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Digital Storytelling as a pedagogical Tool in Teaching and Learning Literature

Case Study: First Year Students of English, Laghouat University

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Requirements for Master Degree in Civilization and Literature

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Dedication 1

This work is humbly dedicated to all my valuable treasures in life:

My beloved family: Father especially my mother who supported and encouraged me through this whole journey. Thank you

My two sisters

My brother and the little member in our family my nephew

My most appreciations and thanks to my dear uncle and for his encouragement and help.

I would like also to mention my friends being the best friends I have ever had in my life.

Thank you all and I really appreciate your assistance and love, I don't know how to say it but really this work wouldn't be done without you

Rihab

Dedication 2

I dedicate this work to my parents, to my mother specifically, who helped me a lot to accomplish this project with her advice and prayers which gave me strength while doing this.

To my sister and to my brothers for the encouragement, support and attention and to my aunt who believed in me.

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Anfal

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“A teacher plants the seeds of knowledge, sprinkles them with love, and patiently nurtures their growth to produce tomorrow’s dreams “, from this rostrum we would like to express the deepest appreciation and gratitude to our teacher and supervisor Mr Ben ReddaDjamel and thank him for being so patient and helpful with us. Thank you!

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Abstarct

Since Technology provides numerous tools that teachers can use in and out of the classroom to enhance students learning, in addition to that Teaching literature bears availability, at any moment of literary texts, and the possibility that these texts are easily accessible by students who during the learning process should be taught how to analyze, evaluate and simply to understand these texts. The purpose of this research study was to determine the impact that this technology has on the manner of study by students and on the didactic of literature by teachers. Arguing that the new technologies can best support the teaching of literature, this study provides a general framework about educational uses of digital storytelling, in addition to using it as a tool for reflective practice. . An online questionnaire is used to collect responses from a group of students to determine if they are using digital storytelling for educational purposes also if they welcome the suggestion of integrating digital storytelling tool in teaching and learning. The results show that the majority of students answered that they are not engaged in a storytelling session in literature, they also propose the inclusion of digital technologies in teaching and learning literature.

List of abbreviations

DST: digital storytelling

DS: digital storytelling

EFL: English Foreign Language

QUN: quantitative research

QUA: qualitative research

MMR: mixed method research

List of Tables

Table 01.....	24
Table 02.....	25
Table 03.....	26
Table 04.....	27
Table 05.....	28
Table 06.....	29
Table 07.....	30
Table 08.....	31
Table 09.....	32
Table 10.....	33
Table 11.....	34

List of Figures

Figure 01.....	24
Figure 02.....	25
Figure 03.....	26
Figure 04.....	27
Figure 05.....	28
Figure 06.....	29
Figure 07.....	30
Figure 08.....	31
Figure 09.....	32
Figure 10.....	33
Figure 11.....	35

Table of contents

Dedication 1.....	I
Dedication 2	II
Acknowledgements	III
Abstract.....	IV
List of Abbreviations	V
List of figures	VI
List of tables	VII
Table of Contents.....	VIII
General Introduction.....	1

Chapter 1:Chapter one The Use of Digital Storytelling in Teaching Literature

Introduction.....	4
1-1Literature review.....	
1-2 The use of technology in teaching languages	5
1-3 Importance of Digital Storytelling.....	7
1-4 Digital Storytelling in Language Education.....	8
1-5The Power of Digital Storytelling to Support Teaching Literature.....	10
1-6 How digital storytelling Supports Students Learning.....	12
1-7 Digital storytelling for Pedagogical and Research Purposes.....	13
1-7-1 Digital Storytelling for Pedagogical Purposes.....	
1-7-2 Digital Storytelling for Research Purposes.....	14
1-8 digital storytelling as a tool for reflective practice.....	
Conclusion.....	15

Chapter 2: Research Methodology Design

Introduction.....16

2_1 background.....

2_2 geographical area of interest.....

2_3 methodology.....17

2_3_1 data collection tools.....18

2_3_1_1 students ‘questionnaire.....

2_3_2 data analysis.....19

2_4 population and sampling.....

2_4_1 population.....

2_4_2 sampling.....20

2_5 limitation of the study.....21

2_6 significance of the study.....

Conclusion.....22

Chapter 3: Discussion and Analysis of the Findings

Introduction.....23

3-1 Results of the Study.....

3-2 Discussion of the Main Results.....35

Conclusion36

General conclusion.....37

Bibliography

Abstract in Arabic

Appendix

General Introduction

General introduction

For nowadays teachers, an essential task is to align the needs of particular students or small groups with the needs of the whole group and the expectations of the larger system. Successful teachers develop ways to consider and prepare for the diversity of students. Technology has often been part of the educational process in one form or another. It is part of the technical toolbox of the instructor. In other words, it is among the tools that teachers use to help promote learning.

The increasing diversity and accessibility of technology has expanded the toolbox opportunities for teachers. Computer devices are more effective and come in various types, from those sitting on our tables to those sitting in the palms of our hands. Furthermore; The Internet links those devices and links students around the world to each other in the classroom. With technology now part of our daily lives, it is time to reconsider the notion of integrating technology into the curriculum and instead attempt to incorporate technology into pedagogy to enhance the learning process. This indicates that technology is an integral part of the learning process and an important factor for teachers, from the beginning of learning experiences to teaching and learning with learners.

Teachers need to be inspired to use educational technology in teaching because it offers better contact with students, better information reception, since visual, auditory and kinesthetic experience is gained by students. Among other factors, educational technology motivates students to work independently where the student is more inspired to return to studying and working because, at any given moment, new technological equipment is readily available. The effect of technology on education has been investigated by a variety of researchers in various settings and contexts. The majority of these studies shared a similar finding related to the efficacy of the use of Educational technology and how it helps improve teaching approaches and the awareness of students. According to others, technological developments have had a significant effect on both English language learning and students motivation.

This research study discusses digital storytelling's educational applications and offers an overview of how digital storytelling is used to promote teaching and learning.

General introduction

It is seen that digital storytelling combines, the art of telling stories, with a combination of digital media, including text, photos, recorded audio narration, music and video. These interactive elements are blended together using computer software to tell a story that usually revolves around a particular theme or topic and provides a clear point of view as well. Furthermore, (Signs, June 2014) argues that digital storytelling helps students to "evaluate and develop their own interpretation of the reality that surrounds them." This undoubtedly contributes to learning and communicating with the physical environment of knowledge-based skills; social and citizen skills; and cultural skill.

Many studies as cited in the article of (Moradi & Chen, 9 December 2019) have shown that digital storytelling actually goes far beyond conventional storytelling's capacity and accessibility by creating and bringing in the concentrations, desires and encouragement of learners, promoting learner communication, group work, and coordination of ideas, helping learners to understand sophisticated learning content, and presenting knowledge in a meaningful way. DST enables students to recapture, strengthen, intensify, apply and expand Creative thinking during the process of studying. It helps learners in writing creatively and more effectively by visualization.

Moreover, (Syafryadin, Haryani, Salniwati, & Putri, November 2019) in their article have stated that digital storytelling could also evaluate the reading and listening comprehension skills. Through an engaging media that attracts their attention, students could master reading comprehension. By playing the videos so deeply, listening comprehension was reached. Next, the efficacy of digital storytelling for the listening comprehension of learners was also shown. They stated that digital storytelling provides fun and interesting media for learning, consists of different stories in each scene, and contains some beautiful images. Such stories are really important, so it's easy for students to find them out.

This research is aimed at demonstrating that integrating (DS) in education is beneficial for both learning and teaching process. It also attempts to explain the advantages of this tool within the literature courses in addition to using it as a tool for reflective practice.

Exploring the pedagogical advantages of digital storytelling is the reason for this initiative. Therefore, the overall research question is: how can digital storytelling increase the participation of students and provide learners with better educational results? Also answering the following questions: why is the use of technology helpful in teaching languages? How can digital storytelling be powerful to support teaching literature? What are the pedagogical

General introduction

and research purposes of digital storytelling? Is integrating DST in the teaching and learning process important?

The study design and methodology is focused on data obtained and acquired primarily from primary sources, such as addresses and graphs, as well as from other secondary sources, such as books, journal articles, and reports. By using two different approaches descriptive and analytical. , all the data obtained is evaluated.

This research study will be split into three chapters. The first chapter which is going to be theoretical in the sense that it tackles the use of technology in teaching languages. Then, it will talk about the importance of digital storytelling. Followed by digital storytelling in education in addition to the power of digital storytelling to support teaching literature. Spotting the light on how digital storytelling supports students learning. Furthermore, digital storytelling for pedagogical and research purposes will also take a small part; to finally discussing digital storytelling as a tool for reflective practice.

The second chapter is dedicated to the practical section that explains the research design and methodology of this study. It attempts to deal with both of tools opted to answer and fulfill the purpose of this study, where the sample of first year (LMD) Students of English in Laghouat, Algeria are going to be introduced.

The third chapter will tackle with the suggested hypotheses that are going to be tested through collecting. The selected research instrument is the questionnaire which is going to be online. The students' questionnaire will be described and its analysis will take place too.

Chapter one: The Use of Digital Storytelling in Teaching Literature

Introduction

The need of different techniques for easy and comprehensible teaching leads teachers to use technological tools which help them facilitate learning and serve their learners' needs. This chapter is concerned firstly with the use of technology in teaching mainly Digital Storytelling (DS). Secondly, it provides using technology in teaching languages as well as the importance of digital storytelling. Furthermore, it's going to spot the light on using DS in language education. It's also going to talk about the power of digital storytelling to support teaching literature and how it supports students' learning. Digital storytelling for pedagogical and research purposes is also going to take part being the most important element for this study. Lastly, this chapter is tackling the use of DS as a tool for reflective practice.

1-1 Literature Review

Teaching and learning process can be enhanced by using digital storytelling. In institute of higher learning, lecturers can use it as one way to convey knowledge to their students. Although there has not been a great deal of research conducted thus far on the use of digital media in the classroom, the studies that have been conducted have yielded certain benefits that come from using digital storytelling. These benefits include supporting "student understanding of subject area knowledge," increasing "overall academic achievement," and improving "higher order thinking, social, language, reflection, and artistic skills. These are some briefly presented literatures below:

Robin considers that digital storytelling cultivates the higher-order reasoning of students, such as critical thinking and problem solving; it is also supported by n Yang and Wu when they claimed that respondents performed well not only in terms of English language accomplishment, but also in critical thinking and learning motivation. In addition to that previous researches (Kearney; Yang & Wu), have also shown that DST increases student's engagement by making them active learners. The findings of DST in school settings in various countries (e.g., Domingo &Gargante; Niemi&Multisilta; Starcic et al) have proved that this tool increases the awareness and collaboration of content, promoting active involvement and collaborative learning that enhances students' motivation.

Chapter one: The Use of Digital Storytelling in Teaching Literature

In several DST studies, the purpose has been to encourage learning through connective technologies and digital smart devices to create stories that make sense (McGee). Moreover learning through DST is a socially and culturally connected process, according to Niemi et al. and Niemi and Multisilta, which occurs when learners, material resources, psychological instruments, and other individuals interact (Vygotsky).

Several studies provided evidence that DST highlights participatory and positive activities when constructing the story (e.g., Lambert; McGee; Multisilta&Niemi; Niemi&Multisilta; Sadik; Shelby-Caffey, Úbédá& Jenkins; Sukovic; Woodhouse). (Niemi, shuanghong, & vivtsou, 16.10.2018)(Li, 16.10.2018)

Also, Emily N.Skinner and Margaret Hagood from the college of Charleston in the US articulated the use of digital storytelling to develop literate identities with English language learners (Skinner &Hagood). *They refer to digital storytelling in the article as: (...) a place to assist English language learners to gain per se more than just English as a second language, basic literacy or information technology skills, but also to use English to make sense of their lives as inclusive of intersecting cultural identities and literacies .*

(https://shodhganga.inflibnet.ac.in/bitstream/10603/226536/9/09_chapter%202.pdf)

Finally, the introduction of the use of computer-assisted software as a language acquisition method has been identified in a number of studies (Lacina; Schwartzman; Cummins; Meskill&Mossop). Studies have also discussed the advantages of integrating information technology into subject area training for English language learners (Egbert; Kasper; Meskill&Mosso; Meskill, Mossop, & Bates). (N.Skinner & Hagood, 2008)

1-2The Use of Technology in Teaching Languages

One of the essential factors affecting foreign communication practices is language. Students use various types of English language skills for their proficiency and communication, such as listening, speaking, reading, and writing. (Grabe & Stoller, 2002) .In addition, (Ahmadi, 2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. According to (Becker, 2000), in language classes where teachers have convenient access, are adequately

Chapter one: The Use of Digital Storytelling in Teaching Literature

trained, and have some independence in the curriculum, computers are considered an essential instructional tool. A lot of teachers consider computer technology to be an integral part of delivering a high-quality education.

According to (Bull & Ma, 2001), technology offers unlimited resources to language learners. (Hamer, 2007) and (Gençlter, 2015) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. (Clements & Samara, 2003) declare that the use of suitable technological materials can be useful for learners. According to (Hamer, 2007), using computer-based language activities improve cooperative learning in learners.

Furthermore, (Tomlinson, 2009) and (Gençlter, 2015) say that computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more. In addition, (Larsen-Freeman & Anderson, 2011) supported the view that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language. Technology has always been an important part of the setting for teaching and learning. It is an important aspect of the career of teachers in which they can use it to promote the learning of learners. The term 'integration' is used when we speak about technology in teaching and learning. It is time to reconsider the concept of incorporating technology into the curriculum and try to integrate technology into teaching to help the learning process, as technology is part of our daily lives. In other words, technology is an integral part of the learning experience and an essential challenge for teachers, from the beginning of the planning of learning experiences to the process of teaching and learning (Eady & Lockyer, 2013).

The use of innovations has the great potential to alter the current methods of language teaching, according to (Pourhossein Gilakjani, 2013). (Pourhossein Gilakjani, A detailed analysis over some important issues towards using computer technology into the EFL classrooms, 2014) stressed that learners can influence their own learning process by using technology and have access to a lot of knowledge that their teachers cannot manage. In encouraging activities for learners, technology plays an important role and has a major influence on the teaching methods of teachers. They will never be able to keep up with these innovations if teachers do not use technology in their teaching. In teaching language skills, it is therefore very important for teachers to have a complete knowledge of these technologies

Chapter one: The Use of Digital Storytelling in Teaching Literature

(Pourhossein Gilakjani, A review of the literature on the integration of technology into the learning and teaching of language skills, 2017); (Solanki & Shyamlee1, 2012).

Developing the expertise and skills of learners related to computer technology offers equity of opportunity, regardless of the context of the learners. Though learners have been born into a world that is technologically rich, they may not be professional technology users (Bennett, Maton, & Kervin, 2008). Moreover, it is not sufficient to only have access to technology. To optimize their learning, meaningful creation of technology-based information is essential for all learners (OECD, 2010).

1-3Importance of Digital Storytelling

Before starting to write about the main topic, which is digital storytelling, the definition which explains the term storytelling is needed and for further and better understanding of what will be said later. In many dictionaries, storytelling is simply defined as a story narration, which means the act or process of telling a story. According to the National Storytelling Association, storytelling is “the art of using language, vocalization and/or physical movement and gestures to reveal the elements and images of a story to a specific live audience” (Williams et al).

Given the technological means and possibilities that people (academics, teachers, experts, etc.) have today, it is crystal clear that education and training are no longer just activities carried out in the classroom environment. Whether people are in official or non-formal education, even in distance learning, wherever and whenever they want, they can easily obtain knowledge. So, in education, there is a need for new methods that allow people to create information, share it online, and make it easily available. Digital storytelling tends to be a suitable and successful approach in this regard.

There are many definitions of digital storytelling, but in general, they all revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and videos (Porter, 2004) . All digital stories bring together some mixture of digital graphics, texts, recorded audio narration, video, and music to present information on a specific topic (Wang & Zhan, 2010). As it is the case with traditional storytelling, digital storytelling revolves around a chosen theme and often contains a particular viewpoint. The stories are typically just a few minutes long and have a variety of uses including the telling of personal tales, the recounting of historical events, or as a means

Chapter one: The Use of Digital Storytelling in Teaching Literature

to inform or instruct on a particular topic (Coutinho, 2010) accordingly, the digital story has become widespread in the classroom setting and in various fields of study as stated by many academicians, researchers, and educators.

Digital storytelling is used to explore students' creativity, engage students in challenging topics and comprehend and contextualize daily lessons, as reported by many educators. Digital story, which is rich in multimedia, may serve as an anticipatory set or hook in order to catch students' attention and increase their curiosity in pursuing new concepts. At the beginning of a class, a number of researchers encourage the use of anticipatory sets to help students participate in the learning process (Burmark, 2004, May/June) ; (Ormod, 2004) and as a bridge between existing knowledge and new materials (Ausubel, 1978) .An increasing number of teachers are interested in finding ways to involve their students by using pictures, audio and video elements in their teaching, and many educators still lack a coherent strategy to incorporate multimedia into their teaching. Researchers such as (Hibbing & Rankin-Erikson, 2003) and (Boster, Meyer, Roberto, & Inge, 2002) have shown that the use of multimedia in teaching helps students maintain new data and helps to grasp challenging content. Furthermore, through learning to organize their thoughts, ask questions, express opinions, and create narratives, students who engage in the development of digital stories can develop improved communication skills. When they learn to create stories for an audience and present their ideas and information in an individual and meaningful way, it can also benefit students. Digital Storytelling appeals to students with various learning styles and can also promote teamwork as students are able to collaborate in groups and provide value through personal ownership and achievement in improving the student experience.

1- 4Digital Storytellingin Language Education

Modern technological developments in education, especially in language education, have resulted in a large number of easy access tools, knowledge and information for language learners (Moradi, 2018). A specific technology may have tremendous pedagogical potential, but it may not have a beneficial impact on the teaching-learning processes until it is properly implemented. Therefore, the usefulness of technology depends on the technology itself and on its users for pedagogical purposes. Teachers can experience various types of technology integration challenges, such as inadequate familiarity with modern technology, problems with the implementation of the curriculum and lack of technical support (Keengwe & Onchwari,

Chapter one: The Use of Digital Storytelling in Teaching Literature

2009). In order to illustrate knowledge on a specific subject, digital stories put together visuals, sounds or captured audio narratives, music, and video (Robin, 2006). For the present age, DST has a significant potential which may become an educational model (Girmen, Özkanal, & Dayan, 2019).

Teachers need to help students to perceive “contextualized differences in identity, culture, and language usage before practical integration of storytelling” (Tsou, Wang, & Tzeng, 2006). The implementation of new technology involves a number of stages, beginning with basic and fundamental awareness, and creates functional dimensions of administrative policy and maintenance, which finally leads to positive outcomes (Hall, 2010). Traditionally, storytelling was a powerful and significant means of education. Digital storytelling takes the ancient and traditional part of oral storytelling and involves a set of technical tools in order to create personal stories using graphics, sounds, music, and images together to accompany the authors’ voice (Porter, 2005)&(Robin B. R., Digital storytelling: A powerful technology tool for the 21st century classrooml, 2008).

As confirmed by previous studies on DST, learners would be motivated to tell even more fruitful stories by incorporating various forms of multimedia. Students learn how to communicate with and handle information from multiple sources by telling stories with the aid of different kinds of new media, and this strengthens their communicative skills and information literacy. In addition, since learners can often do digital storytelling in pairs or collaboratively in a small community, learners can improve and develop their teamwork and interpersonal communication skills. By challenging students to collect knowledge from multiple sources, teachers have the ability to get students to clarify and represent the reasons why they made their choices, allowing them to become even more critically conscious of the learning process and their individual choices. Digital storytelling is a precise activity that stimulates, encourages, and values activities that learners are engaging in outside of educational organizations and schools. It asserts that their skills are valuable and significant and can be used in schools in their process learning. The DST process offers a high quality and essential learning experience. The incorporation of technology in the teaching-learning process represents a vital strategy in which learning experience is expanded and encouraged beyond what could be done and achieved without technology. It improves students' multimedia and visual literacy and provides learners with a competitive voice by developing

Chapter one: The Use of Digital Storytelling in Teaching Literature

the boundaries of learners who can engage with that communication and by improving the strength and scope of that communication.

Many studies, (Sadik, 2008), (Robin B. R., 2008) and (Vangils, 2005), have shown that digital storytelling actually goes well beyond conventional storytelling 's capacity and functionality by creating and bringing in the concentrations, desires and motivation of learners, promoting learner cooperation, group work, and concept coordination, helping learners to apprehend sophisticated learning content, and presenting knowledge. DST allows learners during the learning process to recapture, reinforce, improve, incorporate, and expand imagination. It allows learners to write creatively and more efficiently by visualizing their writing, resulting in an additional level of perception and genuine personal learning that improves the writing process and the learning experience that is successful.

1-5 The Power of Digital Storytelling to Support Teaching Literature

At the beginning of lesson design, successful preparation requires the identification of expectations and learning results (Wiggins & McTighe, 2005); (Young & Bush, 2004); (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 15). Clear teaching strategies increase the possibility that technology will be used instead of being the subject of the lesson to facilitate the development of information by students (Young & Bush, 2004); (Chen, Calinger, Howard, & Oskorus, 2008). In the literature classroom, there is an art of storytelling and teachers often unfold the stories from beginning to end to attract the attention of their students to listen to the stories using digital media.

(Robin, 2011)defined digital storytelling simply as "the practice of using computer-based storytelling tools." (Rule, 2010)suggested that digital stories "derive their power by weaving together images, music, narration and speech, giving characters, circumstances, experiences and insights a deep dimension and vibrant color." An emerging literature body promotes the use of interactive storytelling by students to enhance material comprehension and foster reflection (Jenkins & Lonsdale, 2007); (Genereux & Thompson, 2008); (Ohler, 2008); (Sandars & Murray, 2009). The ability of digital storytelling to help students create meaning during reading and connect more deeply with texts has been observed by others (Sylvester & Greenidge, 2009); (Gregory & steelman, 2008); (Sadik, 2008); (Kajder, 2004). Because the process has also emerged as a tool for helping students write, organize and convey ideas creatively since the process of creating a digital story parallels the writing

Chapter one: The Use of Digital Storytelling in Teaching Literature

process (Fries-Gaither, 2010); (Kulla-Abbott & Polman, 2008). (Ohler, 2008)instructed teachers in interactive storytelling to design teaching so that students can concentrate first on the elements of the story and secondly on technology. (Pitler, Hubbell, Kuhn, & Malenoski, 2007, pp. 30-33)proposed the use of criterion-referenced rubrics at the start of a learning series to communicate learning goals and objectives with students and to maintain student emphasis across the unit on key material.

In English Language Arts, the Common Core State Standards require that students make connections in five strands between communication processes: reading, writing, speaking, listening, and language (p. 4). Students are supposed to be able to write about what they read by examining, for example, how the setting affects a story's character growth or plot (p. 36). Adapting the work of (Lambert, 2010) (Center for Digital Storytelling) to educational settings, (Robin & Pierson, A Multilevel Approach to Using digital Storytelling in the Classroom, 2005, pp. 708-716) identified ten elements of a digital story:

1. The Overall Purpose of the Story
2. The Narrator's Point of View
3. A Dramatic Question or Questions
4. The Choice of Content
5. Clarity of Voice
6. Pacing of the Narrative
7. Use of a Meaningful Audio Soundtrack
8. Quality of the Images
9. Economy of the Story Detail
10. Good Grammar and Language usage

The elements of interactive storytelling by Robin and Pierson are harmonious with the integrated literacy model provided in the standards. Students convey a coherent and meaningful message through the incorporation of text, voice narration, photographs and music by taking part in the ten elements of the multimedia story. (Ohler, 2008)also recognized

Chapter one: The Use of Digital Storytelling in Teaching Literature

digital storytelling as an integrative medium, defining the process of story building as a mixture of oral, literary, art, and digital skills that enhance all areas of literacy and language.

1-6 How digital storytelling supports students learning

Digital storytelling can be a powerful educational tool for university students .this use of digital storytelling focuses on the creative talents of students as they learn to use the library and the internet .In addition, students who take part in the creation of digital stories develop their own communication skills by asking questions, organizing ideas, expressing opinions and constructing narratives which help a lot in learning literature.

Students who have the opportunity to share their work with their peers may as well obtain beneficial experiences in critiquing their own and other students' work that can boost profits in social learning and emotional intelligence. (Gregori-Signes, 2014)

Gregori –Signes (2014) argues that digital storytelling permits students to “evaluate the reality that surrounds them and produce their own interpretation of it .this certainly contributes to the acquisition of knowledge-based skills and interaction with the physical world; social and citizen skills and cultural skills (Barrett, 2005).

For students who are trained to build their own stories, interactive storytelling can also be a potent tool after viewing digital stories generated by their teachers or other developers of stories, for example:

Students may be assigned assignments in which they are first asked to study a subject and then choose a clear point of view and a dramatic question, as outlined in the Seven Elements of Digital Storytelling. This form of activity will create interest, attention and inspiration for students of the "digital age" in classrooms today. When they start exploring and telling stories of their own, the method will build on students ' creative abilities when they learn to use the library and the Internet to study rich deep content while evaluating and synthesizing a wide variety of content. In addition, by learning to organize their thoughts, ask questions, express opinions and create narratives, students who engage in the development of digital stories will develop improved communication skills. it can also benefit students When they learn to create stories for an audience and present their ideas and information in an individual and meaningful way .furthermore, Students have the ability to share their work

Chapter one: The Use of Digital Storytelling in Teaching Literature

with their peers and gain valuable experience criticizing the work of their own and other students when multimedia stories are published on the Internet, which can foster improvements in emotional intelligence and social learning. Digital Storytelling appeals to students with various learning styles and can also encourage teamwork as students are willing to collaborate in groups and provides value through personal control and achievement to improve the students' experience. (Ahmed, 2015).

1-7 Digital Storytelling for Pedagogical and Research Purposes

Even though storytelling is not new in education as an instructional instrument, digital storytelling a modern pedagogical endeavor has arisen from the emergence of digital media Technologies such as digital cameras, applications for photo editing, tools for authoring, and Web Technologies.

Digital storytelling can be used in education in various forms. Whether teachers will generate the digital stories or make their students do it is one of the first decisions to be taken when choosing to include this method in the curriculum. As a way to introduce new content, some educators may decide to build their own stories and show them to their students. An exciting, multimedia-rich Digital Story can serve to catch students' attention and increase their interest in pursuing new ideas as an anticipatory set or hook. At the beginning of a class, a number of academics advocate the use of anticipatory sets to help students participate in the learning process (Burmark, 2004; Ormrod, 2004) and as a bridge between current knowledge and new material (Ausbel, 1978). (Shuyan Wang, 2010)

Even though this is a space in which stories are told on a regular basis. Storytelling becomes part of this background, a larger situation. Within this context, storytelling in education for pedagogical and research purposes may be considered as a modern metaphor. Here are two examples of a possible metaphorical sense of storytelling for educational purposes

1-7-1 Digital Storytelling for Pedagogical Purposes:

Storytelling in schools with emerging technology provides a hybrid framework in education that opens up the room for action. For students and teachers, also to create significance. Within this context, both 'unplanned' learning opportunities occur. Thus, transcending traditional classroom boundaries as a result of directed structured instruction. In

Chapter one: The Use of Digital Storytelling in Teaching Literature

comparison to the traditional disciplinary tradition, this way of incorporating digital storytelling in education poses informal elements; moreover, it provides an opportunity for communicative interaction in web-based environments where interactions can converge with and diverge from teaching standards. Therefore, such integration has a non-conventional character

1-7-2 Digital Storytelling for Research Purposes:

Digital storytelling is a visual technique in research that brings to the fore and reconstructs the researched narratives through the study of the message, the underlying mechanisms and methods, how this is communicated to viewers, and what communication channels are used. Regarding that educational technology research focuses largely on how resources are used in teaching and learning, another non-conventional application of digital storytelling is suggested by such a transition towards the discussion and study of the communicative incorporation of technologies in the classroom given these potential types of use it becomes apparent that both parts of the noun phrase play a role in what various definitions of digital storytelling can be. (Vivitsou, 2018).

1_8 Digital Storytelling as a Tool for Reflective Practice:

Digital images from our life experiences act as memory indicators. They bring depth and importance to the stories that people share to make sense of the events in their lives. People involved in digital storytelling consider the personal computer as a kind of memory box, in which both individual and group stories can be created, modified and stored for future generations (Lambert, 2002). Instructors may create their own memory boxes that chronicle their development as teachers through integrating their teaching stories and digital images. The modern storytelling movement spearheaded by Joe Lambert, Nina Mullen and Dana Atchley in the late 1990s evolved into the use of modern images, audio and narration combined to tell cultural stories of personal development and learning (Lambert, 2006). (garrety, 2008)

Reflective practice is where the practitioner makes sense of a specific scenario in such a way that the art of his / her professional practice can be better understood (Nurul, Haslee and 2015, Kyriacou). It is consisted of two parts: information-in-action and information and reflection-in-action that practitioners typically use (Schön, 1983), which is important to focus on the

Chapter one: The Use of Digital Storytelling in Teaching Literature

technical knowledge (Schön, 1995) so that it is critically analyzed concurrently, in further motion, reformulated and examined. We also believe that students, the future practitioners have the capability for self-reflection (Mulder and Dull, 2014), while, as Ryan and Ryan (2013) point out. It is not intuitive to reflect, and it is necessary for educators to understand where and how students are going to be introduced to reflective practice. In addition, as Boud and Walker (1998) advise, it is important to place reflection in a professional sense in which students can appreciate the connection between the task and their future professional career. (Ali Hamilton, 2019)

Digital storytelling (DS) is such a beneficial tool which is as a platform for engaging students in reflective learning, technology with high promise. It has been successfully used in learning settings. This format provides students with opportunities to relate in a more personal way to the material of the assignment through using the visual material they are already gathering. It gives students a way to be more present in their reflection and helps them connect to the material on a forum with which they interact on a daily basis. Furthermore, there are a range of advantages to integrating digital technologies with reflective activities; particularly the potential to evoke higher levels of creativity and self-expression .meanwhile, the capacity to digitally build and exchange knowledge has increasingly evolved (Jane Challion, 2010)

Conclusion

This theoretical chapter has focused on providing a general view, concerning the use of technology, precisely digital storytelling and its influence on teaching and learning process. It has defined modern teaching as well as educational technology. Then, explained the positive effects of digital storytelling on both educators and learners. The previous section has as well described this technological tool (DS) and its role in addition to its advantages within the educational system.

Chapter two: Research Methodology Design

Introduction

The second chapter deals with the practical part, which explains the research (design) and the methodology of this thesis. This attempts to deal with each of the tools chosen to react to and fulfill the intent of this study, where the sample of English first year students in Laghouat, Algeria will be introduced. Moreover, through collection, the suggested hypotheses will be examined. The study will represent the sampling as an original section for this chapter. Then, the questionnaire for the students the methodology tool which is going to be online will be identified and tested.

2-1 Background

Teachers have the option of showing previously-created digital stories to their students to catch their attention while introducing new ideas Using Digital Storytelling as an instructional tool. Researchers have found that integrating visual images with written text both enhances and accelerates student comprehension.

When using technology to teach literature, the main concern is that it can help students achieve the learning goals set for them. When using a particular technology in the classroom, there should be a clear reason for why that technology is important to the lesson. Therefore, Teaching through technology that students understand and use on a regular basis will help them engage better with the texts being taught

Students of English are introduced to the literature module in the first year license till the second year Master Degree. Since the department of English in AmmarThelidji University includes only one specialty which is civilization and literature, we decided to conduct this study taking the first year students a sample to achieve our purpose that is to prove the advantages of integrating technological tools precisely digital storytelling to facilitate teaching and learning literature process.

2-2 Geographical Area of Interest

In the Academic Year 2020-2021, this study was carried out mainly in Algeria, precisely in Laghouat City under the administration of Laghouat University. Laghouat is one of the 48 states of Algiers; it is the capital of the Province of Laghouat, situated in the

Chapter two: Research Methodology Design

southern foothills of the Sahara Atlas Mountains (Amour Range) at the crossing point of major eastern-western and north-south roads, giving it the name 'Gateway to the Desert.' It is situated 400 kilometers (250 mi) south of Algiers, the capital. Laghouat city includes one university that is AmmarTelidji University which is established in 1986, officially accredited and recognized by the (Ministry of Higher Education and Scientific Research, Algeria). AmmarTelidji University includes six faculties among which the faculty of letters and languages. This study was conducted in the faculty of letters and languages, precisely in the department of English. This department was established in 2004 and adapted the classic system for six years from 2004 to 2010. From 2010 till the present day the LMD system replaced the classic one.

2-3- Research Methodology

In order to answer some questions or solve some problems, the word research is generally interpreted as the process of gathering information and data. Quantitative and qualitative are two of many research paradigms. The quantitative model uses numerical data, the qualitative uses non-numerical data. (Aliaga and Gunderson, 2002) cited in (Talbi, 2011)) describe quantitative research as: "explaining phenomena by gathering numerical data analyzed using mathematically based methods (in particular statistics)". Whereas qualitative research best represented as "a study technique that typically emphasizes words in the processing and interpretation of data rather than quantification" (Bryman & Bell, 2007).

In another definition, using numbers is the main difference between the two paradigms. Until data collection is initiated, the quantitative analysis design and variables are decided. However, the design and variables calculated in qualitative research are versatile and depending in certain respects on the data collection context. The quantitative analysis allows the investigator to describe variables that can be counted with numbers carefully. This approach has been interpreted repeatedly as reductionism; that is, it reduces the reality to a number. On the other hand, the qualitative researcher took the whole or holistic view, which involves the fundamental principles and meaning as part of phenomenon (Morse, Swanson, & Kusel, 2001). The quantitative investigator may not be mainly interested in which variables the qualitative investigator has taken advantage of, where, where, how they were consumed and any relevant information. The quantitative paradigm assumes the objective measuring of

Chapter two: Research Methodology Design

variables. This approach is also interested in the study of the case and effect relations between or between variables.

To achieve the objectives of the study, our research has carried out both qualitative and quantitative methods. This research design is called mixed method research (MMR). Mixing these research components (QUA & QUN) was the best way to expand and strengthen our study's conclusion.

2-3-1 Data Collection Tools

It would be too shallow to presume that choosing a method depends on the views, likes, dislikes, preferences of the researcher. The choice of the method, however, is rather totally determined and depends on the nature of the subject, the nature of the data and the objective of the research and the sample to be examined. The most appropriate method for the present study is the descriptive method which will use the description of the questionnaire to provide data about the target population.

2-3-1-1 The Questionnaire:

The most popular tool used to collect data is the questionnaire. It can be built by a researcher, who then applies a sample population to answer written questions (Nunan, 1992), and says: "A questionnaire is a data collection instrument, typically in a written form consisting of the questions being open and/or closed and other probes which require the subject 's reply." It is also a method that is used because of its advantages in most research works. It will help the researcher gather information which cannot be observed.

The first year EFL students obtained the questionnaire during this study. They tried to get their opinions on the importance of digital storytelling in the course of literature. The questionnaire was conducted in October 2020. The scientists asked the students to answer the questions they had asked. All the questions have been responded to noticeably.

To point out, instead of using the pencil paper questionnaire method, the study would follow an online questionnaire form due to the unusual circumstances taking place in Algeria and around the world, which is reflected in the spread of Covid-19. Since all individuals are locked in quarantine, we had to create an online questionnaire, and because of the

Chapter two: Research Methodology Design

impossibility of making a pencil questionnaire, we thought it could be useful and insightful to make it online and take into consideration all responses.

Concerning the forms of the questions used in this research work, the researchers have used closed-ended questions, multiple-choice questions. The closed-ended questions limit the respondents to a finite set of answers which often are (yes) or (no). The multiple choice questions provide several answers from which the respondents have to choose the appropriate one for them.

2-3-2 Data Analysis

Data analysis is the method of working on data in order to properly organize it, explain it, make it presentable, and draw a conclusion from that information. It is necessary to consider the sole objective of data analysis, as it is done for decision making. Interpretation and arrangement of data and making the data presentable is the main purpose of data analysis.

Data comes in many forms including tables, charts and graphs. To analyze the results that we have found, we used tables and pie charts. A pie chart is a circle that is divided into segments to represent the proportion of observation that are in each category. They are best to use when trying to compare parts of a whole. They also go hand in hand with tables. Pie charts are the interpretations of tables. Tables are used to organize data.

They both give a good visual presentation for the researcher.

2- 4 Population and sampling

The informants were EFL learners from Laghouat University. They were selected to respond to the research instruments addressed to them. However, from this large population, the researchers have dragged a small sample. In fact, the respondents have been randomly chosen to represent the whole population because we used an online questionnaire which we posted it in a first year students group on Facebook.

2-4-1 Population

The population includes the entire respondent which the researcher is interested in to include in the study. This investigation took place in Laghouat University in the faculty of letters and languages, specifically in the department of English language and literature. The target population of the study includes first year English students, which are 251 students

Chapter two: Research Methodology Design

.Therefore,the main reason behind choosing this particular population is the fact that the students' low involvement in the classroom discussion is widely seen among first year students attending literature course. Partly, this is explained by the fact of newness of the teaching / learning environment as the students take for the first time whole and independent courses related to English language. Another reason for the researchers choosing this population is that they experienced the use of technology during daily classes. All of them have the same chance to give their opinions on the given questions and the researchers will choose a random sample to analyze.

Gender	Number
Male	119
Female	132
Total	251

2-4-2 Sampling

The students involved in this study were first year LMD students at the English department at Laghouat University. They were fifty (50) students, thirty eight (38) females and twelve (12) males aged between eighteen (18)to twenty (20) years old. They were randomly selected to answer a questionnaire to give their opinion about the importance of digital storytelling in literature course and whether they used it in their classroom or not. There were many reasons that led the researchers to choose first year EFL students. First, these learners were in touch with the use of technological tools i.e., they used language laboratory and audiovisual aids to learn the English language. Further, they had the experience of using such technological tools for they already used them in other courses. So, they were mindful about the effect of using technology for the sake of learning.

Chapter two: Research Methodology Design

Total sample	50
Boys	12
Girls	38

2-5 Limitation of the Study

Like any other study, the researcher faces many difficulties, and these difficulties differ from one study to another. The biggest obstacle that we faced is the spread of Corona virus pandemic which led to the closure of universities and educational institutions around the whole country. This pandemic forced us to stay at home under quarantine for 7 continuous months. On the other hand, the direct experiment that we wanted to do with students, in during the literature session to take their opinions for the sake of our research, did not take place as we had planned, and the reason for its failure is due to the Corona virus crisis. We also wanted to distribute a questionnaire to students to take live opinions that would help us with our analysis, which was turned into an electronic questionnaire again due to covid-19. But fortunately, we were able to overcome these difficulties.

2_6 Significance of the Study

Every day, the number of technical devices that can be used to manipulate data and enhance students' education is growing. For their papers and presentations, teachers and students have widely used technical resources for educational purposes, such as Microsoft PowerPoint and Word.

Regarding that, In general literature is any collection of written work, but it is also used more narrowly for writings explicitly regarded as an art form, especially prose fiction, drama, and poetry. The concept has extended to include oral literature in recent centuries, most of which has been transcribed. As an art form, literature may also include works in different forms of non-fiction, such as autobiographies, diaries, memoirs, letters, and essays. Literature

Chapter two: Research Methodology Design

contains, under its broad meaning, non-fiction books, papers or other written material on a specific topic.

And Digital storytelling is beneficial for both teachers and learners. Therefore, it will help save time and effort for teachers. Some researches indicate that educators who use this tool more effectively inspire their students to participate in dialogue, and make content more understandable.

For students, they have the chance to see the work of others as visual stories are posted on the Internet. They learn about cultural differences and gain experience in the peer review process to broaden their own understanding. In addition to that, many studies have discovered that the use of digital storytelling in teaching helps students retain new knowledge and grasp challenging materials. It may also be a bridge between new content and established information. .

More precisely, the digital storytelling technology platform is particularly efficient in improving student academic skills and motivation. This medium integrates higher-order thinking abilities into projects because the student has to analyze the problem, assess data, and construct something. At the same time, it helps teachers to increase their comprehension of new materials and boost the motivation of students when working together in the classroom. .

We have chosen to conduct this research to confirm the importance of this tool's inclusion in teaching literature for the first year students of English at the department of English in Laghouat because they start studying this module from their first year till the fifth which is the second year of master degree being the specialty civilization and literature. DST therefore offers a real solution to support teachers and students learn how to implement both in and out of the classroom effectively.

Conclusion

This chapter has represented a general overview about the previous elements Therefore; it has introduced the background of the study and the field chosen .In addition to the provision of the data analysis tools Moreover, the reasons for selecting the sample of 50 first year student of English. In the end, we mentioned the obstacles that we faced while conducting this research under the title of limitations of the study.

Chapter three: Discussion and Analysis of the Research Findings

Introduction:

The third chapter is devoted to the analytical part. To accomplish the aims of the study, we use a questionnaire for collecting data. The questionnaire is addressed to first year English students to know more about their points of view on the use of digital storytelling for educational purposes. We use tables and pie charts so we can have a clear explanation for the students' responses. The methods we follow helped us more for a final discussion for the main results.

3-1 The results of the Study:

After collecting the responses of the sample from the first year students of English and analyzing them, the results are shown as follows:

Chapter three: Discussion and Analysis of the Research Findings

Question 1: Male or female?

Gender	frequency	Percentage
Male	12	24%
Female	38	76%

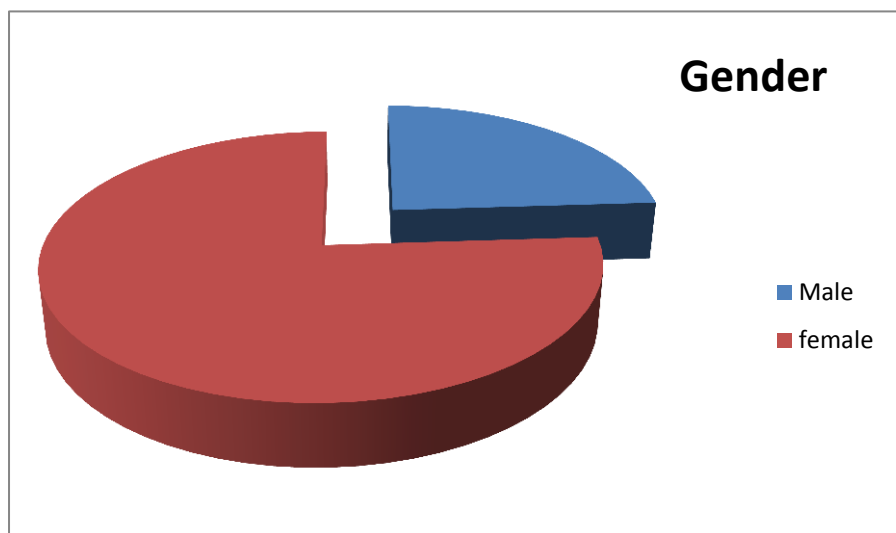


Figure 01: Students' gender

The first question aimed at knowing the gender of the students, we result that the number of females is higher than males which formed thirty-eight (38) females with a percentage of 76% and twelve (12) males with a percentage of 24%. This leads to the fact that females are more interested in than males which will lead to different analysis results

Chapter three: Discussion and Analysis of the Research Findings

Question 2: Do you like literature courses?

Like literature courses	Frequency	Percentage
Yes	40	80%
No	10	20%
Σ	50	100 %

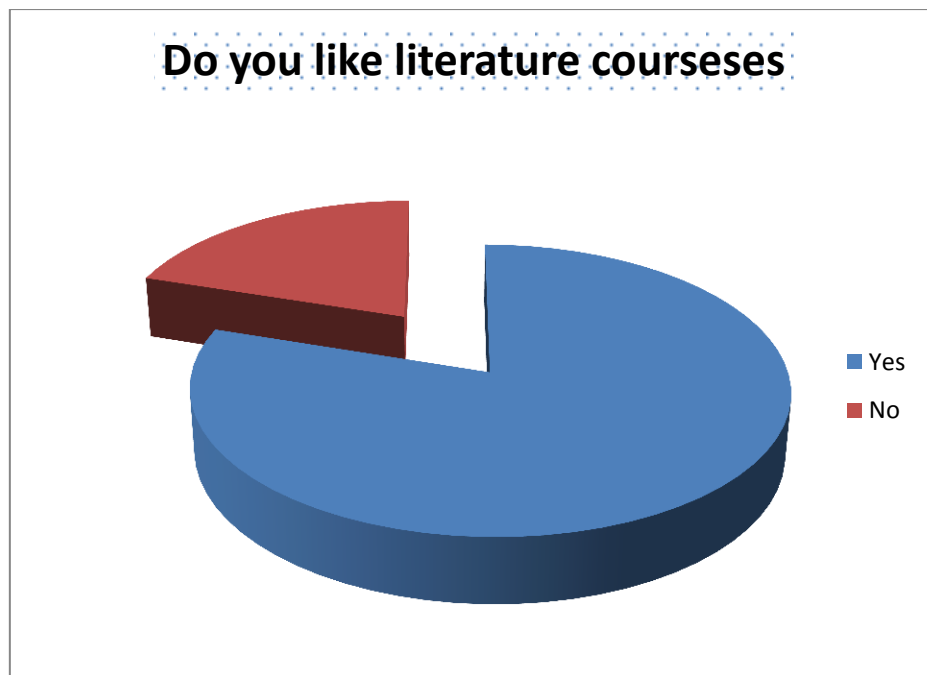


Figure 02: students' opinion about literature

Throughout this pie-chart that manifest students preference of the literature course, we can see that forty (40) students with a percentage of 80% which means the majority do like literature course. Whereas, the rest 10 students of the sample with a percentage of 20% said they don't like it.

Chapter three: Discussion and Analysis of the Research Findings

Question 3: Do you use the computer to read or even listen to short stories?

Using computer to read or listen to short stories	Frequency	Percentage
Never	04	08%
Sometimes	30	60%
Always	16	32%
Σ	50	100 %

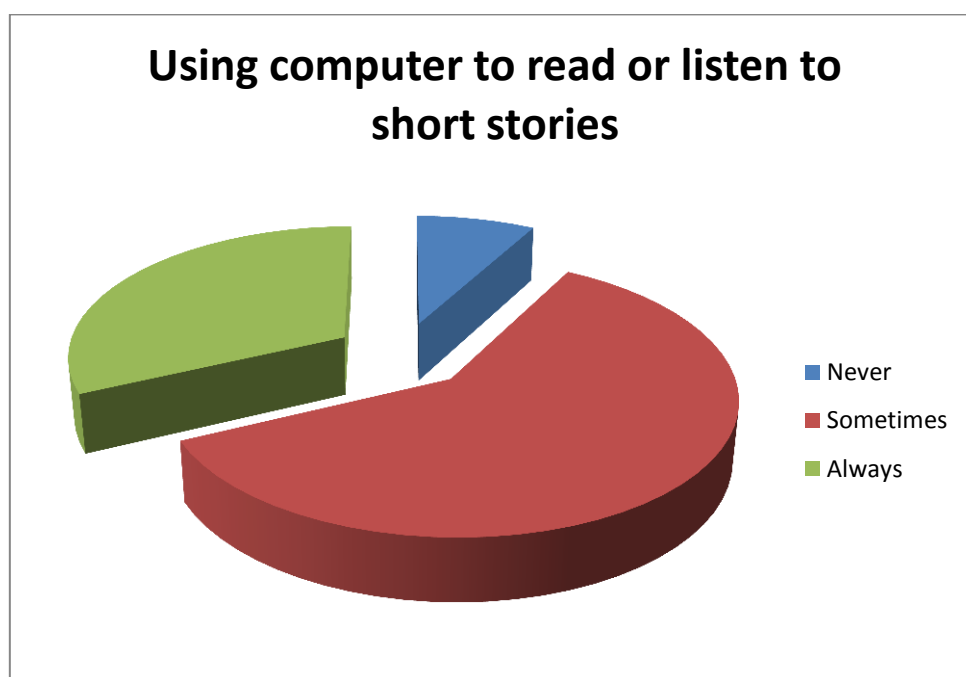


Figure03: Students' use of computers to read or listen to short stories

The upper figure shows that the answers are different. In which we notice that 60% of the entire sample with a number of thirty (30) students sometimes use the computers to read or maybe listen to short stories. As some of them with percentage of 08% clarified that they never use computers for reading or listening to short stories. The last category composed of

Chapter three: Discussion and Analysis of the Research Findings

sixteen (16) with a percentage of 32% of the students who said they always do use computers to read and listen to short stories.

Question 4: Is listening to short stories to you?

Listening to short stories	Frequency	Percentage
Enjoyable	15	30%
A task done just when necessary	30	60%
A hard and boring task	05	10%
Σ	50	100 %

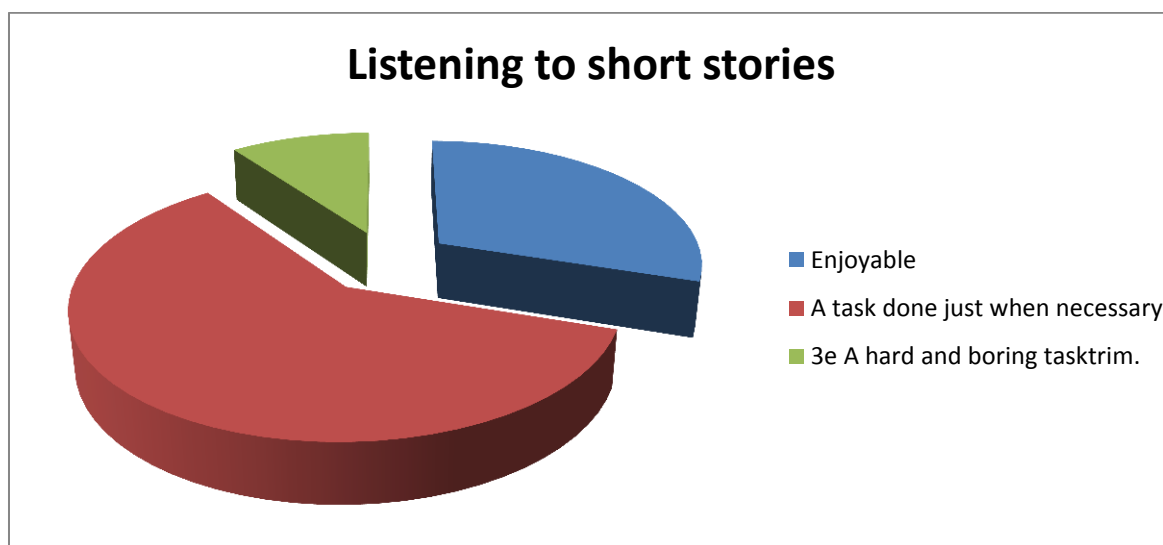


Figure04: How listening to short stories is to students

From the figure above, students who find listening to short stories is just a task done when necessary took the largest part, holding 60% of the sample which means thirty (30) students. We can also observe that students who think that listening to short stories is a hard and boring task took the minimum part with a percentage of 10% and a number of five (5)

Chapter three: Discussion and Analysis of the Research Findings

students. However, 30% of the students enjoy listening to short stories with a number of fifteen (15) students.

Question 5: Have you ever been imposed to storytelling session in literature?

Imposed to storytelling session in literature	Frequency	Percentage
Yes	03	06%
No	47	94%
Σ	50	100 %

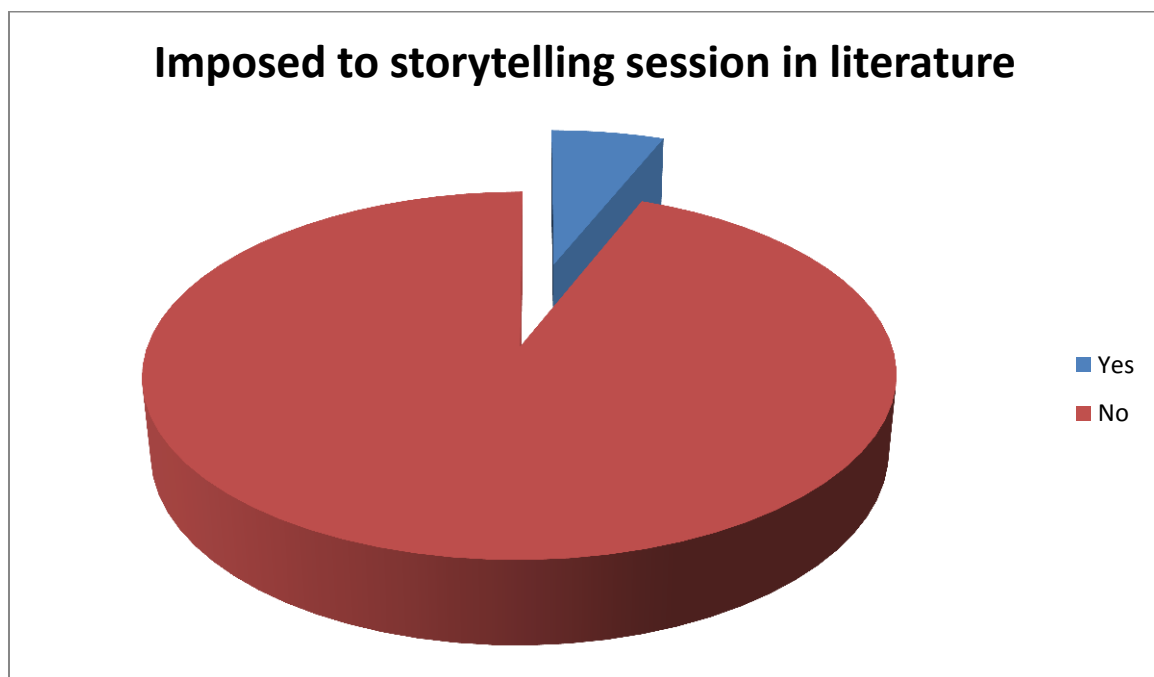


Figure 05: imposed to storytelling session in literature

Considering this question, students were asked if they were imposed to a storytelling session in literature. As expected, the majority (94%) replied with no while the rest (06%) answered with yes.

Chapter three: Discussion and Analysis of the Research Findings

Question 6: In listening classes does your teacher engage you in a storytelling session?

Engagement in a storytelling session in listening	Frequency	Percentage
Never	27	54%
Rarely	03	06%
sometimes	15	30%
Frequently	04	08%
Always	01	02%
Σ	50	100 %

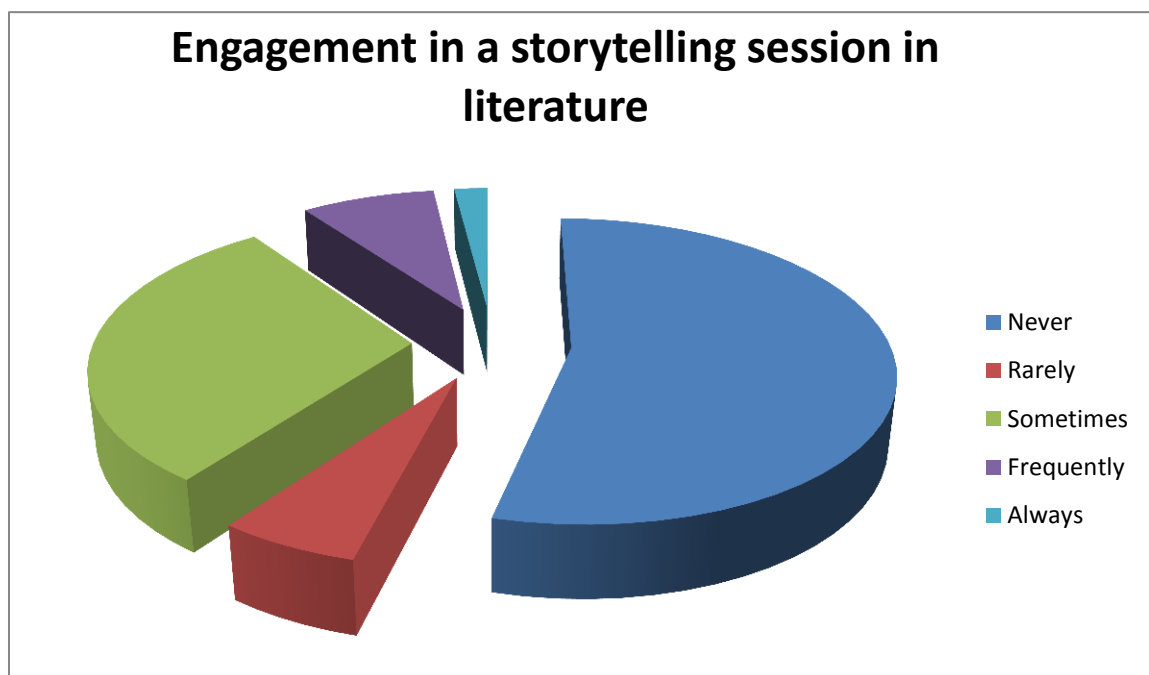


Figure 06: engagement in a storytelling session in literature

Concerning this question, students were asked if they were engaged in a storytelling session in listening. As it is shown in the table and its pie chart, the percentage of 54 % answered that they were never engaged, while (30 %) of them answered with sometimes.

Chapter three: Discussion and Analysis of the Research Findings

(06%) responded that they were rarely engaged in this session.(08%) of them said it was frequently .However, (02%) chose always .As a result, we can see that the majority were not engaged in a storytelling session in listening.

Question 7: Do you agree if a session reserved for listening is recommended in English literature course?

Listening session in literature recommended	Frequency	Percentage
I agree	47	94%
I disagree	03	06%
Σ	50	100 %

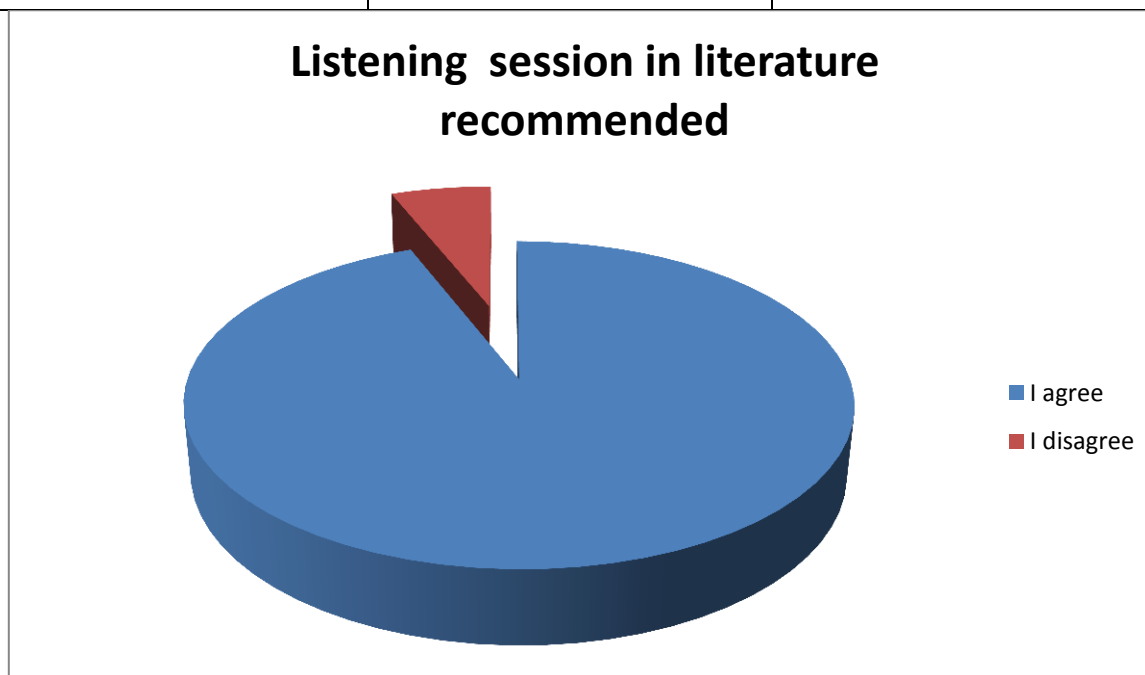


Figure 07: listening session in literature recommended

The seventh question investigated the opinion of students whether they agree if a session reserved for listening is recommended in English literature or not. We found that (94%) of them agreed; however, (04%) disagreed because they were not pretty much interested.

Chapter three: Discussion and Analysis of the Research Findings

Question 8: What skill(s) you think should be reinforced to help you assimilate reading?

Skills have to be reinforced to help assimilate reading	Frequency	Percentage
Listening	30	48.38%
Speaking	05	08.06%
Reading	15	24.19%
Writing	12	19.35%
Σ	62	100 %

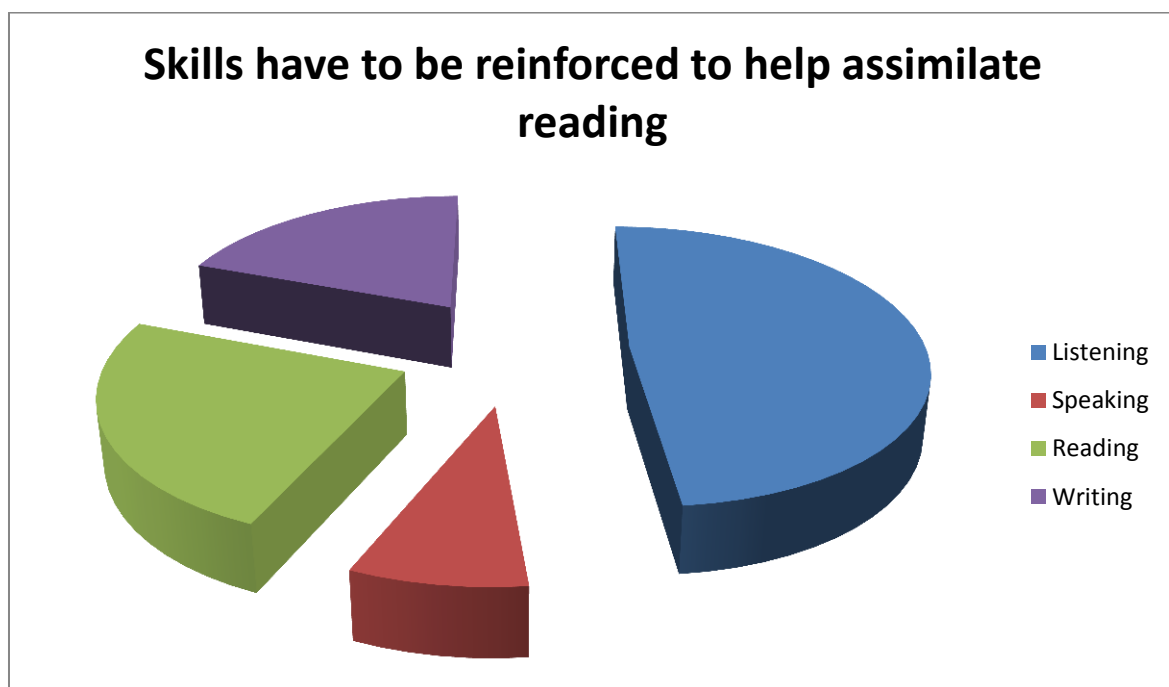


Figure 08: skills have to be reinforced to help assimilate reading

In this question, we remarked that most participants (48.38%) think that listening skill have to be reinforced to help them better assimilate reading, whereas (24.19%) chose reading,

Chapter three: Discussion and Analysis of the Research Findings

while others (19.35%) selected writing. The rest (08.06%) picked speaking .Taking into consideration that they have the choice for selecting more than just one option.

Question 9: Do you think that listening to literary texts helps you?

Listening to literary texts helps	Frequency	Percentage
Improve your language capacities	25	33.33 %
Enlarge your knowledge about the English culture	32	42.66 %
Appreciate and enjoy the beauty of language and literature	18	24 %
Σ	75	100 %

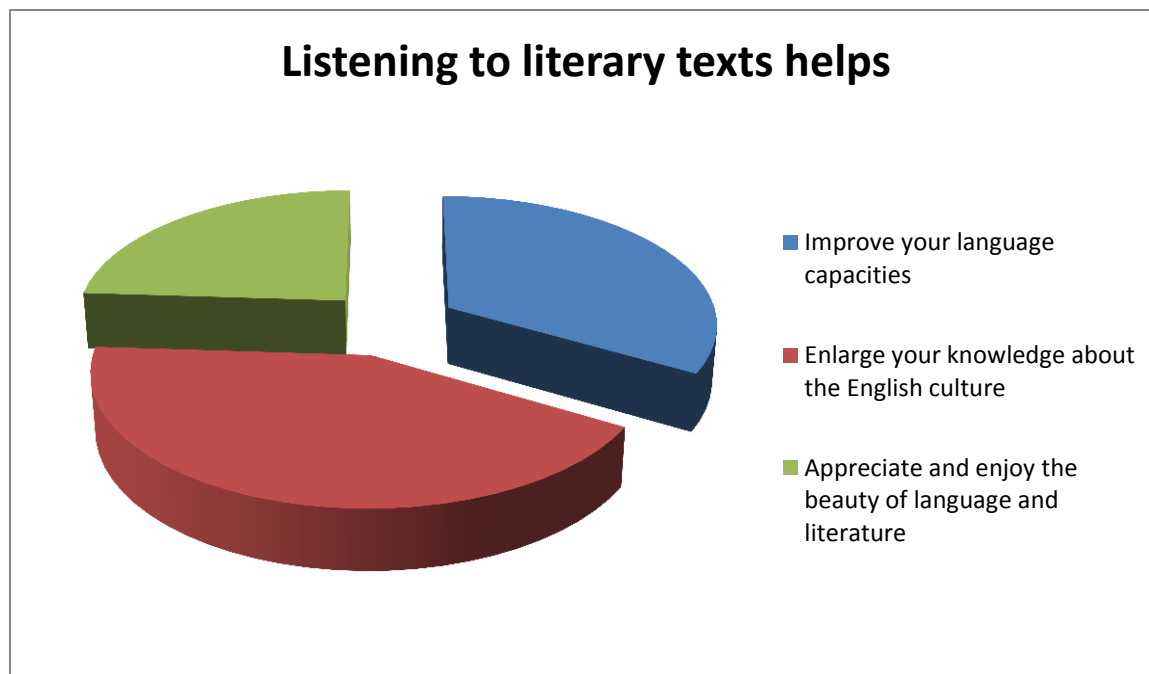


Figure 09: listening to literary texts helps

In this question, first-year students tend to answer more than one suggestion for answering, which is named in methodology the sample inflation. In which (42.66 %) of the

Chapter three: Discussion and Analysis of the Research Findings

students considered that listening to literary texts helps them enlarge their knowledge about the English culture, (33.33%) represents students who selected listening to literary texts as an improvement to their language capacities. But (24%) explained that it makes them appreciate and enjoy the beauty of language and literature.

Question 10: When you listen to a literary text do you try to?

When listening to literary texts ,they try to	Frequency	Percentage
Understand each word	11	22 %
Understand general ideas	32	64 %
Interact with the author's world	07	14 %
Σ	50	100 %

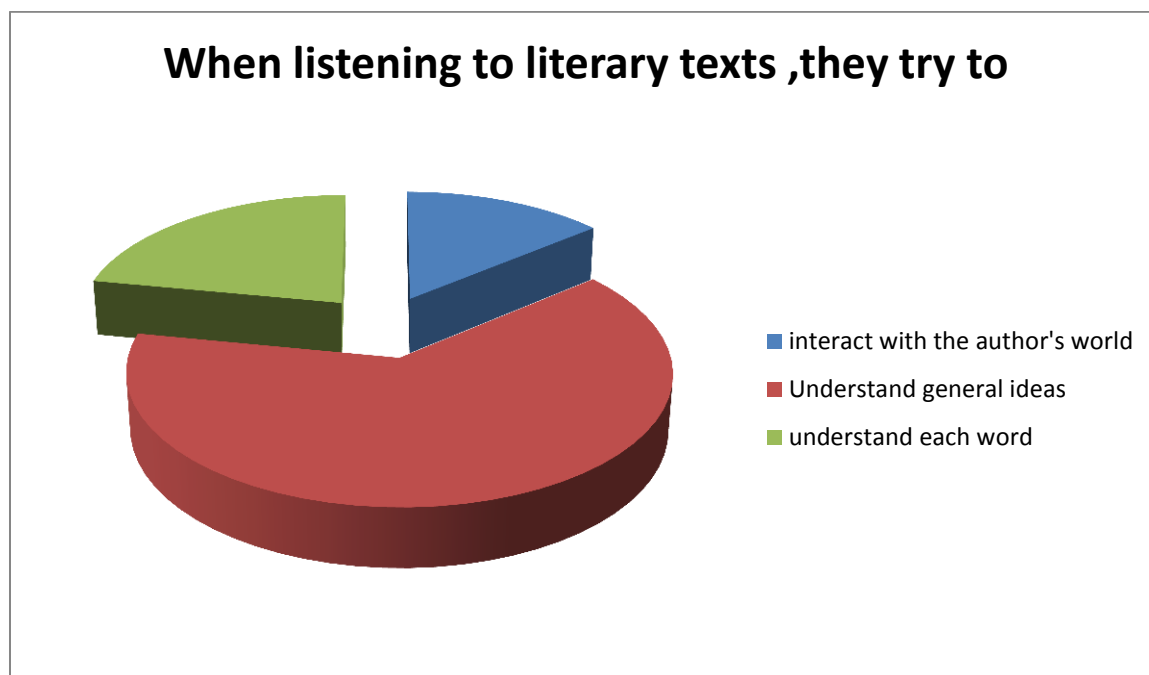


Figure 10: when listening to literary texts, they try to

Chapter three: Discussion and Analysis of the Research Findings

As we expected the answers for this question, the results proved that the majority (64%) try to understand the general ideas when listening to a literary text. (22%) try to understand each word; and only (14%) interact with the author's world.

Question 11: Most of you will be destined to teaching English at schools do you think that using DS tool is?

The use of digital storytelling tool is	Frequency	Percentage
Very important	15	30 %
Important	28	56 %
Not important	07	14 %
Σ	50	100 %

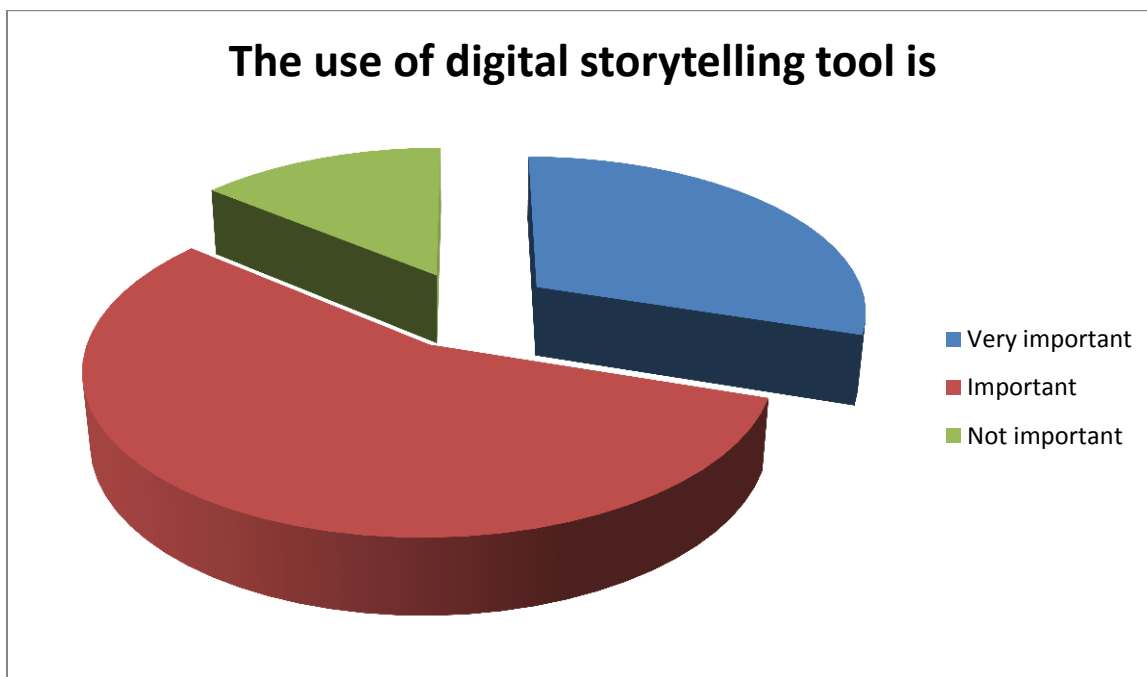


Figure 11: the use of digital storytelling is

As future teachers, (56%) of the sample see that the use of digital storytelling as a tool to teaching English at schools is important; and,(30%) think that it is very important; yet, (14%) believe that it is not important.

3-2 Discussion of the Main Results:

The researchers suggested a variety of theories for designing this research work. As a first hypothesis, students thought that using modern technical tools in the learning process was more effective. The current research has shown this theory after evaluating the data obtained, as students have expressed their willingness to use technical materials to help them learn. Most students seemed to be more technologically driven because they have reported that it has beneficial results and increases their learning standards.

As a second hypothesis, the researchers proposed that the use of digital storytelling within education enhances teaching and learning of literature. This hypothesis has been proven by the results of this study. In literary teaching and learning, the technical material proposed in this hypothesis was demonstrated. In the present day, most teachers rely on the use of the computer and the network in their private lives to plan and sustain their lectures. Certain teachers rely on the use of laptops and data to teach in the classroom. Many students therefore

Chapter three: Discussion and Analysis of the Research Findings

have their own technical materials, which can be used for educational purposes, to help engage further with the lessons.

Thirdly, the use of digital narration encourages and strengthens learning by supplying many learners with skills that they can use effectively. The results have proven this theory after the data collection and analysis. When their teachers use digital telling to teach them, most students feel relaxed. You figured their use would benefit you a lot. They confirmed that it is so difficult to hold a literature session without digital technology. Most students had the impression that in their classroom they needed to use technology. They chose to use it because it guides them through a fun process to improve their language level.

Finally, it can be said that most students supported the use of digital technology, especially in the area of digital storytelling. The value of its use was recognized. Both teachers and learners agreed that today, students work even more through the use of technology in and outside the classroom. Therefore, in classrooms and colleges, multimedia narratives must become the norm. The teacher should encourage his or her students through this educational technology to improve their literary skills. Both teachers and students, however, need professional education on the use of educational technology in order to prevent difficulties when using it.

Conclusion:

In conclusion, this chapter was developed to provide an overview of the research design and data analysis. It aimed at analyzing the data collected and presented the results which are the use of digital technology during classes is really important and helpful and it has a positive impact on the learners' feedback. In fact, the analysis of the students' questionnaire revealed a great impression from the students of them being engaged in a storytelling session in literature; they also proposed and welcomed the inclusion of digital technologies in teaching and learning literature.

General Conclusion

General conclusion

General conclusion

In adult English language learning, technology is increasingly used. Online platforms promise to deliver applications that are highly interesting, affordable, and usable. To encourage language and literacy progress, teachers using technology need to continue to have in-person contact.

This research was designed to investigate the reflections of students on learning ability when digital storytelling is used as a second language learning tool precisely in learning literature.

This study has focused on the educational uses of digital storytelling within second language learning. Therefore, Digital storytelling can be described as a combination of old storytelling tradition and new technology. Students reported that DST increased students' understanding of the course's content.

Furthermore, Digital Storytelling has become a powerful instructional tool for both students and educators. Students who learn to create their own digital stories improve multiple literacy skills because they may be assigned assignments in which they are first asked to study a subject and then choose a clear point of view and a dramatic question. This form of activity will create interest, attention and inspiration for students of the "digital age" in classrooms today. DST appeals to students with various learning styles.

In addition to that, Digital storytelling is a visual technique in research that brings to the fore and reconstructs the researched narratives. It is a study of the message, the underlying mechanisms and methods, how this is communicated to viewers, and what communication channels are used.

As recorded by many educators, digital storytelling is used to explore the imagination of students, involve students in difficult topics and understand and contextualize everyday lessons. In order to capture the attention of students and increase their curiosity in pursuing new concepts, digital story, rich in multimedia, can serve as an anticipatory set or hook. A number of researchers promote the use of anticipatory sets at the beginning of a class to help students engage in the learning process. In addition, students who participate in the creation of digital stories will gain enhanced communication skills by learning to organize their thoughts,

General conclusion

express opinions, and construct narratives. It can also help students as they learn to create stories for a group and present their ideas and knowledge in an individual and meaningful way. Digital Storytelling appeals to students with different styles of learning and can also inspire collaboration as students engage in groups and add value in enhancing the student experience through personal ownership and achievement.

'Unplanned' learning opportunities occur. Digital storytelling transcends traditional classroom boundaries as a result of directed structured instruction. It provides an opportunity for communicative interaction in web-based environments.

Finally, this research study has shown that DST is an important tool to be used in learning English as a second language precisely learning literature module. Since the majority of the selected students as a sample replied that they sometimes use computers to read and listen to short stories, means they have the affinity to listen to stories at class and they welcome the idea of integrating DST tool in learning. They also see that listening to literary texts through digital storytelling enlarge their knowledge about the English culture as a result they will develop their literacy skills. We also wanted to prove the importance of benefiting from technology in pedagogy when were answered that as future teachers consider that DST is important to enhance students learning. We leave it for further researches to explore more about the importance of digital storytelling in education and how it can be an effective technique to enlighten coming generations.

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Students' questionnaire

We are conducting a research to investigate the importance of digital storytelling in literature course. Please choose the answers that you think are suitable

- Gender: Age:
- Male
 - Female
- Do you like literature courses?
- Yes
 - no
- Do you use the computer to read or even listen to short stories?
- never
 - sometimes
 - always
- Is listening to short stories to you?
- Enjoyable
 - A task done just when necessary
 - A hard and boring task
- Have you ever been imposed to storytelling session in literature?
- yes
 - no
- In listening classes, does your teacher engage you in a storytelling session?
- never
 - rarely
 - sometimes
 - frequently
 - always
- Do you agree if a session reserved for listening is recommended in English literature course?
- I agree
 - I disagree

- What skill(s) do you think have to be reinforced to help you better assimilate reading?
 - Listening
 - Speaking
 - Reading
 - Writing

- Do you think that listening to literary texts helps you?
 - Improve your language capacities
 - Enlarge your knowledge about the English culture
 - Appreciate and enjoy the beauty of language and literature

- When you listen to a literary text do you try to?
 - Understand each word
 - Understand general ideas
 - Interact with the author's world

- Most of you will be destined to teaching English at schools; do you think that using digital storytelling tool is?
 - Very important
 - Important
 - Not important

Thank you for your corporation

الملخص

بما أن التكنولوجيا توفر العديد من الوسائل التي يمكن للأستاذ أن يستعملها داخل و خارج القسم لتحسين تدريس التلاميذ ' بالإضافة إلى أن تدريس مقياس الأدب يحمل في طياته توافر النصوص الأدبية في أي لحظة و إمكانية وصول التلاميذ إلى هذه النصوص بسهولة ' حيث يجب تعليمهم أثناء عملية التعلم كيفية تحليل هذه النصوص و تقييمها و فهمها ببساطة. الهدف من هذه الدراسة هو تحديد تأثير هذه التكنولوجيا على طريقة الدراسة من قبل التلاميذ و على تعليم المعلمين للأدب بحجة أن التقنيات الجديدة يمكن لها أن تدعم تدريس الأدب بشكل أفضل. توفر هذه الدراسة إطارا عاما حول الاستخدامات التعليمية لرواية القصص الرقمية بالإضافة إلى استخدامها للممارسة المعاكسة. تم استخدام استبيان عبر الإنترنت لجمع الردود من مجموعة من الطلاب ما إذا كانوا يستخدمون سرد القصص الرقمي لأغراض تعليمية أيا إذا رغبوا باقتراح دمج أداة سرد القصص الرقمية في التدريس و التعلم.