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**EFL Students' Attitudes Towards Digital Storytelling and their
Perception of its Impact on their Motivation**
**The Case of First Year Students at Mohammed Seddik Ben Yahia
University**

Dissertation submitted in partial fulfilment of the requirements for the degree of Master in
Didactics of Foreign Languages

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Declaration

We hereby declare that the dissertation entitled “EFL Students’ Attitudes towards Digital Storytelling and their Perception of its Impact on their Motivation is our own work. We affirm that we have not engaged in any form of plagiarism or intellectual dishonesty, nor have we intended to steal work of others without appropriate acknowledgment.

Signature

A handwritten signature in black ink, appearing to be 'Amin', written in a cursive style.A handwritten signature in black ink, appearing to be 'Hani', written in a cursive style.

Date

10/07/2023

Dedication

I am honoured to dedicate this humble work for my parents,

Thank you, mother and father, for being my biggest support.

Amina

Dedication

In the Name of Allah, the Most Merciful, the Most Compassionate, Firstly, I thank God for helping us to complete this work. Then, I would like to dedicate this work, to my wonderful parents «Ali & Nafissa» who supported me a lot in my studies and their constant encouragement. I also dedicate this dissertation work to my lovely siblings who give me support and motivation. A special thanks and appreciation to my dissertation's partner "Amina" with whom I completed this work, and to all those who believed in me and prayed for my success

Abir

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Abstract

This study aimed to investigate the attitudes of EFL students towards digital storytelling and their perception about its impact on their motivation. The study involved 53 first year students and their teachers of oral expression at the department of English, university of Jijel. The primary objectives were to assess students' attitudes towards digital storytelling and their perception about its potential impact on their motivation in oral expression session. It also aimed to shed light on teachers' attitudes towards using digital storytelling in their oral class. The research employed two questionnaires, one questionnaire for students and another one for their teachers of oral expression through which quantitative data that seek to answer our research questions were collected. The findings of the study revealed highly positive attitudes from students and teachers towards digital storytelling. The implications of the study suggest that digital storytelling can be a valuable pedagogical tool in EFL classrooms.

Key words: Digital storytelling, motivation, EFL students.

List of Abbreviations

DST: Digital Storytelling

FL: Foreign Language

EFL: English as a Foreign Language

ICT: Information and Communication Technology

IMMS: Instructional Materials Motivation Survey

PBL: Project Based Learning

SD: Self-determination

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General Introduction

The prioritization of 21st century skills across educational domains in general, and teaching language in particular make the Incorporation of educational technology into language classrooms a necessity. The use of information and communication technologies (ICTs) in language teaching has resulted in developing new teaching techniques and tools but also modernizing traditional ones that have been used for decades such as storytelling. The latter has been digitalized because of the involvement of digital devices, namely personal computers and phones into the classrooms. Hull & Nelson (2005) define digital storytelling as: “A form of multimedia consisting of images and segments of video with background music and a voice-over narrative”. All these elements that constitute a digital storytelling make the process of creating a digital story a complex task that requires good research skills, critical thinking and creativity, along with “a full complement of literacy skills” (Robin, 2006). Several studies have investigated the impact of DST on foreign language students’ skills, the impact on speaking skills (Baghdasaryan, 2011), Emotional intelligence (kassous & sarnou, 2021), storytelling ability and multimedia narrative (liang & hwang, 2023), all of them showed results that approved the positive impact of DST. This descriptive study investigates the attitudes of EFL students and their teachers of oral expression towards DST and its impact on students’ motivation to develop their speaking ability in oral session.

Understanding students’ language learning motivation is a significant step towards helping students to reach a high level of English proficiency; according to Rost (2006) motivation is the “neglected heart” of language learning. The lack of such important element among foreign language students can lead to low level of their performance in the classroom and academic achievement in general. This makes the use of learning strategies that have motivating potentials extremely important.

Digital storytelling is a digital based learning approaches that use ICTs and can be used in Algerian foreign language classrooms to increase the motivation of students inside the classroom to not only receive the information, but also to create and be a significant part in the learning process. In oral session, students are required to produce the language creatively and show their full potential in speaking activities and oral presentations. Moreover, Students of foreign language, as is the case with all students of other educational domains, are required to develop 21st skills such as creativity, critical thinking and digital literacy. These skills, including language skills can be sustained through the use of ICT tools.

This study attempts to investigate the attitudes of first year students at the Department of English, University of Jijel toward digital storytelling and their perception of the potential increasing impact of implementing it on their motivation. It also attempts to shed light on the teachers' perceptions of using digital storytelling in their speaking classes and to what extent they are aware of the importance of promoting the development of digital literacy for students along with their language skills in Oral Expression classes.

This study looks at how digital storytelling as a digital-based pedagogical tool offers foreign language learner the opportunity to develop both traditional literacy skills and 21st skills needed to maintain real success in modern workplace. Additionally, it explores how DST can enhance the relevance of classroom activities in the eye of students and eventually increase their motivation. It highlights its important use for students of English, particularly because it allows them to learn in their preferred learning method (visual, auditory, kinesthetic) which can make more students satisfied in the learning process. The significance of the study lies in highlighting the effectiveness of this tool in the speaking class and the impact of replacing conventional presentations with digital stories in helping students to use authentic language in real life context.

This study is aimed at specifically answering the following questions:

- 1) What are the freshmen's attitudes toward digital storytelling (DST)?
- 2) Do freshmen think that using DST in the speaking class would affect their motivation?
- 3) What are the teachers' perceptions of using ICTs in the speaking class, particularly digital storytelling and to what extent they are aware of the importance of digital literacy for EFL students?

The present study is descriptive of nature and in which the quantitative data will be gathered through questionnaires. To elicit data related to students' attitudes towards DST and in order to ensure that the students clearly understand using DST in the class, 53 freshmen from three groups at the Department of English, University of Jijel, will be introduced to what DST is and how digital stories are created. In addition to that, they will watch a digital story that will be delivered prior to the distribution of the student questionnaire. Another questionnaire will be administered to first year teachers of oral expression to investigate their views on using DST in Oral Expression classes.

The current study is divided into two main chapters, the first one is the theoretical part in which digital storytelling and motivation will be reviewed separately, in terms of scientific theories and the most important findings in the context of language teaching and learning. Chapter two comprises the description of the two questionnaires that were employed to collect quantitative data necessary to answer our research questions. The data obtained then were analyzed and interpreted in light of our research aim. Finally the findings of the research inquiries were discussed in order to give clear answers to the

research questions. At the end of this chapter, the limitations of this study will be mentioned besides recommendations for future similar studies.

Chapter One: Literature Review

Introduction

This chapter is divided into two sections, the first one is a review of the current findings in the motivation field research, and the second is a theoretical study of one of the recent learning strategies that uses ICTs tools, namely digital storytelling (DST) and its potential effects on the language learner's motivation.

Section one: Motivation

1.1.1 Motivation, Definition and its Importance in Education

“Motivation is the key to success”, is an overused statement that capitalizes on the importance of motivation as a prerequisite for the attainment of any given task. The importance of learning motivation has increased because of the increasing promotion for autonomous learning in which learner’ motivation factor is a basic element. Motivation, in a general sense, refers to what moves a person to do certain choice, to engage in action, to expand efforts and persist in action” (Dörnyei & Ushioda, 2011, p18). A definition that explains the nature of motivation from a cognitive perspective offered by (Schunk & Meece & Pintrich, 1995, p6) is “the process whereby goal directed activities are instigated and sustained”, in other words motivation is a necessary ingredient that determines both the willingness to do an action or persuade a goal and how much efforts is invested on it. The manifestation of learner’s motivation in formal education is “when students engage themselves purposefully in classroom tasks by trying to master the concepts or skills involved” (Brophy, 1983, p200).

Motivation is considered one of the main factors that affect language acquisition (cook, 2005 as cited in Mahadi & Jafari, 2012). According to Gardner (1985) motivation to learn a language is “the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language” (Pham, 2021), The

complexity of language as a system that constitutes of form, content and use is an obstacle for learners that can only be overcome by a high motivation, especially learning a foreign language where learners' exposure to the target language is limited, which adds to the importance of motivating the unmotivated students in foreign language classroom.

1.1.2 Types of Motivation

The difference in motivation among individuals is not only in terms of the level but also in terms of type and orientation; the distinction between different types of motivation is based on self-determination theory that was developed by Deci and Ryan in 1985, which distinguishes between two main types, extrinsic and intrinsic that specifies the interest of learner whether it is in the activity itself or in the external reward of it.

1.1.2.1 Intrinsic Motivation

Intrinsic motives manifest themselves in the spontaneous efforts for which the learner is rewarded by the mere enjoyment of the activity and the satisfaction it comes with accomplishing it, As Edward Deci defines it "intrinsically motivated behaviors are aimed at bringing about certain internally rewarding sequences, namely, feeling of competence and self-determination" (Brown, 1980, p172).

In the scale of academic motivation that was developed by Vallerand (1997), three types of intrinsic motivation are specified. Intrinsic motivation to know is defined as the motivation for doing an activity for the feelings associated with gaining knowledge. Intrinsic motivation to accomplish things which refers to the motivation gained by trying to master a task or achieve a goal. Intrinsic motivation to experience stimulation: the feelings of excitement and appreciation that are the byproduct of performing a task. Numerous scholars believe in the superiority of intrinsic motives, including Abraham Maslow who claims that self-actualization is ranked the highest of human needs is attained as through the fulfillment of physiological needs, safety needs, emotional needs, and esteem needs,

According to Maslow (1970) intrinsic motivation is noticeably superior to extrinsic because we are motivated to achieve "self-actualization" (Chalak & Kassaian 2010).

1.1.2.2 Extrinsic Motivation

Contrary to intrinsic motivation that is based on the sensation and self-satisfaction that are inherent to the activity itself, extrinsic motivation is rather "fueled by the anticipation of reward from outside and beyond the self" (Brown, 1980, p172). Instrumental in nature, extrinsic motivation is supported by the attainment of an outcome that is separated from the activity or behavior. In the light of self-determination theory (1985) four sub-types of extrinsic motivation were classified (Dörnyei, 1994): External regulation, which refers to the activities that are determined by external factors whether they are rewards or punishment, a perfect example of a reward is getting a prestigious job. Introjected regulation, which refers to the activities performed as a response to the pressure imposed by the self but originally caused by external pressure as shame, it may be to approve to oneself that he/she is competent enough. Identified regulation, which refers to the energy invested in an activity for its importance for achieving a goal. Last and not least, Integrated regulation, which refers to "choiceful behavior that is fully assimilated with the individual's other values, needs and identity" (Dörnyei, 1998).

1.1.3 Orientations of Motivation

Another important dimension of learning motivation that is relevant to language learning is orientation; it is mainly the goal for which the learner is motivated to learn a language. Learners' goals have been divided by Gardner into two categories, integrative and instrumental goals (Öztürk, 2012), which results in being either integratively or instrumentally motivated.

1.1.3.1 The integrative Motivation

Integrative motivation is a type of motivation that arises from an individual's desire to integrate into the new language's culture or society, "The concept of integrativeness refers to an openness to identify, at least in part, with another language community" (Margaret & Gardner, 2003), students who are integratively motivated are distinguished by the positive attitudes towards community members and culture of the target language, this positive view of the language and the culture associated with it is believed to have a positive impact on the learning process.

1.1.3.2 The instrumental Motivation

Instrumental motivation is tied to a specific goal or outcome, "it refers to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical material, translation and so forth" (Brown, 1980, p170), getting a job or fulfilling an academic requirement is the final aim of the instrumentally motivated learner, contrary to learners who are motivated by their wants to integrate themselves in another community.

1.1.4 Contemporary Theories of Learning Motivation

1.1.4.1 Self-determination Theory

SDT was developed by Edward L. Deci and Richard M. Ryan in 1985. SDT is known for the distinction between intrinsic and extrinsic motivation and the need for self-determination to be intrinsically motivated to perform a task. "Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding" (Dornyei, 1994).

Unlike extrinsic motivation, which arises from outside sources, specifically external rewards an activity produces, "Intrinsic motivation is believed to increase by the pleasure and enjoyment that an activity produces" (Safdari & Maftoon, 2016). SDT theory recognizes three psychological needs that are considered prerequisites for self-determined

motivation, well-being, and growth, namely autonomy, competence or effectiveness, and relatedness to others (Legault, 2017).

Another contribution of SDT is defining three main types of human motivation, which considers intrinsic and extrinsic motivation as two complex concepts, namely autonomous motivation, controlled motivation and amotivation. According to Deci and Ryan “Autonomous motivation comprises both intrinsic motivation and the types of extrinsic motivation in which people have identified with an activity’s value and ideally will have integrated it into their sense of self” (Deci & Ryan, 2008). Expressly, autonomous motivation is intrinsic motivation along with two types of extrinsic motivation that are characterized by volitional engagement in activities, namely Integrated and identified regulations (Urhahne & Wijnia, 2023). Unlike autonomous motivation, controlled motivation is “acting for reward, behaving to avoid punishment, or trying to avoid feelings of guilt” (Ratelle et al., 2007) On the other hand amotivation is the absent of both autonomous and controlled motivation which refers to the complete lack of motivation.

1.1.4.2 self-efficacy theory

Self-efficacy theory was first proposed by Albert Bandura in 1977 which refers to “individual’s judgment of their capabilities to carry out certain specific tasks” (Dörnyei & Ushioda, 2021, p16). According to this theory, what really important is not the actual skills of individuals, but rather their perceived ability to utilize those skills effectively (Artino, 2012). There are four main sources of self-efficacy (Bandura, 1977): First, performance accomplishments or what is also called mastery experiences, which refers to past successful experiences. Second is vicarious learning which refers to observing others performing difficult tasks successfully. Third is persuasion from others, which comes as positive feedback or encouragement. Forth is physiological state which refers to people’s judgments of their emotional state when coping with stress. According to this theory,

“students’ motives are affected by their beliefs about their personal abilities. These beliefs become a primary, explicit explanation for motivation” (Arduini-Van Hoose, 2020, 676).

1.1.4.3 Attribution Theory

The term attribution means the casual explanation of past events and behaviors, attribution process helps us identify the reason behind positive events so we can experience them again, and negative ones to avoid them. “Human beings always seek to understand the reasons for their success or failure and, when faced with a similar situation again, their actions will be led by their understanding of the reasons that caused this success or failure” (Kálmán & Eugenio, 2015). They are classified along three dimensions, which are locus, stability and controllability. In terms of locus, casual attributions are either internal or external. Internals are personal abilities and disposition, whereas externals are external circumstances and situations such as the difficulty of a task performed by a student. The second dimension is stability which distinguishes between stable attributions and attributions that vary over time. The controllability differentiates between causes that one can control such as aptitude and mood, and uncontrollable ones such as luck. In educational settings, in addition to effort and ability, Graham (1994) has defined task difficulty, luck, mood, family background and help or hindrance from others, as the most significant attributions.

1.1.4.4 Flow theory

Flow theory was developed by the psychologist Csikszentmihalyi, the theory is an attempt to explain how intrinsically motivated activities that are separated from an end product or an external reward (Nakamura & Csikszentmihalyi, 2002). The concept of flow refers to “an experiential state characterized by intense focus and involvement that leads to improved performance on a task” (Brown, 2007, p174). In simple words, the state of flow gives the individual a sense of enjoyment and ultimate focus on the task in hand. There are

some conditions that a task needs to meet in order to produce a state of flow, in addition to being meaningful and challenging Nakamura and Csikszentmihalyi have identified two main characteristics: the activity needs to stretch the existing skills of the individual but at a level that is appropriate to one's capacities so individuals can feel in control of the process. The second characteristic is that, a clear goal of the activity or task need to be identified in addition to an immediate feedback that can allow the executor to keep track of his/ her progress.

1.1.5ARCs Model

ARCs model of motivation is an instructional design framework for delivering motivational instructions. It was developed by John Keller who found that motivation could be sorted into four main categories attention, relevance, confidence and satisfaction.

- **Attention:** according to Keller (2010), attention in the context of learning motivation “contains motivational variables that are related to stimulating and sustaining learner’ interest and curiosity to learn”, there are several strategies that were suggested to gain the learner’ interest, such as emotional element in the content, humor and cognitive conflict.
- **Relevance:** the next motivation dimension that need to be considered is making sure that instructions are relevant to learners, this can be achieved by providing a learning experience that can be valuable to learners’ needs and goals. Keller suggested that the relevance element can be achieved by making the content familiar to the learner’ prior knowledge, linking it to learner’ personal life or showing a future usefulness of the skill in workplace.
- **Confidence:** the confidence dimension completes the two prior dimensions, the learner needs to feel confident even if he/she is interested in the class and finds the lesson relevant, too much confidence and low confidence may prevent the learner

from learning effectively, the learner' confidence can be achieved by specifying the learning requirement for success, providing constructive feedback and fostering learner's autonomy by making him/her that they are in control of their own success.

- **Satisfaction:** According to Keller(2010), the three prior dimensions are sufficient to sustain the learner' motivation, the last dimension, satisfaction ensures that the learner continue to feel the desire to learn, it can be achieved by providing the learner with rewards and recognition such as good grades and positive feedback

1.1.6 Factors Affecting FL Speaking

In addition to linguistic components, such as pronunciation, vocabulary, grammar, there are psychological factors that affects the speaking skills of foreign language learners ability to produce the language even when the learner has a high cognitive ability, these psychological factors has been identified as motivation, anxiety and self-esteem (Ariyanti, 2016).

1.1.6.1 Motivation: motivation has a tremendous role in the success of mastering foreign language skills, including speaking ability which is very important for students in order to communicate with teachers and express their ideas in the classroom. The more students are verbal the more they are able to interact with the teacher and negotiate meaningful insights that are related to the content, therefore grasping more in class. According to (Ariyanti, 2016), one of two main factors of students' motivation in the context of language acquisition is the needs of communication. The ability to connect with others in certain situations is a motivational factor that can push students to work on their speaking skills.

1.1.6.2 Anxiety: The fear of making mistakes when speaking a foreign language is the main reason that causes uncontrolled anxiety that can hinder students from speaking in the classroom, foreign language anxiety in the classroom in general is caused by negative attitudes, subjective perceptions, beliefs, and feelings toward foreign language classes

(Oteir & Al-Otaibi, 2019). Speaking anxiety is considered to be the most affected by anxiety among language skills (Sadiq, 2017). It is therefore crucial for teachers to understand the difficulty faced by students who have speaking anxiety and to implement strategies that can help students to overcome their fears.

1.1.6.3 Self-esteem: another important factor that may affect language learning in general and speaking ability in particular is self-esteem; it is one of the personality traits that are related to self-confidence which defined as the individual's evaluation of his own worth (krashen, 1985, p30). Students who have a high self-esteem tend to engage in communicative tasks more than others, "Those who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about" (Ariyanti, 2016)

1.1.7 DST and EFL Student Motivation

DST is a learning strategy that can be used by language teachers to provide students with educational content as well as enjoyable learning experience. The creation process of digital stories can be an enjoyable process to EFL students in the class, According to Matthews-DeNatale (2013), "The story making process, during which students translate first-hand experience into reflective narratives, enhances both the motivation of the learner while creating the story and the memorability of the learning itself". According to flow theory, the enjoyment and focus in learning are the results of being intrinsically motivated. According to ARCS model (Keller, 2010), one of the four components of student' motivation is self-confidence, the latter can be achieved through lessons that make students feel that their efforts will lead to success (Drew, 2023), which eventually make them reach a high level of self-efficacy (Bandura, 1977). Li and Morehead (2006) have concluded in their study "Digital Storytelling: Self-Efficacy and Digital Literacy" that DST can enhance

self-efficacy through development of important literacies that are necessary for their success.

Many studies have investigated the impact of DST on EFL students' motivation. (Tahriri et al, 2015) investigated the impact of DST on EFL learners' oracy skills and motivation employing a quasi-experiment. The study findings indicate a significant impact of DST on EFL learners' motivation and oracy skills. Kasami (2021) conducted a study to investigate the impact of DST on the motivation for learning English of students with low proficiency and confidence in English, twenty seven students with low proficiency and confidence in English were chosen to be exposed to DST courses, the results of the study show that DST could enhance the motivation level of the lowest students in confidence and proficiency in English.

Overall, DST can be used as an effective teaching and learning tool that can enhance EFL students' motivation to develop language skills.

Section Two: Digital Storytelling

1.2.1. Digitalization of storytelling

The art of telling stories is as old as humanity. Throughout history, stories have been transformed from one generation to another, both for the goal of sharing knowledge and for entertainment. A story may convey an experience to learn from or information that change our views to the world around us, all that in a fashion that makes us hooked to it, as Nanton words it "As our ancestors knew, storytelling is a holistic process that engages the heart, body, and spirit along with the mind" (Nanton, 2016, p66). The use of stories has been promoted as an effective and beneficial pedagogical tool, especially in language learning (Hendrickson, 1992). In the era of technological advancement, taking advantages of digital media, storytelling took a digital form which adds to its value, and gives it's using new dimensions.

Digital storytelling is the result of combining the traditional narrative with digital devices. The term “digital storytelling” was created by Dana Atchey, a performing storyteller who saw the potential of computers and multimedia and began using multimedia as a prop in his performances (McLellan, 2007). Since then, digital storytelling continues to evolve and integrate new technologies and serve new visions and purposes. Many educators and teachers in language education have adapted digital storytelling as a pedagogical tool since it combines two major significant approaches of teaching and learning, namely information and communication integrated learning and storytelling, which makes it a perfect classroom tool to develop many important skills that are relevant to education in 21st century, such as critical thinking, collaboration, and technological literacy.

1.2.2 Digital Storytelling Defined and its characteristics

Several definitions were given to digital storytelling by scholars and researchers. In the general sense, it is “narrative entertainment that reaches its audience via digital technology and media” (Miller, 2004, p3). As a pedagogical tool DST is defined as “telling stories using multimedia technologies, providing a format for students to put their thoughts together, visually, aurally, and kinesthetically” (Michalski et al., 2005). As is the case with traditional storytelling, digital stories revolve around a chosen theme and often contain a particular viewpoint (Robin, 2011).

“Tolisano (2015) has identified five main characteristics that distinguish digital stories from other types of videos” (Robin, 2016). First DST is about creating meaning rather than creating media, second the focus is on contributing and collaborating, third is telling a story is for the purpose of sharing and connecting, fourth using digital stories is not for transforming knowledge as much as it is for amplification, which is making sense of ideas and relating them to universal patterns, and finally DST is about transforming stories.

1.2.3Types of Digital Storytelling

Robin (2008) has defined three main major types of digital stories that are:

- Personal narrative: this the type of digital story through which the author tells of personal experiences. These stories are usually emotionally charged and personally meaningful to both the author and the viewer. Lambert (2003) identifies several sub-types of personal stories that can be used by students to bring their personal experience to language classroom, such as memorial stories, adventures stories, accomplishments stories, and recovery stories.
- Content area stories: also called instructional stories, these are based on facts and real-world examples, the use of stories to teach instructional content about different educational topics that can be difficult to understand without the narrative element allow students and teachers to bring topics of different areas in language classroom. The storytelling element not only makes complex topics very accessible and understandable to the listener but also make the content of the story more applicable to student's real life.
- Historical documentaries: which are stories that examine dramatic occurrences that make us understand the past. Students might use historical photographs, newspapers headlines that add depth and meaning to historical events.

1.2.4Elements of Digital Stories

Digital stories are distinguished by elements that make storytelling experience more valuable to the creator and more captivating and memorable to the listener. Joe Lambert developed seven elements of digital storytelling, first the point of view, this is one of the most important element in a story, because it allows the author to express his understanding of subject or personal experiences. Second is dramatic question, it is the surprising element in the story which can keep the listener' attention, at the end of the story an answer to the question should be revealed. The third element is emotional content. It

serves as a connecting element between the author and the listener who share the same human experience. The fourth element is the gift of your voice, the author adds the recording of his own voice while narrating the story script which adds a personal touch to the story. The fifth element is the power of soundtrack, this refers to the background music employed to enrich the narrative and make it more enjoyable. The two last elements are economy and pacing, the former refers to limitation of the digital story time which usually takes from two to three minutes. Finally, pacing which refers to matching the content with specified time of the story which results in a slow or quick pacing of the rhythm of the digital story.

Table 1: Elements of DST (Robin, 2008).

Element	Definition
Point of View	The main point of the story and the perspective of the author.
A Dramatic Question	A key question that keeps the viewer's attention and will be answered by the end of the story.
Emotional Content	Serious issues that come alive in a personal and powerful way and connect the audience to the story
The Gift of Your Voice	A way to personalize the story to help the audience understand the context.
The Power of the Soundtrack	Music or other sounds that support and embellish the story
Economy	Using just enough content to tell the story without overloading the viewer.
Pacing	The rhythm of the story and how slowly or quickly it progresses

1.2.5 The process of digital storytelling

A process of four parts, each of them contains detailed steps for the creation of digital stories, was developed by Robin (2008) as cited in (Kent, 2010):

Define, Collect, Decide: this step includes selecting a topic for the digital story, searching for images (pictures, photographs, charts), locating audio resources (music, speeches, and

interviews), finding informational content (Word files, PowerPoint slides) and then thinking about the purpose of the story

Select, Import, Create: this includes selection of appropriate still and moving images for use in the story, an audio as a background track or for sound effects, the content and text to utilize. The next step in this part is the importation of images and video, and the audio into the movie making application, last and not least modifying the number of images and clip videos where necessary.

Decide Write, Record, Finalize: this part starts with Deciding on the underlying purpose and point of view of the story, writing a script to use for narration and recording the narration on computer. The final two steps are the importation of the story elements into the movie making application and finalizing by saving the digital story as a video file.

Demonstrate, Evaluate, Replicate: the final part of the process is devoted for sharing the digital story with peers and getting the feedback.

Teachers who incorporate digital storytelling in their classrooms use a different process especially when introducing digital storytelling to students for the first time. Through workshops that suit the classroom settings and students' demands and recognize the roles of both the teacher and students in the digital story creation. Students and teachers can work together to create digital stories using these steps (Smeda et al., 2014):

Brainstorm: after selecting the topic of the story, students generate ideas and write the initial narrative for the story.

Storyboard: this step refers to planning the visual materials in the right order and thinking how to match images or videos with the voiceover and the background music.

Search the Material: in this step students search for the materials that include images, clip videos and music that are required to create the digital story.

Creating the Digital Story: in this step students assemble the elements of the digital story using a chosen software application.

Editing and Feedback: before finalizing the digital story, students receive the feedback of the teacher to improve their digital stories both for the content and the quality of the story.

Presentation and Evaluation: this refers to presenting the digital story with peers and then getting the teacher' evaluation that is based on the story elements, creation and presentation.

1.2.6The Educational Components of Digital Storytelling

DST encompasses many educational components when used as pedagogical and educational strategy, through the different steps of digital story creation; the learner ought to use different tools, and skills. According to Robin (2008) DST supports the use of Computers with multimedia capacity and large storage capacity, image capture devices including digital cameras scanners and camcorders, audio captive devices including high-quality microphones and voice recorders and digital media software for creating and editing digital images audio and video. And it also encompasses multiple literacy skills including research, organizing, presentation skills, problem solving and assessment in addition to engaging students and teachers through personally meaning writing allowing students to construct their own meaning, plus promoting 21st century skills such as culture literacy, information literacy, media literacy.



Figure1.Educational components of DST (Robin, 2008)

1.2.7The advantages of digital storytelling

There are many advantages and benefits of the use of DST in language classrooms that were recognized by educationist and teachers of foreign language. DST integrates different literacies and language skills by combining researching, production and presentation skills with traditional activities like writing and oral production skills (Ribeiro, 2015). DST gives EFL teachers a way to let students explore their interests while also tailoring the curriculum to fit their unique learning preferences, technological capabilities, and language proficiency level (Kent, 2010), it also helps students to develop their communication skills, encourages students to ask questions more and express their opinions (Tahriri et al., 2015). Robin (2006) claims that DST can generate interest, attention and motivation for the "digital generation" students in today's classrooms. Edwigesimon (2021) has collected some benefits of DST from educational studies and research. According to her, DST incorporates project-based learning, adapts instruction to students' needs, interests, and lives, and supports instructional strategies with a variety of multimodal activities. Furthermore, DST exposes students to multimodal meaning making and promotes the

development of multi-literacies. It also promotes meaningful communication among students both inside and outside the classroom.

1.2.8 Digital Storytelling and FL Learning approaches

Digital storytelling can enhance the language learning experience, Kent(2010) states “digital storytelling provides a means for EFL teachers to provide students with a means to explore their interests while customizing the learning process and content to their specific learning style, technological skills, and language learning level” .DST, when combining it with other constructivist teaching approaches through which learning occur in learner-centered activities, namely project-based approach and student-generated content approach, can create an interactive learning environment that promotes creativity, collaboration, and authentic language use.

1.2.8.1 Digital Storytelling and Student-generated Content Approach

Digital storytelling and student-generated approach are two closely related concepts that may be used together to enhance foreign language learning. In a student-generated approach, students take an active role in the learning process, creating their own content and sharing it with classroom peers. Lee and McLaughlin define a student as a “prosumer”, who has the ability to produce the knowledge that he/she consumes (Ktoridou & Doukanari, 2015). Implementing student generated content learning through digital storytelling allows students to personalize the learning process by creating digital stories which combines both traditional literacy skills and digital skills.

1.2.8.2 Digital Storytelling and project-based Approach

Digital storytelling and project-based approaches complement each other in foreign language learning. PBL is defined as “a student-centered model that organizes learning and studying around projects” (Du & Han, 2016). In language classroom, PBL can be used as a framework for implementing DST. According to Brenner (2014) Through DST projects,

PBL students can develop the four skills competencies, experience collaboration, expand computer literacy and build self-confidence.

1.2.9 Theories Underpinning Digital Storytelling

The use of digital storytelling as a pedagogical tool in FL classrooms is the implications of a recent learning theory, namely constructivism. It is based on one main idea “the learner is an active creator” (Aljohani, 2017). The theory is dominated by two main constructivist theories which are Piaget’ cognitive development model and Vygotsky social development theory, in a general sense for constructivists personal learning is seen as an active process Roulx (2006), as he states, constructivism as a theory of learning is a student-centered rather than a teacher-centered, therefore students are responsible for their own learning. Marlowe and Page summarize the foundation of a constructivist approach, the main points are, knowledge is constructed and not received, and learning is about thinking and analyzing, not accumulating and memorizing, furthermore learners are encouraged to be active who understand and apply, not merely repeat back (Marlowe & Page, 2005 as cited in Prefume & yuko, 2017). The use of technology in the classrooms has been linked to constructivist learning. In fact it was aligned with the shift in the learning paradigm from instructivism to constructivism (lunenburg, 1998, as cited in Hidayati, 2016).

1.2.9.1 Social-cultural Constructivism

Social constructivism learning theory was developed by Vygotsky, his theory recognizes the importance of culture and interaction in the development of cognitive abilities (Arduini-Van Hoose, 2020). A concept central to the theory is scaffolding in learning which recognizes the effect of guidance of others on the development of one’s potential abilities, within the context of classrooms “social interactions with teachers and more learned peers could facilitate the learner’s potential for learning” (Arduini-Van

Hoose, 2020). As is the case with learning in general, social cultural constructivism suggests that language is better learned through collaboration and interactions with others. One of its implications in language classroom is through project-based learning, the latter has been proven to be more effective when combining it with DST (Hung et al., 2012, Wahyuni et al., 2018), a combination that ensures the realization of social-cultural constructivist theory principles, precisely learning from past experiences, performing multidisciplinary tasks, and expressing one` point of view (palit, 2020)

1.2.10 Challenges in the Implantation of DST in FL classrooms

The integration of ICTs can be faced with some obstacles especially in developing countries, such as the problem of technical expertise, the lack of sufficient time, and the poor quality of equipment and internet (Mndzebele, 2013). In addition to these obstacles that come with integrating technology in the classrooms, digital storytelling has its own challenges and limitations, Robin (2006) identifies some of them, starting from the fact that bad storytelling when combined with digital media will eventually lead to bad digital storytelling, in other words traditional literacy skills are the basic elements for a good digital story. Another important issue to consider in DST implementation is copyrights. When students create their own digital stories, they will have to use online content that may not permitted for public use.

Reinders (2011) identified the problem of protecting students' privacy by making them aware of the potential use of their stories that may contain personal information. On the other hand, "Lannoti (2004) realized from her own experience with DST project that managing such projects is time consuming she concludes that "the scope of project should be ambitious but not beyond the limits of practicality". Reinders (2011)

Overall, the limitations of digital storytelling cannot erase the several benefits that come with the use of DST in language classrooms.

Conclusion

This literature review attempts to shed light on the use of digital storytelling as a pedagogical tool in foreign language classrooms, specifically in oral expression session, and its potential impact on student's motivation. The journey from traditional storytelling to digital storytelling and the role ICTs tools plays in that change were explained along with the definition, elements, and process of implementing digital storytelling in language classroom.

To conclude all what has been mentioned above, digital storytelling is a digital-based strategy that stands as one of the most effective learning strategies that allow students to work on multiple skills at the same time, by creating stories that bring useful language content, enjoyment and satisfaction to EFL classroom.

Chapter Two: Field Work

Introduction

After highlighting the theoretical background of both motivation and digital storytelling; the present chapter is devoted to the practical framework which lays out the methodology adopted in this research. It discusses in details the research methods used to conduct this study and the research design of the study, it also tackles the description of the sample and describes the employed procedures for data collection that were used to investigate the EFL students' and teachers' attitudes towards the use of digital storytelling to enhance students' motivation. The research instrument that has been selected to carry out this study and answer the research questions through the interpretation of the results obtained from the questionnaires.

2.1. Population and Sampling

The chosen population of our study is the first year LMD students of English at the University Mohammed Seddik Ben Yahia, Jijel, during the academic year 2022 / 2023. The sample consists of 53 first year EFL students who belong to three groups at the department of English at the University of Mohammed Seddik Ben Yahia. The required subjects of this research were selected randomly from the existing population. The sample of the study includes first year teachers of Oral Expression, precisely three teachers, at the department of English at university of Mohammed Seddik Ben Yahia.

2.2. Research instruments

This investigation is based on quantitative method for the collection and analysis of data. The required quantitative data are gathered through two questionnaires. The student's questionnaire was administered to 53 first year LMD students of English in the language

laboratory at Mohammed El-seddik Ben Yahia University, Jijel. And the teacher' questionnaire was administered to first year oral expression teachers at the same university.

2.3. The Students questionnaire

2.3.1 Description of the questionnaire

The questionnaire designed for the purpose of answering our research questions related to students' attitudes toward DST and their perception on its impact on their motivation in Oral Expression session, the questionnaire is constituted of three sections, two sections contains sixteen question and the third section is an adapted version of instructional material motivation survey (IMMS) that was employed to assess student's motivation. The first section is entitled "Student's Background Information", which aims to collect data related to students personal information. It covers five(5) close-ended questions including age , gender , level of proficiency in English, learning method and the language skill that they prefer (Q1 ,Q2 ,Q3 ,Q4 ,Q5) . The second part of the questionnaire is entitled "Students' Attitudes towards Using Digital Storytelling in Class", which seeks to get clear insights into the students perception regarding the use of DST in EFL classrooms. It is composed of eleven close-ended questions dealing with general questions about the use of technology and DST in learning English by students and their perception of using ICTs tools in general and digital storytelling in particular by their teachers (Q1, Q2, Q3, Q4, Q5,Q6, Q7,Q8 ,Q9, Q10,Q11). The third part is entitled "Testing Students' Motivation via an Adapted Version of the IMMS". It involves 29 items in total, all in the form of five-point Likert scale. Items from Q1 to Q8 assess student's confidence, items from Q9 to Q16 assess student's attention, items From Q17 to Q24 assess student's satisfaction, and finally items from Q25 to Q29 assess relevance of DST instructions to students.

2.3.2 Administration of the Questionnaire

The students' questionnaire seeks to collect data about students' views and attitudes towards using digital storytelling in EFL classrooms. The questionnaire was distributed to students in the second semester of the academic year 2023. In order to ensure that the students clearly understand the potential use of DST in EFL classrooms, and that the questionnaire did not contain any ambiguity or questions that lead to a wrong interpretation on the part of students, 53 first year LMD students from three different groups at the department of English at Mohammed Seddik Ben Yahia University-Jijel were introduced to DST, its definition, elements, types and the process of creating a digital story, and an example of a digital story, in addition to a quick tutorial of how to create a digital story using a video editing software. By the end of the three sessions, 53 students in total were requested to answer the questionnaire.

2.3.3 Analysis of the Questionnaire

The data obtained from the questionnaires were analysed using the SPSS software package.

Section one: Students' Background information

This section is devoted to discover student' background, which allows us to know more about students as English language learners, through five questions that aim to decompose subjects of the sample as language learners in terms of gender, age, proficiency level, learning style and favourite language skill. This section is very important for the generalizability of the research.

Q1: Gender

This question aims to gather information about the student' gender as it recognizes that may cause some differences between the two genders in foreign language learning experience.

Male Female

Table2. Student' gender

	N	%	Valid percent	Cumulative percent
Male	8	15.1%	15.1%	15.1%
Female	45	84.9%	84.9%	100.0%
Total	53	100.0%	100.0%	

Table 2 shows that the sample is constituted of 8 male students (15.1%) and 45 female students (45%).

Q2: Age

Age may be a significant factor to the investigation of the attitudes of students towards a digital-based tool, such as digital storytelling. The consumption of digital content and the use of ICT tools in general may be different across generations and people of different ages.

17- 24 25 or more

Table3. Student' Age

	N	%	Valid percent	Cumulative percent
17-24	52	98.1%	98.1%	98.1%
25 or more	1	1.9%	1.9%	100.0%
Total	53	100.0%	100.0%	

Table 3 shows that the total number of students who are between 17 to 24 of age are 52 (98.1%) and only one student (1.9%) are 25 years old or above.

Q3: How do you rate your proficiency level in English?

Pre-intermediate
Intermediate

- Upper-intermediate
- Advanced

Table4. *Student' Level*

	Frequen cy	Percent	Valid Percent	Cumulative Percent
Pre- intermediate	1	1.9	1.9	1.9
Intermediate	27	50.9	50.9	52.8
Upper- intermediate	19	35.8	35.8	88.7
Advance	6	11.3	11.3	100.0
Total	53	100.0	100.0	

The table 4 shows the different English proficiency levels of students as perceived by them, 50.9% of the students believe that they have an intermediate level of English, 35.8% represents the portion of students who have an upper-intermediate level and 11.3% of the sample represents students who believe to have an advance level of English, while only 1.9% accounts for students who believe to have a pre-intermediate level.

Q4: The preferred learning method

- Visual
- Auditory
- Kinesthetic

Table5. *Student' Learning Style*

	N	%	Valid percent	Cumulative percent
Visual	33	62.3%	62.3%	62.3%
Auditory	11	20.7%	20.7%	83.0%
Kinesthe tic	9	17.0%	17.0%	100.0%
Total	53	100.0 %	100.0%	

The table 5 reveals that the dominant preferred learning method among students of the sample is the visual style with 62.3%, then auditory style with 20.8% and kinaesthetic with 17%.

Q5: Which language skill do you prefer?

- Reading
- Writing
- Listening
- Speaking

Table6. Student' Preferred Skill

	N	%	Valid percent	Cumulative percent
Reading	15	28.3%	28.3%	28.3%
Writing	7	13.2%	13.2%	41.5%
Listening	12	22.7%	22.7%	64.2%
Speaking	19	35.8%	35.8%	100.0%
Total	50	100.0%	100.0%	

The table 6 divides the sample in terms of the learning method students do prefer, according to the results shown in the table, students varied in terms of their learning style, the largest segment (35.5%) represents students who preferred speaking skill over other skills, 28.3% of the sample represents students who prefer reading, the listening skill was preferred by a portion of 22.7% of the sample, while only a small fraction (13.2%) of the sample represents students who preferred writing skill.

Section2: Students attitudes towards using digital storytelling in class

Q1: Do you enjoy using technology to learn English?

- Yes
- No

Table7. The Use of Technology in Learning

	N	%	Valid percent	Cumulative percent
Yes	53	100.0%	100.0%	100.0%
Total	53	100.0%	100.0%	

As shown in the table 7, all the students in the sample agreed on the enjoyment of using technology in learning English.

Q2: Do you like storytelling?

Yes No

Table8. Student' Opinion of Storytelling

	N	%	Valid percent	Cumulative percent
Yes	48	90.6%	90.6%	90.6%
No	5	9.4%	9.4%	100.0%
Total	53	100.0%	100.0%	

The table 8 demonstrates that most of students, who make a portion of 90.6% of the sample like storytelling in general.

Q3: Do you watch digital stories on the internet

Yes No

Table9. Student Consumption of Online digital Stories

	N	%	Valid percent	Cumulative percent
Yes	43	81.1%	81.1%	81.1%
No	10	18.9%	18.9%	100.0%
Total	53%	100.0%	100.0%	

According to the data obtained in the table 9, the majority of the students (81.1%) in the sample watch online digital stories.

Q4: If yes, how often do you watch digital stories on the internet?

Rarely Sometimes Often Always

Table10. Student Consumption Rate of Online Digital Stories

	N	%	Valid percent	Cumulative percent
Rarely	5	9.4%	9.4%	9.4%
Sometimes	31	58.5%	58.5%	67.9%
Often	6	11.3%	11.3%	79.2%
Always	1	1.9%	1.9%	81.1%

Missing	10	18.9%	18.9%	100.0%
Total	53	100.0%	100.0%	

The table 10 shows the frequency of watching online digital stories among students, From the 81.1% that represents students who responded “yes” to the previous question 9.4% of them watch digital stories seldom, while 58.5% of students watch digital stories occasionally and 11.3% make up the portion of students that watch digital stories often. The rest of students who watch online digital stories always are just 1.9% of the sample.

Q5: If yes again, what type of digital stories do you prefer?

- Personal stories Documentaries
 Instructional stories All of the above

Table11. *Student’ Preferred Type of Digital Stories*

	N	%	Valid percent	Cumulative percent
Personal stories	15	28.3%	28.3%	28.3%
Documentaries	12	22.6%	22.6%	50.9%
Instructional stories	1	1.9%	1.9%	52.8%
All of the above	15	28.3%	28.3%	80.1%
Missing	10	18.9%	18.9%	100.0%
Total	53	100.0	100.0	

The table 11 shows the dominant types of digital stories preferred by students who watch online digital stories which are personal stories that make up 28.3% and documentaries with 22.6% of a percentage of 50.9% of the sample, whereas 1.9% of the students prefer instructional stories and 28.3% have no preferable type.

Q6: Does your teacher of oral expression incorporate technology in their class?

- Yes No

Table12. *The Use of Technology by Teachers*

	N	%	Valid percent	Cumulative percent
Yes	52	98.1%	98.1%	98.1%
No	1	1.9%	1.9%	100.0%
Total	53	100.0%	100.0%	

The table 12 shows that 98.1% of the students who participated in the study have teachers who incorporate technology in their classes

Q7: If yes, what type of technology they use?

- Multimedia presentations
- Online resources
- Educational apps

Table13. *The Types of Educational Technology Teachers Use in Class*

	N	%	Valid percent	Cumulative percent
Multimedia presentations	21	39.6%	39.6%	39.6%
Online resources	23	43.4%	43.4%	83.0%
Educational apps	8	15.1%	15.1%	88.1%
Missing	1	1.9%	1.9%	100.0%
Total	53	100.0%	100.0%	

The table 13 show that the most used type of educational technology by teachers of oral sessions are online resources with a percentage of 43.4%, next in order is multimedia presentations with 39.6% and the least used by teachers was educational apps with 1.9% of 98.1 of the sample.

Q8: To what degree using technology helps you in understanding the subject matter?

- High degree
- Medium degree
- Low degree
- Not sure

Table14. *The Degree to which Technology helps in Understanding Class Subjects*

	N	%	Valid percent	Cumulative percent
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High degree	23	43.4%	43.4%	43.4%
Medium degree	24	45.3%	45.3%	88.7%
Low degree	4	7.5%	7.5%	96.2%
Not sure	2	3.8%	3.8%	100.0
Total	53	100.0%	100.0%	

The table 14 shows the perception of students of the sample about the degree to which students benefit from technology implementation in oral session. 43.4% of students in the sample believe that it helps to a high degree, while 45.3% of student suppose that technology helps them to a medium degree, the rest of students who make a small portion of the sample, were divided between thinking that it helps them to a low degree, these make 7.5% and who are not sure about the impact of technology on their understanding, who make 3.8%.

Q9: Do you feel motivated when your teacher uses technology in class?

Yes NO

Table15. *Students' Perception of their Own Motivation When Using Technology in Class*

	N	%	Valid percent	Cumulative percent
Yes	50	94.3%	94.3%	94.3%
No	2	3.8%	3.8%	88.1%
Missing	1	1.9%	1.9%	100.0%
Total	53	100.0%	100.0%	

The table 16 shows the perception of students about the level of their motivation when using technology, the large majority that makes 94.3% of the sample are convinced that technology boosts their motivation level, while a small fraction of the sample doesn't believe so which makes 3.8%, the rest of the sample, 1.9%, were not sure.

Q10: Has your oral expression teacher ever used digital stories in their classes?

Yes No

Table16. *Students Past Experience with DST in Class*

	N	%	Valid percent	Cumulative percent
Yes	24	45.3%	45.3%	45.3%
No	29	54.7%	54.7%	100.0%
Total	53	100.0%	100.0%	

According to the table 16, 45.3% have already been exposed to digital stories in oral class while the rest who make 54.7% of the sample haven't had an experience with digital stories in the classroom before.

Q11: If yes, to what extent you find that digital storytelling helps you to stay engaged and interested in the class?

To a large extent To some extent

To little extent Not sure

Table17. *Students Perception of the Impact of DST on their Engagement in Class*

	N	%	Valid percent	Cumulative percent
To a large extent	6	11.3%	11.3%	11.3%
To some extent	15	28.3%	28.3%	39.6%
to little extent	1	1.9%	1.9%	41.5%
Not sure	2	3.8%	3.8%	45.3%
Missing	29	54.7%	54.7%	100.0%
Total	53	100.0%	100.0%	

The table 17 shows the extent to which students who have experienced digital storytelling in the classroom were engaged and interested in the class, the portion of the sample that was concerned with the question as the previous question was 45.3% , 11.3% of this portion presents the students who were convinced that digital stories helps them stay engaged and interested in the class to a large extent, another fraction who makes a percentage of 28.3% of students presumes that it helps them to some extent, and only

1.9% of the sample believed that it helps to little extent, the rest of the sample participant who were concerned with this question who makes 3.8% of the 45.3% were not sure about the impact of digital stories on their engagement and degree of interest in the class.

Section 3: testing students’ motivation via an adapted version of the IMMS

In this section instructional materials motivation survey (IMMS) was used to assess students’ motivation after being introduced to digital storytelling, the answers are:

- 1: Not true
- 2: Slightly true
- 3: Moderately true
- 4: Mostly true
- 5: Very true

Table18. *Motivation Level from the Four Dimensions (IMMS)*

Confidence	Mean
When I was first introduced to DST, I had the impression that it would be easy for me to understand its content.	3.57
DST is more difficult to understand than I would like for it to be	3.92
After being introduced to DST information, I felt confident that I knew what I was supposed to learn from this lesson.	3.60
As I watched the digital story, I was confident that I could learn the content.	3.89
The content of the story was easy to understand	3.94

I could not understand the content of the lesson based on DST	4.32
After watching how to make a digital story, I was confident that I would be able to make my own digital story	3.51
I understand better, when the content is transmitted through an ICT tool and this makes me feel confident to learn	3.74
Attention	Mean
Using DST grabbed my attention when used at the beginning of the lesson and I found that interesting.	3.89
I found the pictures used in the digital story impressive.	3.49
The quality of the digital story helped me in holding my attention	3.85
The use of DST was uninteresting and unattractive.	4.32
The way the content is organized in the story helped in grabbing my attention.	3.92
The digital story had things that stimulated my curiosity.	3.40
I learned something that was surprising and unexpected.	3.02
The style of narration was boring.	3.96
Satisfaction	Mean
Completing the digital story in this lesson gave me a satisfying feeling of accomplishment.	3.53
I enjoyed digital storytelling to the extent that I would like to know more about it.	3.74

I really enjoyed this lesson	3.79
I felt good to understand how digital stories are created.	3.89
I believe I will feel good if I create my own digital story	3.96
It was a pleasure for me to watch digital stories	3.96
Relevance	Mean
There were stories, pictures, or examples that showed me how digital storytelling could be important to learning English as a foreign	4.11
Completing this lesson successfully was important for me.	3.81
The content of this lesson is relevant to my interests.	3.25
There are examples of how students can use the information in this lesson to create their own digital stories.	3.89
The content of this lesson and the use of technological tools gave it an impression that its content is worth knowing.	3.83
This lesson was not relevant to my needs because I already knew most of it.	4.02
Learning to create digital stories will be useful to me.	4.06

The table 18 shows the values of mean of students' motivation through its four dimensions, the values of mean in the confidence dimension range from 3.51 to 4.32 which reveals a high level of confidence among students who have been introduced to DST instructions, as it shown in the table 17, the highest value mean (4.32) represents students'

confident about understanding the content of the lesson based on DST which reveals that digital stories were perceived by students as easy to understand.

Concerning the attention dimension, the values of mean that range from (3.02) which was the one that represents the extent to which the digital story was surprising and unexpected, to high level (4.32) which show how much interesting and attractive the digital story was to students of the sample.

In the satisfaction dimension the values of mean range from 3.53 to 3.96 which indicates that students were satisfied with the lesson. The highest value obtained (3.96) represents the level of pleasure watching digital stories gives to students as well as the satisfaction predicted by students if they were requested to create their own digital stories. All these indicators point to a high level of students' satisfaction with DST lesson.

Regarding the relevance dimension, the data obtained from the seven statements show that most of students saw that the digital storytelling lesson to which they were exposed to was relevant to their interests and needs, as the table show, the highest value of mean (4.11) was obtained from the statement that attempts to know the opinions of students about whether the lesson contains all the elements necessary for them to get a clear idea about the use of digital storytelling as an effective tool in learning English, namely stories, pictures and examples. An overall level of all motivation' dimensions were calculated in the table below:

Table19. *The Overall Motivational Level*

Dimension	Overall Mean
Confidence	3.83
Attention	3.73
Satisfaction	3.81
Relevance	3.87

According to the table above, the mean values of the four motivation' dimensions, namely confidence, attention, satisfaction and relevance are all between 3.73 and 3.87 which indicates that the level of students motivation was considerably high after being introduced to the use of digital storytelling as a learning tool that can allow them to work on their oral production and other valuable skills in an enjoyable and effective way.

2.3.4. Discussion of the Student Questionnaire Results

As said in the analysis of the data obtained from the student questionnaire, the majority of students claim to have an intermediate or upper-intermediate English proficiency level, this show that most of students would not find big difficulties in creating their own digital stories. The two dominant learning methods preferred by students were auditory and visual methods, and the two most preferred skills were speaking and listening, this can be justified by the fact that the majority of them are digitalised who consume visual and auditory online content on a daily basis. Concerning the attitudes of students regarding the use of technology in class, there was a total agreement among student on the enjoyment of using technology in the learning process, in the case of digital stories, a huge portion of students in the sample report that they use to watch online digital stories either frequently or regularly (often or sometimes), with most of them prefer either personal stories, documentaries or all of them.

Regarding students' experience with educational technology in general and DST in particular in the classroom, the results show that an overwhelming majority of students of the sample feel motivated when technology was incorporated by their teachers, in the case of DST almost half of students have been receiving instructions based on DST. Their report of the impact of it on their motivation show that 22 of 24 students who have been already exposed to DST in class believe that DST helps them stay engaged and interested in the class at least to a little extent. The third part of the questionnaire in which IMMS

was employed to assess students' motivation after being introduced to DST and its potential use in oral session has demonstrated a high level of all the four dimensions of motivation. This reveals that digital storytelling instructions were successful in levelling students' confidence in their abilities in creating a digital story, and capturing their interest and satisfaction, in addition to being perceived by students as relevant to their needs.

2.4. The Teachers' Questionnaire:

2.4.1. Description of the Questionnaire

The administered questionnaire is dedicated to all first-year teachers of oral expression in the department of English at the university of Mohammed El-seddik Ben Yahia in order to attain pertinent information about teacher's perception of using ICTs tools in the speaking class, particularly digital storytelling. The teachers' questionnaire starts with a brief introduction including the aim of the study and the research question it attempts to answer through the questionnaire. The questionnaire is composed of twenty-one questions that fall into two types which are close-ended and open-ended questions. Through close-ended questions, the informants are asked to choose either "Yes" or "No" answers, or to pick the appropriate ones. By the open-ended questions, the respondents are required to offer some justifications to their chosen answers. Moreover, the twenty-one questions are divided into two sections: each of which is serving a purpose. The first one is entitled "Teacher's Background Information " which seeks to gather information about teachers' grade, experience and their years of experience in teaching the oral expression module, which contains three close-ended questions (Q1,Q2,Q3). The second section is entitled "Teachers Perception of Using ICTs and DST in Class" which aims to collect data about teachers' attitudes toward the use of ICTS tools particularly digital storytelling in their speaking classrooms. It is composed of eighteen questions varied between Yes / No questions (Q4, Q6, Q9, Q11, Q13, Q14 , Q16, Q17, Q18, Q19, Q20) multiple choices or

pick the right answer (Q5, Q7, Q10,) and the teachers were required to justify some of their chosen answers (Q8, Q12, Q15 , Q21).

2.4.2. Administration of the Questionnaire

The questionnaires was administered to first year teachers of oral expression in the department of English at the university of Mohammed El-seddik Ben Yahia ,Jijel who were only three in total.

2.4.3. Analysis of the Questionnaire

Section1: Teacher’s Background Information

Q1: Which academic degree do you hold?

Master’ **Magestere** **Doctorate**

Table20. *Teacher Academic Degree*

	N	%	Valid percent	Cumulative percent
Master’	2	66.7%	66.7%	66.7%
Doctorate	1	33.3%	33.3%	100.0%
Total	3	100.0%	100.0%	

The table 20 shows the degrees held by teachers of oral expression of first year students of English, department of English, University of Jijel, two of the three teachers hold a master degree while the third teacher hold a doctorate degree.

Q2: How many years have you been teaching English at university?

1 to 5 years **5 to 10 years** **more than 10 years**

Table21. *Teacher’ Experience in Teaching at University*

	Frequency	Percent	Valid Percent	Cumulative Percent
one to five	1	33.3	33.3	33.3
five to ten	1	33.3	33.3	66.7
more than ten	1	33.3	33.3	100.0
Total	3	100.0	100.0	

The table 21 shows the teaching experience each the teacher who answered our questionnaire, the first teacher has between one year and five years of experience, the second teacher has a teaching experience of a number of years between five to ten years and the last one has more than ten years of experience.

Q3: How many years have you been teaching oral expression?

1 to 5 years 5 to 10 years more than 10 years

Table22. Teacher’ Experience in Teaching Oral Expression

	Frequency	Percent	Valid Percent	Cumulative Percent
one to five	2	66.7	66.7	66.7
more than ten	1	33.3	33.3	100.0
Total	3	100.0	100.0	

According to the table 21, two of the three teachers have between one to five years as an experience of teaching oral expression. The third teacher has been teaching oral expression for more than ten years.

Section2: Teachers Perceptions of Using ICTs Tools and DST in Class

Q1: Do you use ICTS tools in your speaking class?

Yes No

Table23. Teacher’ Use of ICTs in their Class

	N	%	Valid Percent	Cumulative Percent
Yes	3	100.0%	100.0%	100.0%

As the table demonstrates, all the teachers of oral expression of first year classes use ICTs tools.

Q2: If yes, what types of ICT tools do you use?

Multimedia presentations

Online resources

Educational apps

Table24. *Type of ICTs Used by Teachers*

	N	%	Valid Percent	Cumulative Percent
Multimedia presentations	2	66.7%	66.7%	66.7%
Online resources	1	33.3%	33.3%	100.0%
Total	3	100.0%	100.0%	

The data obtained from this question show that two of three teachers use multimedia presentations, while the third teacher uses online resources.

Q3: If yes, have you noticed any increase in students' engagement and participation when using ICT tools?

Yes

No

Table25. *Teacher's Observation of Students' Engagement with ICTs in Class*

	N	%	Valid Percent	Cumulative Percent
Yes	3	100%	100%	100%

The table 25 shows the teachers' perception about the impact of using ICTs tools on the level of engagement and participation of student in oral session according to their experience, all of the teachers agree on the claim that using ICTs tools has a positive impact on their students' engagement and participation.

Q4: If yes, to what extent?

To a large extent

To some extent

To little extent

Not sure

Table26. *Teacher' Perspective on the Extent of Students' Engagement with ICTs*

	N	%	Valid Percent	Cumulative Percent
--	---	---	---------------	--------------------

To a large extent	2	66.7%	66.7%	66.7%
Missing	1	33.3%	33.3%	100.0%
Total	3	100.0%	100.0%	

As the table 26 shows two of the three teachers believed that using ICTs tools impacts students' engagement and participation to a great extent while the third teacher didn't answer this question.

Q5: Please justify your answer?

We asked the three teachers to elaborate on their answers on the previous question through which we attempt to know about the degree to which ICTs tools impact the level of students' engagement and participation, here are the answers we got from two teachers:

T1: "The students' engagement and participation was higher in sessions when videos were used. The videos grabbed their attention."

T2: "It motivates the students"

Q6: Have you ever faced challenges when using ICT tools in class?

Yes

No

Table27. *Facing Challenges in ICTs Implementation*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0%	100.0%	100.0%

According to the table above all the three teachers of oral expression face challenges when they teach using ICT tools in their classes.

Q7: If yes, what are these challenges?

Lack of knowledge about how to use ICT tools

Material Problems

Lack of motivation to use ICT tools

Others please specify:

Table 28. *The Type of Challenges Faced by teachers in the use of ICTs*

	N	%	Valid percent	Cumulative percent
Material Problems.	3	100.0	100.0%	100.0%

The results show as are demonstrated in the table show that teachers oral expression face material problems when using ICT tools in their classes.

Q8: Do you think that the use of ICT tools in the speaking class impact students' attention and motivation?

Yes No

Table 29. *the impact of ICT tools on Students' Attention and Motivation*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0	100.0%	100.0%

The answers of

teachers on whether ICT tools impact students' attention and motivation or not, all three teachers agree on the impact of the use of ICT tools on their students' attention and motivation.

Q9: Would you please justify your answer?

In this question, teachers were asked to give us their perception about the way ICTs impact on the level of students' attention and motivation, the three teachers gave these answers:

T1: "I feel that students are bored when I use traditional activities like presentations, but whenever I use ICTs their participation is increased."

T2: "The students interact better when ICT tools are used in the lesson. They find the old methods of teaching without the use of these tools boring."

T3: “It attracts their attention and they become curious and want to learn more”

Q10: Have you ever used storytelling as a technique for teaching speaking?

Yes

No

Table 30. *The Use of Storytelling by Oral Expression Teachers*

	N	%	Valid percent	Cumulative percent
Yes	1	33.3%	33.3%	33.3%
No	2	66.7%	66.7%	100.0%
Total	3	100.0%	100.0%	

As the table shows,

only one of the three teachers uses storytelling in the oral expression class.

Q11: If yes, do you think that storytelling motivates learners?

Yes

No

Table 31. *Teacher’ Perception of the Impact of Storytelling on Students’ Motivation*

	N	%	Valid percent	Cumulative percent
Yes	1	33.3%	33.3%	33.3%
Missin g	2	66.7%	66.7%	100.0%
Total	3	100.0%	100.0%	

As the previous table shows, only one teacher was being able to answer this question, because teachers were asked to answer it according to their own experience with teaching using storytelling. The teacher approved the claim that storytelling motivates students in the classroom.

Q12: Please justify your answer

The teacher that was concerned with this question justified their answer on the previous question by claiming that storytelling motivates students “Because there may be different topics, so they do not feel bored”.

Q13: Have you ever used digital storytelling in your Oral Expression class?

Yes

No

Table32. *Teachers' use of DST in Oral Expression class*

	N	%	Valid percent	Cumulative percent
Yes	1	33.3%	33.3%	33.3%
No	2	66.7%	66.7%	100.0%
Total	3	100.0%	100.0%	

The table 32 shows that 33.3% of first year teachers of oral expression use digital storytelling as a teaching tool in their classes.

Q14: Do you think that using digital storytelling in the speaking class can motivate learners?

Yes

No

Table33. *Teachers' Perception of the Impact of DST on Students' Motivation*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0%	100.0%	100.0%

The results obtained from this table show that teachers of oral expression are convinced that digital storytelling can increase student's motivation in the oral session.

Q15: If you give your students an assignment, would you accept if they choose to create a digital story instead of a traditional presentation?

Yes

No

Table34: *Teachers' Opinion of Using DST in Oral Presentations*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0%	100.0%	100.0%

According to the responses we got in this question, all of the three teachers were open to the idea of replacing traditional presentations with digital stories.

Q16: Have you ever motivated your students to use any software application for improving their Oral Expression presentations?

Yes No

Table35. *Teachers' Promotion for the Use Software Application by Students*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0	100.0%	100.0%
		%		

The table 35 shows that all of the three teachers use to encourage students to use software applications for improving their expression presentations.

Q17: Do you believe that teachers should encourage their students to develop their digital skills?

Yes No

Table36. *Teachers' Beliefs about the Importance of Digital Literacy for EFL Students*

	N	%	Valid percent	Cumulative percent
Yes	3	100.0	100.0%	100.0%
		%		

The table 35 shows an agreement among teachers on the importance of encouraging students of English to develop their digital skills by their teachers.

Q18: Please, justify your answer

T1: "It is necessary for students to develop their digital skills especially in oral expression because they need it for their presentations"

T2: "Digital skills are as important as the other skills in learning a foreign language. The students should master them due to their benefits and positive effect they have on learning a language."

T3: "Because we are living in a globalized world, technology plays a tremendous role in education nowadays. Hence, learners should benefit from it in the learning process."

2.4.4 The discussion Teachers' Questionnaire results:

The teacher' questionnaire was employed to answer our research question about teachers' perception of using ICTs in the speaking class, particularly digital storytelling and to what extent they are aware of the importance of digital literacy for EFL students. The three teachers of oral expression possess different academic degrees and teaching experience at university with two of them having more than five years of teaching experience, however, only one teacher has a considerably long experience in teaching oral expression (more than ten years). As the tables of data analysis show, there was an agreement among teachers on the effectiveness of ICTs in increasing students' motivation and engagement in speaking class, however, it is necessary to note that teachers encounter challenges in ICTs implementation, including material problems.

Regarding the use digital storytelling in oral expression class, teachers express their positive opinions about it, and their belief that it can be a useful learning that has motivational potentials which keep students engaged and interested in the content of the lesson. Furthermore, teachers of oral expression show their encouragement for students to use software applications to enrich their oral presentations, they also express their positive attitudes towards replacing conventional presentations with digital stories in oral expression, which can enrich the session and make it more valuable to students. In addition to what have been said, teachers show awareness of the importance of nurturing digital literacy among students. They justified their stance by the fact that developing these skills can enrich their language learning process, especially in oral production, and also to gain skills that are irreplaceable for today's success.

2.5. Discussion of the Overall Results

The results obtained from the two questionnaires that aimed to answer our main questions concerning students and teachers' attitudes towards the use of DST in EFL

classes, specifically oral expression, indicated that both teachers and students exhibited positive attitudes towards the use of digital storytelling in oral expression sessions. On one hand, students perceive digital storytelling as a learning tool that can enhance their motivation to work on their oral production creatively and effectively, on the other hand, teachers demonstrate great support for the use of DST, an example of digital-based teaching strategy that permit teachers to the promotion of the use of authentic English in the oral session. In addition to that, students will be able to personalize their learning process by creating digital stories that combine the traditional narrative with visual and auditory multimedia, therefore developing both traditional and digital skills.

2.6 limitations of the study

Our current investigation has been faced with some restrictions, first the study was conducted only with fifty-three first year EFL students at the University of Jijel and three first year teachers of oral expression at the department of English at the same university thus the sample is limited in number, this fact affects directly the generalization of our results which remain valid for this sample only. Second, time factor in our research is one of the most challenging issues which stood against a more elaborated research work.

Furthermore both restricted research time and poor materials equipment in oral expression laboratories prevent us from doing an experimental study of the impact of DST on student's motivation, which could provide a deeper understanding of digital storytelling to students.

2.7 Recommendations for future studies

For future studies, it is recommended to employ an experimental design to investigate a cause and effect relationship to better understand the impact of digital-based learning strategies, such as digital storytelling, on EFL students' motivation and language skills

development, it is also highly recommended to allocate sufficient time for such studies in order to realize research goals.

Conclusion

In this chapter was devoted to the field work of the study that employed two questionnaires in order to collect the data that are needed to answer our research questions regarding the attitudes of EFL students about digital storytelling and their perception about its impact on their motivation in Oral Expression session, in addition to teachers' attitudes about the use of digital storytelling in oral expression class, the chapter contains detailed description of research instruments, description of the two questionnaires and analysis of data that was demonstrated in tables. At the end of the chapter, an overall discussion of findings was provided which indicates that students perceive digital storytelling as a learning tool that can increase their motivation to develop their oral production in class, furthermore, teachers demonstrated positive attitude towards the use of ICT tools, specifically digital storytelling as well as their awareness of the importance of digital literacy for EFL students.

General Conclusion

ICT tools can be very powerful learning tools in language classrooms, when combining them with other learning strategies, a combination that results in maintaining enjoyable and effective language learning experience that can allow students to maintain both language skills and digital skills that become very important in digital era.

This study is descriptive in nature in which two questionnaires were employed to collect quantitative data in order to answer the research questions. It is an attempt to investigate students' attitudes about the use of digital storytelling, a digital-based tool that combine ICTs and traditional storytelling, and their perception on the impact of this innovative learning tool on their motivation for speaking in the class of oral expression. It also attempts to shed light on teachers' perception about the use of DST in their oral expression classes and their awareness of the importance of digital literacy for EFL students.

The study is divided into two chapters. The first one is the literature review of both digital storytelling and motivation with referring to speaking ability in foreign language classroom. The second chapter on the other hand was devoted to the field work. The data obtained from the two questionnaires were analysed, and from the results obtained it was concluded that both students and teachers demonstrated positive attitudes towards the use of digital storytelling in oral expression class, furthermore results show that DST has motivational potential that can effect positively students learning in Oral Expression session. In addition to that teachers show awareness of the importance of developing digital literacy for EFL students, a skill that can have a great impact on their language production ability.

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Appendix1: Student' Questionnaire

University of Jijel
Faculty of Letters and Languages
Department of English

Dear student,

We would be extremely grateful if you could accept to take part in our research study by answering this questionnaire. Your contribution to the study will help us know about your attitude towards using DST as a learning tool, which you have been introduced to its definition and process earlier, and your perception about its impact on your motivation in the Oral Expression session.

- Please tick the answer that best suits you.

I. Student's Background Information

1. Gender

Male Female

2. Age

17- 24 25 or more

3. How do you rate your proficiency level in English?

- Pre-Intermediate
- Intermediate
- Upper-Intermediate
- Advanced

4. Which learning method do you prefer?

- Visual
- Auditory
- Kinesthetic

5. Which language skill do you prefer?

- Reading
- Writing
- Listening
- Speaking

II. Students' Attitudes Towards Using Digital Storytelling in Class

1. Do you enjoy using technology to learn English?

Yes No

2. Do you like storytelling?

Yes No

3. Do you watch digital stories on the Internet?

Yes No

4. If yes, how often do you watch digital stories on the Internet?

- Rarely
- Sometimes
- Often
- Always

5. If yes again, what type of digital stories do you prefer?

- Personal stories
- Documentaries
- Instructional stories
- All of the above

6. Does your teacher of Oral Expression incorporate technology in their class?

Yes No

7. If yes, what type/types of technology do they use?

- Multimedia presentations
- Online resources
- Educational apps

8. To what degree using technology helps you in understanding the subject matter?

- High degree
- Medium degree
- Low degree
- Not sure

9. Do you feel motivated when your teacher uses technology in class?

Yes No

10. Has your Oral Expression teacher ever used digital stories in their class?

Yes No

11. If yes, to what extent you find that digital storytelling helps you to stay engaged and interested in the class?

- To a large extent
- To some extent
- To little extent
- To no extent
- Not sure

III. Testing Students' Motivation via an Adapted Version of the IMMS

- Please choose the response that best suits your perspectives using the following scale:

1: Not true

2: Slightly true

3: Moderately true

4: Mostly true

5: Very true

Statement		1	2	3	4	5
Confidence	1. When I was first introduced to DST, I had the impression that it would be easy for me to understand its content.					
	2. DST is more difficult to understand than I would like for it to be.					
	3. After being introduced to DST information, I felt confident that I knew what I was supposed to learn from this lesson.					
	4. As I watched the digital story, I was confident that I could learn the content.					
	5. The content of the story was easy to understand					
	6. I could not understand the content of the lesson based on DST					
	7. After watching how to make a digital story, I was confident that I would be able to make my own digital story					
	8. I understand better, when the content is transmitted through an ICT tool and this makes me feel confident to learn					
	9. Using DST grabbed my attention when used at the beginning of the lesson and I found that interesting.					

<p>10. I found the pictures used in the digital story impressive.</p>					
<p>11. The quality of the digital story helped me in holding my attention.</p>					
<p>12. The use of DST was uninteresting and unattractive.</p>					

<p>13. The way the content is organized in the story helped in grabbing my attention.</p>					
<p>14. The digital story had things that stimulated my curiosity.</p>					
<p>15. I learned something that was surprising and unexpected.</p>					
<p>16. The style of narration was boring.</p>					
<p>17. Completing the digital story in this lesson gave me a satisfying feeling of accomplishment.</p>					
<p>18. I enjoyed digital storytelling to the extent that I would like to know more about it.</p>					
<p>19.I really enjoyed this lesson</p>					
<p>20.I felt good to understand how digital stories are created</p>					
<p>21. I believe I will feel good if I create my own digital story</p>					

	22. It was a pleasure for me to watch digital stories.					
	23. There were stories, pictures, or examples that showed me how digital storytelling could be important to learning English as a foreign					
	24. Completing this lesson successfully was important for me.					

	25. The content of this lesson is relevant to my interests.					
	26. There are examples of how students can use the information in this lesson to create their own digital stories.					
	27. The content of this lesson and the use of technological tools gave it an impression that its content is worth knowing.					
	28. This lesson was not relevant to my needs because I already knew most of it.					
	29. Learning to create digital stories will be useful to me					

Appendix 2: Teacher' questionnaire

Dear teachers,

We would be extremely grateful if you could accept to take part in our research study by answering this questionnaire. Your contribution to the study will help us know your perceptions of using ICTs tools in the speaking class, particularly digital storytelling, and the importance of developing digital literacy for both teachers and students.

I. Teacher's Background Information

1. Which academic degree do you hold?

Master's Magistere Doctorate

2. How many years have you been teaching English at university?

1 to 5 years 5 to 10 years More than 10 years

3. How many years have you been teaching Oral Expression?

1 to 5 years 5 to 10 years More than 10 years

II. Teachers Perceptions of Using ICTs Tools and DST in Class

4. Do you use ICTs tools in your speaking class?

Yes No

5. If yes, what types of ICT tools do you use?

- Multimedia presentations
- Online resources
- Educational apps

6. If yes, have you noticed any increase in students' engagement and participation when using ICT tools?

Yes No

7. If yes, to what extent?

- To a large extent
- To some extent
- To little extent
- Not sure

8. Please justify your answer?

.....

9. Have you ever faced challenges when using ICT tools in class?

Yes No

10. If yes, what are these challenges?

- Lack of knowledge about how to use ICT tools.
- Material Problems.
- Lack of motivation to use ICT tools.
- Others, please specify:

.....

11. Do you think that the use of ICT tools in the speaking class impact students' attention and motivation?

Yes No

12. Would you please justify your answer?

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13. Have you ever used storytelling as a technique for teaching speaking?

Yes No

14. If yes, do you think that storytelling motivates learners?

Yes No

15. Please justify your answer

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16. Have you ever used digital storytelling in your Oral Expression class?

Yes No

17. Do you think that using digital storytelling in the speaking class can motivate learners?

Yes No

18. If you give your students an assignment, would you accept if they choose to create a digital story instead of a traditional presentation?

Yes No

19. Have you ever motivated your students to use any application for improving their Oral Expression presentations?

Yes No

20. Do you believe that teachers should encourage their students to develop their digital skills?

Yes No

21. Please justify your answer:

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Thank you so much for your cooperation!

Résumé

Cette étude visait à étudier les attitudes des étudiants d'EFL à l'égard de la narration numérique et leur perception de son impact sur leur motivation. L'étude a impliqué 53 étudiants de première année et leurs professeurs d'expression orale au département d'anglais de l'université de Jijel. Les principaux objectifs étaient d'évaluer les attitudes des élèves vis-à-vis de la narration numérique et leur perception de son impact potentiel sur leur motivation en séance d'expression orale. Il visait également à mettre en lumière les attitudes des enseignants à l'égard de l'utilisation de la narration numérique dans leur classe orale. La recherche a utilisé deux questionnaires, un questionnaire pour les étudiants et un autre pour leurs professeurs d'expression orale à travers lesquels des données quantitatives cherchant à répondre à nos questions de recherche ont été collectées. Les résultats de l'étude ont révélé des attitudes très positives de la part des élèves et des enseignants à l'égard de la narration numérique. Les implications de l'étude suggèrent que la narration numérique peut être un outil pédagogique précieux dans les salles de classe EFL.

Mots clés : Narration numérique, motivation, étudiants d'EFL.

ملخص

هدفت هذه الدراسة إلى التحقيق في مواقف طلاب اللغة الإنجليزية كلغة أجنبية حيال رواية القصص الرقمية وتصورهم حول تأثيرها على دوافعهم. شملت الدراسة 53 طالباً في السنة الأولى وأساتذتهم للتعبير الشفهي في قسم اللغة الإنجليزية بجامعة جيجل، كانت الأهداف الأساسية هي تقييم مواقف الطلاب تجاه رواية القصص الرقمية وتصورهم حول تأثيرها المحتمل على دوافعهم في جلسة التعبير الشفهي. كما تهدف إلى تسليط الضوء على مواقف الأساتذة تجاه استخدام رواية القصص الرقمية في فصلهم الشفهي. لقد استخدم البحث استبيانين، استبياناً للطلاب وآخر لمعلميهم للتعبير الشفهي تم من خلاله جمعت البيانات الكمية التي تسعى للإجابة على أسئلتنا البحثية حيث كشفت نتائج الدراسة عن مواقف إيجابية للغاية من الطلاب والأساتذة تجاه رواية القصص الرقمية، تشير نتائج الدراسة إلى أن رواية القصص الرقمية يمكن أن تكون أداة تعليمية قيمة في فصول اللغة الإنجليزية.

الكلمات المفتاحية: رواية القصص الرقمية ، التحفيز ، طلاب اللغة الإنجليزية كلغة أجنبية.