Digital storytelling implementation for enhancing English students' communication skills

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Abstract. The subject of the current research is to demonstrate how digital storytelling empowers English students' communication skills. The purpose of the study is to reveal how multimedia tools can empower students to learn digital storytelling. The objective of the article is to demonstrate how digital storytelling could be integrated into a variety of activities in foreign language class. The article provides information about the communication skills formed with the help of digital narration, software tools; about the correlation of web applications with presentation forms and multimedia resources. It presents services enabling one to create digital narration with varying extent of multimedia presentation. This article presents an overview of digital storytelling. The authors prove that various genres including poetry can be used to develop English language students' communication skills through digital storytelling.

Keywords: digital storytelling, digital story, planned communication skills, multimedia tools

Introduction

Digital storytelling has become a powerful instructional tool in foreign language acquisition. The emergence of different educational tools allows foreign language teachers to integrate information and communication technologies in a classroom environment. Evidence shows that, despite the debates over effective incorporation, today's learners keep using emerging technologies in their private lives. The modern development of our society uncovers the compelling evidence over the fact that students are considered not information gathering, but information creating. Scientists advocate that today's learners can create a lot of stories on every topic imaginable expressing a particular point of view [1–3].

The studies on the educational environment put emphasis on the fact that communication nowadays has become not "one-to-many," but "many-to-many" communication. It became apparent that the topics of the learner's generation cover such topics as computer games, music, video, and pictures. Due to the above-mentioned peculiarities, educators are able to select the appropriate learning technologies and enhance foreign languages teaching.

Digital storytelling empowers foreign language students to develop their communication skills using the multimedia technology and enables them to tell stories in their own voices and words. Digital storytelling, empowering learners to convey different kinds of information to the audience [4–6], is viewed as one of the effective learning tools in teaching speaking and writing skills in foreign language environment [7]. Some

researches highlight the benefits of digital storytelling in developing foreign language students' motivation and fostering their autonomy in learning foreign languages [2, 6–8]. There have been several studies that point out the efficacy of this multimedia tool in building and developing speaking skills in a foreign language classroom [2, 9].

Foreign language learning in a secondary school is being dramatically changed, which results from the adoption of the new Federal State Standard of General Education (FSSGE) in the Russian education system. FSSGE directs the learning process towards a systemic activity approach, which implies formation and development of a wide range of skills in students, including skills of academic cooperation and common activities with a teacher and peers at a foreign language class, work in small and large groups, use of information and communication technologies in foreign language learning. V.O. Bychkova justly remarks that a great attention is paid to interactive learning technologies, techniques and methods that ensure a shift from the associative-reproductive model of foreign language learning, when students only have a passive role (in relation to the teacher), to the educational model based on activity principles [10].

Besides, Russian education at its present stage is characterized by the sustainably rising awareness of requirements for learning outcomes, one of which is efficient development of foreign language communicative competences in students by showing them available methods and techniques for a self-study of languages and cultures, including the use of information and communication technologies, and promotion of self-

development through creative assignments, which, undoubtedly, include the "digital storytelling" one.

We should note that many foreign and national researchers have made a great contribution to the development of theoretical principles of the digital storytelling technique in foreign languages learning, among them are: H. Barrett, B. Robin, S.V. Titova, A.P. Avramenko [2, 8, 11]. A special emphasis must be placed on a research made by O.A. Obdalova and Z.N. Levashkina, who thoroughly described the narrative-communicative technique of foreign language learning and identified key characteristics and features of the narrative [12]. The authors have developed a learning technology for foreign language communication, which involves creation and presentation of a narrative by university students. The narrative is based on authentic situations as specified in the curriculum, and is created by answering key questions, creating characters and making photo collages, presenting results and performing scenes. A research by L.A. Gorokhova highlights the social potential of digital storytelling [13].

A research by L.K. Salnaya describes experience in application of a multimodal approach, in particular, digital storytelling, for foreign language learning in a non-linguistic university. However, the analysis of available research works and our own pedagogical experience show that the digital storytelling technique has not been covered well enough in the national educational guidelines for foreign languages learning in secondary school [14].

Therefore, the aim of this paper is to identify the didactic potential of a monologue statement in the "digital narration" form to promote the development of foreign language communication skills in high school students. In order to reach this aim, it is necessary to achieve several objectives:

− define the key characteristics of "digital storytelling" and identify its genre diversity;

− highlight and describe characteristics of a monologue statement in the "digital narration" form;

− clarify the list of communication skills necessary for high school students to create a "digital narrative";

− analyze and select web tools for creating a monologue in the "digital storytelling" form;

− build an algorithm for creating a monologue statement in the "digital narration" form in order to develop foreign language communication skills in high school students.

The authors' classification of texts related to this type of monologue statement, as presented in the article, allowed us to clarify types of assignments that are most effective for digital storytelling and select web tools for creating digital stories.

Methodology

The research employs such methods as the analysis of scientific literature on foreign language teaching methodology and on issues under the current research, the method of integrating data from methodology of foreign language teaching and computer technology.

According to the vast amount of research literature on foreign language teaching, the insufficient level of acquired communication skills is due to several reasons. Undoubtedly, nowadays foreign language teachers tend to use additional tools for enhancing foreign language acquisition. There is a strong agreement that computer technologies should be incorporated more and more in foreign language teaching. At the moment researchers are mainly focusing on the way foreign language teachers can use computer technologies in a more effective way. We are carrying out an in-depth analysis of computer technologies that can be used in oral skills only.

The literature provides strong evidence that digital storytelling could be considered as a multimedia tool fostering foreign language acquisition. We should note that a pre-digital storytelling stage is crucial in digital storytelling teaching.

We supplemented the present knowledge with the data from the literature on foreign language teaching, in particular, on different skills. Our analysis is based on extensive evidence that teaching planned transactional skills involves a sequence of definite stages.

There is a strong agreement among Russian and non-Russian foreign language teachers that the lack of an impetus for teaching productive skills is one of the crucial problems for foreign language teaching. In other words, foreign language teachers should provide their students with what they need to communicate with each other, keep them engaged in the process of foreign language acquisition, and create a realistic context in a foreign language classroom bringing real-life situations to discuss.

The above-mentioned factors enable us to use an American poem dedicated to the choices of life, and the topic arouses a lot of interest among foreign language learners.

The comparative scientific resources on using poetry in a foreign language classroom underscore the marvelous potential represented by foreign poetry. Despite the fact that learners encounter some difficulties while reading a poem in a foreign language, scientists highlight that poetry introduces the culture of a target language and develops the capability to understand different cultures. Learning a foreign language is connected with discovering a different world. The in-depth analysis shows that culture embedded in a foreign language increases cultural awareness.

Digital storytelling: didactic and applied aspects

The current stage of Russian education development is characterized by a widespread use of information/ communication technologies, the possibilities of self-development through the use of creative assignments which undoubtedly include the tasks in the digital narration format. One of the first definitions of the "digital narration" concept was given by Dennis Meadows who called it a special form of short narration in a video clip format where the narrator conveys his experience emotionally and artistically [15].

We should note that lately digital narration has acquired new dimensions owing to the integration of Internet technologies, in particular, Web 2.0 services. This has led to the emergence of a new term: "Web 2.0 narration." One of the distinctive features of Web 2.0 narration is that the voiceover narration is not regarded as a mandatory part of digital narration due to the heterogeneity of functional resources of any given network software. Therefore, digital narration as such may present itself not only in the form of prepared monologue speech supposing auditory and visual perception on the part of the listener and his verbal reaction, but also as a written form of monologue speech, and, in this case, it is intended for visual perception.

Thus, digital narration represents a relatively detailed brief (2–10 minutes) narrative characterized by the interaction of various semiotic systems that are expressed verbally, visually, and acoustically, and that create an integrated complete image. The difference between a narrative and an ordinary story or a fact-stating narration is involvement of individual narration-related assessment and emotions, or reference to a causal relationship, or presence of logical chains between the described events, when it comes to objective historical-content texts [16].

In linguistic terms, digital narration is characterized by the presence of all features of the text. The specific features of digital narration are multidimensionality, dynamism, emotionality, and multifunctionality. The emotional content of digital narration is connected with the presence of some iconic or musical component having a substantial emotional charge, and also with the use of evaluative and emotionally expressive lexical units, some figurative clichés. In turn, emotionality at the phonetic level is connected with intonation, speech tempo, pausation [3, 11].

According to T.E. Yanko, "the most important element is emphasized," so intonational highlighting helps us to recognize the speaker's illocutionary goal [17]. O.B. Sirotinina, describing the written and verbal form of speech, accentuates the intonational features of verbal speech and emphasizes in this regard that intonation is created by the speech melody, the place of logical stress (in the beginning, middle, or end of a phrase), its strength, intensity (loudness) measurement, clarity of pronunciation, presence or absence of pauses [17, 18]. Multifunctionality comes from the fact that this form is an effective tool for developing verbal skills in a multimedia environment. And the use of assignments in the digital narration format in the classroom promotes students' activity and reflection, implements due project training and integrates modern information/communication technologies into the learning process [16]. Thus, digital narration becomes an important source for the formation of universal educational activities including the learners' competence in information/communication technology as a component, which encompasses the students' integrated skills of working with various types of information.

This engenders the problem of the selection of typological attributes that can be used as a basis for classification of genres/types of texts related to digital narration. In our opinion, several parameters can be used as a basis for such a classification with regard to the specifics of the Foreign Language discipline: extent of originality and independence; form of presentation; dominant functional/semantic type of speech; text generation method; form of reproduction.

It seems logical to distinguish the below types of digital narration (hereinafter referred to as DN) *according to the extent of originality and autonomy*: *reproductive*, for instance, retelling (from the first-person perspective, on behalf of one of the characters, etc.), and *productive*, which, in turn, can be represented by the following DN types: *artistic/creative* which may include a fairy tale (magic tale, parody, etc.), a digital story-recollection, a digital event-type story of a distant past, a digital event-type story of some recent developments (a travel story, for instance, or a story of particular events/facts of one's life, with expression of one's judgments and feelings); *artistic/critical* (with a dominant self-representation function), for instance, a biography of the story's protagonist, of a historical character, of a fictional character, etc.; *art-study-specific*: a story about a work of art (a picture, for instance), a virtual tour; *publicistic* (with a dominant appellative function): a book trailer, a trailer, an instruction, etc. [2, 9, 19, 20].

Thus, digital narration can be considered as a form of expression of thought presenting real events or phenomena as a series of interconnected facts united by one common theme within which a number of micro-themes can be distinguished. In the first place, digital narration may be presented by a monologue-message in the form of communication, a brief statement, or a story. Narration, as a rule, supposes the onset of an event, its development, and the end. In this case, the notional content of digital narration is represented by an eventful/information process the contensive space of which represents a chronological sequence of events and facts.

According to Brian Alexander, one of the characteristics of digital narration is personal presence: the reader, in grammatical terms, must become a "second person" of the story [20]. According to the *functional/semantic type of speech*, digital narration forms may represent narration with elements of discourse or/and description; description with elements of discourse; or reasoning with elements of narration or description. In terms of *presentation form*, digital narration may have the form of a slide show, a digital book, a comic strip, a presentation, a podcast, a video clip, an animated story, a virtual travel, a virtual tour, an interactive poster, a time feed, etc.

Since the list of multimedia tools for creating digital narration is quite extensive, we shall consider only some of the services for creating digital narration [16].

I. Services that allow creating digital narration with a low extent of multimedia presentation (image and text)

1) **My Story.** The service enables learners to upload images, draw pictures, add texts, and record audio to fashion their own digital stories.

2) **Storybird.** This service is designed for the creation of visual narratives with the use of several illustrations and textual material. The service provides for forming

classes as well as inviting participants to edit after the creation of a story. Unfortunately, the free version allows using only the illustrative material of the service. However, this bright colorful material with a great number of fairy-tale characters, background settings ("film sets") and decorative objects is quite sufficient to create fascinating stories.

3) **Storyjumper**. Like the preceding service, this one enables users to create picture books with a page-turning effect, on the basis of textual material and various images, and also to upload one's own illustrations as a background for the scene.

4) **Storyboard That.** The web application has a sufficient database for creating various illustrated stories: an extensive selection of characters and scenes; a simple interface makes it possible to use it at an elementary school. The basic version allows one to save the created stories in the form of the PowerPoint presentation, or in pdf-format.

5) **StoryMaker** (British Council). It is one of the few services that generate text based on user replies. The service allows one to create digital narration in three genres: fairy tales, horror and science fiction. The didactic potential of this resource lies in the learners' possibility to get acquainted, in the unconventional form, with the compositional and structural features of texts of the selected genre, and simultaneously to develop reading skills, since visual perception helps to better understand the structure, organization and distribution of language material over paragraphs with regard to the specifics of the genre, while the graphic form of words contributes to better spelling memorization.

6) **Tellagami.** This service offers an opportunity to tell a story by creating avatars and then recording audio.

7) **Little Bird Tales.** It is a digital creation tool that empowers young students to create their own podcasts, stories, presentations, and digital journals. Children have their own accounts, use a drawing pad, upload pictures from their devices, and narrate their stories. Students post their stories on the Little Bird Tales website. The teacher has a **dash pad** on which it is possible to review students' stories.

II. Services that allow creating digital narration with the medium extent of multimedia presentation (image, text, audio or video)

1) **SlideStory** makes it possible to create slide shows based on your uploaded images with voice narration. After free registration, you need to download the Windows Publisher client program, connect a microphone to the system and record an audio file for each slide. The complete story can be downloaded from the SlideStory website.

2) **Art of Storytelling** is a unique project of the Delaware Art Museum, which makes it possible, using the online collections of the museum, to write and voice a text and consequently share or publish it on the site.

3) **StoryKit** is a mobile application that empowers learners to create electronic storybooks. Students write a text, draw images, record audio narration, and design a storybook.

4) **Com-Phone** is a multimedia tool for Android smartphones, enabling students to combine music, voice narration, and text, and create personal digital stories.

5) **Storyrobe** is a mobile application dedicated to creating digital stories. Learners upload pictures from their mobile phones and record their voices. Digital stories can be uploaded either to Storyrobe Online or to YouTube.

6) **Meograph** is a four-dimensional storytelling tool, empowering students to create a narrated timeline-based and map-based digital stories, incorporating Google Earth and Google Maps. The platform enables learners to create digital stories about history, art, news, traveling, life events, enhancing them by maps, texts, links, pictures, audio, video, and timelines. In addition, this tool is considered one of the simplest tools for digital storytelling.

7) **BookCreator** is a mobile application that enables foreign language students to put together digital stories with audio, video, texts, and images.

8) **UtellStory** enables students to fashion stories, share them through video, audio, and texts.

9) **Videolicious** allows students to shoot, do short quick edits in a matter of minutes, and easily share their videos. The app is used by reporters from newspapers, like the Washington Post, to have their reporters capture and report news quickly. Students can use this app like experts, quickly and easily creating videos.

10) **Animoto** has been around a long time on the computer. The app allows users to easily and quickly make, direct, and edit videos using video templates, and share them on social networks. There is a built-in library of photos, music, video clips, and graphics. Additionally, this app helps students to understand the power of images, requiring them to think critically about the images they choose and information, tone and emotions that the images convey.

The current article presents digital storytelling guidelines for foreign language teachers who would like to teach digital storytelling.

Table 1

A 6 – stage process that students can follow for learning digital storytelling

Stages	Aim of each stage
Pre-digital storytelling	Promotion of the motive for speaking, awareness of what learners are going to do, motivation and awareness of the communicative task, overcoming of both vocabulary and grammar difficulties
Text writing	Writing the first draft of the story. Setting the milestones of the story. Backing up the main point. Getting points together for an actual story
Final draft revision	Proofreading of the written draft: collaborative, in small groups, self-editing, mutual editing
Software tools selection	1. Selection of the software tools students will use for creating a digital story 2. Search in the tools for images, music, charts, clip art 3. Recording of the story
Presentation	Presentation and discussion of the digital story
Assessment and reflection	Assessment. Self-assessment. Reflection using the criteria

E.V. Vulfovich reasonably remarks that a multi-stage algorithm of creating a "digital narrative" with phrases adjusted by length, wisely selected images and music takes great effort, lots of corrections, and numerous attempts to voice the story [21].

There is an approximate list of topics for monologue statements in the "digital narration" form presented below, which can be offered to high school students:

− Create a Social Media Campaign Poster with Canva (Visme)

− Create a Comic Debate using Comic Life

− Create a Musical Soundtrack for a Scene from a Book

− Creating a Visual Blog

− Create a Historical Scrolling Timeline

− Create InfoVids: Multimedia Infographics

− Create a movie/picture review slideshow targeting the story for different audiences (teen magazine, TV magazine)

− Design your ideal home and visualize it

− Imagine that you are a member of the movie festival jury. What will you say to support the film that won the main prize? Prepare a multimedia presentation

− Select a book and create a book trailer for it

− Make a video about your favorite band or artist

− Look through the city guide. Mark sights what you would recommend to see and visit in this city. Make small recommendation messages using one of web applications; explain why you recommend visiting this site

− Review product information and create a flyer.

Taking into the account the viewpoint of N.N. Dushkova and other researchers, we identify the following key characteristics of a monologue statement in the "digital narration" form:

1) information capacity of the statement

2) semantic and communicative unity of the statement

3) compliance of the statement with the main textual characteristics such as: coherence, integrity, completeness

4) expressive language means used to convey thoughts

5) distinct style of presentation, original ideas

6) imagery

7) author's autonomy of utterances

8) author's personality reflected in the statement text

9) focus of the statement on the target audience

10) influencing effect of the statement [22].

In this article, the pattern of the way poetry could be used in teaching digital storytelling is revealed. It is important to highlight the reasons for using poetry, and emphasize the significance of poetry's value for teaching digital storytelling. It is widely acknowledged that learning a language should not just involve linguistic competence, but also include intercultural communicative competence. It has been proven that foreign poetry enables English-language students to discover cultural complexities and understand other cultures. Foreign language teachers should teach students to observe foreign culture from the perspective of others, decentring their own perspective.

Within the framework of the current article, the advantages of incorporating poetry into the training process of the English language teaching are presented. The research underlines that fiction, and, in particular, poetry, contributes to a better understanding of other cultures and people. The potential of poetry for the formation of cultural awareness has been recognized. Scientists claim that cultural awareness can be achieved directly through visiting a foreign culture, through experiencing a foreign culture, or indirectly, through literature, movies, cartoons, or songs [22]. Poetry is authentic material which may help to discover culture-dependent beliefs, opinions, habits, and viewpoints.

Table 2

Activities compiled by the authors and the results of the above-mentioned stages

Activities	Results of the stage
Answer the following questions: What kind of choices did you have to make? Do you have any regrets? Think of a problem you had to solve and tell your partner. Describe a choice you had made that had a major impact on your life. What factors affect your choices?	Mind map and discussion with classmates what factors affected the classmates' choices. https://www.mindmeister.com/ Filling in the cube faces on http://www.readwritethink.org/ by answering the introductory questions
Read the biography of the author and answer the questions: 1.What decision did Frost make in his life? 2.Was it difficult to make this decision? Why? Why not?	Discussion after reading the biography of Robert Lee Frost https://www.britannica.com/biography/Robert-Frost
Match the lexical units in column A with their definitions in column B.	Interactive whiteboard matching activities
Read the title of the poem, look at the picture and 1) Make a prediction about the content and the purpose of the poem based on both the title and the picture. 2) What problems does the poet touch upon?	Discussion
Read the first stanza of the poem "The Road Not Taken" by Robert Lee Frost. Can you predict what the poem will be about? Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth;	

Read the last stanza of the poem. Could you predict the content that could precede it? I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I — I took the one less traveled by, And that has made all the difference.	
Watch the video https://www.youtube.com/watch?v=KUaQgRiJukA, answer the following questions and write the draft: 1) Where and when is the poem set? 2) Where is the "traveler" as he starts telling his story? 3) What metaphor does the poet use in his poem? 4) Why does Frost use this metaphor? 5) What regret does he express in the first stanza of the poem? 6) What road does the traveler choose? Describe this kind of the road. What road does not the traveler choose? Why? 7) Why does the main character choose this road? 8) Is he regretful about his decision? Why? / Why not? 9) What similarities between the two roads does the traveler point out? 10) Does he think his decision will have any impact on his life? 11) What problems does the main character face? 12) What opposite facts are described in the poem? 13) Why does the author use the word "diverged"? 14) What is the author's attitude towards the subject in this passage? "Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth…" 15) What is the key idea of the poem? 16) What lexical units express the central idea of the poem? 17) Could you please explain the title of the poem? 18) Do you agree or disagree with the poet's opinion? Why? 19) Is the information from the poem interesting and new for you? / Why is this information important? 20) What is the most interesting part of the poem? 21) Did the information about the author's biography help you understand the key idea of the poem? If yes/If no Why?	The first draft https:/www.padlet.com Evernote is used for further corrections being made together with peers
Go to the Padlet https://ru.padlet.com/ and make corrections in the draft	Proofreading of the texts on Evernote www.padlet.com
Create your digital story on the topic "Everything is a Choice" in VideoScribe (https://www.videoscribe.co/en), based on the draft of the script.	A digital story on "Everything is a Choice" created in VideoScribe (https://www.videoscribe.co/en)
Post the digital story online in a blog or embed it on a website.	Written comments on the digital story in a blog or on a website
Assess the digital story using the following criteria: − how well the digital story meets the communication goals − the originality of the idea − informativity of the digital story − coherence − fluency − personal engagement with the digital story − speech expressiveness − accuracy	A filled-in form in Google Forms

Therefore, a monologue statement in the "digital narrative" form can be defined as a rather detailed, short (2–10 minutes) dialogized narrative with a combination of various semiotic systems, which includes three main components: affective-emotional (motivational), cognitive (students become aware of a real opportunity to use the language while creating and presenting the narrative text), and activity (skills required to achieve the goal). The activity component is characterized by the versatility of digital storytelling, since this form is, ultimately, an effective tool that, besides communication skills, develops learning and cognitive skills in a multimedia environment. The table below presents a list of skills that are formed by digital storytelling.

Table 3

Skills built through digital storytelling

Skills	Subskills in speaking	
	Content	Language
	The foreign language students are able to:	
Prepared and spontaneous speaking skills/writing skills	accuracy fluency to go on speaking in a spontaneous way appropriacy event sequencing	use discourse markers which organize a narrative (firstly, secondly etc.) use pronunciation, vocabulary, and grammar according to the language norms

	topic maintenance conjunctive cohesion select vocabulary and grammar that conform with the language norms of the discourse type using evidence to support ideas clarifying your own points describing facts, events and main characters giving opinions about historical events and literature works	express ideas logically and sequentially put ideas in accordance with the discourse type.
Listening and reading skills	understand the purpose of the text recognise the topic / type of text/situation identify the subject matter of the text separate important information from unimportant information identify the most meaningful facts from the text understand a speaker's or writer's attitude	
Learning and cognitive skills	work with ICT tools (computer, telephone, camera, sound recorder, etc.) search for and save the information make written messages and use texts as a part of digital stories create hypertext and multimedia information units process images and create graphic objects record and process sounds create musical units use geo-data use oral and written communication effectively cooperate manage team work evaluate oneself and peers	

Conclusion

In conclusion, we would like to note that a monologue statement in the "digital narration" form has its advantages and disadvantages. On the one hand, "digital storytelling" in a foreign language is a complex learning activity that requires significant, systematic and dedicated preparatory work. On the other hand, creation, analysis, and discussion of "digital storytelling" ensure favorable conditions for improving communication skills in high school students and promote creative assignments.

The above-described characteristics of a monologue statement in the "digital narration" form allowed us to clarify the list of communication skills necessary to make this type of monologue. The algorithm for "digital narratives" proposed herein helps students to understand the goal, objectives, stages of work with this monologue statement, to select relevant means and tools to achieve the goal, and to use this experience in further work. As part of independent and collaborative group learning and cognitive activities, including project work, due to the variety of genres, it creates an atmosphere of interest in new types of work and undoubtedly increases motivation to learn foreign languages.

The authorial classification of texts related to this type of the monologue statement, as presented in the article, allowed us to clarify types of assignments that are most effective for digital storytelling and select web tools for creating digital stories. The data presented in our research allows us to assert that the use of assignments in the "digital narration" format promotes a practical mastery of a foreign language, develops communication skills in different types of speech activities, enhances information/communication-related competence of a teacher and media competence of students.

It is relevant to further research the creation of monologue statements in the "digital narration" form, since it is necessary to bring existing methods into a system and provide theoretical background for new methods and means of modern digital didactics in teaching foreign languages.

The solutions described in the article can initiate a scientific and practical discussion, and trigger further optimization of the proposed "digital narration" technology in foreign language teaching, which, in turn, will contribute to solving other problems formulated at the beginning of the article.

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