

5-2022

DOES THE USE OF DIGITAL STORYTELLING AFFECT THE SELF-EFFICACY AND WRITING ABILITY OF LONG-TERM ENGLISH LEARNERS?

Theresa Gonzales

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Language and Literacy Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Gonzales, Theresa, "DOES THE USE OF DIGITAL STORYTELLING AFFECT THE SELF-EFFICACY AND WRITING ABILITY OF LONG-TERM ENGLISH LEARNERS?" (2022). *Electronic Theses, Projects, and Dissertations*. 1387.

<https://scholarworks.lib.csusb.edu/etd/1387>

This Dissertation is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

DOES THE USE OF DIGITAL STORYTELLING AFFECT THE SELF-EFFICACY
AND WRITING ABILITY OF LONG-TERM ENGLISH LEARNERS?

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Doctorate
in
Educational Leadership

by
Theresa Irene Gonzales
May 2022

DOES THE USE OF DIGITAL STORYTELLING AFFECT THE PERCEIVED
SELF-EFFICACY AND WRITING ABILITY OF LONG-TERM ENGLISH
LEARNERS?

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

by
Theresa Irene Gonzales

May 2022

Approved by:

Dr. Sharon Brown-Welty, Committee Chair

Dr. Edna Martinez, Committee Member

Dr. Edwin Hernandez, Committee Member

© 2022 Theresa Gonzales

ABSTRACT

When a student enters the public system and speaks a language other than English at home, this student becomes classified as an English Learner (EL). In order to reclassify out of that designation, a student must pass an English proficiency test at the end of the school year, as well as meet the other requirements for that specific district. If a student in the school system has an EL designation for more than seven years, they become classified a Long-Term English Learner (LTEL) student with very specific academic needs. Within the United States, schools will fail to reclassify 30-50% of EL students and they will become an LTEL (Estrada & Wang, 2018; Olsen, 2010).

The purpose of this study was to determine if creating a digital storytelling project utilizing the lens of Community Cultural Wealth and the capitals of their families and communities, which is their counter-story to what they have experienced in public school as EL being a stigma, affected the academic perceived self-efficacy and improved the writing skills of Long-Term English Learners.

Data collection included the pre- and post-survey self-efficacy survey and pre- and post-writing tasks of 30 LTEL students in a public high school in Southern California. Between the pre- and post-survey and pre and post writing tasks, the intervention of a digital storytelling project was used with the participants, which used of the theory Community Cultural Wealth by Dr. Tara

Yosso as the framework for the project. Community Cultural Wealth includes the assets of a community. The digital storytelling project included the student's creation of a narrative based on Community Cultural Wealth that was made into a presentation that included images, the student's narration, and music for some students.

The findings of this study showed that from the pre- to post-survey, students showed significant growth in their own perceived self-efficacy. The study also found there was not a significant growth with their writing tasks.

Recommendations for further research included adding a qualitative element with open-ended questions to gauge students' feelings during the process of the study. Another recommendation was to implement digital stories at a different time in the school year, when stress is not compounded due to finals. Recommendations for future use in education included implementing the use of digital storytelling and Community Cultural Wealth in the curriculum as common practice for LTEL students as it improved their academic perceived self-efficacy their perceived self-efficacy in their ability to write a narratives in English.

ACKNOWLEDGEMENTS

I would like to first and foremost thank and acknowledge my family, my parents Jim and Roberta, and my sisters Andrea and Victoria. They did not even blink from when I announced I was getting my doctorate to the moment I defended and they have had my back 100%. Torrie, thank you for feeding me when I was at my desk for hours and for throwing an egg burrito in my hand every once in awhile. Andrea, thank you for always being my lawyer, my supporter, my friend, and for giving me the smelly monkey. Thank you mom and dad for always listening to my presentations even when you had no idea what I was talking about, and for always being my biggest supporters. Thank you, mom and dad, for always believing in me, trusting me and having faith in my success; thank you for just being amazing parents, I do not take for granted how incredible you are!

I want to thank Francisco Macias. I started this program and started dating you at the exact same time. You have been one of my biggest fans, you always thought I was so intelligent and always had the confidence that I would, of course, finish. Thank you for the lunches you used to make me for my Tuesday night classes, keeping me stocked up with ginger mints to keep me charged, for always being interested in what I was learning and having conversations with me about Critical Race Theory before it was trendy! Thank you for always encouraging and believing in me. I love you.

I want to thank my fellow amazing cohort classmates from Cohort 11, Dr. Nico Dragan and Dr. Cynthia Britt, and all the rest of the K-12 team. Nico and Cynthia, you became the friends I did not know I needed and the touchstone it took to finish. I had the best time with you all, expanding our knowledge, eating Michael's snack and helping each other grow in our fields.

Extra thank you to Dr. Nico Dragan for still texting me, years after classes ended to be my cheerleader, all the way to the finish line.

I want to thank my soul mate and most amazing friend, Michelle Frankel, and her perfect grammar and editing skills. Over the course of this doctorate degree Michelle has edited many papers and dissertation chapters. The night before my dissertation proposal she coached me until it was clean and smooth. Your friendship is invaluable, and your help got me to where I am now.

Thank you to another dear friend and colleague, Debbie Buck, who has not only supported me on this journey but helped me out with part of the research by scoring the writing assessments. Thank you for both your friendship and your professionalism.

Thank you to my dear friend, Dr. Courtney Prusmack, who when I was deciding on a research topic and couldn't decide between educational technology and culturally relevant pedagogy, she told me to do both!

I want to thank my advisor, Dr. Sharon Brown-Welty. If you had you been my advisor on day one, I would have been done with this research two years ago. You pushed me to do better and be better and for that I am grateful. Fun

fact, we have never even met in person, as this work was done during the time of the pandemic. Thank you.

I want to thank both my grandma's who would have no idea what I was talking about with all this research but would have been the proudest of me. Thank you for watching over me.

In the orientation for our cohort we had to go around and say why we were joining this program. Everyone had such fancy and professional answers about career advancement and so forth, and when it got to me I said, "I just want people to call me Dr." Mission accomplished!

.

DEDICATION

I dedicate this paper to my godson Dominic, my cousin Lily and all future nieces and nephews I may have. In those first few years of taking classes when I lived at my desk, Dominic would waddle in, plop himself on my lap and draw all over the notebook I was using to take notes on my articles.

In the very first hour of the very first day of the very first year I started this program, my very first doctoral professor had us close our eyes and imagine our graduation and envision who would be there. I saw Dominic, waiting to hug me as I finished. I am proud to be the first in my family to not only go to college, but to get my doctorate degree. I got to be the trailblazer of my own path, and I hope I am a guidepost so that Dominic and Lily and future generations can be the trailblazers of theirs.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES	viii
CHAPTER ONE: INTRODUCTION	1
Background-English Learners.....	1
Background-Digital Storytelling.....	4
Background-Critical Race Theory	5
Background-Self Efficacy.....	7
Problem Statement	8
Purpose Statement	8
Research Questions	9
Significance of the Study	9
Theoretical Underpinnings	10
Assumption.....	13
Limitations.....	13
Delimitations	14
Definitions of Key Terms.....	14
Summary	15
CHAPTER TWO: LITERATURE REVIEW.....	16
English Language Learning	17
Improved Writing Skills	30
Learning Motivation	36

Improved Literacy	44
Summary	51
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	53
Purpose Statement	54
Research Question	54
Research Design	55
Research Setting	56
Research Sample	57
Data Collection	58
Preventing Coercion.....	60
Intervention	61
Data Analysis.....	62
Validity and Reliability	62
Positionality of the Researcher	63
Summary	64
CHAPTER FOUR: RESULTS.....	66
Introduction	66
Demographics.....	66
Research Question: Does the Use Of Digital Storytelling as a Teaching/Learning Intervention Impact LTEL Students' Perceived Self- Efficacy In Language Acquisition In A Significant Way?	67
Research Question 2: Does the Use Of Digital Storytelling as a Teaching/Learning Intervention Improve LTEL Students' Writing?	71
Summary	73
CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSIONS.....	75

Purpose of the Study	75
Overview.....	76
Recommendations for Educational Leaders	77
Perceived Self-efficacy Recommendations.....	77
Writing Skills Recommendations.....	79
Next Steps for Educational Reform.....	81
Recommendations for Future Research	82
Limitations of Study	84
Conclusion	85
APPENDIX A: PRE-POST EFFICACY SURVEY	87
APPENDIX B: PRE-WRITING ASSESSMENT FROM THE ELPAC TEST	89
APPENDIX C: POST-WRITING ASSESSMENT FROM THE ELPAC TEST	91
APPENDIX D: WRITING ASSESSMENT RUBRIC FROM THE ELPAC TEST ..	93
APPENDIX E:ADMINISTRATION CONSENT	95
APPENDIX F:PARENT CONSENT FORM IN ENGLISH	98
APPENDIX G:PARENT CONSENT FORM IN SPANISH.....	101
APPENDIX H: LESSON PLAN FOR COMMUNITY CULTURAL WEALTH DIGITAL STORYTELLING PROJECT.....	104
APPENDIX I: IRB APPROVAL	110
REFERENCES	113

LIST OF TABLES

Table 1. Participants Demographics.....	67
Table 2. Perceived Self-Efficacy Before and After.....	70
Table 3. Practice ELPAC Narrative Writing Assessment	72

CHAPTER ONE

INTRODUCTION

Background-English Learners

English Learners (EL) are designated as such when they enter the public school system. Parents complete a form called the Home Language Survey if a language is spoken at home in addition to English. If the form is completed, the student has to take an English Language Proficiency test (Thompson, 2015). If the student scores below what is considered English proficient, the student is labeled as an English Learner (Thompson, 2015). Each year students take a standard English proficiency test to determine what advancement they have or have not made in their English proficiency (Thompson, 2015). If a student meets the criteria set forth by the district and state, they are considered reclassified English Language Proficient (RFEP). If they do not meet the criteria, of which there is no set criteria for the state but varies from district to district (Linguanti, 2001), they continue as an EL student with a chance to reclassify the next school year. English Learner programs are said to have an inferior education compared to non-EL programs in schools (Flores et al., 2009). Long Term English Learners (LTEL) students are often placed in classes that are not designated as college preparatory (Elsbree, Hernandez & Daoud, 2014). EL's take multiple English Language Development (ELD) classes during the school day, and this cuts into the ability to take the mainstream course load (Elsbree, Hernandez & Daoud,

2014). Often these ELD and English as a Second Language (ESL) classes are neither challenging nor rigorous (Elsbree, Hernandez & Daoud, 2014). Access to rigorous content is critical for English Learner students, but findings show that it is not occurring in EL programs, which limits EL students' exposure to it in high school, and their access to meet university requirements if that is the path the student wishes to take (Callahan & Shifrer, 2016).

Specialized courses for EL students are often made up entirely of EL students of the same English proficiency and these specialized courses address academic content that include ELD standards rather than just the ELD standards, but they often separate EL students from the mainstream (Dabach 2014). This difference is important because being able to move into a main stream classroom out of the EL classes is associated with an improved academic outcome, therefore, not moving over or being isolated in EL classes shows low academic skills (Flores, Painter, et al., 2009). Classes for English Learner students are meant to help by targeting instruction for EL students, yet the placement creates more educational barriers, especially for those who wish to take more advanced placement classes (Dabach 2014). In addition, too few EL teachers are trained to teach EL courses, much less meet the needs of their students (Callahan & Shifrer, 2016).

Long Term English Learners (LTEL) are a specific group of English Learners because they have been going to school in the United States public school system consecutively for 7+ years (Flores et al., 2015). LTEL students

have specific characteristics that set them apart from English Learners. LTEL students are usually orally proficient and often sound like native speakers (Menken et al., 2012). They do not have the same academic needs as the EL students who have been in the education less than six years, and yet there is no specialized program for LTEL students (Flores et al., 2015). Most LTEL's have a 2.0 GPA or lower and have not acquired proficiency in reading, writing, and may not be successful in class (Olsen, 2010). The majority of ELs enter school in kindergarten (Hill, 2012), yet 30-50% fail to reclassify by 8th grade thus becoming LTELs (Estrada & Wang, 2018; Olsen, 2010). Failure to reclassify can happen for many reasons, not enough time in English Learner classes, or too much time in English Learner classes, and not enough in mainstream core classes (Estrada & Wang, 2018), curriculum that is not meaningful, relevant or understandable by the students (Elsbree et al., 2014), and inconsistent and changing criteria for reclassification (Okhremtchouk et al., 2016).

Reclassification looks different in each district, there is no set criteria to reclassify a student from an English Learner to English proficient, and there is also a lack of guidance in California from the department of education (Okhremtchouk et al., 2016). All but one requirement is decided upon district to district which lead to inconsistent reclassification (Okhremtchouk et al., 2016). The one requirement all districts in California use is the ELPAC (English Learner Proficiency Assessment of California) exam, which state and federal law require EL students to take each school year to test their English proficiency (California

Department of Education, 2021). The ELPAC tests the four domains of English proficiency; reading, writing, listening and speaking (California Department of Education, 2021).

As of the Fall 2018, 41.8% of students in California public schools are English Learners and Fluent English Proficient students (*Facts about English Learners in California—CalEdFacts (CA Dept of Education)*, n.d.). Of those students, 1,195,988 are English Learner students, 19.3% of the public-school population. (*Facts about English Learners in California—CalEdFacts (CA Dept of Education)*, n.d.). Within the English Learner population there are no statistics on how many of the 19.3% are Long Term English Learner students.

LTEL's literature is developing, but there is a lack of understanding on how LTEL students see themselves and how they situate themselves within the English Learner label (Flores et al., 2015). This research centered around the use of Digital Storytelling as a way for Long Term English Learners to determine their sense of academic perceived self-efficacy through the lens of Community Cultural Wealth (CCW). CCW is a theory by Dr. Yosso (2002, 2005) that looks at marginalized communities through an asset based lens.

Background-Digital Storytelling

Digital storytelling has been around for over two decades (Robin, 2012) and used in educational settings. Digital storytelling combines images, video, text, embedded voice, and music into a seamless whole that tells a story in a digital

format (DeGannaro, 2008; Robin, 2012). What differentiates digital storytelling from other multimedia clips that look similar is that it is a 2-3 minute personal story that focuses on the 7 elements of digital storytelling including 1) the point of view of the storyteller, 2) the question that will be answered at the end of the story, 3) the emotional content or issues that will be used, 4) the personalization to help put the story into context, 5) the music or sounds for the storyline, 6) making sure it is not too long or too short, and 7) pacing (Ribeiro, 2015; Robin, 2006). A digital story can be produced by creating a video or using photos and stringing them together using digital software, the user “stitches together” moving and still images that includes sound and text (DeGannaro, 2008). According to DeGannaro, digital stories tend to be highly personal and emotional (2008). Digital storytelling is more than just an educational technological tool, it has also become a pedagogy (Robin, 2008).

Background-Critical Race Theory

Sharing stories can create an understanding of the world around them according to Delgado (1989). Oppressed groups know the importance of storytelling because it humanizes people and ensures that the dominant culture hears a different version of the story (Delgado, 1989). Storytelling is what expresses the “ethnocentric and hegemonic’ ways of a culture and are the stories that a culture, nation, or society tells about itself” (Lynn & Dixson, 2013, p.42). Stories tell a specific point of view, and based on who is telling the story, reflects

what is significant, who has the power, and who or what is important (Lynn & Dixson, 2013,42).

Storytelling told by people of color and other marginalized groups provides a tool that counters the deficit stories told by White, upper and middle-class populations in mainstream culture (Solorzano & Yosso, 2002). The stories told by the marginalized groups is a characteristic of Critical Race Theory because it tells the narratives or personal stories of the non-mainstream population (Solorzano & Yosso, 2002). The act of storytelling, of creating chronicles of the truth, and of creating counter-narratives or counter stories is used to show the racial biases that are embedded in the American narrative and normalized in the law and the culture (Lynn & Dixson, 2013, Pg19; Solorzano & Yosso, 2002).

A counter story is a method of telling the stories of the people whose experiences are not often told, the stories of the marginalized groups, and in the case of CRT, the stories that are because of a person's race (Solorzano & Yosso, 2002: Yosso, 2006). A counter story is countering the story of the "majoritarian" story, or the stories of those who have the racial and social privilege to tell their stories. A counter story is a tool for challenging these majoritarian stories (Solorzano & Yosso, 2002: Yosso, 2006). Mainstream stories become a pattern of perception that become habitual, leading people to believe that these stories are truth, making it so that counter stories are rejected as implausible (Delgado et al., 2000, 62). Oppressed people resist the oppression they are under by recounting the tales that tell their side of the story or the truth

(Lynn & Dixon, 2013,30).

There are three types of Critical Race counter stories; personal stories or narratives by the person who experienced them, other people's stories or narratives, someone else recounting one's experiences, composite stories or narratives, or many stories that have been assembled into one (Solorzano & Yosso, 2002: Yosso, 2006). The counterstory recounts the perspectives and stories of those groups that are marginalized.

Background-Self Efficacy

Perceived self-efficacy is someone's own belief in themselves, and their own ability to perform a task or take an action (Mullins, 2019). According to Bandura (1997), perceived self-efficacy is one's own belief in their competence. Researchers have looked at three areas of perceived self-efficacy within education: perceived self-efficacy beliefs and college and career choices, perceived self-efficacy and teacher's instructional practices, and perceived self-efficacy and student's other areas of motivation such as academic performance and achievement (Pajaries, n.d.).

When looking at the area of perceived self-efficacy and academic performance, studies have found that students with higher perceived self-efficacy were able to handle academic struggles by being better at self-regulating (Bouffard-Bouchard, T., Parent, S., & Larive, S., 1991). Bandura and Zimmerman and associates have found a relationship between perceived self-efficacy

perceptions and student's academic performance (Bandura, 1991, Zimmerman, 1989, 1990, 1994, 1995; Zimmerman & Bandura, 1994)

Problem Statement

The problem this study addressed is how Long Term English Learners view their own academic achievement and perceived self-efficacy after going through the public school system and the specialized English Learner programs for the past eight years and whether or not it had an impact on why LTELs are underperforming in schools and are not reclassifying as English proficient.

Purpose Statement

The purpose of this quantitative study was to determine if using a digital storytelling project intervention affected the academic perceived self-efficacy of LTEL students and also whether this intervention positively impacted the growth in their writing levels.

A Community Cultural Wealth framework was used as the narrative part of this intervention and was selected to be used in this study because the theory of Community Cultural Wealth, created by Dr. Yosso (2002, 2005, 2007,) (Yosso, Garcia, Burciaga & Solorzano), views marginalized communities through an asset-based lens and their research on the capitals of marginalized communities identified the different capitals or strengths of the communities as a topic

students could relate to in their acquisition of language and therefore, would give LTEL students an asset-based topic about which to write. As a result of their work, Community Cultural Wealth was selected for this study as an appropriate framework that would resonate with the students in this digital storytelling project.

Research Questions

1. Does the use of digital storytelling as a teaching/learning intervention impact LTEL students' perceived self-efficacy in language acquisition in a significant way?
2. Does the use of digital storytelling as a teaching/learning intervention improve LTEL students' writing skills based on the ELPAC writing assessment in a significant way?

Significance of the Study

Due to the structural issues of inadequate ELD programs, and teachers not being fully trained in teaching the needs of EL students (Callahan & Shifrer, 2016) Long Term English Learner students have a higher chance of dropping out of school and not graduating; 27.9% of English Learner students will not graduate (*Academic Performance and Outcomes for English Learners*, n.d.). Many LTEL students also develop a non-engagement approach to academics and do not have the belief they have what is needed for academic success (Olsen, 2010). LTEL students internalize their label of an EL student as inferior

(Dabach, 2014). This study is significant because it works to understand the students' ideas about being disengaged in academics and may build perceived self-efficacy through an instructional technique such as digital storytelling and their Community Cultural Wealth lens(Thompson, 2015).

Theoretical Underpinnings

This study's research design was situated within the Community Cultural Wealth theory that looks at the assets of a community instead of looking at the population in a deficit model (Yosso, 2007). Community Cultural Wealth is grounded in Critical Race Theory in Education. One of the tenets of Community Cultural Wealth is to challenge the research paradigms that exist which perpetuate the systematic racism of the educational system (Ladson-Billings & Tate, 1995). Community Cultural Wealth is a theory created by Yosso (2005) that examines a community that is typically viewed through a deficit or asset-based lens. Community Cultural Wealth, according to Yosso, "demonstrates that community cultural wealth is an array of knowledge, skills, abilities and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression (2006, p.39).

Community Cultural Wealth has six forms of cultural capital: 1) aspirational, 2) navigational, 3) social, 4) linguistic, 5) familial and 6) resistant capital (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Aspirational Capital is the ability to have and maintain hopes and dreams

despite obstacles (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). It is a resiliency in the community to allow themselves to create goals and have dreams that are beyond their present circumstances, even if they do not have the means at the moment to make them happen (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Linguistic Capital is the ability to communicate in more than one language and the skills that come with that, both socially and intellectually (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital arises from being able to speak more than one language and the connections to cultural history and language (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital also looks at the storytelling skills the community may have in regard to oral histories from their culture (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Familial Capital refers to the sense of community and family and cultural knowledge that families and communities share (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital includes more than the immediate family and passes into the extended family, community, and the kinship and ties that these communities have with each other (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital provides the 'caring, coping and providing of emotional, moral and educational consciousness' of the family and community (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Social Capital refers to the networks within the community, the supports that

help people in the community navigate through society (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). These networks are what communities of color use to gain information, such as where to find a job, how to fill out an application, where to go for legal help, where to find health care, etc. (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Navigational Capital is the ability to maneuver through the social institutions that are not created with 'Communities of Color in mind' (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital is the ability of people to navigate through paths such as higher education, and the educational system, etc. (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). Navigational Capital helps the individual to use social networks, resilience, and perseverance to work their way through a system that was not constructed for them (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

Resistant capital is the capital that challenges inequality (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital is 'grounded in the legacy of resistance' (Yosso, 2005, p.80) and is, parents of color consciously instructing children to challenge the status quo and people of color challenging unequal conditions (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007). This capital requires those participating in it to understand the oppressions happening to them and their community and actively resisting it. (Yosso, 2005, Yosso, 2005, Yosso & Garcia, 2007).

The Community Cultural Wealth theory was the framework that underpinned the digital storytelling projects in this research. After the theory was introduced to the students, they used the concept as their focus for the digital story they created. Specifically, this research examined if the use of digital storytelling had an impact participant's perceived self-efficacy and further, if it had any impact on their academic achievement related to their scores on the ELPAC test.

Assumption

The research-based assumption that is presented and challenged in this research is that Long Term English Learner students have habits of non-engagement and learned passivity in school, which is one reason why students are being labeled as academically deficient (Olsen, 2010).

Limitations

Students' academic achievement in language development fluctuates throughout the year, whether from changing classes or schools. As a result, the correct identification as students LTEL's may not be consistent.

In the research of the use of digital storytelling for English Learners, there was a lack of studies done in the United States, most of the studies used were done in other countries. Therefore, there is no U.S. baseline to compare with the findings of this research.

The COVID-19 pandemic may have limited students' academic success because some students had not gotten a full year's worth of LTEL academic experiences and specifically, instruction in the LTEL curriculum since the 2018-2019 school year due to their illness, quarantine, or other attendance issues.

Delimitations

This study focused only on assessing Long Term English Learners who have been classified English Learners for seven or more years in one school in one school district.

Definitions of Key Terms

English Learners (ELs) are students who speak another language at home and who have not tested as English Proficient in the public school system (Linguanti, 2001).

English Proficiency is when a student is proficient in all four domains of English proficiency which are reading, writing, listening and speaking (Linguanti, 2001).

Long Term English Learners (LTELs) are English Learner students who have not tested as English Proficient for 6+ years in public schools (Olsen, 2010).

Reclassified Fluent English Proficient (RFEP) are students who started out as an English Learner and have passed the English Proficiency test to reclassify as English Proficient (Hill, Weston & Hayes, 2014).

Sheltered Course/Class is a course made up of only English Learners students, usually with the same English language proficiency (Linguanti, 2001).

Summary

English Learner students who have been in an English development program for more than seven years are labeled Long Term English Learners and have academic characteristics that label them in a deficit way. This study examined LTEL students using digital storytelling using the underpinnings of Community Cultural Wealth to create an understanding of themselves and their identity as an asset to see if tool and framework translated into a positive academic identity.

In the next chapter, the research literature was reviewed around the use of digital storytelling in different academic settings (such as in elementary schools through university levels) and how digital storytelling has been used to help students in learning English, getting motivated for school, and creating a strong identity through literacy.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two consists of a review of literature examining digital storytelling and the role it plays in student's academics. Digital storytelling is the process of using education technology to create a story and employs writing a script, collecting images, and voicing the video in order to create a digital story. Digital storytelling, and the use of educational technology is still a new idea to many educators, and there is little offered to educators in terms of how to teach it, what technology to use, how effective it is in teaching writing skills, speaking skills, technology skills and how motivated it can make students to learn. And more importantly how it teaches them how to create a critical consciousness by exploring the assets of the community and culture of the students they teach by showing the students how to have their own voice.

As an educator of English Learners in a secondary public education setting, I wanted to research a topic that looked at a way to improve EL students' English acquisition as well as improve their confidence and motivation as students. Digital storytelling encompassed the academic as well as the social emotional, so it became my research focus. The dynamic nature of digital storytelling encapsulates many of the cognitive processes of learning; verbal, spatial, musical, intrapersonal, interpersonal, and bodily-kinesthetic (Sadik, 2008). Digital Storytelling combines three student-centered learning strategies; student engagement, reflection for deeper learning, and the effective integration

of technology into instruction (Barret, 2006). Digital stories are not just using technology, it also contains authentic writing in the creation of the narrative, forms bridges to traditional writing strategies, and requires deep thinking, which includes reflection on their own writing (Sarica & Usuel, 2016). Digital storytelling is a method used to help students learn a second language, it helps in the retention of words, phrases, sentences, and general recall (Tsou, Wang & Tzeng, 2006).

First, the review of literature will focus on how digital storytelling affects students who are trying to learn English. Different countries have used it for ELL's from elementary school age all the way through university students. Second, writing skills will be examined in relation to the use of digital storytelling, and how the writing portion of the projects leads to improved writing skills. The third section examines the role of digital storytelling in learning motivation for students. Lastly, the fourth section will discuss digital storytelling and how it relates to literacy.

English Language Learning

The use of digital storytelling is a tool that has been used in many studies across the world for teaching students English (Huang et al., 2017, Pardo, 2014, Rahimi & Yadollahi, 2017, Yoon, 2013, Abdel-Hack, 2014). Research for ELLs is often paired with other research questions, but the following studies include the underlying research of the learning of the English language.

The first study examined the use of collaborative groups creating digital storytelling projects to improve the students' English proficiency. The objective of the study by Huang, Liu, Wang, Tsai, and Lin (2017), was to teach the multiple levels of English proficiency within one classroom as well as keep students engaged while learning English. The study looked at engagement in terms of what is called the flow state, or when people are deeply involved in an activity and enjoy the experience of it for its own sake (Huang et al., 2017). According to Csikszentmihalyi, the creator of the flow idea, flow shares attributes with engagement, such as focused attention, feedback, control, and intrinsic motivation (1975) and Huang et al. wanted to see if students were continuously in a flow state if their language proficiency would also go up (2017).

The research questions for this study were: RQ 1: Did students' flow perceptions of the collaborative storytelling activity present specific patterns? If so, was students' prior English proficiency an influencing factor of their flow patterns? RQ 2: Did students of different English proficiency use learning strategies differently in collaborative storytelling activity? RQ 3: How did student pairs of different English proficiency levels perform in the collaborative storytelling activity (Huang et al., 2017)?

The participants of this study were 42 third graders from two different classes in an urban elementary school in northern Taiwan (Huang et al., 2017). They were 9 to 10 years old and were in the early stages of learning English (Huang et al., 2017). The 42 students were grouped into 21 pairs for the

collaborative digital storytelling project, based on their English proficiency (Huang et al., 2017). Their proficiency was determined by a pre-assessment that included 20 items for vocabulary, and 15 items for oral reading fluency (Huang et al., 2017). With these scores, they were grouped into three different student groups; 12 that were low-proficient, 22 mid-proficient, and 8 high proficient (Huang et al., 2017).

The implementation of the digital storytelling project was 17 months, 1.5 hours a week (Huang et al., 2017). Students did a total of 30 sessions in 30 weeks (Huang et al., 2017). Each pair worked together to retell a story with drawings, and oral narration (Huang et al., 2017). They would create sentences in English to narrate their story and draw scenes for their story (Huang et al., 2017). They were given model stories, that examples were not provided in the study, in the beginning to get an idea of what to do (Huang et al., 2017). They could complete as many stories as they wanted, some students created more stories than others (Huang et al., 2017). After each session students filled out a flow survey (Huang et al., 2017). The flow survey asked about the four dimensions of flow; control, attention, curiosity, and intrinsic interest using a 5-point Likert scale (Huang et al., 2017). Students published their stories so their classmates would be able to see their work (Huang et al., 2017).

Data collection was done in multiple ways. First, they collected flow surveys from each student after every session (Huang et al., 2017). The perceptions were analyzed as general flow perceptions (Huang et al., 2017). The next data

collection tool was the Children's Strategy Inventory for Language Learning (Trevino and Webster, 1992), a fifty-item survey that assesses language learning strategies. It is a 30-item survey and was given to the students at the end of the seventeen-month study. The next area of data collection is the digital stories themselves that the students created (Huang et al., 2017). From those data was collected on language productivity or the number of stories each group created the number of pages in each digital story, the number of English sentences in each scene, and the number of audio-recorded lines per story. Then the stories were analyzed for their drawings, and how closely they matched the narration by the students. The last form of data collection was follow up interviews that focused on flow perception and language learning strategies. Twenty-six interviews were collected.

The findings for the flow surveys were that the flow perception of the low and mid proficiency students went up over the 17 months, while the flow perception of the high group went down over the same amount of time (Huang et al., 2017). The discussion on why this happened was that the low and mid proficiency students increased because they were gradually gaining a sense of achievement in their activity, and high proficiency students decreased because they felt a lack of accomplishment and they may have had the burden of carrying their partner who may not have been as proficient (Huang et al., 2017).

The next set of findings from the Huang et al. study was based on the analysis of the digital stories the students created. 146 digital picture books were

analyzed, and the areas that were looked at were the expression of the characters, the brushwork, and the relation of the drawing to those in the model stories (Huang et al., 2017). Then the stories were analyzed in terms of language productivity and drawing presentation, which resulted in three main clusters based on the student's performance (Huang et al., 2017). The clusters were based on the finding of the digital stories. The first cluster of students fell in the high-proficient cluster and produced more stories than the other two groups, with the most English sentence and audio recordings. In the second cluster, the creativity-oriented pairs had higher scores in the drawing part of the activity but showed less language proficiency than the high group. They produced on average two stories less than high-language pairs. The last cluster was the low-performing pairs and demonstrated neither a high language proficiency score or creativity score (Huang et al., 2017).

The follow-up interviews were used to ask students about flow perception and focused on interest, confidence, challenge, and sense of achievement and language learning strategies. The interviews were coded into 33 themes and categories. Some themes that emerged were interest, confidence, sense of achievement, and challenge. Mid-to low proficient students expressed high interest and confidence in their work while the majority of the high proficient group said it was less fun, boring, and not challenging (Huang et al., 2017).

The conclusion was that the mid and low proficient students' flow perceptions increased while high proficient students' flow perception went down

(Huang et al., 2017). That the students in the mid-proficiency group were more likely to use language-learning strategies than the high and low group. Lastly, in the pairs, if there was a high proficient student, they were more likely to lead the learning process in the collaborative partnership. The high proficient students did not get as much out of the study as low and mid proficient students (Huang et al., 2017).

Yoon (2013) also did research in an elementary school setting, with 5th grade students also trying to learn English. Digital storytelling was explored as a tool to help English Language Learner (ELL) students have a more positive attitude about learning English as well as improving their English Language ability in a study by Yoon (2013). The subjects were 32 elementary students, 15 boys, and 17 girls, age 12, in two classes of 5th-grade students in a public elementary school in an after school English class in a midsize city in South Korea. All the students reported their home language was not English.

The research questions that Yoon researched were: How does digital storytelling work for the improvement of reading ability in young ELL learners; and In which ways does digital storytelling affect the changes of young ELL learners' attitude in EFL English reading class?

Yoon used a mixed-methods research approach to gather the data. The students were given a pre and post-test to determine any changes in their English reading ability, pre-reading attitude questionnaire, and a pre/post survey

was given to the students to find out the affective domains towards English learning. Students' lecture reviews were also used after completing their digital storytelling work to understand how the students felt about digital storytelling, the efficacy of digital storytelling, and the necessity of digital storytelling. In addition, twice during the study, a self-evaluation sheet was given to the students to fill out instead of conducting interviews (Yoon, 2013).

The study lasted 12 weeks and digital storytelling replaced the preexisting lessons of the teacher reading and directing students to read storybooks. During the study, students used computers to do interactive activities such as vocabulary bingo, guessing games, and listening to stories, and they were also creating their own digital stories and having to type it in English and add images and music (Yoon, 2013).

The findings from the reading comprehension test that was given before and after the study showed there were positive effects of digital storytelling on students' reading ability (Yoon, 2013). The mean of the difference between the highest and lowest score went from 12 on the pre-test and 18 on the post-test. The results of the pre and post-test about the students' attitude about learning English also improved, showing that the students' attitude improved about learning English. The self-evaluations sheets, which students filled out three times during the study, confirmed the scores on the attitude survey with students saying they had more confidence in learning English with the use of digital storytelling, and it made them more engaged in the content, which led them to

being more motivated. The analysis of the students' lecture review reports, which were given twice throughout the study, found that students indicated that one of the most important parts of digital storytelling was the helpfulness of learning English, which led to satisfaction and confidence.

The overall conclusion of the study was that the use of digital storytelling to learn English led students to be more involved in learning, which triggered more active participation in learning that then led to more self-confidence, further taking away some of the anxiety of learning English (Yoon, 2013).

A case study, by Pardo (2014), wanted to find out if the use of Digital Storytelling could improve English language acquisition in third-year undergraduate students. The students were learning English and needed to improve their reading and writing skills and Digital Storytelling technology was used to engage the students. The study took place in the second term of the 2011-2012 academic year at a University in Spain. The group of twenty-one students participating was between the ages of 18 and 35 years old. The research aim for this study was: Can the use of a digital project foster students writing and oral skills and reinforce language acquisition and development for students of English as a Foreign Language? The English skills that Pardo wanted to identify whether the study improved were research skills, communication skills, technological skills, presentation skills, collaboration skills or to be part of a team, and helping each other out or assessment skills.

The students were first given a two-hour class on the software they were to use to create their digital stories (Pardo, 2014). Then students were given specific elements to make strong digital storytelling, which included having a point of view, a dramatic question, emotional content, the use of their voice to narrate, appropriate soundtrack, precise words, and pacing. The students were first required to write out a script and were to help each other with writing and generating ideas. Next, the students needed to find images and music that illustrated the script they wrote. Students then recorded their stories, focusing on pronunciation, and intonation, thus practicing their oral skills. Next, the students were to put the images, music, narration all together into a digital storytelling presentation. Lastly, they presented their projects to each other, and the students were assessed by their peers and professor using a common rubric thus allowing students to give and receive feedback from their peers (Pardo, 2014).

The data collected for the research was an open-ended questionnaire that addressed nine areas related to the content; objectives, reasons for choosing their topic; description of pictures selected; how they would employ the digital storytelling technology; description of the phases they went through for the creation of the project; problems encountered; things they learned; and other relevant information (Pardo, 2014). The other data collected was the digital storytelling presentations themselves (Pardo, 2014).

The findings from the questionnaire were grouped into six areas of findings. The first finding area was grammar, students said the feedback on their scripts

helped them make fewer grammar mistakes. The next finding area was the images, the students felt they were able to skillfully edit the images in the project. The next was pronunciation and intonation, the students said this was the most difficult part of the project though the researcher said despite their worries they were all 'perfectly understandable'. The creation of the story was the next area, and all students fully accomplished the construction of the story. The next category was the use of software to create the projects, and all students used it 'ingeniously'. The last category was the subsequent application of digital storytelling, and the majority of the students expressed an interest in applying it in the future (Pardo, 2014).

The conclusion of the study was that the digital storytelling component added to the success of the class, made the class more innovative, which in turn made it more attractive to the students, which motivated them more to successfully complete the task. By doing the project they felt they improved their English writing and speaking competencies (Pardo, 2014).

English as a Foreign Language (EFL) classrooms have become more student-centered at a University in Egypt, and they are trying to incorporate more independent ways for students to learn English (Abdel-Hack, 2014). This new method included writing and critical thinking skills because writing requires cognitive processes to produce a final product. The setting for the research done by Abdel-Hack and Helwaa (2014) was in a University in the Faculty of Education department in Egypt. They found that even though they knew the importance of

EFL narrative writing skills and critical thinking skills for the program, there was a lack of them, and they needed an effective strategy for students to learn these skills in the program. The questions researched in this study were: 1. What are the EFL narrative writing skills required for EFL majors at Faculty of Education? 2. What are the EFL critical thinking skills required for EFL majors at Faculty of Education? 3. What is the form of the program based on digital storytelling and Weblogs instruction for enhancing EFL narrative writing and critical thinking skills among students at Faculty of Education? 4. How far is using digital story and Weblogs instruction effective in enhancing EFL narrative writing skills among EFL majors at Faculty of Education? 5. How far is using digital story and Weblogs instruction effective in enhancing critical thinking skills among EFL majors at Faculty of Education (Abdel-Hack, 2014)?

The participants in this study were third-year students in the Faculty of Education department, there were forty students. The students did four pre-assessments: an EFL narrative writing skills questionnaire, an EFL narrative writing skills test, an EFL critical thinking skills questionnaire, and an EFL critical thinking scale. Students were then taught how to use digital storytelling and weblogs, which is a blog, and students used the two during the course of the research. Activities they did included storyboarding their narratives, writing in personal diaries, journal writing, and using Storybird software. Throughout the process of the research, the participants were also interviewed in an unstructured interview format that focused on the students' reflections of the process in

regards to their motivation, what they were learning, and if digital storytelling was a successful EFL learning tool. Once the study was over, all the students took the post-assessments that correlated with their pre-assessments (Abdel-Hack, 2014).

The findings first looked at the difference in all the pre- and post-assessments. The first one looked at the EFL writing skills test. Both tests were scored with a writing rubric, and the scores were analyzed using (SPSS). The findings were that there is a statistically significant difference between the pre- and post-assessment in favor of the post-assessment, where the ($t=24.499$, and $p=0.01$). The second finding was based on the critical thinking skills pre- and post-assessment, also analyzed with (SPSS) and it was also in favor of the post-assessment in being statistically significant, ($t=62.180$, $p=0.01$).

When looking at the themes that emerged from the interviews, 85% of the students interviewed said they liked the use of weblogs and digital storytelling because it helped them improve their English. Students also said they liked the digital tools because it helped them be independent learners and workers. They were able to do different tasks on their own with the need for little help from instructors. They said that the writing strategies needed to do the blog and digital storytelling contributed to the development of their critical thinking skills (Abdel-Hack, 2014).

The conclusion of the study was that digital storytelling and weblogs are

“suitable tools for EFL majors to use to learn narrative writing skills and critical thinking skills” (Abdel-Hack, 2014, p.30). The digital tools helped students to improve their skills while also helping them to work independently and not rely on the instructors as much. The students were able to complete the tasks all the while improving their narrative writing and critical thinking skills (Abdel-Hack, 2014).

Huang et al. (2017) and Yoon’s (2013) participants were elementary students learning English in two different countries, Huang et al. focused on the use of collaboration to create digital storytelling projects to improve English, Yoon used digital storytelling as tool for improving reading in English, and student’s attitudes toward learning English. Both studies found that the use of digital storytelling improved the students' proficiency in learning English (Huang et al., (2017, Yoon, 2013).

Pardo (2014) and Abdel-Hack and Helwa (2014) used university students at their participants and both studies had embedded within the study of improved writing skills, Pardo’s research focused on writing skills for the use of language acquisition and Abdel Hack and Helwa researched the use of narrative writing skills in the improvement of English as a Foreign Language. Pardo (2014) also puts an emphasis on oral skills whereas Abdel-Hack and Helwa (2014) look at writing and critical thinking skills in order for the students to learn English. These studies found that university students writing skills in learning another language improved with the use of digital storytelling (Pardo, 2014 and Abdel-Hack and

Helwa, 2014).

Improved Writing Skills

Digital storytelling has several steps in the creation of the final product, one of which is the writing of the script or storyline. Research has been done on the improvement of writing skills from the construction of a digital storytelling project. Writing is one of the most difficult skills to learn when learning a second language, and digital storytelling has been used to teach this skill (Azis & Husnawadi, 2020). But there is a lack of research around the use of digital storytelling to teach writing using proven second language acquisition theories. The study by Azis and Husnawadi focused on the idea of collaboration as a second language learning tool. The research questions for this study were 1. To what extent did the implementation of Collaborative DST-based task affect students' writing skills? 2. How did the students perceive the implementation of collaborative digital storytelling-based task as an approach to the teaching of writing skills? 3. What were the students' barriers or challenges in the use of the learning approach for learning writing (Azis & Husnawadi, 2020)?

In this research, Azis and Husnawadi carried out an action research study that was both quantitative and qualitative. The participants were twenty-eight university students in Indonesia that were of mixed ability in speaking and writing English. All the participants were majoring in English and education and were taking an intensive hundred-minute-a-week essay writing class and the class

lasted sixteen weeks. Students were given a pre-writing assessment and it was scored using a writing rubric (Azis & Husnawadi, 2020).

The students were put into groups of three, and their digital storytelling task was a choice of creating a project about a tourism destination anywhere in the world, an excursion to the local city of Lombok and report on it, or about local Islamic figures. They needed to collect images, write an essay or outline, create the digital storytelling project, share their projects, get feedback, and revise. Data collection included the pre-writing assessment and a post-writing assessment using a writing rubric. Throughout the sixteen weeks, semi-structured focus group interviews, students' reflections, and images reflecting the tasks were also used. The student works were then analyzed for themes.

The findings for the effect of collaborative digital storytelling-based tasks on a student's writing skills were found by analyzing the pre-and post-test using SPSS 20, and a paired *t*-test was carried out. The results were that there was a significant difference between the pre and post-assessment ($t(27)=-19.51$, $p=.000$) (Azis & Husnawadi, 2020). This analysis showed that digital storytelling improved a student's writing skills in a second language (Azis & Husnawadi, 2020).

The findings for the student's perceptions of the use of collaborative digital storytelling-based tasks for learning writing were overall very positive according to the qualitative data analyzed. In both the interviews and in the student's

reflections, the themes showed that students felt more confident working collaboratively with peers and that the use of technology helped them be more effective in their writing. They also felt very engaged in the project and in learning English (Azis & Husnawadi, 2020).

The findings for the perceived challenges of the collaborative digital storytelling-based task mostly revolved around the technology. The challenges from the students' experiences included learning the software, making the video, getting good images for the presentation, and the timing of the narration to the images (Azis & Husnawadi, 2020).

The study was successful in proving that doing a collaborative task such as digital storytelling improves students' second language learning skills in writing. Digital storytelling promotes language skills development, engagement, motivation, confidence, and social skills as well as writing skills (Azis & Husnawadi, 2020)

In the study by Sarica and Usluel (2014), they set out to find the impact that digital storytelling has on both visual memory capacity as well as students writing skills. The research questions for this study were: 1) What is the effect of digital storytelling on students' visual memory capacity? a) After digital storytelling, has the visual memory capacity of the groups developed significantly? b) Is the difference created by digital storytelling in the experimental group's visual memory capacity significantly greater than the difference created

in the control group? 2) What is the effect of digital storytelling on students' writing skills? a) After digital storytelling, has the writing skills of the groups developed significantly? b) Is the difference created by digital storytelling in the experimental group's writing skills significantly greater than the difference created in the control group (Sarica & Usluel, 2016)?

The participants of this study were 59 primary grade school students in a non-profit educational program in Turkey. There was an experimental group of 29 students in two classes and a control group of 30 students in another two classes. All participants were given two pre-assessments. The first was called the Benton Visual Retention Test and was used to determine the short-term memory capacity of the students. The second pre-assessment was a writing prompt to measure their writing skills. A scale was used to measure the students writing and looked at the external structure, inner structure, language, and narrative.

The research by Sarica and Usluel (2016) took thirteen weeks. The program was administered for 90 minutes a week. Both the control and experimental groups had the same theme and topic for the students to learn. In the fourth week of the program, the experimental group started making digital storytelling projects. They were done in five stages. First, the participants planned the story they were going to create, they wrote it down and shared it with the rest of the group for feedback. Next, they started pre-production on their stories by writing out their stories and creating their images. Then they started

the production process, which included deciding on the software they would use to create their projects. They created their digital storytelling projects. In post-production, the fourth stage, the researchers copied the stories onto CDs for the teachers of the groups. The final stage was the delivery stage where the students shared their digital storytelling projects with the other students in their class. Meanwhile, the control group did none of the digital storytelling processes and instead created posters as their final product for the curriculum (Sarica & Usluel, 2016).

At the end of the thirteen weeks, a post-assessment was given for both the memory test and the writing prompt (Sarica & Usluel, 2016). A *t*-test was used to calculate the difference between the pre- and post-assessments. The findings looked at each individual research question. For the question, has the students' visual memory capacity developed significantly by doing digital storytelling, the answer was that both the control and experimental group grew by .05 in their gain score average (Sarica & Usluel, 2016). So, one group did not improve more or less than the other group in this category. The follow-up question was, did the experimental group's visual memory capacity improve over the control groups, and the findings were that there was not a significant difference between the visual memory capacity growth of the two groups, both groups grew with a gain score average of .05 (Sarica & Usluel, 2016).

The second research question asked what effect did digital storytelling have on students' writing skills. Both groups showed significant growth in their gain

score average, but the experimental group grew 7.55 and the control group grew 3.10 (Sarica & Usluel, 2016). Their scores answered the follow-up question as to whether the experimental group showed a significantly higher difference ($t=3.07$, eta-square value =.14) than the control group, in which the answer was yes (Sarica & Usluel, 2016). The experimental group had a significantly higher difference in their scores (Sarica & Usluel, 2016). This result may have been because the digital storytelling process involved more writing. Not just writing, but writing and editing, and peer feedback, and multiple drafts. In the control group, none of the writing took place (Sarica & Usluel, 2016).

The conclusion that both the control group that did not do the digital storytelling and the experimental group that did do the digital storytelling showed an increase in their visual memory capacity; there was no statistically significant difference between the two groups (Sarica & Usluel, 2016). In terms of the writing process, the digital storytelling did significantly improve the writing skills of the experimental group compared to the students in the control group. Digital storytelling did improve the writing skills in the experimental group (Sarica & Usluel, 2016).

Yang and Wu's (2012) were university students and Sarica and Usluel's (2016) were elementary school students, two different participant populations with two different skill levels. Both studies showed that there was a significant difference in the improvement of their writing skills with the use of digital storytelling.

Learning Motivation

Digital storytelling was used in a study by Hung, Hwang, and Huang (2012) to determine if it was a useful motivation tool when incorporating it into a project-based learning task for 5th-grade students in Southern Taiwan. The study used a project-based digital storytelling approach to determine if it would increase the learning motivation in science courses for 117 5th grade students. The research design was set up with an experimental group of 60 students (35 male, 25 female) and a control group of 57 students (31 males, 26 females) (Hung et al., 2012). Students were randomly assigned to the subgroups of 6-7 students. The experimental group participated in a project-based learning assignment using digital storytelling, while the control group participated in a project-based learning assignment that did not incorporate digital storytelling (Hung et al., 2012).

Two assessments were used to measure student progress. The first was the science learning motivation scale and the second was the science achievement test. Interviews with participating students were also conducted and recorded.

The study aimed to answer four questions: 1. Will the project-based digital storytelling improve the students' learning motivation in science courses? 2. Will the project-based digital storytelling improve the students' problem-solving competence? 3. Will the project-based digital storytelling improve the students' learning achievement in science courses? 4. Will different genders have different

learning outcomes with the project-based digital storytelling approach? (Hung et al., 2012)

Both groups of students were given the pre-test of science learning motivation scale prior to starting the science unit. An ANCOVA analysis was used to eliminate the effect of the pre-test on science learning motivation. The interaction between the independent variable and dependent variables was not significant and eliminated the effect of the pre-test and the post-test science learning motivation scale ($F=20.38$, $p<.001$).

Both groups had the same learning content (Hung et al., 2012). The unit included five learning tasks and took 16 weeks to complete. Both groups were required to collect data to complete the learning tasks. The experimental group then took the data and created digital stories by using images, narration, and editing. The students in the control group were asked to summarize the data they found. Both groups were required to create a PowerPoint with their findings (Hung et al., 2012).

In addition to the experimental group having a significantly higher motivation score on the posttest than did the control group ($F=20.38$, $p<.001$) and they also had a significantly higher score on the post-test results for problem solving capability ($F=17.73$; $p<.001$). In addition, the performance of the experimental group as compared to the control group in science learning achievement, the experimental group outperformed the control group in moderated averages

(Control AM: =85.49; Experimental: AM=88.05). The researchers also compared and analyzed the performance on these tests on gender found that the variance was not significant and therefore both genders in the experimental group benefited in the areas of science learning motivation, problem solving competence and science achievement.

After completing the science units there was a post-project motivation assessment, and thirty students from the experimental group were randomly selected for an interview and were asked questions about their achievement, attitude, problem-solving, and interesting way of learning (Hung et al., 2012). From the interview questions, the researchers learned that digital storytelling not only enhanced the learning achievement and problem-solving skills but also improved their learning attitude and motivation (Hung et al., 2012).

The findings were in four areas. The first area looked at the effect of project-based learning with digital storytelling on science learning motivation, and the pre- and post-assessment motivation scores on this area showed significance in the difference between the score of the control group and the score of the experimental group, the experimental group gained had a higher motivation to learn science (Hung et al., 2012). The second area researched was the effect of project-based learning with digital storytelling on problem-solving competence, and just like the science learning motivation, the pre and post-test scores showed significance in the difference between the score of the control group and the score of the experimental group, showing that the experimental group had a

higher problem-solving competence. The third area studied was the effect of project-based learning with digital storytelling on science learning achievement. The average score of the experimental group on the post-assessment was 88.05 while the average of the control group was 85.49, which was a significant difference (Hung et al., 2012).

Students in the experimental group were able to achieve a higher score than the control group (Hung et al., 2012). The last area was the effect of gender on participation in the project-based learning with digital storytelling. Gender was looked at to see if there was a difference in scores for the two genders studied. The analysis showed there is no significant difference in the data between males and females (Hung et al., 2012). The researchers concluded that the use of digital storytelling can both engage learning, can organize students' work, and can improve students' learning competence and learning motivation (Hung et al., 2012).

It is important for students to be able to collaborate online to be able to construct meaning with other students, therefore many educators have proposed using information technology-integrated instruction (ITII) into teaching (Yang & Wu, 2012). However, according to Yang and Wu, ITII is often incorrectly applied due to a lack of knowledge or skills in technology and technology pedagogy. The purpose of the study by Yang and Wu was to research the gap between information technology-integrated instruction and digital storytelling by looking at

the effectiveness of students getting technology used in their classroom lectures and students using hands-on technology with digital storytelling. The research questions were: 1. Will there be any difference in academic achievement between classes taught under different levels of ITII (lecture-type ITII and DST)?, 2. Will there be any difference in critical thinking between classes taught under different levels of ITII (lecture-type ITII and DST)?, 3. Will there be any difference in learning motivation between classes taught under different levels of ITII (lecture-type ITII and DST) (Yang & Wu, 2012)?

The participants of this study are 110 tenth grade students from two classes at a high school in Taiwan. The methods of the study was a quasi-experimental design that had an experimental group and a comparison group. The proportion of males to females was 1:2. Both classes used the same course content, instructor, schedule, and examination. One class with 56 students was taught with ITII, which means the instructor lectured the majority of the class time and used computers, projectors, and presentations as instructional aides. The other class of 54 students was taught using digital storytelling actively participated in creating digital stories, in which they combined images, graphics, music, and voice to create a project. Within their classes, the students were broken up into seven-person heterogeneous groups based on their English proficiency (Yang & Wu, 2012).

A pre and post assessment was used to examine the research questions. The three dependent variables evaluated were achievement in English, critical

thinking skills, and learning motivation, which were measured by three tests. The first test was an English achievement test, which was based on course content and was five parts: vocabulary, grammar, listening, reading, and writing. The second test was a critical thinking test and included five subscales. The third test was “The Motivated Strategies for Learning Questionnaire” which measured the students learning motivation and strategies using a six-point Likert scale (Yang & Wu, 2012).

The procedures of the research included meeting and helping the instructor understand the research procedures, and then the researchers and instructors collaborated on creating a 10-week lesson plan. The two classes met twice a week for 45 minutes each. The experiment took 22 weeks. After the experiment was done, the students took the three post-tests and then were also interviewed as part of the posttest (Yang & Wu, 2012). The interviews were done in groups lasting 15-20 minutes. For both groups the instructional goals were the same, to help the students learn vocabulary, grammar, listening, reading, and writing and become familiar with the Sky Lantern Festival (Yang & Wu, 2012).

For the comparison group, the instructor used PowerPoint and textbook readings to teach the topic. Whereas the experimental group was assigned to create digital stories collaboratively. The comparison class was given the tools and lessons to hand on to learn how to do digital storytelling. In this class, the instructor was more of a facilitator monitoring the progress of the creation of the digital stories. The research ended when the groups of students spent five

minutes performing their project to help each other revise and edit, and then the groups presented their final project to the class (Yang & Wu, 2012).

The data collected was descriptive statistics for the three tests; for the quantitative data an analysis of the covariance, (ANCOVA), was used to compare the pre-assessment with the final results for the two groups. For the qualitative data, the interviews of the students were used to find out what the students' perceptions and experiences were. Audio recordings were transcribed and analyzed to create categories based on keywords (Yang & Wu, 2012).

In terms of the first research question about academic achievement in English, both groups showed improvement on the posttest but using ANCOVA, there was a significant difference in the posttest scores of the two groups ($F=41.43, p=.00$), showing that digital storytelling group had a significantly larger effect on academic achievement in English (Yang & Wu, 2012).

The second research question examined critical thinking skills and the ANCOVA results showed a significant difference in critical thinking skills between the two groups, ($F=17.07, p=.00$), with those that did the digital storytelling having the higher scores. This result may be attributed to the tasks of creating a story, creating a story map, writing out a script, and adding the audio and visual aspects. The interview data triangulated the quantitative data because students expressed the difficulty of creating digital storytelling tasks and the steps, they took to overcome the challenges (Yang & Wu, 2012).

For the third research question about learning motivation, the ANCOVA results show a significant difference in learning motivation as well, ($F(1, 107)=13.87, p=.00$), in favor of the experimental group. Students were given a meaningful and authentic scenario and made it interactive, this contributed to the high learning motivation among the digital storytelling students. This data was triangulated by the interview where students said the tasks made them feel confident and made English interesting (Yang & Wu, 2012).

The conclusion is that digital storytelling and an integrated instructional strategy uses technology and teaches students how to foster collaboration and meaning with other students. Digital storytelling motivates students to conduct and construct “authentic products of learning” (Yang & Wu, 2012,p.350). This study showed a significant improvement in English proficiency, critical thinking, and learning motivation when using digital storytelling.

Both Yang and Wu (2012) and Hung et al. (2012) studied the use of digital storytelling and its effects on student motivation, but Yang and Wu (2012) focused on the use of the technology in creating the digital story to be the motivator while Hung et al. (2012) focused on digital storytelling being the motivating factor in learning the science curriculum for the students. Both studies showed the use of digital storytelling increased student motivation due to the storytelling project.

Improved Literacy

Literacy is another by-product of the successful completion of a digital storytelling project. Digital stories encompass the skills of reading, writing, and speaking. Few studies up to this point have looked at literacy as a social practice in which students bring their own cultural resources, agendas, and purpose to literacy learning, but Skinner and Hagood (2008) set out to research how literacy is embedded in the student's identities as well as in learning to read. In their research, they explored the intersection of cultural identities, foundational literacies, and new literacies practice of two English language learners (Skinner & Hagood, 2008).

This case study followed Diego, a male Mexican-American kindergartener, and Allie, a female Chinese immigrant to the United States who is a high school junior. Diego's first language is Spanish, as both parents are Native Spanish speakers, but also speak English. Diego was in his second year of kindergarten because he did not acquire enough English to move on to 1st grade. Allie moved to the United States at eight years old, and it took her and her family eight years to become fluent in English (Skinner & Hagood, 2008).

For this study, Diego and Ellie created a digital storytelling project that integrated their cultural identities and new literacies. Data collection included individual interviews as well as analyzing the digital storytelling projects they created (Skinner & Hagood, 2008).

Diego's photo story about Spiderman showed his identities as a 7-year-old boy, as well as his writing, reading, speaking, and listening competencies.

Through his storytelling, he was able to demonstrate his oral fluency. He selected images and sequenced them, then created his story using plot, movement, and talked about what was happening in the story. While working on his project, Hagood was able to see where he needed to improve in his oral reading fluency, so once the story was composed, she had Diego reread the story back to her multiple times. Diego's project took one hour total (Skinner & Hagood, 2008).

Allie met with Hagood for a brainstorming session and tutorial on the software, then over a three-week period, she created her digital storytelling project on her own (Skinner & Hagood, 2008). Allie wrote about her transcontinental journey since getting to America. After the project was complete, Allie and Hagood met for a follow-up interview. Hagood stated that Allie's digital story showed her competencies in the writing process in English, but also her technological competencies in selecting images, scanning them, and creating the music and voice to the project. Allie demonstrated her literacy competencies by tapping into her cultural identity (Skinner & Hagood, 2008).

The finding of these two case studies was that it is possible to be successful in teaching English Language Learners literacy by engaging in their cultural identities using digital storytelling (Skinner & Hagood, 2008). With Diego, the use of a topic he loved aided in working on comprehension, the story writing process, and oral fluency demonstrated his literacy. As for Ellie, her literacy in writing was

demonstrated while also adding in the technological literacy of adding images, text, and music. By telling her story, Allie adds social and identity literacy to her project. The major findings of this research were that digital storytelling represents a way for English Language Learners to acquire the important literacies by using their identities as a base of inclusion (Skinner & Hagood, 2008).

Rahimi and Yadollahi (2017) researched the idea that storytelling has the potential to help people learn new skills and, in their study, they wanted to research if digital storytelling can help students become more proficient in English because of the use of technology. The research questions for this study were: 1. Does making digital stories with an online platform have any significant impact on the development of literacy skills in comparison to an offline program?, and 2, Is there any relationship between learners' working hours with technology and literacy development while making digital stories (Rahimi & Yadollahi, 2017)?

The participants in the study were forty-two female junior high students whose age ranged from 13–14-year-olds. They were at a basic level of English proficiency according to the country's language assessment levels (Rahimi & Yadollahi, 2017). The study was an experimental design; 21 students were in the experimental group and 21 were in the control group. The control group, who did the project offline, and the experimental group, who did the study using educational technology (Rahimi & Yadollahi, 2017).

Both groups took the Reading-Writing section of the Key English Test (KET) pre- and post-assessment measuring their English proficiency. The students IT literacy was measured using an adapted version of a computer literacy self-assessment scale.

The study took five months with the students meeting twice a week for 90 minutes each session. Both groups were given writing instruction, then the experimental group was taught how to use an online platform to write while the control group was taught how to do it offline. Both groups were taught a 7-stage writing process; prewriting, writing, response, revising, editing, post-writing, and evaluating. Both groups were told to write about a topic that interested them. The students in the experimental group created their stories online and got feedback on their writing throughout online. When they had a story written, they then added images, text, and music to their stories and were able to publish them. The control group had to write their stories offline, got their feedback offline, and then had to create a PowerPoint to present their stories (Rahimi & Yadollahi, 2017).

The data used to answer the first research, question does an online platform make a significant impact on the development of literacy skills, was the scores on the pre- and post-English proficiency assessment, and the data used to answer the second research question about the relationship of computer and literacy development was looking at the number of hours each group used technology to write their stories (Rahimi & Yadollahi, 2017). For the first research

question an ANCOVA statistical analysis was used to see if there was a significant difference between the two groups on the literacy post test. The analysis found a significant difference between the two groups ($F=11.680$, $p=.00$, partial ETA squared=.222). The researchers also looked at descriptive statistics and confirmed that the experimental groups outperformed (mean=32.818) the control groups (mean=30.772) on the literacy post test (Rahimi & Yadollahi, 2017).

For the second research question, a correlation coefficient was used to see if there was a relationship between a student's working hours with technology to the degree of literacy development. The calculation found a significant relationship between the experimental group working hours on the computer and their literacy development ($r=.451$, $P<.05$) but no significant relationship was found with the control group ($r=.04$) (Rahimi & Yadollahi, 2017 pg 9).

The findings showed that the creation of digital stories using an online platform significantly improved the literacy skills of students learning English in comparison to the students trying to learn English creating stories mostly offline. The integration of digital tools into learning English and the prolonged use of technology over the five months allowed the students to develop language and technology literacy by creating digital stories (Rahimi & Yadollahi, 2017).

Digital storytelling can be used as an instructional tool used for students who have never used educational technology in the classroom. The setting of the

research done by Gyabek and Godina (2011) was in Bhutan, a rural community located in the Northeastern Himalayas between China and India. At the time of this study, Bhutan had limited its exposure to technology because they believed the use of it would bring in western influences about materialism and make the people in the community less happy. Because of this belief, there was a digital divide happening with the students, which is when communities or schools do not have the same access to technology as others in the world, therefore not making them comparative in a global world. The two research questions for this study were, Can technology accessibility enable rural community schools to engage students in new literacy practices such as Digital Storytelling? What are the social implications for technology development in rural community schools in Bhutan (Gyabak & Godina, 2011)?

The setting for the study was a small school of 160 students, and the focal participants were four females and four males from the fourth grade, their ages ranged from 9 to 13 years old. There could only be eight participants because they only had eight laptops in the school for use. These eight students were picked because of their high English proficiency because it was English based software on the laptops. The secondary participants were two teachers, the headmaster, and the parents of the eight students. The study lasted five months in total (Gyabak & Godina, 2011).

Data collection included five types of documentation; descriptive open-ended interviews, informal interviews, focus group discussions, participant

observation, and pictorial documentation of the digital storytelling activities. The questions for the interviews were framed around knowledge, behavior, and perceptions towards computer technology, as well as the students' knowledge and interest in storytelling activities. The digital storytelling activities and participation were triangulated with the personal description, observations, and interviews. All interview data were transcribed and coded for patterns toward access to technology and implications for social development (Gyabak & Godina, 2011).

The process of the students developing the digital stories was the first phase and included teaching students to turn on the laptops, figure out the home page, learn to plug in the USB drive and how to save data to it, and also what the keyboard functions were. The second phase of the research project was the students writing an essay about themselves and then reading it in front of the class. The third phase of the research project was installing the software the students need to do the digital storytelling activities and learning the program (Gyabak & Godina, 2011). The last phase was learning how to create a storyboard, creating a story as a group, assigning characters to the story, and then recording the story (Gyabak & Godina, 2011).

The findings were that due to unanticipated limitations, the use of digital storytelling to improve access to students with limited knowledge resulted in limited success. Though the project sparked genuine interest, the generator needed to power the laptops was not often able to be used because it interfered

with the preservation of Black-necked cranes because of the generator's noise (Gyabak & Godina, 2011).

The conclusion of the study was that though the logistics of powering the laptops was an issue, students still really enjoyed the process of the digital storytelling, therefore the school is creating a computer lab and are going to put underground electricity cables to power them so that they do not disturb the cranes (Gyabak & Godina, 2011). The three studies all have participants still in K-12 but they all look at different aspects of literacy. Gyabek and Gondina (2011) focused on literacy in terms of the technology literacy with the use of digital storytelling in an area where schools did not have much technology at the time, Skinner and Hagood (2008) focused on literacy and how it is embedded within a student's cultural identity and the use of digital storytelling to show that, and Rahimi and Yadollahi (2017) focused on the difference of improving literacy online using digital storytelling vs offline not using technology. The similarities are that the studies looked through the lens of digital storytelling, and allowed digital storytelling to be the vehicle for the students to demonstrate their literacy skills (Gyabek & Godina, 2011, Skinner & Hagood, 2017, Rahimi & Yadollahi (2017).

Summary

Digital storytelling has been used in the educational setting, from elementary school to the university level, to teach student's many skills such as those discussed in this chapter. The use of digital storytelling has been a tool

used in different countries to teach students English, such as collaborative groups to create projects to help students to be motivated to speak English in 3rd graders (Huang et al., 2017), improving the reading ability of 5th grade students (Yoon, 2013), to improve the writing and oral skills for university students (Pardo, 2014), and to improve writing and critical thinking skills for students (Abdel-Hack & Helwa, 2014). Writing skills and learning English overlap in the use of digital storytelling (Pardo, 2014, Abdel-Hack & Helwa, 2014) and the focus on writing skills is an important component in the creation of a digital story so the research shows the improvement in student's writing skills (Sarica & Usluel, 2016, Azis & Husnawadi, 2020). The use of digital storytelling is also used in motivating students to learn, such as increasing the motivation of 5th grade students to learn science (Hung et al., 2012), and how 10th grade students are more motivated to learn using digital storytelling versus, doing the work offline (Yang & Wu, 2012). Literacy in another area digital storytelling is used, such as literacy as it is linked to identity, and a kindergarten and junior in high school demonstrate their literacy skills through their digital stories (Skinner & Hagood, 2008), how the creation of digital stories helped increase the literacy in junior high students learning English (Rahimi & Yadollahi, 2017), and how a small group of students that did not use educational technology prior to the research increased their technology literacy through the creation of the digital storytelling (Gyabak & Godina, 2011).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

As a seventeen-year Mexican-American educator in largely Latino populated schools, I thought I was well versed in meeting students' academic and social needs. I have come to learn that I had little understanding of the needs of English Learners (ELs) and even less understanding of Long-Term English Learners (LTEL) who have been the majority of students all of these years. As a novice teacher, I was assigned English Learners my second year of teaching but was too new to be an effective educator. As a veteran teacher, having designated English Learner classes spurred me to further my research on their specific educational needs in order to strengthen their academic success. I was simultaneously researching English Learners and teaching English Learners in a designated English Language Development class, and I was doing the latter unsuccessfully. With what I was reading and what I was asking of my students, something became clear; a majority of the class was LTEL. In the city where I teach, the students have been in the U.S. educational system since kindergarten. Finding out that they did not recently move to this country nor were in the process of learning a new language spurred my efforts to focus my research on LTEL students.

This chapter will include the purpose of the research and research question, then follow that up with the research design, research setting, participants of the study, research data and data collection, data analysis, validity and reliability,

and positionality as a researcher.

Purpose Statement

The purpose of this quantitative study was to determine if using a digital storytelling project intervention affected the academic perceived self-efficacy of LTEL students and also whether this intervention positively impacted the growth in their writing levels.

A Community Cultural Wealth framework was used as the narrative part of this intervention and was selected to be used in this study because the theory of Community Cultural Wealth, created by Dr. Yosso (2002, 2005, 2007,) (Yosso, Garcia, Burciaga & Solorzano) examined marginalized communities through an asset-based lens and their research on the capitals of marginalized communities identified the different capitals or strengths of the communities as a topic students could relate to in their acquisition of language and therefore, would give LTEL students an asset-based topic about which to write. As a result of their work, Community Cultural Wealth was selected for this study as an appropriate framework that would resonate with the students in this digital storytelling project.

Research Question

1. Does the use of digital storytelling as a teaching/learning intervention impact LTEL students' perceived self-efficacy in language acquisition in a significant way?
2. Does the use of digital storytelling as a teaching/learning intervention improve

LTEL students' writing skills based on the ELPAC writing assessment in a significant way?

Research Design

To achieve the goal of the study, a quantitative quasi-experimental study was used, which means the participants were not randomly selected and there was no control group, (Creswell, 2014). The study consisted of a pre and post-perceived self-efficacy questionnaire to measure the student's perceived self-efficacy about language acquisition. The study also consisted of a pre and post-writing task that came from the ELPAC test. Quantitative research used in this study was meant to examine the difference in means between the pre and post test variables of these data, and to see if there was a significant difference between their responses and scores after the intervention of the Digital Storytelling project (Creswell, 2014).

The participants first took a pre-perceived self-efficacy survey (created from surveys found in the review of the literature) and a pre-writing assessment that was created by the ELPAC State test that all EL students must take at the end of the school year. After both of the pre-tests, the students started the intervention in which they were taught the theory of Community Cultural Wealth using a close reading of the definition followed by a discussion of its meaning, as well as the familial, linguistic, and aspirational capital (Yosso, 2005). Once they were taught the concept of the capitals, they were tasked with writing their narrative based on

one of the capitals, about the strength of family and community, about the importance of knowing more than one language, or the ability to have hopes and dreams despite not having the means to achieve it at the moment. Once they wrote their narrative and worked on revising it with me, the researcher, they created a presentation, added personal images, narrated the presentation, and some students added music (DeGannaro, 2008; Robin, 2012). Once the presentations were complete, the students took a post-perceived self-efficacy survey and a post-writing task that was the same as the pre-writing task. The pre and post-scores were analyzed to determine if digital storytelling using Community Cultural Wealth as the framework had a significant impact on their perceived self-efficacy and writing skills.

Research Setting

The research took place in the classroom, in person. The research for this study was conducted at a high school in Southern California. The high school is 90% Hispanic, 5% African American and 5% White, Filipino, Asian and American Indian combined. The school is 93% free or reduced lunch, and 28% are English Learners. The students that were included in the research were from the researcher's Academic English class. Academic English is a class for English Learner students who have not Reclassified Fluent English Proficient (RFED'd). There are four levels of Academic English classes, level one is students that are considered emerging in English language acquisition or have limited English

skills (California Department of Education et al., 2014). Level two in the Academic English classes is for students that are considered expanding, students are able to communicate in English and know to simply engage in using English, (California Department of Education et al., 2014). Level three, in which I teach, the students are leaving the expanding phase and are moving into the bridging phase, where they start to engage in more demanding social and academic activities in English (California Department of Education et al., 2014). At this level, students are getting ready for mainstream English for their next school year. Level four in Academic English is for students who are on the last stage of bridging and are preparing to RFEP. Level four is usually taken simultaneously with their grade level English class as a support for their learning. This research was done in a level three class, which is the beginning stages of bridging.

Research Sample

The participants of this study were 30 high school students in the 9th grade who were Long Term English Learners (LTELs) and had been classified as an English Learner in the public school system in the United States for 6+ years. The students were in three of the researcher's Academic English III classrooms, therefore the participants were a convenience sample, or the sample is not randomly selected but instead, participants are convenient sources to research (Convenience Sampling, 2008). Direct access to the students was possible

because they were in class everyday.

The intervention for this research was a digital storytelling project that was a class project, so each student created a digital story. The students were in the researcher's classroom every day during this research, and during the intervention, except when they were absent. They were in the classroom, not in home distance learning, therefore, they had access to the technology and Wi-Fi they needed to complete the project. The project itself was not done at home, only in the classroom. The research was approved by the IRB committee, the principal and at the district level. For students to be part of the study, students had to get parent permission. Their participation or lack of participation did not reflect in any grade or evaluation of student behavior.

Data Collection

To gather an understanding of the students' perceived self-efficacy about language acquisition and student's writing ability, data was collected from the following sources, 1) pre-post perceived self-efficacy surveys that was created with a combination of pre-existing questions from previous research (Dullas, 2018, Romppel et al., 2013), and some questions that were created based on Bandura's research (Bandura, 2010), and 2) pre-post writing tasks that are from English Language Proficiency Assessments for California (ELPAC) state practice tests and scored using the ELPAC rubric. The prompts chosen for the pre and post writing assessment were the writing task type that is requiring in the longest

response, which is a paragraph compared to one sentence responses for other writing tasks from the ELPAC. The ELPAC is a four-part test, reading, writing, listening, and speaking, that EL students take at the end of every school year to show if they have gained English proficiency (California Department of Education, 2021). Data collection started on November 15, 2021 with the pre-perceived self-efficacy survey and pre-writing assessment, and concluded on December 17, 2021 with the final collection of post-perceived self-efficacy survey responses and post writing assessment collection.

The process in which these data were collected was first the participants took a pre-perceived self-efficacy survey and a pre-writing task. The self efficacy survey questions included; 1) I can always manage to solve difficult problems if I try hard enough, 2) I am able to learn in English class, 3) I am confident I can write a narrative based on a life experience , 4) I am confident I can record myself reading a narrative, 5) I believe that I can pass English subject because I have the ability to do so, 6) I am confident that knowing how to read and write in both English and Spanish is important, and 7) When faced with a new assignment that I am unfamiliar with, I can succeed in learning how to accomplish it. The writing tasks came from the state English proficiency test given at the end of each school year, the ELPAC (The English Language Proficiency Assessments for California). Before the digital storytelling intervention, they took the pre-test, and it was scored with the ELPAC rubric that was used on the test. In between the pre and post perceived self-efficacy survey

and pre and post writing assessment the students did a digital storytelling intervention in which they created a digital story using the Community Cultural Wealth theory as the framework. They were then taught the process of creating a digital story and students created their own digital stories using the themes from the Community Cultural Wealth theory by Yosso. Once the students completed the digital storytelling project, they took a post-perceived self-efficacy survey and a post-writing task. Both post surveys were replicas of the pre surveys.

The pre-perceived self-efficacy survey and pre-writing task took one class period to complete. The teaching of the Community Cultural Wealth Capitals took four class periods. The student's creation of their own narrative took 3-5 class periods including edits and revisions. The creation of the digital story took 2-3 class periods and students put together a video that includes images, their voice over of their narrative, and some added music. The post-perceived self-efficacy survey and post-writing task took one class period to complete. Total class periods for this project was 14 class periods (see Appendix G for full intervention project).

Preventing Coercion

All students in the researcher's classes participated in the digital storytelling project. Students were not separated based on if they were part of my research or not; 30 students out of a possible 70 were part of the study (See Table 1). The intervention and research was done during class time as a class assignment. The perception of coercion was avoided by making the digital storytelling project

a project all students did, and students had the choice to be part of the research or not and if both the student and their parent/guardian consented to it. Students and parents were informed that they could stop and withdraw from the study at any time if they so wished. They were also told that the researcher (as their teacher) personally would not know individual scores during the research so there would be no bias. A co-worker who was an EL Specialist, therefore knowledgeable of the ELPAC test and rubric, who was also at a different school site, did the scoring of the pre and post writing assessment.

Intervention

The digital storytelling project the students did as the intervention included teaching the idea of Community Cultural Wealth and the five capitals within the theory; aspirational, linguistic, familial, resistance, and navigational. After doing lessons on each capital, and students writing about their connection to that particular capital, only three of the capitals resonated with the students the most, familial, linguistic and aspirational. Once the students were taught what each capital meant and understood the concept, they then picked one of the capitals and wrote their own narrative using one. Then they took the narrative and created a digital story by finding images that fit the story, added their own voice-over narrating the story they wrote, and some added music. When the whole project was done, they wrote a narrative, edited and revised it, read it out loud, and added images (Appendix H for the full lesson).

Data Analysis

The data collected for the study were analyzed to determine the findings of the research. The data collected for the study was quantitative and included the pre and post-survey and writing tests. The data analysis for both the pre-post perceived self-efficacy questionnaire and the pre-post writing task were analyzed using a *t*-test. The results of this analysis showed if there were significant differences between the pre-survey and writing task and the post-survey and writing task (Statistics How To, 2021). The digital storytelling projects were not analyzed for this research; they were the intervention between the pre and post-tests.

Validity and Reliability

To assess validity in this study, the researcher used several strategies. Several of the pre and post self-efficacy survey questions were used and tested for validity in previous research (Dullas, 2018, Romppel et al., 2013). The other questions were created by the researcher based on the research by Bandura (2010). Content validity, which is measured by relying on the knowledge of those familiar with the item being constructed ("Content Validity," 2010), was provided by a professional educator on my dissertation committee. In addition, a pilot study of the perceived self-efficacy survey was conducted with five previous EL students to determine if the survey questions made sense, were worded in a way that conveyed understanding of what was being asked in the question, and were

consistent in getting the desired responses. Pilot studies are needed to check for any misunderstanding, inconsistencies, items not understood clearly or incomplete items (Collins, 2003). All five students who took the survey indicated that none of the questions were confusing.

Related to bias, all data that was scored with the rubric was scored by a colleague educator not familiar with the research or the participating students, who could provide an objective scoring of the assessments (Creswell, 2014).

Positionality of the Researcher

My middle-class upbringing and the Cultural Capital I had while going to school added a layer to my intersectionality of being a Mexican American and a woman. I had parents that spoke English and could navigate the school system and be a voice for us when we were confused or had bad school experiences. Through this lens, I do not have the same experience of being in high school as students who do not have a parent that is comfortable going to a school to speak with a teacher or administration because they do not know English. I did not get any messages about race and ethnicity growing up in negative terms. I knew we were Mexican, and I had friends who were black, Vietnamese, and White, and was never told by my parents that it was right or wrong to have different friends of different cultures. In terms of my beliefs, I consider myself a womanist and very much disagree with the patriarchy, so this is a large area of my subjectivity of which I am very aware, and I need to keep in check. By recognizing my main

subjectivity in the areas of race, class, and gender, I was aware of my bias in communication and interactions in my study.

Identifying as Mexican American and recognizing that I am part of a marginalized ethnicity, the theory of Community Cultural Wealth resonated with me on a personal level because I do see the capitals and strengths of my culture and ethnicity, and I wanted to take the theory and share it more widely within the educational setting.

As an educator, I have been interested in educational technology for almost 15 years and am open to always trying new applications or ideas. I had already been using different aspects of digital storytelling before this research. Creating presentations or having students record themselves reading what they wrote or having them create projects with images, were some of the things that students were already doing in my classes. After doing research, I stated putting them all together to create digital stories. This wasn't an idea I was taught anywhere, but instead taught myself. My passion for digital technology is what lead me to this research for this dissertation.

Summary

To answer the research questions, determining if the use of digital storytelling, using the lens of community cultural wealth, will impact students' perceived self-efficacy in language acquisition and will it improve their writing skills, a quantitative quasi-experimental study was used. The setting was a high

school in Southern California, and the participants were thirty 14–17-year-olds that were in an Academic English class. Data collection included pre- and post-perceived self-efficacy surveys as well as pre and post-writing tasks, which were analyzed using a *t*-test.

CHAPTER FOUR

RESULTS

Introduction

This chapter presents the findings from the research study exploring students' perceived self-efficacy and their writing ability. This quantitative quasi-experimental study sought to understand if the use of digital storytelling and the Community Cultural Wealth theory by Dr. Tara Yosso (2002, 2005) would impact the perceived self-efficacy and writing skills of Long Term English Learner (LTEL) students, or students who have been in the public school system with the English Learner label for more than seven years. The two research questions that guided the study were as follows: Does the use of digital storytelling as a teaching/learning intervention impact LTEL students' perceived self-efficacy in language acquisition in a significant way? and Does the use of digital storytelling as a teaching/learning intervention improve LTEL students' writing? This study was not to generalize all LTEL students but instead, to understand how LTEL students see their own academic perceived self-efficacy and whether digital storytelling improved students' writing skills in this limited study.

Demographics

All 30 student participants have had the English Learner label within the public education system for more than seven years and are considered Long

Term English Learners. Of the 30 participants, 16 were males and 14 were females. All 30 were ninth-grade students. Twenty-six participants have been in the public school system as EL students for nine years and four have been in the public school system labeled as EL for 10 years. Table 1 below includes a breakdown of the demographics.

Table 1.
Participants Demographics

Characteristics	Total
Gender	
Males	16
Females	14
Grade 9	30
<i>Number of years in public school system labeled as EL (English Learner)</i>	
9	26
10	4

Research Question: Does the Use Of Digital Storytelling as a Teaching/Learning Intervention Impact LTEL Students' Perceived Self-Efficacy In Language Acquisition In A Significant Way?

Participants were asked seven questions about their perceived self-efficacy in both a pre- and post-survey using a Google Form survey instrument and student responses were anonymous; students were assigned a number

ahead of time and they used their number, not their name on both parts of the survey questions. As the teacher and the researcher, there was no coercion to participate, the lesson on Community Cultural Wealth and the digital storytelling project was a series of lessons done by all students in the researcher's classes. The lesson consisted of myself as the researcher teaching the concept of Community Cultural Wealth, specifically focusing on the Familial Capital, or strength of family; the Linguistic Capital, or the strength of knowing more than one language; and the aspirational capital, or the ability to maintain hopes and dreams in the community despite not having the means (Yosso, 2005, 2008). After these concepts were taught, the students had to pick one of the three and create a narrative based on one of the capitals. Once they wrote the narrative and edited it with my help, they created a Google Slide presentation, added an image or images that were personal and pertained to the narrative, and recorded themselves using a Google extension reading their narrative. Some students even added music to their background thus creating a digital story.

All students, regardless of whether they participated in the study or not, took the pre- and post-survey. There was no grade assigned based on whether they took the survey and pre-test or not, and the only scores used in the data analysis were those of the students who signed the assent form, and who also had a signed parental consent form.

The before and after questions measured their perceptions of their academic perceived self-efficacy in relation to creating digital stories and their

ability to be successful in an English class, in which the researcher was the teacher (see Table 2). A paired *t*-test was conducted of the difference in means of the questions pertaining to perceived self-efficacy and was found to be significant at a 95% confidence level ($t=2.2804$, $p<.05$). There was increased perceived self-efficacy for all the items in the survey. However, the questions that had the largest change were question 5, the student's perceived self-efficacy in the idea that they can pass the subject of English because they have the ability to do so (mean difference=.41); followed by question 4, the student's perceived self-efficacy in being confident they can record themselves reading a narrative (mean difference=.31), and question 3, the students' perceived self-efficacy about being confident in writing a narrative based on a life experience (mean difference= .24) (see Table 2 below).

Table 2.

<i>Perceived self-efficacy Before and After</i>		Before Mean	After Mean	Difference
Question 1	I can always manage to solve difficult problems if I try hard enough	3.66	3.72	0.07
Question 2	I am able to learn in English class	4.03	4.21	0.17
Question 3	I am confident I can write a narrative based on a life experience	3.38	3.62	0.24
Question 4	I am confident I can record myself reading a narrative	3.24	3.55	0.31
Question 5	I believe that I can pass English subject because I have the ability to do so	3.38	3.79	0.41
Question 6	I am confident that knowing how to read and write in both English and Spanish is important	3.59	3.72	0.14
Question 7	When faced with a new assignment that I am unfamiliar with, I can succeed in learning how to accomplish it	3.38	3.55	0.17

While the samples were too small for the statistical tests to be generalizable, it does show there were positive changes in the participants' perception of their academic performance, which aligns with other research studies that showed that the use of digital storytelling increases students learning motivation (Hung, Hwang, & Huang, 2012 and Yang & Wu, 2012), learning

attitude (Yoon, 2013) and it also demonstrates their increased perceived self-efficacy due to participating in the lesson about Community Cultural Wealth using digital storytelling, which engaged their cultural identity (Skinner & Hagood, 2008).

Research Question 2: Does the Use Of Digital Storytelling as a Teaching/Learning Intervention Improve LTEL Students' Writing?

Participants were given a pre- and post-writing assessment that was the ELPAC assessment. Again, students were assigned a number so their data would remain anonymous. In order to eliminate my bias, their writing tasks were sent to an English Learner teacher at a different school to be scored, then the scores were sent only to the researcher. Just as with the pre- and post-survey, all students took the pre and post writing assessment, there was no grade based on whether they took the assessments or not, and the only scores used in the data analysis were those of the students who signed the assent form and had parent's sign the consent form.

The pre- and post-writing assessments were writing tasks taken from the ELPAC (English Learner Proficiency Assessments of California) assessment, which is the assessment the participants are required to take in the Spring to determine if they are English proficient. Both the pre- and post-assessment were in the category of narrative writing to fit the digital storytelling project they created. The pre- and post-assessment measured their writing skills based on a rubric created by the ELPAC (see Table 3). A paired *t*-test was conducted of the

difference in means of the questions pertaining to the writing assessment scores and was found to be not significant at a 95% confidence level ($t=.2052$, $p=.8389$).

Table 3.
Practice ELPAC Narrative Writing Assessment

<i>Student Number</i>	Before Score	After Score	Difference
1	4	4	0
2	3	4	1
3	4	4	0
5	4	3	-1
7	4	4	0
8	4	4	0
10	2	2	0
13	4	3	-1
15	4	4	0
16	4	3	-1
18	3	4	1
19	2	3	1
22	3	4	1
27	3	2	-1
34	4	2	-2
36	3	4	1
37	2	2	0
42	4	2	-2
46	4	4	0
47	4	4	0

<i>Student Number</i>	Before Score	After Score	Difference
54	4	4	0
55	2	3	1
56	2	2	0
58	4	4	0
59	4	4	0
60	4	4	0
61	3	3	0
63	4	3	-1
66	3	3	0
72	2	4	2
Total Mean	3.37	3.33	-0.03

The sample was too small for the statistical test to be generalizable. The scores show that the digital storytelling lesson that included Community Cultural Wealth did not improve their writing ability for the practice ELPAC writing task. This finding is contrary to the research by Pardo (2014) and Azis and Husnawadi (2020) in which digital storytelling did improve the students' writing skills.

Summary

The data from this study has shown that the use of digital storytelling and Community Cultural Wealth increased the academic perceived self-efficacy in Long Term English Learner students, but it may not improve their writing ability for the ELPAC writing task they were given. The ability to learn about Community

Cultural Wealth and then create their own narrative based on one of the capitals within the theory improved students' own self-perception of what they are capable of as students. The writing of the narrative for the project, however, may not have an impact on their writing skills. Although the sample of students was small, the positive change in their self-perception could help them with some of their self-perceptions of not being able "to do" academics (Olsen, 2010).

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

This chapter includes the purpose of the study, an overview of the research, recommendations for educational leaders, the next steps for educational reform, recommendations for future research, the limitations of the study, and the conclusion.

Purpose of the Study

The purpose of this quantitative study was to determine if using a digital storytelling project intervention affected the academic perceived self-efficacy of LTEL students and also whether this intervention positively impacted the growth in their writing levels.

A Community Cultural Wealth framework was used as the narrative part of this intervention and was selected to be used in this study because the theory of Community Cultural Wealth, created by Dr. Yosso (2002, 2005, 2007,) (Yosso, Garcia, Burciaga & Solorzano), examined marginalized communities through an asset-based lens and their research on the capitals of marginalized communities identified the different capitals or strengths of the communities as a topic students could relate to in their acquisition of language and therefore, would give LTEL students an asset-based topic about which to write. As a result of their work, Community Cultural Wealth was selected for this study as an appropriate

framework that would resonate with the students in this digital storytelling project.

Overview

This quantitative quasi-experimental study examined whether the use of digital storytelling would impact the academic perceived self-efficacy of Long Term English Learners (LTEL). This study also explored if the writing for the digital story would improve the LTEL students' writing skills. The research participants were 30, 9th-grade LTEL students from three of the researcher's English Learner classes.

The research questions that guided this research were: 1) Does the use of digital storytelling as a teaching/learning intervention impact LTEL students' perceived self-efficacy in language acquisition in a significant way? 2) Does the use of digital storytelling as a teaching/learning intervention improve LTEL students' writing skills based on the ELPAC writing assessment in a significant way?

The participants first took a pre-perceived self-efficacy survey and a pre-writing assessment that was created by the ELPAC state test that all EL students must take at the end of the school year. After the pre-test, the students were taught the theory of Community Cultural Wealth using a close reading of the definition followed by a discussion of its meaning, as well as the familial, linguistic, and aspirational capital (Yosso, 2005). Once they were taught the concept of the capitals, they were tasked with writing their narrative based on

one of the capitals, about the strength of family and community, about the importance of knowing more than one language, or the ability to have hopes and dreams despite not having the means to achieve it at the moment. Once they wrote their narrative and worked on revising it with me, the researcher, they created a presentation, added personal images, narrated the presentation, and some students added music (DeGannaro, 2008; Robin, 2012). Once the presentations were complete, the students took a post-perceived self-efficacy survey and a post-writing task that was the same type as the pre-writing task. The pre and post-scores were analyzed to determine if digital storytelling and Community cultural wealth had a significant impact on their perceived self-efficacy and writing skills.

Recommendations for Educational Leaders

Perceived Self-efficacy Recommendations

The combination of both digital storytelling and Community Cultural Wealth should be implemented in the curriculum of LTEL students in order to improve their academic perceived self-efficacy. As previous research has shown, the use of digital storytelling increases student motivation such in the study by Hung, Hwang, and Huang (2012) where it was used in the area of science which led to higher problem-solving abilities. The study by Yang and Wu (2012) showed the difference in learning motivation in an experimental group that was taught with digital storytelling versus the control group that did not use digital storytelling.

Similar to this study, the study by Yang and Wu found the group that used digital storytelling had higher learning motivation. In the study by Yoon (2013) the researcher found that with the use of digital storytelling there was a positive effect on the participants' attitude about learning English. This current research expands on the prior research that showed digital storytelling improves student's academic perceived self-efficacy, especially the feeling of being able to pass the subject of English.

When creating curriculum or lessons for LTEL students, educators should consider teaching the theory of Community Cultural Wealth as it looks at the students' families, communities, and self through an asset-based lens (Yosso, 2001, 2005). While Community Cultural Wealth was not measured in this study, its use with digital storytelling resonated well in the classroom in which this study was conducted. Community Cultural Wealth is not known by many educators in the US; this researcher came to know it through classes in the doctoral program, however, if this framework started being used within one small school district, the use of CCW could potentially grow and spread out to other districts. Some LTEL students may not be successful in school (Olsen, 2010), and the use of Community Cultural Wealth, and centering themselves in the capitals (Yosso, 2001, 2005) may lead to an increase in perceived self-efficacy within the student academically.

Writing Skills Recommendations

Educators who teach or create a curriculum for English Learners should consider the use of digital storytelling projects for Long Term English Learners (LTEL). This would require teachers getting trained in the use of digital storytelling and its components. Many LTEL students have not acquired proficiency in their writing skills after years of participating in English Learner classes (Olsen, 2010). While participants writing scores were not significant in this research, within their perceived self-efficacy survey one of the biggest increases in score means was in that they felt they could write a narrative. For this reason, one recommendation would be to use digital storytelling multiple times and consistently throughout the school year to help students improve their writing proficiency, as the students who were learning another language did in the studies by Abdel-Hack and Helwa (2014). Their research also used a pre and post narrative assessment and instruction that included using digital storytelling to improve the participants writing skills and their study showed significant writing growth with university students in Egypt. Another study by Sarica and Usluel (2016) used a pre and post-writing skills assessment but spent 13 weeks, opposed to the four weeks spent for this research. Their research focused on the writing process and yielded a significant growth in the writing skills of primary-age students in Turkey.

Rahimi and Yadollahi (2017) also conducted a similar study and spent five months, twice a week, teaching high school students in Iran both the writing

process and digital storytelling process. Their study showed improved literacy skills from the pre- to post-assessment. Further, Pardo (2014) whose research included teaching 21 university participants in Spain the elements of digital storytelling found the participants showed improvement in grammar as one of the areas of growth. Similarly, Azis and Husnawadi (2020) conducted research that consisted of university participants in Indonesia creating a project about their country that included an essay and digital storytelling project. Their study found significant improvement in the students' writing skills from their pre-assessment to their post-assessment. In summary, all of the reviewed research showed digital storytelling improved writing proficiency and built skills in students learning a second language.

Further, it appears that by creating a digital story based on one of the Community Cultural Wealth capitals the students' perceived self-efficacy improved in all areas surveyed which were: 1) I can always manage to solve difficult problems if I try hard enough, 2) I am able to learn in English class, 3) I am confident I can write a narrative based on a life experience , 4) I am confident I can record myself reading a narrative, 5) I believe that I can pass English subject because I have the ability to do so, 6) I am confident that knowing how to read and write in both English and Spanish is important, and 7) When faced with a new assignment that I am unfamiliar with, I can succeed in learning how to accomplish it..

Next Steps for Educational Reform

Based on the results of this study, educators who teach LTEL students should be trained in the use of digital storytelling. Most of the research that has been done with the use of digital storytelling within the population of students learning another language has been conducted in other countries outside the United States (Abdel-Hack & Helwa, 2014, Azis & Husnawadi, 2020, Huang et al., 2017, Hung et al., 2012, Pardo, 2014, Rahimi & Yadollahi, 2017, Yang & Wu, 2012, Yoon, 2013). Given this lack of research using digital storytelling in the U.S., training should be done within California educational institutions so digital storytelling can be more widely used. Ideally trainings would occur in teacher educations course for EL students. But more realistically, training can be done at the educational technology conferences such as CUE (Computer Using Educators), which is within the State, Google Ed Camps within the region educators teach, or ISTE (International Society for Technology in Education), which is a national conference. Those teachers who have been trained can train educators at the sites they work, or at the district level. Digital storytelling led to a higher academic perceived self-efficacy, and a higher perceived self-efficacy belief that participants had the ability to write a narrative in all its research studies that were included in the literature review. Both the use of digital storytelling and community cultural wealth may help the LTEL student to reclassify out of the English Learner label.

Community Cultural Wealth should be taught to EL educators as an EL methodology in addition to digital storytelling to improve students' academic perceived self-efficacy and a belief in the students' own writing skills. Training can start on a small scale with educators like myself doing trainings within the district, and then gain momentum for additional training within the EL curriculum. A conference that would reach educators that specifically teaches English Learners is CAFE (California Association for Bilingual Education). Through this conference, the theory of Community Cultural Wealth can be shared, as well as the tools and lessons needed to teach digital storytelling.

As a result of digital storytelling and Community Cultural Wealth being shared at the various conferences the information, findings, and lessons from this and other similar research can be disseminated as a basis to encourage its use for more LTEL students to aid in their reclassification out of the EL label in public school.

Recommendations for Future Research

Based on the findings from this study, future research should include a qualitative component and include open-ended interview questions about students' thoughts, especially if in a time of stress, like a pandemic. In this study, students were stressed for a variety of reasons including some participating in having had COVID during the school year and being behind in school work, classmates coming in and out of class because they were sick with COVID, as

well as the stress of keeping their masks on and trying to stay healthy. All students in the study were present the majority of the time, but may have had other issues on their mind. Also included in the future research should be open-ended questions to also explore their issues, beliefs and feelings about using digital storytelling and Community Cultural Wealth as a learning tool. These questions may provide a rich understanding of how these tools impact their ability to acquire English.

Based on this study, another recommendation is to replicate the study at a different time in the school year, possibly not the last month of the semester when students are feeling pressure to finish and pass all their classes. Implementing the study at a different time of the year may help determine if the timing of instruction had an impact on the students writing scores in this study specifically, why they did not improve. The participants in this research not improving in their writing scores is contrary to past research on writing relating to digital storytelling such as Abdel-Hack and Helwa (2014) whose study found writing skills significantly improved for the university students in Egypt who were taught to use digital storytelling in their learning to write in English. Azis and Husnawadi's (2020) research also showed significant growth of the writing skills of university students in Indonesia after they took a writing class and had to create a class project using digital storytelling. Pardo's (2014) participants were university students from Spain and their writing proficiency showed significant improvement using the elements and process of creating a digital story. Rahimi

and Yahollahi (2017) whose study used junior high participants in Iran who were taught both the writing process and digital storytelling and were asked to create a digital story on a topic that interested them had a significant difference on the writing skills from the pre-writing assessment to the post writing assessment. Finally, the research done by Sarica and Usluel (2016) was with primary age students in Turkey showed significant growth in writing skills after students spent 13 weeks creating a digital storytelling project.

In summary, educators should spend more time learning about and discussing Community Cultural Wealth (Yosso 2002, 2005) and the digital storytelling tool so students have a better understanding of the theory and have more options to write their narratives, which may engage them more and produce an improvement in their writing skills.

Limitations of Study

Doing the research during a pandemic was a limitation. Due to COVID 19, out of the 70 eligible students in my classes for the research, only 30 were able to complete both the pre- and post-survey and writing assessment, the other 40 missed the pre-survey and assessment or the post-survey and assessment, or both or they were absent too long to participate.

The pre- and post-perceived self-efficacy survey and writing assessments, as well as the instruction, were all conducted in the last four weeks of the semester. The students have six other classes besides the one that included the

research and further, they needed to work on late work, study for finals, and eventually, take their finals. This demand on their time could have contributed to their lack of attention or concentration in the post-writing assessment.

Conclusion

The purpose of this study was to determine if creating a digital storytelling project utilizing the lens of Community Cultural Wealth and the capitals of their families and communities affected the academic perceived self-efficacy and improved the writing skills of Long Term English Learners. The need for this study was centered on the fact that English Learner (EL) students who have been labeled as EL for more than 7+ years and have gone through the educational system that has apparently been inadequate in meeting the learning needs of the EL student (Callahan & Shifrer, 2016). There needs to be programs identified and used to fulfill their academic needs (Flores et al., 2015). This study was meant to show that using digital storytelling with a framework of Community Cultural Wealth would improve their academic perceived self-efficacy and writing skills. The students also have to take a stage language proficiency assessment at the end of every school year and this study was also used to determine if writing the narrative and revising it with the researcher would improve their ELPAC writing tasks.

The finding of this study showed that the creation of the digital story using the framework of Community Cultural Wealth capitals as the students' narrative

topic did improve the students' perceived self-efficacy, especially in the areas of the student's belief they can pass the subject of English, they can record themselves reading a narrative and they can write a narrative. Though this study did not yield all the results of past research, the knowledge gained about the LTEL population, about digital storytelling and about Community Cultural Wealth will guide this researcher's and colleagues' teaching of LTEL students, and perhaps provide a venue at this school district to show educators the benefits of digital storytelling and Community Cultural Wealth.

APPENDIX A
PRE-POST SELF EFFICACY SURVEY

Statement	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
I can always manage to solve difficult problems if I try hard enough (Romppel et al., 2013)					
I am able to learn in English class					
I am confident I can write a narrative based on a life experience					
I am confident I can record myself reading a narrative					
I believe that I can pass English subject because I have the ability to do so (Dullas, 2018)					
I am confident that knowing how to read and write in both English and Spanish is important					
When faced with an new assignment that I am unfamiliar with, I can succeed in learning how to accomplish it					

APPENDIX B
PRE-WRITING ASSESSMENT FROM THE ELPAC TEST
(California Department of Education, 2021)

In the following box, you are going to write a paragraph in English about your personal experience.

Think about a time when you tried a new activity for the first time. Describe the activity. Where were you? What did you do?

- Your paragraph should include at least three complete sentences and should have a beginning sentence, a middle sentence and an end sentence.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

APPENDIX C
POST-WRITING ASSESSMENT FROM THE ELPAC TEST
(California Department of Education, 2021)

In the following box, you are going to write a paragraph in English about your personal experience.

Write about a time you had to communicate with someone you couldn't understand. Who did you have to communicate with and why? What could you not understand about the person? How did you communicate with the person?

- Your paragraph should include at least three complete sentences and should have a beginning sentence, a middle sentence and an end sentence.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

APPENDIX D
WRITING ASSESSMENT RUBRIC FROM THE ELPAC TEST
(California Department of Education, 2021)

Score	Descriptors	Exemplars
4	<ul style="list-style-type: none"> • The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. <ul style="list-style-type: none"> • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling and punctuation may be present, but they do not impede meaning. • The response includes a paragraph of at least three sentences. 	<p>“One day my friend and I went water skiing on his boat. It was early in the morning. We were on a lake. It was hard for me, and I fell down a lot. I could not stand up. Finally, I got up skiing. We had picnic on the boat. It was fun. After we were done, my legs hurt. I wish I had a boat. When I grow up, I will buy one.”</p>
3	<ul style="list-style-type: none"> • The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. <ul style="list-style-type: none"> • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling and punctuation may impede meaning at times. • The response includes at least two sentences. 	<p>“A activity I have is my friend get some game on the his computer. His game was shooting game, we play all day. I never did this game before. We played all day and had dinner from his mom.”</p>
2	<ul style="list-style-type: none"> • The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. • The response is somewhat coherent. <ul style="list-style-type: none"> • Errors and limitations in grammar and word choice impede the overall meaning. • Errors in spelling and punctuation frequently impede meaning. • The response includes at least one sentence. 	<p>“I tried a bicycle. When I am 7 years old, I tried wit my dad. I fell down.”</p>
1	<ul style="list-style-type: none"> • The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. • The response lacks coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. 	<p>“I did bas bal. Bat som”</p>
0	<ul style="list-style-type: none"> • Response contains no English, does not relate to the prompt, or includes only “I don’t know.” 	<p>No response provided</p>

APPENDIX E
ADMINISTRATION CONSENT

INFORMED CONSENT

The impact of digital storytelling on LTEL students' self efficacy about english language acquisition, writing and speaking proficiency.

PURPOSE: Theresa Gonzales, Doctoral candidate in educational leadership at California State University, San Bernardino, would like to conduct a research study. This study's purpose is to determine if creating a digital storytelling project utilizing the lens of Community Cultural Wealth will affect the academic perceived self-efficacy of Long Term English Learners

Expected results include the understanding of the student's self efficacy before and after doing the digital storytelling activity about second language acquisition. It will also measure writing growth based on the English Language Proficiency Assessment for California (ELPAC) rubric.

DESCRIPTION: I would like to have students create digital storytelling projects based on the asset based theory of Community Cultural Wealth to see if it affect their self efficacy about learning a second language, as well as improving their writing and listening skills based on the ELPAC state test, which tests the Long Term English Learners (LTEL) English proficiency each school year.

PARTICIPATION: Student participation will occur in my English Language Development class, Academic English I. The students that are LTEL students will be the students I will look at for my data collection, once they acquire parent permission. There is no risk for the students to participate due to the fact I will be collecting data based on numbers not on names or other identifiable information.

CONFIDENTIAL: I will do everything to protect the confidentiality of the students. Specifically, the students' real name will never be used. Pseudonyms will be used for the student, the high school and any faculty member, etc. All efforts will be used to protect confidentiality, any data collected will be kept under lock and key and in a password protected personal computer, not the computer provided by the school.

DURATION: The extent of the student's participation would include 10 class periods which are 55 minutes each. This will include the pre-efficacy assessment and the pre and post-writing assessment, the digital storytelling activity, followed by the post-self efficacy assessment and post writing and speaking assessment.

RISKS: I know of no foreseeable risk or discomfort to students' participating in this research study. I will be the only person to see the digital stories unless I get permission to share with other faculty.

CONTACT: If you should have any questions regarding this study, please contact Theresa Gonzales at theresa.gonzales@puhsd.org or 831-224-3489. For answers to questions about the research and research subject rights, or in the event of a research related injury please contact Dr. Sharon Brown-Welty, at sharonb@csusb.edu or 909-537-8274. You may also contact CSU San Bernardino's IRB compliance officer, Michael Gillespie, at 909-537-7588 or mgillesp@csusb.edu.

RESULTS: This study will be published as part of Theresa Gonzales' dissertation. Likewise, it may be disseminated through various outlets including conference presentations and publications. Findings will be published online through ScholarWorks, an online institutional repository for California State University, San Bernardino.

CONFIRMATION STATEMENT: I have read the above information and agree to allow Theresa Gonzales to conduct her research in her English Language Development classes in Fall 2021.

SIGNATURE:

Signature: _____



Date: _____

4/5/2021

APPENDIX F
PARENT CONSENT FORM IN ENGLISH

PARENT INFORMED CONSENT

The impact of digital storytelling on LTEL students' self efficacy about english language acquisition, writing and speaking proficiency.

PURPOSE: Theresa Gonzales, Doctoral Candidate in Educational Leadership at California State University, San Bernardino, would like to conduct a research study in her Academic English class, your students X, X, or X period. This study's purpose is to determine if creating a digital storytelling project utilizing the lens of Community Cultural Wealth will affect the academic perceived self-efficacy of Long Term English Learners

Expected results include the understanding of the student's self efficacy before and after doing the digital storytelling activity about second language acquisition. It will also measure writing growth based on the English Language Proficiency Assessment for California (ELPAC) rubric. This is the test your student takes at the end of every school year.

DESCRIPTION: I would like to have your student create digital storytelling projects based on the asset based theory of Community Cultural Wealth to see if it will affect their self efficacy about learning a second language, as well as improving their writing skills based on the ELPAC state test, which tests the Long Term English Learners (LTEL) English proficiency each school year.

PARTICIPATION: Student participation will occur in my English Language Development class, Academic English I, period X, X or X.. The students that are LTEL students will be the students I will look at for my data collection, once they acquire parent/guardian permission. There is no risk for the students to participate due to the fact I will be collecting data based on numbers not on names or other identifiable information.

CONFIDENTIAL: I will do everything to protect the confidentiality of the students. Specifically, the students' real name will never be used. Pseudonyms will be used for the student, the high school and any faculty member, etc. All efforts will be used to protect confidentiality, any data collected will be kept under lock and key and in a password protected personal computer, not the computer provided by the school.

DURATION: The extent of the student's participation would include 10 class periods which are 55 minutes each. This will include the pre-efficacy assessment

and the pre and post-writing assessment, the digital storytelling activity, followed by the post-self efficacy assessment and post writing and speaking assessment.

RISKS: I know of no foreseeable risk or discomfort to students' participating in this research study. I will be the only person to see the digital stories unless I get permission to share with other faculty.

CONTACT: If you should have any questions regarding this study, please contact Theresa Gonzales at theresa.gonzales@puhsd.org or 831-224-3489. For answers to questions about the research and research subject rights, or in the event of a research related injury please contact Dr. Sharon Brown-Welty, at sharonb@csusb.edu or 909-537-8274. You may also contact CSU San Bernardino's IRB compliance officer, Michael Gillespie, at 909-537-7588 or mjillesp@csusb.edu.

RESULTS: This study will be published as part of Theresa Gonzales' dissertation. Likewise, it may be disseminated through various outlets including conference presentations and publications. Findings will be published online through ScholarWorks, an online institutional repository for California State University, San Bernardino.

CONFIRMATION STATEMENT: I have read the above information and agree to let my student participate in your study.

SIGNATURE:

Signature: _____ Date: _____

APPENDIX G
PARENT CONSENT FORM IN SPANISH

CONSENTIMIENTO INFORMADO

El impacto de la narración digital en la autoeficacia de los estudiantes de LTEL sobre la adquisición del idioma inglés, la escritura y el dominio del habla.

PROPÓSITO: Theresa Gonzales, candidata a doctorado en liderazgo educativo en la Universidad Estatal de California, San Bernardino, le gustaría realizar un estudio de investigación en su clase de inglés académico, sus estudiantes en el período X, X o X. El propósito de este estudio es determinar si la creación de un proyecto de narración digital utilizando la lente de la riqueza cultural comunitaria afectará la autoeficacia académica de los aprendices de inglés a largo plazo.

Los resultados esperados incluyen la comprensión de la autoeficacia del estudiante antes y después de realizar la actividad de narración digital sobre la adquisición de un segundo idioma. También medirá el crecimiento en escritura basado en la rúbrica de Evaluación de Dominio del Idioma Inglés para California (ELPAC). Este es el examen que toma su estudiante al final de cada año escolar.

DESCRIPCIÓN: Me gustaría que su estudiante creara proyectos de narración digital basados en la teoría basada en activos de la riqueza cultural comunitaria para ver si afectará su autoeficacia para aprender un segundo idioma, así como mejorar sus habilidades de escritura según el estado de ELPAC. prueba, que evalúa el dominio del inglés de los Estudiantes de inglés a largo plazo (LTEL) cada año escolar.

PARTICIPACIÓN: La participación de los estudiantes ocurrirá en mi clase de Desarrollo del Idioma Inglés, Inglés Académico I, período X, X o X .. Los estudiantes que son estudiantes LTEL serán los estudiantes que buscaré para mi recopilación de datos, una vez que adquieran padre / tutor permiso. No hay riesgo de que los estudiantes participen debido al hecho de que recopilare datos basados en números, no en nombres u otra información identificable.

CONFIDENCIAL: Haré todo lo posible para proteger la confidencialidad de los estudiantes. Específicamente, nunca se usará el nombre real de los estudiantes. Se utilizarán seudónimos para el estudiante, la escuela secundaria y cualquier miembro de la facultad, etc. Se utilizarán todos los esfuerzos para proteger la confidencialidad, los datos recopilados se mantendrán bajo llave y en una

computadora personal protegida con contraseña, no la computadora proporcionada por la escuela.

DURACIÓN: El grado de participación del estudiante incluiría 10 períodos de clase de 55 minutos cada uno. Esto incluirá la evaluación previa a la eficacia y la evaluación previa y posterior a la escritura, la actividad de narración digital, seguida de la evaluación posterior a la autoeficacia y la evaluación posterior a la escritura y el habla.

RIESGOS: No conozco ningún riesgo o incomodidad previsible para los estudiantes que participan en este estudio de investigación. Seré la única persona que vea las historias digitales a menos que obtenga permiso para compartirlas con otros profesores.

CONTACTO: Si tiene alguna pregunta sobre este estudio, comuníquese con Theresa Gonzales en theresa.gonzales@puhsd.org o al 831-224-3489. Para obtener respuestas a preguntas sobre la investigación y los derechos de los sujetos de investigación, o en el caso de una lesión relacionada con la investigación, comuníquese con la Dra. Sharon Brown-Welty, a sharonb@csusb.edu o al 909-537-8274. También puede comunicarse con el oficial de cumplimiento de IRB de CSU San Bernardino, Michael Gillespie, al 909-537-7588 o mgillesp@csusb.edu.

RESULTADOS: Este estudio se publicará como parte de la disertación de Theresa Gonzales. Asimismo, podrá difundirse a través de diversos medios, incluidas presentaciones de conferencias y publicaciones. Los hallazgos se publicarán en línea a través de ScholarWorks, un repositorio institucional en línea de la Universidad Estatal de California, San Bernardino.

DECLARACIÓN DE CONFIRMACIÓN: He leído la información anterior y acepto que mi estudiante participe en su estudio.

FIRMA: _____

Fecha de firma: _____

APPENDIX H
LESSON PLAN FOR COMMUNITY CULTURAL WEALTH DIGITAL
STORYTELLING PROJECT

Community Cultural Wealth Digital Storytelling Project

Day	Project	Materials Needed
Day One	Pre-Self Efficacy Survey Pre-Writing Task	<i>See attached documents</i>
Day Two and Three	Teach Students the concepts of Community Cultural Wealth using various types of media	<p><i>Deconstruct the theory as a close reading (students will each get a handout with the following definition to read and understand together):</i></p> <p><i>Community Cultural Wealth is a theory that examines a community that is typically viewed through a deficit or asset based lens. Community Cultural Wealth “demonstrates that community cultural wealth is an array of knowledge, skills, abilities and contacts possessed and utilized by Communities of Color to survive and resist...forms of oppression” according to Dr. Tara Yosso.</i></p>
	Aspirational Capital-Aspirational Capital is the ability to have and maintain hopes and dreams despite obstacles. It is a resiliency in the community to allow themselves to create goals and have dreams that are beyond their present circumstances, even if they do not have the means at the moment to make them happen.	<i>Classroom interview of a former student who now owns her own business at 23. Will occur via Google Meets.</i>

<p>Navigational Capital-Navigational Capital is the ability to maneuver through the social institutions that are not created with 'Communities of Color in mind.' This capital is the ability of people to navigate through paths such as higher education, and the educational system, etc. Navigational Capital helps the individual to use social networks, resilience, and perseverance to work their way through a system that was not constructed for them.</p>	<p><i>Classroom interview of a former student who now owns her own business at 23. Will occur via Google Meets.</i></p>
<p>Linguistic Capital-Linguistic Capital is the ability to communicate in more than one language and the skills that come with that, both socially and intellectually. This capital arises from being able to speak more than one language and the connections to cultural history and language. This capital also looks at the storytelling skills the community may have in regards to oral histories from their culture.</p>	<p><i>Tik Tok Videos:</i></p> <p>https://www.tiktok.com/@thecrazygorilla/video/6784238238329539846</p> <p><i>Tweets about translating for parents:</i></p> <p>https://www.huffpost.com/entry/translating-immigrant-parents-kids_n_5a43e516e4b06d1621b6948e</p>
<p>Familial Capital-Familial Capital refers to the sense of community and family and cultural knowledge that families and communities share. This capital includes more than the immediate family and passes into the extended family, community, and the kinship and ties that these communities have with each other. This capital provides the 'caring, coping and providing of emotional, moral and</p>	<p><i>Excerpt from "Always Running" by Luis Rodriguez</i></p> <p><i>We were on the way to the Union train station in downtown L.A. We had our few belongings stuffed into the trunk and underneath our feet. I gently held on to one of the comic books Mama bought to keep us entertained. I had on</i></p>

	<p>educational consciousness' of the family and community.</p>	<p><i>my Sunday best clothes with chewed gum stuck in a coat pocket. It could have been Easter, but it was a weeping November. I don't remember for sure why we were leaving. I just knew it was a special day. There was no fear or concern on my part. We were always moving. I looked at the newness of the comic book and felt some exhilaration of its feel in my hand. Mama had never bought us comic books before. It had to be a special day.</i></p> <p><i>For months we had been pushed from one house to another, just Mama and us children. Mom and Dad had split up prior to this. We stayed at the homes of women my mom called comadres, with streams of children of their own. Some nights we slept in a car or in the living rooms of people we didn't know. There were no shelters for homeless families. My mother tried to get us settled somewhere but all indications pointed to our going back to the land of her birth, to her red earth, her Mexico.</i></p> <p><i>The family consisted of my father Alfonso, my mom Maria Estela, my older brother, José René, and my younger sisters,</i></p>
--	--	--

		<p><i>Ana Virginia and Gloria Estela. I recall my father with his wavy hair and clean-shaven face, his correct, upright and stubborn demeanor, in contrast to my mother who was heavy-set with Native features and thick straight hair, often laughing heartily, her eyes narrowed to slits, and sometimes crying from a deep tomb-like place with a sound like swallowing mud.</i></p> <p><i>As we got closer to the Union station, Los Angeles loomed low and large, a city of odd construction, a good place to get lost in. I, however, would learn to hide in imaginative worlds—in books; in TV shows, where I picked up much of my English; in solitary play with mangled army men and crumpled toy trucks. I was so withdrawn it must have looked scary.</i></p>
	<p>Resistant Capital-Resistant capital is the capital that challenges inequality. This capital is 'grounded in the legacy of resistance' and is, parents of color consciously instructing children to challenge the status quo and people of color challenging unequal conditions. This capital requires those participating in it to understand the oppressions happening to them and their community and actively resisting it.</p>	<p><i>PBS Video on Los Angeles Walkouts of the 1960's:</i></p> <p>https://www.pbs.org/video/latin-o-americans-los-angeles-walk-out/</p>

Day 4-5	Students will pick one of the capitals as their focus and will create and write a narrative around the capital of their choice. No specific length required but must have a beginning, middle and end of the narrative.	<i>Will write their stories in Google Docs for easier revisions.</i>
	Students will turn this in for editing and will revise based on comments by the teacher.	
Day 6-11	Students will create their digital storytelling project using Google Slides. They will add images and music to their slides.	<i>Students will use Google Slides to create projects. Students have prior knowledge of the use of slides.</i>
	Once the images and music is added, students will use the Screencastify extension to narrate their narrative over their images and music. (Sharing out will occur after the research part of the project is conducted)	<i>Students will use the Screencastify extension to record themselves reading their narrative. Students have prior knowledge in the use of Screencastify.</i>
Day 12	Post-Self Efficacy Survey Post-Writing Task	<i>See attached documents</i>

APPENDIX I
IRB APPROVAL

November 8, 2021

CSUSB INSTITUTIONAL REVIEW BOARD

Full Board Review

IRB-FY2022-10

Status: Approved

Prof. Sharon Brown-Welty and Ms. Theresa Gonzales
Palm Desert Campus, COE- Doctorate in Education Program
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Prof. Brown-Welty and Ms. Gonzales:

Your application to use human subjects, titled “Does the use of digital storytelling affect the self-efficacy and writing ability of Long Term English Learners?” has been reviewed and approved by the Institutional Review Board (IRB) of CSU, San Bernardino. The CSUSB IRB has weighed the risk and benefits of the study to ensure the protection of human participants. The study is approved as of November 8, 2021 through November 8, 2022. The study will require an annual review unless your study is completed by the 1 year approval expiration time. If you need to continue the study you can submit the annual renewal form using the Cayuse IRB System.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

If your study is closed to enrollment, the data has been de-identified, and you're only analyzing the data - you may close the study by submitting the Closure Application Form through the Cayuse Human Ethics (IRB) system. The Cayuse system automatically reminds you at 90, 60, and 30 days before the study is due for renewal or submission of your annual report (administrative check-in). The modification, renewal, study closure, and unanticipated/adverse event forms are located in the Cayuse system with instructions provided on the IRB Applications, Forms, and Submission Webpage. Failure to notify the IRB of the

following requirements may result in disciplinary action. Please note a lapse in your approval may result in your not being able to use the data collected during the lapse in the application's approval period.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

Failure to notify the IRB of the above requirements can result in disciplinary action. You are required to keep copies of the IRB approval letter, informed consent forms, and maintain the data for at least three years. The stored data should be stripped of all personal identifiers to ensure the protection and security of all participant information.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number IRB-FY2022-10 in all correspondence.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

REFERENCES

- Abdel-Hack, D. E. M. (2014). Using digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skills among EFL majors at faculty of education. *International Research Journal*, 5(1), 34.
- Academic performance and outcomes for English learners*. (n.d.). Retrieved March 1, 2020, from <https://www2.ed.gov/datastory/el-outcomes>
- Azis, Y. A., & Husnawadi. (n.d.). Collaborative digital storytelling-based task for EFL writing instruction: outcomes and perceptions. *The Journal of AsiaTEFL*, 17(2), 562–579.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248-287.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*: New York, NY: W.H. Freeman
- Barret, H. (2006). *Researching and evaluating digital storytelling as a deep learning tool*.
<http://electronicportfolios.com/portfolios/SITESTorytelling2006.pdf>
- Bouffard-Bouchard, T., Parent, S., & Larive, S. (1991). Influence of self-efficacy on self-regulation and performance among junior and senior high-school aged students. *International Journal of Behavioral Development*, 14, 153-164.

California Department of Education. (2021). *ELPAC Home*. ELPAC.

<https://www.elpac.org/>

California Department of Education. (2021). *ELPAC Practice and Training Tests*.

<https://www.elpac.org/resources/practicetests/#practice-training-tests>

California Department of Education, Ong, F., McLean, J., California, & State Board of Education. (2014). *California English language development standards: kindergarten through grade twelve*. California Department of Education.

Callahan, R. M., & Shifrer, D. (2016). Equitable access for secondary English learner students: course taking as evidence of EL program effectiveness. *Educational Administration Quarterly*, 52(3), 463–496.

Collins, D. (2003). Pretesting survey instruments: an overview of cognitive methods. *Quality of Life Research*, 12(3), 229–238.

Content Validity. (2010). In N. Salkind, *Encyclopedia of Research Design*. SAGE Publications, Inc. <https://doi.org/10.4135/9781412961288.n74>

Convenience Sampling. (2008). In P. Lavrakas, *Encyclopedia of survey research methods*. Sage Publications, Inc.

<https://doi.org/10.4135/9781412963947.n105>

Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco, CA: Jossey-Bass Publishers.

- Creswell, J. (2014). *Research design* (4th Edition). SAGE.
- Dabach, D. B. (2014). "I am not a shelter!": Stigma and social boundaries in teachers' accounts of students' experience in separate "sheltered" English learner classrooms. *Journal of Education for Students Placed at Risk*, 19(2), 98–124.
- DeGennaro, D. (2008). The dialectics informing identity in an urban youth digital storytelling workshop. *E-Learning and Digital Media*, 5(4), 429–444.
<https://doi.org/10.2304/elea.2008.5.4.429>
- Delgado, R., Stefancic, J., & Press, T. U. (2000). *Critical race theory: The cutting edge*. Temple University Press.
- Dullas, A. R. (2018). The development of academic self-efficacy scale for Filipino junior high school students. *Frontiers in Education*, 3.
<https://doi.org/10.3389/feduc.2018.00019>
- Elsbree, A. R., Hernández, A. M., & Daoud, A. (2014). Equitable instruction for secondary Latino English learners: Examining critical principles of differentiation in lesson design. *Association of Mexican American Educators Journal*, 8(2), 5–16.
- Estrada, P., & Wang, H. (2018). Making English learner reclassification to fluent English proficient attainable or elusive: when meeting criteria is and is "not" enough. *American Educational Research Journal*, 55(2), 207–242.

Every student succeeds act (ESSA) | U.S. Department of Education. (n.d.).

Retrieved June 22, 2020, from <https://www.ed.gov/essa?src=rn>

Flores, E., Painter, G., Harlow-Nash, Z., Pachon, H., & Tomas Rivera Policy Institute. (2009). *Que pasa?: are English language learning students remaining in English learning classes too long?* policy brief. Tomas Rivera Policy Institute.

Glesne, C. (2016). *Becoming qualitative researchers* (Fifth Edition). Pearson.

Gyabak, K., & Godina, H. (2011). Digital storytelling in Bhutan: A qualitative examination of new media tools used to bridge the digital divide in a rural community school. *Computers & Education*, 57(4), 2236–2243.

Hill, L. E., Weston, M., Hayes, J. M., & Public Policy Institute of California. (2014). *Reclassification of English learner students in California* (Public Policy Institute of California. 500 Washington Street Suite 800, San Francisco, CA 94111. Tel: 415-291-4400; Fax: 415-291-4401; Web site: <http://www.ppic.org>). Public Policy Institute of California.

Huang, Y.-Y., Liu, C.-C., Wang, Y., Tsai, C.-C., & Lin, H.-M. (2017). Student engagement in long-term collaborative EFL storytelling activities: an analysis of learners with English proficiency differences. *Journal of Educational Technology & Society*, 20(3), 95–109. JSTOR.

Hung, C.-M., Hwang, G.-J., & Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-

solving competence and learning achievement. *Journal of Educational Technology & Society*, 15(4), 368–379. JSTOR.

Ladson-Billings, G. (1995.). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7–24.

Linquanti, R. & University of California Linguistic Minority Research Institute (UC LMRI). (2001). *The redesignation dilemma: challenges and choices in fostering meaningful accountability for English learners*. Policy Report 2001-1 (University of California Linguistic Minority Research Institute). University of California Linguistic Minority Research Institute.

Lynn, M., & Dixson, A. D. (2013). *Handbook of critical race theory in education*. Routledge.

Menken, K., Kley, T., & Chae, N. (2012). Spotlight on “long-term English language learners”: Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal*, 6(2), 121–142.

Mullins, L. A. (2019). Evaluating target language reading self-efficacy scales: applying principles gleaned from Bandura's writings. *Reading Matrix: An International Online Journal*, 19(2), 1–12.

- Okhremtchouk, I. S., Archibeque, R., Clark, A., Baca, E. C., & Sellu, G. S. (2016). Sentenced for life: an analysis of district reclassification criteria for English language learners in California. *AERA Online Paper Repository*.
- Olsen, L. O. P. (2010). *reparable harm fulfilling the unkept promise of educational opportunity for California's long term English learners*.
- Pajarries, F. (n.d.). *Current directions in self-efficacy research*. Retrieved February 20, 2021, from [https://www.dynaread.com/current-directions-in-perceived self-efficacy-research](https://www.dynaread.com/current-directions-in-perceived-self-efficacy-research)
- Pardo, B. S. (2014). Digital storytelling: A case study of the creation, and narration of a story by EFL learners. *Digital Education Review*, 0(0), 74–84. <https://doi.org/10.1344/der.2014.0.74-84>
- Rahimi, M., & Yadollahi, S. (2017). Effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. *Cogent Education*, 4(1), 1285531. <https://doi.org/10.1080/2331186X.2017.1285531>
- Robin, B. (2006). *The educational uses of digital storytelling* (pp. 709–716). Presented at the Society for Information Technology & Teacher Education International Conference, Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/22129/>
- Romppel, M., Herrmann-Lingen, C., Wachter, R., Edelmann, F., Düngen, H.-D., Pieske, B., & Grande, G. (2013). A short form of the general self-efficacy

- scale (GSE-6): Development, psychometric properties and validity in an intercultural non-clinical sample and a sample of patients at risk for heart failure. *Psycho-Social Medicine*. <https://doi.org/10.3205/psm000091>
- Ribeiro, S. (2015). Digital storytelling: an integrated approach to language learning for the 21st century student. *Teaching English with Technology*, 15(2), 39–53.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220–228.
- Robin, B. R., & McNeil, S. G. (2012). What educators should know about teaching digital storytelling. *Digital Education Review*, (22), 37–51.
- Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd Edition). SAGE.
- Sarıca, H. Ç., & Usluel, Y. K. (2016). The effect of digital storytelling on visual memory and writing skills. *Computers & Education*, 94, 298–309. <https://doi.org/10.1016/j.compedu.2015.11.016>
- Skinner, E., & Hagood, Margaret. (2008). Developing literate identities with English language learners through digital storytelling: EBSCOhost. *The Reading Matrix*, 8(2), 12–38.
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African

American college students. *The Journal of Negro Education*, 69(1/2), 60–73.

Solórzano, D. G., & Yosso, T. J. (n.d.). *Critical race methodology: counter-storytelling as an analytical framework for education research*, 22.

Statistics how to. (2021). *T Test (Student's T-Test): Definition and Examples*.

Statistics How To. <https://www.statisticshowto.com/probability-and-statistics/t-test/>

Thompson, K. D. (2015). *Questioning the long-term English learner label: How categorization can blind us to students' abilities*. *Teachers College Record*, 117(12).

Trevino, L. K., & Webster, J. (1992) Flow in computer-mediated communication: electronic mail and voice mail evaluation and impacts. *Communication Research*, 19(5), 539-573.

Tsou, W., Wang, W., & Tzeng, Y. (2006). Applying a multimedia storytelling website in foreign language learning. *Computers & Education*, 47(1), 17–28. <https://doi.org/10.1016/j.compedu.2004.08.013>.

Yang, Y.-T. C., & Wu, W.-C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education*, 59(2), 339–352.

<https://doi.org/10.1016/j.compedu.2011.12.012>

- Yoon, T. (2013). Are you digitized? Ways to provide motivation for ELLs using digital storytelling. *International Journal of Research Studies in Educational Technology*, 2(1), 1–10.
- Yosso, T. J. (2005). *Critical race counterstories along the Chicana/Chicano educational pipeline* (1 edition). Routledge.
- Yosso, T. J. (2002). Toward a critical race curriculum. *Equity & Excellence in Education*, 35(2), 93–107.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69–91.
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329-339.
- Zimmerman, B. J. (1990). Self-regulating academic learning and achievement: The emergence of a social cognitive perspective. *Educational Psychology Review*, 2, 173-201.
- Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-Regulation of Learning and Performance: Issues and Educational Implications* (pp. 3-21). Hillsdale, NJ: Erlbaum.
- Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in Changing Societies* (pp. 202-231). New York: Cambridge University Press.

Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862.