

## INTRODUCTION:

The Emerging Digital Environments are developing and changing our communicative, reading and writing practices (Cassany, 2002). These new literacy methods are promoted by the use of the Internet and other ICT. New educative practices are required to ensure its effective learning (Coiro, Knobel, Lankshear, & Leu, 2008).

**Digital storytelling (DST)** is the core of the research, and it was the basis for the innovative educational practice proposal, as the tool to be implemented in order to enhance and promote writing and reading in the foreign language classroom.

## OBJECTIVE:

To find out educative practices to promote reading and writing within EFL Primary Education students, using ICT through its didactical harnessing.

**Does DST promote reading and writing with EFL students?**

## METHODOLOGY:

**Action-Based Research** because of the detection of a problem: students are not motivated to write in EFL.

**Solution proposed:** innovative teaching practice using Digital Storytelling to promote reading and writing.

## THEORETICAL FRAMEWORK:

Definition of literacy

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Learning of English as a foreign language

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Writing and Reading and how these competences can be worked by using ICT

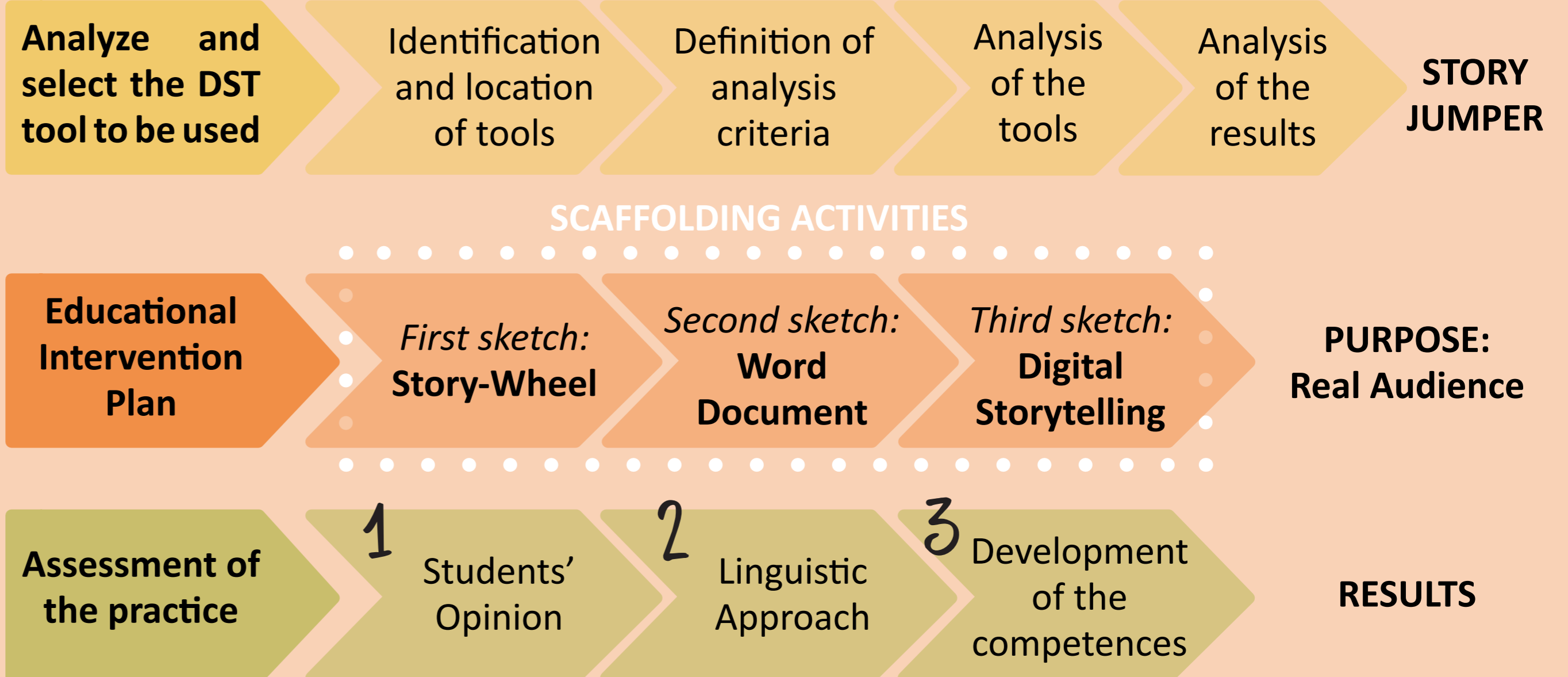
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Digital Storytelling

## EMPIRICAL RESEARCH:



**Setting of study:** Parc de l'Aigua school, Lleida, Catalunya.

**Characteristics of the participants:** 50 students from 4th year of Primary education.



## RESULTS:

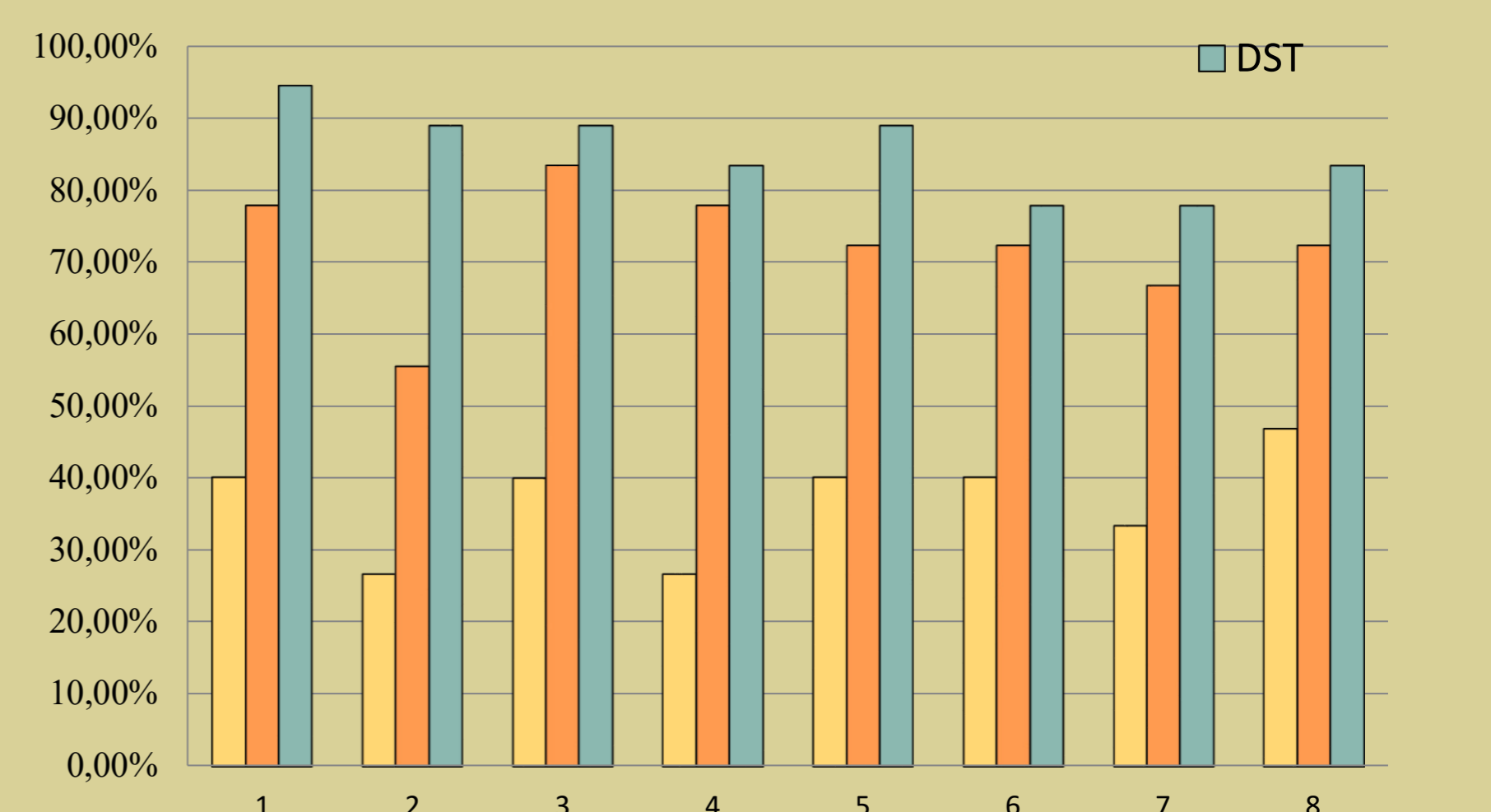
### 1 The students' opinion

	PARTICIPATION	LINGUISTIC SKILLS	GROUP WORK	MOTIVATION	MEANINGFUL	USAGE OF STORYJUMPER
A =	26	17	15	30	31	25
B =	19	22	26	14	12	18
C =	0	6	4	1	2	1
NO ANSWER =	0	0	0	0	0	1
TOTAL =	45	45	45	45	45	45

### 3 Development of the Basic Competences

- Artistic and Cultural C.
- Learn to Learn C.
- Communicative, linguistic and audiovisual C. (foreign language area)
- Autonomy and Personal Initiative C.
- Information and Processing C.

### 2 Comparison of the written productions from a linguistic approach



## CONCLUSIONS:

- The employment of the DST for this intervention educational plan has demonstrated that:

1. It motivates the students and allows them to have an active role in their learning process.
2. It helps the students to improve linguistically their written productions.
3. It promotes the development of reading and writing skills in EFL.

- Scaffolding activities have been key factor as learning support for the students.



## FURTHER RESEARCH:

Autonomy and Personal Initiative Competence

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Paper-based reflection vs digital stories

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Creative Commons



Scan to see the DST productions from the students, with:

[www.storyjumper.com](http://www.storyjumper.com)

Password: dst1234



## REFERENCES:

CASSANY, D. (2002) "La alfabetización digital", in Víctor M. Sánchez Corrales ed. Actas. XII I Congreso Internacional de ALFAL. San José de Costa Rica: Universidad de Costa Rica,; p. 3-20.

Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (2008). Central issues in new literacies and new literacies research. In Handbook of research on new literacies. Edited by Taylor & Francis Group. New York, USA: Routledge.

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