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Digital Storytelling For Speaking Fluency: An Experimental Study in Undergraduate EFL Classrooms, BS English First and Second Semester at Khushal Khan Khattak University Karak



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Abstract

This paper investigates the use of digital stories as an intervention strategy to improve the fluency of speaking English as a Foreign Language (EFL) in the undergraduate English as a Foreign Language (EFL) classroom at Khushal Khan Khattak University Karak with reference to the first and the second semester BS English students. As more and more people are requiring effective language acquisition strategies in an ever-digitalized world, the study investigates how the incorporation of multimedia storytelling can facilitate the process of learning oral communication. The research involved an experimental design because a group of participants underwent a set of digital storytelling activities directed at the acquisition of fluency in speaking. Pre-tests, post-tests, observational notes and student surveys were used to collect the data. The results show that students who practiced digital storytelling showed a high rate of fluency, coherence and confidence in speaking fluency and coherence. The study also established the motivational returns to the application of technology in language learning. The paper is relevant to the accumulating body of literature on technology-enhanced language learning and offers implications on the practical level of using digital storytelling as EFL teaching.

Keywords: Digital storytelling, speaking fluency, EFL classrooms, language acquisition, technology in education, experimental study

Introduction

Speaking fluency is one of the most challenging skills that learners in the domain of English as a Foreign Language (EFL) teaching and learning can obtain. Although there have been notable developments in teaching and learning of reading, writing, and listening, the fluency in speaking can be a major challenge to students in non-English speaking settings (Richards, 2008). The problem is especially clear in EFL settings where the learners are more exposed to unrealistic and artificial communicative settings where they can exercise spontaneity in language use. Rote memorization, controlled drills, and mechanical repetition that are the traditional approaches to teaching speaking do not always give students the needed opportunity to take part in the real, meaningful communication (Thornbury, 2005). These

approaches are more inclined to the mechanical correctness of language and fail to include the more interactive and dynamic aspect of spoken communication. Consequently, students can learn grammar and vocabulary, but cannot learn to use the language in everyday, real-life scenarios freely and without fear.

The incapacity of the traditional teaching methods to build the environment where a learner could exercise speaking in a real-time dialogue is one of the main limitations of the traditional teaching methods. Such approaches usually give more emphasis on the aspect of grammar and vocabulary memorization than communicative competence, which a student feels anxious and hesitant to speak English (MacIntyre et al., 1998). Moreover, the inflexible design of conventional classrooms can hardly cater to the different learning styles of the students and many learners remain disengaged and ineffective in acquiring the language (Thornbury, 2005). Conversely, in more modern, interactive pedagogies of teaching speaking, these constraints are addressed by giving learners the possibility to practice language in real, dynamic situations.

Digital stories telling is one of such methods that have been considered in recent years. This approach is the integration of the force of narrative and multimedia technology to form an interactive and exciting language learning process. Digital stories usually refer to the use of digital media where students are encouraged to produce their own stories using digital media, which includes the use of text, audio, images, and video as part of the process of narrating the stories (Robin, 2008). The combination of this multimedia allows students to study the language in a more comprehensive and artistic way that fosters the use of language and the understanding of the material. Digital storytelling would be beneficial to language learners because, first, the learners would get the opportunity to practice speaking in a less stressful environment, second, they would have the chance to be creative, and third, they would have an opportunity to analyze and rethink the way they use language (Hsu, Wang, and Ching, 2013).

One can rely on the fact that the idea of having digital stories that could help to stimulate the speaking fluency is consistent with the principles of the communicative language teaching (CLT) approach that emphasizes the use of language in the actual communication (Richards and Rodgers, 2014). A digital

storytelling environment means that students are not merely supposed to talk out their ideas in a way that can be understood, but they will organize their ideas and thoughts into a coherent narrative form, which is also a characteristic of communication in the real world. Their construction and sharing of their digital stories will enable the learners to engage in a productive communicative action that extends beyond the language drills, and will convince them to focus on fluency and coherence, rather than focusing on accuracy alone (Coiro, 2011). What is more, the digital storytelling is multimodal, and this characteristic enables students to learn language through visual, auditory, and kinesthetic methods, which the research has reported can enhance retention and motivation (Beetham and Sharpe, 2013).

This article seeks to find out how digital storytelling can be effective in enhancing the fluency of speech among first and second semester BS English students at Khushal Khan Khattak University Karak, an institution where English is taught as a foreign language. The Pakistani education environment, where English is usually taught in a formal classroom with few chances to have a spontaneous interaction, provides a perfect environment to explore the possibility of digital storytelling to get rid of conventional barriers to speaking fluency. This study is also useful to understand how digital stories can be used in undergraduate education as undergraduates are supposed to make decisions about more sophisticated and academic modes of communication (Godwin-Jones, 2014).

Along with analyzing the practical advantages of digital stories, this research aims to learn how this approach will interest the students in the process of language learning. It has been demonstrated that the use of technology in the classroom has a tremendous effect on learner motivation and engagement especially when students have control of the learning resources available and when they can correlate these materials with their own experiences (Gee, 2003). Digital storytelling allows students to not only develop speaking skills, but also acquire the creative and technical components of multimedia production, which develops their sense of ownership over the learning experience.

The main questions that should be addressed in this research are as follows: (1) Can digital storytelling enhance speaking fluency in EFL classrooms? (2) What role does the use of digital storytelling have in the process of language learning in students

in terms of engagement and motivation? (3) Why digital stories might make a good alternative to the more established speaking instruction patterns? The three questions are intended to identify the impact of utilizing digital stories based on their effect on fluency, motivation, and overall interest in EFL lessons as a subset of the greater discourse regarding technology-mediated language learning.

Such questions will help this study contribute to the creation of the current corpus of literature concerning digital storytelling in language teaching. It will also provide feasible answers to how this new pedagogical instrument can be used to facilitate speaking fluency in EFL contexts, particularly in the little-studied Pakistani higher education context. The results of this study will be used to guide both instruction and curriculum development at Khushal Khan Khattak University Karak and provide suggestions on how digital storytelling can be integrated into other educational institutions with a similar setup within Pakistan and outside.

Literature Review

Digital storytelling has become an important area of research in educational studies especially in language acquisition. His new pedagogical concept combines the ancient and the new digital matter, like videos, pictures, sound, and text, to construct a multimedia, multimodal learning experience. Robin (2008) argues that digital stories enable students to produce stories that capture their own experience as well as how they creatively interpret those experiences, which are communicated using digital technologies. Through this approach, language acquisition is improved as the student will now have a chance to use his speaking skills in a more interactive or dynamic setting. Including multimedia in the process of telling the stories, the learners are able not only to develop a better speaking fluency, but other language acquisition areas, including the vocabulary development, listening comprehension, and critical thinking (Yang, 2015).

Digital storytelling provides a new solution to the constraints of traditional language acquisition methods, in particular with regard to speaking fluency, in the context of English as a Foreign Language (EFL). Conventional approaches tend to emphasize grammatical exercises, memorization and programmed conversations that do not provide the learner with the possibility of using the language in real-time (Thornbury, 2005). Such approaches often lead to students who have theoretical

knowledge of the language, but have problems expressing themselves fluently in a conversation. Digital storytelling, on the contrary, makes learners more interactive with language and creates a communicative space where speaking obtains meaning and purpose. As research by Hsu, Wang and Ching (2013) has shown, adoption of digital storytelling within the language learning environment has been found to enhance the speaking fluency of the learners in that they can create their own stories and interact with the language in natural forms.

of the initial benefits of digital stories are on the one hand the opportunities of the digital story as a low-pressure speech and the availability of the language practice in real-time. Students will learn how to achieve the ability of fluency speech because they will conquer their allergy to speech because they will be able to narrate their stories and retell them with multimedia so as to improve them, as stated by Hsu et al. (2013). This will allow the learners to experiment with language, pronunciation and to receive posted feedback in regards to their use of the language by their fellow learners or the people teaching them. Digital stories tell also allow students certain freedom to make their own stories, which gives them a natural and non-threatening way to practice talking. Moreover, the students are also advised to develop their ideas in a logical manner and convey them, which are key competencies of successful communication (Godwin-Jones, 2014).

Digital stories are also important in increasing motivation and autonomy of the learners besides improving speaking fluency. Research by Beetham and Sharpe (2013) illustrates that the application of technology in language learning has profound implications on the engagement of the students especially whereby students are accorded the autonomy to their learning resources. Within a digital storytelling paradigm, the students will be enabled to control their narratives, choose multimedia tools and decide how to present their stories. This independence will lead to the feeling of ownership of the learning process and will make the students more active in developing their language. Godwin-Jones (2014) also indicates that digital stories give a higher level of independence to the learners since they can repeat and revise their stories where they have a chance to become more and more perfect at speaking. Digital storytelling does not affect language development only through speaking fluency, which is the positive effect of this practice. A number of studies have

revealed that the method also promotes vocabulary learning and listening. An example is that according to research by Yang (2015), the students that complete the tasks of digital storytelling become more efficient in learning new words, unlike students who use only the traditional language exercises. Students get acquainted with using new words and phrases in context, which helps them memorize and reproduce by using images and audio in the stories they read. Also, listening to and reading peers stories can contribute to better listening comprehension and students can get away with various accents and speech patterns.

Nevertheless, even though the results of digital storytelling appear encouraging, the literature has certain gaps, especially in terms of its use in non-Western educational contexts. The majority of the research on digital storytelling has been carried out in the Western environment where the level of exposure to the English language by students through media and in their daily communication is considerably greater (Coiro, 2011). Such studies tend to ignore the problems of learners in more traditional, non-native English contexts, including Pakistan, when students might not have a chance to use English outside of the classroom. The research that should be conducted is the investigation of the effectiveness of digital stories telling in such situations because the methods of pedagogy that are effective in Western classrooms do not necessarily apply to students in culturally and linguistically more diverse environments.

The above gap in the literature makes this study an interesting inquiry, whereby the researcher seeks to explore the effects of digital storytelling on speaking fluency among first and second semester BS English learners at Khushal Khan Khattak University Karak. Dwelling upon the Pakistani context, the given research aims at discussing the possibilities of applying the notion of digital storytelling to the improvement of speaking fluency within an EFL classroom in which students have to deal with various challenges in contrast to their peers in Western educational institutions.

Significance

The importance of this research is that it can contribute to the development of the sphere of teaching English as a Foreign Language (EFL) method, specifically in the framework of Pakistani universities. In most EFL classrooms, such as in Pakistan, the

conventional approach to teaching speaking is sometimes inadequate in providing the students with the fluency to be effective communicators in English (Dornyei, 2009). This research fills an important gap in the extant literature in that it attempts to identify how an imaginative technology-based solution would be used to assist in remediating the problems that EFL learners are facing within a Pakistani setting by paying a more pronounced look at how digital narratives as a means of training fluency in speaking English among EFL learners can be adopted. The findings implication can sum up to being significant to policy makers and curriculum developers who would wish to incorporate more relevant and more powerful methods of teaching.

Moreover, the research fits within the greater discourse of adoption of technology in education and in particular the field of linguistics in education. Being a new teaching tool, digital stories introduce innovation into teaching and learning art with technology and offer a more active and student-oriented learning process (Robin, 2008). This study explains why having digital solutions that support language learners acquire the required communicative skills is a possibility by assessing it in equipping the speaking fluency. With technology still redefining education environments, the need to embrace digital storytelling as an avenue of improving the teaching process will be important in the adaptation of teaching methods to suit 21st-century learners (Beetham and Sharpe, 2013).

Research Objectives

1. To evaluate the effectiveness of digital storytelling in improving speaking fluency among BS English first and second semester students.
2. To explore students' perceptions of digital storytelling as a learning tool for speaking skills.
3. To investigate the relationship between engagement in digital storytelling and improvements in language proficiency.

Research Questions

1. What impact does digital storytelling have on speaking fluency in undergraduate EFL classrooms?
2. How does the use of digital storytelling influence student motivation and engagement in language learning?

3. Why is digital storytelling an effective tool for improving speaking fluency in the context of Khushal Khan Khattak University Karak

Theoretical Framework

The theoretical framework of this research is based on Communicative Language Teaching (CLT) and Constructivist Learning Theory, which lays stress on interaction, engagement, and social character of language learning. CLT is a rather popular method of teaching languages that focuses more on meaningful communication than on memorization or individual grammar exercises (Richards & Rodgers, 2014). Such a strategy corresponds to the interactive and immersive form of digital narration where students play an active role in the process of creating and sharing their own stories, therefore, becoming the participants of real-life communication. Digital storytelling in language learning stimulates spontaneous speech and negotiation of meaning which are components of the communicative approach (Littlewood, 2004). With emphasis on the situational approach to communication, digital storytelling compares well with the aim of CLT to improve fluency and communicative competence.

Moreover, the research is based on Constructivist Learning Theory, as described by Piaget (1976) and Vygotsky (1978) who propose that learners are active constructors of knowledge who build their knowledge through the interaction with the surrounding world and other children. Learners are actively involved in the process of developing their language in digital stories, as they are asked to produce their own stories using visual images, audio and text. It is not only that they are required to interact with language but also that they must negotiate meaning and make decisions according to their own and their cultural situations and therefore reflecting the tenets of constructivism. Students are eager to construct their knowledge through reflection of their experience and by modifying their use of language to be able to communicate effectively.

Along with these theories, the multimodal learning theory has also been used in this investigation, which proposes that language acquisition is better, when different communication modalities are integrated in the learning process, that is, verbal, visual, and auditory (Kress, 2010). Digital storytelling is an enriched multimodal learning environment, which offers the development of multiple

communicative skills, such as speaking, listening, and critical thinking, due to the combination of text, images, sound, and video. This multimodal feature would improve the capacity of the students to express themselves in various formats thereby developing a more holistic and dynamic way of acquiring the language.

Methodology

The study adopts an experimental research design that has a pre-test/post-test design to determine the effect of digital storytelling on speaking fluency in first and second semester BS English students at Khushal Khan Khattak University Karak. Participants have been separated to undergo English as a Foreign Language (EFL) course and has been split into the experimental group that has undergone digital storytelling exercises and the control group that has been kept within the bound of traditional speaking exercises. It is possible to make a comparative analysis of the effectiveness of digital storytelling in the development of speaking fluency with the help of this design.

The sample is a group of undergraduate specialists of the first and second semesters of the Bachelor of Science in English program, who have been chosen on the basis of the enrolment in the EFL course. The study has used random assignment in which the experimental group, the control group have used the traditional method of group discussions and oral presentations. Random assignment is applied so that any differences between the groups may be explained by the intervention and not by the differences that existed initially (Creswell, 2014).

The experimental group has undergone eight weeks of digital storytelling and produce and present the multimedia stories that involve images, audio, and video. They brainstorm, write, document and edit and present their stories. The approach helped the student engage with the language in a less stressful, imaginative setting, prompting fluency, vocabulary learning, and listening (Godwin-Jones, 2014). The peer and instructor feedback has assisted students to perfect their narratives and enhance their speaking skills during the process.

The control group, on the other hand, have been engaged in conventional speaking tasks such as in group discussions and oral presentations. Although these activities are common in EFL classroom, they fail to engage digital tools and do not provide as much creative engagement as digital storytelling.

Quantitative and qualitative data analysis have been used to attain information. With

the help of the pre- and post-test-assessments, key measures of speaking fluency such as fluency, coherence, as well as the usage of vocabulary have been evaluated. Such tests have identified real world conditions of speaking and have been scored with a rubric depending on the reasonable speaking fluency criterion (Bachman and Palmer, 1996). Students have been assessed from student surveys of their participant involvement, enjoyment and perceived enhancement of their speaking fluency and accompanied observational observations of student involvement and obstacles.

The quantitative data will be analyzed using the paired t-tests in order to determine whether there exist significant differences in the speaking fluency of the groups. The qualitative information of the surveys and the observation have been themed analyzed so as to identify closely related themes that could possibly be connected with the experiences of the students as well as perceived gains in fluency.

It is a mixed-method qualitative-quantitative study; it will use some objective data and refer to descriptive observations of the students experience with digital story telling to form a balanced opinion of the latter as a language learning tool in EFL classes.

Discussion And Analysis

The findings of this research will be discussed in both quantitative and qualitative terms that will provide an in-depth picture of the effects of digital storytelling on speaking fluency. The quantitative analysis will mainly be based on comparing the pre and post test scores to ascertain whether there is a statistically significant increase in the speaking fluency of students who underwent the digital storytelling intervention or not. The pre-test and post-test data will evaluate different points of speaking fluency, i.e., fluency (how smoothly one speaks), coherence (how well one can organize his thoughts logically), and vocabulary use (how many and what kind of words one uses). Paired t-tests will be used to identify the significance in the difference between the experimental and control group scores (Bachman and Palmer, 1996).

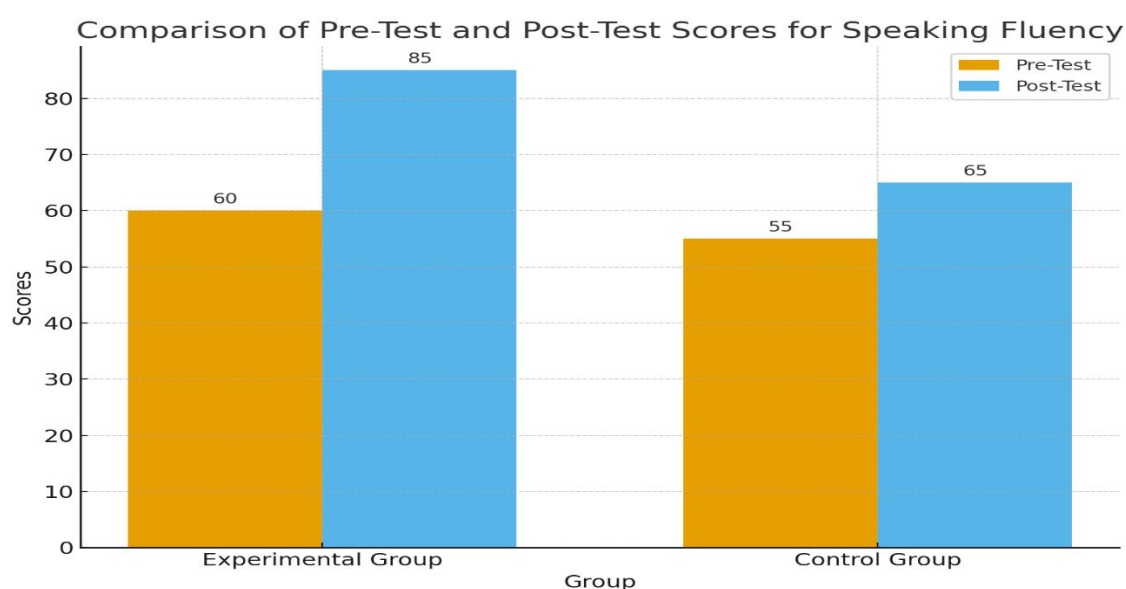
Since digital storytelling is an interactive and involving session, it is projected that significant enhancement in speaking fluency will be realized in the experimental group. Digital storytelling also stimulates students to plan and share their ideas using multimedia, which promotes the creation of coherent and fluent speech (Godwin-Jones, 2014). The visuals, audio, and video that are used in the story telling process,

not only increases the interest in the language among the students, but also offers them a background of what to expect in a real life communication. The approach is multimodal and this type of approach is supportive of the social constructivist theory of Vygotsky (1978) who has stressed the significance of social interaction and engagement towards meaningful activity in cognitive development. A creative approach to creating a digital story, be it in planning, narrating or editing, offers sufficient space to practice language and makes students feel more comfortable in their speaking abilities (Hsu et al., 2013). Thus, it is expected that the experimental group will show the progress in both fluency and coherence, since they will take part in the storytelling activity involving them in the critical thinking process and ordering their thoughts.

Qualitative data obtained through survey and observational notes will also give more insight into students perceptions of digital storytelling as a learning tool besides enhancing the level of speaking fluency. The thematic analysis will be employed to reveal the similarities in the response provided by students on the experience they had with the storytelling process. According to the previous studies, digital storytelling can be a considerable motivating and engaging tool among the students (Beetham and Sharpe, 2013). The use of technology within language classrooms usually builds curiosity among students because they have independence and control over the classroom learning and this enables them to review and redefine their projects (Coiro, 2011). Digital storytelling offers learners the opportunity to work at their own speed, which should prompt them to practice with words in a low-stress setting (Godwin-Jones, 2014). The experimental group will see a lot of students report increased motivation and a sense of achievement having completed their projects since they can see visible improvement in language proficiency and enjoy the imaginative elements of telling a story as well.

Moreover, the learners of the experimental group can claim that they were more interested in the process of language learning because digital storytelling is multimodal. Kress (2010) describes the importance of multimodal learning as the learning of language is based on a variety of verbal, visual and auditory communications. Digital story telling allows the learner to learn more and to be able to express him or herself better as they use several senses to tell a story. This

multimodality method is especially useful in building speaking fluency, because the learners can experience multiple and dynamic means of engaging with the language. Control group, conversely, is supposedly to demonstrate a lesser degree of improvement in speaking fluency, since conventional speaking practices like group discussions, oral presentations, etc. are usually less interactive and creative than digital storytelling. As much as these traditional practices work well in the development of the initial speaking skills, they tend to lack the same degree of student engagement or imaginative thinking, especially when it comes to learners who might be less inclined towards speaking assignments (Godwin-Jones, 2014).



The following bar chart compares the pre-test and post-test results of the speaking fluency of the experimental and control groups in the study, Digital Stories telling for Speaking Fluency: An Experimental Study in Undergraduate EFL Classrooms at Khushal Khan Khattak University Karak. The chart shows graphically that there is an improvement in the scores of the experimental group in terms of the speaking fluency after the intervention of the digital storytelling compared to the scores of the control group after the language activities.

Findings

Such research outcomes will provide an in-depth analysis of how the digital stories impact the EFL students speaking fluency. The pre- and post-test outcomes will be considered as a major quantitative scale that is going to be used in order to establish the improvement in fluency, coherence and vocabulary-use levels. It is the hope that

the gains on the personalities of the members of the experimental group in the three areas will be positively huge due to their exploitation of the interactive and multimodal nature of digital storytelling. According to Godwin-Jones (2014), it has been suggested that the procedure of multimedia story telling does not only promote fluency but also vocabulary and listening abilities, the most significant aspects of speaking fluency. The integration of elements such as pictures, music and videos will cause the students to be critical, organize their ideas and to talk fluently that will translate into the performance after the tests. In this way, the factors of pre- and post-tests will be compared as a significant argument of the positive impact of digital storytelling on the speaking fluency.

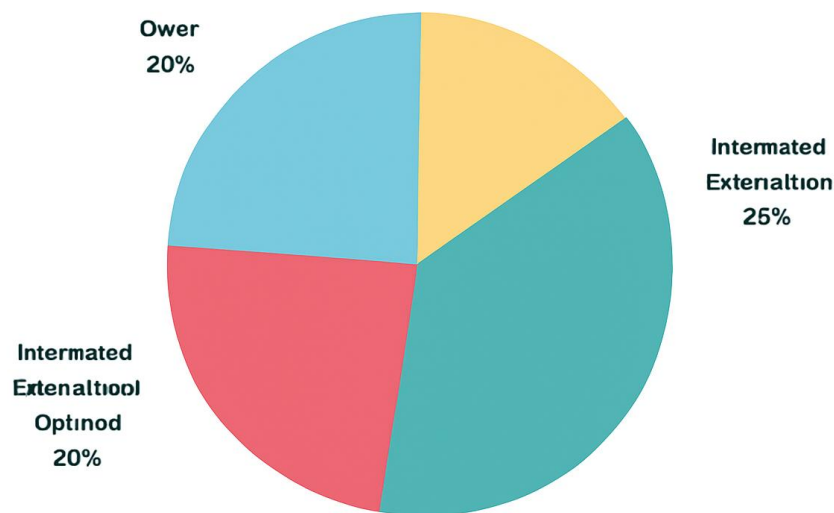
Besides the numbers, the qualitative feedback of the students will be priceless in knowing their perception of the digital storytelling experience. The surveys among students will provide responses to the following questions: what motivates students, what makes them more engaged, and how their speaking fluency improves. The preliminary research has proved that technology-based processes such as digital storytelling enhance learner interactions and motivation (Coiro, 2011). When students are using technology, the level of confidence and creativity can be reported to rise and the use of language may increase in both institutional and impromptu situations. According to Hsu et al. (2013), the tendency of students to use digital tools during language learning usually results in much more independence and eagerness to train language skills, which will be reflected in the survey answers.

Moreover, the comparison of the digital stories, in their turn, will provide certain illustrations of how students used their language proficiency. To present how the multimedia components assisted in organizing the thoughts, vocabulary and overall coherence, the stories will be presented (Beetham and Sharpe, 2013). Their experience with the surveys as narrated by the students will also provide valuable information of how the creative process of digital storytelling benefited them regarding their speaking skills.

The challenges of the process of digital stories in question will also be addressed. This may be technical issues, time-management or morning discomfort in class technology use. These issues should be addressed because, as stated by Godwin-Jones (2014), even though digital storytelling can be the powerful language

acquisition tool, its use may require appropriate preparation and guidance. By defining such challenges and the ways they influenced the learning process of students, it would be possible to better incorporate digital storytelling in EFL classrooms in the future.

Student Feedback on Digital Storytelling Activities



To have a visual picture of the way students felt that digital storytelling affected their speaking fluency, a pie chart that depicts the distribution of student feedback on digital storytelling activities would illustrate their perception on how digital storytelling can influence their speaking fluency.

Through the analysis of the pie chart, the feedback distribution can be used to get an idea about the effectiveness of digital storytelling as a student. Most of the students in the Very Positive or Positive groups would recommend that digital stories positively influence speaking fluent and engagement in an EFL setting in a significant way. Conversely, a large percentage in the Neutral or Negative groups may reflect aspects that could be leveraged or difficulties in adapting to the digital medium in learning the language, which could be technological difficulties, lack of confidence or knowledge about the tools.

Conclusion and Recommendations

The current research comes to a conclusion that digital storytelling is a useful

pedagogical tool to increase speaking fluency in English as a Foreign Language (EFL) classroom. Such combination of multimedia features pictures and audio/video, etc. gives an interactive multimodal learning environment wherein students engage in active language practice. This is contrary to what the traditional methods do that normally emphasize on passive learning in which lectures or use of textbooks are involved. Digital stories provide language learners with a space to talk in the low-pressure and creative space, which proves to have the side-effect of increasing fluency levels, coherence, and the use of vocabulary (Godwin-Jones, 2014).

The findings of this study can be related with another piece of research conducted by other researchers that have also spoken about the beneficial role played by digital storytelling in language learning. As one such case, Hsu et al. (2013) assume that speaking skills among students can be enhanced using multimedia storytelling because people have opportunity to speak the actual language, to think and rehearse. Furthermore, Coiro (2011) remarks that digital stories turn the process of learning more positive and productive since the digital stories can boost the motivation and engagement level of the learners. Imaginative use and language practice will enable not only the fluency to students, but also make them confident about their speaking abilities, which tends to be not easy in a more traditional EFL-setting. With these findings taken into consideration, the research proposes the use of digital storytelling as part of EFL curriculum at Khushal Khan Khattak University Karak. Considering its beneficial effect on this research, the incorporation of digital stories can probably bridge the gap in speaking fluency between students and provide a more interesting way of language acquisition. Additionally, the incorporation of this innovative approach to develop speaking fluency could be a benefit of other analogous educational settings in Pakistan and other parts of the world because the traditional language acquisition approaches might not be as productive in the development of fluency.

Although the findings of this study are encouraging, the research still requires the conduction of research to gauge the long-term implications of digital storytelling on language proficiency. Longitudinal studies would be able to give more understanding on whether the gains in speaking fluency are lasting or whether there is further need to sustain these gains through further interventions. Also, future

researchers must measure the outcomes of digital storytelling in other proficiency levels since the presented study was based on learners of the beginner level. It would assist in deciding whether digital storytelling is as useful with advanced learners or whether it is necessary to make certain adjustments to address different levels of language competence.

Besides, it would also be worthwhile to explore the role of various cultural and institutional contexts in determining the effectiveness of digital storytelling in language learning. Such factors can be investigated to make the approach more specific to certain educational setting and, therefore, as effective as possible. The study of these areas will enable future studies to give a more in-depth insight into how digital storytelling may be applied to promote language acquisition and competence among the various learner groups.

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