

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
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**Department of the English Language**



**Enhancing the Teaching of English Literature Through the Utilization of Digital Storytelling :The Case of First- Year LMD Students at the Department of English - Laghouat University**

A dissertation submitted in partial fulfilment of the requirements for the degree of master's in literature and civilization

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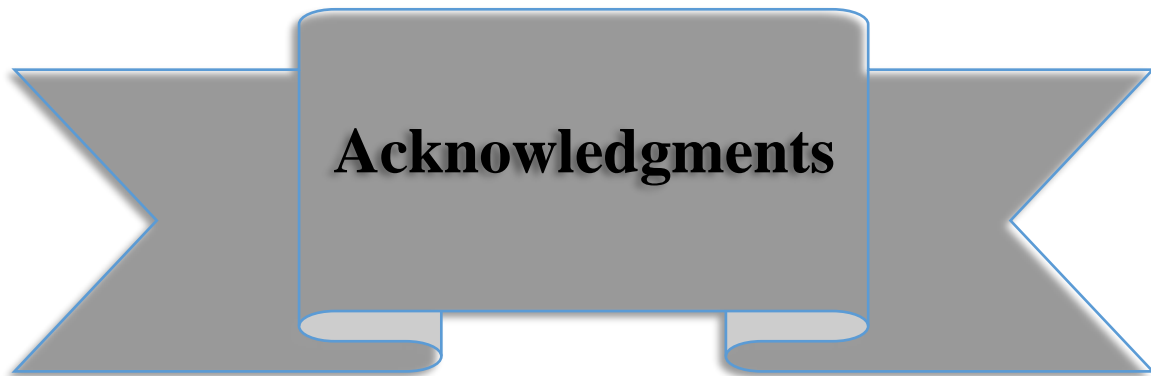
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# Dedication

- ✦ I would like to dedicate this humble effort first, to my family for their constant encouragement and for pushing me to do better and be greater.
- ✦ I am grateful to my parents who were very supportive of me, both emotionally and financially.
- ✦ Then, I extend my gratitude to all my relatives, friends, and classmates since primary school days.



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## **Abstract**

Over the years, literature has been viewed as a tool to comprehend people from other cultures and histories. It can elicit some form of feeling among the readers and it investigates the human psyche. In recent years, learning resources that include; up-to-date materials like; computer digital tools applications are referred to as the best ways of passing information which is part of digital storytelling. This study intends to evaluate the effectiveness of incorporating digital storytelling as a teaching aid for literature. Therefore, it will try to determine the effectiveness of using the implementation of digital storytelling in the teaching of English short stories, a new innovative tool that will present the experiences and views of teachers and students as to how stories can be delivered to students and nurture higher students' performance in literature subjects. This work has a descriptive analytical nature based on the qualitative method. The data were collected through a questionnaire addressed to First-year LMD students randomly chosen at Ammar Telidji University of Laghouat; and a semi-structured interview with five teachers of literature. The findings of the study showed that the integration of Digital Storytelling in teaching and learning English literature is beneficial, important, motivating and exposes students to better understanding of the stories and its plot as well. The fact that contributes in ameliorating their achievements in literature classes. The current study can be interpreted among the first steps in the research on digital storytelling integration. However, the results of this study should be treated with caution due to the small sample size and the lack of details regarding the participants' views. On this basis, future research could further examine the ability of digital storytelling to facilitate both literature teaching and learning in EFL literature classes.

**Key words: Digital storytelling; EFL; literature; engaging; student achievement**

## **List of Abbreviations**

**DS:** Digital Storytelling

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**RRA:**Reader Response Approach

**TOE:** Technological Organizational Environmental

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# General Introduction

## **Background of the Study**

Teaching Literature in EFL by Using Digital Storytelling (DS) With the introduction of digital technology in other parts of the world teaching and learning has undergone a revolution. In the recent past, there has been a boost in implementing DS making it quite common in learning institutions. This dissertation discusses the use of DS in raising interaction in the classroom, flexibility in learning focusing on students and enhancing students' participation. Furthermore, it analyzes its impact on teaching and learning, which has a positive meaning for improving teachers' teaching level and students' learning quality. Finally, it puts forward the challenges that DS applications may face in education in the future and provides references for DS to promote education reform.

At present, digital storytelling technology has been widely used in various fields, including education. It is an undeniable fact that DS has made its way into the educational environment and teaching process of schools. As it has continued to develop, an increasing number of people are recognising its potential in education. DS is employed in the use of teaching in the field of education and provides an effective solution for teaching tech and class management, which has

immeasurable effects on the teaching process and class management. DS can continuously optimize and improve the learning environment, stimulate the enthusiasm, initiative and creativity of students. At the same time, it can significantly improve the classroom management level of teachers and ensure that classroom management is more reasonable and efficient. With the rapid development of modern science and technology, DS technology is also advancing. The research results in related fields have enabled DS to be further applied to the education field, and it has shown sound application effects, contributing to teaching reform. The application of DS in the field of education has realized the full integration of teaching and learning, and also provided an opportunity for the reform of teaching and learning.

Moreover, EFL learners are more interested in learning literature through digital storytelling as a helping and effective tool which simplifies illustrates and clarifies literary works, especially short stories. Thus, digital storytelling will contribute in developing EFL learners' performance in literature.

### **Review of Literature**

The use of technology in education dates back to the emergence of first generation computers and their subsequent updated versions (Schindler et al., 2017) . Teachers were seen using computers in teaching, researching, and recording students' grades and in doing other things. Similarly, students, among other things, made use of computers in studying, researching, and solving problems. Also, computers have been used as an educational resource (analogous to a library or laboratory), as well as a means for maintaining databases of student information. (Jones, 1985). With the emergence of digital story telling, in which machines are trained to have human-like characteristics, technology in education has come a long way. Ohler (2008) defined them as “the practice of using computer-based tools to tell stories” and “a digital representation of storytelling that includes images, text, audio, and video”.

Several advantages of digital storytelling have been recognized in EFL literature education. Kim and Kim (2015) found that the use of digital storytelling in teaching a novel had a positive effect on students' comprehension, critical thinking and creativity. Similarly, a study conducted by Lee and Kim (2014) indicated that digital storytelling also benefitted EFL students as they were better able to understand and to gain interest in literary texts after being engaged in such a dynamic learning environment both academically and emotionally.

A student-generated product rather than a classroom assignment, digital storytelling easily supports a social constructivist model of learning, as students work in groups to produce and then share their stories (Kajder, 2004). This can also boost community sense among our students and hence improve the sense of belonging, serve as platform helping them to learn skills that is as important as communication, team work and problem solving.

Compelling research findings show that DS had a positive influence on reading comprehension, vocabulary acquisition and writing (Chen et al., 2017). DS can further serve as an outlet for students to voice and share their narratives, which helps to foster cultural reconciliation and dissemination (Santos et al., 2017). Choi and Johnson (2017) studied the implementation of digital storytelling in an EFL class focusing on the instruction of a short story. Digital storytelling can enhance the students' comprehension on the theme, characters, and the plot as well as their creativity, their thoughts and emotions about the written language.

In the literature, several studies have been implementing the Technological-Organizational Environmental (TOE) model to better explain the reasons for and against using digital storytelling in education. The TOE model necessitates technology, organization, and environment interaction in addition to the technological innovation mastery in the education sector. According to the TOE, the successful use of digital storytelling in literature classes depends on: the availability and accessibility of technology, the training provided to teachers and

students, and the cultural, academic and educational setting as well (Lee and Kim, 2014)

The researcher's main purpose in this dissertation is to reveal the importance of using digital storytelling as an effective tool in literature classes. It is important to consider that students can use digital storytelling outside the class, which raises the rate of understanding more literature lessons. Digital storytelling provides a unique opportunity for students to engage with literary texts in a more interactive and creative way, leading to improved comprehension and retention of the material.

### **Rationale**

EFL teachers of literature are spending much effort to simplify and explain their literary texts like: novels, poems and specifically short stories. Students, on the other hand, are interested in being taught by using different methods far from traditional boring lectures to understand better literature courses. Thus, they choose digital storytelling to seek for extra information outside the classroom, find similar topics related to the course and simplify plot events of the story to facilitate understanding it, analyze and enhance their performance in literature classes.

The researcher has elected to investigate the impact of using digital storytelling on improving EFL students' achievement in literature class for several reasons. Firstly, a significant number of EFL students, particularly those in the Department of English at Ammar Telidji University, encounter challenges in literature classes, especially in short story classes. These obstacles can be a result of many facts such as the boring method of mere lecturing which results in passive students. Secondly, there are students who need audio-visual and authentic materials to understand better. Thirdly, the researcher's study is the first study which deals with using digital storytelling in teaching English as a foreign language. Therefore, EFL teachers of literature, on one hand, should disrupt the monotony of their literature courses by incorporating digital storytelling as a supportive

teaching tool in explaining stories. Students, on the other hand, require digital storytelling as a supportive learning tool to better understand literature courses and enhance their achievements.

### **Statement of the Problem**

Many EFL students encounter challenges during their literature classes, primarily due to the teaching methods employed by literature teachers. English literature teachers often find it difficult and challenging to foster students' appreciation for literature. This issue is further compounded by the fact that a considerable number of students at Ammar Telidji University of Laghouat-Algeria consistently achieve below-average grades in literature, this can be as a result of the same routine of lecturing. To address these concerns, this study proposes incorporating digital storytelling in literature classes as a teaching tool. DS has the potential to simplify and clarify short stories in a manner that enhances students' performance in the classroom.

### **Purpose of the Study**

Using digital storytelling as a new tool in teaching literature is modern and beneficial too. Actually, there are not many researches which are concerned with integrating digital storytelling in teaching literature. Thus, the researchers prefer to focus on using this tool and more on its impacts. The current study aims to reach the following objectives :

- 1- Suggest the implementation of digital storytelling in teaching English short stories as a new method that facilitates conveying short stories to students and to students and enhances students' achievements in literature classes.
- 2- Explore the influence of using digital storytelling in EFL students' achievement in literature short story class i.e., whether integrating digital storytelling ameliorates students' level of understanding novels or not.
- 3- Check the validity of integrating digital storytelling in literature class.

## **Research Questions**

For this study, a series of questions have been formulated to investigate the effectiveness of using digital storytelling (DS) in teaching literature. They are as follows:

1 -To what extent can active learning (learner-centered pedagogy) and multimedia communication be harnessed to design and implement digital storytelling (DS) in EFL literature classrooms?

2.How can this approach foster deeper students' engagement and comprehension of EFL literature compared to conventional teaching methods?

3- How might the integration of digital storytelling (DS) potentially influence students' development of critical thinking and digital literacy skills in EFL literature classrooms?

## **Hypotheses of the Study**

This study proposes two hypotheses aimed at investigating the impact of utilizing digital storytelling as a supplementary tool in EFL classrooms focusing on literature. The hypotheses assess the potential benefits of integrating digital storytelling and its contribution to enhancing EFL learners' performance in understanding and engaging with short stories.

Hypothesis 1:

Given the increasing prevalence of digital tools among learners, incorporating digital storytelling as an additional method of teaching literature in EFL classrooms will be advantageous and will assist educators in achieving their instructional objectives effectively.

Hypothesis 2:

The utilization of digital storytelling techniques in teaching short stories can lead to more significant improvements in EFL students' comprehension and performance compared to traditional lecture-based methods alone.

Hypothesis 3:

the integration of digital storytelling (DS) potentially may influence positively students' development of critical thinking and digital literacy skills in EFL literature classrooms

### **Research Methodology and Tools**

Concerning the methodology used to test the hypotheses mentioned above, the researchers have adopted descriptive analytical research method, which provides and describes many characteristics in numerical terms. This study investigates the potential of digital storytelling in EFL literature courses for first-year students LMD . A qualitative case study approach will be employed. This involves a qualitative questionnaire with a random sample of these students from the English department at Ammar Telidji University of Laghouat. Additionally, a semi structured interview will be conducted with a literature teacher in the same department. The focus of these data collection tools will be to understand student and teacher experiences and perspectives related to digital storytelling in literature education. These qualitative data will provide valuable insights into the potential of digital storytelling to enhance EFL learner performance in literature classes.

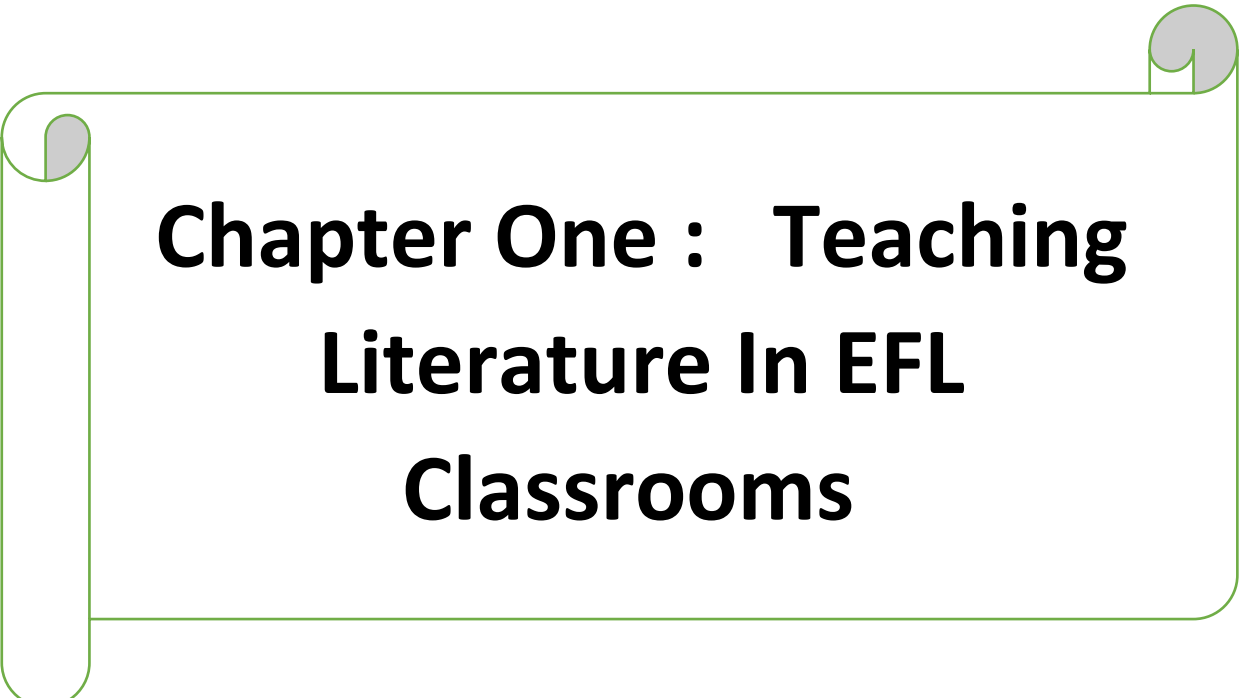
### **Limitations of the Study**

This research centers on the incorporation of digital storytelling in literature instruction, specifically excluding other websites or social networks. The study focuses on a particular student population (small) at Ammar Telidji University of Laghouat, Algeria. The researcher has opted for digital storytelling as a pedagogical tool in literature classes, given its recent popularity among students, although its utilization varies among individuals.

A significant limitation of this study is the scarcity of technical resources at our university that are suitable for online use. This hinders the assessment of the impact of digital storytelling on enhancing the performance of English as a Foreign Language (EFL) students. Therefore, it is recommended to furnish the necessary network infrastructure and appropriate materials to effectively evaluate the impact of digital storytelling on improving students' academic achievement.

### Structure of the Dissertation

This study is composed of three chapters, exploring the potential of digital storytelling in EFL literature classrooms. Chapter 1, a theoretical foundation, examines: current approaches to teaching EFL literature, highlighting opportunities and challenges. Chapter 2 details the concept of digital storytelling, its potential benefits for language acquisition, and existing research on its use in EFL education. Chapter 3 focuses on exploring the chosen qualitative and theoretical research methodology, including the chosen data collection methods, data analysis techniques, and participant demographics in addition to interpreting the data, presenting findings on teachers' and students' perceptions and experiences with digital storytelling in EFL literature classes, potential benefits and challenges associated with its integration, and how these findings connect to the theoretical framework established in Chapter 1 and 2.



# **Chapter One : Teaching Literature In EFL Classrooms**

## **Introduction**

**1.1- Comprehending the Nature of Literature**

**1.2 - Employing literature for teaching English and promoting learning**

**1.3 -The Relationship between Literature and English Teaching**

**1.4 -The Role of Literature to develop Students' language skills**

**1.5-The Value of Learning English through Literature**

**1.6- Enhancing language proficiency through literature**

**1. 7- The Reasons to use and teach literature in EFL classrooms**

**1.8- Motivations for Integrating Literature into English Teaching**

**1.9- The Power of Literature in EFL**

**1.10- Approaches for teaching literature**

**1.11- Difficulties in Using literary texts**

**1.12-The Most Effective Methods for Teaching Literature in the Classroom**

## **Conclusion**

## **Introduction :**

Literature has traditionally been regarded as a gateway to comprehending diverse histories and cultures, providing readers with perspectives beyond immediate perceptions and fostering critical thinking abilities. Additionally, literature has the capacity to evoke emotional responses and explore the complexities of human nature (Breanna, 2015). For this reason, the researcher in this introductory chapter sets out to present a clear definition of literature before discussing why literature is incorporated into the instruction of the English language, the value of teaching literature, the power of literature in EFL , the value of learning English through literature and the currently adopted methods of doing so.

### **1.1- Comprehending the Nature of Literature :**

Literature refers to creative and imaginative writing that uses language in artistic and unique ways. It encompasses various forms such as articles, excerpts from novels, and poetry, each known for its distinctive style and its ability to address important and enduring themes.

The primary purpose of literature is to entertain and bring enjoyment to readers. However, it goes beyond mere entertainment by exploring real-life situations, social issues, and human relationships (Moody, 1981). Literature often involves storytelling based on real or historical events, such as Greek myths and legends. Through literature, students can gain insights into different cultures and compare them to their own. It exposes students to a range of ideas, values, and historical contexts, contributing to the collective memory of people or communities. This highlights the strong connection between literature and culture (Kramsch, 1993).

Carter (2001) emphasizes that literature is pervasive and timeless, existing as long as human language and continually renewing itself like the daily sunrise. Literature can be found not only in written texts but also in various other forms of communication, including radio, computers, the internet, and social media, where stories can be shared orally or in written form.

John (1994) distinguishes between two types of literature: uppercase "L" Literature, which includes classical works like those of Shakespeare, and lowercase "l" literature, which encompasses popular tales and song lyrics. He suggests that literature taught in English Language Teaching (ELT) classrooms is not limited to English-speaking countries like the USA and UK but also includes works from non-English-speaking regions like India and Africa. This diversity enriches the study of literature and exposes students to different forms of English. Literary texts used in ELT classes can be presented in their original form or in simplified

versions, expanding the availability of English literary works tailored for language learners, including poems, plays, novels, and short stories.

### **1.2- Employing literature for teaching English and promoting learning :**

In the process of teaching and learning English, especially in English as a Foreign Language (EFL) settings, literature often takes the form of short stories and simple poems that are commonly used in junior and senior high school English classes. However, using poems can be challenging for students, particularly those learning English as a foreign language.

Literature has been a part of English classes for a long time, but its significant role in enhancing English education is not fully utilized. Many studies highlight the important relationship between literature and English teaching. For example, Ihejirika (2014) describes this relationship as symbiotic, meaning that literature and English teaching benefit each other.

Other studies show that literature, including novels, poems, and drama, can effectively support English language teaching. Novels can improve reading skills, while literature like novels and poems can enhance writing skills. Drama is also recognized as a valuable method to improve English skills and create a positive learning environment.

Despite literature's potential to improve language skills, its full role in English teaching and learning, especially in EFL contexts, is not fully realized. This study aims to suggest activities that can maximize the role of literature in enhancing language skills, emphasizing the importance of integrating literature effectively into English language education to benefit students fully. The study also seeks to explore the relationship between literature and the English teaching and learning process in more detail.

### **1.3-The Relationship between Literature and English Teaching and Learning :**

The connection between literature and English education, as highlighted by Ihejirika (2014), shows how closely these two areas are related. Literature is like a crucial framework that helps us understand language in different situations when we're learning languages.

Literature plays a very important role in improving students' language skills and understanding. It helps students see the details of language in different situations, which helps them become better readers. This shows how language and literature depend on each other.

Using literary texts in English classes is valuable because it gives students real and interesting materials that make them more involved and help them understand different cultures and

languages better, as Collie and Slater (2018) explain. Reading literature not only improves language skills but also makes students think about themselves and understand other cultures better. Studying literature also lets students compare their own culture with what they read in books, which helps them understand how language is used in different places.

Additionally, Lazar (2018) explains five important benefits of using literary texts in English Language Teaching (ELT), like making students more interested, helping them learn language better, understanding language more, improving how they understand stories, and getting a more complete education. Such benefits explain why it is so beneficial to use literature in the process of language education helpful for students' learning.

#### **1.4 -The role of literature to develop students' language skills :**

One of the instances where literature is used in English classes is when language development related to students. There is evidence that reading and writing capabilities constitute a key aspect in literary education (Firman, 2020; Sasalia & Sari, 2020). Additionally, literature, Drama, especially in the implementation can help to improve speaking skill of students (Khusnia, 2018). So literature can very effectively increase their language level everywhere. Hismanoglu (2005) also stated that new enabling techniques would increase the ability to teach all four skills including listening, speaking, reading and writing when it comes to English classrooms. For instance, the information gap approach to using literary texts can work very well for developing students' speaking and listening skills.

#### **4.1. Literature and Listening:**

Actually, literature is key in the development of language skills in English. Creating energy lines in order to help students learn English, especially in the field of listening activities, can be achieved to a considerable extent when students are interested at some captivating two-line stories or excerpts from novels (Neugebauer & Currie-Rubin, 2009 cited by Chen, 2014).

From the perspective of teaching, using literature is a strategic method to develop listening ability in students. For instance, making a student read a part of a literary piece in front of everyone else as others make notes is the way to go while using literature for listening skills.

Reading literary texts to improve listening skills in English is especially good for student reflection. Storylines that compel are designed to grab your brain by the scruff of the neck and get you actively taking notes due to increased motivation and attentiveness as students connect on an emotional level with characters involved in unfolding narratives.

## **4.2 Literature and Speaking:**

Literary works can play a crucial role in improving students' speaking skills when utilized effectively. Employing suitable methods or techniques is key in this process. The teacher's role in selecting and preparing quality literary texts is essential for enhancing students' speaking abilities. For instance, engaging students in activities like enacting small role plays based on stories can be highly beneficial for fostering speaking skills. Shahid (2016) proposes specific activities within an English language context that can effectively enhance students' speaking proficiency. as follows:

Some educators might limit their definition of literary works to include only novels, poetry, short stories, or excerpts from novels. By recognizing drama as a genre within the realm of literary works, English teachers have a valuable new resource for incorporating literature into their classrooms to improve students' speaking skills. This broader perspective opens up new possibilities for effectively using literary materials in English language teaching.

“The teacher may ask the students to enact a small scene from some play or novel. And then they may start discussing it. Though it takes a lot of time, but this method works on the speaking as well as listening skill of the learner. The teacher may also take the help of audio-visual aids and display the scenes to the students. Gradually they become familiar with the right articulation of words with proper stress and intonation.” (Shahid, 2016, p. 28)

## **4.3. Literature and Reading :**

Utilizing various forms of literary works such as novels, poetry, short stories, folklore, and excerpts from novels undoubtedly plays a crucial role in enhancing students' reading abilities. According to Liando, Dolongtelide, and Maru (2022), the progress of students' reading skills can be assessed by their comprehension of the reading material, which includes literature in the form of short stories or simple poems. Ihejirika (2014) contends that integrating literature into English teaching notably contributes to the development of students' extensive reading skills.

The impact of literature on fostering students' reading ability extends beyond comprehension of the text; it also aids in expanding students' vocabulary knowledge. The usage of specific lexical items within a context helps students understand how words are employed in particular contexts. Furthermore, exposure to literary works enhances students' language awareness, particularly

their grasp of grammar. Well-composed reading texts with good grammar convey meaning effectively to the reader.

Chen (2014) suggests two activities to enhance students' reading ability in English classes: Shared reading and Independent reading. Shared reading involves students reading a text together, either with each other or with the teacher, which promotes collaborative engagement with the material. Independent reading allows students to read individually, selecting materials based on their English proficiency level and personal interests. McKenna and Stahl (2003) recommend that students should recognize at least 99% of the words and understand 90% of the content in the texts they read independently.

According to Chen's recommendations, it is essential for teachers not only to select appropriate reading materials but also to empower students to choose materials aligned with their interests. Granting students the autonomy to select their reading materials enhances engagement and aids in their comprehension of the texts.

#### **4.4. Literature and Writing:**

The significance of literature in cultivating students' writing skills can be attributed to its role in enhancing students' reading abilities. This concept is based on the widely accepted notion that "a good reader is a good writer." Exposing students to a variety of literary works undoubtedly acquaints them with different writing styles. As students become familiar with these styles, they are likely to start emulating the techniques of writers, ultimately developing their own unique writing style over time.

In English classrooms, various activities can be implemented to enhance students' writing proficiency. One effective strategy involves having students create summaries of their reading material, encouraging them to condense key points into concise form. Additionally, teachers can facilitate paraphrasing exercises, where students rephrase texts using their own words, fostering comprehension and language expression (Hismanoglu, 2005). Hismanoglu (2005) proposes a structured approach known as "Reproducing the Model," which includes tasks like paraphrasing, summarizing, and text adaptation. This process of paraphrasing is also conducive to comprehension, especially in the case of poetry as students try to capture and reinterpret what the poem is about. Summary is, therefore, vital in showing understanding of different forms of writing: short stories, novels or drama. This becomes more apparent by the adaptation tasks such as writing a drama script from a literary piece where you most truly see that spoken English is different to Academic written English.

Finally, students are able to work on an activity called "Adding to the Work," which allows them to elaborate within a text by adding more information or creating new dialogue. A similar stimulating exercise, also reflective "Changing the Work," which has students write either different endings and/or stories from other viewpoints to promote new ideas in writing. The inclusion of these structured activities serves to not simply develop writing but to scaffold more sophisticated interpretation and engagement with literary texts within an academic environment.

### **1.5-The Value of Learning English through Literature:**

Literature constitutes a vital supplement to teaching in EFL contexts by rendering language instructors a more contextualising pedagogical milieu simply involving literature, subsuming, rather than substituting traditional instruction system that works to advance more advanced proficiencies and wellrounded learning. Literature in EFL encourages cultural awareness, critical self-expression and develops emotional intelligence in real life of students with some different narratives and poetic expressions where complex ideas confluence varied traditions, cultures differ, but common experiences in a world rich with literature. This immersive approach facilitates the development of essential communication skills and promotes crosscultural understanding.

Mastering English, as the global lingua franca, creates international opportunities, and literature in EFL education offers authentic language exposure that challenges students to think critically and experience personal and linguistic growth (Maley, 1985, cited in Hani, 2010).

Firstly, literature transcends triviality even when addressing seemingly insignificant topics, utilizing tension to engage with worthwhile subjects, provide answers, or raise awareness of critical issues, offering authentic and genuine insights. Secondly, literature's universality is evident in its exploration of universal themes like love, faith, death, separation, and nature, interpreted differently across cultures while employing similar literary genres, strategies, and techniques.

Furthermore, literature explores emotions, concepts, and subjective viewpoints that readers can relate to personally, adding profound personal significance to the reading experience. Lastly, Literature's versatility and ambiguity, embracing a huge range of topics, in fact part of EFL training courses resulted from the usability over many because of its political, demographic as well as theological and medical terminology variety that it offers an opportunity to make more attempts.

To conclude, literature adds on a another layer of economic and suggestive Literary textuality to prime meaning that the reading reader uses to sort out the probable from the possible in how

events are represented to mean something other than what is written in plain view even, at times as largely explicitly or relatively directly meager, modestly illustrating large abstract ideas as simply yet efficiently compressed into language production - language output at its arguably paramount maximum return on input

### **1.6- Enhancing Language Proficiency Through Literature:**

Developing language proficiency through lit involves using literary text as means to develop multiple skills while reinforcing a deeper and more contextualised knowledge on the target language. Reading a variety of texts including novels, poems, plays and short stories helps students to experience different types of language usage which in turn exposes them to new words and contexts that contribute to an overall broadening and development of vocabulary, understanding and grammatical structure. Discussing literary devices and themes encountered in literature fosters creativity and expression, allowing students to think about and wield language more subtly and vividly. In addition to this, literature forces students to think critically, to learn more complex ideas and narratives. Students will develop understanding and empathy for other perspectives/cultural contexts within their literary studies. Learners participate in discussions and writing tasks based on literature which is a hugely powerful way to provide opportunities for meaningful communication, enabling them to interact meaningfully and express their thoughts correctly. In the end, teaching language through literature can not only make students more proficient in a language but it also works towards instilling the love for reading, learning and the leveraging of different kind language and story under one umbrella to brew a wholesome module for both linguistic development and developing the interest to know other cultures in return disenfranchising cultural barriers..

### **1.7- the Reasons to Use and Teach Literature in EFL Classrooms :**

Integrating Literature into the English as a Foreign Language (EFL) classroom has great potential to boost language learning, allow access to other cultures and develop critical thinking. There are several important rationales for using literature and teaching it in EFL classrooms:

#### **7.1. Enhancing Language Proficiency:**

A source of grammatical rules and vocabulary, literature helps learners to brush their language and use it for this aim..

### **7.2. Developing key Skills:**

Literature also enhances the observation-reflection-analysis-criticism-communication refrigerator of students, and promotes creative problem-solving skills.

### **7.3. Cultural Understanding:**

They allow to know and focus on different cultures through a number of literary texts, which in turn develop appreciation of the cultural diversity and interculturality.

### **7.4. Use of language in real life:**

In literature, the examples of real language in various contexts may raise select syntactic, pragmatic as well as cultural and discourse awareness among learners.

### **7.5. Motivation and Commitment:**

Literature has been said to challenge and excite students as it takes them on a voyage of discovery, captures experiences that can be transferred to real-life contexts and excites student interest and enthusiasm.

### **7.6 Historical perspective:**

The literature is a mirror of the society and genres associated with it, so students will be familiarized with the lives, time, as well as values of different eras and societies.

### **7.7. Cognitive engagement:**

This kind of deep cognitive engagement on the part of the learner, meaning is addressed alongside and in a more stable relation to language form, leaving language proficiency expressions not as enough outcomes.

These points reinforce the benefits of incorporating literature into EFL classrooms, such as: enhancing language skills, raising cultural awareness and even building all three of them critical thinking.

## **1.8- Motivations for Integrating Literature into English Teaching :**

Firstly, literary texts allow for multimodal classroom experiences that cater to the needs of students with diverse learning styles. Pairing the readings with recordings, music CDs, clips of films and podcasts can heighten stimulation through sound.

In addition,, literary texts offer abundant language input against which learners can practice the four skills of speaking, listening, reading and writing as well as serve as the context for new vocabulary and grammatical structures..

Additionally, Literature can promote learners' understanding of different cultures, promote awareness of diversity, and encourage tolerance and empathy. Literary texts can address universal themes such as love, war, and loss that may not be adequately covered in the sterile world of textbooks.

More importantly, literary texts show feelings and ideas rather than just giving facts (McRae, 1994). The way language is used in literature makes learners feel things and think deeply, whereas language that just states facts is more straightforward. Reading literary works helps learners use their imagination, understand others better, and become more creative. They also teach students about writing techniques used in different types of writing, like advertising.

Additionally, studying literature can lead to public displays of students' work, like posters of poems or stories they've written, or performances of plays they've acted in. So, literary texts can be more inspiring than straightforward texts often used in classrooms, for reasons related to language skills, culture, and personal development.

Lastly, Literature is like a small model of a whole civilization, helping us learn about customs, habits, and cultural values (Keshla, 2000, cited in Hani, 2010). Literature should have a special place in language classes because it gives us a small view into human experiences. Literature and language are closely connected and complement each other. Since language and literature are tied together, English language teaching should acknowledge this. There are various factors that make literary integration in English language instruction essential according to (Hani, 2010) arranged as follows:

### **8.1.Motivation:**

(Lazar, 1993) suggests using literature to introduce students to new and challenging topics and easy-to-understand language. In simpler terms, an interesting storyline in a book or short story can make readers eager to know how the story will end. Even a good poem can stir up emotions in the reader. If the literature is chosen well, children will understand the importance of what they are learning in the classroom.

For example, in Cecelia Ahern's "PS, I Love You", when we first meet the main character Holly Kennedy, she is like many other women her age: wanting success in a job she enjoys and

security in her happy marriage. However, when her husband Gerry becomes very ill and dies, her focus shifts to finding emotional comfort by holding onto his memory in any way she can, like reading the letters he left her with unique instructions.

After reading Gerry's final letter, which encourages her to love again, Holly must face the reality of moving forward. Her motivation changes again as she seeks love elsewhere and opens her heart to a new relationship. These changing motivations create a satisfying character development for her. She transforms from a hopeful wife and grieving widow to someone who is open to embracing change.

## **8.2.The Cultural Background Representation :**

Literature can help us explore other cultures. Teaching literature allows students to "understand and enjoy cultures and beliefs different from their own, both across time and space. They can start to see the ways people in other places and times think and feel, and the artistic styles they use in their writing" (Carter and Long, 1991, p. 2).

Students learn to look at the world from someone else's perspective, seeing different human values and ways of life, and realizing that people live in very diverse societies. They can also gain a better understanding and awareness of the social, political, historical, and cultural events of a particular society. Through literature, learners can deepen their understanding of different cultures.

## **8.3.Students' Interpretative Skills :**

The word "literature" has various meanings. In most cases, it refers to books like novels, short stories, and poems. For example, the Harry Potter series is literature. You may have seen this term in libraries or bookshops. Reading literature is a different method to improve your English skills and can expand your vocabulary and understanding. Good teachers can help you learn a lot from a story or poem. Keep reading to discover how reading literature can enhance your English abilities.

### **8.3.1.Pronunciation**

Reading poetry is an excellent way to improve pronunciation skills. With help from teachers, students can practice by reading a poem out loud with classmates, writing down rhymes together, and having fun! This helps students better understand how English sounds. Sometimes, English words can be tricky to pronounce based on their spelling. For learners who

are more advanced, poetry can introduce them to idioms and metaphors that enhance their speaking and understanding of English.

### **8.3.2. Build Vocabulary :**

Whether you want to become good at English for your job, for college, or for other reasons, reading literature can be beneficial. When you encounter a new word in a story, you will understand its meaning better because you'll see how native speakers use it. Literature can also help you remember words and make learning more enjoyable.

### **8.3.3. Communication Skills :**

One really cool way to learn English using stories is to read a story and then try to say the same thing in your words. Writing in your own words, can help you understand how to clarify concepts. This might be hard when learning a new language, but it's a key step in getting better at communicating. Literature gives you interesting topics to discuss and is a fun way to practice speaking.

## **9- The power of literature in EFL :**

Literature is highly valued for enhancing language learning. It helps students develop language skills by exposing them to various language structures and forms. Additionally, literature enriches students culturally by helping them understand and appreciate different cultures and beliefs. It presents real-life stories with themes that resonate with students, engaging them emotionally. Literature also fosters critical thinking, imagination, and reading ability. In essence, literature plays a vital role in educating individuals, improving language and cognitive abilities while deepening their insight into human experiences..

## **10. Approaches For Teaching Literature :**

The importance of literature in teaching English as a foreign language (EFL) is essential because it helps students learn the language and understand the culture. Scholars and educators are working to highlight the value of literature and develop easier methods for teaching English literature. According to Carter and Long (1991), there are three teaching models in literature education:

- 1) **The Cultural Model** views literature as a source of facts where the teacher imparts knowledge to students.

- 2) **The Language Model** allows teachers to use language teaching strategies to analyze literary texts for specific language learning goals.
- 3) **The Personal Growth Model** focuses on how language is used in a text within a specific cultural context.

These models have been incorporated in various approaches in the teaching of literature. There are six different methods used in teaching literature. These include the Language-Based Approach, Paraphrastic Approach, Information-Based Approach, Personal-Response Approach, Moral-Philosophical Approach, and Stylistic Approach. Recent methods for teaching literature, as summarized by Hani (2010), are outlined below:

#### 10.1. **Author Oriented Approach :**

Author-oriented approaches in literary analysis focus on examining a text alongside the author's life story and its impact on the writing. According to Christain Kram, understanding the author's background, personality, and writing style is crucial for interpreting their work. This approach prioritizes the connection between an author's life experiences and their literary output, often comparing events from the author's life with elements found in their writing. Autobiographical details frequently appear in fictional works when using this method. However, it's important to note that author-oriented techniques may unintentionally introduce personal events into literary analysis.

#### 10.2. **Language Based Approach :**

In the language-based approach to teaching literature, the student is the central focus. The main goal, as described by Carter and Long (1991), is to motivate students to relate literary texts, ideas, and themes to their own lives. This method encourages students to delve deeper into literary texts and learn to interpret meanings beyond surface-level vocabulary. Here are some techniques used in this approach:

Matching activities, like filling in the blanks and jigsaw puzzles, involve connecting words, sentences, pictures, and phrases to evoke emotional responses and develop sensitivity.

The jigsaw method involves rearranging text fragments and can include interactive games to encourage student collaboration, symbolizing how small pieces come together to form a complete picture.

Gap-filling, commonly used in exams, focuses on highlighting language and structure in texts. Teachers use this method to emphasize linguistic details, such as word connections within paragraphs, while students focus on understanding word usage and function.

Reading aloud is beneficial for both teachers and students. Teachers can have students read the texts aloud or use this strategy to discuss aspects that were unclear.

### **10.3. Reader Response Approach (RRA) :**

Reader response stresses the reader. Readers make sense of the text based on what they already know/think/believe and the life/application experience they bring to bear, and need to go back (and use textual evidence) to support their understanding. This type of literacy instruction is also not an invitation to loosely unsupportable interpretations running wild in the classroom (Larson, 2009). Students are also encouraged to bring their personal knowledge and experiences in consolidating what they read. Reader response approach The reader response approach also took on board the plurality of readings of a literary text, recognizing that each person "reads" literature in their own way [9, pp 88 - 101]. The reader response approach goes deeper and asks students to understand more than what they can see on the surface- this is a critical thinking skill.

This practice will contribute to the betterment of EFL literature classes (Carlise, 2000). It changes the focus of attention away from language skills, which is the main goal of EFL classes, to literature in its study for itself.

### **10.4. The Personal Growth Model :**

Model These are the rules that attempt to connect the Language Model with the Cultural model, taking into account how language is used in a text and situating it within a particular cultural context. It leads to readers expressing freely what they think and how feel, and by an extension to readers connecting their personal experiences with the ones presented in the text. What is worth extending on though, and what this model supports particularly well, is deepening learner understanding of concepts. As of Gaidosek (1988), this encourages students to develop schemata for building their own complex(53).

Carter (1991) recommended a number of tools for the simplification of drama teaching. One of the most engaging methods is the pyramid discussion, which places greater emphasis on the ideas and attitudes of the readers. It also incorporates the students' experiences and relies heavily on pre-reading exercises such as predictions and true-false tasks. Students can present their

opinions in groups, pairs, or individually. Additionally, writing letters is a crucial approach. This method requires readers to fully engage with the material and express their innermost thoughts.

### **10.5. Three -phase Approach :**

Being able to read well is really important, especially in learning a language. Teachers play a key role in helping students get better at understanding what they read. When teachers teach reading, they use specific activities and methods to help students. These reading activities are important because they help students understand what they're reading. Doing reading exercises is crucial because they help students make sense of what they read. To improve how well students understand what they read, experts recommend using activities before, during, and after reading.

The Three-Phase Method to Teaching (Scaricobom, 2002) involves three stages: pre-reading, while-reading, and post-reading. The pre-reading stage focuses on talking about the topic and encouraging creativity. During the while-reading stage, the goal is to understand the main idea first and then dive into the details like paragraphs, sentences, and new words. Finally, the postreading stage involves connecting the reading to students' own experiences, thoughts, or interests.

### **1.11- Difficulties in using literary texts:**

A significant challenge for students is the perceived difficulty of the language used in literary texts. They struggle with the vocabulary, complex sentences and language used in these texts. Furthermore, the immensity of literary works can be overwhelming for some and shorter texts may simply give too little context. From cultural differences stemming from upbringing. Words in literary texts are often filled with references and cultural nuances that students may not have encountered before, creating difficulties in understanding the material. In addition, cultural background will also affect the understanding of literary works of students with different backgrounds or cultural diversity. At the time of including literary texts in language learning, teachers must recognise these hurdles and find solutions. Implications for Language Teachers. EFL teachers need to be aware of the challenges students face within the classroom setting and thwart these drawbacks with effective ways using texts that are appropriate so that they can use literature sort benefits in the EFL category.

## **1.12-The Most Effective Methods for Teaching Literature in the Classroom :**

Analysis of deeper elements in literary works such as short stories, poems, plays and novels is complex to students elsewhere but more so in English as a Foreign Language (EFL) settings. Students confronted with bewildering grammatical structures and materials of the resident language found in their literature courses Teachers have accordingly created many ways to organize literature courses. In 2010, Alemi et al. first proposed the idea of a warming-up stage Teachers sit down with students to have short chats, or games to evaluate their grammar and vocabulary .After the warm-up is pre-reading. In Stage 2, more difficult words and vocabulary are addressed during lessons that use stronger language not so advanced of course..

Literature instructors must introduce material in a way that students can manage. Students read a passage that is followed by a set of questions that tests comprehension. The students would then close their books, and recite a couple of lines from memory. The next stage is from understanding text. Teachers ask comprehension questions and provide quizzes on the text or terms from the text following a reading. Another type of assessment he discusses is a paired activity where students question each other about what they understand.

Students must understand the language of the text (including figurative language) in order to comprehend. Then as a follow-up to reassessment, teachers generate post-reading tasks to encourage students in summarising their understanding of the material. Grouping by theme enables students to see the richness of their reading, helping them know more about literary works and attaching more meaning to it.

### **Conclusion :**

In this chapter , the researcher thoroughly explores the topic of teaching literature, beginning with a precise definition and a discussion on the reasons for integrating literature into English teaching. The researcher emphasizes the importance of teaching literature, highlighting its role in enhancing students' knowledge and developing their writing skills through the study of English literature. This chapter also delves into various strategies for teaching literature, such as the Language-Based Approach, Author-Oriented Approach, Personal Growth Model, Reader Response Approach, and the Three-Phase Approach, providing a comprehensive overview of effective methodologies in literature education.



## **Chapter Two : Digital Storytelling in EFL Classroom**

*“Digital storytelling is an empowering and  
creative way for kids to tell their stories,  
and when they’re all done, they  
won’t just stick it on their refrigerator—  
they can share it with the world.”*

## **Chapter 02: Digital Storytelling in EFL Classroom**

### **Introduction**

**2.1- The use of Authentic Material in EFL classroom**

**2.2- Authenticity in Using Digital storytelling**

**2.3- An Overview of Digital storytelling**

**2.5. Characteristics and elements of Digital Storytelling**

**2.6.Types of Digital Storytelling (Digital Narratives)**

**2.7. Benefits of Digital Storytelling**

**2.8. Digital Storytelling Guidelines for Educators**

### **Conclusion**

## **Introduction**

The use of authentic material in EFL classroom has has a significant impact on students' skill and competence .One of those authentic materials that help teachers deliver lectures and break the boring traditional lectures is Digital storytelling . Recently, educational aids like authentic materials, as plot generator application, are considered as the best ways in delivering knowledge, they contribute in enhancing students' comprehension and performance as well. For this reason, the researcher seeks to introduce the following elements: definition of authenticity, an overview of digital storytelling , the purpose of using digital storytelling as an authentic material in teaching literature, types of digital storytelling , appealing to digital storytelling categories and applications, its impact on skill and competence demand as well as on teaching learning and education, digital storytelling application in education, concluding with its challenges in education.

### **2.1-The Use of Authentic Materials in the EFL Classroom**

Inadequate teaching material exposes learners to many difficulties in learning a foreign language or even understanding the content courses. Learners need totally different materials to break the routine and guarantee learners' interpretation of courses. If teachers do not use the appropriate material that attracts learners' attention, they will not learn as expected. In an attempt to help EFL students learn better, several researchers propose the incorporation of authentic materials.

The impact of authentic material on learners has been studied by many researchers. Integrating authentic materials in language teaching in classroom has been proved to be effective. Many researchers emphasized on the authentic materials' usefulness to back up language learning and teaching (Guariento et al., 2001). They, also, declare that this type of materials increases learners' motivation towards reading. (Otte, 2006) and (Thanajaro, 2000), for example, referred to the learners' motivation and self-satisfaction after being exposed to authentic texts in the classroom. Authentic materials motivate learners as they are exposed to real language. Similarly, (Hyland, 2003) represented the major advantage of using authentic materials as the learner's motivation which affects positively the learning process. To explain more students, learn the language at the same time understand course content better when teachers use authentic material, as YouTube videos for example, as teaching aids. In other words, understanding course content in more simplified i.e. integrating YouTube videos will automatically reflect on the learners' performance.

Additionally, as it was referred before, authentic materials help in developing reading skills. (Peacock, 1997) cited in (Richards, 2001), introduced several reasons for adopting authentic materials in the classroom. They are as follows: (1) they positively raise learners' motivation, (2) they introduce authentic information about culture, (3) they result in well prepared learners for life, (4) they represent an effective teaching method for teachers, (5) they serve learners' needs. From these studies it can be deduced that integrating video, as artificial intelligence, can greatly affect students' comprehension which will automatically enhance their performance in literature classes.

## **2.2- Authenticity in Using Digital storytelling**

Integrating authentic materials in EFL classes is not something new, as teachers commenced using them just after the spread of the Communicative Language Teaching Approach. Looking for an effective and suitable teaching material that enhances EFL learners' mastery of language and performances has become a major instructors' concern.

For (Rost, 2002), authenticity is one of most researchers' questionable themes. According to (Kilickaya, 2004), authenticity has been deeply discussed by many researchers. Accordingly, various definitions were presented to the term. Knowing what authenticity is, is an important element for both teachers of language and materials designers who tend to incorporate authenticity in EFL classrooms. Authentic materials and authenticity have been studied by many EFL researchers. Many researchers believe that authenticity is a vital element as it exposes learners to real world situations to master the target language.

According to (Hedge, 2000), the concept of authenticity emerged in relation with communicative approach in language teaching in the 1970's. Giving a precise definition to the term authenticity is a difficult task. Thus, various definitions are presented to the term. For (Tatsuki, 2006), "authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability ...of materials". Additionally, (MacDonald et al. 2006) declared that "if a correspondence occurs between the texts used by teachers in the classroom and kinds of texts used in the real world, in this case, these texts can be regarded authentic". On the other hand, (Mishan, 2005) represented three approaches associated with the term authenticity in the field of language teaching. The three approaches are: humanistic, materials-focused and communicative approaches. Materials -focused approach focuses on enhancing learning through texts \_ text centered. Humanistic approach focuses on the learner's feelings and

the learning process unity. Communicative approach emphasizes on communication in the teaching methods and the learning process.

According to (Widdowson, 1996), teaching real English depends on "... how people who have the language as an L1 actually put it, to communicative use ". Additionally, (Dunlop, 1981) urged teachers to use more authentic materials in their classrooms as they play an important role in the learning process. Similarly, (Otte, 2006,) stated that learners have to "practice using authentic language themselves, in order to be better prepared to deal with authentic in the real world"

### **2.2.1. Types of Authenticity**

Four types of authenticity are presented by (Breen, 1985): learner authenticity, text authenticity, task authenticity, and the authenticity of the classroom. Concerning learner authenticity, it is the learners' ability to understand the meaning of a text as native speakers do in the real world. Authenticity of text, information found in texts need to help learners have an authentic understanding. Similarly, authenticity of tasks refers to the kind of tasks that enable learners engage in authentic communication. Finally, classroom authenticity, the classroom's main role is to expose learners to "public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems" (Breen, p67).

### **2.2.2. Points to Consider when Using Authentic Material in FLT**

In order to make the authentic material, as artificial intelligence, more effective they have to be properly chosen to serve the lesson's objective. Additionally, the teacher must take into consideration the video's appropriateness: learner's age, language level, needs, goals and interests. (Spelleri, 2002) emphasized on the language complexity which must suit the learners' ability of comprehension. If language is too complex it will, then, demotivate students to learn. The chosen authentic material video should address learners' expectations and aims that help in their language development and performance too. As a result, a teacher must be aware of the existence of different types of authentic materials, what these materials can provide and how a teacher can use them in a way that develops learners' foreign language skills and performance. He further emphasized on comprehensibility of the input, the teacher should not wait for the students to understand everything presented in the video material since those videos are

addressed to native speakers. (Bayir, 2000) stated that even brilliant students may face difficulty in interpreting the video material as they are familiar with written texts more.

As a result, since the focus of the authentic material is more on the message rather than the structure, the teacher can interfere and interpret using synonyms, paraphrasing. etc. to enable learners comprehend the material better. So, it will be a beneficial experience for the teacher to develop his or her skills in integrating authentic materials. Other researchers argue on the suitability of authentic materials, for (Guariento and Morley, 2001), authentic materials should be used only at post – intermediate level and not lower levels as they demotivate, frustrate and confuse learners.

### **2.3-An Overview of Digital Storytelling**

With the advent of new technologies, devices like smartphones and tablets, along with cameras and sophisticated software authoring tools, have empowered teachers—particularly those in ICT—to incorporate innovative teaching methods. This has enabled students to create, present, and share their own knowledge and ideas more effectively (Standley, 2003).

Digital storytelling (DS) has been integrated into the educational systems of many countries, from preschool to university levels, either as research projects or as part of classroom learning. Hartley & McWilliam (2009) classify the impact of DS on achieving learning goals by age group. In primary education, DS is effective for sparking student interest but is not recommended for focusing on scientific or methodological learning. In middle school, the focus shifts to improving composition, narrative skills, and basic media production. In higher grades, the emphasis moves to advanced print and media literacies and broader community applications of digital storytelling, with more sophisticated terminology used.

Sylla, Coutinho, and Branco (2014) discovered that preschool children's interaction with digital storytelling (DS) enhances their imagination, creative thinking, early literacy skills, and metalinguistic awareness. Wood et al. (2014) introduced a mobile game-based library activity to support DS among primary school children in public libraries, promoting creative reading and writing skills through play. They suggest that designers develop engaging, digitally based activities that encourage children to explore libraries and familiarize themselves with physical books. As students engage with cinematic computer games and virtual characters, they have the potential to create their own interactive stories. Charles, Mead, and Cavazza (2001) describe a model integrating virtual reality, computer games, and storytelling, engaging both physical and

linguistic interactions. Di Blass and Paolini (2013) conducted a large-scale project on DS's impact in Italian schools, finding that DS not only enhances curricular knowledge but also fosters a professional attitude and improved classroom relationships. DS is also effective for developing language proficiency in English language learners (Won Hur & Suh, 2011), as it combines visual resources and speaking practice, which are crucial for language acquisition.

Sadik (2008) discovered that digital storytelling (DS) empowers students in elementary education to think and act independently while creating their narratives. DS is also applicable to subjects like science and mathematics. Tan, Lee, and Hung (2014) observe that while DS is commonly used to enrich knowledge in social sciences, humanities, languages, and literacy education, it is also effective in science and technology classes. However, careful preparation of tasks is essential to achieve pedagogical success. Valkanova & Watts (2007) found that DS plays a crucial role in children's playful exploration of science concepts and enhances their self-directed learning abilities. Enriching science classes with animations and simulations is also an area of investigation in Falvo (2008).

As educational approaches shift from teacher-centered to learner-centered, DS emerges as a valuable tool for addressing religious topics among theologians (Hess, 2014). Suwardy, Pan, and Seow (2013) employed DS to supplement traditional classroom instruction in accounting, covering topics such as setting up accounts and performing bank reconciliations, thereby enhancing student learning. In Price et al.'s (2015) study, a DS project was utilized to facilitate student understanding of complex subjects like nursing education through the application of personal stories and experiences.

## **2.4. Characteristics and elements of Digital Storytelling**

Even as new technologies proliferate in schools today, digital storytelling has roots dating back to the 1990s, when the Center for Digital Storytelling began offering workshops for individuals eager to share personal narratives. Drawing from traditional storytelling, digital storytelling has evolved significantly in its format, presentation, and distribution, integrating the latest multimedia technologies that have notably expanded its practical applications. Handler-Miller (2008) [17] outlines various genres within digital storytelling, including video games, interactive cinema, virtual reality, web-based narratives, interactive TV, and several emerging forms of writing. Each genre possesses distinct characteristics related to its medium of publication and the multimedia elements employed in crafting the stories. Handler-Miller (2008) [17] discusses fundamental aspects of digital storytelling and their impact on the

relationship among the audience, the narrative, and the medium itself. According to HandlerMiller (2008) [17], digital storytelling:

- a) Breaks the Fourth Wall, allowing characters to directly address the audience as if they are familiar friends, or enabling audience members to enter the story, interact with fictional characters, and play significant roles in the drama.
- b) Blurs the line between fiction and reality by incorporating modern communication tools— such as phone calls, faxes, emails, and realistic-looking websites—to advance the plot or develop characters.
- c) Expands the story world extensively by integrating various media formats that are interconnected to serve the central narrative.
- d) Provides immersive experiences that go beyond traditional visual and auditory elements to include sensory dimensions like touch or even smell.

Handler-Miller also highlights additional aspects of digital storytelling: characters are equipped with artificial intelligence to enhance their realism (e); digital stories challenge the distinction between fiction and reality, utilizing methods such as the Alternative Reality Game (e.g., Rachel's Room, Push Nevada) (f); they utilize the "distributed" narrative technique, dispersing the storyline across multiple web pages (g); they create immersive environments through various methods, such as integrating smell necklaces (h); and they provoke a reassessment of our interaction with screens (i). These elements collectively contribute to the dynamic and multifaceted nature of digital storytelling, blurring traditional boundaries and inviting deeper engagement with narratives through innovative techniques and technologies.

## 2.5.Types of Digital Storytelling (Digital Narratives)

The concept of digital narrative or storytelling encompasses a broad spectrum of genres, including interactive and non-interactive narratives, depicted in various types as shown in Figure 1 below.

<b>Narrative</b>	<b>Information/Expository</b>	<b>Persuasive</b>	<b>Environment</b>
<b>Personal</b>	<b>Summary Reports</b>	<b>Advertisements</b>	<b>Participatory Environment</b>
<b>Myths/folk tales</b>	<b>Book reports</b>	<b>Describe/conclude</b>	

<b>Short story</b>	<b>How-to directions</b>	<b>Analyze/conclude</b>	
	<b>Biographies</b>	<b>Analyze/persuade</b>	
		<b>Compare/contrast</b>	

**Types of Digital Narratives (Robin 2006).**

Robin (2005) categorized narratives into three primary groups: i) Personal Narratives, which are widely favored; ii) Digital Stories that Explore Historical Events; and iii) Stories that Educate or Instruc. We will refer to these categories to propose digital storytelling as a beneficial tool for English as a Foreign Language (EFL) instruction.

**2.6. Benefits of Digital Storytelling**

Digital storytelling is currently employed globally across diverse environments, ranging from community centers to boardrooms and classrooms. Embraced by numerous educators and storytellers, its widespread adoption highlights its effectiveness in various contexts. Analyzing the advantages of digital storytelling sheds light on its widespread appeal and integration in different settings.

**How to Tell a Story:**

Digital storytelling at once embraces traditional storytelling techniques and multimedia ones as well. No set formula exists for digital stories, but in general, basic story structure is used. That is, a dramatic question (or hook), story details, story climax (or change), and resolution. Storytellers learn not only how to use others. story structure in their own digital stories but to look for it in the work of We spend a great deal of time at the beginning of the term watching and critiquing digital stories, and we focus on story structure. We look not only for how it is used, but for how it is adapted to suit the needs and desires of the story and its teller.

**Critical Thinking:**

Beyond basic story structure, digital storytellers learn how to use multimedia Storytellers methods to tell their stories and learn that they must choose wisely. must use rhetorical choices to tell their stories in the best way possible. For example, too many sound effects can lessen the impact of a story. In addition, pictures that transition too slowly can bore and distract the

audience from the story's critical message. Learning how to tell an effective digital story means making decisions about background music, slide transitions, tone of voice, and other elements based on purpose, audience, and other rhetorical decisions. Unlike traditional writing projects, digital stories are often shared on social media, which means that storytellers must be aware of an audience that reaches far beyond their usual boundaries.

### **Digital Literacy:**

Most storytellers have knowledge of social media, including YouTube, word processing programs, and other software. Few are familiar with movie-making and techniques. Even fewer have critically considered the kinds of decisions required to make effective digital arguments like those created by digital stories. Through the process of creation, storytellers learn how to navigate software and social media platforms—skills that transfer to future projects. In addition to learning how to be more effective consumers of digital media, storytellers learn how to become producers as well.

*"In Their Own Words: Digital storytelling has definitely changed the way I think about writing. Now, when I write, I imagine it being read as a script. This aids in the proofreading process and makes me an overall more efficient writer. While there is a heaping handful of reasons I liked about making digital stories, I would say my favorite aspect is the topics of research. By assigning groups to surrounding historical societies, we are becoming immersed in knowledge, experience, and hands-on learning. Working with adults gives students the opportunity to practice professionalism early on." Amanda Considine, digital storyteller"*

### **The Writing Process:**

Most storytellers come to digital storytelling with a sense of how writing works. They know that you think of an idea, you write a draft, and then you polish that draft. The digital storytelling process, though, illuminates those stages of creation and prompts storytellers to think critically about how and why they write the way they do. Digital storytellers routinely remark about the extensive nature of revision required to create projects with which they are satisfied, and they easily discuss other steps in their process, especially as they compare and contrast digital storytelling with writing a traditional essay.

### **Collaborative Learning:**

Even if storytellers create only their own individual stories, collaboration remains a central part of the creative process. From whole-class critiques of completed digital stories to discussions

of software choices and methods, storytellers quickly realize the value in learning from others. We used to believe that collaboration (digital critique), storytelling took place primarily in the story circle (small group script but we have learned that collaboration plays a significant role throughout the composing process from idea generation to storyboarding to software troubleshooting to creating the final draft.

## **8. Digital Storytelling Guidelines for Educators**

For educators who would like to begin teaching digital storytelling, a 12-step process that students.

### **Step 1:**

Choose a Topic Begin by thinking of the purpose of the story. Are you trying to inform, convince, provoke, question? Who is the audience?

### **Step 2:**

Conduct Research on the Topic You can use online search engines, but don't forget that the library can also be a useful research tool.

### **Step 3:**

Write the First Draft of the Script This will serve as the audio narration for your story. Read aloud what you have written. Make sure that the purpose of the story is clearly articulated and includes an identifiable point of view.

### **Script Writing Tip 1:**

The script for a digital story is kept small and focussed, as the length of the video usually runs into minutes. It can help you create a more cohesive digital story if you narrow down the focus on an issue or point.

### **Script Writing Tip 2:**

Personalize your digital story. Your eStory is unlike anything else out there. It is YOUR story, and the audience will need to read it from your personal perspective. The story might require you to go deep emotionally and maybe share certain personal details in a broad scope of your story (or not).

### **Script Writing Tip 3:**

Recognizing the Story Arc We all know that most stories happen in three parts, a beginning, middle, and end. It opens with where you set the scene and start to plot. The middle is where you provide more details about the topic or problem you are trying to explain. The story should be building towards a climax or resolution. The end is where the questions are resolved. Will new knowledge make you stronger? Will you now be able to accomplish greater things? What happens next in your life? These questions will be answered and new insight will be revealed. The conclusion of your story should connect back to the beginning to form a thematic arc.

### **Step 4:**

Receive Feedback on the Script Share your script with others and ask them to give you feedback on what they thought might make your story clearer or more useful.

### **Step 5:**

Revise the Script Use the feedback you received to improve the next version of your script.

Script writing is an iterative process and it takes several attempts to get good results.

### **Step 6:**

Find, Create and Add Images Use an online search tool specifically for images, such as Google Image Search. You can search for photographs, drawings, clip art, maps, charts, and more.

Don't forget that you can use photos you take yourself with a digital camera.

### **Step 7:**

Respect Copyrights Look for material that is in the public domain or has a Creative Commons license.

### **Step 8:**

Create a Storyboard The storyboard is a written or a graphical overview of all of the elements you plan to include in the digital story. It serves as a blueprint or an advanced organizer as you plan to construct your digital story. Storyboards can help you visualize your story before it is created when it is easier to make changes or add new content.

**Step 9:**

Record Audio Narration Try to use a high-quality microphone or a voice recording app on a smartphone.

**Step 10:**

Add Background Music (optional) Music that is appropriate to the theme of the story can add richness by complementing the narration. There are many great sites online, such as Jamendo.com that provide copyright-free music at no cost.

**Step 11:**

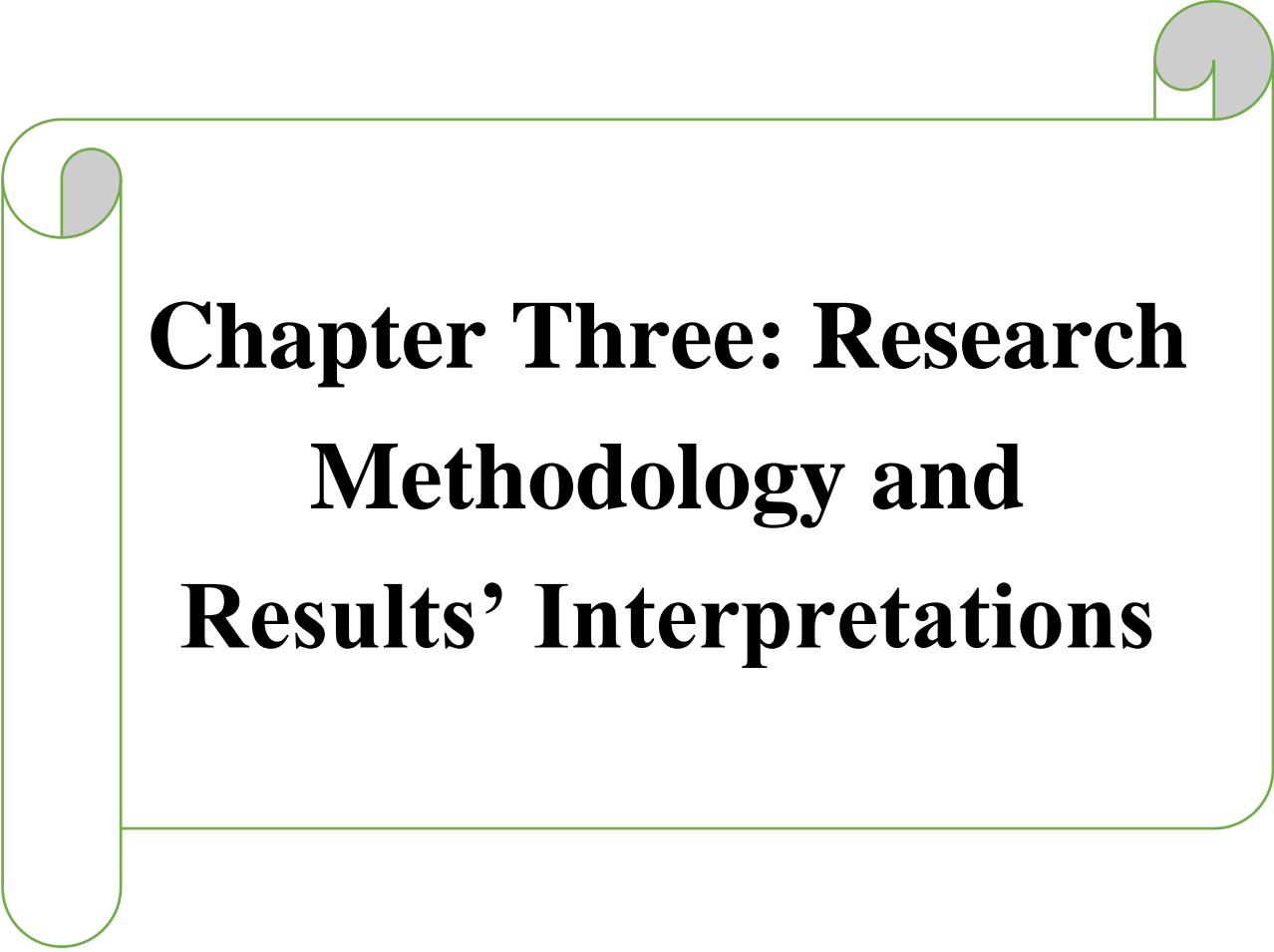
Build the Digital Story Select the software tool you will use to create your digital story.

**Step 12:**

Publish the Digital Story Share your digital story online at locations such as YouTube, Google Drive, Microsoft OneDrive, Dropbox, etc.

**Conclusion**

In this chapter, the researcher presented the effective role authentic materials play in improving EFL students' achievement. Also, EFL teachers of literature should be aware of the different techniques of incorporating digital storytelling to fulfill their educational aims and objectives. The researcher concluded from the available literature that digital storytelling in teaching EFL students can help teachers deliver their lectures and enhances students' understanding of courses which will automatically ameliorate their performance. That is to say, teaching literature becomes more effective when the teacher uses digital storytelling as a helping tool to break the lecturing routine and helps learners understand better.



# **Chapter Three: Research Methodology and Results' Interpretations**

## **Introduction**

### **3.1. An Overview on Research Methodology**

### **3.2- Research Design**

### **3.3. Variables**

### **3.4. Research Plan**

### **3.5. Sample of the Research**

### **3.6. Tools of the Research**

### **3.7. Questionnaire and Semi-Structured Interview Analyses**

### **3.8 Interpretation of the Questionnaire Results**

### **3.9. Interpretation of the Semi-Structured Interview Answers**

### **3.10. Results of the Hypotheses of the Study**

## **Conclusion**

## **Introduction**

This section dives into the research methods used in this study. It explains the factors being examined, the research plan, the participants involved, and the tools employed. It also presents the findings from in-depth discussions with literature teachers at Ammar Telidji University in Laghouat and analyzes data collected through a survey given to first-year English students LMD. The research focuses on exploring the potential of using digital storytelling as a teaching tool in literature courses. It aims to assess its impact on student achievement and gather student perspectives on incorporating digital storytelling in literature education.

### **3.1.An Overview on Research Methodology**

In this chapter the researcher represents a specific questions and objectives were formulated to guide the research, providing a clear framework of the research study. It serves two primary purposes: useful for guiding the current research and for serving as a research model in similar future studies. This serves as a way of providing clear information on the processes of data collection and analysis and consequently gives a systematic approach to the research process. Creswell (2014) have noted that the development of clear and logical methodology chapter not only improves the reliability and credibility of the study in view but also helps the reader perform a critical assessment of research findings. The significance of this chapter lies in its role in validating the research outcomes. As Saunders, Lewis, and Thornhill (2019) argue, the method section forms the starting point for other activities that help respond to the research questions and ensure the accomplishment of objectives. It outlines the kind of study to be conducted, the subject to focus on, the tools used in the study, and the data analysis procedures to be adopted, and explains why each procedure is optimal with adequate references.

Further, to outline some of the minimal ethical standards applicable to research, this chapter provides an overview of the foundational principles of responsible research. Breman (2016) pointed out that codes of ethics are an essential component when doing research that aims at protecting the participants, adding that being ethical in research is the safest way to conduct the study. The use of ethical principles makes it easier to respect already instituted set laws and regulation that govern the conduct of any research being conducted by a given organization, institutions or even a country in making findings. Hoping that the readers may have some background knowledge about the research methodologies, the author of this chapter provides a brief introduction to each research method to be discussed and explains the reasons that led to the decisions made concerning the selected methods. This clarity is important to be able to

replicate the study in other settings or to build upon what has been done here in this research and apply it to another line of research. Hence, the separation of the methodology not only serves the purpose of defining the directions of the contemporary scholarly investigations but also contributes to constructing a meaningful type of model for future investigations.

Following this, finally, the methods that were employed in order to conduct the research are described. This involves the rationale for selecting certain methods like interviews and observation, and how they help in addressing the research questions. The data analysis procedures section describes the methods followed for handling the data collected, including coding methods and the thematic analysis.

This chapter focuses on ethical considerations and highlights the ways of behaving ethically during the course of conducting a research study. Discussions on matters of concern like informed consent, anonymity and confidentiality, and participants' protection are provided. While quantitative research is based on the analysis of variables, this study is based on the investigation of concepts and topics that are critical to determine the applicability of DST in ESL classes. The significance of these variables is as explained in relation to the objectives of the research study.

The chapter also contains brief information on the context of the study such as the sample's education and cultural background. Based on the above information, it is understandable that this contextual information is necessary in order to evaluate the outcome of the results or the effect that they might have on the study. Last, but not the least, the limitations of the study are identified as the former objective is stated in order to disclose all potential biases and restrictions that can influence the outcomes. Thus, having these limitations in mind, the class prevents distorting the given research while presenting it to others.

### **3.2.The Research Design**

Qualitative research delves into people's perceptions of events and experiences within their natural settings. Researchers aim to understand these perceptions through observations and interpretations (Guba & Lincoln, 1994; Newman, 1994). This approach is particularly valuable for exploring employee perspectives on specific phenomena. Data collection methods in qualitative research can include face-to-face interviews, focus groups, and open-ended questionnaires. A qualitative approach is the most suitable method for this theoretical exploration, and is the most appropriate methodology for this research. It allows us to explore

the theoretical potential of DS in EFL classrooms, understand the contextual factors, and gain rich insights from teachers and students, and ultimately build a foundation for future research on the actual implementation and impact of DS in EFL literature education.

Several main considerations support the use of qualitative methodology in this study:

- **Exploring Theoretical Frameworks:**

Qualitative methods shine in their ability to explore theoretical concepts. By utilizing semi-structured interviews and student questionnaires, your research can delve into the "how" and "why" behind critical thinking and digital literacy development with DS. This allows you to explore how DS activities might align with existing frameworks for these skills, and even identify unforeseen mechanisms by which DS fosters them within your EFL classroom setting.

- **Understanding the EFL Context:**

EFL classrooms are complex environments where various factors influence learning. These subtleties are where qualitative methods shine. Within this framework, we can then consider how features of the particular EFL language (e.g. grammar/vocabulary) and its learning objectives (e.g. fluency/accuracy) could turn DS as a practice into something different or otherwise influence how it is integrated and used simplified skills framework for early composition coursework, building on top to more complex lessons A type of schematic map template other developers would usesetFlashCardSome students are led using illustrator in flashcards, wheel-StructureA Kind of poster and poster design. There are also cultural aspects to take into consideration (students' background, way they are used to learning) that have an impact on how students respond to literature and their comfort levels with technology. These findings could be deepened depending on the teaching practices of EFL teachers (e.g., teachercentered, student-centered) together with its impact in DS implementation by employing qualitative approaches. Finally, we can analyse the student backgrounds (e.g. technology experience, literary exposure) and infer their likely openness to DS as well as how it might impact their learning. Examining these contextual factors allows us to better understand advertisers.

- **Investigating a New Approach:**

Because DS is relatively new in this EFL context, analyzing the results qualitative is more suitable.concerning the inquiry into the implementation and effectiveness of authentic learning methods, questionnaires are the ideal instrument. Through interviews, surveys,

focussed interviews, case study and vulnerable student interviews, you can go in to the ways in which teachers use DS.issues that students have with the technology in class and how it deploys the learning environment. This rich data enables the user to determine where there is room for enhancement while fostering the formulation of gap-specific assistance. teachers, the learning behavior of students and the general factors concerning learning curves, and the finetuning of the strategies and techniques that can be applied. These adaptations would lead to an overall enhanced DS experience for all participants to enhance the collective purposes and goals of the experience..

- **Gaining Rich Insights:**

In insight, the qualitative approaches provides a deeper perspective. Semi-structured interviews and open-ended questions were used in this paper to enhance understanding of the issue and elicit more comprehensive and detailed responses from participants.completed with questionnaires, it is possible to collect many detailed views both of the teachers and the students. This unveils their anticipated expectations, perceived exigencies, and general reception of DS. This comprehensive This aspect of understanding is important in assuming the reception of DS and the extent to which it can effectively enhance engagement with EFL literature.. **Understanding Perceptions and Potential Impact:** By utilizing interviews and open-ended questionnaires, we can delve into teacher and student perceptions of DS. This allows us to explore how teachers envision integrating DS to encourage critical thinking and digital literacy while engaging with EFL literature, and how students might anticipate using DS for learning. This understanding forms the foundation for investigating the theoretical effectiveness of DS in this context.

Since this is a theoretical study, a qualitative approach provides valuable insights that can pave the way for future research. By understanding teacher and student perceptions of DS and its potential benefits, you can design a more targeted implementation plan and evaluation methods for future studies that actually use DS in the classroom.

### **3.3.Variables**

For practical reasons in educational research, these variables are important and are usually two types namely independent and dependent variables. An independent variable is the variable that causes or predicts a change, whereas a dependent variable is the variable that depends on another variable. For researchers, defining the variables that you initially set out to study is necessary, so that, the study does not deviate into any other unintended epistemic

directions, or dimensions. Articulating nicely these constructs in the research strategy provides focus and control, mitigates potential confusion with which to interpret results. W. Seliger and Shohamy further argued that the nature of the phenomenon investigated and the number of the variables controlled for are interdependent; the focus of the investigation determines the complexity of the environment under control. Additionally, variables in research are abstract concepts responsible for changes or that change themselves, capable of having multiple values (Kuar, 2013). The focus of the current study is mostly on two key factors or factures that we frequently look for. The two variables are: teaching literature, or short stories , as a dependent variable, and Digital Storytelling as an independent variable.

### **3.3.1.Independent Variable :**

Being a relatively new trend in teaching literature to EFL students, digital storytelling seems to be able to serve as a vigorous and appealing way to teach lit. It is not commonplace yet but the possibilities are so exciting for the use of digital storytelling in literature studies. It would foster complete interaction and at the same time increase the efficacy of EFL students, who in may cases might be retarded by lecture-based traditional methods. Using digital storytelling among students led to deeper understanding of the contents and more communication with the instructor. The interactive nature can help teachers read the room and adjust their expectations and understanding accordingly. Moreover, the application of digital storytelling in EFL literature could encourage students to listen more carefully, participate more actively, and conduct independent study.

### **3.3.2.Dependent Variable:**

Digital Storytelling as an independent variable influences the improvement of students' performance in literary lessons, which becomes the dependent variable, literature is unit of study, preseived as authntic and interesting, which takes center stage during English as a foreign language teaching. Most literary forms such as short stories, novels, plays, and poems, are full of implicit and hidden messages, emotions, feelings, and complex plots that call for explanations that go beyond the usual lecture style, which has a significant negative impact on students' academic performance.

### **3.4.Research Plan**

Our study explored whether integrating digital storytelling into literature classes could benefit first-year LMD students at Ammar Telidji University in Laghouat, Algeria. To investigate

this, we employed a combination of descriptive and analytical research methods. Descriptive research, as described by Brown and Rodgers (2002), involves characterizing features using numerical data. They further noted that descriptive statistics are used to analyze data in this type of research.

We will analyze survey data (statistics) to assess the impact of incorporating digital storytelling (DS) on student performance. This approach aligns with Abu Shaaban's (2003) definition of descriptive research, which emphasizes gathering factual information to draw reliable conclusions. Additionally, open-ended responses from our semi-structured interviews with literature teachers will be examined to explore the potential of DS integration in enhancing students' performance in literature lessons.

This study delves into the potential of using digital storytelling (DS) as a teaching tool to enhance EFL students' performance in literature. It employs qualitative methods, specifically a case study based on a questionnaire distributed to first-year LMD students in the English department at Ammar Telidji University of Laghouat.

### **3.4.1. Research Questions**

For this study, a series of questions have been formulated to investigate the effectiveness of using digital storytelling (DS) in teaching literature. They are as follows:

- 1 -To what extent can active learning (learner-centered pedagogy) and multimedia communication be harnessed to design and implement digital storytelling (DS) in EFL literature classrooms?
2. How can this approach foster deeper students' engagement and comprehension of EFL literature compared to conventional teaching methods?
- 3- How might the integration of digital storytelling (DS) potentially influence students' development of critical thinking and digital literacy skills in EFL literature classrooms?

### **3.4.2. Hypotheses of the Study**

This study proposes two hypotheses aimed at investigating the impact of utilizing digital storytelling as a supplementary tool in EFL classrooms focusing on literature. The hypotheses assess the potential benefits of integrating digital storytelling and its contribution to enhancing EFL learners' performance in understanding and engaging with short stories.

**Hypothesis 1:**

Given the increasing prevalence of digital tools among learners, incorporating digital storytelling as an additional method of teaching literature in EFL classrooms will be advantageous and will assist educators in achieving their instructional objectives effectively.

**Hypothesis 2:**

The utilization of digital storytelling techniques in teaching short stories can lead to more significant improvements in EFL students' comprehension and performance compared to traditional lecture-based methods alone.

**Hypothesis 3:**

the integration of digital storytelling (DS) potentially may influence positively students' development of critical thinking and digital literacy skills in EFL literature classrooms

**3. 5.Sample of the research**

The target population for this study was first-year LMD students (L1 level) in the English Language Department at Ammar Telidji University of Laghouat during the 2023-2024 academic year. L1 students were chosen because they are typically more comfortable and familiar with using digital storytelling (DS) as a learning tool. The sample consisted of eleven randomly selected participants from the entire L1 student group, ensuring a mix of genders and ages. Those 11 are the only respondents to the questionnaire.

**3.6. Tools of research**

The study emphasizes using digital storytelling to assist teaching literature in EFL classrooms, targeting first-year students of the English Department LMD at Ammar Telidji University during the scholastic year 2023-2024. The research uses a qualitative approach and data is obtained through electronically administered qualitative questionnaire and a semi-structured interview.

This research is focused on digital storytelling, which is a method of telling stories using digital tools. They were readings that were kind of fluffy but good to throw out as connections for the literature courses. A questionnaire was selected as the main research instrument as it was the most relevant instrument for reaching the objectives of the study. The purpose of the questionnaire conducted was to assess; the ease of introducing digital storytelling in literature

classes as an activity, challenges encountered by EFL students in these classes and possible solution that could pave way for the improvement in learning process.

In the English Department at Ammar Telidji University due to lack of time for the researcher and the teachers to be disseminated to many teachers, the researcher had the opportunity to engage with only one teacher of literature through a semi-structured interview. The researcher designed six open-ended questions in order for the literature professor to be able to judge whether integrating digital storytelling could improve EFL learners' performance in literature classes. These qualitative instruments made it possible to capture a more detailed idea of the possible advantages and challenges of incorporating digital storytelling into the literature curriculum.

## Questionnaire and Semi-Structured Interview Analyses

### 1.Students Questionnaire

The questionnaire will explore student attitudes toward reading literature, the challenges they encounter, and hypothetical perspectives on how their experiences might differ before, during, and after engaging with digital storytelling in a literature learning environment. Additionally, the questionnaire will examine the potential benefits of integrating digital storytelling into the study of literature for EFL learners.(See appendices)

The goal of this research is to theoretically understand how digital storytelling could impact student learning and engagement with EFL literature, ultimately aiming to identify effective strategies for improving student performance in literature classes. Both research tools serve this aim. The data collected from the questionnaire and the interview will be analyzed to gain valuable insights into this area.

### 3.7. Analyses of the Results A. Personal Information:

#### Part One:

The first two questions relate to the gender and age of the participants in this study:

#### Question 1: How old are you?

1. How old are you?

11 responses

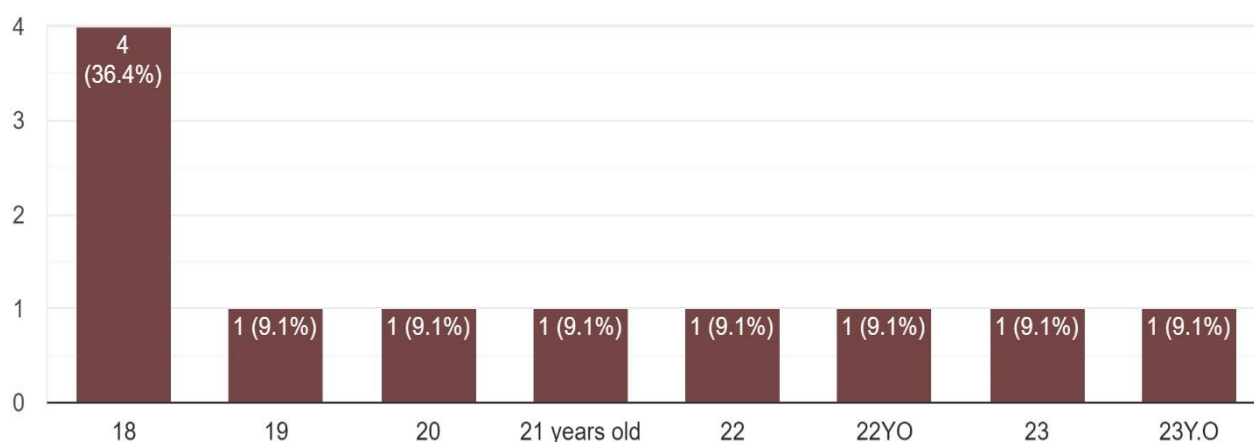
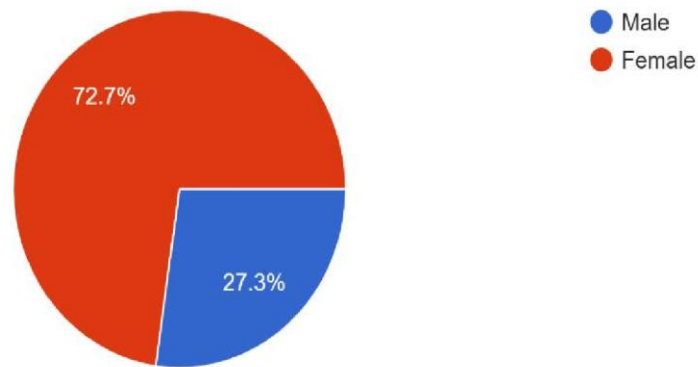


Figure 3.1: Students' Age

## 2. What is your gender?

11 responses



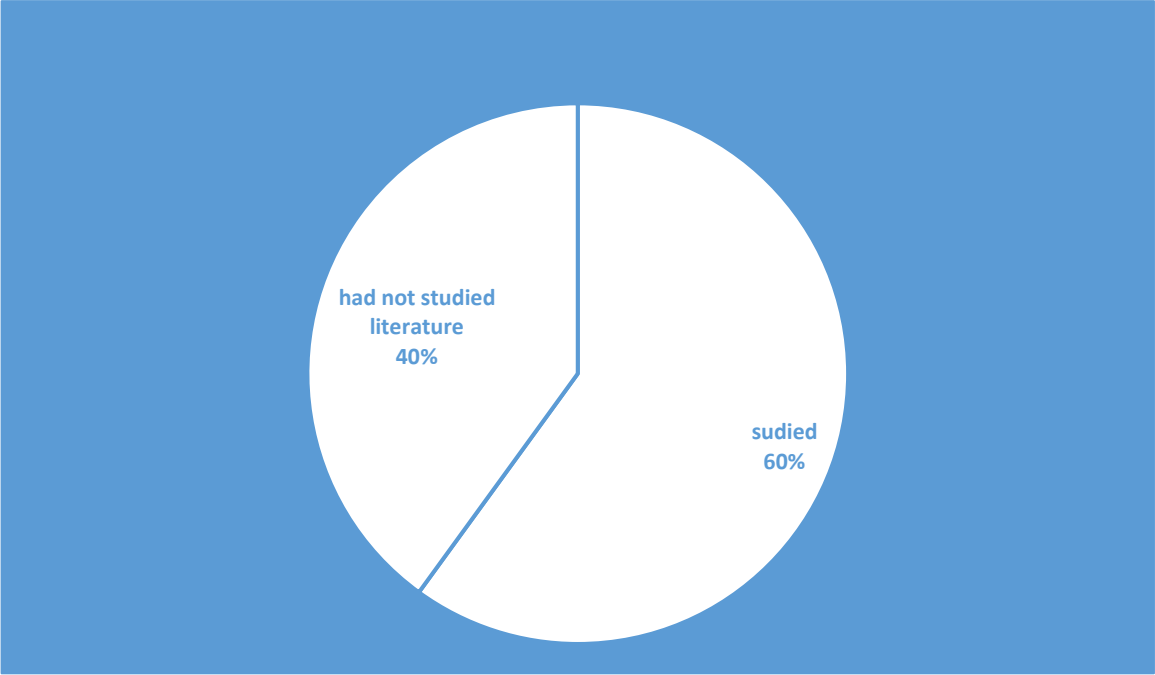
The majority of students are between 18 and 23 years old. According to results, teenagers made up an overwhelming number of our participants.

### **Question 2: What is your gender?**

**Figure 3.2: Students' Gender.**

As illustrated above, we can notice that females are about 72.7% , whereas males are 27.3%.

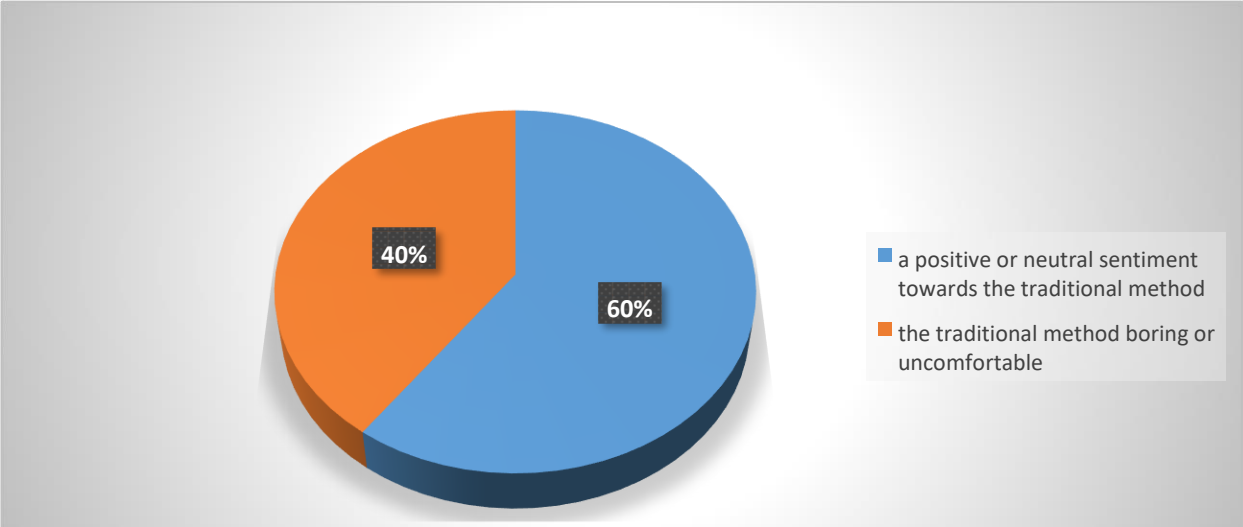
**Question 3: Have you studied literature in an EFL class before you began your university studies? If so, can you describe your experience and how it has influenced your perception of literature?**



**Figure3.3: Students' Prior Experience with literature**

As shown , The majority of students who studied literature before engaging to the university are 60%, whereas the students that they didn't studied literature before university are 40%.

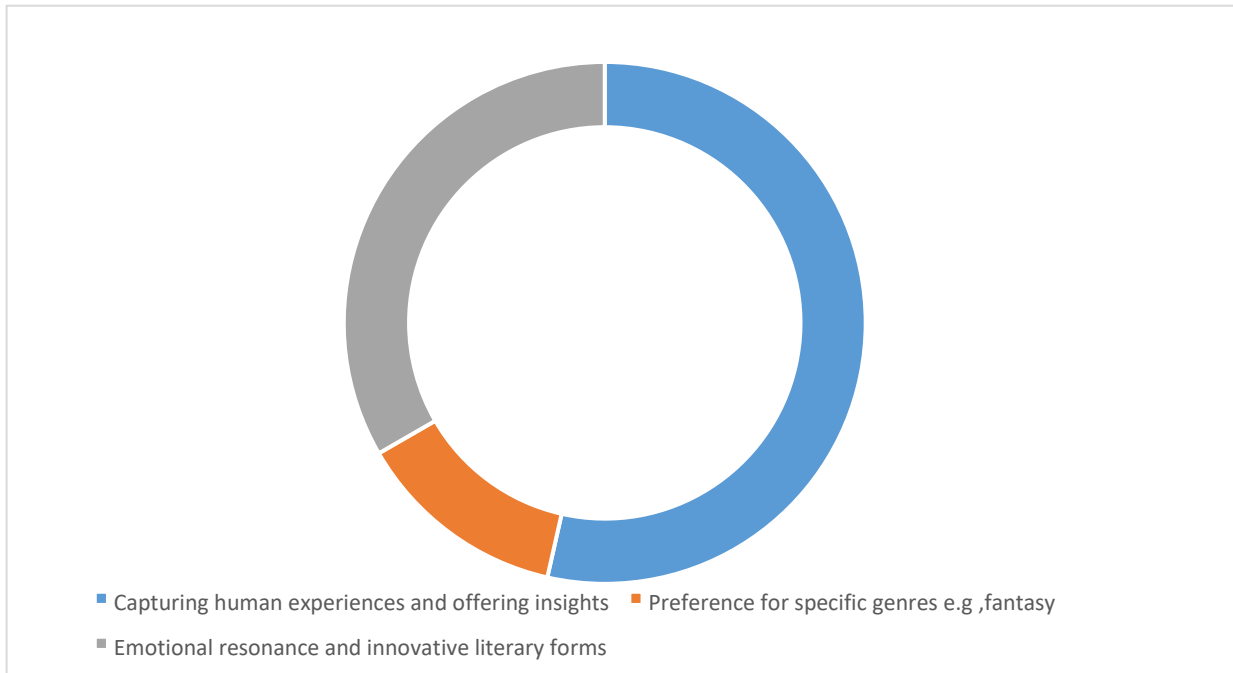
**Question 4: How do you feel about the method of your traditional English literature class ? What aspects make you feel comfortable or uncomfortable, and why?**



**Figure3.4: Feelings about the Traditional English Literature Class Method**

Many students find traditional English literature classes boring and disengaging due to monotonous teaching methods. While some students find comfort in guided discussions and clear explanations.

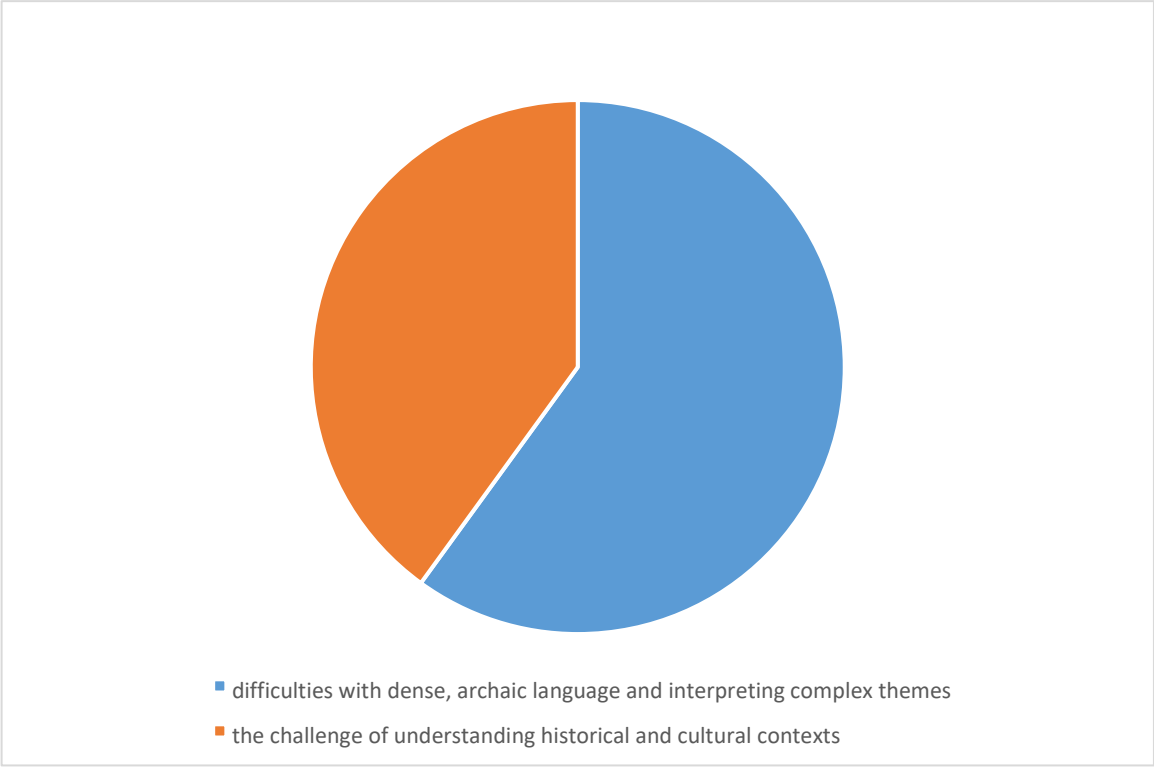
**Question 5: Can you talk about your interest in literature? What factors contribute to your level of interest? Do you still remember any particular stories that stood out?**



**Figure 3.5: Level of Interest in Literature**

Many of them expressed a fascination with literature's ability to capture human experience, develop complex characters and offer cultural, historical and philosophical insights through powerful narrative and artistic language. The emotional resonance and continual innovation of literary forms add to their interest in the subject.

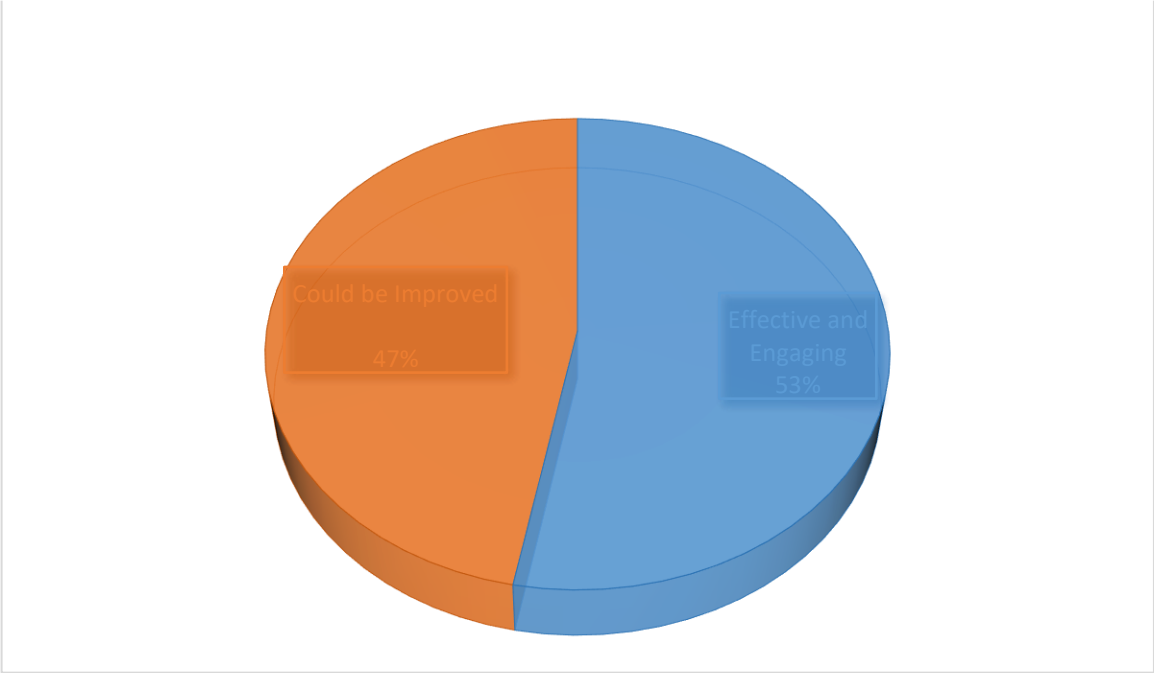
**Question 6: What challenges do you face when studying literature? Can you provide specific examples or situations?**



**Figure3.6: Challenges Faced when Studying Literature**

The main challenges the majority of students face when studying literature include the complexity of the language and vocabulary.

**Question 7: How do you perceive the teachers’ methodology of teaching literature? What do you think works well and what could be improved?**



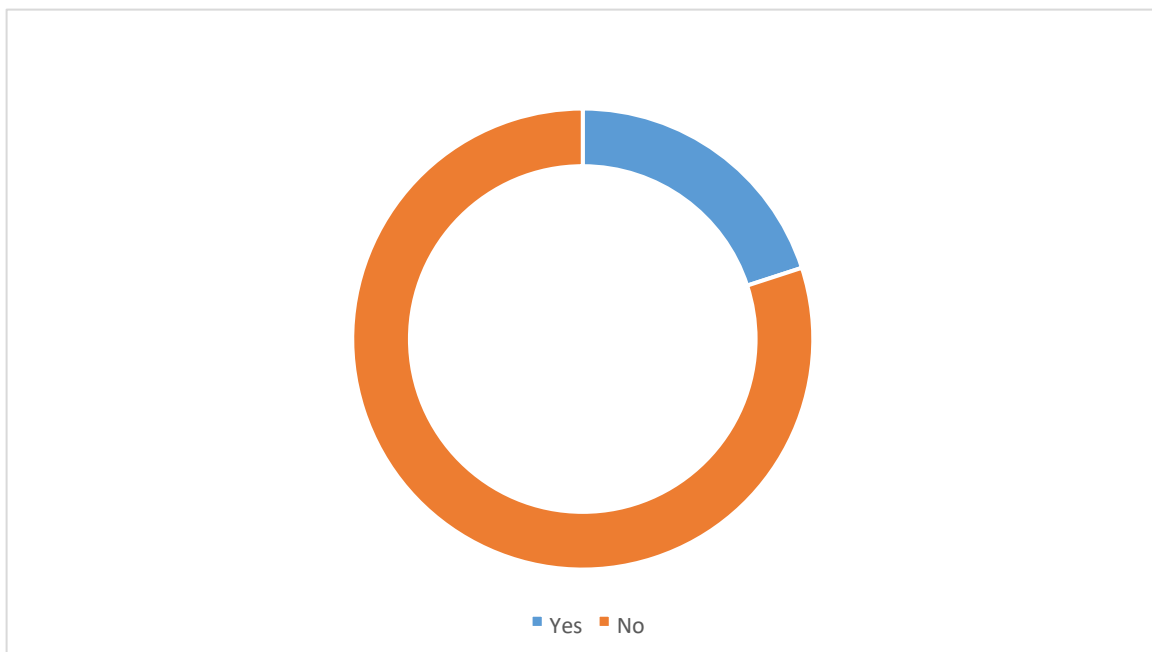
**Figure3.7: Perceptions of Teachers' Methodology**

The majority of students consider their teachers' methodology of teaching literature to be effective, particularly the use of structured analysis and guided discussions. These findings suggest that while the current teaching methods are generally well-received, students are interested in a more technology-driven and tailored approach to enhance their learning experience and engagement with literature.

## **Part Two :**

### **-Students Views and Experiences about Artificial Intelligence**

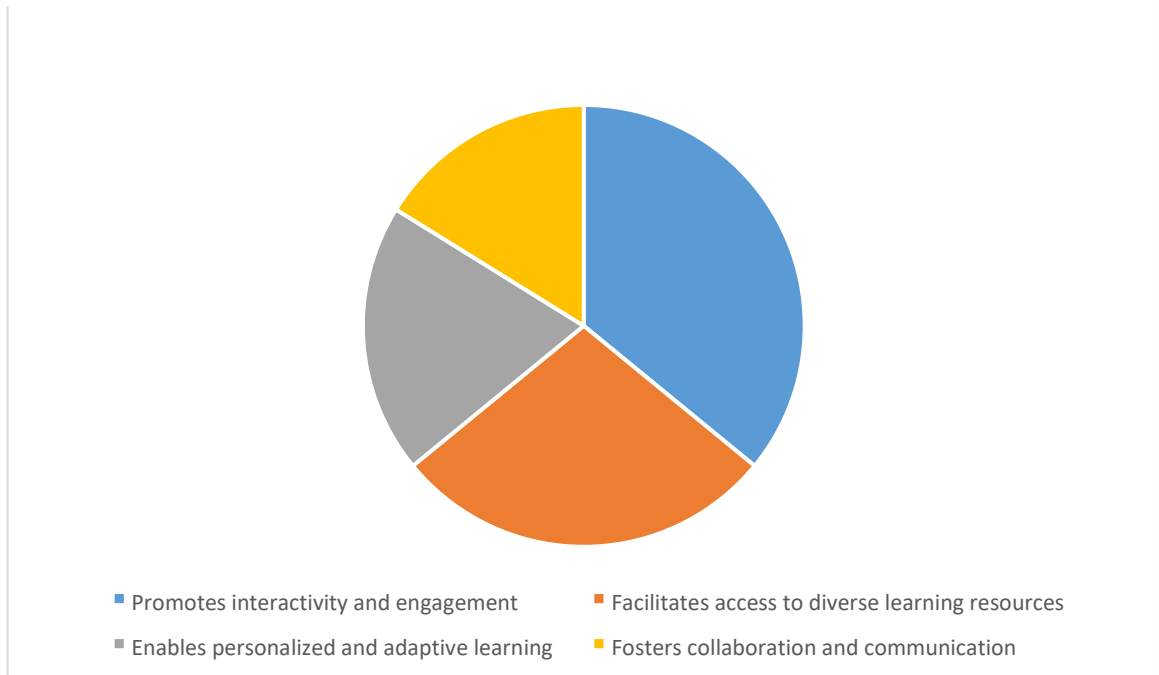
**Question 1: Do you use any applications or software to help you with your studies? If yes, which ones and how do they assist you?**



**Figure 3.8: Students use of applications and software**

The findings revealed that 80% of respondents utilized various digital applications and software to facilitate their academic endeavors, including YouTube, Duolingo and online resources. Conversely, 20% of respondents did not utilize software.

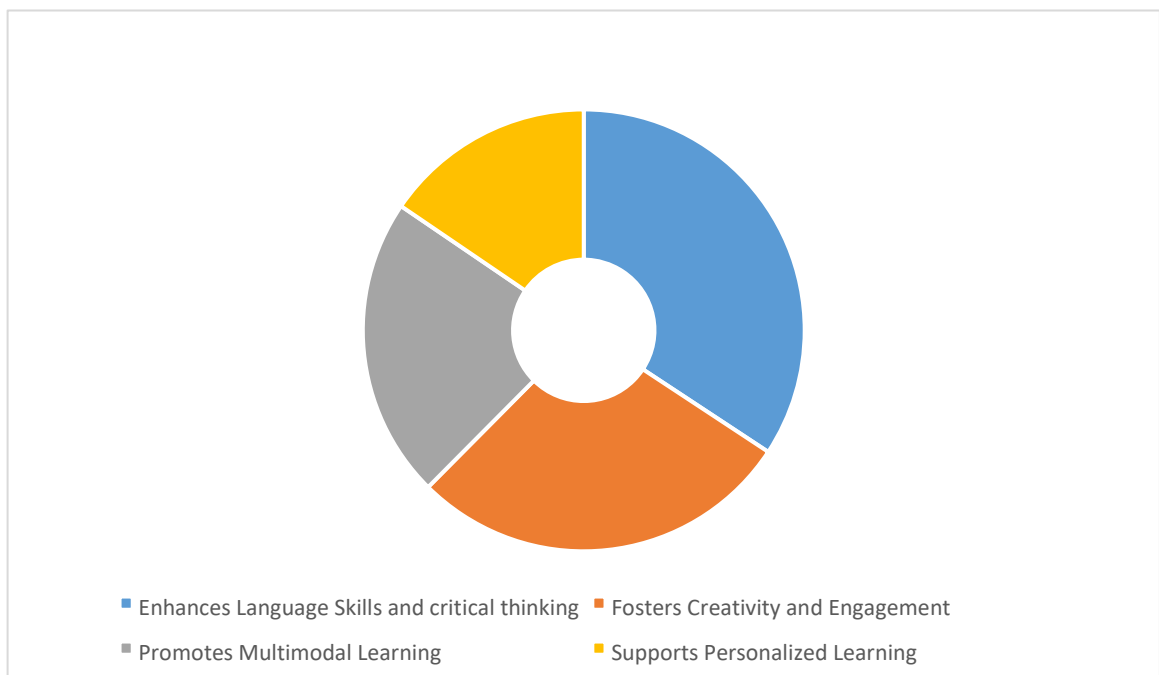
**Question 2: How do you think technology can enhance the learning experience in EFL classes? Can you provide examples or scenarios where technology has positively or negatively impacted your learning?**



**Figure 3.9: Enhancing the Learning Experience with Technology**

The majority of students believe that technology can enhance their learning experience in EFL classes by providing more interactive and engaging learning opportunities.

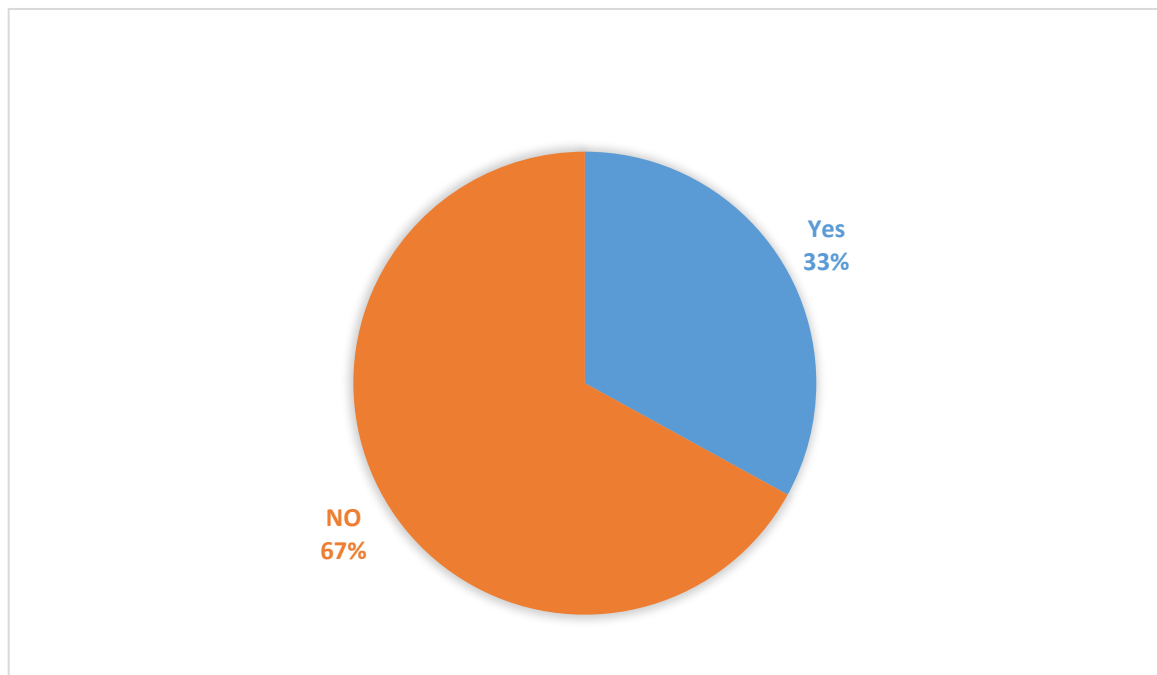
**Question 3: What do you think are the potential benefits of using digital storytelling in EFL classes? Can you explain why you believe these benefits are important?**



### Figure3.10: Potential Benefits of Digital Storytelling in EFL Classes

The students believe that digital storytelling can facilitate the development of various language skills, including reading, writing, speaking, and listening. They express a positive outlook on the potential benefits of incorporating digital storytelling in EFL classes.

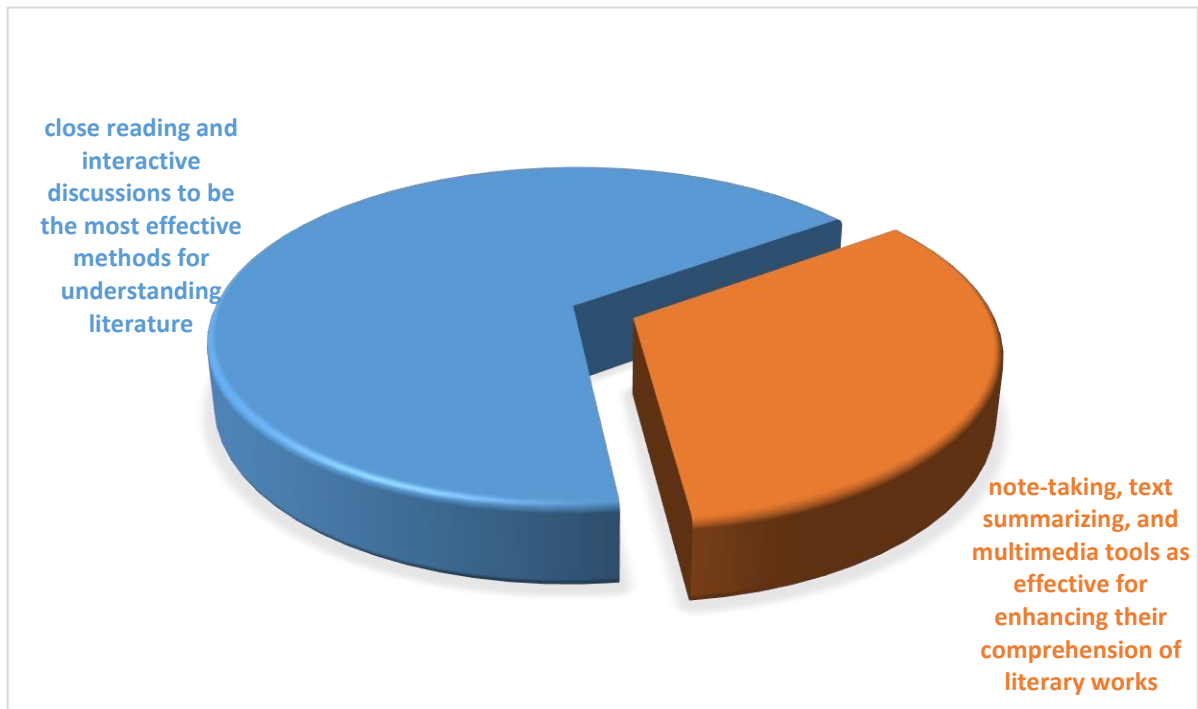
**Question 4: Have you ever created or participated in a digital storytelling project before? If yes, can you describe your experience and what you learned from it?**



**Figure3.11: Students' Experience with Digital Storytelling Projects**

It would appear that only a small proportion of students (33%) employed digital storytelling in above. It is perhaps worth noting that the majority of students (67%) appear to view storytelling as a relatively new concept and new method .

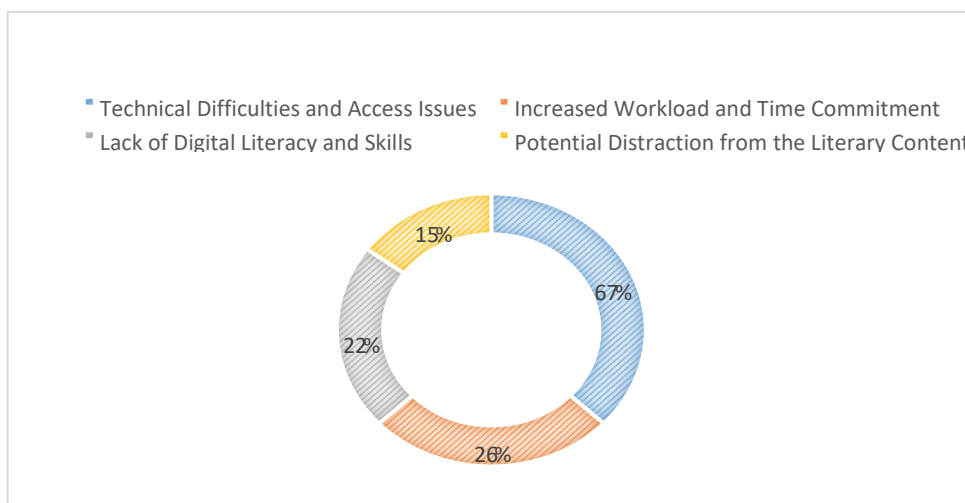
**Question 5: Which methods do you currently find most effective for understanding literature? Can you describe why these methods work well for you?**



**Figure3.12: Effective Methods for Understanding Literature**

The students emphasise the efficacy of guided class discussions and collaborative interpretation method of literary texts. They recognise the importance of developing analytical skills, fostering deeper engagement, and making personal connections with the literary texts.

**Question 6: What challenges do you anticipate if digital storytelling were to be introduced in your literature classes? Can you provide specific concerns or potential issues?**



**Figure3.13: Anticipated Challenges of Digital Storytelling in Literature Classes**

They worry that these technological barriers could create disparities in the learning experience and hinder the overall effectiveness of the approach. The students have expressed concerns about the level of technological proficiency required to effectively engage in digital storytelling.

### **3.9.Semi-structured Interview Questions**

The researcher prepared six open-ended questions to interview teachers of literature. The whole six questions tend to shed the light on the difficulties teachers of literature face while teaching literature; and on the teachers' attitudes towards the use of technological tools in teaching literature. The questions are as follows:

1. 1-How do you currently approach teaching literature to EFL students, and what methods do you find most effective?
2. 2-What challenges do you face when trying to engage EFL students with literary texts, and how do you overcome them?
3. 3-Have you ever used digital tools or multimedia resources in your literature classes? If so, can you describe your experiences with them?
4. 4-What do you think about the idea of using digital storytelling to teach literature to EFL students? Do you think it could enhance their learning experience, develop their language skills, critical thinking, and cultural understanding through literature?
5. 5-To what extent digital storytelling could help make literature more accessible and enjoyable for EFL students, and if so, how?
6. 6- How do you assess student learning and understanding in your literature classes, and how might digital storytelling change or enhance your assessment methods?

### **3.9.Interpretation of the Questionnaire Results**

The study primarily focuses on a group of students, with a notable observation that a larger proportion of them are female. This supports the idea that girls show a greater interest in learning foreign languages, such as English, compared to boys. Additionally, the ages of the students involved in the study are appropriate for this type of research. The majority of them fall into the late teenage to early adulthood range, indicating that they are likely well-acquainted with using various technological tools and applications, such as digital tool.

## Part One

The majority of students have had prior experience studying literature in EFL (English as a Foreign Language) classes before entering university. They describe this experience as a positive one that broadened their cultural understanding and appreciation for literature. Many mentioned specifically studying novels in these communication classes. Furthermore, some students found the experience to be fun and influential in shaping their perception of literature, seeing it as a work of art that reflects the writer's world and perspectives. These students recognized literature as more than just words on a page, but as a medium that can provide insight into the author's thought processes and the cultural context in which the work was created.

Students have varying opinions about the traditional method of teaching literature. Some appreciate the structured analysis and in-depth study, while others find it tedious and uncomfortable, especially due to the pressure to interpret texts in a specific way and the extensive reading requirements. Comforting aspects for students include familiarity with classic texts, structured learning, and participating in class discussions. Conversely, challenges include language barriers that impede understanding, a lack of relevance to their personal experiences, and the stress of assessments linked to literary analysis. This contrast highlights the need for a more balanced and adaptable curriculum that combines academic rigor with the personal connection students desire in their literature studies.

The students identified several major challenges in studying literature. Key difficulties include interpreting symbolism and themes, engaging with dense or lengthy texts, and analyzing complex character development. For example, students mentioned the difficulty of dealing with the archaic language in Shakespeare's plays and understanding the historical and cultural contexts of various literary works. These obstacles impede their ability to fully grasp and appreciate the material's depth and nuance, indicating a need for more support and guidance to help students overcome these hurdles and enhance their analytical skills.

Although students generally find the traditional teaching methodology fairly effective, they believe that adding more interactive discussions, exposure to a wider range of texts, and creative assignments could boost their engagement and understanding of literature. This transition to a more collaborative and personalized learning experience could help students develop a deeper connection to the material and encourage a more active role in their literary analysis, ultimately enhancing their comprehension and appreciation of the subject.

## Part Two

As for the first question, some students admit to using different applications or software, such as YouTube, toward their learning; most often, these students utilize the source to enlarge their vocabulary. Students identify these technologies as helpful and valuable for supplementing, as well as advancing their learning process, by providing important sources and mediums that act as foundations and opportunities to build and improve their language abilities outside the classroom.

As to the effects of technology on EFL students, most students confirmed their perception that technology can positively improve the EFL lessons they have. They center on how teachers use applications, virtual classes, and media tools that enhance exciting and versatile learning. But they also consider some risks like dependency on the digital approach where we witness digital disparities in students and not all of them own gadgets or have necessary internet access. This somewhat Yin and Yang perspective proposes that despite acknowledging the benefits of technology in EFL classes, students are not blind to its flaws, or inability to give every learner an equal crack at these tools. Students believe that the use of digital media in EFL learning especially adopting stories gives more advantages, which include: Developing fluency, Increasing creativity, Playing and developing media literacy, and real-life modeling of language usage. They emphasize these advantages and consider digital storytelling as one of the opportunities to enrich and motivate students due to the ability to connect practices with real communication. This shows students' desire to supplement their coursework with digital storytelling — they perceive it as an effective means to enhance their EFL education and make literature studies more interesting.

Students have revealed that the most useful strategies for enhancing their appreciation for literature include the elements of close reading and focused group discussions. It is particularly useful in developing their understanding of the texts and the literary features used in their works; this enables them to understand the deeper and unconventional aspects of the texts. However, interactive discussions provide varied views on the subject and enable the participants to analyze it together making the information more comprehensive to them. This balance between a personal analysis of the material and peer discussion fosters a rich and diverse perspective of the literature which students believe is necessary to gain a thorough appreciation of the works read.

Students are willing to use digital storytelling in their literature classes, though they anticipate a number of difficulties. They are worried about the equity of essential technology, knowing that such things as digital divides could keep some students from fully taking part. They also are expected to have to accommodate the different digital literacy skills of their peers as not everyone is likely to be as tech-savvy as them. There is a related concern that digital tools can be distracting and hence likely to disrupt the kind of attention literary studies might want to cultivate. Students understand the need to integrate a creative outlet for their literary interpretations as well as the requirements of rigorous standards, they have articulated what some would consider a mature and pragmatic perspective on how to teach literature using digital storytelling.

This research explored the prospect of employing Digital storytelling (DS) in literature classes and suggested the integration of DS in other disciplines to upgrade student understanding.

### **3.10. Interpretations of the Semi-Structured Interview Answers**

**Question 1: How do you currently approach teaching literature to EFL students, and what methods do you find most effective?**

Highly professional practices are used by the teacher in teaching the subject of literature to EFL students and the methods used are varied according to the needs and the ability of the learners. They include encouraging the use of, for instance, videos, quizzes, and literary circle activities. The teacher considers all these interfering methods as useful for keeping the students' focus on the classroom and contributing to the overall learning process. Such flexibility and versatility in the approach to teaching indicates that the educator successfully infuses their instructional techniques for the EFL literature students according to their needs and preferred learning styles, which ultimately improves the quality of the lessons and increases the level of achievement and interest among the students.

**Question 2: What challenges do you face when trying to engage EFL students with literary texts, and how do you overcome them?**

A major concern that arises, while trying to compel EFL students to read literary pieces is that students do not seem to find interest in the printed material and or find them to be very complex and potentially uninteresting. In an attempt to eliminate this handicap, the teacher has resorted to using digital sources, new media like videogames and hypertexts and also the internet. One has noted that such resources have enhanced the easy access and interactivity of the literary

content and thus it has fascinated the students. In this way, the teacher is able to replace the reading of conventional printed materials that the students are not willing to use, because of their preferences towards technological resources and tools for learning.

**Question 3: Have you ever used digital tools or multimedia resources in your literature classes? If so, can you describe your experiences with them?**

The teacher who has been observed using technology in literature classes has used tools like video clips/movies based on the texts. This use of multimedia resources shows the extent to which and the manner in which the educator is trying to bring technology into assisting him/her in facilitating the learning process of the EFL students. Having incorporated these digital elements, the teacher is able to offer other ways of perceiving the literature content, and in this way, the learners would probably be more interested by the content offered to them. The same can be said for videos and movie adaptations where students not only have a more vivid way to grasp underlying concepts and narrative features of the texts but also a technique to enhance textual analysis. This integration of technology implies that the teacher grasped the potential of bringing into the Literature class digital resources and tried to change the teaching strategies as a consequence of the emerging needs and expectations of their EFL students.

**Question 4: What do you think about the idea of using digital storytelling to teach literature to EFL students? Do you think it could enhance their learning experience, develop their language skills, critical thinking, and cultural understanding through literature?**

The teacher suggested that the use of digital storytelling could also help in the teaching process, because it develops an interaction with the audience and assists students in acquiring and perceiving the information. They consist on the ability of using this technique to put more control of both learning and classroom environment into the hand of the students where they can manage to effectively manage the learning process right from the classroom under the supervision of the teacher. However, the teacher also emotionalizes certain challenges that may occur from teaching digital stories as follows: More specifically, they are aware of how to provide an appropriate control and balance with respect to the effectively integrating 'traditional' and 'technology-supported' classes, the latter not to dominate or replace the former, encompassing face-to-face interaction. Also, the teacher feels that present Online learning has no standard procedure to fairly consider and judge the performance and understanding level of the learners in case of Digital Storytelling. This implies a complex attitude towards digital

storytelling on the part of the teacher, which, at the same time, points to the organisational and pedagogical issues that can be considered crucial when entering the digital storytelling paradigm into the context of a literature class.

**Question 5: To what extent digital storytelling could help make literature more accessible and enjoyable for EFL students, and if so, how?**

The teacher would like to think that the use of the technology in our class will be able to enhance students' interest in literature especially the EFL learners. They understand further that this approach enhances learning and makes learners more active in learning. However, the teacher also has concerns about its weaknesses, doing a poor job addressing the technology needs of the students necessary for storytelling, as well as ensuring that there is a healthy blend of analog and technologically integrated teaching approaches therein. The teacher admits that though she thinks infusing literature with digital narratives may prove beneficial in the process of learning, one has to pay attention to the following aspects: not all students are likely to possess the required knowledge and skills in using technology in the classroom, as well as, finding a balance between the incorporation of new technologies and more traditional methods for lecturing. Such a view implies that the teacher found it beneficial to consider that he or she can engage in experimenting on digital storytelling while at the same time recognizing some of the risks that are inherent in using such a tool when it is used inappropriately or in the wrong manner in order to address the subject of EFL students.

**Question 6: How do you assess student learning and understanding in your literature classes, and how might digital storytelling change or enhance your assessment methods?**

Regarding digital storytelling as the classroom approach in their literature classes the teacher's main concern is that of managing individual students' progress in the framework of this approach. Fortunately, the teacher points out that often there is only a limited number of clear methods that can help to assess the achievements of students who participate in digital storytelling online, which hinders adequate assessment of the results of their learning process. Of the four assessment-related issues identified, this one exerts considerable influence over why the teacher remains reluctant to incorporate digital storytelling into instruction as one of the main ideas of teaching literature. Because formative assessments for digital storytelling have not been fully established as both reliable and valid, the teacher still approaches this as an occasional tool, for he or she is not sure of the academic gains and learning that results from the integration of digital storytelling. This assessment concern raises a major practical challenge

that requires attention to make the digital storytelling to become a reality and subsequently incorporated in the EFL Literature Classroom.

### **Results of the Hypotheses of the Study:**

To that end, the implications of the student questionnaire and the teacher interview data in the context of the opportunities and concerns are that digital storytelling can be beneficial for EFL literature instruction in enhancing students' learning, engagement, and critical analysis; as well as for promoting students' digital literacy; at the same time, it is crucial to think through practical difficulties and possible overreliance on technology.

### **Conclusion**

This chapter is considered as the center of the study as it introduces information about the tools and the sample of the study, data analyses and the interpretations of the results. The data analyses show that students prefer and appreciate the idea of incorporating digital storytelling as a tool of teaching which, positively, affects their performance in literature classes. It shows, also, the six open-ended questions asked in the semi-structured interview with teachers of literature. Therefore, DS, as a teaching tool, can have positive effects on learners; and develops their achievements in literature classes; and helps teachers, too, in the fulfilment of their teaching aims. Basically, using DS as a tool of teaching contributes in enhancing students' performance in literature classes, and enable them get better scores in it.



# **General Conclusion**

## **General Conclusion**

This study is an attempt to demonstrate the importance of using Digital Storytelling in teaching literature which can help EFL learners understand better and achieve high scores in literature stories class at the University of Ammar Thelidji.

Digital Storytelling is believed to be more effective than mere lecturing in stories or literary works generally classes when checking the difficulties learners face in understanding literature. However, the study doesn't ignore the role of literature teachers or even lecturing method in courses in exposing EFL learners to literature. The study proposes making use of DS as an additional tool in literature classes.

This research is composed of two important parts: theoretical and qualitative. Essentially, the theoretical part focuses on introducing more information about the two variables of this research: teaching literature and digital storytelling, and its potential integration in the classroom. It also includes the difficulties faced by teachers of literature, approaches to teaching literature, and previous studies about these difficulties and approaches. Additionally, the use of authentic materials and digital storytelling in education is examined.

The qualitative part, on the other hand, explores the potential integration of digital storytelling as a tool for teaching, which could contribute to enhancing students' performance in literature classes by providing better clarification of literary works. This section is divided into two parts: the research methodology and the results' interpretation and analysis. The research methodology of this study comprises a questionnaire designed for students. The second part provides a full discussion of the results' analysis and interpretation.

This research was fulfilled in the Department of English at Laghouat University in Algeria. First year LMD students represent the population of this research study. The questionnaire is designed for the sake of checking, exploring and investigating the students' attitudes towards integrating Digital Storytelling as a teaching tool that helps in developing their performance in English lit classes.

According to the findings, the majority of EFL students are used to utilizing technology to learn English. They particularly like and support the notion of using DS as a teaching tool to deliver literary works, especially novels, in order to improve their performance in literature classes.

The data analyses show that digital tools is one of the most popular and practical applications since it aids EFL students in comprehending literary works, namely stories, and has a big impact

on enhancing their level of writing, reading and critical thinking. Also, aids students in raising their grade in the literary class and improves their comprehension of the material.

Furthermore, most of the informants show positive attitudes towards using digital storytelling in literature classes. The study suggests that integrating digital storytelling in teaching literature could be more effective than conventional methods, contributing to better learning of literature. Finally, the study concluded that digital storytelling is a potentially effective teaching tool and may help develop students' performance in literature classes.

To conclude with, depending on the available results, we can confirm that the incorporation of Digital Storytelling has an important effect in developing students' performance in literature classes. The results match well with the main hypotheses of the research study.

Last and not the least, the findings of the research reveal that digital storytelling is an appropriate, if not the most effective, tool for developing students' understanding in literature classes. In fact, this research suggests that teachers had better break the routines and conventional methods and introduce new ones in their classes such as digital storytelling.

### **Recommendations:**

Based on the main findings of the study, here are some recommendations :

#### **For Teachers:**

- **Embrace DS as a teaching tool:** Actively incorporate DS into lesson plans and activities.
- **Explore various DS formats:** Utilize a variety of DS formats, such as videos, animations, and interactive presentations, to cater to different learning styles.
- **Collaborate with students:** Encourage student participation in the creation of DS projects.
- **Provide clear instructions and guidance:** Ensure students have a clear understanding of DS questions

#### **For Students:**

- **Engage with DS:** Consider DS attentively and take part in their analysis.
- **Use DS for self-development:** Explore DS resources to strengthen classroom learning literary works.

- **Develop and share DSs:** Collaborate with mates to create DS projects that demonstrate your grasp of literature.

A decorative graphic of a scroll with a green outline and grey circular accents at the corners and along the left edge. The word "Bibliography" is centered within the scroll.

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# Appendices

## **Appendix 1**

**People’s Democratic Republic of Algeria**

**Ammar Telidji University of Laghouat**

**Faculty of Letters and Languages**

**Department of English**

### **Students’ Questionnaire**

Welcome to our literature class! This year, we are excited to introduce digital storytelling as a new way to explore and understand stories. Digital storytelling uses multimedia tools like videos, images, and audio to create compelling narratives that bring stories to life. By incorporating digital storytelling into our lessons, we hope to enhance your comprehension and enjoyment of literature, improve your English language skills, and make learning more engaging and interactive.

Your participation in this study is crucial for us to evaluate the effectiveness of digital storytelling in literature EFL classes. Please answer the following questionnaire honestly and thoughtfully. Your feedback will provide valuable insights into how we can improve our teaching methods and better support your learning journey.

Thank you for your time and cooperation

#### **Section 01:**

1. How old are you?.....

2. What is your gender?.....
3. Have you studied literature in EFL classes before? If so, can you describe your experiences and how they have influenced your perception of literature?  
.....
4. How do you feel about the method of your traditional English literature class ? What aspects make you feel comfortable or uncomfortable, and why?.....
5. Can you talk about your interest in literature? What factors contribute to your level of interest?Do you still remember any particular stories that stood out?.....
6. What challenges do you face when studying literature? Can you provide specific examples or situations?.....
7. . How do you perceive the teachers' methodology of teaching literature? What do you think works well and what could be improved?.....

**Section 02:**

**A brief definition to digital storytelling.**

Digital storytelling combines traditional storytelling with multimedia elements like pictures, audio, video, and interactive features, making stories more engaging. In education, it captures students' attention, aids comprehension and retention, fosters creativity, develops digital skills, and enhances language abilities. In literature classes, it brings texts to life and helps students better understand and engage with complex themes. However, it requires technical skills, access to digital tools, and can be time-consuming. Despite these challenges, digital storytelling is a powerful educational tool that enhances the teaching and learning of literature.

1. Do you use any applications or software to help you with your studies? If yes, which ones and how do they assist

2. you?.....  
.....
3. How do you think technology can enhance the learning experience in EFL classes? Can you provide examples or scenarios where technology has positively or negatively impacted your learning?  
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.....
4. What do you think are the potential benefits of using digital storytelling in EFL classes? Can you explain why you believe these benefits are important?.....  
.....
5. Have you ever created or participated in a digital storytelling project before? If yes, can you describe your experience and what you learned from it?.....  
.....
6. Which methods do you currently find most effective for understanding literature? Can you describe why these methods work well for you?.....  
.....
7. What challenges do you anticipate if digital storytelling were to be introduced in your literature classes? Can you provide specific concerns or potential issues?  
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Thank you once more

## Appendix 2

### Semi-structured Interview Questions

Dear respected teacher,

I am conducting research on the use of digital storytelling in teaching literature to EFL students, and I would appreciate your insights on this topic. Please feel free to share your thoughts and experiences with me.

1-How do you currently approach teaching literature to EFL students, and what methods do you find most effective?

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2-What challenges do you face when trying to engage EFL students with literary texts, and how do you overcome them?

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3-Have you ever used digital tools or multimedia resources in your literature classes? If so, can you describe your experiences with them?

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4-What do you think about the idea of using digital storytelling to teach literature to EFL students? Do you think it could enhance their learning

experience, develop their language skills, critical thinking, and cultural understanding through literature?

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5-To what extent digital storytelling could help make literature more accessible and enjoyable for EFL students, and if so, how?

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6- How do you assess student learning and understanding in your literature classes, and how might digital storytelling change or enhance your assessment methods?

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Many thanks

Miss.Kadous Mimouna

## المخلص :

على مر السنين اعتبر الأدب أداة قوية لفهم الناس من ثقافات مختلفة. إذ إنه يثير المشاعر لدى القراء ويستكشف العقلية البشرية، لكن في السنوات الأخيرة، كان هناك تحول نحو الاستفادة من الأدوات والتطبيقات الرقمية الحديثة في دراسة الأدب، والتي غالباً ما يتم دمجها في رواية القصص الرقمية، كطريقة فعالة لنقل المعلومات. لذلك تهدف هذه الدراسة إلى تقييم فعالية دمج رواية القصص الرقمية كوسيلة مساعدة في تدريس الأدب. على وجه التحديد تتناول تأثير تطبيق رواية القصص الرقمية في تدريس القصص القصيرة الإنجليزية. تستخدم الدراسة منهجاً تحليلياً وصفيًا يعتمد على المنهج النوعي. تم جمع البيانات من خلال استبيانات تم توزيعها على مجموعة مختارة عشوائياً من طلاب السنة الأولى لـ (LMD) بجامعة عمار تليجي في الاغواط. بالإضافة إلى ذلك، تم إجراء مقابلة نصف منظمة مع مدرسة الأدب. تشير النتائج إلى أن دمج رواية القصص الرقمية في تعليم وتعلم الأدب الإنجليزي مفيد وجذاب ويحفز الطلاب. إنه يؤدي إلى فهم أعمق للقصص وحبكاتها، مما يساهم في نهاية المطاف في تحسين تحصيل الطلاب في دروس الأدب. يمكن اعتبار هذه الدراسة من بين الاستكشافات الأولى لدمج رواية القصص الرقمية في هذا السياق ومع ذلك، ونظرًا لحجم العينة المحدود وقلة تفاصيل آراء المشاركين، يجب تفسير النتائج بحذر. بناءً على هذه النتائج، يمكن للأبحاث المستقبلية أن تحقق بشكل أكبر في إمكانية رواية القصص الرقمية لتسهيل كل من التدريس والتعلم في صفوف أدب اللغة الإنجليزية كلغة أجنبية