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**Enhancing Young EFL Learners' Oral Communication through  
Digital Storytelling Strategy Strategy**  
**The Case of the Fifth-year Pupils at Tayeb Razouk Primary  
School in Laghouat**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for Master Degree In English Language Teaching (ELT)

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## **Dedication**

*I dedicate this work to my lovely father, who did everything for me and his support and encouragement during my educational journey; to my wonderful mother, for motivating me to complete this research; to my little sister and my brothers, and to my dearest childhood friend Hadjer who has always stood by my side. Finally, I dedicate it to my dear teacher Reqaya for believing in me.*

*Wisam*

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## **Abstract**

Digital storytelling (DST) emerges as a powerful pedagogical tool to improve the four language skills, including oral communication. The present study aims to examine the effects of using digital storytelling to enhance oral communication skills among fifth-year primary school pupils at Razouk Tayeb Primary School within the academic year 2024/2025. It was hypothesized that integrating digital stories in young learners' EFL classrooms could enhance their oral communication skills. To investigate this hypothesis, a quasi-experimental study was conducted involving 29 pupils representing the experimental and control groups. A mixed-methods approach was employed to achieve this aim, utilizing pre- and post-tests in conjunction with classroom observation. The results revealed that digital storytelling helped to improve some elements of oral communication, including fluency, vocabulary, and comprehension, while on the other hand, it did not improve pronunciation and grammar. However, DST helped in promoting young learners' participation and encouraged them to speak more confidently in the classroom.

## **List of Abbreviations**

**L2:** Second language

**L3:** Third language

**EFL:** English as Foreign language

**CLT:** Commutative language teaching

**DST:** Digital Storytelling

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# **General Introduction**

## **1. Background of the Study**

Learning and Teaching the English language has become crucial in Algerian primary schools; however, acquiring a foreign language depends on developing the necessary skills, among which is oral communication skills. Without a basis for oral communication, young learners cannot express themselves fluently or share their ideas. Having a strong foundation in oral communication helps boost young learners' self-confidence and enhances their classroom interaction. Moreover, it has been noted that young EFL learners have challenges in speaking English, including mispronunciation of words, grammatical mistakes, and limited vocabulary. To overcome those challenges, educators and researchers suggest using digital storytelling as a technique to teach oral communication.

With the widespread of technology devices, children nowadays are more engaged with their digital devices. Within this landscape, digital stories are considered the most promising methods that emerged as alternative tools to traditional methods of teaching and learning. Digital storytelling would offer more enjoyable learning environments, enhancing learners' creativity, critical thinking, and social skills, and may also increase young learners' motivation. This study aims to investigate the effects of digital storytelling on enhancing oral communication skills among young EFL primary school learners in Algeria, particularly in Laghouat.

## **2. Statement of the Problem**

Young EFL learners may face several challenges when it comes to speaking English fluently, such as the lack of opportunities to practice speaking English outside the classroom, limited exposure to native speakers, and the fear of making mistakes or being

judged. To overcome these difficulties, utilising digital storytelling is proposed as a strategy to encourage engagement, foster creativity, and simulate real-life scenarios. The present study investigates the impact of using digital storytelling to improve fifth-year primary school pupils' oral communication skills, enabling them to express themselves confidently in English

### **3. Questions of the Study**

- ✓ To what extent does digital storytelling affect fifth-year primary school pupils' oral communication in the English language?
- ✓ How do fifth-year primary school pupils perceive digital storytelling as a tool for practicing speaking skills in English as a foreign language?
- ✓ To what extent does digital storytelling enhance fifth-year primary school pupils' self-confidence and willingness to speak English inside the classroom?

### **4. Hypotheses of the Study**

The study is to investigate and test the following hypotheses:

**Hypothesis 1:** Digital storytelling does not affect enhancing fifth-year primary school pupils' oral communication.

**Hypothesis 2:** Fifth-year primary school pupils' oral communication can be improved through the use of digital storytelling.

**Hypothesis 3:** Digital storytelling enhances fifth-year primary school pupils' self-confidence and willingness to speak English inside the classroom.

### **5. Purpose of the Study**

This study aims to to investigate the effectiveness of digital storytelling as a teaching strategy to promote primary school pupils English oral communication, and to

encourage them to participate during English session as well as to boost their confidence. Additionally, the study considers the following objectives:

1. To explore the benefit of using digital stories among young learners.
2. To investigate the impact of digital storytelling on young learners' motivation.
3. To help fifth-year primary school pupils to avoid pronunciation problems and to learn vocabulary.

## **6. Previous Relevant Studies**

A review of literature revealed that digital storytelling allows learners to live in a world of imagination, making learning more enjoyable and effective. Stories help them understand things critically and remember lessons for a long time. According to Robin (2001), storytelling combines multimedia, such as images, audio, and video. Digital stories are a mixture of digital graphics, text, recorded audio narration, video, and music to present information on a specific topic.

Like traditional storytelling, digital stories revolve around a chosen theme and often contain 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 to inform or instruct on a particular topic.

Adopting this method in Algerian primary schools to improve EFL learners' speaking abilities is beneficial for teachers and learners alike. There is a wide range of studies conducted to emphasize the importance of digital storytelling. For instance, a study by Nuriyah et al. (2024) highlighted the improvement of students' speaking skills through digital storytelling (Findings of the study show digital storytelling allows students their English-speaking skills. Morad and Mustafa Tamimi (2024) discussed how digital

storytelling can enhance motivation and critical thinking for learners the results show that digital storytelling indeed helps increase student motivation and enhances their critical thinking.

In addition to that, Beldjenna and Boussena (2024) conducted research about the benefits and challenges in using digital storytelling in EFL writing classroom the main objective behind the study was to explore Algerian EFL teachers experience and challenges during the implement of DST in writing classroom, the researchers used interview with seven Algerian EFL teachers who implement DST, the result shows a significant impact toward using DST as pedagogical tool to develop writing skills

Similarly, Kadi and Kardi (2024) investigated the impact of digital storytelling on enhancing listening comprehension among 4th-year primary school pupils. They conducted an experimental study involving 22 pupils, utilizing pre-test and post-test as methods of the study. The experiment was done over five sessions, during which participants engaged in activities and answered related questions. The results show a significant improvement in listening comprehension by using digital storytelling to increase young learners' listening skills.

Nair and Yunus (2021) systematically reviewed how digital storytelling can improve speaking skills and how it can be used as a useful tool by teachers in the classroom at all educational levels. After analyzing 45 articles, the results showed that digital storytelling has significantly enhanced students' speaking skills, as it has a lot of benefits, such as improving communication and engagement, encouraging speaking capabilities, and helping students speak more fluently and confidently, moreover, it supports teachers in designing personalized methods for their students to achieve their learning needs.

In another study, Nair and Melor Med. Yunus (2022) investigated the use of digital storytelling to improve pupils' speaking skills during the COVID-19 pandemic. They used pre- and post-tests and questionnaires for data collection. The results of the study showed that digital storytelling had a positive impact on both the teacher and the student.

By refereeing to several important learning theories, the concept of digital storytelling in enhancing oral communication can be explained through Vygotsky sociocultural theory; according to Vygotsky learning is a social process that happens through interactions with each other; this is the case in using digital storytelling that encourages students to work together and share their stories. Moreover, Vygotsky highlights the concept of "instructional scaffolding," which he defined as the role of teachers and others in supporting the learner's development and providing the necessary support structures to reach the next level (Raymond, 2000). Vygotsky defined learning as a social process influenced by interactions with others. Meanwhile, Sociocultural theories, as described by Lave and Wenger (1991, p. 51), state that "learning, thinking, and knowing are relationships among people in action, with, and arising from the socially and culturally structured world". Digital storytelling perfectly aligns with this idea.

Hence, these studies draw attention to the advantages of applying digital storytelling in EFL classes, supporting creativity and achieving academic success, With the integration of multimedia elements such as image and video digital storytelling can make the teaching learning process more engaging and effective moreover it encourage collaboration and group work. Digital storytelling can be a helpful tool for motivating young EFL learners to learn English language.

## **7. Significance of the Study**

This study is an attempt to investigate the benefits of using digital storytelling as a pedagogical tool to enhance young EFL learners' oral communication to facilitate the teaching process for teachers and create a more enjoyable and effective learning environment for children. By doing so, the study findings may contribute to improving classroom engagement, participation, and motivation to learn English. In addition to that, it may help in providing practitioners with tools to promote young learners' speaking confidence.

## **8. Research Methodology and Tools**

To investigate the impact of digital storytelling on the oral communication abilities of young EFL learners, specifically fifth-grade primary school pupils, the study employed a mixed methods approach that combined quantitative and qualitative approaches. The quantitative quasi-experimental design involves a pre-test, intervention, and a post-test with a group of fifth-year pupils at Rezoug Tayeb Primary School. They experimented with the impact of digital storytelling on their oral communication skills. A qualitative approach involves classroom observation during the treatment to observe the learners' engagement and interaction toward the use of digital storytelling.

## **9. Structure of the Study**

This research is divided into three chapters. The first chapter presents a theoretical framework of oral communication; it highlights related theories and provides a thorough definition of oral communication, its skills, and the challenges in developing these skills. The second chapter is about digital storytelling in EFL education; it presents the definition and the elements of DST, then moves to the types and benefits of Digital

storytelling. It also stresses the role of digital storytelling in the teaching-learning process. The third chapter introduces research methodology and data analysis; it explains the methodology, sampling, population, research design, data collection tools used to answer the research questions, and finally, the analysis of the data gathered, summarizing the findings and drawing conclusions.

## **10. Definition of Key Terms**

**Digital storytelling:** It is a combination of video, image, digital graphics, text, and audio. The stories are typically just a few minutes long, around 2 to 5 minutes (Robin, 2008).

**Oral communication Skill :** It is the exchange of information, ideas through spoken words; oral communication is a two-way process between the speakers and the listener and involves the productive skills of speaking and the receptive skills of understanding (Bynre, 1968).

**Young learners:** children around the age of 3 up to 12 years old are considered to be young learners. Unlike adults, young learners are more motivated and curious toward learning

# **Chapter One**

## **Theoretical Framework of Oral Communication in EFL classrooms**

- **Introduction**

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### **1.5 Challenges in Developing Oral Communication Skills in Young EFL Learners**

### **Conclusion**

## **Introduction**

One of the basic skills in EFL learning is oral communication, as it enables learners to express themselves effectively in real-world conversation; however, many young EFL learners often face challenges when it comes to pronunciation, fluency, or the correct use of grammar; all those struggles are the results of the lack of the speaking opportunities and the exposure to the language. To address this issue, this chapter pinpoints the main theories that are considered the theoretical backbone of the study, including Vygotsky's Sociocultural Theory and Psycholinguistics theory. These theories offer insights to understand the role of digital storytelling in enhancing oral communication. This chapter also deals with some of the approaches to teach oral communication in addition to definition of oral communication and its competent and lastly the challenges in developing those oral communication skills among young EFL learners

### **1.1 Theories of Oral Communication in EFL Context**

In the field of teaching English as a foreign language, both Vygotsky's Social interaction theory and Psycho-linguistic theory provide fundamental knowledge in understanding how learners acquire the English language; both of them show a clear picture of the process of learning languages, Vygotsky's theory "emphasizes the role of social interaction and cultural in learning ""( Vygotsky's ,1962 as cited in McLeod,S.2025) On the other hand Psycho-linguistic theory deals with mental and cognitive development in this theory they view learning as a «cognitive individual process happening within the individual" (Norita, 2018, p. 47 ).

#### **1.1.1. Vygotsky's Socio-Cultural Theory**

Vygotsky's Socio-cultural Theory emphasizes the role of social interaction and culture in learning a language and shaping a child's cognitive development rather than

viewing learning as an isolated process. According to his theory, language learning is a social process that happens through interaction, collaboration, and discussion with others; in other words, children can develop oral communication skills by engaging with others (Main, 2022). According to Vygotsky, there are three stages of language development.

1. **Social speech:** It is the communication with others that happens through listening and interaction.
2. **Private speech** (self-talk): Children start talking to themselves out loud.
3. **Silence inner speech** or the child's internal monologue: Children develop the ability to think of what to say without saying it out loud.

Additionally, Vygotsky states that cognition is a collaborative process and learning and knowledge are social phenomena; which means that oral communication skills are most required rather than being memorized.

### **1.1.2 Psycholinguistics Theory**

In this theory, psycho-linguists view language and thoughts as related but completely independent phenomena. According to Long (1969, cited in Clarus, 2009), individual internal cognitive processes are activated, allowing the individual to access comprehensible input needed to further advance in L2 (second or foreign language) acquisition. However, Krashen's (1985) model goes against this idea. According to him, to learn a language, you must be exposed to the language input that is a little higher than their level. This idea is known as (i+1); 'i' presents what learners already know (existing knowledge), and (+1) is the newly learned information (Purba, 2018).

According to the psycho-linguistic approach, children naturally acquire the fundamentals of their native language by the age of five. Although they are not formally

taught the rules of the language, they manage to display a matching level of mastery in using it. Therefore, in psycholinguistics, humans learn language naturally from birth. Moreover, to learn a language, humans require three essential skills: perception, thinking, and other mechanisms related to language (Demirezen, 2004).

This approach also highlights some of the main problems faced by young EFL learners in speaking skills, including student-oriented competencies, diverse styles and personalities among young learners (e.g., introverts, extroverts), and how these problems influence performance in language learning. However, with the appropriate use of methods and approaches to teach speaking skills, teachers can find interesting topics and activities to motivate their learners and overcome difficulties (ibid, 2004).

## **1.2 Approaches to Teach EFL Oral Communication Skills**

Since the Algerian government adopted English instruction in primary schools, the ultimate goal of the curriculum has been to enable young EFL learners to speak and communicate effectively and express themselves in real-world conversations. However, many young EFL learners still face challenges when it comes to fluency, clear pronunciation, or the correct use of grammar rules. All these struggles are the result of the lack of speaking opportunities and limited exposure to the language. Teachers of English must be equipped with suitable methods and approaches that can support learners, cater to their needs, and facilitate the teaching process.

### **1.2.1 Communicative Language Teaching**

Communicative Language Teaching (CLT) aims to develop English speaking fluency and Proficiency in English usage. It is also described as activities where practicing language within a natural communicative context is the lodestar; actual information is exchanged, and the language utilized is not predictable (Arana, (2022)). That implies CLT's

ultimate aim is to focus on fluency rather than grammar (accuracy). It also encourages EFL students to communicate meaningfully and effectively based on real-life situations (ibid).

Nunan (1989) defines communication activities as pieces of classroom work that enable students to understand, use, and generate in the target language, focusing on meaning rather than form. Richard considers CLTs helpful since their focus is on developing all four skills. It also promotes EFL Learners' competencies and communication and encourages them to be more confident and participate in all activities to improve and practice their speaking skills. CLT encourages EFL students to use the language freely by providing opportunities for EFL learners to practice what they know. Moreover, CLT develops a range of activities, including role-play, group work, and storytelling. This latter has a paramount role in helping EFL students practice oral communication effectively (Laiza & Kurt, 2024).

Moreover, in the CLT approach, there is a key concept, which is communicative competence. It was first introduced by Dell Hymes in 1972; he referred to it as the aspect of competence that enables one to convey, interpret, and negotiate meaning interpersonally within specific contexts (Brown, 2000). When one mentions the concept of communicative competence, the notion of sociolinguistics appears to flourish. It is the knowledge and ability to understand and use language-appropriate forms and different sociocultural situations, formal and informal politeness (Laiza & Kurt, 2024). Types of communicative competence as described by Hymes (1972) are as follows:

- Linguistic competence, which “is the knowledge of the language code”, refers to Grammar and vocabulary in both oral and written forms, including phonology, semantics, phonetics, morphology, and syntax.

- Sociolinguistics competence is regarded as the knowledge and ability to understand and use language-appropriate forms and different sociocultural situations, formal and informal politeness.
- Discourse competence refers to the ability to generate and comprehend oral and written form text; it deals with organized phrases and sentences to create meaningful written texts.
- Strategic competence implies the ability to know and restore communication breakdown and how to overcome the gaps or difficulties that one faces while using language, paraphrasing, and asking for clarification gestures.

### **1.2.2 Task-Based Approach**

Task-Based approach is an effective tool for developing oral communication skills. It is an activity that requires learners to arrive at an outcome from given information through a process of thought, allowing teachers to control and regulate that process. According to Ellis (2003), tasks replicate real-world activities, such as making calls, preparing for events, and focusing on communicating tasks rather than language structure; for example, a task that aligns with the 5th-grade English syllabus involves a teacher organizing a competition between two groups. The task begins with the teacher introducing vocabulary related to describing amenities in the students' hometown, such as a library and police station next to and near. A model dialogue is provided, and visual aids like photo cards or a simple map are used. To complete the task, the students work in groups. Finally, in the post-task phase, groups present their work orally to the class using the correct vocabulary. The teacher encourages peer feedback and discussion, emphasizes the correct use of language and vocabulary, and provides the support needed.

This task stresses the use of English in a real-life context, helping young EFL learners to practice and improve their oral communication skills through meaningful collaboration. Willis (1996, p. 23) further defines these tasks as activities "... where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome." She also states (ibid) that within TBLT, students complete tasks involving "real-life" situations, which prepare them for authentic communication outside the classroom. She explains that by using a task-based approach, learners can communicate smoothly in other conversations outside the classroom.

Similarly, Swain (2001, p. 11) views a task as: "an activity which requires learners to use language, with emphasis on meaning, to attain an objective." This definition indicates that TBLT boosts communication practice among EFL students because it helps in developing oral communication skills, especially for young learners.

### **1.2.3 Audio-Lingual Method**

It is another process of teaching oral communication skills in the English language. According to Richard and Roger, this method accentuates teaching first speaking and listening skills before writing and reading. This method is rooted in the behaviorist theory, which depends on reinforcing learned behavior through repetition and reward. Teachers are guides. They train the learners using of repetition. The learners repeat the word many times until they finally master its correct pronunciation and learn them by heart.

Moreover, within this method, several techniques are worth to be described, as mentioned by Freeman (2000, p.47). One of them is a backward build-up drill. When learners repeat the last part of the line with the guidance of a teacher, step by step, learners pronounce the entire sentence correctly. Chain drill is also one of the techniques used in this method. It occurs when the teacher asks one of the learners a question, and then the

learner answers the question; this learner asks another one a different question, and things continue that way forming a chain. This way allows some kind of conversation to happen inside the classroom, as it also makes the teacher able to check each student's speech.

#### **1.2.4 Suggestopedia**

According to Lorenzo (2005), suggestopedia is a method focused on achieving relaxation of the individual in the educational act. A pedagogy based on the communication act to achieve better results in the teaching and learning process, that's means learners learn better in a cosy environment.

In the same vein, Quezada et al. (2016) define suggestopedia as a highly effective method for learning a foreign language. Since elements such as relaxation, music, and a close teacher-student relationship allow the foreign language to be observed quickly and effectively, almost as much as the mother tongue, this method enables students to learn in a very comfortable environment in the classroom during the lesson. This method includes features such as a relaxed environment, the use of a specific type of music, and a comfortable chair.

Suggestopedia refers to the activities that make students feel relaxed and comfortable in learning, making the process more enjoyable and interesting. It also enhances student creativity and critical thinking. Additionally, it enhances EFL learners' cognitive abilities, emphasizing creating a relaxed learning environment for them. It focuses on engaging multiple learning styles, such as visual, auditory, and kinesthetic, when listening to audio or practicing speaking using role-plays and dialogues, for example. It also helps to improve their speaking skills and enables them to communicate confidently by reducing fear and stress through techniques such as music and sitting.

By utilizing these approaches, young EFL learners can make meaningful decisions through collaboration, using the English language to communicate and interact with one another. Similarly, English teachers can use those approaches to teach English and to create enjoyable learning environments for their students to promote their participation and engagement during the sessions and create a less anxious atmosphere, encourage learners to speak more freely to increase motivation

### **1.3 Defining Oral Communication**

Oral communication is one of the most important academic skills that an EFL learner must be an expert on, as it enables learners to express themselves clearly and to share their ideas and points of view or discuss topics with others. Oral communication is the process of exchanging information and expressing ideas through the spoken word. According to (Bynre, 1986) oral communication is a two-way process between the speakers and the listener, involving the productive skill of speaking and the receptive skill of understanding.

#### **1.3.1 Speaking**

Speaking proficiency is described by Lado (1961, p. 240) as “the ability to express oneself in life situations, or the ability to report an act or situation in precise words, or the ability to converse or to express an idea fluently”. Clark and Clark (1977, p. 272) also state that “speaking and listening are both considered to be the basic skills in speaking”. They add “in speaking, people put ideas into words”, talking and sharing their ideas and feelings. They want to send a clear message to the listener, so the listener receives it and understands it. According to Naranan (2003, p. 48) “speaking is the productive aural/oral skill; it consists of producing systematic verbal utterances to convey meaning”.

Thus, speaking skills are the ability to produce spoken words to express oneself or exchange information and be understood by others and to be able to create smooth communications, it also involves the use of appropriate language, tone, and non-verbal cues to convey the meaning clearly and engage the listeners into meaningful conversation.

### **1.3.2 Active Listening**

Active listening is the ability to truly understand what is being said by using all your senses. It is not just about hearing someone or sound, but about focusing, engaging, and paying attention to the speakers it also require curiosity and motivation aiming to understand the meaning and interact with it also to engaged in meaningful conversation with the speakers (Fuller, 2021).

### **1.3.3 Verbal and Nonverbal Communication**

It is crucial for teachers to master important communication skills, which are verbal and non-verbal. These skills facilitate interaction between teachers and students, helping to create an effective and conducive learning environment for the learners; if the teacher successfully applies these skills, it will enhance the quality of learning in the classroom. The verbal communication is the type of communication where words are used to exchange information and share ideas with others. These words can be either spoken or written. On the other hand, non-verbal communication is any gesture or symbol displayed through body language or facial expressions (Akhtim, 2017).

## **1.4 Components of Oral Communication**

Oral communication is considered to be one of the most important academic skills. According to Brown (2004, p.115), speaking is an oral interaction where people communicate with each other, share their ideas and feelings, and exchange information.

According to Hamer (2007), speaking skills are complicated because speaking is more than just producing oral words; it involves both linguistics and cognitive aspects, as stated by Hamer, (2007, p. 343). There are five main crucial components of oral communication, including Grammar, fluency, vocabulary, pronunciation, and comprehension; those elements together help students to communicate effectively and clearly and most important confidently.

### **1.4.1 Grammar**

Grammar describes a set of rules regarding how we use a language and also helps students learn the correct way to be knowledgeable and gain expertise in the language in both oral and written formats. Without grammar, learners cannot communicate effectively. Grammar helps to ensure clarity in speaking; students need grammar to generate correct sentences in conversations, Heaton (1978, p. 5) explained that “grammar helps student ability to manipulate the structure and to distinguish appropriate grammatical form inappropriateness

### **.4.2 Vocabulary**

According to Cambridge International Dictionary of English (1995, p.1628), vocabulary can be defined as “all words used by a particular person or appearing in a particular language or subject”. This means specific words in language used by pupils. Without rich vocabulary, learners cannot be able to express themselves effectively or share their ideas.

### **1.4.3 Pronunciation**

It is the way in "which a language is spoken, and word is pronounced, which means the way a person speaks the words of a language" (Hornby, 1987, p.794). According to

Yates and Zelinski (2014, p.31), pronunciation refers to how people produce the sounds to make meaning when they speak. Gilakjani (2012, p.119) stated that pronunciation is a set of habits for producing sounds by repeating them many times and being corrected if they are mispronounced. According to (Ramelan, 1985, p.22), there are two elements of pronunciation; they are, segmentally, sound and vowels, and suprasegmental features, including the style of sentences ( stress, intonation, and syllable)

#### **1.4.4 Fluency**

It is the ability to speak fluently and accurately without hesitation or needing to search for the right word use. According to Azlina Kurniati, Eliwarti, and Novitri (2015). Fluency can be defined as the ability to speak fluently and accurately. Guillot (1999, p. 656) describes fluency as “comprising an automatic procedural skill on the part of the speaker and a perceptual phenomenon in the listener.”

#### **1.4.5 Comprehension**

According to Oxford Dictionary, comprehension is the ability to understand something. When the learner understands what they are hearing, they can answer correctly, According to Acosta \_ Rodriguez, V.M.,et al (2022) oral language comprehension is process of received and transform spoken information and using your pervious knowledge to understand the meaning therefore comprehension refer to the speakers ability to convey clear and understood message to the listeners to avoid any misunderstanding

### **1.5 Young EFL learners’ Challenges in Oral Communication**

Speaking skills are considered to be one of the most crucial skills to master in any language. According to Fulcher (2003, p. 23), "speaking is using language verbally to communicate with others". In other words, speaking is the ability to express oneself and to

share ideas with others. However, when it comes to learning speaking skills, it can be challenging, especially for young EFL learners, as they face difficulties such as a lack of vocabulary, confidence, fear of making mistakes, and pronunciation problems.

### **1.5.1 Lack of Vocabulary**

Because teaching English is new in Algerian primary schools, many young EFL learners have limited vocabulary because the language is new to them. They are facing many challenges due to the lack of vocabulary, such as struggling to understand new words. When it comes to speaking, they cannot express themselves clearly or correctly, which leads to misunderstanding them and embarrassing them in front of the others. This fact affects their self-confidence and make them shy and afraid of speaking (Saputra, 2018).

### **1.5.2 Lack of Confidence**

Many young EFL learners do not feel confident speaking in a foreign language, and they feel shy. This is due to the fear of judgment by the teachers when they make mistakes. That makes them unable to ask questions or clarifications inside the classroom; they also hesitate and avoid participation in classroom activities (Florza,1998).

### **1.5.3 Pronunciation Difficulties**

Because English can be considered their L3 after Arabic and French respectively, young EFL learners in Algeria often find difficulties in pronouncing certain words and sounds. This is due to the influence of French language on their tongue, such as /r/ sound; they pronounce it as they do in French, / ã/ sounds " th" as in this and that; also word stress and intonation are mostly forgotten. Most students feel that English is too heavy on their tongue (ibid).

Other problems include young EFL learners do not have the opportunities or the time to practice their English outside the classroom. Sometimes, they do not speak English even inside classrooms because teachers do not encourage them or insist on using English as the medium of communication. For example, when they ask for permission, they use the French language instead of English. That can be considered a problem. Moreover, the majority of learners do not use subject-verb agreement when they speak English.

## **Conclusion**

This chapter dealt with the fundamental framework of oral communication in EFL classrooms, highlighting the importance of Vygotsky's Social interaction theory and Psycholinguistics theory in giving the fundamental knowledge in the process of learning a foreign language in addition to that a detailed definition of oral communication was given including speaking skills, listening skills and verbal and non-verbal communication, and its components were described. Finally, the chapter highlighted the main challenges that faced young EFL learners in developing oral communication, such as lack of confidence and vocabulary grammatical mistakes, specially the fifth-grade pupils of Razouk Tayeb Primary School.

## **Chapter Two**

# **Digital Storytelling in EFL Education**

- **Introduction**
- 2.1 Definition of Digital Storytelling**
- 2.2 Elements of Digital Storytelling**
- 2.3 Types of Digital Storytelling**
- 2.4 Benefits of Digital Storytelling**
- 2.5 The Role of Digital Storytelling in the Teaching-Learning Process**
  - 2.5.1 For Teachers**
  - 2.5.2 For Learners**
- 2.6 The Role of Digital Storytelling in Promoting Oral Communication Skills**
- **Conclusion**

## **Introduction**

This chapter presents the definition of digital storytelling, providing a detailed description of how digital storytelling has become an effective pedagogical tool due to the rapid development of technology, digital storytelling blended both traditional narratives and multimedia elements such as video and images to create a meaningful learning environment. The chapter then highlighted the components of digital storytelling, its types, and its benefits. Lastly, the chapter pinpoints the role of digital storytelling in the teaching and learning process.

### **2.1 Definition of Digital Storytelling**

Storytelling is one of the oldest methods of communicating ideas and learning languages (Mello, 2001). It is known from the past that people utilize storytelling as a means of communication, sharing ideas and experiences through words, to tell one's life story or others' stories. There are different types of storytelling in several cultures, including folk, tales, myths, legends, fables, and fairy tales.

According to McDrury and Alterio (2003, p. 31), storytelling is uniquely a human experience that enables us to convey, through the language of words, aspects of ourselves and others, and the worlds, real or imagined, that we inhabit. Stories enable us to come to know these worlds and our place in them, given that we are all, to some degree, constituted by stories: Stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history.

As a result of rapid technology advancements, traditional storytelling is no longer used among individuals. As a reaction, digital storytelling has emerged using multimedia elements such as videos, images, and audio, enhancing the narrative engagement and the audience's interaction with the stories. Furthermore, from a pedagogical perspective,

"stories have long been recognized as powerful tools for learning. They simplify complex concepts, making them accessible and relatable...", Elżbieta, P B., & Dorota, H K (2024, p.14). Digital stories not only communicate information but also foster critical thinking, creativity, and imagination. Stories in the classroom play an important role in linking theoretical knowledge to real-world contexts, facilitating the learning process and creating an enjoyable environment for the learners (ibid).

Digital Storytelling (DST) has been described by Rubin 2006 as an effective instructional tool for teachers and effective learning strategy for learners. In other words, Digital storytelling is a combination of video, image, digital graphics, text, and audio. The stories are typically just a few minutes long, around (2 to 5 minutes).

Although storytelling is not new, the idea of digital storytelling is new (Meadows 2003). According to Meadows, DST has been used before to teach foreign languages. It has shown an effective result in teaching English language, especially to young learners, because most of them are around 6-10/11years, and it is known that kids have wild imagination, and by the use of DST with pedagogical learning tools, the learning process became more enjoyable and effective. At the same time, linking the lessons with the use of digital storytelling (images and videos) helps learners memorize it faster and become more efficient.

According to Brewster et al. (1992, p.2), the imagination experience makes "the student develop their own creative potential". Stories also develop their different types of 'intelligence' that enhance learning language, including emotional *intelligence*<sup>1</sup>. Stories, in general, "develop children's learning strategies, such as listening for general meaning,

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<sup>1</sup> **Emotional Intelligence** is the ability to manage both your own emotions and understand the emotions of people around you.

predicting, guessing meaning, and hypothesizing” (ibid). Digital storytelling is the mental act of creating narratives and then presenting them in a more engaging way through various digital mediums, with an emphasis on the importance of values and meaning (Gregori-Signes, 2014).

## **2.2 Elements of Digital Storytelling**

In 1990, Joe Lambert developed digital storytelling in the virtual world as the founder of the Center for Digital Storytelling, (CDS). From that time, Lambert and (CDS) have worked together to help people in create and share their own stories. In addition to that, CDS has developed, in 2005, the Seven Elements of Digital Storytelling, which assess teachers in creating digital stories with their students. These elements are summarized as follows:

- **Point of view:** The main purpose behind telling the story and it's targeted a specific audience.
- **Dramatic question:** A specific question that drives audience attention and keeps them interested.
- **Emotional content:** A good digital storytelling aims to evoke an emotion from the target audience (Laughter, tears, enjoyment).
- **The gift of voice:** Design a personalized story for the target audience to help them understand and react to the stories.
- **The power of sound track:** Background music, or any sounds that help to support the story.
- **Economy:** Using the right elements to tell the story (Video, images.).
- **Pacing:** Controlling how fast and slow the story can go.

## **2.3 Types of Digital Storytelling**

Digital storytelling involves a lot of types and formats but Robin (2006) has categorized digital stories into 3 types: Personal narrative (stories that include the most important events of a person's life), historical documentaries (stories that tackle historical events) the last one, stories that are inform or instruct each type has its own characteristics and purpose, aiming to help the learners to learn in different ways.

### **2.3.1 Personal Narrative**

Among all the other types of personal events, stories are considered the most famous type of digital stories. Stories revolve around personal experiences and crucial events that occur in someone's life (Robin, 2006); these kinds of stories convey strong emotions for both the author and the viewers. Lambert (2003) subcategorizes personal stories into tribute stories, life adventures, accomplishments, challenges, and recoveries.

### **2.3.2 Historical Documentaries**

It is another type of story that teachers can use in the classroom to explain historical events to students. This form of storytelling aims to elucidate what happened in the past and why it matters. Teachers can utilize old images, voice recordings, or videos to help students better recall and understand historical events (Robin, 2006).

### **2.3.3 Instructional and Informative Stories**

This type of storytelling is used to convey instructional material in several educational content. Teachers can use this type to explain math, art, and technology to their students. This kind of story explains the concepts step by step and aims to explain and simplify complex information and help students understand new ideas (Robin, 2006).

## **2.4 Benefits of Digital Storytelling**

Digital storytelling has become a more popular method of teaching foreign languages. Its use in EFL classrooms can make the learning process more enjoyable and effective for young EFL learners. In recent years, much research has been conducted to evaluate the effectiveness of DST. To illustrate, Nair and Yunus (2021) conducted a systematic review of how DST improves speaking skills. The results showed that digital storytelling has significantly enhanced students' speaking skills, as it has a lot of benefits, such as improving communication and engagement, encouraging speaking capabilities, and helping students speak more fluently and confidently. Moreover, it supports teachers in designing personalized methods for their students to achieve their learning needs.

In another study, Clipson and Boyles (2012) found that by telling a story dramatically, children acquired language skills and other dynamics, such as tones, volume, and space, to promote their English-speaking proficiency. This way of telling stories also made students more interested, helped them feel more confident, and supported them in using English in a more natural and fun way.

According to Kim (2014), students admit that by using digital storytelling, they can improve their projects and become more comfortable and confident in giving speeches because it provides them with appropriate opportunities to practice their speaking skills (pronunciation, fluency, accuracy). Another benefit of using digital storytelling in classrooms is encouraging young learners to work in collaboration to answer questions or solve problems. It also helps them strengthen their teamwork and offers a chance to practice speaking English in the classroom and sharing ideas and thoughts.

Moreover, many other researchers have proved that digital storytelling can foster learners' creativity. According to Robin (2018), by allowing students to create their own

digital stories, they can improve their communication skills by learning how to do it using structure-build tales. In addition to that, several studies highlight that digital storytelling can improve students' linguistic skills in foreign language classrooms (e.g., Bell, 2008; Dal, 2010; Ono, Ishihara, & Yamashiro, 2012; Castaneda, 2013).

To conclude, integrating digital storytelling in EFL classroom can help young EFL learners improve their language skills, critical thinking, and collaboration (Kim & Lee, 2018; Ahmed 2019) and also to motivate towards learning new languages.

## **2.5 The Role of Digital Storytelling in the Teaching-Learning Process**

Digital storytelling has become a successful tool in Improving the teaching and learning process. According to Badawi et al. (2022), "Teachers can use digital storytelling inside the classroom to capture students' interests and make them focus more during the sessions." Robin and Pierson (2005) believe that digital storytelling has captured the imagination of both students and teachers and facilitate the teaching learning process Lynch and Fleming (2007) indicate that:

[The] flexible and dynamic nature of digital storytelling, which encapsulates aural, visual and sensory elements, utilises the multitude of cognitive processes that underpin learning-from verbal linguistic to spatial, musical, interpersonal, intraper-sonal, naturalist and bodily-kinaesthetic. (p. 7)

That implies that digital storytelling is a powerful tool in education as it combines multimedia elements, images, videos, and audio, which makes it flexible and can be used to support the learning process.

### **2.5.1 For Teachers**

Many teachers aim to use digital storytelling as a particular tool in the classroom because sometimes they want to break traditional teaching methods and try something more engaging, motivating their learners and creating enjoyable learning environments. To

this end, they attempt to use digital storytelling and link it to the curriculum (Robin, 2008). It could be a helpful tool for the teachers when they struggle with the large units. They use it to facilitate discussion, explain the lesson, and make conceptual topics more understandable (ibid). Teachers can use videos or images to simplify the content for their students. For instance, in our study, fifth-grade primary school teachers can use pictures, flashcards, and visual aids to clarify the meaning for the students. To illustrate, the first unit is about hometowns and amenities; teachers can show their learners pictures of each amenity to help students recognize and present the vocabulary associated with them. Also, in Unit Five, which is about traveling, teachers can play videos about travel stories and later ask them to retell the story using their words or to share their own traveling stories. Robin (2005) said that teachers at all levels can use digital storytelling in various ways to help students' learning by encouraging them to organize and express their ideas and knowledge in an individual and meaningful way.

### **2.5.2 For Learners**

Nowadays, young learners are very exposed to technology; they grow up using mobile phones and laptops. They are naturally curious and intelligent, which makes it easier for them to create their digital storytelling with the supervisor and the teachers. According to Robin (2008), digital storytelling can help students acquire digital literacy and visual literacy. Moreover, scholars such as Partnership for 21st Century Skills (2004), Brown, Bryan, & Brown (2005), and Jakes (2006) indicate that digital storytelling supports the development of 21st-century skills. These skills are summarized as follows.

- **Digital literacy** is the capacity to communicate with an ever-expanding community to discuss issues, gather information, and seek assistance.

- **Global literacy** is the ability to read, interpret, respond, and contextualize messages from a global perspective.
- **Technology literacy** is the mastery of using computers and other technology devices to improve learning productivity and performance.
- **Visual literacy** is the ability to understand, produce, and communicate through visual images.
- **Information literacy** is the ability to find, consider, and synthesize information.

Several researches have been conducted investigating the use of digital storytelling in EFL classrooms and how it can help young learners improve their academic skills, the four skills, and most importantly, speaking and listening skills. To illustrate, Kadi and Kadri (2023, 2024), and Nair and Yunus (2021) conducted studies explaining the efficiency of digital storytelling in improving listening skills among young learners. Results show a positive impact of digital storytelling in improving listening skills. These results show that digital storytelling can be used as a teaching tool to foster learners' speaking.

Furthermore, digital stories can enhance students' collaboration and teamwork in addition to their engagements and participation; it can booster students' motivation and critical thinking as well (Jonassen, 2000; Roblyer & Edwards, 2000). Barrett (2006) found that digital storytelling combines four student-centred learning strategies, which include student engagement, reflection for deep learning, project- based learning, and the effective integration of technology into instruction.

## **2.6 The Role of Digital Storytelling in Promoting Oral Communication Skills**

Digital storytelling plays an important role in enhancing oral communication skills, particularly for young EFL learners. It helps the students improve their fluency and pronunciation by providing opportunities to practice their spoken output Robin (2006). To illustrate, listening to digital stories exposes students to rich and accurate examples of spoken language, helping them acquire correct pronunciation, expand their vocabulary, and internalize proper grammatical structures (Ellis, 2006).

In addition, digital storytelling helps boost learners' confidence and motivation to speak English in the classroom through activities such as roleplay and retelling stories using their words. This type of activity helps in reducing anxiety and creating enjoyable learning environments for learners. According to Yang and Wu (2012), digital storytelling also helps improve student's oral communication through collaboration. When students work together, they start exchanging ideas and interacting with each other, which helps them practice their English language.

## **Conclusion**

To conclude, digital storytelling plays a pivotal role in EFL education. Gils (2005) found that implementing digital storytelling has many advantages, including providing more variations than traditional methods in current practice to personalize the learning experience, as Gils (2005) puts it. In addition, teachers can use storytelling to make explanations and the practice of some topics more engaging, to simulate real-life situations in a simple and cost-effective way, and to enhance students' involvement in the learning process. Moreover, this chapter highlighted the most important titles of digital storytelling in EFL Education and its role in the teaching-learning process.

# **Chapter Three**

## **Methodology Design and Data Analysis**

### **Introduction**

#### **3.1 Study Design and Method**

#### **3.2 Population and Sample**

##### **3.2.1 Population**

##### **3.2.2 Sample**

#### **3.3 Research Instrument**

##### **3.3.1 Description of Pre-test**

##### **3.3.2 Description of the Post-test**

##### **3.3.3 Observation**

#### **3.4 Description of the Stories and Their Worksheets**

##### **3.4.1 Pre-Test**

##### **3.4.2 Post-Test**

#### **3.5 Description of the Experiment process**

#### **3.6 Data Analysis and Results**

### **Conclusion**

## **Introduction**

This research is an investigation into the effectiveness of digital storytelling as a teaching technique to promote primary school pupils' English oral communication to encourage them to participate during English sessions and boost their confidence. To achieve this objective, a quantitative experimental approach was adopted. This chapter summarizes the procedures carried out at Razouk Tayeb Primary School. It presents the methodology for data collection and the processes used to analyze the findings.

### **3.1 Study Design and Methodology**

The study is mainly descriptive, picturing a given phenomenon and its distribution among a particular population, in our case, using digital storytelling to enhance learners' oral communication skills. A quantitative-experimental approach was used to meet this objective as it is considered to be the best technique to decide whether a relationship between two variables exists (Griffe., 2012; Fraenkel, Wallen, & Hyun, 2012). The study also employed a qualitative approach by gathering data through classroom observation to understand how the experiment was conducted. Thus, a mixed-methods approach was adopted to address the main research objectives.

### **3.2 Population and Sample**

The population of this study consisted of fifth-grade pupils at Tayeb Razouk Primary School, in Laghouat, representing 80 pupils distributed into three classes. Out of the three classes, one group was chosen as the sample of the study. It consisted of 29, 16 females and 13 males. The sample was selected randomly because they studied English in the previous years (the third and fourth years), and they are more active and familiar with English.

### **3.3 Data Collection Tools**

The current study used a quasi-experimental method including pre-test , treatment, post-test, to gather quantitative data about the research questions and the hypothesis suggested, in addition to that a classroom observation was used to gather quantitative data , as well as to observe student's behaviour and interactions with the used of digital storytelling to enhance their oral communication, Moreover, worksheets was given to the students in each phases of the process to assess the students knowledge including a wide range of activities such as : matching vocabulary, sequences the events, and retelling the stories

#### **3.3.1 Description of Experimental Procedure**

The current study utilized a quasi-experimental approach, employing pre-test, treatment, and post-test, to gather quantitative data on the research questions and the hypothesis suggested. In addition, a classroom observation was used to gather quantitative data, as well as to observe student's behavior and interactions with the use of digital storytelling to enhance their oral communication. Moreover, worksheets were given to the students in each phase of the process to assess the student's knowledge, including a wide range of activities, such as matching vocabulary, sequences of the events, and retelling the stories classroom. The main aim of the experimental procedure was to enhance pupils' oral communication skills through digital storytelling. To ensure relevance and curriculum alignment, one of the stories Sami's Adventure"was specially designed by the researcher to reflect the vocabulary and themes outlined in the official fifth-grade English curriculum.

**3.3.1.1 Description of Pre-Test**

To evaluate students' oral communication skills, a pre-test was conducted for fifth-grade pupils at Razouk Tayeb Primary School. The pre-test included telling the story of the lion and the mouse and the Hare and the Tortoise to the students without using of any digital devices (in the traditional way). The story was supported with the use of visual aids (images) to help students understand the story better, after that the students were given activities that are designed to engage the students and test their comprehension of the plot of the story given.

**3.3.1.2 The Treatment**

The treatment was conducted over four sessions. In the initial two sessions, pupils listened to traditional stories without any interference from digital devices. The teacher read the story to them many times using body language, gestures, and flashcards to explain the events. After that, the students were given worksheets with activities to do inside the classroom, and for the last two sessions, the research used digital stories, which are the Little Red Hen and a story made by the research that aligns with the curriculum for the fifth grade, the story was about an adventure of a little boy on his hometown. Moreover, during all those sessions, a classroom observation was carried on to observe the student's reactions and interaction with the new tool that was presented to them.

**3.3.1.3 Description of the Post-Test**

To evaluate students' oral communication skills after the use of digital storytelling, a post-test was conducted for fifth-grade pupils at Rezoug El Tayeb Primary School in Laghouat, Algeria, within the academic year 2024/2025. In the post-test, the students watched the digital version of the story *The Little Red Hen* using multimedia tools. The

digital story included animated visuals and audio narration to enhance students' understanding. After watching the story, the students were given activities designed to engage them and test their vocabulary, pronunciation, and comprehension of the story's plot.

### **3.3.2 Description of the Stories and Worksheets**

The worksheets used in the study were under the supervision of the English teacher, taking into consideration the level of the learners. The activities aimed to involve pupils in understanding and retelling the stories using their own words to check their understanding of the plot. The activities involve visual matching, completing dialogues, answering questions orally, and role-playing.

#### **3.3.2.1 Pre-Test Stories and Worksheets**

The Lion and the Mouse is a story about a mouse who one day woke up the lion by mistake, and he got angry at him. The mouse was scared, and he told the lion: "*If you let me go, I will repay you one day*". But, the lion was so arrogant, and he laughed at him and let him go. Some days later, the lion got caught in a hunter's net; he was so angry because he couldn't get out and started screaming. Suddenly, the mouse heard his voice and ran to the net; he saw the lion stuck in the net. So, the mouse decided to use his sharp teeth and cut the net; the lion finally got out and thanked the mouse, and from that day, they became best friends.

#### **3.3.2.2 Pre-Test Stories and Worksheets**

The activities in the worksheets related to the story of the lion and the mouse involved two main tasks:

1. Matching pictures with the right words; this activity helps associate visual cues with the right vocabulary from the story (see appendix 2).

2. The second activity involves answering the questions related to the story. It helps in checking students' understanding of the main events. It is also designed to engage the students in critical thinking about the moral of the story.

### **3.4 The Experimental Process**

It took around four sessions in the second semester. Each session took around 45 minutes. The procedure undertaken is described as follows.

**Session 1 Pre-test :** The activity was to listen to the story of *The Lion and the Mouse* in traditional formats, with the use of visual aids (pictures) to improve students' understanding; no digital aids were used during the session.

**Task:** The Pupils listened to the story three to four times and then did the activities in the given worksheets.

**Time:** The story was read aloud for about 10 minutes, followed by explanations using body language and gestures for around 5 minutes.

**Activities:** Pupils had around 30 minutes to answer questions and do the activities.

#### **Session 2 Pre test**

The activity was to listen to the story of the *Hare and the Tortoise* in a traditional way, with the use of visual aids, to improve students understanding, no digital aid were used during the session.

**Task:** The Pupils listened to the story 3 to 4 times and then did the activities in the given worksheets.

**Time:** The story was read aloud for about 10 minutes, followed by an explanation using body language and gestures lasting around 5 minutes.

**Activities:** Pupils had around 30 minutes to answer questions and do the activities.

### **Session 3 Post-test**

Playing the digital storytelling about *Sami Adventure* on a laptop for the students in the classroom.

**Task:** Pupils watched the digital story 3 or 5 times and then completed the task given.

**Time:** The story was watched on a laptop using a speaker for about 20 minutes, followed by a simple explanation of the newest vocabulary for around 5 minutes.

**Activities:** Pupils had around 20 minutes to do the task given.

### **Session 4: Post-test**

Playing the digital storytelling about the *Little Red Hen* on the laptop for students in the classroom.

**Task:** The pupils watched the digital story 3 to 5 Times and then completed the task given.

**Time:** The story was watched on a laptop using a speaker for about 20 minutes, followed by a simple explanation of the newest vocabulary for around 5 minutes.

**Activities:** The pupils had around 20 minutes to do the task given.

## **3.5 Classroom Observation**

Classroom observation was used as a qualitative data collection tool. It was carried out in two sessions before and during the experiment (during the pre-test). The observation

was conducted during the first semester of the academic year 2024/2025. It aims to observe students' interaction and engagement in speaking sessions as well as toward using new teaching methods, such as digital storytelling, to improve their oral communication.

The researcher sat in the back of the classroom behind the pupils without any interference during the session. The researcher observed the class using a grid to organize the observation process and to save time. It involves several criteria to be taken into account during the process, such as pupils' motivation and interest before and while using digital storytelling, interaction with peers, and their participation. And how students received and reacted to the stories. These points are organized in tables to simplify the work.

### **3.6 Data Presentation and Analysis**

In this study, learners' oral communication was scored regarding five criteria: vocabulary, fluency, pronunciation, comprehension, and grammar. For each component, a pupil received a score out of three (Brown, 2004 with little modification). Brown (2004) states that there are three components of speaking to be scored:

**2 points:** Comprehensible; acceptable target form.

**1 point:** Comprehensible and partially correct target form.

**0 point:** Silence, or seriously incorrect target form.

To do the Analysis of the results, the researcher used SPSS to analyse the data.

#### **3.6.1 Pre and Post Test Results' Analysis**

To conduct the analysis, the researcher used the SPSS program to analyze quantitative data collected through pre-test and post-test scores of students before and after using digital storytelling to improve their oral communication skills. Results obtained are tabulated, described, and analyzed.

### 3.6.1.1 Analysis of the Pre- and Post- tests in Vocabulary

This section aims to present the analysis of pre-test and post-test in vocabulary score, This analysis is based on the data collected from 29 students before and after using digital Storytelling the main objective is to determine the Effectiveness of digital storytelling on improving the students oral communication skills.

|                    | Mean   | N  | Standard deviation | Standard error mean |
|--------------------|--------|----|--------------------|---------------------|
| Paire 1 Vocabulary | 2,0690 | 29 | ,59348             | ,11021              |
| Vocabulary         | 2,5862 | 29 | ,56803             | ,10548              |

**Table 3. 1:** Statistics for Paired Samples

Table 3.1 presents the vocabulary scores of the 29 pupils before and after using digital storytelling. The table indicates that the mean vocabulary increased from 2.0690 to 2.5862; this means pupils' vocabulary improved after using digital storytelling. These results show that digital storytelling indeed helped students improve their vocabulary scores, making digital stories an effective tool to enhance that component of oral communication skills.

|                                 | N  | Correlation | Sig. |
|---------------------------------|----|-------------|------|
| Paire 1 Vocabulary & Vocabulary | 29 | ,300        | ,114 |

**Table 3. 2:** Paired Samples Correlation

Table 3.2 shows the results of two paired samples measuring grammar performance before and after the use of digital stories. The findings represented indicate that there is a correlation between the two paired samples. A correlation coefficient of (0,300) shows that

there is a weak positive relationship between the two paired samples. In addition, the results are not statistically significant because ( $p=0.114>0.05$ ).

|                                       | Différences appariées |                       |                           |                            |           | t          | ddl | Sig.<br>(tailed ) |
|---------------------------------------|-----------------------|-----------------------|---------------------------|----------------------------|-----------|------------|-----|-------------------|
|                                       | Mean                  | Standard<br>deviation | Standard<br>error<br>mean | 95 %confidence<br>interval |           |            |     |                   |
|                                       |                       |                       |                           | Inférieur                  | Supérieur |            |     |                   |
| Paire 1<br>Vocabulary -<br>Vocabulary | -<br>,51724           | ,68768                | ,12770                    | -,77882                    | -,25566   | -<br>4,050 | 28  | ,000              |

**Table 3. 3:** Comparison of the Pre- and Post-Measurement in the Vocabulary Score

It is clear from the table above that the value of t (-4.050) is significant at a significance level of 0.000 and is less than 0.05. As such, there are statistically significant differences between the pre- and post-tests in vocabulary. This indicates that the vocabulary aspect has witnessed noticeable growth among the students; this confirms that the post-measurement of this aspect has been affected by digital stories.

### 3.6.1.2 Analysis of the Pre and Post-tests in Pronunciation

This section aims to present the analysis of pre-test and post-test in Pronunciation score, This analysis is based on the data collected from 29 students before and after using digital Storytelling the main objective is to determine the Effectiveness of digital storytelling on improving the students oral communication skills.

|         |               | Mean   | N  | Standard deviation | Standard error mean |
|---------|---------------|--------|----|--------------------|---------------------|
| Paire 1 | Pronunciation | 2,0690 | 29 | ,59348             | ,11021              |
|         | Pronunciation | 2,1724 | 29 | ,60172             | ,11174              |

**Table 3. 4:** Statistics for Paired Samples

Table 3.4 presents the Pronunciation scores of 29 students before and after using digital storytelling. Results show that the Mean Pronunciation Score had not changed but remained almost the same, from 2.0690 to 2,1724. This result implies that digital storytelling had no noticeable effect on fifth-year primary pupils' Pronunciation.

|         |                               | N  | Correlation | Sig. |
|---------|-------------------------------|----|-------------|------|
| Paire 1 | Pronunciation & Pronunciation | 29 | ,466        | ,011 |

**Table 3. 5:** Paired samples correlation

This table shows the results of two paired samples measuring grammar performance before and after the use of digital stories That indicates that there is a correlation between the two paired samples. A correlation coefficient of (0,466) shows that there is a strong positive relationship between the two paired samples , In addition, the results are statistically significant because ( $p=0.466<0.05$ ).

|   | Différences appariées |                    |                     |                         |           | t     | ddl | Sig.<br>(tailed ) |
|---|-----------------------|--------------------|---------------------|-------------------------|-----------|-------|-----|-------------------|
|   | Mean                  | Standard deviation | Standard error mean | 95 %Interval confidence |           |       |     |                   |
|   |                       |                    |                     | Inférieur               | Supérieur |       |     |                   |
| Paire 1<br>Pronunciation -<br>Pronunciation | -<br>,10345           | ,61788             | ,11474              | -,33848                 | ,13158    | -,902 | 28  | ,375              |

**Table 3. 6:** Comparison of the Pre- and Post-Measurement in the Pronunciation Score

It is clear from the table that the value of  $t$  (-0.902) is significant at a significance level of 0.375, which is greater than 0.05. Therefore, we conclude that there are no statistically significant differences between the pre- and post-tests results of  $T$  value. This indicates that the pronunciation aspect did not see any development among the students, confirming that the post-measurement of this aspect was not influenced by the digital stories. This stability reflects the results of Digital stories, in the format used, may lack sufficient features to stimulate or enhance pronunciation skills, such as phonetic repetition, clear phonological patterns, or direct vocal interaction. This may also suggest that the nature of the digital material was adequate to effect change in a skill that requires careful intervention and repeated practice. Accordingly, this finding emphasizes the limited impact of digital media on developing certain oral aspects of language, particularly those requiring precise vocal output.

### 3.6.1.3 Analysis of Pre and Post-test in Fluency

This section aims to present the analysis of pre-test and post-test scores in Fluency. This analysis is based on the data collected from 29 pupils before and after using digital storytelling to determine its effectiveness on improving the students oral communication skills.

|         |         | Mean   | N  | Standard deviation | Standard error mean |
|---------|---------|--------|----|--------------------|---------------------|
| Paire 1 | Fluency | 1,6897 | 29 | ,54139             | ,10053              |
|         | Fluency | 1,8621 | 29 | ,44111             | ,08191              |

**Table 3. 7:** Fluency Scores before and after Using Digital Storytelling

**Table 3.7** presents the fluency scores of 29 pupils before and after using digital storytelling. Results show that the mean fluency increased from 2.0690 to 2.5862, which means student's fluency improved after using digital storytelling. This results indicate that digital storytelling indeed helped students in Improving their Fluency scores which makes digital stories an effective tools to enhance that of oral communication skills.

|         |                   | N  | Corellation | Sig. |
|---------|-------------------|----|-------------|------|
| Paire 1 | Fluency & Fluency | 29 | ,712        | ,000 |

**Table 3. 8:** Samples Correlation

Table 3.8. shows the results of two paired samples measuring fluency performance before and after the use of digital stories. The finding indicates that there is a positive correlation between the two paired samples. A correlation coefficient of (0,712) shows that there is a strong positive relationship between the two paired samples. In addition, the results are statistically significant because ( $p=0.712 < 0.05$ ). The following table clarifies more this point.

|                                 | Différences appariées |                    |                     |                          |           | t          | ddl | Sig.<br>(Bilatéral) |
|---------------------------------|-----------------------|--------------------|---------------------|--------------------------|-----------|------------|-----|---------------------|
|                                 | Mean                  | Standard deviation | Standard error mean | 95 % Interval confidence |           |            |     |                     |
|                                 |                       |                    |                     | Inférieur                | Supérieur |            |     |                     |
| Paire 1<br>Fluency -<br>Fluency | -<br>,17241           | ,38443             | ,07139              | -,31864                  | -,02619   | -<br>2,415 | 28  | ,023                |

**Table 3. 9:** Comparison of the Pre-Test and Post-Test in Fluency Score

Table 3.9 clearly shows that the value of t (-2.415) is significant at a significance level of 0.02 and less than 0.05; this indicates there are statistically significant differences between the pre-test and post-test results in fluency. Consequently, this suggests that the aspect of fluency has improved among the students, confirming that the pupils were influenced by digital stories.

#### 3.6.1.4 Analysis Pre-test and Post-test Results in Comprehension

This section aims to present the analysis of pre-test and post-test in Comprehension score. This analysis is based on the data collected from 29 pupils before and after using digital storytelling the main objective is to determine the effectiveness of digital storytelling on improving the students oral communication skill.

|         |               | Mean   | N  | Standard deviation | Standard error mean |
|---------|---------------|--------|----|--------------------|---------------------|
| Paire 1 | Cophrehansion | 2,1724 | 29 | ,75918             | ,14098              |
|         | Cophrehansion | 2,6207 | 29 | ,49380             | ,09170              |

**Table 3. 10:** Statistics for Paired Samples

This table presents the comprehension scores of 29 pupils before and after using digital storytelling. Also, it shows that the mean comprehension increased from 2.0690 to 2.5862, which means pupil's comprehension improved after using digital storytelling. This results indicate that digital storytelling indeed helped students in Improving their comprehension scores which makes digital stories an effective tools to enhance that of oral communication skills.

|         |                            | N  | Corellation | Sig. |
|---------|----------------------------|----|-------------|------|
| Paire 1 | Coprehension comprehension | 29 | ,085        | ,660 |

**Table 3. 11:** Paired Samples Correlation

Table 3.11 shows the results of two paired samples measuring comprehension performance before and after the use of digital stories. Results obtained indicate that there is a positive correlation between the two paired samples. A correlation coefficient of (0,085) shows that there is a strong positive relationship between the two paired samples. In addition, the results are statistically significant because ( $p=0.085<0.05$ ).

|   | Différences appariées |                    |                     |                          |           | t          | ddl | Sig.<br>(Bilatéral) |
|---|-----------------------|--------------------|---------------------|--------------------------|-----------|------------|-----|---------------------|
|   | Mean                  | Standard deviation | Standard error mean | 95 % Interval confidence |           |            |     |                     |
|   |                       |                    |                     | Inférieur                | Supérieur |            |     |                     |
| Paire 1<br>Cophrehension<br>Cophrehension | -,44828               | ,86957             | ,16148              | -,77904                  | -,11751   | -<br>2,776 | 28  | ,010                |

**Table 3. 12: Comparison of the Pre-Test and Post-Test in the Comprehension**

It is clear from the table above that the value of t (-2.776) is significant at a significance level of 0.01 and less than 0.05. This indicates there are statistically significant differences between the pre-and post-tests' results in comprehension. Consequently, this suggests that the aspect of comprehension has improved among the students, confirming that the post-test results of this aspect are influenced by digital stories.

### 3.6.1.5 The analysis of Pre-test and Post-test in Grammar

This section presents the analysis of pre-test and post-test Grammar scores. This analysis is based on data collected from 29 participants before and after using digital storytelling to determine the effectiveness of digital storytelling in improving the pupils' oral communication skills.

|         |         | Mean   | N  | Standard deviation | Standard error mean |
|---------|---------|--------|----|--------------------|---------------------|
| Paire 1 | Grammar | 1,7586 | 29 | ,73946             | ,13731              |
|         | Grammar | 2,0000 | 29 | ,70711             | ,13131              |

**Table 3. 13: Statistics for Paired Samples**

Table 3.13 presents the Grammar scores of 29 students before and after using digital storytelling. It shows that the mean grammar score had not changed, but remained almost the same from 2.0690 to 2.5862. This means that digital storytelling had no noticeable effect on fifth-year primary pupils' grammar.

|         |                   | N  | Correlation | Sig. |
|---------|-------------------|----|-------------|------|
| Paire 1 | Grammar & Grammar | 29 | ,478        | ,009 |

**Table 3. 14: Paired Samples Correlation**

This table displays the results of two paired samples measuring grammar performance before and after the use of digital stories. The findings indicate a positive correlation between the two samples. A correlation coefficient of  $r = 0.478$  suggests a reasonable positive relationship. Additionally, the results are statistically significant, as the p-value ( $p = 0.478$ ) is less than the conventional threshold of 0.05.

|                             | Différences appariées |               |                               |  |           | t          | ddl | Sig.<br>(Bilatéral) |
|-----------------------------|-----------------------|---------------|-------------------------------|--|-----------|------------|-----|---------------------|
|                             | Moyenne               | Ecart<br>type | Moyenne<br>erreur<br>standard | 95 % confidence<br>Interval of the<br>difference |           |            |     |                     |
|                             |                       |               |                               | Inférieur  | Supérieur |            |     |                     |
| Paire 1<br>Gammar<br>Gammar | -,24138               | ,73946        | ,13731                        | -,52265  | ,03990    | -<br>1,758 | 28  | ,090                |

**Table 3. 15:** Comparison of the Pre-Test and Post-Test in the Grammar Scores

Table 3.15 clearly shows that the value of t (-1.758) is significant at a significance level of 0.09, less than 0.05. This implies that there are no statistically significant differences between the pre-and post-tests in grammar. Consequently, this aspect had not improved among the pupils who were not influenced by digital stories. The lack of impact of digital stories on primary school pupils ' grammar in English can be explained by several reasons. Most notably, students just memorized the rules without understanding their function, and many students can not apply the new rules directly when they speak. 3.7

### 3.7. Analysis of the Classroom Observation

This section presents the analysis of classroom observations conducted during the pre-and post-phase of using digital storytelling as a tool to enhance young learners' oral communication. During these observations, the researcher focused on fifth-year primary school pupils' engagement, participation, and interaction with the digital stories.

#### 3.7.1 The Observation of the Pre-Phase

After attending four sessions with fifth-year pupils of primary school, the researcher acted as an observer to observe young learners' interactions while using traditional stories as tools to improve their oral communication skills. This observation was based on the criteria identified for oral communication. It is observed that most pupils did

not interact with the stories, were inactive with no engagement with the teacher, were inattentive to the stories and activities, and the majority did not participate willingly unless prompted by the teacher. According to the observations that have been done, young EFL learners need more motivation and encouragement from the teacher to improve their oral communication skills

### **3.7.2 The Observation of the Post-phase**

After the researcher had attended two English sessions with 29 pupils during the first stage of the experiment using the traditional method of telling stories, she attended two other sessions using digital stories. Results showed that digital storytelling had improved the pupils' engagement as well as participation. The pupils collaborate to perform some of the activities, paying attention to the digital stories and interacting with them. Based on this, we concluded that digital storytelling had a positive impact on the young EFL learners' motivation and engagement, benefiting from the tool used. Thus, digital storytelling enhances young learners' oral communication, including their vocabulary and comprehension.

## **3.8 Results Discussion**

The findings of the current study recorded the impact of digital stories on some aspects of oral communication and its absence in others among fifth-grade primary school students. These results refuted **Hypothesis 1** of the study that *'Digital stories do not affect young EFL learners' oral communication.* In effect, digital storytelling has a positive impact on specific aspects of oral communication skills, particularly vocabulary, fluency, and comprehension. Digital stories contributed to enhancing learners' linguistic richness by exposing them to new vocabulary within rich semantic contexts. The technique also supports fluency through the repetitive and fluid linguistic model the story provides,

making it easier for the pupils to organize and express their thoughts coherently. Comprehension was also achieved by integrating audio and visual texts, helping young learners develop strategies for understanding the overall meaning and implicit messages in spoken language. However, trivial impact on pronunciation and grammar does not mean the lack of benefit. Rather, it may be related to the nature of digital storytelling, which often focuses more on listening and comprehension than oral production.

Based on the results obtained, it was figured that EFL learners' oral communication can be enhanced, thus confirming **Hypothesis 2**, which proposed that *the use of digital storytelling enhances the oral communication skills of fifth-year primary school pupils*. Through the use of digital stories, a rich multimedia environment was provided, blending text, audio, images, and music, which help to present language in realistic contexts that enhance comprehension and emotional engagement. This immersion in narrative content boosts the learner's acquisition of new vocabulary, not only through repetition but also through its association with specific situations and interactions, strengthening and stabilizing semantic memory. The nature of storytelling also enables improved fluency, as learners are exposed to language sequentially and logically, helping them organize and express their thoughts smoothly. Furthermore, the accompanying audio and visual media deepen comprehension, enabling learners to connect meaning to words, tone, and context., However, the impact of digital stories on other skills, such as pronunciation and grammar, appears limited if they are not supported by interactive elements.

Despite frequent listening to native speakers, the absence of actual practice and direct correction can lead to slow improvement in correct pronunciation, as learners often do not receive immediate feedback on their performances. Therefore, it can be argued that digital stories represent an effective tool for improving specific aspects of oral

communication such as vocabulary, fluency, and comprehension, but they need to be supported by purposeful interactive activities to develop pronunciation and more practice to improve grammar.

Concerning **Hypothesis 3** of the study that *'digital storytelling enhances fifth-year primary school pupils self-confidence and willingness to speak English in the classroom'*, the results obtained indicated positive outcomes. Indeed, digital storytelling enhances pupils' self-confidence and readiness to communicate in English during sessions. They became more confident and motivated to participate in the classroom due to the nature of digital storytelling that integrates authentic communicative activities such as conversations, role-playing, and oral presentations.

## **Conclusion**

This chapter addressed the research design and methodology employed in the study, providing descriptive details regarding the target population, sampling, and research instruments. These included classroom observation and pre-post-tests; moreover, it highlighted a thorough exposition of the stories and worksheets given to the pupils participating in the study. The chapter explained the experimental process, which was carried out over four consecutive sessions during the first semester of the 2024–2025 academic year at Rezoug Tayeb Primary School. Through the results obtained, we recorded the impact of digital stories on aspects of oral communication and its absence in others among fifth-grade primary school students. We registered that digital stories had a positive influence on specific elements of oral communication skills, particularly vocabulary, fluency, and comprehension. These digital stories contribute to enhancing learners' linguistic richness by exposing them to new vocabulary within rich semantic contexts. This technique also supports fluency through the repetitive and fluid linguistic model the story

provides, making it easier for learners to organize and express their thoughts coherently. Moreover, It was found that comprehension had been improved by integrating audio and visual texts, helping learners develop strategies for understanding the overall meaning and implicit messages in spoken language. However, limited effects on pronunciation and grammar do not mean the technique is without value. Rather, it may be related to the nature of digital storytelling, which often focuses more on listening and comprehension than oral production.

## **General Conclusion**

## **General Conclusion**

Oral communication is considered one of the basic Language skills that enable learners to express themselves effectively and to share their ideas and thoughts with others. For that reason, we conducted this research. The ultimate objective of this study is to answer the research question: To what extent does digital storytelling affect young learners' fifth-year primary school oral communication in the English language?

This research was divided into three chapters. The first chapter was a theoretical framework of oral communication skills in EFL context; it highlighted the theories related to oral communication, and the methods, and approaches that accentuated its role; the chapter also provided a detailed definition of oral communication and the main challenges to developing its skills among EFL learners. The second chapter was about digital storytelling in EFL education. It presented definitions of DST and its elements, types, and benefits of digital storytelling, pinpointing its pivotal in the teaching and learning process. The third chapter was practical. Research methodology and data analysis were presented. The chapter explained the data collection tools used to answer the research questions. Finally, a general conclusion was drawn proposing recommendations for future research.

This study aimed to investigate the impact of using digital storytelling as a pedagogical tool to improve young learners' oral communication skills. Quantitative experimental research was adopted to describe the phenomenon. The participants were twenty-nine (29) fifth-year pupils from a total population of eighty (80) pupils at Razouk Tayeb Primary School. Pre- and post-tests were carried out for data collection to examine the impact of digital stories on the components of the sample's oral communication. Classroom observation was further used to collect qualitative data about the pupils' engagement and participation during the implementation of digital storytelling in the classroom.

The study findings showed significant improvements in vocabulary, fluency, and comprehension among fifth-year primary school pupils; however, there was a slight improvement concerning grammar and pronunciation compared to other aspects of oral communication. That finding indicates that the hypothesis that stated that young learners' oral communication can be improved through the use of digital storytelling was almost confirmed, as digital storytelling helped in improving three aspects of oral communication. Thus, digital storytelling can be used as a pedagogical tool to enhance oral communication among fifth-year primary school pupils. The results obtained, shows that young EFL learners oral communication can be enhanced and thus confirming the second hypothesis that indicates the use of digital storytelling enhance the Oral communication skills of fifth year primary school pupils As the learners learner new vocabulary and to become more fluent in speaking also through Digital Storytelling students comprehension and engagement enhanced and that's due to the nature of digital storytelling that present the language in realistic context through the use of multimedia elements.

In addition to that digital storytelling indeed effect young learners confidence and participation which confirm the stated hypothesis that digital storytelling enhance fifth year primary school pupils self-confidence and willingness to speak in the classroom, from the results gathered from observation, The students become more confident and motivated to participate in the classroom.

Based on the findings, the study attempted to answer the research questions. As for the first question (To what extent does digital storytelling affect fifth-year primary school pupils' oral communication in the English language?), results show that digital storytelling affects three components of oral communication among fifth-year primary school pupils; those components are: fluency, comprehension, vocabulary but we notice that digital storytelling did not affect grammar and pronunciation.

Question 2- How do fifth-year primary school pupils perceive digital storytelling as tool for practicing speaking skills in English as a foreign language?

From the results obtained, students were very motivated and curious about the new tool presented to them during the session. The researcher noticed that most learners enjoyed watching the digital stories, and they were repeating some sentences and lines while they were watching the stories.

Concerning research question 3: To what extent does digital storytelling enhance fifth-year primary school pupils' self-confidence and willingness to speak English inside the classroom? The results show that pupils' engagement and participation improved through the use of digital stories; the participants were interactive and collaborated to do the activities. Moreover, they were more motivated and active in answering the questions.

### **Obstacles of the Study**

When conducting the experiment, some obstacles appeared, such as time limitation, since fifth-year pupils had had only one English session per week. In addition, handling a group of 29 young pupils was challenging, as they frequently moved around and quarrelled with one another, often requiring us to pause for a few minutes to restore order. Moreover, most of the materials given by the administration were not working; this impacted the experiment as we had to look for alternatives.

### **Limitation of the study**

The limitation of this study on enhancing young EFL learners' oral communication through Digital Storytelling strategy in the case of fifth-year pupils at Razouk Tayeb Primary School in Laghouat is that the study was limited to only one group of participants, including 29 pupils, which limits the generalizability of the results and finding and may not

be applied to another primary school in Laghouat. In addition to that, the results of pre-and post-tests revealed that digital storytelling would enhance only three components of oral communication, which are fluency, comprehension, and vocabulary, while grammar and pronunciation remained almost the same.

## **Recommendations**

This study resulted in valuable findings by using descriptive statistics, such as t-tests to confirm the hypothesis. The findings, however, indicated significant impact of digital stories on vocabulary, fluency, and comprehension skills, but no meaningful impact on pronunciation and grammar. In light of the results obtained, our study suggests the following for future researchers.

- Activating the audio repetition feature in digital stories encouraging students to imitate pronunciation.
- Providing recorded pronunciation exercises using vocabulary from the story.
- Encouraging students to retell stories to their classmates or record their voice.
- Providing immediate feedback to correct their grammar mistakes.

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# **Appendices**

Appendix 1

Pre-test Worksheets

# The Lion and the Mouse

[https://www.youtube.com/watch?v=RoKPM\\_g9tOI](https://www.youtube.com/watch?v=RoKPM_g9tOI)

1. Copy the correct word under the picture.

HUNTER

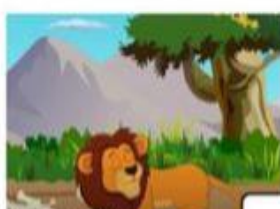
FOREST

LION

MOUSE



2. Order the picture according to the story.



Name: \_\_\_\_\_ No. \_\_\_\_\_ P \_\_\_\_\_ (EP)

The Lion and the Mouse

A. **Direction:** Match the words with the pictures.

1. lion



2. paw



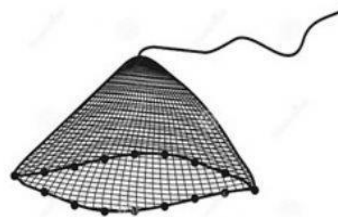
3. net



4. jungle



5. hunter



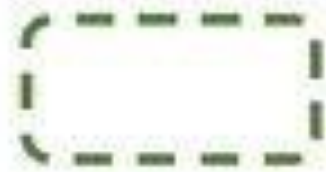
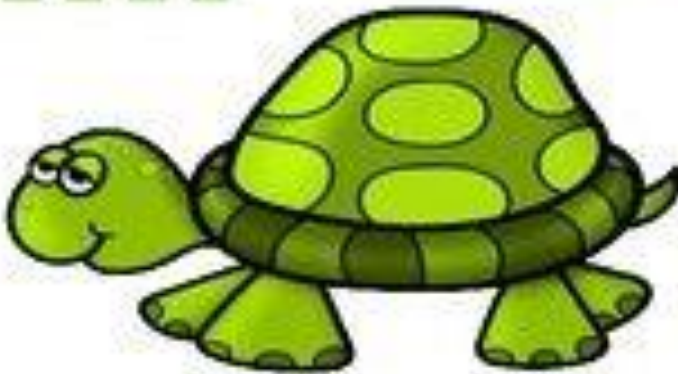
6. mouse



Name: \_\_\_\_\_

## The Tortoise and the Hare

### Character Traits



### Tortoise

slow

mean

polite

sneaky

happy

kind

Name: \_\_\_\_\_

## The Tortoise and the Hare

### Character Traits

Three dashed rectangular boxes for writing character traits.



One dashed rectangular box for writing a character trait.

Hare

slow

fast

silly

lazy

happy

confident

Name: \_\_\_\_\_

# The Tortoise and the Hare

## Sequence the Events

1      2      3      4



Appendix 2

Post-Test Worksheets

Name: \_\_\_\_\_



### Fairy Tale Read and Sequence

Directions: Read the story. Cut out the picture below and sequence them in the correct order.

## The Little Red Hen

I see the seed.  
I see the plant.  
I see the wheat.  
I see the bread.  
Yum!

1

2

3

4

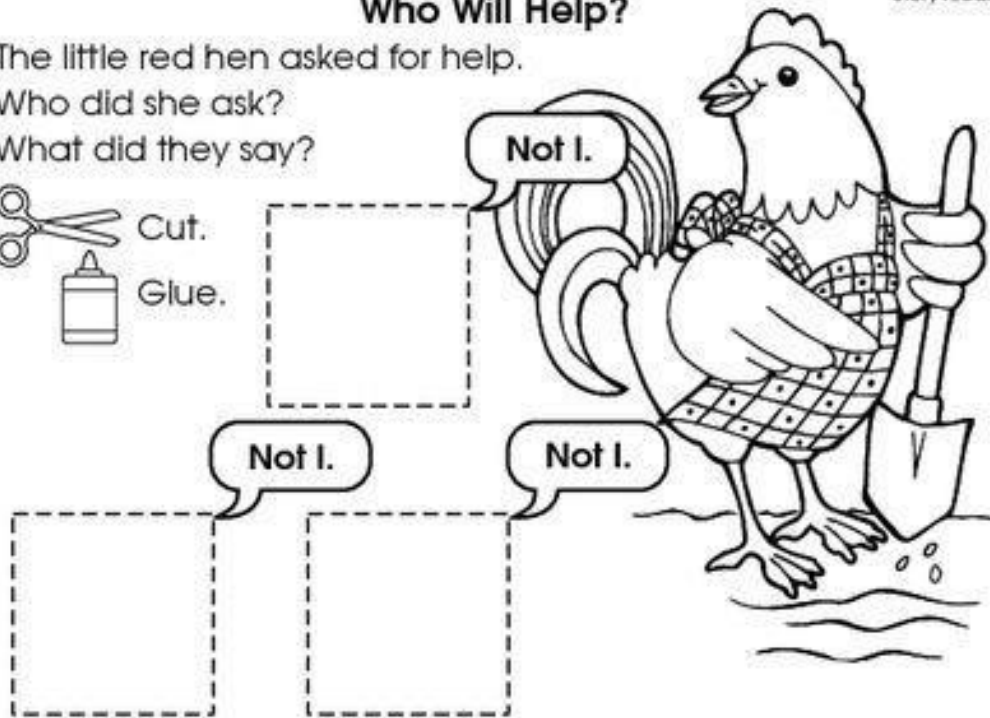


Name \_\_\_\_\_

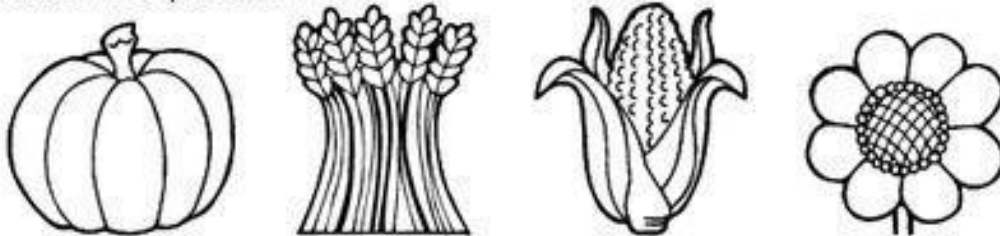
The Little Red Hen  
Story recall

### Who Will Help?

The little red hen asked for help.  
Who did she ask?  
What did they say?



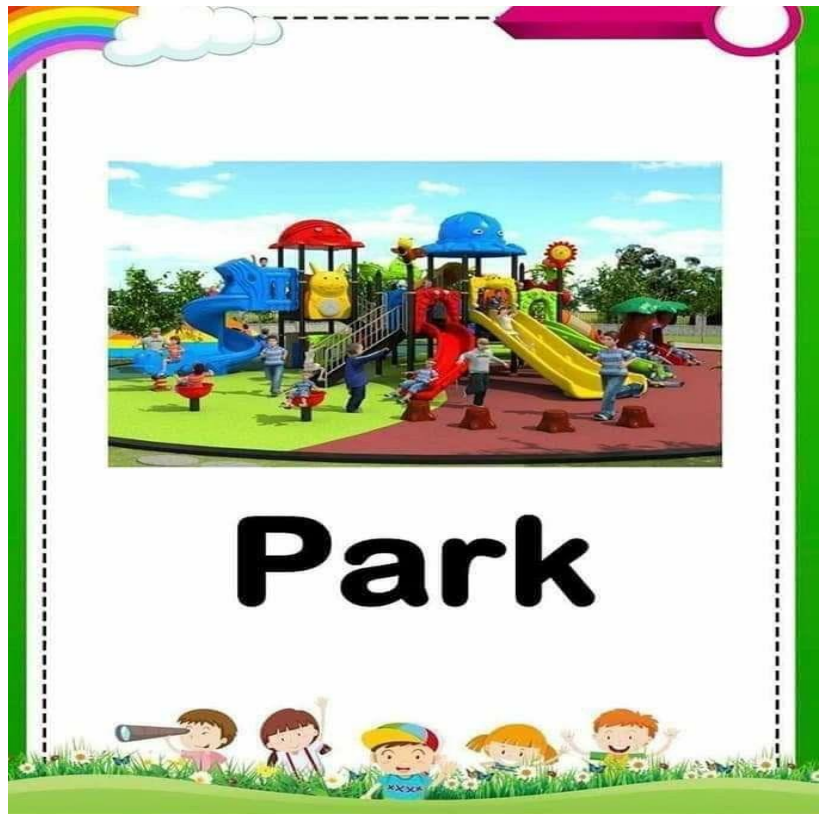
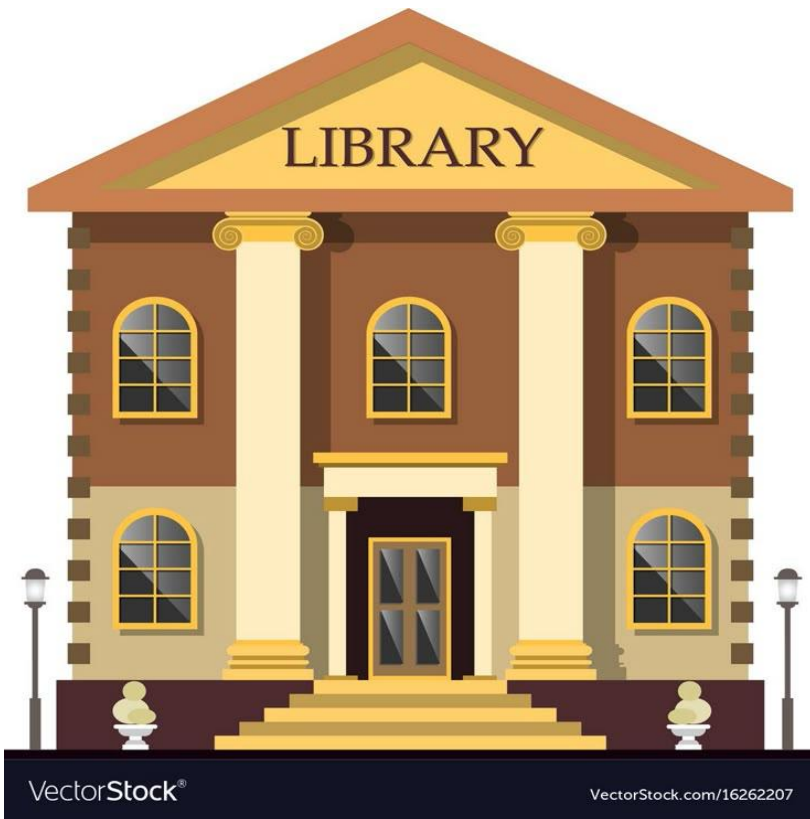
What did the little red hen grow?  
Color the picture.



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### Appendix 3

#### Classroom Observational Grid

Observation BEFORE THE USE OF DIGITAL STORYTELLING (the traditional way)

| Criteria  | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 1- Paying attention when the teacher tells the story          |        |           |       |
| 2- The pupils are interested in the story                     |        |           |       |
| 3- The pupils react positively toward the story.              |        |           |       |
| 4- The pupils participate willingly during the storytelling . |        |           |       |
| 5-The pupils use new vocabulary learned when they answer      |        |           |       |
| 6-The pupils are confident when they speak                    |        |           |       |
| 7- pupils interact with peers during the story                |        |           |       |
| 8-The pupils use correct grammar when they answer             |        |           |       |

|  |  |  |  |
|--|--|--|--|
| 9- pupils are more motivated to speak during the session |  |  |  |
|--|--|--|--|

OBSERVATION AFTER DIGITAL STORYTELLING

| Criteria  | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 1-Paying attention when the teacher play digital storytelling |        |           |       |
| -The pupils show interest in the digital storytelling         |        |           |       |
| The pupils react to the digital story                         |        |           |       |
| 4-The pupils participate willingly during the digital story   |        |           |       |
| 5-The pupils use new vocabulary learned when they answer      |        |           |       |
| 6-The pupils are confident when they speak                    |        |           |       |
| 7- pupils interact with peers during the digital story        |        |           |       |
| 8-The pupils use correct grammar when they answer             |        |           |       |
| 9- pupils are more motivated to speak during the session      |        |           |       |

## المخلص

برزت رواية القصص الرقمية كأداة تربوية قوية لتحسين المهارات اللغوية الأربع، بما في ذلك التواصل الشفهي. تهدف الدراسة الحالية إلى دراسة تأثير استخدام رواية القصص الرقمية في تعزيز مهارات التواصل الشفهي لدى تلاميذ الصف الخامس الابتدائي في مدرسة رزوق طيب الابتدائية خلال العام الدراسي 2025/2024. وقد افترضت الدراسة أن دمج القصص الرقمية يمكن أن يعزز مهارات التواصل الشفهي لدى التلاميذ. وللتحقق من هذه الفرضية، أجريت دراسة شبه تجريبية شملت 29 تلميذًا يمثلون المجموعتين التجريبية والضابطة. واستُخدمت منهجية شبه تجريبية لتحقيق هذا الهدف، باستعمال الاختبارات القبليّة والبعديّة بالإضافة إلى الملاحظة الصفية. واطهرت النتائج أن رواية القصص الرقمية ساعدت في تحسين بعض عناصر التواصل الشفهي، بما في ذلك الطلاقة والمفردات والفهم، بينما من ناحية أخرى، لم تُحسّن النطق والقواعد. ومع ذلك، ساعدت في تحسين مشاركة المتعلمين الصغار وتشجيعهم على التحدث بثقة أكبر داخل الفصل الدراسي.