fluency when you are using DST?

Nope.

(4) Do you feel that the students are more concentrated when they focus on the screen (DST)?

It's hard to say. I feel like it has to do with the content of the book.

(5) Do you think DST would one day replace traditional storytelling?

Nothing beats a physical book. As teaching aids, there could be some space for improvement for both.

Zhang Enze (Enzo)

(1) How do you think students behave differently when they are listening to the story in the traditional way and in using DST?

Most of them like DST more than traditional one. They are more concentrated.

(2) Would you adopt DST as your main teaching method when it comes to storytelling? Why?

I will choose a more appropriate method for different grades and different content.

(3) Do you feel that the students have improvement in their fluency when you are using DST?

They are more willing to speak when I'm using the traditional storytelling… Coz there's eye contact. Irreplaceable eye contact.

(4) Do you feel that the students are more concentrated when they focus on the screen (DST)?

Yeah, coz it's colorful, bigger, easier to read. It's more visual. Better for visual learners to focus and to learn. But when you are sitting there, they are closer, it feels better, isn't it?

(5) Do you think DST would one day replace traditional storytelling?

I don't think so. They are two unique methods, so um, perhaps combination? Neither of them would replace the other one. Let's say, there might be a method which has both advantages of two methods. Is it possible?