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Engaging English student teachers in a digital storytelling project for young learners

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Abstract. Storytelling is one of the effective ways in developing young learners’ language skills. Previous studies have demonstrated the power of storytelling activities in providing the meaningful contexts for English student teachers to learn language while at the same time providing English student teachers with the language exposure in enhancing their listening competence. This paper reports on a seven-week class project in which English student teachers create a digital storytelling project to teach English for young learners. Participants were the English Language Education learners who take the English Storytelling course in the English for Young Learners optional course packages. Data showed that most of the English student teachers are successfully presenting digital stories. However, some English student teachers faced difficulties in producing pedagogically relevant recorded audio of the stories. Further, English student teachers perceived the technology integration into the storytelling activities is beneficial in the language learning while at the same time increasing the English student teachers’ creativity in designing the teaching and learning activities for the English student teachers’ future class. The findings also suggest that further research need to investigate the use of digital stories in another forms of software application and different level of English student teachers.

1. Introduction
The rapid growth of Information and Communication Technologies (ICT) and the knowledge-based economy means the ability to work collaboratively with others has become an essential skill in the workplace [1]. As technology plays great role in the human’s daily life, technology plays significant role in education. Recently, the advancement of the technology brings positive impact in the development of language learning. Technology integration in the language learning triggers the positive changes in the development of teaching methods. The technology advances the teaching method in a way that it makes the language teaching easier. Thus, integrating technology into the teaching and learning process is a need in response to improve the English student teachers’ English proficiency. In line with this, Kern demonstrated that using technology is beneficial to improve English proficiency [2].

To get the maximum benefit of the technology enhanced language learning, the teaching education English student teachers should master the advancement of technology in the teaching and learning activities. They should be able to integrate technology in their teaching. During their study in the university, exposing teaching education English student teachers with numerous digital projects is needed. There is a belief that English Student Teachers who are able to enhance their study with technology will enhance their teaching activities in the near future by integrating technology too. The teaching education English student teachers will implement what they have learnt during their study in the university.

Along with the development of technology, the emergence of multimedia technology and its application to teaching, featuring audio and visual effects, comes into significant role in English language teaching. Utilizing audio and visual aids in the teaching and learning activities is one way to help the English student teachers to learn English better. As proposed by Gersten and Baker, “Because the spoken word is fleeting, visual aids such as graphic organizers, concept and story maps and words bank give English student teachers a concrete system to process, reflect on, and integrate information” [3]. Digital technology allows English student teachers’ active involvement in the language learning activities. The integration of technology into the language learning results a good impact on English student teachers’ language proficiency.
Digital storytelling has gained popularity as instructional methodology in the educational landscape, including second and foreign language learning because socially it can allow learners to share and exchange personal narratives and accounts of historical events and discussions of a wide range of topics [4]. As explained by Pappamihel & Knight, digital storytelling is the practice of combining images with narration and/or music and has been making inroads into classroom practice for quite some time [5]. In this study, English student teachers selected some relevant pictures based on their chosen story. They browsed the internet and selected the most relevant picture to represent each character in the story. Besides, English student teachers also selected the most appropriate picture as the background in each scene in the story. Digital stories integrate the English student teachers’ personal voice into the story, providing an impact that is rarely seen in other educational media [5]. Storytelling entails multimodal language skills, such as writing, reading, talking, and listening. To facilitate these processes, the incorporation of technology into storytelling is needed [4]. Utilizing technology in English language teaching can be done through the use of digital story telling. Different with telling story in a traditional way, digital story telling activities enables English student teachers to utilize the technology into their story telling activities. Digital storytelling is a technology that can help teachers overcome some of the obstacles to productively using technology in their classrooms.

Literature on reflective storytelling, including digital storytelling, identifies a range of benefits [6][7][8][9]. Digital storytelling is one approach that allows English student teachers to share their experiences and incorporate their own voices in the curriculu. Digital storytelling is regarded as not only a form, but also a process that is able to support multimodal, deep, reflective learning. Digital stories provide evidence of English student teachers’ success in performing a challenging task [10]. Children were highly motivated in digital storytelling activities and remained so longer than in other daily classroom activities. They showed persistence and patience because they were a part of the final product of the digital story.

Digital story telling has been implemented as an instructional strategy in second and foreign language classrooms [11] because it is highly adaptable to content and promotes student involvement. Storytelling can be a powerful means of expression especially for voices that may be difficult to hear or represent in typical ways. Thus, engaging English student teachers in a digital storytelling project is highly believed that this activity can promote the English student teacher’s active involvement in the learning activities especially in the integration of several aspects in order to present the story in a digital way. The learners’ use of text, images, and sound via editing software influenced the development of their digital stories [12]. In the field of second language education, digital storytelling has been increasingly adopted as a pedagogical tool to enhance learners’ capacities to work collaboratively as well as to enhance target language proficiency [13][14]. Early studies were typically designed as an individual learning activity [15][16]. However, recent studies in digital storytelling have increasingly integrated learner collaboration into their project design [13][14]. Wexler work on understanding the lives of Alaska native young people. The findings of their study suggest that digital stories can serve as useful artifacts for investigating youth identity construction and better understanding young people’s lives, which can be used to inform the development of more successful and effective programs and policies by and for youth to bolster well-being. Oskoz and Elola conduct a research which involved university students examining learners’ reflections and comments about developing a multimodal text, the digital stories, within the social semiotics and activity theory frameworks [12]. In addition, Lee explored how the use of digital news stories promoted the development of content knowledge and oral language skills of 15 advanced Spanish students [14].

Recent studies in digital storytelling have increasingly integrated learner collaboration into their project design [14][17]. In contrast, early studies, the project was typically designed as an individual learning activity [15][16]. Further, previous studies on digital storytelling have focused particularly on young learners of English. However, there is little research on the use of digital storytelling on adult learners of English, particularly, the teaching education English student teachers who take the English for Young Learners as their optional courses. Based on the Wexler, Eglinton and Gubrium’s study, the findings suggest that digital stories can serve as useful artifacts for investigating youth identity construction and better understanding young people’s lives, which can be used to inform the development of more successful and effective programs and policies by and for youth to bolster well-being. Looking at this phenomenon, it seems it would be much beneficial to do the research in integrating digital storytelling for the university English student teachers. According to this, the research problem
of the present study was how can the digital storytelling projects help English student teachers to do the storytelling activities better? The present study aims at facilitating English student teachers to improve their storytelling ability by integrating technology in their project.

2. Methods

There are two optional course packages in English Education Program in the University of Jember. One of the optional packages is English for Young Learners (EYL) package. The EYL package consists of five courses namely: Early Childhood Theories in Language Education, Nursery Rhymes, Language Games and Song, Material Development for Young Learner, and English Story Telling. For those English student teachers who take the EYL package, they should take all of the five courses.

I applied action research to my current study. I taught the English storytelling course. There are fourteen meeting in this course. In the first half of the course, I taught the English storytelling in the traditional way. After the first half of the semester, I found that my English student teachers face difficulties in delivering the stories. They were nervous and shy while they were standing in front of the class to do the storytelling activities. This means that English student teachers practicing telling stories orally, combining the English student teachers’ competence in public speaking and the appropriateness of the stories being chosen for young learners. At first, some general basic theories of teaching English for young learners were discussed. Although the English student teachers have taken the Early Childhood Theories in Language Education course in the previous semester, the theories about teaching English for young learners still were taught to the English student teachers in general to recall their memories. By doing this, hopefully the English student teachers mastered the principles in teaching English to young learners and its application in designing joyful and motivating learning activities for young learners.

By the end of the mid-semester, an informal interview was distributed to the English student teachers to know the English student teachers feeling and motivation in telling stories orally. Based on the result of the informal interview and the result of the English student teachers’ performance, I did some reflection on my teaching.

Refer to the result of my reflection after teaching the first half of the semester and according to the background reading that I read, I decided to engage English student teachers in a digital story telling projects for the next seven-week meeting in the English story telling course. Engaging English student teachers to have a digital storytelling projects would be the pedagogically relevant solution to improve my English student teachers’ ability in the storytelling activities. As mentioned in the introduction, some studies demonstrate the power of digital story telling in language learning. By engaging English student teachers in a digital story telling project, I hope that the English student teachers could be able to deliver stories to children by integrating technologies into the creation of their stories. Current studies suggest the use of technology in delivering stories. Therefore, in the second seven-week of the semester, I taught the English storytelling in a digital way by implementing.

The participants in this study were 31 English student teachers of English Education Program in the University of Jember. They were in their fifth semester. They have taken the Early Childhood Theories in Language Education course in the previous semester. In this semester, they took the English storytelling course together with the rest three courses in the EYL package course.

The seven-week meeting of the digital story telling class was firstly started by exposing English student teachers to software which can be used to create the stories. English student teachers were exposed to the use of Microsoft Power Point and Windows Movie Maker. This software was used as the software application in creating digital stories because this software is easy to use and most English student teachers are familiar with them. Secondly, English student teachers were assigned to choose one of their favorite folktales. After choosing their favorite folktales, English student teachers were assigned to make a story board. They could make some adaptation to the stories. In this research, folk tale was chosen as stories used in the project because of some considerations; it can familiarize cultural tradition among generations and countries and exposing young learners with folktales could teach them valuable life lessons. Certainly, retelling folktales to young learners give them chances to improve their vocabulary building, communication skills, listening competence in a joyful and interesting context. Thirdly, English student teachers collected some pictures related to the tales they chose. Fourthly, the English student teachers record their own voices based on the characters in the folktales. At this stage, it was quite challenging to the English student teachers since they had to record different kinds of voices
for different characters. Further, they had to look for appropriate music as the background of the story. Fifthly, English student teachers imported pictures and audio into Microsoft Power Point or Windows Movie Maker. The length of the digital story should be short as it is produced to be the English materials for young learners. As proposed by Rance-Roney, a digital story is “a 2- to 5-minute movie-like digital production that learner creates using one of several readily available software programs” [19]. In line with this, Meadows described digital stories as short, individual, multimedia stories [18].

Sixthly, the English student teachers present their digital stories in front of the class. At this time, English student teachers got feedback from their peer and from their lecture. At last, my English student teachers and I did some reflection on the whole process of learning in accomplishing the digital story telling projects. In sum, the whole process in engaging English student teachers in creating digital stories was presented as follows.

| Steps | Details |
|-------|---------|
| Steps 1 | Exposing English student teachers to Microsoft Power Point and Windows Movie Maker. At first, expose English student teachers to Microsoft Power Point and Windows Movie Maker application in creating the digital stories. It aims in order English student teachers could be able to maximize the use of this software application. |
| Steps 2 | Choosing the pedagogically relevant stories for young learners. Advise English student teachers to choose pedagogically relevant stories to be presented digitally. |
| Steps 3 | Collecting some pictures. Assign English student teachers to find some related pictures to their stories. |
| Steps 4 | Record voices. Guide English student teachers to record their own voices into several different voices based on the characters in the story. |
| Steps 5 | Import pictures and voices into the software. English student teachers imported the pictures and audio into the software application they chose before. |
| Steps 6 | Presentation of the digital stories. English student teachers presents their digital stories. Peer feedback and lecturer feedback were given. |
| Steps 7 | Reflection. English student teachers together with the lecturer did some reflection upon the whole process of teaching and learning activities in completing the digital story telling project. |

Further, the data were collected through observations, informal interview and participants’ work. The qualitative data were analyzed by using Braun and Clarke’s thematic analysis and content analysis (Braun & Clarke, 2006). Firstly, the participants’ work was coded. The participants submit the file of their digital storytelling project to the lecturer. I, as the lecturer and researcher, watched the participants’ work several times precisely in order to generate codes that represent the data. Secondly, I identified the themes. In order to do this, substantive coding was needed to discover the codes and themes upon the English student teachers’ experiences and behavior. At this point, I undertake the substantive coding on participants’ work, the result of the observation and the result of the informal interview. The result of the substantive coding led to the specification of the data based on the particular code and theme.

3. Results and Discussion
As mentioned before, there are seven stages in engaging English student teachers in a digital storytelling project. The detail of the English student teachers’ progress in each stage of the digital storytelling project described as follows.

Stage 1. Exposing English student teachers to Microsoft Power Point and Windows Movie Maker. In this stage, I taught my English student teachers the general overview of the Microsoft Power Point and Windows Movie Maker and how to use those two software applications in delivering the stories.
Most of the English student teachers were familiar with these two software applications. Most of them have no difficulties in utilizing both Microsoft Power Point and Windows Movie Maker application. This is in line with the reason why I chose that two-software application. I chose the most familiar one in order to the English student teachers can operate the software easily in doing the digital storytelling activities. At the end of the study, there are 10 English student teachers who select Microsoft Power Point software application in delivering the stories, and there are 21 English student teachers who select the Windows Movie Maker software application in delivering the stories.

Stage 2. Choosing the pedagogically relevant stories for young learners. In this study, the English student teachers applied the knowledge about early childhood theories on language education that they have learned in the previous semester. At first, the English student teachers considered the young learner’s characteristics in choosing the pedagogically relevant story used in their project. Not all stories are relevant to this project. As the audiences are young learners, English student teachers considered some points. Firstly, the language used in the story was simple. Secondly, the story has good moral value. Thirdly, the story was simple and not complicated so that young learners are easily understand the plot of the story. In this study, each student has different stories. They chose their own favorite stories. The data showed that some English student teachers chose irrelevant stories. Some stories were too difficult for the English for Foreign Language (EFL) learners as in the future, the English student teachers are going to be the English for Young Learners teachers in the EFL contexts.

Stage 3. Collecting some pictures. English student teachers were required to collect some pictures related to their stories. Most of the English student teachers chose the relevant pictures according to their stories. Some English student teachers found the high-quality pictures, some English student teachers found the medium quality of the pictures.

Stage 4. Record voices. In this stage, English student teachers learned how to dub the story. In this study, English student teachers recorded their own voices. Since this was an individual project, each student recorded their own story as the narrator and all of the characters in the story. The English student
teachers learned how to differentiate voices for each character appears in the story. Besides, the recorded voice must be soulful so that the audience could feel the emotion of each character. Prior to this project, in the first half of the semester, the English student teachers had learned how to tell story to young learners in traditional way, which was telling story directly to the audience without the technology integration. At this time, English student teachers practiced to differentiate voices for each different character. Thus, in accomplishing this digital storytelling projects, English student teachers had sufficient background knowledge to dub the story. This part is quite challenging since the English student teachers should be able to bring the emotion which the characters have in each scene. In the traditional storytelling, the storytellers could play their best facial expression and eye contact to live the story. Different with the traditional storytelling, in this study, English student teachers recorded their voices and imported to the software. There are advantages and disadvantages by doing this. The advantages are English student teachers do not face the audience directly so that it reduces the English student teachers’ anxiety in delivering the story. On the other hand, the disadvantages are English student teachers should record their best voice so that the audience could get the emotion presented in the story. The English student teachers, as the one who dub the characters’ voice, should be able to give the soul to each different voice. English student teachers practiced several times in dubbing the stories. They practiced to differentiate their voices based on different characters of the story. When they were ready, English student teachers recorded their voices by using their recording-equipped smart phone.

Stage 5. Import pictures and voices into the software. On a particular note, semiotic resources such as images, photographs, music, and sound give impact and meaning to the whole digital story (Handoyo, 2016). At this stage, English student teachers have already had pictures and recorded voices in hand. Further, English student teachers imported all of the images, music, and sound by using either Windows Movie Maker or Microsoft Power Point. English student teachers added some background music to dramatize the stories.

Stage 6. Presentation of the digital stories. All English student teachers have finished creating their digital stories. English student teachers presented their digital stories in turn in front of the class. There are 9 English student teachers utilizing Microsoft Power Point in presenting the digital stories while the rest 24 English student teachers utilizing Windows Movie Maker in presenting the digital stories. Comment and feedback were given to the presenters both from their peers and from the lecturers.

![Figure 2](image_url)
Stage 7. Reflection. At this stage, all English student teachers have presented their digital stories. I did some reflections on the whole teaching and learning process. I found that engaging English student teachers in a digital storytelling project is really something worthwhile. English student teachers became active learners. In addition, their motivation increases during the teaching and learning activities. Utilizing technology in the storytelling activities is beneficial. English student teachers do not have to face the audience directly. Certainly, it is so much advantageous for those who have a self-confidence problem. English student teachers could record their best own voices in dubbing the story. Reflection is a good thing to do in this study. As Arslan et.al (2016) suggests that digital storytelling may be used as a reflection tool in early childhood education, and teachers’ experiences may lead to important reflection practices.

Further, drawing on the thematic content and constructivist grounded theory analyses of the digital stories, reflective account, and interview data, three central finding themes were identified. These themes include choice of software application, choice of the stories, and benefits and challenges of digital storytelling activities in the teaching and learning of English. These themes reflect the questions under study presented earlier.

3.1 Choice of software application
The English student teachers are free to choose the software application used to present their digital stories. In this study, there are 10 English student teachers chose Microsoft Power Point in delivering their stories while 21 English student teachers chose Windows Movie Maker in delivering the stories. The choice of the English student teachers’ software application selection is presented in Table 2. The main reason of the English student teacher’s software application selection is the English student teacher familiarity to the software application. For those are familiar in using Windows Movie Maker, they use the Windows Movie Make software application the digital storytelling activities. The rest of the English student teachers prefer to use Microsoft Power Point since the software application is easy to use and they are familiar with it.

3.2 Choice of stories
The participants of this study freely select their favorite stories to be presented in the class. The details of the English student teachers’ stories selection presented in Table 2.

| No. | Research Participants | Title of the Story          | Software Application Used in the Digital Storytelling |
|-----|------------------------|-----------------------------|-------------------------------------------------------|
| 1.  | P1                     | Jack and the Bean Stalk      | Microsoft Power Point                                 |
| 2.  | P2                     | The Mouse Deer and Crocodile| Microsoft Power Point                                 |
| 3.  | P3                     | The Fox and The Goat        | Microsoft Power Point                                 |
| 4.  | P4                     | Little Red Riding Hood      | Microsoft Power Point                                 |
| 5.  | P5                     | Hansel and Gretel           | Microsoft Power Point                                 |
| 6.  | P6                     | The Wild Swans              | Microsoft Power Point                                 |
| 7.  | P7                     | The Smart Dog               | Microsoft Power Point                                 |
| 8.  | P8                     | The Lion and the Mouse      | Microsoft Power Point                                 |
| 9.  | P9                     | The Tortoise and the Eagle  | Microsoft Power Point                                 |
| 10. | P10                    | The Dog and the Donkey      | Windows Movie Maker                                   |
| 11. | P11                    | Princess Rose and the Golden Bird | Windows Movie Maker                                 |
| 12. | P12                    | The Wolf and the Lamb       | Windows Movie Maker                                   |
| 13. | P13                    | Ariel’s Dolphin Adventure   | Windows Movie Maker                                   |
| 14. | P14                    | The Clever Monkey Rides Again | Windows Movie Maker                                 |
| 15. | P15                    | The Cunning Fox             | Windows Movie Maker                                   |
| 16. | P16                    | The Old man and His Grandson | Windows Movie Maker                                 |
| 17. | P17                    | The Three Little Pigs       | Windows Movie Maker                                   |
| 18. | P18                    | The Ant Family and the Alligator | Windows Movie Maker                                 |
| 19. | P19                    | Mouse Deer and Tiger        | Windows Movie Maker                                   |
| 20. | P20                    | Mulan’s Story               | Windows Movie Maker                                   |
| No. | Research Participants | Title of the Story | Software Application Used in the Digital Storytelling |
|-----|-----------------------|--------------------|------------------------------------------------------|
| 21. | P21                   | The Lion and the Hare | Windows Movie Maker                                 |
| 22. | P22                   | A Monkey and the Crab | Windows Movie Maker                                 |
| 23. | P23                   | The Cats in Boots    | Windows Movie Maker                                 |
| 24. | P24                   | The Fox and the Horse | Windows Movie Maker                                 |
| 25. | P25                   | The Ugly Duckling    | Windows Movie Maker                                 |
| 26. | P26                   | The Selfish Giant    | Windows Movie Maker                                 |
| 27. | P27                   | A Fisherman and A Golden Fish | Windows Movie Maker |
| 28. | P28                   | The Shepherd Boy and The Wolf | Windows Movie Maker |
| 29. | P29                   | The Birds with Two Heads | Windows Movie Maker |
| 30. | P30                   | The Grasshopper and the Owl | Windows Movie Maker |
| 31. | P31                   | The Sun and the Wind | Windows Movie Maker                                 |

Based on the data presented in Table 2, most of the students chose fables as their favorite story to be presented in their digital storytelling activities. There are 22 English student teachers who chose fables while the rest 9 English student teacher chose fairytales to be presented in their digital storytelling project.

### 3.3 Benefits and challenges of digital storytelling

After the presentation of the digital stories, English student teachers remarked the following:

I felt so incredible at that time because that was the first time for me to have digital story telling. Digital storytelling teaches me that telling story is not only about delivering a story but also making it more interesting by using technology. (P1, Informal Interview, 15 December 2016)

I feel happy to finish my project in digital storytelling subject because from the subject I learned about how to involve technology in storytelling in this digital era. Starting from searching the pictures, videos, and music up to combining them into one video using moviemaker software followed by editing process, the project was complicated but interesting. The project had made me so motivated to make my storytelling as interesting as possible so that I can attract the audience especially young learners. (P2, Informal Interview, 15 December 2016)

I feel so excited to make the digital storytelling project. I can enhance my creativity. I also learn to foster myself in pronouncing the words clearly in order to make the digital storytelling can be listened and understood. (P3, Informal Interview, 15 December 2016)

My digital experience was very exciting. It gives me a new sight that retelling can be more realistic since it has sound effect and visual rather the old technique such as only listening. But through digital I can see clearly the picture of each character clearly and help me to understand the unfamiliar vocabulary better through visual that is being shown. (P4, Informal Interview, 15 December 2016)

It’s fun technique to teach speaking for young learners. But I feel it’s too hard for the teachers to make the digital storytelling if they don’t have skill in IT. (P5, Informal Interview, 15 December 2016)

I feel attracted when I give task make a digital storytelling, because digital storytelling is a great way to tell a story. In addition, there are videos, music, narration, pictures and animation. (P6, Informal Interview, 15 December 2016)

Based on the result of the informal interview, English student teachers perceived that the digital story telling project is an interesting activity. Most of them are interested in accomplishing the project. English student teachers’ interest in doing the assignment given by the lecturer is an important thing in the teaching and learning activities. Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning [20]. When the English student teachers have a high interest into the teaching and learning activities, English student teachers could enjoy and try to finish the project as good as possible. Further, high motivation can compensate both the English student teachers’ competence in delivering the stories and the learning conditions. As proposed by Gardner and Lambert [21], motivational factors can override the aptitude effect. In line with this, Arslan et.al [10] showed that children were highly motivated in digital storytelling activities and remained so longer than in other daily classroom activities. They showed persistence and patience because they were a part of the final product of the digital story.
The use of digital storytelling for English student teachers is much motivating. P2 perceive that “the project had made me so motivated to make my storytelling as interesting as possible so that I can attract the audience especially young learners.” Further, P3 said that “I feel so excited to make the digital storytelling project” while P6 argued that “I feel attracted when I give task make a digital storytelling.” Furthermore, P1 expressed that “digital storytelling teaches me that telling story is not only about delivering a story but also making it more interesting by using technology”. In line with P1’s impression, P6’s impression showed the same, “I feel attracted when I give task make a digital storytelling, because digital storytelling is a great way to tell a story”. Both of them agreed that digital storytelling is pedagogically relevant in delivering the stories in today’s teaching and learning activities. This denotes that engaging English student teachers in an interesting project is needed since the digital storytelling can arouse the English student teachers’ motivation. If English student teachers are motivated in accomplishing the projects, English student teachers will likely to get more success in the teaching learning activities. This indicates that there is high possibility for the English student teacher would be successful in delivering the stories to their future students that is the young learners of English.

When the lecturer engages the English student teachers to create digital storytelling projects, the lecturer at the same time will expose the English student teacher with several activities all at once. Starting from searching the pictures, videos, and music up to combining them into one video using moviemaker software followed by editing process, the project was complicated but interesting” (P2’s personal account). In line with the stages in engaging the English student teachers in digital storytelling projects, the participants of the present study will experience those seven stages discussed in the previous section. P4 admitted that “it gives me a new sight that retelling can be more realistic since it has sound effect and visual rather the old technique such as only listening. But through digital I can see clearly the picture of each characters clearly and help me to understand the unfamiliar vocabulary better through visual that is being shown”. The digital storytelling projects allow the English student teachers to find pictures and music which are pedagogically relevant to their stories. Afterwards, the English student teacher can record their own voices based on the characters in the story. If they are dissatisfied with their recording, they can rerecord their voice again. It seems that this part is beneficial for those who have self-confidence problem particularly when performing in public. This can be future research in the area of digital storytelling.

4. Conclusions
The seven-week meeting of the English story telling class demonstrated that engaging English student teachers in a digital story telling projects has some benefit as follows. Firstly, the integration of technology in the digital story telling project enables English student teachers of EYL courses to experience technology enhanced language learning. In this research, English student teachers were exposed to maximize the use of Microsoft Power Point and Widows Movie Maker as software application used in the digital story telling projects. By doing this, English student teachers got broader understanding in utilizing technology into the teaching and learning activities. The use of the software application is quite simple and its simplicity makes English student teachers optimistic in integrating it into their learning. Secondly, in accomplishing this digital storytelling projects for young learners, English student teachers at the same time are able to implement the early childhood theories on language education that they have learned in the previous semester. It is very beneficial for the English student teachers to accomplish the project. It is not merely to achieve good grade. English student teachers could recall their background knowledge and combine it with the skills in telling story. Thirdly, most of the English student teachers’ motivation increased in delivering the stories. English student teachers are eager to utilize technology in delivering the stories. Fourthly, digital story telling projects reduce the English student teachers’ anxiety in acting out some different characteristics in a story. In the projects, English student teachers need to record their own voices based on some different characteristics in the story. Different with delivering the story orally, in a digital story telling projects, English student teachers do not have to face the audience directly. They can have some practices before they record their voices. Indeed, it reduces the error in delivering the stories. Fifthly, English student teachers can import some music as the audio background in the story. We do believe the strength of music in the teaching and learning activities especially in teaching English for young learners. Music could dramatize the stories. By importing some relevant music, the quality of the story delivery increase. The English student teachers could create a dramatic event better. Certainly, the audience will enjoy the stories more.
The findings of the present research are concluded based on the teaching and learning experiences of English student teacher in higher education in Indonesia, particularly, the English student teacher in English for young learner courses. Based on these positive results, it is recommended that the English student teacher will implement their positive experiences regarding the use of technology in the storytelling activities to their future students. Hopefully, the result of this study could help the pre-service teacher to design technology-based English language learning.

Nevertheless, in this study, the English student teachers participated in this study did not create their own story. They adapted the story from the available English children story. For some cases, the chosen story did not represent the children’s background culture. This case can offer future lecturer and researcher to engage students in a digital storytelling project by involving the English student teachers to create their own story. By doing this, the English students’ teachers will experience the stories creation. At the same time, the lecturer can improve the English student teachers’ writing skill. Besides, the findings of the present study also suggest that further research need to investigate the use of digital stories in another forms of software application and different level of students.

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