Improving EFL Students' Speech Fluency in Oral Narrative[1]

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Abstract

This action research focuses on the improvement of speech fluency of the participants by retelling the picture book *'Frog, Where are you?'* as their oral narratives. There were two cycles of the activity implementation for the participants after they produced the first oral narratives without any prior learning (this period was called pre-cycle). The activity implementation consisting of lecture, video sessions, and discussion were conducted to improve the participants' speech fluency before each oral narrative collections. The participants had to retell the stories of the videos in video sessions.At the end of each cycle, the participants were required to retell *'Frog, Where are you?'* Theoral narratives were analyzed bythree major sections: temporal fluency variables, disfluency markers, and places of pauses. The results of the research found that the participants improve their speech fluency due to the increasing right places of pauses in their oral narratives while the disfluency markers were rarely occurred in their oral narratives.

1. Introduction

Thai students have exposed to English instruction since kindergarten. Although English teaching method in Thai classrooms has developed steadily, Thai students of English often have difficulty in speaking English in the class and do not have sufficient time and environment to practice as the English curriculum in Thailand focuses on grammar and examination performance (Ritthirat&Chiramanee, 2014; Somdee&Suppasetseree, 2012). The highly dense classrooms, limited lesson time, and non-speaking skill emphasized teaching are the determinants to the low speech

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fluency in Thai students (Pawapatcharaudom, 2007; Teo et al. as cited in Somdee & Suppasetseree, 2012).

Hutson-Nechkash (2001) stated the EFL students can improve their speech fluency through the practice of oral narratives. Improving oral narrative can also be responsible to reading, writing, and comprehending story-based information and academic subjects, for example, history and science (Hutson-Nechkash, 2001; Pavlenko, 2005). Moreover, students were found to improve conversational speaking skill as the same time they practiced oral narrative because they were required to transfer verbal message and non-verbal gestures (Mokhtar, Halim, &Kamarulzaman, 2016). Another similar method to improve oral speech is re-narration of several media, for example, films, videos, and illustration books (Towell as cited in Chambers, 1997).

In order to improve their oral narrative, Brumfir (1984) classified the different approaches of speaking skill improvement: speech fluency and accuracy. Fluency emphasizes on spontaneous and native-like oral production which can be mutually comprehensible without any unneeded pauses while accuracy is heavily involved in correct oral grammatical structure, and pronunciation(Ur, 1996; Wang, 2014). According to Nation (1989) and Dinçer, YeŞilyurt, &Göksu (2012), students can improve their speech fluency through fluency-oriented activities that also bring about their increasing accuracy. Similarly, Nilsson (2012) supported the idea of fluency-focused improvement of EFL students because students focusing on fluency-oriented activities showed better language improvement as well as motivation and confidence when compared with a group of students in accuracy-oriented activities. Therefore, improving speech fluency of the students can overcome the problem of English speech fluency and will be a major focus for the EFL students' improvement in this research.

In qualitative aspect, speech fluency is defined as the ability to produce native-liked oral skills encoded with coherent, logical, and semantically dense utterances, appropriate in any situation (Chambers, 1997; Fillmore, 1979). The definition can be confusing among people because they have different ways to determine speech fluency.

The speech fluency in English oral narratives are determined quantitatively by the temporal fluency variables and disfluency markers that are naturally occurred from the EFL students. The occurrences of disfluency markers are unfilled and filled pauses, self-correction, and repetition that interrupt the flow of oral speech (Gotz; Maclay& Osgood; Shriberg as cited in Bergmann et al., 2015; Kormos& Denes, 2004). When no disfluency markers are found in the English oral narratives, the temporal fluency variables (number of words per minute, number of pause-defined units, and places of pauses) are also analyzed to resolve and improve speech fluency of EFL students along with the occurrences of disfluency markers (Kormos& Denes, 2004; Towell as cited in Chambers, 1997; Lennon, 1990). Simultaneously, the disfluency markers and some temporal variables will be identified through the students' English oral narratives.

In order to approach the methods to improve EFL students' speech fluency, Mae Fah Luang University (MFU) is the setting of this action research. A great number of MFU students are struggling with speaking skills as the teaching instruction is English requiring student to speak in English. Some of them are unable to convey simple English narratives about themselves or others. As a result, some fail to achieve higher academic courses in MFU similar to Hutson-Nechkash's work that mentioned about how narrative improvement affects better academic subject learning (2001). Most students have long pause before any utterances or repeat same sentences during their oral productions that show a sign of low speech fluency. Since, many of them graduated from Thai high school whose condition of English classes fall under the abovementioned problems (Ratana, 2007; Somdee & Suppasetseree, 2012). Therefore, it is significant to improve MFU students' English speech fluency through English oral narrative activities.

Hence, this paper aims to improve the participants' speech fluency through retelling of videos. It was anticipated that the participants who were MFU students in this study had a fewer numbers of disfluency markers. The temporal fluency variables and disfluency markers would be used to analyze the improvement of the participants as well.

2. Methodology

2.1 Scope of the Study

This action research is limited to the participants who are students in MFU. Due to time limitation, there were only two cycles with three different rounds of oral narrative collection and each cycle contained approximately three to seven day gap in each respective days of activity implementations and oral narrative collections.

2.2 Participants

The criteria of participants:

2.2.1   They are non-English major students in Mae Fah Luang University (MFU) because non-English major students have no course with English speaking skill-focused contents.

2.2.2   They have studied or are studying in General English courses of MFU to ensure the same background of English learning among the participants.

2.2.3   They are willing to participate in the activities and improve their speech fluency because the students' initial willingness fosters their learning engagement in the activities (Zhao, 2012). The participants should have high motivation to improve their speech that can respond to their higher achievement of speech fluency improvement.

Under these criteria, 3 participants from MFU students were selected. The participants were sophomores majoring in Chinese language. It is compulsory for Chinese major students of MFU to graduate with 4 courses of General English while other majors have 3 General English courses as their requirement. Nevertheless, all selected participants were highly motivated to improve their speech fluency beneficial to their language improvement and willing to spend their free time in this action research's activity implementation.

2.3 Data Collection

There were three rounds of data collections that were called as an oral narrative collection. The first oral narrative in the pre-cycle was collected without any activity implementation, similar to the pre-test. The second cycle began after the oral narrative of the first cycle was collected or after two activity implementations of the first cycle. The activity implementation consisted of three different sessions: lecture sessions, video sessions, and discussions. During the activity

implementation, the participants would follow these sessions to practice retelling stories through videos in the video sessions before the upcoming oral narrative collection. From the table 1, the overall information on the activity implementation with the date from different cycles were demonstrated.

Table 1: Activity implementation schedule and the instruments used in each procedure

Pre-Cycle	Cycle 1	Cycle 2
Oral Narrative Collection (Pre-cycle 1) Instrument: Mercer Mayer's Frog, where are you? Date : 19/2/2017	Activity Implementation (The list of instruments below)	
	Date: 21/2/2017 – 3/3/2017	Date: 14/3/2017 – 24/3/2017
	Lecture Sessions: ■ Narrative Transition ■ Narrative Structure ■ Place of Pause	Lecture Sessions: ■ Elaborative Description ■ Cohesion of the Story ■ Sentence Completion
	Video Sessions: ■ 'The Red (2010)' (Short Animated Film) ■ 'Sailor Moon Crystal ep. 1' (Animated T.V. Episode)	Video Sessions: ■ 'Because I am a girl by KISS' (Music video) ■ 'Chi's Sweet Home ep.1' (Animated T.V. Episode) ■ 'Cargo	Finalist of Tropfest Australia' (Short Film)
	Discussions: ■ Ghost Stories ■ Favorite store in MFU ■ Favorite Food	Discussions: ■ Favorite books ■ First love ■ Random things

	Oral Narrative Collection (Cycle 1) Instrument: Mercer Mayer's Frog, where are you? Date: 13/3/2017	Oral Narrative Collection (Cycle 2) Instrument: Mercer Mayer's Frog, where are you? Date: 26/3/2017

Each instrument used in oral narrative collection and activity implementation is explained below.

2.3.1 The Instrument Used in Oral Narrative Collection

2.3.1.1 'Frog, Where are you?'

It is a non-narrative picture book, illustrated by Mercer Mayer in 1969. The illustration contains 29 pages including a cover. It narrates the story of a boy and his dog looking for his pet frog that jumps out of the jar. No obstacles can stop their adventure.

The whole picture book can be downloaded from Systematic Analysis of Language Transcript (2009). It was used as a tool to improve students' English speaking skills (Erickson & Harper, 2009 ; Reilly, Bates, & Marchman, 1998; Botting,2002). Erickson and Harper (2009) also suggested the students have to retell with encouraging and friendly environment. That is similar to what Towell as cited in Chambers (1997) had stated that the effective speech fluency could be improved through the act of story retelling. Therefore, 'Frog, Where are you?' was selected for the participants' oral narrative collection from three different rounds (aka data collection) where they were required to retell their own version of the story from the picture book. Once the participants began retelling, their voice was recorded for further analysis (read Data Analysis and Instruments).
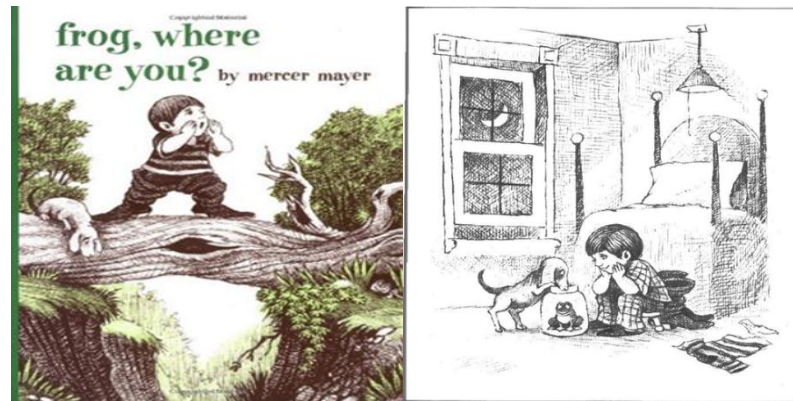
Figure 1: The cover and the first page of 'Frog, Where are you?'

2.3.2 The Instruments Used in Oral Narrative Collection

2.3.2.1 Lecture Sessions

Lectures on narrative transition, narrative structure, place of pause, elaborative description, cohesion of the story, and sentence completion (as shown in the table 1.) were given to the participants before the activities. The lectures aimed to only guide the participants to produce proper utterance and story retelling. From the table 1, the lectures were first to conduct before video session and discussion during activity implementation.

2.3.2.2 Video Session

Video session aimed to improve the participants' speech fluency by the practice video retelling before their oral narratives were collected.There were 5 videos in this session.

Table 2: Video list

Video (sorted by date)	Description
Red(2010) – Animation uploaded by bloodmage478	The non-narrative alternative version of Red Riding Hood shows a different side of a wolf and the storyline where the Red Riding Hood encounters a frightening monster before reaching her grandmother's house.

Sailor Moon Crystal– episode 1 ' Usagi: Sailor Moon' (2014) by Toei Animation	The narrative dubbed version of originally Japanese animated television series was selected because of the most favorite genre among the participants. The story narrates the life of UsagiTsukino who later became a justice sailor fighting against evils.
Because I am a girl by KISS (2010)	The non-narrative music video by the disbanded Korean girl group, KISS, is involved in tragic love story. The male lead character has to donate eyes for his beloved girlfriend who suffers from retina damage. The English subtitle is provided in the video. The reason of selection was to try something different from two previous videos.
Chi's Sweet Home episode 1 'Chi gets lost' (2008)*	The narrative short animated television series is English dubbed. The story focuses on the life of a lost female kitten with her new owner.
Cargo | Finalist of Tropfest Australia (2013)	The narrative Australia short film was selected because the story contains emotional storyline which the participants could relate to. The story begins with the father who has been inflected tries to save his baby daughter from post-zombie apocalypse.

*these videos were selected by the participants' request.

2.3.2.3 Discussions

In discussion, the participants were free to discuss various topics includingghost stories, favorite store in MFU, favorite food, favorite books, first love, and random things. Furthermore, discussion allowed the participants to freely discuss or tell about their own stories in order to improve their speech fluency (Fillmore as cited in Kormos & Denes, 2004).

2.4 Data Analysis

The details of the instruments in data analysis are firstly stated below.

2.4.1   WASP

It is a soundwave freeware developed by Mark Huckvale (UCL Psychology and Language Sciences, 2015). It was used to transcribe soundwave of the recorded oral narratives in a second into the data to analyze the speech fluency and identify disfluency markers and place of pauses. By selecting the certain point, it measured the length of each selected point. Therefore, the length of each pause was measured in a second by using this program as well. When the pause occurred, the wave became steep.

Figure 2: WASP program
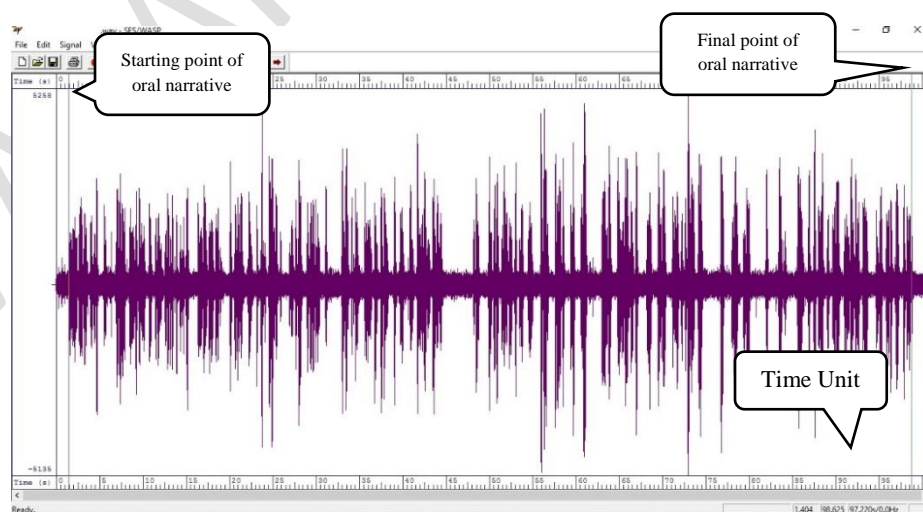
2.4.2 Spreadsheet

It is a spreadsheet that is developed by Microsoft, also known as Microsoft Excel. It was used to accumulate the chunk by written verbal utterances with calculation of length of pauses from WASP program. The finding of the disfluency markers was written in each chunk where they were found.

Name:		time		time length of the unit	time length of pause
chunks(defined by PDU)	count words	from	to		
In the bedroom,	3	0.73	1.79	1.06	0.21
there are boy,	3	2	2.95	0.95	0.32
dog	1	3.27	3.59	0.32	0.21
and frog.	2	3.8	4.54	0.74	0.1
The boy name..	3	4.64	5.7	1.06	0.42
Hermes.	1	6.12	6.65	0.53	0.53
and his dog name...	4	7.18	8.44	1.26	0.32
Jame.	1	8.76	9.29	0.53	1.24
They look at to frog in jar.	7	10.53	12.35	1.82	0.32
Later,	1	12.67	13.41	0.74	0.32
Jame and Hermes slept.	4	13.73	15.52	1.79	1.06
Suddenly,	1	16.58	17.32	0.74	0.42

Figure 3: Spreadsheet

Data Analysis: According to Chambers (1997), oral speech was hard to be identified and examine qualitatively. Therefore, this study uses quantitative method to analysis oral narratives from 3 different rounds in order to see the speech fluency improvement from retelling 'Frog, Where are you?' Therefore, the details of the instruments in data analysis are stated below. Therefore, the analysis is divided into three major sections to examine the participants' speech fluency improvement:

2.4.3 Temporal Variables: the qualitative framework that is transcribed into numeric values which gave better and more concrete definition of fluency with 4 minor sections (Kormos & Denes ,2004; Towell as cited in Chambers, 1997; Lennon, 1990). These minor sections consists of :

2.4.4 Total word numbers: The number that the participants produced in oral narrative.

2.4.1.1 Total time spent: The length of time the participants produced (in a second).

2.4.1.2 Number of pause-defined units: The number of units that were defined by unfilled and filled pause.

2.4.1.3 Number of words in 1 minute: The total number of words converted in 1 minute length of time for comparison among the different rounds of oral narrative collections.

In the whole section, the first two minor sections only served the data for the last two ones and varied individually. Only number of pauses-defined units (PDUs) and number of words in 1 minute were considered because these can be compared among different rounds of oral narratives.

2.4.5 Disfluency Markers: The high number of disfluency markers is a result of the participants' speech disfluency while the lower number shows the better speech fluency. This section consists of:

2.4.5.1 Number of Unfilled Pauses (including number of short unfilled pauses and long unfilled pauses): Unfilled pauses are phonetically silent pauses that can be occurred when the speaker think what to speak next and lack fluency. It is sometime difficult to identify unfilled pause occurrences and place of theirs should be analyzed in order to identify disfluency (Chambers, 1997). Moreover, Field (2003) classified two types of unfilled pauses that are short unfilled pauses (greater than 0.2 second) and long unfilled pauses (greater than 0.6 second).

2.4.5.2 Number of Filled Pauses: Chambers (1997) defined that filled pauses also known as filler are usually hesitant markers where a speaker fills in silence with non-lexical sounds (ah and eh) or lexical information ('you know').

These abovementioned disfluency markers were found to determine the length of DPUs. According to Chambers (1997), he stated that high frequency of pause occurrences indicated the disfluency. Therefore, the few number of DPUs (considered as fluency) should be occurred from the fewer occurrences of pauses.

2.4.5.3 Number of self-corrections: Grammatical encoding affects the fluency; thus, it may take long time for L2 to become automatized, and choppy utterances occur during the progress (Chamber, 1997). The self-correction is caused by EFL participants fail to deliver the ability to produce a correct grammar but still can self-correct for 2-3 times without any pauses, and they may be hesitant to speak out before they can finally process the code in each language (Hieke as cited in Bergmann et al, 2015; Chambers, 1997).

2.4.5.4 Number of repetitions: The repetition where the words or phrases can be repeated twice can also be counted as normal phenomenon (Yaruss, 1998; Ishikawa, 2015).

Despite these two last occurrences, the PDU is still not cut by number of self-corrections and repetitions

2.4.6 **Places of Pauses**: As Chambers (1997) mentioned, it should be re-considered place of pauses occurred in order to identify the fluency.

2.4.6.1 Number of Right Places of Pauses: A speaker placing a pause correctly should pause at the end of the phrase or the clause boundaries. The higher number, the better fluency.

2.4.6.2 Number of Wrong Places of Pauses: However, the wrong places of pauses are occurred in internal boundaries of lexical words, phrases, and clauses. This could be counted as another type of disfluency marker in number of wrong places of pauses.

Therefore, all sections that are mentioned previously analyzed the oral narrative from three different rounds.

3. Results

3.1 Number of PDUs

Although number of words decreased over the cycles, their total time length decreased accordingly. As shown in the Table 3, the number of PDUs decreased over time and there was a rising in number of words in 1 minute. The participant 1 had 27, the lowest number of PDUs while the participant 2 had the highest number of words per minute in every cycle. The participant 3 were less fluent in term of highest number of DPUs (55) and lowest number of word per minute (103 words per minute). He could be seen to improve thoroughly but stumbled in process due to the increasing word numbers. Therefore, in the section, the participants improve significantly although some of the participants might remain at the first before starting to improve later.

Table 3: Overall Temporal Variables results

	Participant 1			Participant 2			Participant 3		
	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2
Temporal Variables									
Total word numbers	211	166	168	210	213	216	147	200	185
Total Time length (second)	102.65	69.12	69.53	85.7	85.36	80.9	97.22	132.76	107
Number of PDUs	45	31	27	57	57	46	61	74	55
Number of Words per minute	123	144	144	147	149	160	90	90	103
Number of unfilled pauses	44	30	26	56	56	45	60	73	54
Short Pauses($\geq$0.2 sec)	29	23	15	41	49	41	49	38	43
Long Pauses ($\geq$0.6 sec)	15	7	11	15	7	4	21	35	11

Moreover, the number of short pauses outnumbered the number of long pauses in every cycle during the speech production from the table 3. Previously mentioned, the number of PDUs fluctuated during the cycle 1; nevertheless, the number finally decreased at the last cycle. Another point from the data of the table 3, the number of unfilled pauses that decreased, are equal to the decreasing number of PDUs. As a result, it indicates the participants' speech fluency improvement.

3.2 Disfluency markers

From the table 4, there were small numbers of disfluency markers in the participants' oral narratives.

The outstanding examples of filled pauses were:

- "In the morning dang does not see that frog /ah/ and he recently wake Billy up"
- "Suddenly, beehive /ah/."

The examples of self-corrections were:

- "They was /during they was / sleeping."
- "The dog / clumb (mispronounced) climb/ up."

For the repetitions, the examples were:

- "The boy come.../ to come/ to the big tree"
- "The boy... the boy…"

As shown in the table 4, the participant 2 who had the highest number of word number per minute had only one disfluency marker, self-correction, in her pre-cycle round. Both participants had eliminated their disfluency markers at the cycle 1. However, the participant 3 who initially had three filled pauses, one self-correction, and two repetitions. He still remained slightly lower number of disfluency markers, being three self-corrections and one repetition that were not found in cycle 2. Therefore, the participants improved their speech fluency without filled pauses, self-correction, and repetition in the cycle 1 and 2.

Table 4: Disfluency Marker results

	Participant 1			Participant 2			Participant 3		
	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2
Number of Filled Pauses	2	-	-	-	-	-	3	-	-
Number of Self- Correction	2	-	-	1	-	-	1	3	-
Number of Repetition	1	-	-	-	-	-	2	1	-

3.3 Places of Pauses

The examples of the right and wrong places of pauses are shown in the figure 4. It can be seen that right places of pauses resulted in fewer and longer PDUs while the wrong places of pauses have more and shorter PDUs.

The examples of right and wrong places of pauses (/./ = short unfilled pauses and //.// = long unfilled pauses)		
No.	Right Places of Pauses	Wrong Place of Pauses
1	"In the bed room, there are a boy, a dog and a frog. /./ "	"In the bedroom, boy and the dog /./ look at a frog in jar."
2	"Later, /./ James and Toey go to bed.//.//"	"He climbs up to/./rock /./he catch/./ branch //.// which that is/./ not branch but //.// it is //.// antler. "

Figure 4: The examples of right and wrong places of pauses

From the table 5, all participants could only place few pauses correctly in pre-cycle. The percentage was provided so that it could be easily analyzed. The participants had the highest percentage in right place of pauses, 65 percent, followed by the participant 1 (46 percent) and the participant 3 (45 percent) respectively. Similarly, the participant 2 had the lowest percentage of wrong places of pauses, indicating the highest speech fluency and followed by the participant 1 (15%) and the participant 3 (31%).

Also, it can be seen that wrong places of pauses decreased although the participant 1 had more percentage of wrong places in cycle 1 but drastically decreased to 15 percent. The result

here clearly showed the dramatic improvement that reflected all participants' better speech fluency improvement.

Table 5: Place of Pause results

	Participant 1			Participant 2			Participant 3		
	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2	Pre-cycle	Cycle 1	Cycle 2
Right Places of Pauses	2 (4%)	12 (40%)	12 (46%)	3 (5%)	31 (55%)	30 (65%)	8 (13%)	26 (35%)	25 (45%)
Wrong Places of Pauses	16 (36%)	13 (43%)	4 (15%)	26 (46%)	11 (19%)	5 (11%)	22 (36%)	24 (32%)	17 (31%)

3.4 Overall speech fluency improvement

All participants improved their speech fluency through the activity implementation as shown in the table 6. The temporal variable section showing the decreasing number of PDUs and the increasing word per minute indicated their speech fluency improvement. For the disfluency section, they managed to decrease number of short and long pauses that correlated to the decreasing number of PDUs. Moreover, all of them finally eliminated disfluency markers at the end of the cycle 2 that showed the improvement in this section. To addition, the percentage of right places of pauses rose up rapidly in different cycle. The final cycle showed their highest percentage of right places of pauses while the wrong places of pauses declined at the same time, resulting in the participants 'improvement.As the good result in all three sections (temporal variables, disfluency markers and place of pauses), it can be seen the participants improve speech fluency in narrative tasks through re-narration of video and discussion.

4. Conclusion and Discussion

As the result shown in the previous section, the number of PDUs as well as the number of short and long pauses occurrences were analyzed to improve the participants' speech fluency. Once their number of DPUs decreased, it can be implied that the participant improved their speech fluency. Similarly, due to few occurrences of disfluency markers shown in the table 9, places of

pauses were concerned, acting like another type of disfluency marker if paused wrongly (Chambers, 1997). The non-fluent students were observed to make more mistakes in placing pauses because they were hesitant to finish a grammatical juncture(e.g. Freed, 1995, 2000; Riggenbach 1991 as cited in Kormos& Denes, 2004). Hence, there were a high number of wrong places of pauses in all three participants at the beginning.They began to decrease in each cycle when they started retelling stories regularly and understood the concept of where to conclude an uttered chunk.

For improvement of the participants, some still remained in cycle 1 and began to improve in cycle 2. It might be said that different participants might take time to improve. For example, the sudden increase in number of words could increase some disfluency markers (in the case of the participant 3). Some might decrease number of words as well as number of PDUs that showed their improvement (participant 1 and 2). Additionally, the activity implementation especially video session required the participants to retell the videos in their version. This phenomenon related to what Chambers (1997) mentioned the continuous practice of retelling could improve the participants' speech fluency as a result.

However, there was a drawback when conducting the research because the timetable was modified according to the participants' convenience. There was not a-week gap between each activities and discussions, and it became rushed in some week, for example, the third of March where there was an oral narrative, and activities and discussions in cycle 2 on the next day. It did not seem to disturb participants' improvement. However, participant 1 voiced that a-week gap between each activity could be more relaxing although she said that watching video was entertaining. Consequently, it was difficult to select the time for discussion; therefore, each discussion was held only for 1 hour.

During the video session, the participants requested that they used a script. It is still questionable if the participants sharing the similar criteria could can any oral narratives without using a script. Additionally, the activities that can improve the participants' speech fluency without long pauses are anticipated for further study.

5. Recommendation

For the participants' improvement, the lectures on how to speak before activities should be taught so that the participants can apply what they have learned immediately. For example, narrative transition, character description, sentence completion, and pausing. In discussion, general topics should be discussed such as daily routines and favorite hobbies to avoid the complicatedness. Other activities involved in retelling stories and speaking skills are also suggested.

The total number of the participants was three. It was easy to improve their speech fluency and analyze their oral narrative soundwave. Thus, it can be performed in small classroom strategies because it can be time-consuming during data analysis. Also, the participants' confidence would be improved at the same time because smaller number of people in the class reduce anxiety.

Further research is require to extend the number of cycles and the duration of each cycle to improve the participants continuously. The number of disfluency marker occurrences calculation or quantitative method of analysis should be conducted that can avoid confusion and abstract concept of fluency. Moreover, it is suggested the instruments be changed; for example, the media of the oral narrative collections can be changed into a short video or a film. The story selection should be partially determined by the participants' ages.

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