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**Using Digital Storytelling in Teaching Writing
among Pre-service English Teachers**

A thesis presented
to the College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Ave., Manila

in partial fulfilment of the requirements for the degree
Master of Arts in Education
with specialization in English Language Teaching

MA. LEONORA D. GUERRERO

April 2018

DEDICATION

*This humble piece of work is dedicated to
my Creator and Savior, the Lord Jesus Christ and to
my loving and ever supportive family.*

ACKNOWLEDGEMENT

Words cannot adequately express the gratitude of the researcher to all those who helped her in completing this study. To the following persons, her deepest appreciation and gratitude are hereby manifested, for without them this study would not have been possible.

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MA. LEONORA DUALAN GUERRERO

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ABSTRACT

Name: **MA. LEONORA DUALAN GUERRERO**

Title: **Using Digital Storytelling in Teaching Writing among Pre-service English Teachers**

Key Concepts: **process writing, digital storytelling, digital stories, narrative essays**

Degree: **Master of Arts in Education**

Specialization: **English Language Teaching**

Adviser: **Merry Ruth M. Gutierrez, Ph. D.**

Language classrooms nowadays necessitate the use of technology which is why this research aimed to teach writing through digital storytelling. This study followed the qualitative descriptive research design. Eight (8) pre-service English teachers in their senior year were utilized as participants through purposive sampling. Instruments used include a writing rubric, lesson guides, observation checklists, and diary prompts which were content validated by language experts. Digital storytelling instructions were first pilot tested to a different set of pre-service teachers. Prior to the actual digital storytelling instructions, participants were asked to write narrative essay as baseline data. During the digital storytelling process, participants were prompted to write another narrative essay as

script for their digital story. Findings revealed that digital storytelling can be a potential tool in teaching writing based on the analysis of their essays and diary entries. This is not to say, though, that digital storytelling is not without drawbacks and limitations. On this premise, it is recommended that school officials equip language classrooms with digital tools that students need in doing multimedia projects like digital stories. Since digital storytelling is not limited to the teaching of writing, it is likewise recommended that it be tried out in other language skills to see its effectiveness.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter provides both an overview of a qualitative descriptive study and a review of related literature on writing and digital storytelling. It includes the rationale of the study, the significance, the relevant literature, the research questions, the limitations, and some operationally defined terms.

Background of the Study

Educational system in the 21st century demands for a learner-centred curriculum. It is no longer input-based where learning largely depends on the teacher; rather, it is outcomes-based giving learners a hand on their own learning. In trying to adapt to this new learning environment, the application of digital media must be diligently maximized since this generation's learners are adept in the use of the most recent technological devices being digital natives as they are.

In his article "Digital Natives Digital Immigrants", Prensky (2001a) coined the term digital natives to refer to the new students of today. In contrast, he tagged people not born in the digital world but is somehow inclined to the new technology as digital immigrants. Also, in that article, Prensky argued:

Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid.

Today's learners are different. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, and a library on their laptops, beamed messages and instant messaging. They've been networked most or all of their lives. They have little patience for lectures, step-by-step logic, and "tell-test" instruction. (p. 3)

Subsequently, in a follow up article entitled "Digital Natives, Digital Immigrants, Part II: Do They Really Think Differently?" Prensky (2001b) articulated:

Digital Natives accustomed to the twitch-speed, multitasking, random-access, graphics first, active, connected, fun, fantasy, quick-payoff world of their video games, MTV, and Internet are bored by most of today's education, well-meaning as it may be. But worse, the many skills that new technologies have actually enhanced—which have profound implications for their learning—are almost totally ignored by educators. (p. 5)

To prove the above claim of Prensky (2001b), the proponent endeavoured to enter and explore the digital world of teaching. Since the proponent has been teaching in the tertiary level for a little over a decade and a half now, it has been observed that learners are at present more interested in classroom activities where there is utilization of digital media thereby giving worth to Prensky's lines of reasoning.

Learners particularly in the Philippines are now accustomed to the use of different computer programs from the simple Microsoft Office to the more intricate software

applications including video and audio-editing apps like Windows Movie Maker among others. Moreover, on the aspect of teaching, the use of digital media is so versatile that they can now be applied across content areas including language arts. Essentially, it is on these grounds that the proponent intends to teach writing using technological devices through digital storytelling.

Significance of the Study

Firstly, the findings of this study will be beneficial to the university officials particularly the one in charge of curriculum and instruction. Through this, they will have an awareness of the potential of using digital storytelling in teaching writing not only for those students taking up basic writing courses but even for pre-service English teachers who will be in the actual teaching field sooner than later. More so, the university officials concerned will be prompted to equip the university with accessible digital tools to provide for the technological needs of the university students so that their learning becomes more hands-on.

Secondly, the study will benefit the language teachers. Instead of developing learners' writing skills via controlled activities or tasks and concentrating on the product alone, creating digital stories could lead to a more engaging and fun endeavour. Also, this study will give them proof or evidence that recursive writing may actually lead to improved writing performance. This characteristic of being recursive may assist teachers in helping students become open in embracing this skill because they are given more time, freedom, and flexibility in going through the process of writing.

Thirdly, learners themselves will profit from this study because they will be able to hone their writing skill and at the same time utilize technology at their own luxury; therefore, shooting two birds in one stone. Through digital storytelling, students' audience will likewise widen. Whenever students think that only the teacher will read their paper or even if it extends to their classmates, they tend to write carelessly and less seriously which is why the writing outputs suffer in terms of focus, organization, and conventions. With the creation of digital stories, it is assumed that students will become more conscious in writing knowing that their digital stories can be viewed by many once their stories are presented with caution to a wider audience via video streaming websites in the internet.

Lastly, the study will be significant to other researchers in language education especially in the Philippines in that they can replicate this study to explore more on the potentialities of digital storytelling in teaching writing using different genres and improving other language skills and language areas. It has been noted that no studies have been made as of yet regarding the effectiveness of digital storytelling in the improvement of students' language skills in the Philippine setting. All the more that follow up studies be conducted on this field.

Literature Review Framework

This part of the research paper focuses on the readings on related literature made by the researcher in order to establish the need to incorporate digital storytelling in the teaching of writing. This section also presents the likelihood of implementing digital

storytelling with adult language learners most particularly pre-service education students being the participants in this study. Several online materials like journals, essays and research papers were meticulously picked and thoroughly read through to come up with this review.

The review covers the following areas or topics: trends in language learning in the 21st century, digital storytelling as a technology tool for the 21st century classrooms, how digital storytelling improves language skills particularly writing skills, and literature on the process approach to writing.

Global Trends in Language Learning in the 21st Century

Eaton (2010) made a comprehensive report in his article “What’s out?” and “What’s in?” about language learning in the 21st century. He thought:

Out is the notion that language learning is uncomplicated. Truth tells that language learning, no matter how entertaining you present it, cannot be done in so short a time. True language fluency is achieved through dedication and consistent effort over a long period of time. (p. 9)

One-directional approach to teaching is also out, that is, learning that comes solely from the teacher who is perceived to be the authority in the subject area. According to Eaton (2010), the “in” thing now are “collaborative approaches” (p. 9), that is why, digital and multimedia projects are on the rise. Eaton also emphasized that “demonstrations of work through portfolios, student-made videos, student blogs, Wikis

and podcasts, all of it is in” (p. 14). This assertion is probably the reason why the academicians of the digital age are more concerned about the things that their students can accomplish with minimal teacher supervision.

This claim of Eaton (2010) provides framework for this study since the twofold intention here is to make learning hands-on and to see the potential of student-made multimedia project in improving writing skills. The proponent supports Eaton in the belief that teachers should not be tied up with traditional teaching and learning tools. Instead, teachers should welcome global trends in education particularly in language teaching and learning by the use of technological tools which is not quite evident in language classrooms in the Philippines most particularly in the public middle schools, thus, this study.

Before one can fully understand how multimedia projects work to facilitate language learning in the 21st century as in the case of digital storytelling, it is important to be acquainted with the nuts and bolts of digital storytelling.

The next section presents the notion of digital storytelling, the people who started it, the different kinds of digital stories, and the digital storytelling process.

The Emergence of Digital Storytelling

While digital storytelling started from the works of Joe Lambert and Dana Atchley at the Center of Digital Storytelling at University of California Berkeley in 1993 (Bull and Kajder, 2004), there are other authorities who also made contributions in this

area. Robin (2008), for instance, came up with his own description of digital storytelling. He stated that:

At its core, digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music so that it can be played on a computer, uploaded on a website, or burned on a DVD. (p. 222)

Robin (2008) also classified digital stories into three types. The most common type is a personal narrative where one can talk about his or her own experiences in life. Another type is a story that informs or instructs. This type is used for instructional purposes especially if there is a new idea to present to the learners. Then there is story that examines historical events. This story tells about phenomena from the past that can also be utilized in the classroom to introduce or address a particular topic.

Similarly, Lambert (2010) made a listing of personal stories that can be digitized: (1) the story about someone important that includes character stories and memorial stories, (2) the story about an event in one's life like adventure stories and accomplishment stories, (3) the story about a place, (4) the story about what one does,

and (5) other personal stories resembling that of recovery stories, love stories and discovery stories.

With respect to the present study, it follows the kind of personal narrative described by Robin (2008) and Lambert (2010) in the assumption that digital stories will be up close and personal if students would share their distinct, individual life experiences.

Morra (2013), on the other hand, created a diagram to illustrate the eight (8) steps to great digital storytelling as shown in the succeeding page:

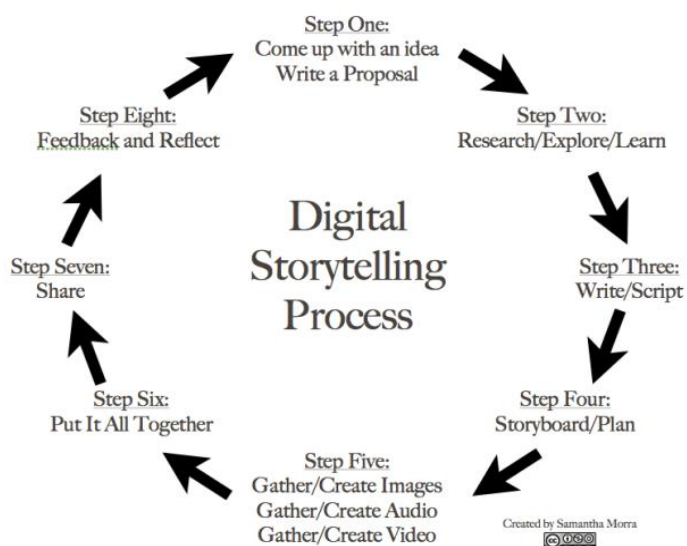


Figure 1. Digital storytelling process. Reprinted from “8 steps to great digital storytelling” by S. Morra, 2013, retrieved from <http://samanthamorra.com/2013/06/05/edudemic-article-on-digital-storytelling/>

The flow in the creation of digital stories suggested by Morra (2013) is as follows: First, storytellers start with an idea. This idea may be classroom generated, that is, anything that may sprout from the class. Then, they make a draft or a proposal.

Afterwards, they research, explore, and learn. Whether the digital story to be made is real or imagined, storytellers must have sufficient information about the topic after all the needed information are just at hand. Then, they write the script. Writing a script is simply blending together the ideas germinated from the research made about the topic. Subsequently, storytellers make a storyboard. A storyboard is a plan where one decides to choose particular elements like images, videos, sounds, and voice narration that would suit the script. Once all the necessary elements are identified, these elements can now be collected or gathered. Storytellers can now put all the stuff together to create a digital story. As soon as they finish, the digital story could now be shared. Lastly, storytellers have to reflect on their work and at the same time give feedback on the works of others.

While Morra's (2013) diagram shows a logical sequence of crafting a digital story, the researcher opted for the presentation made by Miller (2010) in her book "Teaching Writing through Digital Storytelling" which coincides with the very core of this study, that is, integrating digital storytelling in the teaching of writing. Morra's flow, though, is intended for any type of digital stories that can be used in different content areas because it provides the basic steps in digital storytelling.

Bull and Kajder (2004) further bolstered digital storytelling by determining the seven elements of effective digital stories: (1) point of view, (2) dramatic question, (3) emotional content, (4) economy, (5) pacing, (6) the gift of your voice, and (7) soundtrack. These seven elements are like the ones identified by Lambert (2010) but in a somewhat modified form.

Since digital stories are perceived to be personal, Bull and Kajder (2004) suggested that point of view be in the first person rather than in the third person. Dramatic question is something about the story that is covertly asked at the outset and is answered and resolved towards the end of the story in order to arouse and at the same time maintain the interest of the audience. Emotional content of a digital story is evident in the way it stirs up emotions by making the audience laugh, cry, aspire, dream and feel inspired. Economy is minimizing story span in “two to three minutes” as practiced in the Center for Digital Storytelling (Bull and Kajder, 2004, p. 48). All aspects of digital storytelling must be economized and simplified while still conveying the intended meaning. Pacing is an element of a digital story wherein given the minimal amount of time the flow of the story is not narrated either slowly or rapidly but in perfect timing. Gift of voice is being able to use one’s own voice in narration adding spice and giving more life into the story. Soundtrack is the integration of music to add intricacy and intensity to the story.

The present study intends to follow the seven elements of digital storytelling presented by Bull and Kajder (2004). Although economizing story span into just two to three minutes might hinder the richness of the story, the researcher still wants to give it a try since it will be first time for the participants to create a digital story. Longer minutes for a digital story might put more pressure on the participants which may affect the quality of the output. The allotted minutes, however, do not intend to sacrifice the quality of the story.

Ohler (2005/2006) also had something to say about digital storytelling. He conveyed that “as with any art form, digital storytelling continues to evolve to accommodate new technologies, purposes, and creative visions” (p. 44).

This study aims to prove the creative aspect of digital storytelling which makes it really promising in the Philippine school setting at the very least. The next topic therefore presents how digital storytelling infiltrates language classrooms and boosts discrete language skills most particularly reading and writing as attested by different authorities who made researches on this area.

Digital Storytelling in the 21st Century Language Arts Classroom

Every day, almost everyone has a story to share. Most of these stories are real and personal while others are based on fictional books and other reading materials which are merely products of imagination. With the advent of time and advancement of technology, stories also evolved from traditional to digital whether they are personal, documented or fictional. Today, learners around the globe are so tech-savvy that majority of them have gadgets: a smart or android cell phone, a tablet, a laptop and a pocket wifi which they carry wherever they go. Just like everyone else, learners also have their own stories to tell. Learners get their mines of stories from personal experiences, from books and other reading resources, from movies and television shows, from personal and online videos, and from other people’s stories. It is probably because of the aforementioned that digital storytelling came into being.

Getting inspiration from Joe Lambert and Dana Atchley, Bull and Kajder (2004) tried digital storytelling in the classroom where they utilized technological tools in the form of video editors like Microsoft Windows Moviemaker which is a built-in software in Windows Operating System and iMovie which is part of Macintosh Operating System. Other tools employed were digital cameras and digital images. Bull and Kajder argued that “in the language arts classrooms, the story should be in the foreground and the technology in the background and that the focus of digital storytelling should be on the writing and communication process rather than technical effects” (p. 47).

In addition, digital storytelling, according to Bull and Kajder (2004), “can provide a voice to struggling readers and writers who might not otherwise find an authentic means of expression” (p. 49).

Kajder and Swenson (2004) cited the classroom uses of images particularly in the language arts. Firstly, digital images can assist readers in visualizing what the text suggests. Good readers construct a mental representation of what goes on in the story by conceiving pictures in their minds and imagining how the actions are depicted in the story. This is where digital storytelling comes in because it could help reveal learners’ imagination by converting these mental images into digital images that are so arranged to give a tangible version of the text. Secondly, digital images can be a medium for writing. Part of digital storytelling is to write a script. It is here that learners’ writing skills can be developed further since it is in the script that the elements of the story are put together in

a condensed form. Finally, digital images let students convey meaning visually. The combination of words and images communicate learners' understanding of the text.

Furthermore, Brenner (2014) contended in her article that four language skills could be tapped through digital media production. She employed digital storytelling as an end-of-term project in her own English language classroom. She was handling a class of fifteen (15) high-intermediate/low-advanced English language learners who were enrolled in university-level, integrated skills, English for Academic Purposes program. The fourfold purpose of the digital story project was: (1) to improve four-skill competencies; (2) to experience collaboration; (3) to expand computer literacy; and (4) to build self-confidence.

Going through the course of digital storytelling, Brenner thought that the creation of digital stories can be a great communicative tool exploiting all language areas with advanced English language learners. Brenner also asserted that digital storytelling is “engaging, motivating and creative” (p. 27).

In the same way, Robin (2006) argued that undergoing steps in digital storytelling may boost students' literacy skills like research skills, writing skills, organization skills, technology skills, presentation skills, interview skills, interpersonal skills, problem-solving skills and assessment skills.

In addition, Black (2009 as cited in Fandiño, 2013) affirmed that English language learners call for tasks that will give them opportunity to use digital tools in

enhancing language proficiency, digital literacy and 21st century skills. Black further articulated that “multimodal practices such as instant messaging, social networks, digital storytelling and media redesigning should be used to teach and learn English so that students can engage in creative manipulation of popular culture and textual artifacts” (p. 202).

In a like manner, Thomas (2011) claimed in her article that “since storytelling is a uniquely powerful linguistic technique in the English language classroom, digital storytelling may well be the answer to evolve this time-tested tool” (para. 3). In this particular article, Thomas shared that she once encouraged three of her students who came from excursion to create interesting stories out of the photographs that they have taken. The task became a successful learning experience to her students. She also asked her final year students to make a personal narrative in the form of digital storytelling using voice inflection, hand gestures and other techniques which yielded positive results as well.

Furthermore, Dogan and Robin (2008) made an emphasis when they claimed that “digital storytelling has been used in the classroom to teach writing” among others (The Study section, para. 1). Moreover, Dohan and Robin affirmed that in the study they conducted with in-service K-12 teachers, results revealed that after learning digital storytelling through the workshop that they facilitated, these teachers shared and taught digital storytelling to their co-teachers, students, and even family members. Some of these K-12 teachers even used digital storytelling to teach other content areas.

Also, in the said study of Dogan and Robin (2008), these K-12 teachers were asked what made their students motivated about digital storytelling. In response, one of them thought that it was about “creating their own stories and having a chance for self-expression (Results section, para. 7). On the contrary, the participants who did not use digital storytelling in their classrooms were asked about the barriers that prevented them from continuing. The prevalent answers that emerged were “time issues”, “access to hardware”, “access to software”, and “access to technology” (Results section, para. 8).

Banking on the literature and studies of Bull and Kajder (2004), Kajder and Swenson (2004), Brenner (2014), Robin (2006), Black (2009), Thomas (2011), and Dohan and Robin (2008), this study aspires to witness digital storytelling penetrate the researcher’s own language class using her students in one English course as participants of the study.

Additionally, the researcher wants to find out the kind of writing her students make once they go through the process of digital storytelling which is why the subsequent section focuses on the link between digital storytelling and the improvement of writing skills.

Digital Storytelling and Writing Skills

Abdel-Hack and Helwa (2014) investigated the effectiveness of using digital storytelling and weblogs instruction in enhancing EFL narrative writing and critical thinking skills among forty (40) third-year EFL majors at Faculty of Education, Benha University, Egypt using one group pre-posttest. The participants were asked to do digital

storytelling, journal writing, diary writing and reflection weblogs. To measure the effectiveness of using digital storytelling and weblogs instruction in enhancing EFL narrative writing and critical thinking skills, researchers used an EFL narrative writing questionnaire, an EFL narrative writing test, an EFL critical thinking questionnaire, and an EFL thinking scale and interview. All of these were implemented before and after the tasks. Results of the study revealed that there is a statistically significant difference between the mean scores of the study sample in the pre-and post-assessment of EFL narrative writing and critical thinking skills in favour of the post assessment. This means that EFL narrative writing and critical thinking skills improved as a result of integrating digital storytelling and weblogs instructions.

Seifeddin et.al (2015) conducted a study on the effect of a program based on English digital stories on second-year preparatory pupils' writing performance and reflective thinking. This experimental research made use of two (2) writing performance tests to be used as pre-test and post-test and a reflective thinking test. Two classes from El Sadat Prep School for Girls participated in the study: one class of 32 students as control group and another class of 30 students as experimental group. All participants were subjected to pretesting for both the writing and reflective thinking. The experimental group made digital stories during the three-month experiment. After post-testing, it was found out that digital stories had a significant effect on the writing performance but not on the reflective thinking of the experimental group.

Sevilla-Pavon et.al (2012) carried out a study in a Technical English course for Aerospace Engineers at Universitat Politecnica de Valencia in Spain. The participants' main task was to create digital stories. The study showed positive results. Participants were pleased with the improvement in their learning. Different skills were also enhanced through digital storytelling such as linguistic, research, writing, organization, digital, presentation, interpersonal, problem-solving and critical thinking skills.

Lee (2014) also made a study on using arts-integrated multimodal approach to promote English learning with two Taiwanese junior college students as participants in the case study which was done for two successive years. These two students were tasked to do online literature circle, five first-person narratives with images, and digital storytelling. Results of qualitative data analysis proved that students' motivation and confidence in writing increased through the use of multimodal learning practices. The two students became active English writers. The study also affirmed that arts-integrated multimodal approach can motivate at-risk EFL students.

Pardo (2014), too, conducted a case study with EFL university students attending Universitat de Valencia in Spain. The students were subjected to the creation of digital stories. Following a questionnaire with open-ended questions designed by McGill, the researcher was able to elicit results. Findings showed that digital storytelling proved to be successful in developing the writing and speaking competencies of these university students.

In her article, Lanir (2012) shared her interview with Andrea Spagat, the West Coast Region Director at the Center for Digital Storytelling. In that interview, Ms. Spagat was asked about the benefits of digital storytelling in encouraging writing and improving writing skills. Ms. Spagat responded by emphasizing that script is the heart of a digital story. A script for a digital story is written instantaneously because of the urgency to present it to an audience. Since a digital story will be viewed by an audience, the storyteller will be more committed to writing than in the case of other forms of writing. Therefore, the part where students will write the script will help them practice their writing skills and practice them well.

Furthermore, Sylvester and Greenidge (2009), pointed out that “digital storytelling has the capacity to not only motivate struggling writers as they experience the enjoyment of creating stories enhanced by multimedia, but also to reposition themselves from struggling writers to competent writers” (p. 291).

In the same article, Sylvester and Greenidge (2009) described in detail how a struggling writer turns into a competent writer by saying that,

Struggling writers are seldom strategic writers; however, the components of creating digital storytelling may help them compose more strategically. Students' narrations of their stories reduce overt weaknesses in conventions such as spelling, capitalization, and handwriting. The process of storyboarding facilitates the introduction of events in a logical and orderly sequence thereby illuminating gaps or omissions overlooked in a traditionally composed draft. When these

breaks in the flow of the story are realized, the writer can make necessary revisions in the draft before recording the narration. When a digital story is composed to be viewed by others, it promotes the writer's awareness of audience, purpose, and form, an awareness not always demonstrated by less capable writers. (p. 291)

Moreover, Morgan (2012) reiterated that struggling writers can overcome their weakness via creating a storyboard for a digital story, thereby getting a clearer view of the story sequence. Digital images will also aid struggling writers because these visual details convey ideas which are not obvious in the traditional approach to writing.

Additionally, Ohler (2005/2006) believed that digital storytelling is used “to enhance students’ skills in critical thinking, expository writing, and media literacy (p. 44). However, he concluded that “the problem for many students is their focus on the power of technology rather than the power of their stories. Some students are engaging the medium at the expense of the message, producing a technical event rather than a story” (p. 44).

The present study resembles the studies conducted by Abdel-Hack and Helwa (2014), Seiffedin et.al (2015), Sevilla-Pavon (2012), Lee (2014), Abdel-Hack and Helwa (2014) and Pardo (2014) since writing is also the underlying skill to be investigated here through digital storytelling. Though, unlike the studies above, participants in this particular study are the researcher’s own students in one major English course composed of eight (8) pre-service English teachers in their senior year. The assumption of the study

is that whatever the student-participants learn from this undertaking they will bring to their own classrooms once they enter the teaching field. Another thing that keeps this study apart from those mentioned above is the fact that the research design is in some way qualitative in nature and not experimental. Here, the researcher is expected to report portion of data gathered from participants' journal or diary entries.

Because this study is more of process-oriented than product-oriented, writing is dealt here as a process since "when we teach composition we are not teaching a product, we are teaching a process" (Murray, 1972 as cited in Newkirk & Miller, 2009, p.3). In view of this, the next section presents studies conducted on process approach to writing.

The Process Approach to Writing

Gayeta (2002) conducted a study which aimed to employ schema-based pre-writing activities and interactional feedback-based pre-revision strategies to improve the compositions of second year college students using process writing in terms of content, organization, vocabulary, language use, and mechanics. She used descriptive research of case study type. She taught writing to two sections using the process approach. The baseline datum which was an essay about Philippine Centennial was her guide in choosing the participants of her study, that is, five students who got the most number of errors in the essay per section which was later reduced to just a total of seven (7). What the teacher-researcher did was ask the participants to revise the essay that they wrote prior to the employment of process approach to writing. The number of revisions depended on the following criteria: content, organization, vocabulary, language use, and

mechanics. Each revision was done per criterion. Findings showed that students' compositions revealed more substance, better organization, more refined vocabulary, and improved grammar and spelling.

Mallen (2007) also made an investigation on the effects of process approach to writing on the writing proficiency of sixty (60) college freshmen enrolled in computer science and information technology. These students were categorized as moderately proficient writer and less proficient writer using TOEFL Writing Proficiency Test. This descriptive, exploratory, quasi-experimental research showed that there was no significant improvement on the writing proficiency of the students in expository essay. There was, however, an improvement in argumentative essay. Findings also revealed that the participants' level in the writing proficiency improved from being moderately proficient and less proficient writers to level 3 intermediate writers.

Likewise, Paug (2008) did a study on the effects of process writing approach in developing the writing skills of forty (40) freshman BSHRM and BS Food technology students in exposition and argumentation. In this experimental study, same writing tasks were given to both the experimental and control groups except that the experimental group was given enrichment activities and went through the process approach to writing. Results confirmed that the experimental group showed obvious improvement in both expository and argumentative writing. Meanwhile, the control group demonstrated only minimal improvement in both writing genres.

Similarly, Ramirez (2000) conducted a study on the effectiveness of process approach to writing in developing the writing skills of first year high school students. Using pre-test post-test control group design, participants were divided into experimental and control groups where the former went through the five stages of process writing: prewriting, making a rough draft, editing, rewriting, and publishing. On the other hand, the control group was given topics by the teacher. Results of the study proved that there was no significant difference in the pre-test of both groups. However, there was a significant difference between the post-test scores of experimental and control groups in favour of the former.

Zhou (2015) explored the influence of process approach to writing with non-English majors. Initially, participants accomplished a questionnaire made by the researcher to figure how they carry out writing tasks. Then, the researcher did an experiment employing process approach to writing to non-English majors. Findings showed that although the participants leaned towards the product approach to writing, going through the writing process gave positive influence in their writing ability.

Lastly, Faraj (2015) reported a study whose objective was to investigate on the effect of teacher's scaffolding students' writing skills through the process approach to writing. This experimental study was conducted at Koya University English Department with thirty-second-year college students as participants. The study found out that there was significant improvement in the writing of the experimental group as manifested in the result of the post-test.

The present study is by some means related to the studies carried out by Gayeta (2002), Mallen (2007), Paug (2008), Ramirez (2000), Zhou (2015), and Faraj (2015) in the sense that it is likewise anchored on the teaching of writing via the process approach. Only, this study specifically probes on the incorporation of digital storytelling in the teaching of writing.

Synthesis

One thing that is very noticeable in the presentation of related literature and studies above is the absence of local works on the area of digital storytelling. It is quite unfortunate to say that in the attempt of the researcher to find local studies on digital storytelling by way of browsing over the web online public access catalogue of the leading universities in the country, none was found. It is on this premise that a study like this be pursued especially in universities. It is but high time for language classrooms in the Philippines to test the waters in digital storytelling and its possible contribution to the improvement of different language areas and skills specifically writing among students as attested by foreign studies mentioned earlier.

Apparently, the studies above presented writing in a conventional way, that is, by way of traditional instruction. This observation led the researcher to innovate the teaching of writing through the use of digital tools, hence, this study.

Research Problems

The study generally aims to teach the process approach to writing through digital storytelling among pre-service English teachers. Specifically, it seeks to answer the following questions:

1. How may their writing be described in terms of organization, focus, and writing conventions before teaching them digital storytelling?
2. What are the experiences of teacher and students during the design and delivery of lessons on writing through digital storytelling?
3. What writing competencies are evident in the students' digital stories?

Conceptual Framework

White and Arndt (1991) made an assumption about how writing should be taught. They argued that teaching writing is more than looking at language errors and that the teacher should not act as language critic since focusing on syntax gaffes according to research findings do not in any way enhance neither grammatical nor writing fluency. Instead, teachers should act as readers responding to what students have written in a way of giving feedback. Seen this way, students are given chance to further express themselves and be more open to sharing their experiences, ideas, attitudes, and even their emotions rather than be hampered by the thought that they would be restricted by grammatical errors. Since this process approach to writing provides more attention to meaning and not merely form, the assumption is that language and writing will improve.

In her book *Make Me a Story: Teaching Writing through Digital Storytelling*, Miller

(2010) associated the writing process to digital storytelling. The components of the writing process Miller mentioned in her book was that of Don Murray's, her friend and mentor who established the writing process idea. The steps as delineated in Murray's book according to Miller are as follows: write before writing, research for writing, begin writing, keep writing, and finish writing. Write before writing encompasses finding a subject by means of brainstorming, mapping, and other prewriting activities and asking questions about the subject. Research for writing entails recollecting details about an experience, conducting research in the library and/or the internet, interviewing others, and collecting images. Begin writing involves finding a focus, beginning a draft, considering point of view and audience, and planning the story which includes thinking about images that might go with the story. Keep writing includes (1) developing a whole draft with a strong beginning and ending, transitions, concrete language, and interesting details; (2) putting together the images; (3) storyboarding to figure out what images will go with what text; and (4) splitting the written script into pieces to go with the images. Finish writing demands (1) putting the story together in the computer with images, transitions, voice-over narration, and music; (2) revising as needed; and (3) showing the stories to an audience.

The process discussed above according to Miller (2010) is not at all linear. Instead, it is recursive in that "a writer may focus and research, then go back and refocus, then move to drafting, then decide more research is necessary, and so on" (p. 33).

Leaning on White and Arndt's (1991) concept of process writing and Miller's (2010) teaching writing through digital storytelling, the proponent comes up with the following schematic diagram for this study.

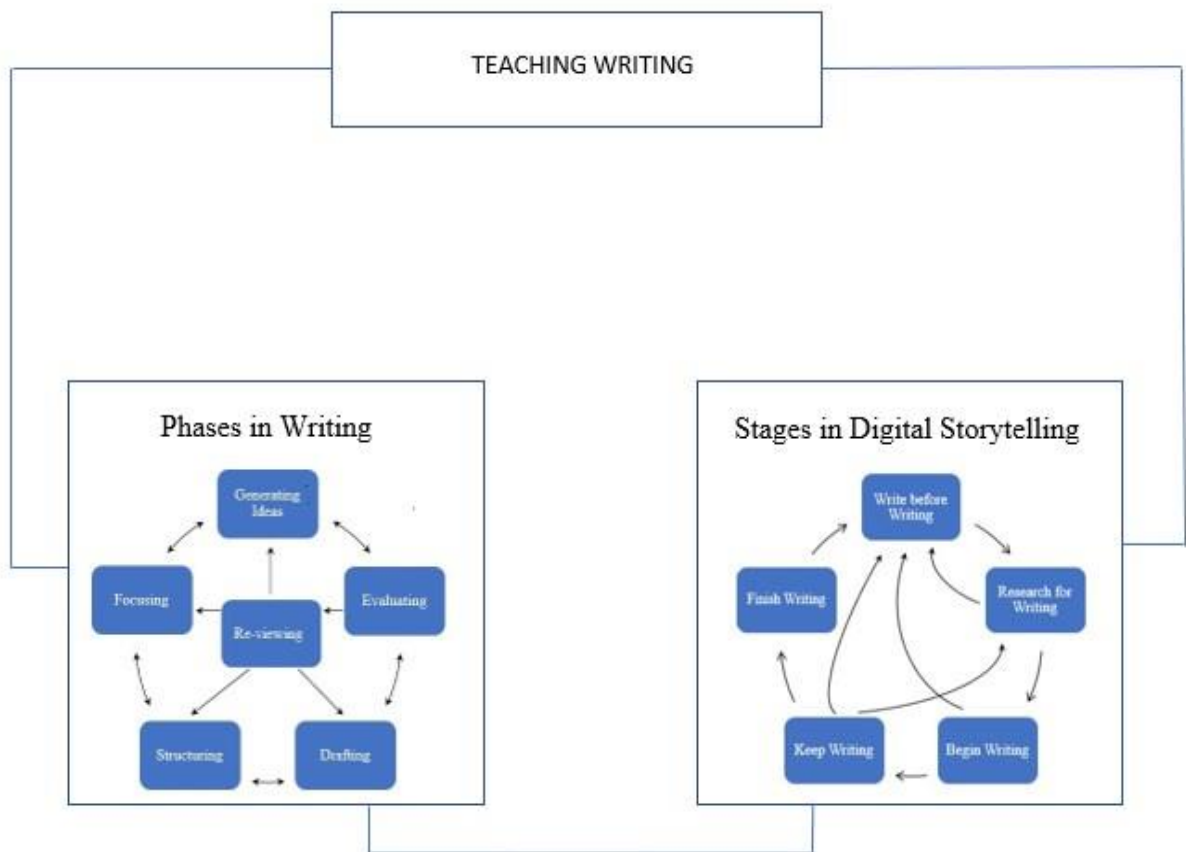


Figure 2. Schematic diagram of the study.

The diagram shows teaching of writing as head which embodies both non-digital teaching following White and Arndt's (1991) phases in writing as displayed in the left box and digital teaching following the stages of digital storytelling by Miller (2010) as exhibited in the right box. The lines connecting the left and the right boxes only mean that both follow the same writing direction, that is, recursive which is explained by the

different arrows shown in both boxes which simply says that one can go back to a previous step once it is needed. The diagram clearly depicts a non-linear process.

The concept of narrative writing as the preferred genre will be imparted to the participants through digital storytelling using the process approach to writing. It was already proven in previous studies that process approach to writing improves the quality of students' written outputs be they in elementary, high school, or college either locally or internationally. However, it will be first time in the local setting to introduce narrative writing by way of digital storytelling. The writing part will be mirrored as the participants go over the process of creating their digital story from generating topic to generating ideas to support the topic. The final output will be a narrative essay that will serve as the script which is the heart and soul of a digital story. For the digital story to come to life, technological tools are needed but will remain in the background and writing in the foreground. Simply put, digital storytelling may provide an avenue for student writers to focus on their writing since they will write for a wider audience and at the same time produce a product that is based on their interest and ability being digital natives as they are.

Scope and Limitation of the Study

The study generally aimed to teach writing through digital storytelling among pre-service English teachers.

The specific language skill that was investigated here is writing. Other skills are beyond the scope of the study.

The study was conducted at Cavite State University Naic, Bucana, Naic, Cavite where the proponent is currently teaching. Using purposive sampling, eight (8) pre-service English teachers in their senior year and enrolled in ENGL 120 – Remedial Instruction in English were used in this study as participants. The study, however, was piloted to sixteen (16) pre-service English teachers in their junior year and enrolled in ENGL 90 – Preparation and Evaluation of Instructional Materials.

Actual teaching of digital storytelling in both the pilot class and the actual class transpired from August to October 2016 within the first semester of the academic year 2016-2017.

The software application used in digital storytelling was limited to Microsoft Photo Story 3 which can be downloaded for free from the internet. While the researcher attempted to request for use of a computer laboratory, it did not materialize because of conflict in schedule so participants were asked to bring their own laptop.

It is also outside the scope of the study to compare the difference between the personal narratives of the participants written before and after the teaching of digital storytelling. This study is also limited to the reporting of the participants' experiences while undergoing the process of digital storytelling.

Definition of Terms

Digital Storytelling. In this study, the term refers to telling a personal narrative/story that makes use of digital graphics, text, recorded audio narration, video and music.

Process Writing. This term refers to a recursive type of writing wherein the flow is non-directional or non-linear.

Focus. This refers to an aspect in writing where a writer emphasizes a topic and supports it with details.

Organization. In this study, this refers to an aspect in writing where the writer shows clear beginning, middle, and end.

Convention. This term refers to effective word choice and varied sentence structure. It also includes spelling, grammar, and punctuation.

Digital Tools/Media. This refers to computer programs/applications, digital graphics, images, audio, video, music, text.

Pre-service English Teachers. This term refers to senior secondary education students major in English.

Microsoft Photo Story 3. This is a free downloadable video editing application.

CHAPTER 2

METHODS

This chapter discusses the methods employed in this study. It presents the research design, the participants of the study, the sampling technique, the research instruments, the data gathering procedure, the data analysis and the potential ethical issues.

Research Design

The study generally aims to teach writing through digital storytelling among pre-service English teachers.

The study utilized qualitative descriptive research design. According to Strauss and Corbin (1990 as cited in Hoepfl, 1998) “qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively” (Qualitative Versus Quantitative Research Paradigms section, para. 7).

Sampling and Participants

Eight (8) pre-service English teachers in their senior year and enrolled in the course ENGL 120 – Remedial Instruction in English were the participants in this study. Purposive sampling was applied since they were the only senior students taking up Bachelor of Secondary Education major in English during the first semester of Academic Year 2016-2017 in Cavite State University Naic. The study, however, was piloted to sixteen (16) pre-service English teachers in their junior year and enrolled in the course

ENGL 95 – Preparation and Evaluation of Instructional Materials. Both classes were handled by the researcher.

Instruments

One instrument that was used here was a writing rubric which was adapted from Miller (2010) to determine the quality of the participants' written output before engaging in the process of digital storytelling (see Appendix A). The rubric was subjected to expert validation using an instrument validation form (see Appendix B). The instrument validation form was similarly used to validate other instruments. Since this study is qualitative in nature, a diary prompt or guide was also employed as instrument in gathering data from the participants (see Appendix C). The diary guide also went through expert validation. On the teaching part, lesson guide for each session was likewise crafted and used as instrument (see Chapter 3). This, too, was validated by experts. Two students of Master of Arts in Education major in Literature-English Stream and English Language Teaching at Philippine Normal University who were already in their thesis writing validated the writing rubric (see Appendix D). On the other hand, two students of Master of Arts in Education with specialization in English Language Teaching at Philippine Normal University served as the validators of the lesson guides and diary prompts. During the time of validation, they were already taking up their last units to complete their academic requirements.

Data Gathering Procedure

The data collection happened in the first semester of academic year 2016-2017 from August to October. In the conduct of this study, the researcher sought permission from the office of the Campus Dean through the office of the Director for Curriculum and Instruction as well as the office of the Chairperson of the Teacher Education Department via a request letter asking for the use of the eight (8) fourth year Bachelor of Secondary Education students major in English and was then enrolled in the course ENGL 120 – Remedial Instruction in English to be the participants of the study (see Appendix E). Although the participants were encouraged to take part in the data collection because they were the researcher's students at the time the data were about to be gathered, they were still given the option to decide whether to participate or not through a consent letter (see Appendix F). The researcher also assured the student-participants that they will not receive a plus or a minus in their grade in relation to their participation in the study to achieve truthfulness of data.

For each stage in the teaching process, the researcher would first execute the lesson to the pilot class then to the actual class. However, prior to the execution of the lesson to the actual class, the lesson guide would be validated first. In order to verify whether the lesson guide was followed or not, each session in the pilot class was videotaped so that the validators can do a counterchecking since they could not do actual class observation. Every single video was viewed by the validators, so they can figure which parts in the lesson guide needs revision or modification and further improvement. The validators were given checklists each time: one for the instrument validation form

and the other for the individual instrument. Initially, the instrument validation form had to be accomplished before the lesson guide could be carried out.

The researcher in this study was the teacher at the same time. To avoid biases and to retain objectivity, the researcher videotaped each session in the pilot class. Each video was then presented to experts for comments and suggestions following the teacher's script. Parts of the video or the script that needed modification based on the comments and suggestions made by the experts were incorporated in the actual class.

In the teaching of digital storytelling, the researcher adapted the framework of Miller (2010). The components of the framework are: Begin Writing, Research for Writing, Begin Writing, Keep Writing, and Finish Writing. In the Begin Writing stage, students were introduced to process writing and digital storytelling as important concepts to bear in mind. Then, she continued by telling students to decide on a subject to work on through different topic generating devices that would aid them in choosing which could be the most feasible subject of their narrative essay. These so-called topic generating devices range from freewriting, brainstorming, mapping, asking questions about a particular photo or image, and asking questions about something in themselves that they would like to answer. This session on generating topic was allotted one hour to give students adequate time.

In the next stage, Research for Writing, students were instructed to recall sensory details that would go with their chosen topic. This can be accomplished using the devices mentioned above: freewriting, brainstorming, mapping, asking questions about a photo or image, and asking questions about something in themselves that they would like to

answer. In this case, though, what must be elicited are details or ideas that would elaborate the topic. Here, they were expected to be as vivid and as accurate in recalling details that would create sensory images. The non-linear direction of writing is already manifested here because what was in fact done in the first stage would have to be done again in this stage, that is, the application of different writing strategies. One hour was given to students to complete this stage.

Begin Writing stage is where students had to make drafts: initial and whole drafts. In the initial drafts, they were told to come up with three titles and three corresponding set of details. This is like looking at subject in three angles. Once they are done, they had to choose which angle they would elaborate further in their whole draft. In elaborating, they could go back again to the writing strategies mentioned above in order to draw more details. However, prior to the writing of the whole draft, they had to be reminded that their chose subject and angle would be the focus of their essay. It is also in this stage that the teacher-researcher reviewed the class on what narrative is, its elements, and its organization. In addition, the teacher-researcher included discussion on great beginnings and endings as well as other essential considerations in writing a narrative. One hour was devoted for each draft.

In the Keep Writing stage, this is where students did storyboarding. They were asked to gather corresponding photos and images that would go with their story as well as background music that they would like to input in their digital story. While doing their storyboard, they could still make changes with their story because in digital storytelling, there could be times wherein the images and the details of the story do not blend so

students have to adjust the details with the images and vice versa. In the initial storyboard, students were encouraged to evaluate their own work and see if they needed more showing and telling. Once refinements were done, then they could make their final storyboard.

Finally, in the Finish Writing stage, students were instructed on how to create digital story using Microsoft Photo Story 3. The teacher-researcher demonstrated the step by step actions to be taken in using the said application. Here, students had to work on their

laptop. They had to import images and background music. They also had to type portion of the script which comes from the narrative essay to be narrated in a particular slide and record using a headset the typed part of the story. After everything was done, students were asked to show their initial digital story to a peer or a classmate. With the use of a peer revision checklist or form, the peer who is actually one of the classmates would comment on the initial digital story. After receiving the accomplished peer revision form from the peer, the students made necessary modifications and adjustments before creating the final digital story. Two to three hours were allotted in this stage because of the novelty of the process.

Data Analysis

The data collected here were analyzed qualitatively through document analysis. On the other hand, the baseline data for the quality of the written output of the students before teaching were obtained descriptively. The statistical tool employed was mean. There were four (4) faculty from the English Department of Cavite State University

Rosario who rated the outputs. To analyze the diary entries, the researcher followed the steps developed by Creswell (2009). First, data were prepared and organized for analysis by sorting and arranging them. Then, the researcher read through all the data. She made sense of the information and reflected on the overall meaning. The researcher scribbled notes and started recording thought about the data. Afterwards, she began doing a detailed analysis with a coding process where she segmented or grouped phrases and expressions into categories. Subsequently, she labelled the categories with terms coined from the participants' language itself. From the categories, the researcher was able to generate a description of themes. The themes were then interpreted based on the researcher's understanding of the study from her experiences.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the data gathered in the study together with the corresponding analyses and interpretation. The presentation of data was made per specific problem under study.

Research Question 1: How may the students' writing be described in terms of organization, focus, and conventions before teaching them digital storytelling?

To answer the question above, students were asked to write a personal narrative (see Appendix G). The narrative essays were then rated. The tables that follow show the average scores and the interpretations for each writing category.

The interpretation of scores is based on Susan Carter's (as cited in Miller, 2010, pp. 85-86) rubric but modified to show range as shown below:

3.51 – 4.00	Mature
2.51 – 3.50	Capable
1.76 – 2.50	Developing
1.00 – 1.75	Emerging

According to Carter (as cited in Miller, 2010, pp. 85-86), mature means the writing is focused on a topic and supported with details and/or examples. The writing shows clear beginning, middle, and end. Effective word choice and varied sentence

structure are used. Sentences are complete and convention errors are minimal. By capable, it means the writing is focused on a topic and details are included. The writing shows a beginning, middle, and end. Descriptive words and compound sentences are evident. Sentences are complete, and convention errors do not interfere with understanding. On the other hand, developing is when topic is presented but not developed. Focus may wander. Writing may lack connections. Writing shows limited vocabulary and sentence structure. Sentence errors may make understanding difficult. Lastly, emerging means that writing shows minimal focus on topic or is too limited in length. Writing shows little direction or organization. Vocabulary is limited, and sentences are simple. Convention errors make understanding difficult.

Characteristics of Students' Compositions before Digital Storytelling Instruction

The following presentation explains how the students fare in their preliminary narrative essay and how the interpretations of their scores reveal the characteristics of their writing based on three categories: focus, organization, and conventions. However, the results that emerged here are used merely as baseline data to see the students' current writing ability.

Table 1 shows the mean scores of the students in the focus category. First off, focus here is on how the chosen topic was presented and developed as well as how the details used contributed to the advancement of the topic. This description is based on Susan Carter's (as cited in Miller, 2010, p. 85-86) rubric.

Table 1

Students' Mean Scores and the Corresponding Interpretations in Focus before Digital Storytelling Instruction

Student Number	Focus				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	3	3	3	3	3.00	Capable
2	4	2	3	4	3.25	Capable
3	4	3	3	3	3.25	Capable
4	4	3	3	4	3.50	Mature
5	4	3	3	3	3.25	Capable
6	4	2	3	4	3.25	Capable
7	4	2	2	4	3.00	Capable
8	4	2	2	3	2.75	Capable

Focus is when writers are supposed to have one topic to be developed in the composition. However, this topic has to be narrowed down and this becomes the controlling idea of the composition. Details that deviate from the central or main idea must be discarded no matter how brilliant they are.

Looking at the table above, students' scores revealed that sole student got the highest score of 3.50 interpreted as mature. Apparently, five students got a score of 3.25 while two got 3.00 and one got 2.75 which are all interpreted as capable.

To sum up, it is evident that all eight students can stick with the focus or the central idea of their essay. These eight students were able to show details that matched their topic.

Table 2

Students' Mean Scores and the Corresponding Interpretations in Organization before Digital Storytelling Instruction

Student Number	Organization				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	3	4	3	3	3.25	Capable
2	4	2	2	3	2.75	Capable
3	3	4	3	2	3.00	Capable
4	4	3	3	3	3.25	Capable
5	3	3	3	3	3.00	Capable
6	4	2	2	3	2.75	Capable
7	3	2	2	3	2.50	Developing
8	3	2	3	2	2.50	Developing

The second category, organization, is described by Carter (as cited in Miller, 2010, p. 85-86) as organizing ideas to show clear beginning, middle, and end which are separated into paragraphs. Organization is being able to arrange ideas following a specific structure, in this case, a narrative structure. This aspect of writing is evident when ideas are woven in an orderly fashion to see the clear flow of events. This is also where coherence is achieved by linking ideas together using appropriate transitional devices.

Table 2 above displays the mean scores of students in terms of organization. Here, the highest score is 3.25 which was received by two students while two got a score of 3.00, two got 2.75, and another two got 2.50 all of which are interpreted as developing. Remarkably, student 4 remained constant in topping the rest by getting the highest score in both focus and organization thus far.

Overall, eight students showed capability to organize ideas as reflected in their preliminary writing of the narrative essay. Here, all eight students were able to show beginning, middle, and end.

Table 3

Students' Mean Scores and the Corresponding Interpretations in Conventions before Digital Storytelling Instruction

Student Number	Conventions				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	2	1	1	2	1.50	Emerging
2	3	2	2	3	2.50	Developing
3	3	3	3	3	3.00	Capable
4	3	3	3	2	2.75	Capable
5	3	3	3	3	3.00	Capable
6	3	2	3	4	3.00	Capable
7	3	2	2	3	2.50	Developing
8	4	2	2	3	2.75	Capable

The last category which is conventions include word choice, sentence structure, spelling, grammar, and punctuation based on Carter's rubric (as cited in Miller, 2010, p. 85-86).

Conventions as enumerated above can be the last priority among the aspects of writing, but it does not mean that it is least important. This is especially so in process writing where content, in other words, what students have to say is given more attention.

Compared to focus and organization, the highest score in this category is a little lower which is 3.00 and received by three students as shown in Table 3. It is interpreted

as capable, though. Besides this, two students got a score of 2.75 interpreted as capable; two got 2.50 interpreted as developing.

Distinctively obvious in the students' mean scores in conventions is the fact that one got the lowest score of 1.50 interpreted as emerging. Student 4 in this aspect is no longer on top but still labeled as capable. Unlike in focus and organization, students got lower scores overall in this category.

The general mean scores and the corresponding interpretations in the three writing categories are revealed in Table 4.

Based on the table, the highest general mean score is 3.17 interpreted as capable which was received by one student, that is, student 4 who appeared to be consistent in all categories. In contrast, student 1 got the lowest general average score of 2.58 interpreted as capable. This student was noted to be constantly at the bottom.

Table 4

Students' General Mean Scores and the Corresponding Interpretations in Three Writing Categories before Digital Storytelling Instruction

Student Number	Mean Score			General Mean	Interpretation
	Focus	Organization	Conventions		
1	3.00	3.25	1.50	2.58	Capable
2	3.25	2.75	2.50	2.83	Capable
3	3.25	3.00	3.00	3.08	Capable
4	3.50	3.25	2.75	3.17	Capable
5	3.25	3.00	3.00	3.08	Capable
6	3.25	2.75	3.00	3.00	Capable
7	3.00	2.50	2.50	2.67	Capable
8	2.75	2.50	2.75	2.67	Capable

The general mean scores of the initial narrative essays of these students prove that they are still quite far from being mature especially in terms of conventions where the general average scores are a bit lower than their scores in focus and organization. And although all students except one are considered capable based on their general scores, these scores are quite in the low end of the range.

On Students' Writing Experiences Prior to Digital Storytelling Instruction

As soon as the students finished their first narrative essay, they were asked to write a journal on their feelings and attitudes before, during, and after writing a personal narrative.

Before writing, almost all of them had difficulty finding or choosing a topic about a personal experience as shown in the following extracts:

“Before writing, I felt that I had nothing to write. I was really empty-minded that I didn’t know what to write, I took few minutes to think what to write. I was just looking down on the empty bond paper and I didn’t know how to fill it. But then, after thinking for few minutes, I had thought of something that was really unforgettable for me.” – S5

The above example was written by student 5 on her journal. It can be recalled that student 5 got the highest mean in focus with a score of 3.5 which falls under the capable level. Maybe, what helped her in achieving focus in her first narrative essay was the fact that she decided to write about an unforgettable experience.

“Before I write my personal narrative, I felt confused because there are two things that come to my mind. Therefore, I had to choose one. It took me a while before I start writing my personal narrative.” – S8

The foregoing extract, however, was taken from the journal of student 8 who happened to get the lowest mean in focus. Here, we can surmise that her focus could have wandered because she was torn between two topics. It could be that she could not get away with the other topic that she kept at bay, so she was half-hearted in developing the topic that she finally chose. This could probably be the reason why this student got the lowest mean score of 2.75 even if it still interpreted as capable.

Another extract that would characterize lack of confidence this time in the issue of grammar can be found in the journal entry of student 7 as displayed below:

“Before I wrote down my personal narrative, I am very conscious on my grammar, almost worried about the words I would use.” – S7

Such thought of her was later on demonstrated in her mean score of 2.50 in conventions which is considered developing. She could have not shown effective word choice and acceptable grammar.

During writing, student 7 showed a little difficulty organizing her ideas as reflected in the extract below:

“While I’m writing, it took me a lot of time to think what would be the flow of my writing at first but as it went by, I just wrote down what’s on my mind continuously.” – S7

This could be the possible explanation why she got the lowest mean score of 2.50 in organization together with student 8 because she could not arrange ideas in a logical way. Their mean score is interpreted as developing.

Still during writing, student 1 took to her journal what she thought about grammar as revealed in the subsequent extract:

“During my writing, I made first a draft in a piece of paper then transfer it in a bond paper for me to think and free to erase any wrong grammar, or something that I forgot to write.” – S1

Such assumption was exhibited in her mean score of 1.50 in conventions which falls under the emerging category. Her journal entry above demonstrates lack of confidence in her grammar which could have led to minimal control of surface features most especially grammar that hampered readers in understanding her essay.

After writing, three students came up with the following thoughts:

“After my writing a personal narrative, I felt relieve and satisfied in my work.” – S1

“I’m happy to see the result of my writing.” – S7

“After writing the personal narrative, there are some points that I was kinda disappointed because I felt that my narrative was not enough. I wish that I made a draft before finally writing it down on the paper.” – S4

There seems to be a contradiction between the first two extracts and the last extract. Overall mean score revealed that student 1 and student 7 got the lowest, 2.67 and 2.58 respectively while student 4 got the highest overall mean of 3.17. Although all scores fall under capable, the difference in the way these three students approach writing is quite evident. While those who got low scores felt happy and satisfied, the one who got the highest was disappointed. This observation could lead to an assumption that the first two students see writing as a simple skill while the last one sees it as a complex skill to hurdle.

On Students' Writing Strategies

On the aspect of writing strategies employed by the students, it can be noticed that student 4 who got the highest overall mean score of 3.50 interpreted as mature, and student 8 who got the lowest overall mean score of 2.75 interpreted as capable almost shared the same techniques as revealed in the extracts that follow:

“My strategy was write all that came to my mind and continuously write as long as the thoughts came into it. I didn't use draft because I thought that it will be time consuming but as I repeatedly read my narrative, at some point I wished that I first made

a draft of my narrative It was for this reason that I saw my mistakes as I critic my writing.” – S4

“Before I write my personal narrative, I get a sheet of paper to serve as my draft before I transfer it to our paper. I gathered all my ideas first before writing it down. Then I checked my grammar, every now and then. I read while writing so that I will not overlook some things and read again for the last time before submission.” – S8

If there is one observable difference, though, it is the fact that student 4 did not manifest obvious apprehension about form. She was more concerned about content which is more global and should be given more emphasis. With student 8, grammar was a major concern something that is only considered local.

Other useful strategies were shared by the following students in their journal entries below. It can be noted that all these four students got an overall mean score of 3.25 which is interpreted as capable.

“I think first what will be my topic for writing, what will be my purpose in writing, and who will be my readers or audience that will able to see or to read my piece.” – S2

Student 2 clearly did a good pre-writing strategy. She planned her writing in such a way that topic, purpose, and audience are all covered before even jumping into the writing task which is a characteristic of an experienced student writer.

“...I pick first the topic that interest me the most and a topic wherein I can talk or say more about. After picking a topic, I think of how my ideas will expressed in my writing.” – S3

This extract shows that student 3 knew the essentials in choosing a topic: interest and adequate knowledge.

“During writing, the strategy I applied is narrating it from the past. I started talking about when I was in grade six until when I am now in college.” – S3

Here, student 3 established the manner in which she organized her essay, that is, in chronological order. The extract also reveals that student 3 has knowledge of rhetorical pattern.

“After writing, of course I read what I write then add some details if I think and notice that it is too short and lack of details.” – S3

This post-writing strategy displayed by student 3 is good because she edited and revised her work after writing and not during which is the preferred.

“Upon writing I just wrote what I am thinking to the point that I unconsciously didn’t even think if my grammar is right or wrong, just not to miss the ideas circulating and dancing in my mind.” – S5

What student 5 verbalized in her journal about her strategy during writing is again characteristic of an experienced student writer, that is, paying more attention to content than form.

“After writing, I re-read the essay I’ve written to check if there are errors in grammar and capitalization. I found some, and I tried to correct those after reading.” –

S5

Student 5 did the right strategy of editing on grammar errors last since linguistic form should not hamper a student from writing especially if writing is meant for self-expression.

Very surprisingly, the presentation of students’ verbalization of their thoughts in their journal matched their scores in the initial narrative essay that they wrote. In summary, the quality of writing depends on how it is seen and approached by a writer.

Research Question # 2 – What are the experiences of teacher and students during the design and delivery of lessons on writing through digital storytelling?

This part will elucidate what went on or what transpired during the digital storytelling instruction using retrospection on the part of the teacher-researcher and via journal entries on the end of the student-participants. It is hoped that this chronicle will shed light to how digital storytelling penetrates a language classroom.

On Teacher’s Experiences during the Design and Delivery of Lessons

With the advent of digital age, people were transformed from the way they perceive things. Gone are the days where we see people flocking at one place and start a good conversation. Kids are not seen on streets playing anymore. Even business transactions do not commence on a face to face interaction nowadays. Everything now is

technology-driven. Observably, majority of people are becoming tech-savvy. Just the same, people in educational institutions are currently doing their things without the usual paraphernalia of the old century. Both teachers and students make use of gadgets and other modern communication tools to impart and receive knowledge. This is basically the representation of the educational process now.

The researcher courageously embarked on the challenge of incorporating digital media in the teaching of writing to keep up with the times despite the fact that she is just considered as immigrant in the digital world that the students of this generation live in. This also serves as premise on the design of lesson guides used in the digital storytelling instruction that was executed by the teacher-researcher. It may be noted that the concept of digital storytelling in itself sounds very novel in the field of teaching predominantly in the Philippine classrooms.

The lesson guides were designed by the teacher-researcher to cover the five (5) stages of teaching writing through digital storytelling following Don Murray's writing process based on the description made by Miller (2010). It was a blessing indeed on the end of the teacher-researcher that while conceptualizing her thesis, she came across Miller's book that helped her design the lessons. The process constitutes the following: write before writing, research for writing, begin writing, keep writing, and finish writing. This flow, however, does not really poses a linear motion as it seems. The movement is in fact recursive so that writers, even if students have already reached the point where

they can finish writing, they may still go back to brainstorming and clustering of ideas for additional details.

The teacher-researcher designed the lesson guides in such a way that each stage in the digital storytelling process is presented in one session since she holds class with the actual participants only once a week for three hours which is why it took her two months to complete data collection which kicked off in August and culminated in October. So, she needed to divide the process into five lessons equivalent to five sessions.

Being a novice in the digital world of teaching, the teacher-researcher encountered several challenges. First, digital storytelling is a long, tedious process. Besides the fact that she would teach it to an actual class, she had to try it out with a pilot class. Had teaching of writing been done in an old school manner, it would have been a lot easier and faster. But fact is that digital storytelling instruction requires more time and effort and devotion. It also came to a point where the pilot class seemed more energetic and engrossed than the actual class that gave the teacher-researcher a little disappointment.

It was also a challenge to have each lesson validated by experts which they would do after it was carried out in the pilot class since the experts could not do actual class observation. This means that the teacher-researcher had to wait for the comments and suggestions of the experts before implementing it to the actual class. Even the videotaping of both the pilot and actual classes was facilitated by the teacher-researcher, so it could be imagined how laborious and taxing the preparation and delivery had been.

The teacher-researcher also had mixed feelings during the delivery of lessons: one was the feeling of exhaustion because the concept is new, therefore, more effort must be exerted, second was feeling of boredom especially when students were engaged in the writing tasks and she would just wait until they are finished with the tasks. Usually, very minimal questions were raised during the writing tasks, so the teacher-researcher would just observe in silence. But, at the end of the day the teacher-researcher would feel satisfied and fulfilled having introduced something new to her students.

As to limitations, the teacher-researcher found something particularly in the instructions about how to use Microsoft Photo Story 3. The discussion went smoothly. In fact, she was able to present the step by step procedure using a projector where the students could see how each button in the software application works so they could follow. However, during the actual creation of the students' digital stories the teacher-researcher had to be consulted on what to do first, what to do next, and how to end the process. This could probably be attributed to their non-exposure to the software so even if the process is simple they still struggled.

There were also some parts in the use of the Microsoft Photo Story 3 that the teacher-researcher did not anticipate. One was the appropriate microphone to use. She thought that microphone would do but during the facilitation she noticed that an ordinary earphone would not help generate good recording, but a headset would do. That scenario impeded the process. Another was the outside noise that is unavoidable despite holding the class in a contained computer laboratory. To assist the teacher-researcher in

troubleshooting any problem related to computer, she asked the help of one IT instructor because there were instances when students were already using the application that all of a sudden, the application would just stop.

On Students' Experiences during the Delivery of Lessons

Students' experiences during the delivery of lessons are presented according to the five stages of digital storytelling because in each stage students were asked to write a journal on selected areas in their experience.

In the Write before Writing stage, students were advised to describe how they went through the process of generating subject/topic using brainstorming, freewriting, mapping, formulating questions, and considering available photos. It can be noticed that not just one pre-writing strategy is mentioned above. This is so that students would have a chance to experience all these topic-generating devices and find which one that gives more options.

The following comments were lifted from their journal:

“Through the process of generating subject/topic using brainstorming, freewriting, mapping, formulating questions and considering available photos. There's lot of topic that comes in my mind and it became easy to me.” – S1

True enough, what was claimed above was justified by the thought of student 1 that the variety gave her ease in choosing topic. This is also supported by what student 8 wrote in her journal.

“The different process of generating subject/topic allows me to choose a wide variety of subject.” – S8

While the above students were positive on the process, two expressed inconvenience as indicated in the extracts below:

“I really find it hard generating topic using brainstorming, freewriting, mapping, formulating questions, and considering available photos. Maybe because of the things that’s going on inside my mind.” – S4

“In the process of generating subject or topic using brainstorming, freewriting, mapping, formulating questions and considering available photos I found it a really hard process...because I am not fond of writing a certain thing about myself.” – S2

Obviously, there were internal barriers that prevented these students from grasping the essence of those devices. First off, student 4 could not maximize her right brain which is responsible for creativity. She let herself be bombarded by so many ideas that she forgot to relax her mind. On the other hand, student 2 immediately discarded the process because of resistance to the task.

In the Research for Writing stage, students were prompted to tell the ease or difficulty they have had in recalling details for their narrative either from memory or the presence of available photos. Some comments are given below:

“The ease that I have had in recalling details for my personal narrative from memory is that I am not the type of person that can easily forget what happened especially when it gave an impact to me and to my life.” – S2

“It is not that hard to remember the scenes from my personal narrative since it only happened on December 25, 2015.” – S3

“It was difficult recalling details from memory. I had to close my eyes and use my imagination on going back to the things that was part of my past. Although, it was not a very long time since it happened, the details are not so vivid that I had to dig deeper and to be more accurate with the memories that I had.” – S4

The reactions above are again varied. While there are two who expressed ease in recollecting details, one struggled. What can be perceived in the thoughts of student 2 and student 3 is that there are factors that help keep things in our memory: impact of the experience to one’s life and the freshness of the event. The opposite is true in what was shared by student 4 that something that happened long ago could not possibly be recalled as accurately as possible. It can therefore be inferred that in writing a narrative, time element must be taken into consideration especially in remembering details.

These students were also impelled to explain how guide questions helped them recollecting details specifically sensory images. The following excerpts reveal what was on their mind:

“The guide questions in remembering details helped me...Because in writing a personal narrative, we should know our emphasis here, is it the who, what or where of our story?” – S6

“The guide questions helped me to write my personal narrative... Through the question, you can look at one side of your experience.” – S3

Undoubtedly, guide questions are really helpful because they give some sense of direction to writers to avoid beating around the bush and end up with details that are immaterial and irrelevant. The different aspects of an experience may lead to answering wh questions but still only one question must be considered to achieve focus in writing as articulated by student 6.

As to the Begin Writing stage, students were encouraged to describe the process of writing their initial draft and whole draft and how they went through each. Some evidences from their journal entries are indicated below:

“The initial draft helped me in a way that details just came flowing to mind. It was like freewriting in a brainstorming way. The whole draft on the other hand, made me realized that details should be always connected and the whole draft is a better way of how one person can understand a narrative for it was a complete story already.” – S4

“As I was writing my initial draft, I’ve been thinking some things happened the moment I had included in my story but then it was just a draft so later on it would be finalized with more specific details that would come up with a whole draft. I had a hard time thinking and recalling specific moments just to create a whole draft.” – S5

In the two extracts above, it can be deciphered that student 4 and student 5 were both conscious of the role that drafts play before the final written output. Student 4, for instance, found ease in writing the initial draft because she was just allowing her ideas to flow. As to her whole draft, she found it more complete and ideas begin to show imagery. Student 5, on the other hand, knew that a draft is just a draft; it is not yet final, and she could still do some revisions later. But, unlike the initial draft, writing the whole draft became more challenging to student 5. Indeed, undergoing stages of writing can be stimulating.

With reference to Keep Writing stage, students were asked to reflect on their experience in completing their drafts and whether the review of the elements of a narrative helped them in deciding which details to keep and which ones to discard. Some excerpts were lifted from the students’ journal to illustrate this specific part of the digital storytelling process.

“In completing my draft, the review of the elements of personal narrative helped me a lot in deciding what details to keep and to discard. It helped me in the way that these elements just emphasized the important things in my story to be kept and things that might not be useful in completing my draft which have to be discarded.” – S5

“In completing my draft, I noticed that there are lots of things that are now entering into my mind. And I can say that as we review the elements of a personal narrative, it helps me to add some details related to my output and at the same time, there are also some things or words that I need to omit.” – S6

“The review of the elements of personal narrative helped me a lot because I get the chance to decide on what details I need to keep, with that I can concentrate with the subject I am talking to. Through the process of completing my draft I get the chance also to organize my thoughts in order and disregards those that I think is not important in the draft that I am making.” – S8

Evidently, all three students were one in affirming that the review of the elements of a narrative helped them in being more conscious about what they wrote. It can be inferred, therefore, that these students do not have mastery of the writing genres particularly narrative since they unmistakably appreciated the review done by the teacher-researcher. Writing drafts and revisiting them several times may categorically help writers evaluate the quality of their writing more. In the Keep Writing stage, students were given more time to re-write, that is, to add details if necessary and to delete details when needed. Amazingly, these students were so open in thinking that a draft should not be cemented at first since there are still some areas in their writing that still need improvement and polishing.

In the aspect of storyboarding, students seemed to enjoy it though it was first time for them to accomplish something of this kind. Their feelings were verbalized in the following extracts from their journal:

“In creating my initial storyboard, I felt happy because I saw that it was beautiful since it’s about my family and I can easily to describe these pictures.” – S1

“My experience in creating my initial storyboard was very exciting. From the beginning, I find it quite hard for me because I’ve got the wrong pictures. But then, as I wrote down continuously, it was very fun and my experience on the storyboard I wrote came back on my mind specially the feelings I experienced on that time.” – S7

“It is nice to see that our previous draft can be put in a storyboard with its corresponding pictures. But because I don’t have my personal pictures with me, I still have to provide so that it can be authentic. I also felt that my storyboard is a bit short and I think I need to put some revisions so that it would be longer as compared to my previous draft. I felt good with the activity we have done because I never thought I could make my personal account or story in a storyboard.” – S8

Above, it can be sensed that students were positive with the way they came up with their initial storyboard. Here, appreciation of a digital story is starting to materialize. Students suddenly felt sense of fulfilment that only constructive things were said about storyboarding. It could perhaps be attributed to the hard work that they first experienced and now the finished product is starting to unfold before their eyes. Needless to say, a

storyboard helps writers see what could be missing or lacking in a digital story in terms of script, images, narration, and even background music that will all contribute to the beauty of a digital story. This was in fact attested by student 8 when she argued that she needed further revision when she saw her initial digital story since she could clearly see what is missing or lacking in her story. Undeniably, storyboarding is not done in the traditional way of writing a story.

Last stage in the digital storytelling process underwent by the student-participants was Finish Writing. After hurdling the initial stages of digital storytelling, they reached the point where they would do the final revision of their digital story. Here are some of the thoughts of the students as reflected in their journal.

“Because of the comments and suggestions from the peer review, I know what to revise and how to improve my digital story. Since my classmate is the viewer of my story, she can point the things that I should strengthen.” – S3

“The comments and suggestions reflected in the peer review form helped me in improving/revising my digital story. Maybe because I was used to my narration that I was not able to hear my mistakes. On the other hand, the good points that were given made me quite confident with my digital story.” – S5

“Those comments and suggestions given by my peer really helped me in revising my digital story. Because she specified those things that I need to improve or change.

And it's nice to get a feedback from others so that you will be more aware of the things to be changed or improved for the better output you are doing.” – S6

“When I finished the first raw data of my digital story, I thought it was perfect and nothing's wrong more on it. But when the comments and suggestions was given to me by my peer classmate, Ferlyn, I realized the things I need to improve more. It helped me to make my digital story better than the first I did. Specifically, the pronunciation, word choice, sentence structure and even the tone of my voice was being improved better because of the peer review form.” – S7

No further proof is needed to support the fact that peer revision may help writers look at their work in a different dimension since there is another set of eyes that has seen their work. The adage that goes like “what we don't see, others see” is very much true in writing most particularly in the revision part. Often, people look at their writing as complete, full, sensible, and worthy of a reader's attention but the opposite may be true because two eyes are usually better than one meaning what we think as good may not be good to others so a piece of writing has to be presented to an outside critic who can be a peer or a classmate to achieve objectivity. It may be construed that a writer can be biased on his/her own work.

Simply put, the process of digital storytelling is very much like the traditional storytelling. Only, there are elements or components in digital storytelling that makes it very now and that is the utilization of digital tools where learners are more attuned to. Also, in terms of revision, the essay or script that is narrated in the digital story is not the

only one considered in the evaluation process. The wholeness of the digital story must be looked into including the digital tools that are incorporated in it. Even the quality of the speaking voice must be critiqued because the likelihood audience would appreciate a digital story is based on how they will hear it narrated by the writer him/herself via voice recording.

Sample Teaching Observation Checklists with suggestions and recommendations are found in Appendix H. During the instruction phase, the instructor-researcher showed sample of her initial storyboard (see Appendix I) as well as her final storyboard (see Appendix J). The digital story of the researcher-instructor was also shown to her students prior to making their own digital story (see Appendix K). As proof of the students' outputs, their digital stories are also affixed here (see Appendix L). A sample video of the actual instruction is likewise attached (see Appendix M). These are all for the sake of giving evidence on the truthfulness of this research study.

There are additional aspects that the teacher-researcher would like to be added in this section since these are very noteworthy. Students were actually prompted to identify gains and drawbacks of digital storytelling. The following are excerpts from the students' journal that would reveal their thoughts on the said issues:

“Of course, after finishing the story I feel relief because finally, of all the sessions we made, we come up with a digital story board that is first time and new to I feel excited also because I will see my personal experience in the digital story...” – S3

“Having learned how to make a digital story, I now have the knowledge of making a DS and I will now be able to share it to others especially when I become a teacher in the future. The drawback of DS could be that if there will be lack of photos in the story, it will not that becomes beautiful or authentic.” – S4

“Digital storytelling is very unique and modern way of narrating a story. Being a teacher in the future, it will help me a lot when I need to teach a certain story on my students. I also think about it that we can use it not only for a story but in different lesson we will be teaching.”

The extracts above are but three of the comments made by the student-participants about digital storytelling in general. A summary of gains and drawbacks given by the other student-participants is given below.

The benefits of digital storytelling may be divided into two: as a teaching tool and as a learning tool. As to the positive features of digital storytelling as teaching tool, the following codes were identified from their journal entries: (1) will share to others knowledge gained about DS, (2) gives ideas that can be used in Sunday School, (3) will use in teaching once in the field, and (4) can also be used in other subject matters or lessons. Now, as a learning tool, these items were noted: (1) unique and very creative because of the incorporation of multimedia, (2) a better way of getting attention, (3) can express thoughts and emotions better, (4) new, modern and exciting, (5) enlightening, (6) unknown becomes known, and (7) creative and interesting.

On the positive features, two student-participants commented that digital storytelling is creative especially when there is incorporation of multimedia. This confirms Robin's claim (2008) that digital storytelling help computer users become creative storytellers through the utilization of different multimedia. Furthermore, such statement verifies Ohler's (2005/2006) argument that digital storytelling "conveys creative visions" (p. 94). Moreover, the comment made by the participants supports Brenner's (2014) contention that digital storytelling is "engaging, motivating, and creative" (p. 27).

Still on the positive features, another student noted that digital storytelling can help express thoughts and emotions better. This attests Bull and Kajder's (2004) assertion that digital storytelling "can provide a voice to struggling readers and writers who might not otherwise find an authentic means of self-expression" (p. 49). This, too, is backed up by the study of Dogan and Robin (2008) when one of the K-12 teachers pointed out that what made his/her students motivated to do digital storytelling is "creating their own stories and having a chance for self-expression (Results Section, para. 7).

On the potentials of digital storytelling as a teaching tool, the comments shared by the student-participants validate the study of Dohan and Robin (2008) in a study that they conducted with in-service K-12 teachers which revealed that after learning digital storytelling through the workshop that Dohan and Robin facilitated, these teachers shared and taught digital storytelling to their co-teachers, students, and even family members.

Some of these K-12 teachers likewise used digital storytelling to teach other content areas.

In the case of the challenges met by the student-participants in undergoing digital storytelling process, the following were deduced: on resources (no laptop, lack of digital images), on availability/accessibility (difficulty downloading images, difficulty in downloading music, poor internet connection), on computer skills (cannot save file, file can be corrupted if not saved properly, losing data/file due to technical problem, difficulty in using computer software), on time element (time pressure, time consuming) on regard for ownership (changing images due to citation issue) and on quality (blurred/low resolution images, bad audio recording, poor voice quality for narration, inappropriate music).

Apparently, the same technological challenges were faced by the K-12 teachers who participated in a study conducted by Dogan and Robin (2008) where these teachers identified “time issues”, “access to hardware”, “access to software”, and “access to technology” as the common reasons for quitting digital storytelling.

Research Question # 3 – What writing competencies are evident in the students’ digital stories?

To answer the aforesaid question, students were asked to write another narrative essay about themselves. These narrative essays were subjected to different stages

following the principles of process approach to writing via digital storytelling. Also, these narrative essays were the ones used as script in their digital story. (see Appendix N).

Characteristics of Students' Compositions After Digital Storytelling Instruction

The details that follow describe students' writing after teaching them writing through digital storytelling. Their mean scores and the corresponding interpretations elucidate the characteristics of their writing based on three categories: focus, organization, and conventions.

Table 5

Students' Mean Scores and the Corresponding Interpretations in Focus after Digital Storytelling Instruction

Student Number	Focus				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	4	2	2	3	2.75	Capable
2	4	2	3	4	3.25	Capable
3	3	3	3	3	3.00	Capable
4	4	3	3	4	3.50	Mature
5	3	3	3	3	3.00	Capable
6	4	4	4	3	3.75	Mature
7	3	3	3	2	2.75	Capable
8	3	2	3	3	2.75	Capable

As to the first writing category, focus, table 5 shows that the highest score is 3.75 interpreted as mature. Only student 6 got this score. However, student 4 received a mean score of 3.50 which is also interpreted as mature. All the rest got scores ranging from 2.75 to 3.00 which are all interpreted as capable. In the students' second time to write a narrative essay, none was labelled as developing particularly in the aspect of

focus. The above result explains that all students demonstrated ability to focus on their chosen topic or subject for the personal narrative essay that they wrote.

My Connecting Moment

“Call unto me, and I will answer you...” This hotline of He is what I used to use whenever I am not feeling well and do not know what to do most especially when it comes to spiritual aspect or matter.

One night when I got home, I knew to myself that there is something that’s within me that I need to shout out. But I don’t know how.

There are lots of negative things happened in my life together with my family, study, and church ministry matter. And this time I need someone to talk to but there’s none.

So I decided to go inside my room and have time to think about it. And I remember the hotline I am using ever since. This pushes me to kneel down and stated to connect with Him.

At this moment, my tears started to flow like a river that no one can cease and the only word that comes out from me is ‘sorry!’ for a hundred times, I think.

Sorry, because I knew to myself that I let those problems conquer me and tend to forget that He is greater than any other.

Suddenly, I felt that there is someone in front of me, looking at me, and oh, He started to hug me tightly. Then suddenly, He whispered, “My daughter, don’t cry. I will never leave you nor forsake you.” So I cry and cry louder than before and it seems that I don’t want this moment end.

As time goes by, I see myself in a place where I have never been before. It was so grateful seeing that wonderful place with flowers and fresh air that touches me.

At the deeper moment, there was something and I think it’s a cat who forcedly jumped on our roof and oh, “urgg...” “what the?”

This distracted me. I insisted to myself that I want to go back and feel again what I have felt and experienced before. But I can’t. I cannot bring back again that time and moment.

However, after that moment, I felt something new within me. I can now feel free and more comfortable, more courage and full of determination that push me to continue my wonderful life given by the Lord.

After all these things, one thing came into me- “Call upon the name of the Lord and be saved!”- be saved from any hurt, pain, depression, stress, and negativity brought by the unexpected situation in my life. I will be saved not because I am strong but the one whom I call is stronger than anything.

A sample essay is seen above. This is the narrative essay written by student 6. Here, writing was focused on the topic getting connected with God and it was sustained throughout her essay. One incident was even cited on how the writer connects with God through prayer and that exemplifies how a topic is supported by details to make the story

more vivid. However, there is one part of the story which could have been omitted because of little relevance, that is, when the writer included the portion where she mentioned about the cat that jumped on the roof. Perhaps, it was her way of breaking the monotony of her story.

Another example of an essay that is focused on a topic is the one below which was written by student 4. The topic is evidently reinforced by sufficient details.

Birthday Celebration

The most important thing to parents is to see their child happy. The happiness of a child cannot be measured and the joy of seeing that is incomparable to anything in this world. Likewise, the time of being together to celebrate a special occasion, such as birthdays gives immeasurable feeling as well.

It was not her birthday, yet we planned to celebrate her birthday that day. March 24 was a celebration of Holy Week that was why we celebrated early on. The date was March 20 and we headed to Manila Ocean Park.

Our travel to Manila was quite long but we hardly noticed it. Why? Maybe because we were so busy inside the bus. We took pictures, we laugh, we ate and we enjoyed the sceneries outside that "big bus", as my daughter would call it.

When we reached the park, my husband and I held Yna as we approached the concrete steps in front of the park. With her amazement she said, "Is this already Ocean Park mom?", turning her head everywhere around the entrance. I said, "Yes baby we're here", with a very wide smile in my face.

After paying the tickets, we were about to enter the way to the aquarium when we were made to stop by a man holding a camera. He asked if we want a souvenir and I inquired about the price of the photo. The man said, "300 pesos ma'am". I was a bit hesitant with the souvenir but my husband's nod signaled me that we'll post for a shot.

When we entered the dim lighted hallway, we saw on both sides the many aquariums with different species of fish. I saw the excitement and amazement in my daughter's eyes when we came across a shark and a sting ray.

I took pictures of my husband and Yna in front of a very huge aquarium with a very big size of fish which I don't know the name. We also watched the jelly fishes danced in harmony.

We went into a very huge aquarium which made us feel like we were inside of it. The last attraction that we went through was the "Sea Lion Show", where sea lions showed tricks as if they were humans. The place was so beautiful and even more beautiful because I knew that my daughter enjoyed everything inside the park. I never imagined that I will see those creatures together with my daughter. The pictures from the books that I showed her all came to life and coming from a mother's heart, I knew that she was very happy.

I thought I'd be happy the whole day but something came up. I lost our camera phone. All our pictures that day were contained in that phone. I blamed myself for being so careless, that it was my fault that all the memories that day cannot be repeated anymore. And then I felt the kiss of my husband and my daughter. She said, "That's okay mom", and tears came running down from my eyes.

That experience made me realized that the best memories are kept in the heart. Pictures printed on paper s fade but pictures printed in the mind and in the heart do not. And we can always go back to that park.

The flow of details is so arranged that you can visualize what really transpired in the story. However, just like the first essay, there is a section that seems detached from

the rest specifically the inclusion of the lost camera phone. On the other hand, it serves as the twist of the story from something happy to something sad. That part also gives the moral of the story so though it sounds out of place it still contributed to the development of the topic.

Table 6

Students' Mean Scores and the Corresponding Interpretations in Organization after Digital Storytelling Instruction

Student Number	Organization				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	3	2	2	2	2.25	Developing
2	4	3	3	4	3.50	Mature
3	3	3	3	2	2.75	Capable
4	4	3	3	3	3.25	Capable
5	3	3	2	2	2.50	Developing
6	4	4	4	4	4.00	Mature
7	3	3	3	3	3.00	Capable
8	3	2	2	3	2.50	Developing

In the second category, organization, student 6 obviously got the perfect score of 4.00 which is interpreted as mature as manifested in Table 6. Likewise, student 2 who got a score of 3.50 is also considered mature in this facet of writing. Three students, however, got mean scores varying from 2.75 to 3.25 interpreted as capable. Apparently, there were also three students who got the lowest scores of 2.25 and 2.50 interpreted as developing.

Seemingly, there is a fair divide in the level of students. This means that in terms of organization these students are somehow in extreme ends. Two displayed mastery of rhetorical pattern and could arrange ideas in a logical manner while three demonstrated lack of it and the rest are in the safe area.

A sample essay that follows illustrates how ideas are sequenced particularly for the narrative genre where there is clear beginning, middle, and end. Student 2 wrote the said essay.

My Dog Best Friend

“Dog is a man’s best friend.” I never thought that I will have one. I am not a dog lover, I fact, I don’t like any pet inside our house. But things happened that all your perspective in the past will eventually change. I can do nothing but to cope with change and hoping that certain change is for the better not for the worse.

One Saturday morning, I am locked up inside my room, doing paper works, presentation and etc. Time passed very quickly, then I heard some noise outside my room as if there is someone who is talking but because of the things that I need to accomplish, I just took it for granted.

As time passed by, I heard a cute and small bark and out of curiosity I came out to see what is happening. To my surprise, I saw a very cute puppy, our eyes met for a couple of minute and all I have in my mind to have him, to take good care of him and to love him. So, I grabbed the opportunity to say “Yes” when they ask me if I want that puppy. They are all shocked with my expression maybe because they knew that I don’t want a pet.

“Samson” was an image of strength, an image of bravery. I named him “Samson” simply because I want him to be strong, I want him to be brave as if his name will tell his personality.

Day after day, we are doing same activities. He is very sleepy, after he ate his meal, he will find a place for him to sleep. When he woke up, I will take him a bath and later on he will play outside.

One time, he entered on my room. I do not know if he was just bored or what. I let him inside eve if I want to be alone, I just want to take a break on everything. He moved beside me, as if he knew what I am feeling that time. He looks like he is willing to listen on what I am going to say. I cannot believe that he can be my companion as well.

I thought it will last but I realized everything has its own end. We are not able to know when it will happen and it is the thing that I don’t want to happen but it is fate, it is the reality of life. The end of our story came. I found myself crying, I found myself broken. The reason why I can smile even if I have a problem was also the reason why I am feeling puzzled. He’s gone. He left me without a sign. I need to accept the fact that even how many years will pass, my dog best friend will never ever come back.

Noticeably in this essay, the writer was able to give the audience some sense of order. She first narrated how she found a puppy, then she moved on by recounting how she took care of her puppy and lastly how she lost her puppy. Such an arrangement helped in creating a lucid story.

In another example given in the next page, the organization is quite vague. The course of action is not clear although there is chronology of events. It does not tell the

My Family

Family is the most important people in the world. They are the one who always there for you to protect, fight and love you unconditionally. I am very happy to have my family even I have a stepfather at least I have a father, even I am only child at least I have a cousin that I can treated as my little brother. I am thankful because even though were not so rich as others but still my family is complete.

I have a mother that always remind me to be a good person and cares me every day. I have a father that is work hard for me to be able to finish my study and last, I have a cousin that I can treat him as my little brother that makes our house complete and lively.

Every morning, when I have a school, I woke up early. My mother always cooks breakfast for us and I always heard the sounds of her cooking. She always cooked fried rice and fried egg as our breakfast so that we were not hungry in school. My papa always called us and say "kakain na!" Then we were immediately go to the table and eat our breakfast together. Every time we were having our breakfast, my Papa always turned our television so we also watch while eating. I and RJ, my cousin but I also treated him as my brother is always first in leaving the table to take a bath because we have both school.

When Saturday came, our bonding together is to watch movies. My Mama always buys a CD in market for us to have a movie marathon but sometimes we were watched in our net book. While watching, we also have snacks that feel us more enjoyable. Then, we spend the rest of our time in talking and telling some stories to each other.

Our best family bonding is Sunday because it is a family day. My Mama was always cooked delicious foods like chicken, adobo, afritada, bangus and so on. But sometimes we were having our lunch outside our house like in Jollibee or KFC. My Mama also buys some fruits especially banana, lansones, rambutan, and apples. Then we ate together with soft drinks.

At 6pm, we go to church nearby to our house to thank God to all the blessings He gave. We praised Him and thank Him because my family was complete.

There will be no happiest thing in this world but to be with your family and to feel that we are complete.

audience how the story began, how it progressed, and how it ended. This could probably testify why this essay received low mean score in organization.

For the last category, that is, conventions, the highest mean score is 3.50 interpreted as mature. Student 6 received the said score. Conversely, student 1 got the lowest score of 1.75 interpreted as emerging. All the rest got scores ranging from 3.00 – 3.25 interpreted as capable.

Table 7 proves the description mentioned above.

Table 7

Students' Mean Scores and the Corresponding Interpretations in Conventions after Digital Storytelling Instruction

Student Number	Conventions				Mean Score	Interpretation
	Rater 1	Rater 2	Rater 3	Rater 4		
1	2	1	2	2	1.75	Emerging
2	3	3	3	3	3.00	Capable
3	3	3	3	3	3.00	Capable
4	3	3	3	3	3.00	Capable
5	3	3	3	3	3.00	Capable
6	3	4	3	4	3.50	Mature
7	3	4	3	3	3.25	Capable
8	3	3	3	3	3.00	Capable

In the narrative essay of student 1 entitled *My Family* as shown in the last page, it can be noticed that she undoubtedly committed a lot of grammar errors as in the following examples: “*Every morning, when I have a school, I woke up early.*” Here, article *a* could have been omitted and *wake* should have been used instead of *woke*. The same goes with “*My mother always cooks breakfast for us and I always heard the sounds of her cooking.*” Obviously, this student writer could not show tense consistency so as to use the base form *hear* rather than *heard*. Another example of this nature is found in the line “*My Mama was always cooked delicious foods like chicken, adobo, afritada, bangus and so on.*” Limited vocabulary is also apparent in her essay. Word choice was so common, the ones that are typically used by grade school and high school student writers.

In comparison, a sizable disparity can be seen in the essay of student 7 on the next page. Visibly, she made use of varied sentence structures as exemplified by the

number of dialogues that she incorporated in her story as well as representations of interrogative and exclamatory sentences apart from the usual declarative sentences. Compound and complex sentences were also present in her narrative as shown in her essay below.

SUCH A LUCKY GIRL

"Erika! It's your time to shine!" That's my classmates way of teasing me when I am listed on the retelling story contest. My cramming and confused mind started to panic and asked bundle of complains. "What should I do? How can I prepare for that? Who will coach me? What if I can't make it? Should I continue it?" Those are the questions that makes me feel frightened and nervous as a mouse running away from a cat. However, I just think of how my strong mother faces challenges like that.

From the most awaited day, Buwan ng Wika Celebration day came. I went to the coordinator, Mrs. Clores, to get the story piece that every contestant will be using.

The drums in my heart started to play when I saw the two-page story and followed by what Maam Clores said to me that time;

"You're the first contestant came to me to get this piece."

I asked her, "How many candidates are listed on the contest Maam?"

Then she replied me, "We have six contestants from different department, included you."

My body melted down when I heard that we are six. All of a sudden, I remembered my mom. Her favorite motto that she always tells me; "If others can do, so as you!" We all know that she is a wonder woman especially in facing challenges in our family. She always lights up the fire out of every dark side of our family's life. That's why I just think positively with glazing eyes and bright teeth imagining her as my coach and mentor.

Studying the story we will retell, the running time made me worried and push my brain to panic as cramming queen!

Despite of that, one of the greatest mentor I've known embraced me with support saying, "try to record your voice so that you may know the things you can improve more, I know you can do it!" Because of that, my sweat becomes warm and my body began to relax. The butterflies in my stomach calmed and I focused deeply and seriously on my piece, and practiced it again and again.

Maam Clores came to me and let me picked my number, it's three! Then I heard her talking with other teacher, hearing something that made my soul very happy and confident, she said that the contestants came to her are just Kim and Sanny and nothing more. It only means that we were just three competing for the crown. Hooray!

When the time of the trial finished on the stage, I know that I did my best. I just imagined my mom, my father, and my boyfriend on the judges' chair. It is effective, my shouting nerve and pulse stopped.

And the result, me over the two contestants was an inspirational moment of my life having the second place on that near-death experience.

This is not to say though that her essay was flawless in terms of control of surface features like for example in the case of the line “*My cramming and confused mind started to panic and asked bundle of complains.*” Although it can be thought that the omission of *t* in the word *complains* can be an instance of slip of the finger, a spelling blunder was still committed. The line “*Then she replied me, “We have six contestants from different department, included you.”*” also shows the exclusion of *to* after *replied*, the deletion of *s* in the word *department*, and the use of *included* instead of *including*. “*Maam Clores came to me...*” is a clear example where the abbreviated form *Maam* is not properly punctuated.

Table 8

Students’ Overall Mean Scores and the Corresponding Interpretations in Three Writing Categories after Digital Storytelling Instruction

Student Number	Mean Score			Overall	
	Focus	Organization	Conventions	Mean	Interpretation
1	2.75	2.25	1.75	2.25	Developing
2	3.25	3.50	3.00	3.25	Capable
3	3.00	2.75	3.00	2.92	Capable
4	3.50	3.25	3.00	3.25	Capable
5	3.00	2.50	3.00	2.83	Capable
6	3.75	4.00	3.50	3.75	Mature
7	2.75	3.00	3.25	3.00	Capable
8	2.50	2.75	3.00	2.75	Capable

In general, Table 8 gives data on how the students performed in writing their narrative essay for their digital story in terms of focus, organization, and conventions. For clarity, the script for the digital story was the narrative essay that students wrote during the process of digital storytelling.

Apparently, the eight students worked well in coming up with ideas within the bounds of their topic. It is in the focus category that they got better scores and that none obtained a score interpreted as either developing or emerging. Two even became mature.

In organization, one student received a perfect score which is incomparable with the mean scores the remaining students obtained. In addition, three students got mean scores that fell under developing. This signifies the opposite sides of the spectrum that while some can organize thoughts well, others struggle in putting together their ideas in a neatly woven manner.

As to conventions, what is perceptible is the fact that one ended up as mature and got a mean score of 3.50 and another one wound up as emerging with a mean score of 1.75. Again, these are contradicting results.

To sum up, digital storytelling may have a potential to enhance writing as proven by the succeeding studies that back up this claim. Nonetheless, digital storytelling may also have its downside that may have contributed to the poor quality of some essays.

As regards gains, it can be surmised that using process approach to writing via digital storytelling may possibly improve students' writing as in the assertion made by Bull and Kajder (2004) that digital storytelling can really provide an avenue for self-expression that could hardly be made by less confident writers.

In the same way, the findings of this study corroborate the position of Kajder and Swenson (2004) that digital images can be a medium for writing. Similarly, the

results of this study verify Brenner's (2014) assertion that digital storytelling can build self-confidence which is why student 6 was so consistent in all categories of writing in getting scores interpreted as mature. Apart from student 6, student 2 also showed maturity in terms of organization.

Moreover, the findings here substantiate Robin's (2006) argument as well as what was revealed in the studies of Abdel-Hack and Helwa (2014), Sevilla-Pavon et. al (2012) and Seifeddin et. al (2015) that digital storytelling may enhance writing skills. This is most especially in the case of student 6 as well as student 2 because basically majority of the student-participants in this study did not really exhibit competence in writing based on the results of the first narrative essay they composed. The reason maybe is that they are already categorized as pre-service English teachers, as such, they have already gained a lot of experience in writing. This statement cannot be generalized though because there are also students who even declined in their writing performance.

This study likewise supports the findings of Lee (2014), and Pardo (2014) where university students were used as participants and were asked to do digital storytelling among others. The results showed that the students' motivation and confidence and competencies in writing improved.

Additionally, this study confirms the view of Andrea Spagat (as cited in Lanir, 2012) that digital storytelling encourages and improves writing skills because those who are engaged in digital storytelling have in mind the fact that the end product will be viewed by an audience and so they become more committed to writing.

Also, the findings of this study attest what Sylvester and Greenidge (2009) pointed out that digital storytelling motivates struggling writers to become strategic.

In the same article, Sylvester and Greenidge (2009) described in detail how a struggling writer turns into a competent writer by saying that,

Struggling writers are seldom strategic writers; however, the components of creating digital storytelling may help them compose more strategically. Students' narrations of their stories reduce overt weaknesses in conventions such as spelling, capitalization, and handwriting. The process of storyboarding facilitates the introduction of events in a logical and orderly sequence thereby illuminating gaps or omissions overlooked in a traditionally composed draft. When these breaks in the flow of the story are realized, the writer can make necessary revisions in the draft before recording the narration. When a digital story is composed to be viewed by others, it promotes the writer's awareness of audience, purpose, and form, an awareness not always demonstrated by less capable writers. (p. 291)

The above account about struggling writers matches Morgan's (2012) explanation that the digital images that are used in digital storytelling have visual details that convey ideas not obvious in traditional approach to writing.

Implications to Language Teaching and Learning

The following implications are drawn from the findings of the study:

1. Writing can be taught through digital storytelling by the use of explicit lesson guides as proven in this study.
2. Digital storytelling can be a potential instructional tool in enhancing writing skills.
3. Digital storytelling is transferable, meaning, this can also be taught to others by those who were trained in it because of the simplicity of its user interface.
4. Given equal access to technological devices, digital storytelling can also be a potential learning tool.

CHAPTER 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter depicts the summary of the study, the summary of findings, the conclusion drawn from the findings, and some recommendations and directions for future research.

Generally, this study aims to teach writing through digital storytelling among pre-service English teachers in Cavite State University Naic, Bucana, Naic, Cavite during the first semester of the academic year 2016-2017.

Specifically, it tries to find answers to the following questions: (1) How may their writing be described in terms of organization, focus, and writing conventions before teaching them digital storytelling? (2) What are the experiences of teacher and students during the design and delivery of lessons on writing through digital storytelling? (3) what writing competencies are evident in the students' digital stories?

This study is basically a qualitative descriptive research. To gather data, it utilized the following instruments: (1) rubric for narrative essay (2) lesson guides for the teaching of process writing through digital storytelling (3) observation checklists and (4) diary prompts to elicit student responses. These instruments were subjected to content validation. Lesson guides were also pilot-tested for validation purposes. Purposive sampling was employed in this study. Eight (8) fourth year students of Bachelor of Secondary Education major in English participated in the study.

To obtain data, the researcher first asked the students to write a personal narrative essay. The essays were then rated. The ratings served as baseline data of the study. Then, the researcher taught writing through digital storytelling to two classes: the pilot class and the actual class. Part of making a digital story is writing of the script. This is where students wrote their second personal narrative essay during the digital storytelling process which were likewise rated. During the instruction, students were also told to write diary entries following the diary prompts or guides.

Summary of Findings

From the data collected, analyzed, and interpreted in this study, the following findings were revealed based on the order of the questions raised in Chapter 1:

1. In the initial writing of the narrative essay, it was found out that all the student-participants got overall mean scores that were interpreted as capable. In the aspect of focus, however, none fell under the mature category. On the other hand, when it comes to organization, one arrived at the mature level while in terms of conventions none either landed on the capable or the mature category. The highest overall mean score received by a student was 3.17 and the lowest, 2.58 from a range of 2.51-3.50 for capable. Extracts from their diary entries were shown to capture their thoughts and feelings while writing their initial narrative essay. It was found out that their competence at the outset of the study matched the way they think and feel about writing per se.

2. The experiences of the teacher during the design and delivery of lessons were illustrated including the rationale for choosing digital storytelling as platform in teaching writing, challenges met, and the limitations identified. This was done through retrospection. In addition, the students' experiences during the delivery of lessons were described. Extracts from their essays and diary entries revealed their thoughts while going through the process of digital storytelling. It was found out that the student-participants' thoughts and feelings corresponded with the way they approach writing that led to the quality of their outputs.
3. In the student-participants' second attempt to write a narrative essay, findings showed that one student obtained an overall mean score of 3.75 which is interpreted as mature. Even the breakdown of her scores were interpreted as mature in all aspects of writing. She actually got a perfect score of 4.00 in the organization category. On the other hand, six of these students got scores within the range of capable the highest general average score of which was 3.25 and 2.75 as the lowest. One student, however, obtained an overall mean score of 2.25 which is interpreted as developing. This level has a range of 1.45-2.49. This student, though, received an average score of 2.75 in focus which falls under capable. It goes without saying that this student was only in the developing level in the areas of organization and conventions. The students' mean scores were supported by sample essays that showing presence or absence of particular writing competencies.

Conclusion

The following assumptions are made based on the findings enumerated above:

1. All eight pre-service English teachers who participated in this study got an overall mean score under the capable level. It can be concluded, then, that these participants generally may already possess certain writing competencies that made them reach such level.
2. It can be surmised that digital storytelling can be a viable strategy in teaching writing but not without drawbacks and limitations. It can also be concluded that the way students approach or see writing as process would lead to the quality of their outputs.
3. The variation of overall mean scores in the student-participants' second narrative essays depicts either maturity or decline in their writing competencies. Maturity could be attributed to how a student embraced the strategy. However, the decline would prove that there are students who cannot cope with new teaching trends that is why they get stuck in the old way of doing things.

Recommendations

The following suggestions are made based on the findings and conclusions derived from this study:

1. To the university officials, it is highly recommended that technological tools be provided to students in order to equip them especially in doing and accomplishing multimedia projects like digital storytelling.
2. To the teachers who will adapt this instructional tool, it is highly recommended that digital storytelling be tried in teaching other writing genres and language areas to prove its effectiveness.
3. To the future researchers, it is highly recommended that this study be replicated across disciplines as well as in other content areas. It is also highly recommended that this study be replicated using gender as an intervening variable.

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Appendix A

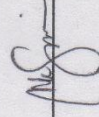
Scoring Rubric for Personal Narrative Essay

Scoring Rubric for Personal Narrative

Name of Student: Resyie Celachro Title of the Personal Narrative: My Family

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	3
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	2
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	2
Total					7

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Kach R. Sisacso Signature:  Date: 10/23/16

Scoring Rubric for Personal Narrative

Name of Student: Prince Jay Constante Title of the Personal Narrative: My Dog Bextfried

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	4
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	4
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					11

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Karlo R. Sison Signature: [Signature] Date: 10/22/16

Scoring Rubric for Personal Narrative

Name of Student: Ferdyn Joy Sison Title of the Personal Narrative: How I Spend My Christmas Day

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	3
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraph.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	2
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					8

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Karla R. Sison Signature: [Signature] Date: 10/23/16

Scoring Rubric for Personal Narrative

Name of Student: Charissa Pella D. Lopez Title of the Personal Narrative: Birthday Celebration

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	4
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	3
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					10

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Karla Q. Sison Signature: [Signature] Date: 10/23/16

Scoring Rubric for Personal Narrative

Name of Student: Nes Ann Pangamban Title of the Personal Narrative: My Unforgettable Moment

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	3
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraph.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	2
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					8

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Nel Vato R. Suraton Signature: [Signature] Date: 10/23/16

Scoring Rubric for Personal Narrative

Name of Student: Levinlyn Tinagres Title of the Personal Narrative: My Connecting Moment

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	3
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraph.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	4
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	4
Total					11

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Karla B. Sisaula Signature: [Signature] Date: 10/13/16

Scoring Rubric for Personal Narrative

Name of Student: Erika Millan Title of the Personal Narrative: Such a Lucky Card

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	2
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	3
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					8

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Karla R. Sison Signature: [Signature] Date: 10/23/19

Scoring Rubric for Personal Narrative

Name of Student: Raven Vithana Title of the Personal Narrative: My Childhood Experiences

Criteria	4	3	2	1	Score
Focus	The writing is focused on a topic and supported with details and/or examples.	The writing is focused on a topic and includes details.	Topic is presented but not developed; focus may wander	Writing shows minimal focus on topic or is too limited in length.	3
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.	3
Writing Conventions	Effective word choice and varied sentence structure are used. Sentences are complete, and surface errors (spelling, grammar, punctuation) are minimal.	Descriptive words and simple and compound sentences are used. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) do not interfere with understanding.	The writing may show limited vocabulary and/or simple sentences structure, but surface errors (spelling, grammar, punctuation) may make understanding difficult.	Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.	3
Total					9

Adapted from Miller, L. 2010. *Make Me a Story: Teaching Writing through Digital Storytelling*. Stenhouse Publishers.

Name of Evaluator: Neil Koehn R. Sison Signature: [Signature] Date: 16/22/16

Appendix B

Instrument Validation Form with Comment

INSTRUMENT VALIDATION FORM

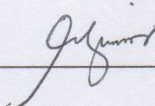
Name of Validator: ELIZABETH A. SORVINO

Educational Qualification: MA-Ed LITERATURE (ENGLISH STREAM), CARMA

Instrument to be Validated: SCORING RUBRIC FOR PERSONAL NARRATIVE

Tick YES if the instrument meets the criterion, if not, please tick NO and give your remarks.

	YES	NO	REMARKS
1. Is the language appropriate, clear and easy to understand?	✓		
2. Is the content pertinent to the instrument's intended purpose?	✓		
3. Is the format desirable and fitting?			INCLUDE TITLE OF THE PERSONAL NARRATIVE

Signature of Validator:  Date: APRIL 04, 2016

Appendix C

Diary Prompt/Guide

DIARY ENTRY 1

Name _____ **Date** _____

Diary Guide:

1. Describe your feeling and attitudes before, during, and after writing a personal narrative.
2. Describe the strategies you employed before, during, and after writing a personal narrative.

DIARY ENTRY 2

Diary Guide:

1. Describe how you went through the process of generating subject/topic using brainstorming, freewriting, mapping, formulating questions, and considering available photos.
2. Of the several devices that you used to generate your topic, identify the most useful, then, explain why.
3. Tell the ease or difficulty you have had in recalling details for your personal narrative either from memory or the presence of available photos?
4. Explain whether or not the guide questions in remembering details helped you.

DIARY ENTRY 3

Diary Guide:

1. Reflect on the process you went through in writing both your initial draft and whole draft. Describe your experience in going through each process. State how each process helped you write your initial draft and whole draft.

DIARY ENTRY 4

Diary Guide:

1. Reflect on completing your draft. Tell whether or not the review of the elements of personal narrative helped you in deciding what details to keep and to discard.
2. Describe your experience in creating your initial storyboard.

DIARY ENTRY 5

Diary Guide:

1. Tell how the comments and suggestions reflected in the peer review form, if any, helped you in revising your digital story.
2. Give the benefits of getting feedback from peers.
3. Narrate your experience in using Microsoft Photo Story 3.
4. Identify the challenges you faced in creating your digital story.
5. Enumerate the gains and drawbacks of digital storytelling.
6. Give recommendations on how to improve the teaching of digital storytelling using the process approach to writing.

Appendix D

Accomplished Instrument Validation Form for the Scoring Rubric

INSTRUMENT VALIDATION FORM

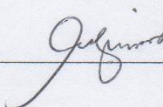
Name of Validator: ELIZABETH A. SORIANO

Educational Qualification: MA Ed LITERATURE (LARMMA)

Instrument to be Validated: SCORING RUBRIC FOR PERSONAL NARRATIVE

Tick YES if the instrument meets the criterion, if not, please tick NO and give your remarks.

	YES	NO	REMARKS
1. Is the language appropriate, clear and easy to understand?	✓		
2. Is the content pertinent to the instrument's intended purpose?	✓		
3. Is the format desirable and fitting?	✓		

Signature of Validator:  **Date:** APRIL 04, 2016

INSTRUMENT VALIDATION FORM

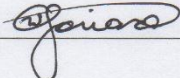
Name of Validator: Wilbert A. Soriano

Educational Qualification: MAEd English Language Teaching (CARMA)

Instrument to be Validated: Scoring Rubric for Personal Narrative

Tick YES if the instrument meets the criterion, if not, please tick NO and give your remarks.

	YES	NO	REMARKS
1. Is the language appropriate, clear and easy to understand?	✓		
2. Is the content pertinent to the instrument's intended purpose?	✓		
3. Is the format desirable and fitting?	✓		

Signature of Validator:  Date: April 04, 2016

Appendix E

Approved Request Letter for the Conduct of the Study



Republic of the Philippines
CAVITE STATE UNIVERSITY-NAIC

Tel. No. (046) 856-0401/856-0943/697-9530 Fax. No. (046) 856-0942

Website: <http://www.cvsu-naic.edu.ph>

E-mail: info@cvsu-naic.edu.ph

March 30, 2016

GILCHOR P. CUBILLO

Dean

This Campus

Sir:

Greetings of peace!

This is to inform your good office that I am working on my thesis titled "Teaching Process Writing through Digital Storytelling among Pre-Service English Teachers". May I then request permission to use the nine (9) third year Bachelor of Secondary Education students major in English for the conduct of my study?

Data gathering will be done during the last week of March until the first week of April 2016 during the second semester of AY 2015-2016.

May I further request that computers in Computer Laboratory B be utilized by these students in creating their digital story?

I would highly appreciate your favorable response regarding these matters.

Respectfully yours,

MA. LEONORA D. GUERRERO

Instructor/Researcher

Recommending Approval:

LEAH C. NAVARRO, EdD

Chair, Teacher Education Department

CATHERINE S. DIONES

Director, Curriculum & Instruction

Approved:

GILCHOR P. CUBILLO, PhD

Dean

Subject to the consent of the instructors.

Appendix B

Instrument Validation Form with Comment

CONSENT FORM

I, Raven S. Vitobing (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

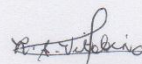
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

I am also free to refuse answering particular questions in the course of data gathering.

While the information gained in this study will be published as explained, I reserve my right for anonymity and personal information will remain confidential.

I may even ask video recording to be stopped at any given time without disadvantage.



Participant's Signature

08-16-16

Date

CONSENT FORM

I, LEONILYN O. TIMAGLOS (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

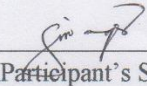
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I am also free to refuse answering particular questions in the course of data gathering.

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I may even ask video recording to be stopped at any given time without disadvantage.


Participant's Signature

August 16, 2016
Date

CONSENT FORM

I, Princess Joy P. Constante (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

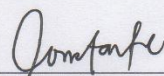
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I may even ask video recording to be stopped at any given time without disadvantage.



Participant's Signature

08-16-16

Date

CONSENT FORM

I, Reynie Rose M. Celindro. (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

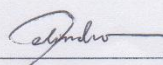
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

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I may even ask video recording to be stopped at any given time without disadvantage.


Participant's Signature

08-16-16
Date

CONSENT FORM

I, Charissa Berta D. Lopez (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

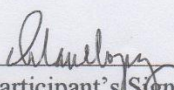
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

I am also free to refuse answering particular questions in the course of data gathering.

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I may even ask video recording to be stopped at any given time without disadvantage.


Participant's Signature

08-16-2016
Date

CONSENT FORM

I, Rea Ann C. Panganiban (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

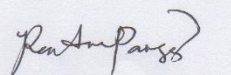
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

I am also free to refuse answering particular questions in the course of data gathering.

While the information gained in this study will be published as explained, I reserve my right for anonymity and personal information will remain confidential.

I may even ask video recording to be stopped at any given time without disadvantage.



Participant's Signature

August 16, 2016

Date

CONSENT FORM

I, Ferlyn Joy A. Crema (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

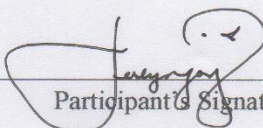
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

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While the information gained in this study will be published as explained, I reserve my right for anonymity and personal information will remain confidential.

I may even ask video recording to be stopped at any given time without disadvantage.


Participant's Signature

August 16, 2016
Date

CONSENT FORM

I, ERIKA R. VILLALON (name of participant), of legal age, hereby consent to participate in the conduct of the study of **MA. LEONORA D. GUERRERO** whose objective is to apply/teach a particular teaching strategy using digital tools.

Through this consent form, I understand that:

My participation starts on August 16, 2016 and ends on or before September 27, 2016.

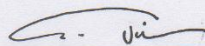
I may not directly benefit from taking part in this study.

I am free to withdraw from participation in this study at any given time without disadvantage.

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While the information gained in this study will be published as explained, I reserve my right for anonymity and personal information will remain confidential.

I may even ask video recording to be stopped at any given time without disadvantage.



Participant's Signature

08-16-16

Date

Appendix G

Participants' Personal Narrative Essays before Digital Storytelling Instruction

Reggie Rose M. Colindro.

BSED- IV

" My Water Experience "

I am afraid of playing in water but I've never learn how to swim. Since I am only a child, I always goto the beach together with my cousins and we were playing there and swim like a dog only in on seashore. But then, I never teach myself to swim maybe because I am afraid that time and I never thought that one day, I should not play in water because based on my recent experience, water may get my life especially to those who are not able to swim.

A Saturday morning, Black Saturday, I am so excited because we talked and planned yesterday that we were going to swim in a beach together my cousins and our family. Then, when we are there, there's a small boat there that my uncle made. It is really small but it can have 3 passengers to sail. We invited by our uncle to ride on it and it was too exciting for us because that is our first time to ride in a boat. At first it was to relaxing because it feels like I am floating in the middle of the sea but ofcourse there is a little nervous that our boat may broke because of those big waves. Then suddenly my feelings became true, were boat was out of balance that result us to sink in the water. It was deep. I felt that it was deep because I cannot reach sand by my foot. I panic. We are all panic but thank God because all my cousins are able to hold on the boat while I am still struggling/ hold because I don't know to swim. But thank you because my dad help me to recover and hold to our boat. He relaxed us to calm down and said that we can over come and finish that. 1

We reach the seashore with faithfullness to God and thank Him ~~because~~ we are still alive and survive.

Prince Jay P Constance

Life Retreat: A Rewarding Experience

There was a famous line "to see is to believe", but for me believe and you will see. I was born a Roman Catholic but since April 29, 2009 I decided to believe that there is a real God, I decided to follow him, I decided to accept that He is my Lord and Savior. Living a Christian life is not easy, I am not always in a convenient part of my life.

For seven years of being a Christian, I can say that I am not perfect, sometimes I just want to do what I want even if it is not His will. I experienced to have a backsliding heart. There was a time that I am going to church for not my pastor, ^{not} to know that my spiritual life was weak, I am attending for them to know that I didn't forget those gathering. My body was there but my heart was gone. I cannot feel a sense of eagerness to talk to Him, an eagerness to worship and serve Him.

I made a lot of decisions in my life that I know I will hurt Him, that I know I disappoint Him but that time I don't care about the feeling, as long I am happy, their opinion doesn't matter at all.

A turning point came to my life, last August 17, 2011, I decided to attend in a life retreat. By that time, I know by myself that I am willing to surrender my life and my heart without any reservation. On that day, I felt His love and warm embrace, just like the prodigal son, I came back to my Father, God ran to me, He took me in His arms, He wiped my tears and He said He loved me and He always will.

A whole day life retreat was indeed a rewarding experience of mine. I just believed that He can do all things, that there's nothing impossible and He showed to me His goodness, His mercy, His love and the promises that will never fail. Just believe in your heart and something great is going to happen.

Pertin Jay A. Crema

BSBd-IV

"Still"

Sports has been part of my life. I also have time to play even though I focus more on academics. I believe that a person should not just be active when it comes to thinking but also a person needs to be physically fit.

When I was in Grade 6, our teacher was searching for table tennis players. When I heard the news, I became interested. But my classmate said to me that the slot was already full, meaning, there are already eight players to join the contest. Because of that, I didn't continue since I have no slot.

Later on, my best friend told me that she quit joining the team so she said that I must replace her. That time, I have no doubts and questions in my mind so I grabbed the opportunity. I joined the table tennis team.

My teacher taught us how to play. He demonstrated to us how to serve, how to go with rallies, and how to spike. I felt so proud with myself because that time, I can (now) play table tennis.

When the competition came, it was sad to say that none of us won the game. I felt so down that time because I have the chance to win the game but because of nervousness, I tend to be not concentrated on the game.

I didn't give up. When I entered first year high school, I also joined the try-out and yes! I was qualified to join the team. I continued being a player until now that I am in college.

Last University Games, I was placed ~~to~~ "Doubles". It was my first time to play that. Since Grade six, I am always at "Singles".

It was so difficult to ^{have} place / medal in the competition but we did it. We won as third placer in the game.

In eight years of being a table tennis player, it was my first time to have a medal. And I think that was the fruit of all the hardworks I exerted in that eight straight years. After all the failures, still I achieved ^{and tested} success.

Chrissa Beltr O. Lopez

BsEd - IV

My Pinoy Hango Experience

The date was September 4, 2009, as I recalled it, I felt like I was dreaming and caught in a trap that I can't even escape. In front of me and my sister was the hosts of the show, Vic Sotto and Joey de Leon.

My sister and I auditioned for the game 'Pinoy Hango' - A game popularized by the noontime show Eat Bulaga. It was for fun I guess that we found the courage to went on an audition. Hundreds of people lined up on the day of the audition and we were glad that we left Cavite very early that we were at the front of the line. The audition was a success, we were to be called via phone according to the staff.

Days passed by that no telephone call came. While waiting for the time, I and my sister practiced every details of the topics of the game. Then one stormy night, a call from the staff of the show came. We were asked to play for tomorrow's show. The irony of that was the strong typhoon will be landing down in Manila, giving me a hard time if we will pursue with the game. After so much of a thought, I decided that we will go on.

We arrived very early at Broadway Studio. I felt the anxiety and excitement as the time goes by. We were asked to practice and to be cheerful whenever the camera was focused on us. That was the time that I learned that the screams, the claps and the noises made by the audiences was only for a show as well as the smiles of the hosts of the show.

Then it happened, we were called by our names as the game were about to start. When the camera hit us, we danced and smiled pretending that we were not on a national television. We were the first to play and thankful that we won and to be sent for the jackpot round. In my excitement that we also won the jackpot round, I kissed Vic Sotto and Joey de Leon. I was like dreaming. And when the commercial started, it was the time that I realized it was all true.

Rea Ann Panganiban
Bachelor for Secondary Education IV

August 16, 2016

"A Baguio City Experience: The Bullet In My Head"

In our life, we cannot deny that there always be something's happening which we can never forget. It could be bad or good but then, it's still unforgettable.

Way back 2009, on the month of December, my parents decided to go Baguio, the City of Pines, since it was a vacation and I can be able to go with them. I have an uncle residing there, specifically in Mines View Park Baguio City, so, it was easy for us to find a place where we can stay for a month. We went to Philippine Military Academy and the most annoying and funny moment in my life happened there. My uncle is a soldier and a bullet-reloader for some tourists who want to experience firing as well. He guided us and taught us how to handle a gun correctly. When it's my turn to hold the gun and shoot the target, he didn't even tell me that the gun was already reloaded. So I was unconscious that time and as I shot the target, it was successful. I'm wearing headphones so that I will not hear how loud the fire gun is, and it is also the reason for not hearing my auntie said that I should have another try. She threw the bullet onto my uncle but my face was the one who caught it, resulting as a negative one because though the bullet is small in size, it's really heavy. In fact, I fell down. It hit my forehead, then suddenly a blood is flowing. At first I feel numb without knowing that my face is full of blood. Until I get a mirror and cried after I saw a bullet-mark on my forehead. The lesson I've learned was remove your headphones after shooting.

Leonilyn O. Timogues
BSED IV

Emptiness vs. Purpose

Emptiness? That's what surrounds me since I was a grader. The early morning I woke up, there's no more mother or father who prepares the breakfast or anything I need. That is the reason why I felt like lacking of the attention from my parents, lacking of the care I am needing. Because although they are there but the time I am expecting was not given to me. No more 'Hi's', no more 'Hello's'!

Due to this emptiness, I tried to find happiness in my friends until I found out myself, drinking alcohols and using or trying smokes. Then I started to cut my class when I was highschool and started also to have boyfriends for some reasons. Believe it or not, I have also experienced watching pornographical videos for I believe it will satisfy or fill the emptiness I have. ~~But everything has changed~~ ^{the moment} Then suddenly, ^{everything} ~~has~~ ^{has} ~~changed~~ ^{changed} all those ^{things} that I have experienced are the things I am sharing to youths - not to encourage them but to discourage them to do those things.

At first, I thought I'm just dreaming but He says it's true! Then the realization came to my mind that maybe the reason why He allows me to feel emptiness in my life is (that) for me to see the great purpose He's preparing for me and for others through me.

So I believed in this, "whether I like it or not, if it is His will, it will be done."

Erika R. Villalón
BRED-IV

08-16-16

"My Family: Worthy of Being Adored"

The basic unit of the society, family. Parents are the root of your tree, siblings are the other branches of that tree. And me, is the brightest, ripen fruit of our tree.

I don't know what is the exact term that my parents may be called, but one thing is for sure, that they are as complicated as it can be. My mother is an OFW in Kuwait for one year and three months. But before in Kuwait, she was in Jordan with the same job for three years. My father is a tricycle driver before and a painter now. I know that they love each other although they're not showing it because of many bad experiences they had. My mother always telling me that all the feelings she has on my father is anger, no war my father. And that is the saddest part of life. Even ~~they~~ they are not that good as other parents are, I can still see the hope that they will still become one again.

Then there's my computer addict and literate brother. He is twenty-three but acting like a ten-year-old boy. He's funny actually and I'm comfortable with him. But not on my twenty-four years old brother. We're not close but I can say that he is thoughtful. Although we're like strangers when we are talking, he can be a good protector to his younger siblings.

There's no perfect family I'm sure with that, but there's always be a family that everyone could ever wish to have. And I'm lucky to have my own complicated, not so close, strange-like family yet extraordinary and precious one.

Raven S. Vitolina

BSED-IV

"One Day In My Life"

It may sounds strange, but I have a dream which is to become a sports writer. I want to explore the world of sports and get a chance to interview an athlete or a sports personality. I may not be inclined in any sports right now, but I know that this will not become a hindrance in my aspirations. It is not about my personal interest~~es~~ of meeting my favorite stars face to face but because I want to dig deeper behind the secrets of winning in a certain field of sports. I admire some of sports writer because I know that this is a tough job. They cannot write a sports news not unless they witness that certain game, because if their data are proven to be wrong then people will not believed in everything that they have said.

Being a sports writer is a tough job because there are limitations in writing a sports news. I had a little amount of knowledge and I know this will help if I had given the chance to become a sports writer even just a day. If ever, I will prove or exert effort because I want to prove something that I can show something which is my little amount of talent in writing. But I know that this might not be enough, but I will be thankful if that day come.

Dream big as they say, just like many athletes desire so I will be like them even just for a dream. I want to witness how an amateur player becomes successful in his/her certain field. It is fulfilling in a part of a writer to write something about an "unknown" person which turns to be a "successful" one which I also wants to feel someday.

Appendix H

Sample Teaching Observation Checklists

TEACHING OBSERVATION CHECKLIST

Name of Observer: Mae Jean M. Andalagiao
 Date Observed: _____

YES NO

Write before Writing

The teacher ...

Facilitates each of the following prewriting activities to generate a topic

- | | | |
|--|-------------------------------------|--------------------------|
| a. Brainstorming (students write down ideas in form of a list) | ☒ | ☐ |
| b. Freewriting (in block form, students write down anything that comes to mind) | ☒ | ☐ |
| c. Mapping (students write a word in the middle of the page and make associations) | ☒ | ☐ |
| d. Formulating questions (students ask questions about themselves) | ☒ | ☐ |
| e. Considering available photos (students ask questions about the photos) | ☒ | ☐ |

Allocates enough time for each prewriting activity

☒ ☐

Provides example for each prewriting activity

☒ ☐

Comments: The students in the discussion most of the time only listen to the instruction of the teacher. I think it would be better if the topic is already given to the students ahead of time, as an assignment and the the students will have the chance to share what they've research to make the class more interactive.

Research for Writing

The teacher ...

Explains how students can generate details for their topics

☒ ☐

Gives guide questions that would help students

- a. recall all the sensory details and the emotions that would make their topics come to life

☒ ☐

- b. think of photos that would go with their topics

☒ ☐

Allocates sufficient time to

- a. recall sensory details that would make their topic come to life

☒ ☐

- b. think of photos that would go with their topic

☒ ☐

Comments: Although the teacher gave enough time to students to think and generate ideas, gathering information or researching about the topic from other sources outside the class like surfing the net and reading other print materials are suggested.

Mmandalagiao
Signature of Observer

TEACHING OBSERVATION CHECKLIST

Name of Observer: Mae Jean M. Andalajao

Date Observed: August 27, 2016

YES NO

Begin Writing

The teacher ...

Explains how students write preliminary drafts

☒ ☐

Facilitates the writing of the students' preliminary drafts

☒ ☐

Allocates enough time for the writing of preliminary drafts

☒ ☐

Comments: The instruction of the teacher is very detailed and it leads the students to come up with the task that they are going to do. Two thumbs up for that.

Keep Writing

The teacher ...

Explains how students write whole drafts

☒ ☐

Facilitates the writing of students' whole drafts

☒ ☐

Allocates sufficient time for the writing of whole drafts

☒ ☐

Comments: The teacher offers many suggestions for the students on how they can work with their story. It provides motivation for students since they know that they are supported and guided by the teacher.

Mmandalajao
Signature of Observer

TEACHING OBSERVATION CHECKLIST

Name of Observer: Mae Jean M. Andalajao
 Date Observed: September 29, 2016

Keep Writing (continuation)

YES NO

The teacher ...

Allows students to revise preliminary storyboard before the actual creation of their digital story (moving images and texts around, changing images and texts if necessary)

☒ ☐

Allocates sufficient time for the revision of the students' storyboard

☒ ☐

Comments: _____

Finish Writing

The teacher ...

Explains in a step by step manner the use of Microsoft Story 3 as the software program to be used in the creation of their digital story

☒ ☐

Gives students enough time to create their digital story in Microsoft Photo Story 3

☒ ☐

Assists students during the creation of their digital story especially in the use of Microsoft Photo Story 3

☒ ☐

Allows for peer revision of the students' digital story before coming up with their final story

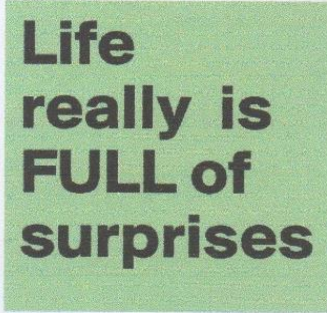
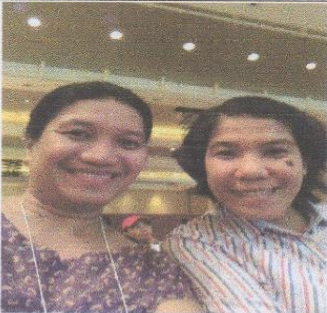
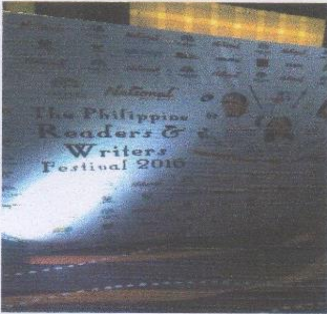
☒ ☐

Comments: Provide individual copy of the procedures for the student to
develop also their independent learning on the use of technology.

Mmandalajao
 Signature of Observer

Appendix I

Researcher's Initial Storyboard

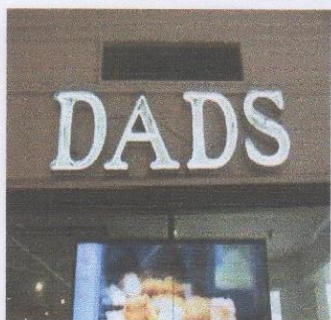
STORYBOARD	
Image	Narration/Script
	We always say that life is full of surprises. I never thought, though, that a series of surprises may happen to a person, most particularly to me, in one day. And the most exciting of all these surprises came during lunch.
  	It was one Friday in August when my sister Odette and I went to Raffles Makati where the Philippine Readers and Writers Festival was held. We actually arrived late. We reached the venue at around 10 am when the second session of parallel discussions was about to start.



The session that we joined in ended few minutes before 12 noon. So, we hurried to the nearby mall to look for a convenient restaurant where we could have our lunch.



I just thought of giving my sister a nice lunch experience for coming with me in the festival so we looked for one particular buffet restaurant.



We were already on the table ready to munch in when a food attendant approached us. He said, "Ma'am, would you like to have fruit shake or fruit juice?"

I did not respond at once thinking that we will be charged an extra cost for the drinks. It was as if the attendant read my mind so he told us that drinks are included in the buffet price. Hearing that, we asked for green mango shake.



We were already on the table ready to munch in when a food attendant approached us. He said, "Ma'am, would you like to have fruit shake or fruit juice?"

I did not respond at once thinking that we will be charged an extra cost for the drinks. It was as if the attendant read my mind so he told us that drinks are included in the buffet price. Hearing that, we asked for green mango shake.

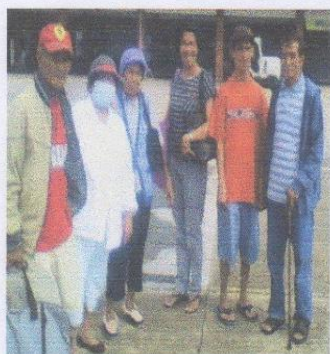


Before leaving, the food attendant inquired, "Is there anyone of you who celebrated her birthday in the past week?"

Eagerly, I said, "I did two days ago." The excitement was all over me that time. My whole body was quivering in my anticipation that the attendant would say something surprising.

"Your buffet meal is free", he quickly told me with a smile on his face probably because he also got excited for me.

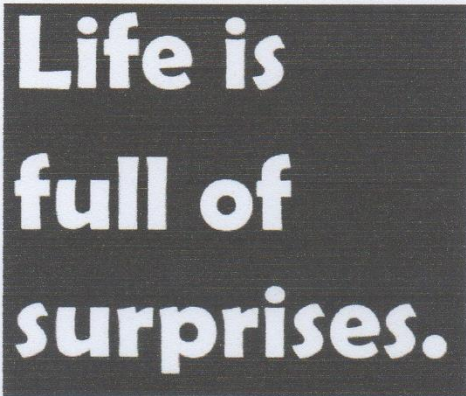
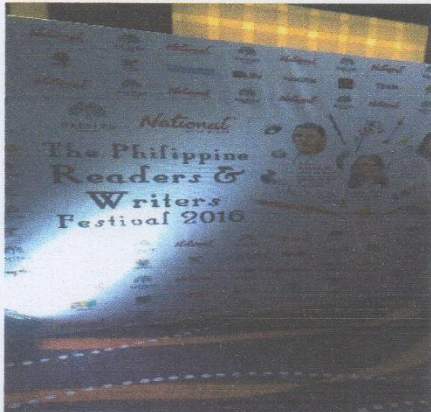
It was only then that I realized that the restaurant offers a free birthday meal promo provided that the celebrant has a companion whose meal will be paid in full. I totally forgot that I celebrated my birthday and also the birthdays of my aunt and brother in one of the branches of that restaurant a year ago.



That experience taught me two things. Birthday surprises do not just come on the day itself. And there is nothing more thrilling and satisfying than sharing a meal with family.

Appendix J

Researcher's Final Storyboard

STORYBOARD	
Image	Narration/Script
	We always say that life is full of surprises. But I never thought that in one day, a series of surprises may come to a person, most particularly to me. However, of all the surprises that came my way that day, the most exciting happened at midday.
	It was one Friday in August when my sister Odette and I went to Raffles Makati where the Philippine Readers and Writers Festival was held.
	We actually arrived late. We reached the venue at around 10 am when the second session of parallel discussions was about to start.



The session that we joined in ended few minutes before 12 noon. So, we hurried to the nearby mall to look for a convenient restaurant where we could have our lunch.



I just thought of giving my sister a nice lunch experience for coming with me in the festival so we looked for one particular buffet restaurant.



When we were already at the façade of the restaurant, I first asked for price information from a lady dining crew standing there.

"Miss, how much is the buffet price for the local cuisine?", I asked.

The lady answered, "Ma'am, it's Php 588."

I paused for a while. I just realized that it was a weekend so the price was higher than if it was in a weekday. I thought paying for two would be quite pricey. Still, I decided to get in.



We were already on the table ready to munch in when a food attendant approached us. He said, "Ma'am, would you like to have fruit shake or fruit juice?"

I did not respond at once thinking that we will be charged an extra cost for the drinks. It was as if the attendant read my mind so he told us that drinks are included in the buffet price. Hearing that, we asked for green mango shake.

Before leaving, the food attendant inquired, "Is there anyone of you who celebrated her birthday in the past week?"

Eagerly, I said, "I did two days ago." The excitement was all over me that time. My whole body was quivering in my anticipation that the attendant would say something surprising.

"Your buffet meal is free", he quickly told me with a smile on his face probably because he also got excited for me.



It was only then that I realized that the restaurant offers a free birthday meal promo provided that the celebrant has a companion whose meal will be paid in full. I totally forgot that I celebrated my birthday and also the birthdays of my aunt and brother in one of the branches of that restaurant a year ago.



That experience taught me two things. Birthday surprises do not just come on the day itself. And there is nothing more thrilling and satisfying than sharing a meal with family.

Appendix N

Participants' Personal Narrative Essays after Digital Storytelling Instruction

My Family

Family is the most important people in the world. They are the one who always there for you to protect, fight and love you unconditionally. I am very happy to have my family even I have a stepfather at least I have a father, even I am only child at least I have a cousin that I can treated as my little brother. I am thankful because even though were not so rich as others but still my family is complete.

I have a mother that always remind me to be a good person and cares me every day. I have a father that is work hard for me to be able to finish my study and last, I have a cousin that I can treat him as my little brother that makes our house complete and lively.

Every morning, when I have a school, I woke up early. My mother always cooks breakfast for us and I always heard the sounds of her cooking. She always cooked fried rice and fried egg as our breakfast so that we were not hungry in school. My papa always called us and say "kakain na!" Then we were immediately go to the table and eat our breakfast together. Every time we were having our breakfast, my Papa always turned our television so we also watch while eating. I and RJ, my cousin but I also treated him as my brother is always first in leaving the table to take a bath because we have both school.

When Saturday came, our bonding together is to watch movies. My Mama always buys a CD in market for us to have a movie marathon but sometimes we were watched in our net book. While watching, we also have snacks that feel us more enjoyable. Then, we spend the rest of our time in talking and telling some stories to each other.

Our best family bonding is Sunday because it is a family day. My Mama was always cooked delicious foods like chicken, adobo, afritada, bangus and so on. But sometimes we were having our lunch outside our house like in Jollibee or KFC. My Mama also buys some fruits especially banana, lansones, rambutan, and apples. Then we ate together with soft drinks.

At 6pm, we go to church nearby to our house to thank God to all the blessings He gave. We praised Him and thank Him because my family was complete.

There will be no happiest thing in this world but to be with your family and to feel that we are complete.

My Dog Best Friend

"Dog is a man's best friend." I never thought that I will have one. I am not a dog lover, I fact, I don't like any pet inside our house. But things happened that all your perspective in the past will eventually change. I can do nothing but to cope with change and hoping that certain change is for the better not for the worse.

One Saturday morning, I am locked up inside my room, doing paper works, presentation and etc. Time passed very quickly, then I heard some noise outside my room as if there is someone who is talking but because of the things that I need to accomplish, I just took it for granted.

As time passed by, I heard a cute and small bark and out of curiosity I came out to see what is happening. To my surprise, I saw a very cute puppy, our eyes met for a couple of minute and all I have in my mind to have him, to take good care of him and to love him. So, I grabbed the opportunity to say "Yes" when they ask me if I want that puppy. They are all shocked with my expression maybe because they knew that I don't want a pet.

"Samson" was an image of strength, an image of bravery. I named him "Samson" simply because I want him to be strong, I want him to be brave as if his name will tell his personality.

Day after day, we are doing same activities. He is very sleepy, after he ate his meal, he will find a place for him to sleep. When he woke up, I will take him a bath and later on he will play outside.

One time, he entered on my room. I do not know if he was just bored or what. I let him inside eve if I want to be alone, I just want to take a break on everything. He moved beside me, as if he knew what I am feeling that time. He looks like he is willing to listen on what I am going to say. I cannot believe that he can be my companion as well.

I thought it will last but I realized everything has its own end. We are not able to know when it will happen and it is the thing that I don't want to happen but it is fate, it is the reality of life. The end of our story came. I found myself crying, I found myself broken. The reason why I can smile even if I have a problem was also the reason why I am feeling puzzled. He's gone. He left me without a sign. I need to accept the fact that even how many years will pass, my dog best friend will never ever come back.

How I spend my Christmas Day

We all know that Christmas is very important to us Filipinos. At this day, we give our time to our family to bond and celebrate the day wherein Jesus Christ was born. That is what I did last Christmas.

It was December 25, 2015 so I woke up early because my father texted me yesterday.

"Come to our house. I'll give you money", he said.

Because of that, I hurried eat my breakfast and drank a cup of hot coffee. I was so excited that time because after eight years, I will be back at his house.

After that, I took a bath and fixed myself.

Then I stand so long and I felt tired of waiting for a tricycle. It was so hot also because of the sun that is firing up. When I finally rode on a tricycle, I listened to love songs. I really enjoy listening to music while seeing and appreciating the surroundings around me.

When I arrived at the Grand Terminal of Naic, I quickly rode on a bus going to Tanza. As I rode on a bus, I enjoyed the warm breeze of the wind. My ride lasted for about twenty minutes and finally I arrived.

I looked for my father's house then I saw my relatives there - laughing and talking so loud. When they saw me, they give me their warm welcome. They asked me and talked to me so much.

"How old are you?", my grandmother's sister asked.

"I'm only eighteen years old", I replied.

"You're too young. Are you studying? What is your course?", she asked again.

"Yes, I am taking Bachelor of Secondary Education at Cavite State University-Naic", I said.

"Oh! So you will become a teacher someday? Good. You should study hard so you can have a stable job. You should graduate first before you answer your suitor", she said.

I said yes and then smile at her.

After that, my father approached me. He was with a little boy that time. He introduced me to him.

"Ian, this is your sister, Ferlyn", he said to him.

"Hi!" I greeted him and smiled at him.

He seems to be so shy to me that he didn't talk and reply to my greetings.

After knowing him, I immediately requested my father if he can take a photo of us. He agreed and then he got his camera. We both wore our big smiles as we pose. That made me so happy because finally he now knows me as his sister. I asked my father to pass the photo through bluetooth while Ian left with his mother.

It was one of the best days in my life. I realized that spending time with family in Christmas Day is not comparable to any treasure in the Earth and Christmas Day is really a day for the family.

Birthday Celebration

The most important thing to parents is to see their child happy. The happiness of a child cannot be measured and the joy of seeing that is incomparable to anything in this world. Likewise, the time of being together to celebrate a special occasion, such as birthdays gives immeasurable feeling as well.

It was not her birthday, yet we planned to celebrate her birthday that day. March 24 was a celebration of Holy Week that was why we celebrated early on. The date was March 20 and we headed to Manila Ocean Park.

Our travel to Manila was quite long but we hardly noticed it. Why? Maybe because we were so busy inside the bus. We took pictures, we laugh, we ate and we enjoyed the sceneries outside that "big bus", as my daughter would call it.

When we reached the park, my husband and I held Yna as we approached the concrete steps in front of the park. With her amazement she said, "Is this already Ocean Park mom?", turning her head everywhere around the entrance. I said, "Yes baby we're here", with a very wide smile in my face.

After paying the tickets, we were about to enter the way to the aquarium when we were made to stop by a man holding a camera. He asked if we want a souvenir and I inquired about the price of the photo. The man said, "300 pesos ma'am". I was a bit hesitant with the souvenir but my husband's nod signaled me that we'll post for a shot.

When we entered the dim lighted hallway, we saw on both sides the many aquariums with different species of fish. I saw the excitement and amazement in my daughter's eyes when we came across a shark and a sting ray.

I took pictures of my husband and Yna in front of a very huge aquarium with a very big size of fish which I don't know the name. We also watched the jelly fishes danced in harmony.

We went into a very huge aquarium which made us feel like we were inside of it. The last attraction that we went through was the "Sea Lion Show", where sea lions showed tricks as if they were humans. The place was so beautiful and even more beautiful because I knew that my daughter enjoyed everything inside the park. I never imagined that I will see those creatures together with my daughter. The pictures from the books that I showed her all came to life and coming from a mother's heart, I knew that she was very happy.

I thought I'd be happy the whole day but something came up. I lost our camera phone. All our pictures that day were contained in that phone. I blamed myself for being so careless, that it was my fault that all the memories that day cannot be repeated anymore. And then I felt the kiss of my husband and my daughter. She said, "That's okay mom", and tears came running down from my eyes.

That experience made me realized that the best memories are kept in the heart. Pictures printed on paper s fade but pictures printed in the mind and in the heart do not. And we can always go back to that park.

My Most Unforgettable Moment

It is always delightful to celebrate an occasion with our loved ones. We should be always thankful for what we have because others may not have it.

An unforgettable moment of our lives may be positive or negative but then we should always learn the lessons from any of these unforgettable moments.

Late morning in the month of March, as I was browsing the internet, I saw a photo of my friend having a blast with his family in Baguio City. I got insecure seeing that photo because ever since I was fifteen, I've never been to Baguio. I find my mom and asked her, "Ma! Can we can come back to Baguio? It's vacation and we don't have anything to worry about my school if we leave." And my mom replied, "Actually, we are planning to come back there in the month of April so we can be able to celebrate your uncle's birthday". And so I felt happy and our conversation has ended there.

On the month of April, we came to Baguio City together with my uncles and relatives.

On the night of April 20, my aunt prepared us a delicious dinner since it was his husband's birthday. Upon eating, she shouted "Hey! It's is our free day tomorrow, we should have some picnic". But then all of us disagreed upon what she said and came up with a single decision which is to go to PMA Baguio City.

On the day we came to PMA, we brought a lot of foods for an extended celebration of my uncle's birthday. And then, all of us had tried firing in the area except for me. "Hey Rea? why don't you try also its fun!" my cousin said. "No, I am afraid to do so." I replied. But after a few encouragements, they succeed in compelling me to have a trial in firing.

I held a gun without knowing that the gun I was holding was already loaded because my uncle didn't tell me. After a single try, it was successful, my aunt told me to try another one but then I wasn't able to hear what she said because of the fact that I was wearing headphones.

I just knew what my aunt said that I should try another one when she threw a bullet to his husband but then the bullet had been thrown into my face because I turned around. I fell down.

At first, I feel numb and as I look into a mirror, this is where I started crying because I found my forehead bleeding and little by little, I am starting to feel the pain caused by the bullet thrown into me.

Yes I know it's negative but then I learned something, and it is I should've not worn that headphones after the trial in the firing range.

My Connecting Moment

"Call unto me, and I will answer you..." This hotline of He is what I used to use whenever I am not feeling well and do not know what to do most especially when it comes to spiritual aspect or matter.

One night when I got home, I knew to myself that there is something that's within me that I need to shout out. But I don't know how.

There are lots of negative things happened in my life together with my family, study, and church ministry matter. And this time I need someone to talk to but there's none.

So I decided to go inside my room and have time to think about it. And I remember the hotline I am using ever since. This pushes me to kneel down and stated to connect with Him.

At this moment, my tears started to flow like a river that no one can cease and the only word that comes out from me is 'sorry!' for a hundred times, I think.

Sorry, because I knew to myself that I let those problems conquer me and tend to forget that He is greater than any other.

Suddenly, I felt that there is someone in front of me, looking at me, and oh, He started to hug me tightly. Then suddenly, He whispered, "My daughter, don't cry. I will never leave you nor forsake you." So I cry and cry louder than before and it seems that I don't want this moment end.

As time goes by, I see myself in a place where I have never been before. It was so grateful seeing that wonderful place with flowers and fresh air that touches me.

At the deeper moment, there was something and I think it's a cat who forcedly jumped on our roof and oh, "urgg..." "what the?"

This distracted me. I insisted to myself that I want to go back and feel again what I have felt and experienced before. But I can't. I cannot bring back again that time and moment.

However, after that moment, I felt something new within me. I can now feel free and more comfortable, more courage and full of determination that push me to continue my wonderful life given by the Lord.

After all these things, one thing came into me- "Call upon the name of the Lord and be saved!"- be saved from any hurt, pain, depression, stress, and negativity brought by the unexpected situation in my life. I will be saved not because I am strong but the one whom I call is stronger than anything.

SUCH A LUCKY GIRL

"Erika! It's your time to shine!" That's my classmates way of teasing me when I am listed on the retelling story contest. My cramming and confused mind started to panic and asked bundle of complains. "What should I do? How can I prepare for that? Who will coach me? What if I can't make it? Should I continue it?" Those are the questions that makes me feel frightened and nervous as a mouse running away from a cat. However, I just think of how my strong mother faces challenges like that.

From the most awaited day, Buwan ng Wika Celebration day came. I went to the coordinator, Mrs. Clores, to get the story piece that every contestant will be using.

The drums in my heart started to play when I saw the two-page story and followed by what Maam Clores said to me that time;

"You're the first contestant came to me to get this piece."

I asked her, "How many candidates are listed on the contest Maam?"

Then she replied me, "We have six contestants from different department, included you."

My body melted down when I heard that we are six. All of a sudden, I remembered my mom. Her favorite motto that she always tells me; "If others can do, so as you!" We all know that she is a wonder woman especially in facing challenges in our family. She always lights up the fire out of every dark side of our family's life. That's why I just think positively with glazing eyes and bright teeth imagining her as my coach and mentor.

Studying the story we will retell, the running time made me worried and push my brain to panic as cramming queen!

Despite of that, one of the greatest mentor I've known embraced me with support saying, "try to record your voice so that you may know the things you can improve more, I know you can do it!" Because of that, my sweat becomes warm and my body began to relax. The butterflies in my stomach calmed and I focused deeply and seriously on my piece, and practiced it again and again.

Maam Clores came to me and let me picked my number, it's three! Then I heard her talking with other teacher, hearing something that made my soul very happy and confident, she said that the contestants came to her are just Kim and Sanny and nothing more. It only means that we were just three competing for the crown. Hooray!

When the time of the trial finished on the stage, I know that I did my best. I just imagined my mom, my father, and my boyfriend on the judges' chair. It is effective, my shouting nerve and pulse stopped.

And the result, me over the two contestants was an inspirational moment of my life having the second place on that near-death experience.

My Childhood Experiences

We are not getting any younger, this is what I actually feels whenever I have the moment to reminisce some of my previous experiences I had. One particular experience that I treasured the most is my childhood days. During these days, I realized that life is so simple when there is no extreme home works and requirements to deal with. Time was never big deal and you are free to do whatever you want but with a limitations because we are still monitored by our parents.

I spent most of my time in my childhood days with my friends. It was always set late in the afternoon when we would like to play and have fun. The roads seem to be busy because of the children playing there, and we are one of those children who loved to play in the streets. But because roads are made for vehicles, we have to give way and pause for a while whenever our game is about to be interrupted. Through this experience, I am given the chance to build a strong relationship with strangers than turn out to be my friends in the end. But because we were so young then, people or our neighbourhood get the chance to give us some unique nicknames that describes us. I used to call one of my closest friend "Taba", because among us she is the only girl who has a healthy body.

When we started schooling, we are still close with each other. It is just that we never had the chance to become classmates. Our elementary days passed by and time flies so fast. We still have connections when we were high school. We even build our dreams together and someday we will achieve it together.

Growing up days, I came to realization that changes are the only permanent in this world. People will have their decisions in life and maturity will be a huge factor. But we have to weigh our decisions and just like my friend who makes up her mind, I will respect it and understand it because that is what life I choose to have.

Ma. Leonora D. Guerrero

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Education

Philippine Normal University
Master of Arts in Education with specialization in English Language
teaching
April 2018

Western Colleges
Bachelor of Secondary Education major in English
March 1992

Work Experience

Assistant Professor 1
April 2017– present
Cavite State University Naic

Instructor 3
July 2015– March 2017
Cavite State University Naic

Instructor 2
January 2004– June 2015
Cavite State University Naic

Instructor 1
January 2002– December 2003
Cavite State University Naic

Teacher 1
June 1992– December 2001
Cavite College of Fisheries

Eligibilities

Professional Board Examination for Teachers
October 1992

Career Service Professional Examination
November 1992

**Paper
Presentations**

- 53rd RELC International Conference on 50 Years of English Language Teaching and Assessment – Reflections, Insights and Possibilities at the Seameo Regional Language Centre, Singapore, 12-14 March 2018
- 15th Annual International TESOL Conference on Convergence in TESOL at Site Skills Training Campus, Clark Freeport Zone, Pampanga, Philippines, 7-9 April 2017

Personal Data

Date of Birth: August 24, 1972

Place of Birth: Naic, Cavite

Sex: Female

Civil Status: Single