



# THE EFFECTS OF DIGITAL STORYTELLING IN TEACHING 21<sup>ST</sup> CENTURY LITERATURE TO ENHANCE ESL LEARNERS' 3CS- COMPREHENSION, COMMUNICATION, AND CREATIVITY

**Michael Jordan V. Fulgueras**

Eulogio Rodriguez Jr. High School  
mj.fulgueras40@gmail.com

**Gerald S. Garcia**

Eulogio Rodriguez Jr. High School  
ged.garcia08@gmail.com

## Abstract

Digital storytelling is continuously making its name in English language teaching; hence, this study was conducted to affirm its claims and to encourage educators to utilize it. The study investigated the effects of digital storytelling as a teaching intervention to enhance ESL learners' 3Cs-comprehension, communication, and creativity. The study utilized an experimental research design. The respondents of the study consisted of 312 grade 11 learners who took up 21<sup>st</sup> century literature as one of their English subjects in the second semester of the school year 2021-2022. The study was conducted from February to April 2022. A total of 8 weeks was allotted for the study. Pre- and post-tests were used to acquire the needed data. Paired t-test was performed to determine if there is a significant difference between the test results of the students prior to and after the utilization of digital storytelling. Results revealed that before the integration of digital storytelling, ESL learners had a mean score of 2.60 which fell under the advance beginner level, thus, asserting the use of the intervention. Remarkably, after the utilization of digital storytelling, ESL learners acquired a mean score of 4.67 which signifies proficiency level. In conclusion, there is a significant difference between the results of the pre-and post-tests at a 0.05 level of significance which confirms that digital storytelling is effective in enhancing ESL learners' 3Cs.

**Keywords:** Digital Storytelling, ESL Learners, Comprehension, Communication, Creativity

## Introduction:

ChildHope Philippines (2021), revealed that many learners in the Philippines especially in the secondary levels are lacking essential skills in learning. This issue has led both educators and researchers to conduct various interventions in the teaching and learning process. Different teaching strategies have been utilized and learning curricula have been modified, however, the problem remains unsolved, hence, experts in the field of education encourage teachers and other stakeholders to try utilizing and developing interventions that could possibly address the problem.

Technology-aided interventions are becoming popular, the use of flipped classrooms, for instance, shows great success in enhancing students' reading comprehension and critical thinking levels (Fulgueras & Bautista, 2019). A body of research has established that integrating approaches



supported by technology brings positive effects on students' drive and interest which helps attain optimum learning (Greaves, 2007).

The Department of Education in the Philippines issued Order No. 35, s. 2016 that encourages teachers to conduct sessions to collaborate and discuss strategies and interventions for the improvement of the student's learning. One of the problems raised is students' comprehension, many affirmed that students, especially those in secondary education tend to have poor comprehension which causes a domino effect on other essential learning skills, they further stated that during the lesson discussion, students became pretentious that they have understood the lesson, results of their assessment had proven such claims (DepEd Order No. 35, s. 2016).

Notwithstanding, the problem must be addressed, hence, the researchers of the study utilized digital storytelling to enhance ESL learners' 3Cs-comprehension, communication, and creativity. As a relatively new intervention in teaching the students, it is not well-researched in English and in secondary education, studies proved that it is effective in teaching students at the tertiary level, particularly in developing their self-confidence and communication, hence, the researchers conducted the study to identify if it could also be used among the learners in the secondary level to enhance some of their essential skills (Foelski, 2014).

Digital storytelling is continuously making its name in the academic field. It is an intervention that encourages students to bring their acquired learning to life. It is in a form of an audio-visual presentation produced by students to share their learning takeaways, opinion, and arguments on the lesson. It is a great way to validate what students have learned, more so, an avenue to help students develop their comprehension, communication, and other essential learning skills (Robin, 2016).

Moreover, Robin (2016) stated that digital storytelling is a great way to improve learners' creativity, for the intervention itself requires the integration of creative skills to be produced. Further, learners should have a concrete understanding of concepts, theories, and other learnings acquired to produce great digital storytelling outputs. Other elements as to how it should be done should also be considered to be able to have a well-produced output.

Digital storytelling as an intervention to enhance students' essential skills has gained the interest of educators. Many educators across the world have been trying the intervention. In the Philippines, the Department of Education through its Order Number 35, series of 2016 reiterated that during the conduct of the teachers' LAC session, teachers should collaborate and discuss effective teaching strategies and interventions to improve the teaching and learning process (DepEd Or. No. 35, s. 2016).

The results of teachers' assessments and personal observations on students' levels of comprehension, communication, and creativity led the researchers to conduct a study on the intervention of digital storytelling to enhance students' essential learning skills (ChildHope Philippines, 2021). The researchers have found its success in enhancing different skills of the students (Foelksi, 2014). It is not well-researched at the secondary level, thus, there have been limited studies about it in the Philippine context.



The conduct of the study would greatly benefit the respondents for there is a high hope that their comprehension, communication, and creativity levels will be enhanced. The results would also make a positive impact on teachers and other stakeholders to try utilizing digital storytelling in teaching students. Curriculum developers would also have an opportunity to modify and integrate digital storytelling into the current curriculum. More so, the effectiveness of the intervention would encourage researchers to conduct a further study or similar study about digital storytelling.

The study examined the use of digital storytelling in teaching 21st century literature to enhance senior high school learners' 3Cs- comprehension, communication, and creativity. Specifically, the study sought to answer the following questions: (1) What is the level of ESL learners' 3Cs prior to the utilization of digital storytelling?; (2) What is the level of ESL learners' 3Cs after the utilization of digital storytelling?; (3) Is there a significant difference between the levels of ESL learners' 3Cs prior to and after the utilization of digital storytelling?

Digital storytelling is one of the popular methods in teaching students. Studies have proved that it can be used in attaining optimum learning. It can also be used as a tool to validate what students have understood in the lessons discussed. Digital storytelling is in a form of videos produced by teachers, students, or anyone who uses multimedia tools to convey messages, share life experiences, and present knowledge. It is narrative in nature, ideal for explaining concepts and making arguments. It combines video clips, audio, images, text, and animation. Creativity is highly encouraged when making digital storytelling, anything that takes a fancy can be utilized towards it (Robin, 2016).

## Methods:

The researchers of the study used Slovin's formula to determine the total number of respondents. A total of 312 randomly selected senior high school learners participated in the study. The respondents were consisted of grade 11 learners who took 21st century literature as one of their English subjects during the second semester of the school year 2021-2022.

The intervention was conducted during the first quarter of the second semester of the academic year 2021-2022, a total of eight (8) weeks were allotted for the intervention. Prior to the conduct of the intervention, the respondents of the study underwent orientation with the researchers, during the conduct of the orientation, the researchers discussed the nature and context of digital storytelling, the elements, and the ways in which it is done, the important things to consider when making digital storytelling.

The orientation was followed by a pre-test to identify the levels of ESL learners' comprehension, communication, and creativity. Then, digital storytelling was utilized to see if it will bring a positive effect on ESL learners' essential skills. A post-test was ascertained after the use of the intervention, and the levels of ESL learners' 3Cs were once again determined. The results of the pre-and post-tests were carefully checked, analyzed, and compared to identify if there is a significant difference between the ESL learners' levels of comprehension, communication, and creativity prior to and after the utilization of the intervention. Thus, validated if digital storytelling can be used effectively in teaching ESL learners to enhance their learning skills.



The study utilized an experimental pre-test and post-test research design. The design is deemed to be appropriate for the study for it focuses on the effects of digital storytelling as an intervention in teaching 21st century literature to enhance the levels of ESL learners' comprehension, communication, and creativity.

Three (3) instruments were employed to gather the needed data: pre-test; digital storytelling; and post-test.

#### The pre-test

A pre-test was conducted among the respondents prior to the conduct of the intervention. The test was developed by the researchers, it was checked and validated by a head teacher, a master teacher, and a school principal who are experts in English. To ensure the validity of the test, it also undertook pilot testing.

The test has consisted of 24 items, divided into three specific skills such as comprehension, communication, and creativity. Each of the skills had eight statements that aim to gauge the levels of ESL learners on 3Cs. A Likert five-point scale was applied to the student's answers. The test was in a Google Form sent online to the respondents.

#### The digital storytelling

The digital storytelling outputs were submitted by the respondents every Friday of the week. A total of eight (8) digital storytelling outputs were created by the respondents. The submitted digital storytelling was comprised of a summary of their learnings for the entire week on the subject 21st century literature. The digital storytelling outputs submitted observed a minimum of 1 minute and a maximum of 3 minutes for the time duration. No specific rules were followed for the editing, however, the four important elements of digital storytelling such as audio, videos, illustrations, and animations must be presented.

#### The post-test

After the intervention, a post-test was conducted among the respondents, the same test questionnaire was used. The results of the pre- and post-tests were analyzed and compared to identify if there is a significant difference between the levels of ESL learners 3Cs prior to and after the utilization of digital storytelling.

Prior to the conduct of the study, a request letter regarding the conduct of the study was sent to the school principal and other personnel. Respondents' orientation was done to make sure that they will be aware of the nature and flow of the study. Since some of the respondents are still minors, parental consent was secured. Respondents were asked for their voluntary participation. All data acquired in the study dealt with strict confidentiality and shall only be used solely for the purposes of the study.

After obtaining all the needed data from the respondents' pre-and post-tests, paired t-test was



utilized to know whether the variables were significant or not significant. Treatment of data played an essential role in research as it helps the researchers to have a clear understanding of the results.

The researchers used Dreyfus's five stages of skill acquisition as level descriptors. Consecutively, the responses were interpreted using the following levels.

Level		Scale	Description
1	Novice	1.00-1.99	A novice is just learning the basics of a subject, along with fundamental concepts and specific rules of action. They are unable to exercise discretionary judgment and have rigid adherence to taught rules or plans.
2	Advanced Beginner	2.00-2.99	The advanced beginner is beginning to connect relevant contexts to the rules and facts they are learning. Adding to their knowledge of facts, they are recognizing previously undefined facts and increasing their knowledge of relevant concepts, vocabulary, and principles. Individuals at this level may have no sense of practical priority. All aspects of work may be treated separately and will likely have equal importance.
3	Competent	3.00-3.99	A competent performer is beginning to recognize more context-free principles and concepts as well as situational elements. A person at this level can select rules or perspectives appropriate to the situation, taking responsibility for the approach.
4	Proficient	4.00-4.99	A proficient performer has experience making situational discriminations that enables the recognition of problems and the best approaches for solving the problems. At this stage, intuitive reactions replace reasoned responses. A person at this level implements decisions based on intuitive understanding because of their experiences.
5	Expert	5	The expert can see what needs to be achieved and how to achieve it. This



		level of a performer can make more refined and subtle discriminations than a proficient performer, tailoring approach and method to each situation based on this level of skill. The major difference between individuals in the stages of proficiency and expertise is that what experts do almost always works. Proficient people still make mistakes; experts provide almost perfect performance.
--	--	--

**Results and Discussions:**

*Level of ESL Learners' 3Cs prior to the utilization of Digital Storytelling (N312)*

<b>Pre-Test Results</b>			
	<b>Comprehension</b>	<b>Communication</b>	<b>Creativity</b>
	3.0	2.69	2.55
	2.68	2.67	2.63
	2.62	2.59	2.50
	2.65	2.64	2.73
	2.54	2.80	2.69
	2.59	2.51	2.62
	2.29	2.44	2.29
	2.71	2.41	2.51
<b>Mean</b>	<b>2.64</b>	<b>2.59</b>	<b>2.57</b>
<b>Mean of 3Cs</b>	<b>2.60 (Advance Beginner)</b>		

Prior to the utilization of digital storytelling, ESL learners had mean scores of 2.64 for comprehension, 2.59 for communication, and 2.57 for creativity which gave them a mean score of 2.60 for all the 3Cs that fell under the advance beginner level, meaning the learners did not have a sense of practical priority, what they can do is to establish a connection between their background knowledge and the information they have gathered.

The pre-test results revealed that there is a need to integrate digital storytelling in teaching the learners. Considering its concepts and the process of how it is done there is a high probability that learners' 3Cs will be developed. Moreover, the idea of having the learners make digital storytelling outputs will help them enhance their essential learning skills because the intervention itself requires skills to be produced (Foelski, 2014).



*Level of ESL Learners' 3Cs after the utilization of Digital Storytelling (N312)*

<b>Post-Test Results</b>			
	<b>Comprehension</b>	<b>Communication</b>	<b>Creativity</b>
	4.61	4.64	4.59
	4.68	4.78	4.66
	4.66	4.56	4.73
	4.76	4.83	4.69
	4.57	4.59	4.63
	4.78	4.66	4.66
	4.60	4.67	4.66
	4.65	4.69	4.68
<b>Mean</b>	<b>4.66</b>	<b>4.68</b>	<b>4.66</b>
<b>Mean of 3Cs</b>	<b>4.67</b>		

After the integration of digital storytelling, ESL learners obtained mean scores of 4.66 for comprehension, 4.68 for communication, and 4.66 for creativity which garnered a mean score of 4.67 for all the 3Cs that signify proficiency level, denoting that the learners have a strong recognition of the information gathered. They manifested the skills needed. More so, they can arrive at the best solution based on their intuition and experiences.

Utilizing digital storytelling develops learners' 3Cs with its unique ways of encouraging learners to present and share what they have learned, learners acquire a deeper understanding of the lesson, and they became more confident in sharing their learning takeaways and particular in showcasing their creativity (Robin, 2016).

*A Significant Difference between the levels of ESL Learners' 3Cs prior to and after the utilization of Digital Storytelling*

**A. Comprehension**

	<b>Pre Test</b>	<b>Post Test</b>
<b>Mean</b>	2.64	4.66
<b>Standard Deviation</b>	0.197	0.105
<b>t-value</b>	-21.26062322	
<b>p-value (Two-Tailed)</b>	4.68831E-12	

Based on the results of the pre-and post-tests, it can be noticed that prior to the integration of digital storytelling, ESL learners acquired a mean score of 2.64 with a standard deviation of 0.197 whereas after the utilization of digital storytelling, the learners acquired a mean score of



4.66 with a standard deviation of 0.105. Using paired t-test, at a 0.05 level of significance, there is a significant difference between the results of the pre and post-tests. The t-value is -21.26062322 with p = 4.68831E-12.

The result of the tests implied a positive effect on the use of digital storytelling in improving learners' comprehension. As affirmed by Robin (2016) it is a great avenue to help students develop their comprehension, communication, and other learning skills.

### B. Communication

	Pre Test	Post Test
<b>Mean</b>	2.59	4.68
<b>Standard Deviation</b>	0.133	0.164
<b>t-value</b>	-23.77021853	
<b>p-value (Two-Tailed)</b>	1.02281E-12	

Based on the results of the pre-and post-tests, it can be observed that prior to the intervention of digital storytelling, ESL learners acquired a mean score of 2.59 with a standard deviation of 0.133 while after the utilization of digital storytelling, the learners acquired a mean score of 4.68 with a standard deviation of 0.164. Using paired t-test, at a 0.05 level of significance, there is a significant difference between the results of the pre and post-tests. The t-value is -23.77021853 with p = 1.02281E-12.

The results of the tests asserted that utilizing digital storytelling can enhance ESL learners' communication skills. The idea of having the learners share their learning takeaways through digital storytelling is effective in developing students' communication competence (Foelski, 2014).

### C. Creativity

	Pre Test	Post Test
<b>Mean</b>	2.57	4.66
<b>Standard Deviation</b>	0.138	0.120
<b>t-value</b>	-21.55267252	
<b>p-value (Two-Tailed)</b>	3.89377E-12	

Based on the results of the pre-and post-tests, it can be discerned that prior to the utilization of digital storytelling, ESL learners acquired a mean score of 2.57 with a standard deviation of 0.138, on the other hand after the integration of digital storytelling, the learners acquired a mean score of 4.66 with a standard deviation of 0.120. Using paired t-test, at a 0.05 level of significance, there is a significant difference between the results of the pre and post-tests. The t-value is -21.55267252 with p = 3.89377E-12.





The result of the tests confirms that digital storytelling is a good way to help students cultivate their creativity for it is highly encouraged when making digital storytelling, anything that takes a fancy can be utilized towards it (Robin, 2016).

## References

- Chilhope.org,ph (2021, August 25). *The current education issues in the philippines — and how Chilhope rises to the challenge*. <https://childhope.org.ph/education-issues-in-the-philippines/>
- DepEd Order No. 35, s. 2016. *The learning action cell as a K to 12 basic education program school-based continuing professional development strategy for the improvement of the teaching and learning*. June 07, 2016. [https://www.deped.gov.ph/wp-content/uploads/2016/06/DO\\_s2016\\_035.pdf](https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_035.pdf)
- Foelski, M. (2014). *Digital storytelling: the impact on student engagement, motivation and academic learning*. <https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1162&context=grp>
- Fulgueras , MJ & Bautista, J. (2020). Flipped Classroom: Its Effects on ESL Learners ‘ Critical Thinking and Reading Comprehension Levels. *International Journal of Language and Literary Studies*. <https://doi.org/10.36892/ijlls.v2i3.228>
- Greaves, T. (2007). *The ubiquitous-technology dream: The Importance of Tech in Education*. Edutopia. <https://www.edutopia.org/ubiquitous-technology-dream>
- Robin, B. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*. <https://files.eric.ed.gov/fulltext/EJ1125504.pdf>