



Mohamed Kheider University of Biskra  
Faculty of Letters and Foreign Languages  
Department of English Language and Literature

# **MASTER DISSERTATION**

**Faculty of Letters and Foreign Languages**

**Department of English Language and Literature**

**Language Sciences Major**

---

**Submitted and Defended by:**

**Sehil Ikram**

## **Investigating the Use of Digital Storytelling to Improve EFL Learners' Vocabulary Acquisition**

**The Case of First-Year EFL Students in the English Department at Biskra University**

---

Dissertation Submitted to the Department of English Language and Literature in Partial Fulfilment of the  
Requirements for the Degree of Master in Sciences of Language

### **Board of Examiners**

<b>Dr. Meddour Moustafa</b>	( President )	<b>MAA</b>	(University of Biskra)
<b>Mr. Aounali Walid</b>	( Supervisor )	<b>MAA</b>	(University of Biskra)
<b>Ms. Ghennai Meriam</b>	( Examiner )	<b>MCA</b>	(University of Biskra)

**June 2025**

## **Dedication**

*To my beloved parents,  
whose love, sacrifices, and loyal support have been the foundation of this journey.*

*To my brothers and sisters,*

*To my beloved friends,*

*To all the teachers and students who contributed to this study.*

*Thank you all*

## Acknowledgements

First and foremost, I am deeply grateful to the Almighty Allah for granting me the strength and patience to complete this research study.

I would like to sincerely thank my supervisor, **Mr. AOUNALI Walid**, for his valuable guidance, continuous support, and encouragement throughout this academic journey. His dedication, professionalism, and insightful feedback have been a great source of inspiration.

I also wish to express my appreciation to the esteemed jury members: Dr. **MEDDOUR Moustafa** and Ms. **GHENNAI Mariem** for their time, thoughtful evaluation, and constructive comments on this work.

Finally, I extend my heartfelt thanks to the English Department's teachers and students at Biskra University for their cooperation and assistance, which significantly contributed to the completion of this study.

### **Abstract**

The present research aimed to investigate the use of digital storytelling as a teaching and learning technique to improve EFL learners' vocabulary acquisition. Learning a language through listening to and watching stories was found to encourage students to engage with digital stories through mental imagery. This technique also appeared to increase learners' motivation and reduce their anxiety. Based on this, the study hypothesized that if teachers employed digital storytelling within an effective teaching system, learners' vocabulary knowledge and proficiency would improve. In line with the nature of this investigation, a quantitative approach was adopted. Two questionnaires were used as the primary data collection tools; one administered to first-year EFL students of English at Biskra University, and the other to their teachers at the same institution. A random sampling technique was applied. The findings revealed that the majority of students regarded digital storytelling as an enjoyable, interactive, and engaging technique for enhancing vocabulary knowledge. Similarly, the teachers reported that implementing digital storytelling in their classrooms produced positive outcomes, such as increased student engagement and improved learning efficiency. In conclusion, the study presented several pedagogical implications and recommendations for both teachers and students on how to use digital storytelling effectively.

**Keywords:** *EFL, digital storytelling, vocabulary acquisition, proficiency.*

### **List of Abbreviations and Acronyms**

**DST:** Digital Storytelling

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**GSP:** Global Sharing Pedagogy

**ICT:** Information and Communication Technology

**L1:** First Language

**L2:** Second Language

**LLS:** Language learning Strategies

**LMD:** License-Master-Doctorate

**MAA:** Maitre Assistant classe A (Assistant Professor rank A)

**MCA:** Maitre de Conférences classe A (Associate Professor rank A)

**PhD:** Doctorate in Philosophy

**ROI:** Return on Investment

**SPSS:** Statistical Package for the Social Sciences.

**TOEFL:** Test of English as a Foreign Language.

**VLS:** Vocabulary Learning Strategies

### List of Tables

<b>Table 2.1</b>	The Differences between Traditional Storytelling and Digital Storytelling .....	<b>28</b>
<b>Table 3.1</b>	Teachers' academic qualifications .....	<b>39</b>
<b>Table 3.2</b>	Years of teaching experience of EFL teachers .....	<b>39</b>
<b>Table 3.3</b>	Use of Digital Storytelling in EFL Classes .....	<b>40</b>
<b>Table 3.4</b>	Teachers' Perceptions on the importance of vocabulary .....	<b>41</b>
<b>Table 3.5</b>	Teachers' views on vocabulary shortage in language learning.....	<b>42</b>
<b>Table 3.6</b>	Teachers' use of strategies or materials in vocabulary building .....	<b>42</b>
<b>Table 3.7</b>	Strategies and materials used for vocabulary instructions .....	<b>43</b>
<b>Table 3.8</b>	Teachers' views on vocabulary's role in real life English communication.....	<b>44</b>
<b>Table 3.9</b>	Students' challenges in acquiring vocabulary .....	<b>45</b>
<b>Table 3.10</b>	Assessment of vocabulary comprehension .....	<b>46</b>
<b>Table 3.11</b>	Teachers' opinions on the effectiveness of digital storytelling .....	<b>47</b>
<b>Table 3.12</b>	Use of Digital Storytelling in courses .....	<b>47</b>
<b>Table 3.13</b>	Students' interaction with Digital Storytelling .....	<b>48</b>
<b>Table 3.14</b>	Students' preference for Digital Stories .....	<b>49</b>
<b>Table 3.15</b>	Alternative learning materials preferred by students.....	<b>50</b>
<b>Table 3.16</b>	Teachers' agreement on Digital Storytelling's Impact on vocabulary .....	<b>50</b>
<b>Table 3.17</b>	Types of support needed for using Digital Stories .....	<b>51</b>
<b>Table 3.18</b>	Assessment methods for vocabulary retention .....	<b>52</b>
<b>Table 3.19</b>	Students' reasons for choosing to study English.....	<b>54</b>
<b>Table 3.20</b>	Students' reasons for studying English .....	<b>55</b>
<b>Table 3.21</b>	Students' English level of proficiency .....	<b>55</b>
<b>Table 3.22</b>	The essentiality of vocabulary .....	<b>56</b>

<b>Table 3.23</b> Students' perceptions of vocabulary's role in real life English communication ....	<b>57</b>
<b>Table 3.24</b> Students' views of vocabulary deficiency on English expression .....	<b>58</b>
<b>Table 3.25</b> Students' difficulties in acquiring vocabulary .....	<b>58</b>
<b>Table 3.26</b> Students' views of the usefulness of DST in improving vocabulary .....	<b>59</b>
<b>Table 3.27</b> Reasons for the effectiveness of DST in vocabulary.....	<b>60</b>
<b>Table 3.28</b> Students' perceptions of DST in understanding vocabulary context.....	<b>60</b>
<b>Table 3.29</b> Students' views on DST for vocabulary retention .....	<b>61</b>
<b>Table 3.30</b> Students' motivation to practice vocabulary through DST.....	<b>61</b>
<b>Table 3.31</b> Students' preferred DST activities for vocabulary learning .....	<b>62</b>
<b>Table 3.32</b> Students' preferred types of DST for vocabulary learning .....	<b>63</b>
<b>Table 3.33</b> Students' views about the effectiveness of DST.....	<b>64</b>
<b>Table 3.34</b> Teacher utilization of DST in the classroom.....	<b>64</b>
<b>Table 3.35</b> Effectiveness of DST activities in enhancing language skills.....	<b>65</b>
<b>Table 3.36</b> Factors supporting the use of DST activities.....	<b>65</b>
<b>Table 3.37</b> Common strategies to enhancing English vocabulary acquisition .....	<b>66</b>

## **List of Figures**

Figure 1 Vocabulary Forms.....	10
Figure 2 Educational Components of Digital Stories .....	20
Figure 3 Steps of Digital Storytelling Process.....	22



## Table of Contents

Dedication .....	I
Acknowledgements .....	II
List of Abbreviations and Acronyms .....	IV
List of Tables .....	V
List of Figures .....	VII
Table of Contents .....	I
General Introduction .....	1
1. Statement of the Problem .....	2
3. Aims of the Study.....	3
4. Research Questions: .....	3
5. Research Methodology.....	3
5.1 Population and Sampling Technique. ....	3
6. Structure of the Research .....	4
Chapter One .....	5
Vocabulary Acquisition.....	5
Introduction.....	6
1.1 Definitions of Vocabulary .....	6
1.2 Types of Vocabulary .....	7
▪ Using Active Vocabulary .....	7
▪ Passive Vocabulary .....	8
▪ Verbal Knowledge.....	8
▪ Written Vocabulary .....	8
▪ Receptive Vocabulary .....	9
▪ Productive Vocabulary .....	9
1.3 The Importance of Vocabulary Acquisition .....	10
1.4 Challenges of Vocabulary Acquisition .....	11
• Limited Word Exposure .....	11
• Being Aware of Various Meanings .....	11
• Complicated Word Structures .....	12
• Spelling and Pronunciation Issues .....	12

• Lack of Motivation or Engagement .....	12
• Native Language Interference .....	12
• Long-Term Memory and Retention .....	12
• Academic Vocabulary Complexity .....	13
• Psychological and Social Aspects .....	13
1.5 Typologies of Vocabulary Learning Strategies .....	13
1.6 Strategies for Learning Vocabulary .....	14
1.7 Strategies for teaching vocabulary .....	15
1.8 Boosting Vocabulary and Performance .....	15
1.9 Effective Vocabulary Learning and Teaching .....	16
Conclusion .....	16
Chapter Two .....	17
Digital Storytelling .....	17
Introduction .....	18
2.1 Definitions of Digital Storytelling .....	18
2.2 Components of Digital Storytelling .....	20
2.3 Steps of Digital Storytelling .....	21
▪ Phase Zero–Story Circle .....	22
▪ Text Development .....	23
▪ Phase Two Voice-over recording .....	23
▪ Phase Three Image Selection .....	23
▪ Phase Four Video Editing .....	23
▪ Final Phase Presentation and Evaluation .....	24
2.4 Dimensions of Digital Storytelling in EFL Contexts .....	24
▪ Digital Storytelling and Learners’ Engagement .....	24
▪ Digital Storytelling and Learners’ Motivation .....	24
▪ Digital Storytelling and Technological Skills .....	25
2.5 The Role of Digital Storytelling in Enhancing Learning .....	25
2.6 Advantages of Digital Storytelling .....	25
2.7 Challenges of Digital Storytelling .....	26
2.8 The differences between Traditional storytelling and Digital Storytelling .....	27
▪ Traditional Storytelling: .....	27
▪ Types of Storytelling: .....	27
▪ Digital Storytelling .....	27

▪ Key Differences.....	28
▪ Value in Modern Communication .....	28
2.9 Digital Storytelling in the Classroom .....	29
▪ Teaching Content .....	29
▪ Empowering Students.....	29
▪ Teaching Writing.....	30
▪ Meeting Technologies Standards.....	30
▪ Building Communities.....	30
2.10 The Benefits of Digital Storytelling .....	31
2.11 Digital Storytelling in Vocabulary Learning .....	31
2.12 Technology and the Generation of Digital Stories.....	33
Conclusion .....	34
Chapter Three.....	35
Data analysis and Results .....	35
Introduction.....	36
3.1 Research Methodology.....	36
3.2 Population and Sampling.....	36
3.3 Data Collection Tools.....	37
3.3.1 Description of the teachers' questionnaire.....	37
3.3.2 Analysis of Teachers' Questionnaire .....	38
3.3.3 Description of the students' questionnaire.....	53
3.3.4 Analysis of Students' Questionnaire.....	54
3.4 Discussion and Synthesis of the Results.....	67
3.4.1 Discussions of Teachers Questionnaire .....	67
3.4.2 Discussions of Students' Questionnaire.....	68
Conclusion .....	69
General Conclusion.....	1
Limitations of the Study .....	2
Recommendations .....	2
References.....	4
Appendices.....	1
الملخص.....	1

## **General Introduction**

The English language is becoming a global language spoken by different people around the world. The university curriculum is intended to provide students with the skills they need in their education. Communication is one of the important skills that allows students to share and exchange information with the people around them. Vocabulary plays a crucial role in cognitive processes, as it helps express thoughts, understand others, and communicate effectively. Storytelling is a human art form used to foster the listener's imagination. Moreover, in this explosion of technology, storytelling has developed and become digital storytelling (DST). It is a modern technique to teach students through audio and visual components. However, students should select appropriate stories that are related to their context, adding some voices, music, and movements to make the lessons enjoyable. It can also connect students with their teachers inside and outside the classrooms. DST encourages students to be creative, autonomous, and active in their education.

## **1. Statement of the Problem**

Learning English as a second language (ESL) involves developing communicative competence through vocabulary acquisition. However, many EFL learners struggle to use vocabulary effectively. Traditional teaching methods, such as the grammar-translation method, the lexical approach, and textbook-based learning, often result in a lack of interaction and engagement among students in the classroom. In contrast, digital tools and methods have emerged to facilitate education, with digital storytelling presenting itself as an effective approach that combines traditional storytelling with digital tools. It incorporates elements such as historical narratives, social issues, or personal reflections to make students more engaged and creative, and to foster their critical thinking and digital literacy skills. Digital storytelling creators follow several steps to produce rich and effective stories: selecting objectives, choosing a topic, outlining the story, collecting resources, creating the story, and finally, sharing it with an audience. Therefore, the goal of the present study is to explore the importance of vocabulary and examine the impact of using the digital storytelling (DST) technique on students' vocabulary acquisition. This research also aims to understand teachers' and students' opinions regarding the impact and benefits of using DST in motivating learners to acquire vocabulary in the classroom.

## **2. Significance of the Study**

This research will contribute EFL teachers to extend their understanding of the use of digital storytelling as a modern technique to teach vocabulary. The major goal of this study is to enhance the vocabulary and language performance of EFL learners through digital storytelling. Furthermore, it will help teachers improve their teaching methods.

### **3. Aims of the Study**

The general aim of the study is to investigate the role of digital storytelling as a teaching technique to improve EFL learners' vocabulary. More specifically, this research aims to:

- Examine whether DST motivates students to learn new vocabulary
- Understand students' and teachers' opinions toward the use of digital storytelling in the classroom

### **4. Research Questions:**

The study seeks to answer the following questions:

1. Is the use of digital storytelling for first-year EFL students at the University of Biskra effective?
2. Is digital storytelling technique influence vocabulary memorization?
3. How digital storytelling motivates students to learn vocabulary in the learning process?

### **5. Research Methodology**

The approach adopted in this study will be a quantitative approach. This method has been chosen to describe both learners' and teachers' opinion toward the use of digital storytelling as a teaching and learning technique to improve vocabulary. In this quantitative study, two questionnaires will be used as data collection methods, targeting both teachers and learners directly. The results obtained will be analyzed using a descriptive method, which involves summarizing and organizing the data collected from participants' responses to facilitate drawing conclusions.

#### **5.1 Population and Sampling Technique.**

EFL first-year students at the Department of English at Biskra University are the target population in this work. We selected first-year students as our population because they face obstacles in acquiring new vocabulary since they are beginners. Because working with the

entire population is impossible, we selected a representative sample from a population consisting of 15 groups, which consisting of 827 students. We randomly selected 40 students from different groups and 10 teachers to complete the questionnaires for data collection.

## **6. Structure of the Research**

The present study is composed of three chapters. The first chapter will be about vocabulary acquisition and its importance. The second chapter will be dedicated to digital storytelling in general, including its definitions and the work of relevant scholars. It will also explore digital storytelling's role in improving vocabulary and its advantages. The third chapter will concern the design, methodology, and results, explaining the sampling procedure, research design, and data collection tools which aimed at answering the research questions. Finally, in the general conclusion, we will summarize the dissertation.

# **Chapter One**

## **Vocabulary Acquisition**



## **Introduction**

Vocabulary is the foundation of language learning and communication. It encompasses the words and phrases that make up a language and plays a crucial role in understanding and expressing ideas effectively. A rich vocabulary enables learners to engage with language more fluently, as it allows for greater precision in both comprehension and expression. However, mastering vocabulary involves more than just memorizing words—it requires understanding their meanings, nuances, and appropriate usage within different contexts. For language learners, vocabulary acquisition can present various challenges, from remembering words to understanding how they fit into broader linguistic systems. Moreover, teaching vocabulary effectively requires a careful balance of strategies that accommodate learners' individual needs and learning styles. Whether for academic purposes, professional communication, or social interactions, vocabulary remains one of the most essential components of language mastery.

This chapter will cover the following topics: the definitions of vocabulary, its importance, and the challenges associated with learning and teaching it. We will also cover strategies for learning vocabulary, types of vocabulary and vocabulary learning strategies (VLS)

### **1.1 Definitions of Vocabulary**

Decades ago, vocabulary was receiving little importance. Nowadays, it becomes the focus of interest of many specialists. Vocabulary is defined in different ways. According to McArthur (1992), "the vocabulary is derived from Latin *vocabularium*, or lists of words" (p. 123). Medieval *vocabularium* is a list of Latin words for priests to learn. It is usually arranged thematically, with colloquial translations.

Nordquist(2019) mentions that “The process of learning the words of a language is referred to as vocabulary acquisition” (para.1). Vocabulary is very important language learning to understand the meaning, usage and context of words that help students to express

their thoughts effectively. Moreover, vocabulary acquisition supports listening, speaking, reading, and writing (Nordquist, 2019).

In the same vein, the Cambridge Online Dictionary (2021) defines vocabulary as, “the words that are known or used by a particular person, or that are used in a language or subject”. Hatch and Brown (1995) argue that “The term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use” (p. 1).

Weigand (1998) claims that “to learn a language means to know how words are used and what utterances are used in specific situations” (p. 44). Furthermore, learning a language is to fit into specific contexts and know how words are used in a different situation by knowing their meanings, connotations, and the appropriate situations in which to use it because the situation can vary based on social norms, cultural context, and the relationship between the speakers.

## **1.2 Types of Vocabulary**

Learners must build a diverse vocabulary that covers a range of situations and applications in order to acquire and utilize English successfully. To comprehend and interact with spoken and written English, these vocabulary categories are essential

- **Using Active Vocabulary**

Words that students may employ with confidence and activity in both writing and speaking are referred to as active vocabulary. These terms are now so commonplace that students can remember them and use them in conversation without giving them much consideration. "Eat," "run," and "house" are examples of ordinary, basic words that are included in the category of active vocabulary. Because it immediately affects a learner's capacity for clear and fluid communication, active vocabulary is crucial in

EFL. Gaining a strong active vocabulary enables students to communicate more effectively and take part in discussions more readily.

- **Passive Vocabulary**

Words that students can comprehend when they read or hear them but do not actively utilize in their own writing or speech are referred to as passive vocabulary. Although students are able to identify certain words, they may not be able to remember or apply them when necessary. For instance, a learner's passive vocabulary may include more difficult terms like "metaphor" or "antiquity." Passive vocabulary is essential for comprehension even when it is not utilized directly in speech. By increasing their passive vocabulary, students can read academic publications, follow discussions, and comprehend instructions more readily.

- **Verbal Knowledge**

The words and phrases that students use when speaking, usually in casual, everyday discussions, are referred to as oral vocabulary. "How are you?" and "Let's go out" are examples of everyday phrases that fall within this category of vocabulary. The potential of oral vocabulary to promote fluid, organic communication in spoken circumstances is what makes it so important in EFL. Strong oral vocabulary enables students to participate in discussions, communicate ideas rapidly, and react to others in a suitable manner.

- **Written Vocabulary**

The terms that students employ in their writing are referred to as written vocabulary. This covers both formal and informal written correspondence, including essays, reports, and emails. Among the more organized terms that are examples of written vocabulary are "analyze," "determine," and "conclude." In EFL, written vocabulary is essential because it enables students to articulate their thoughts intelligibly. Increasing

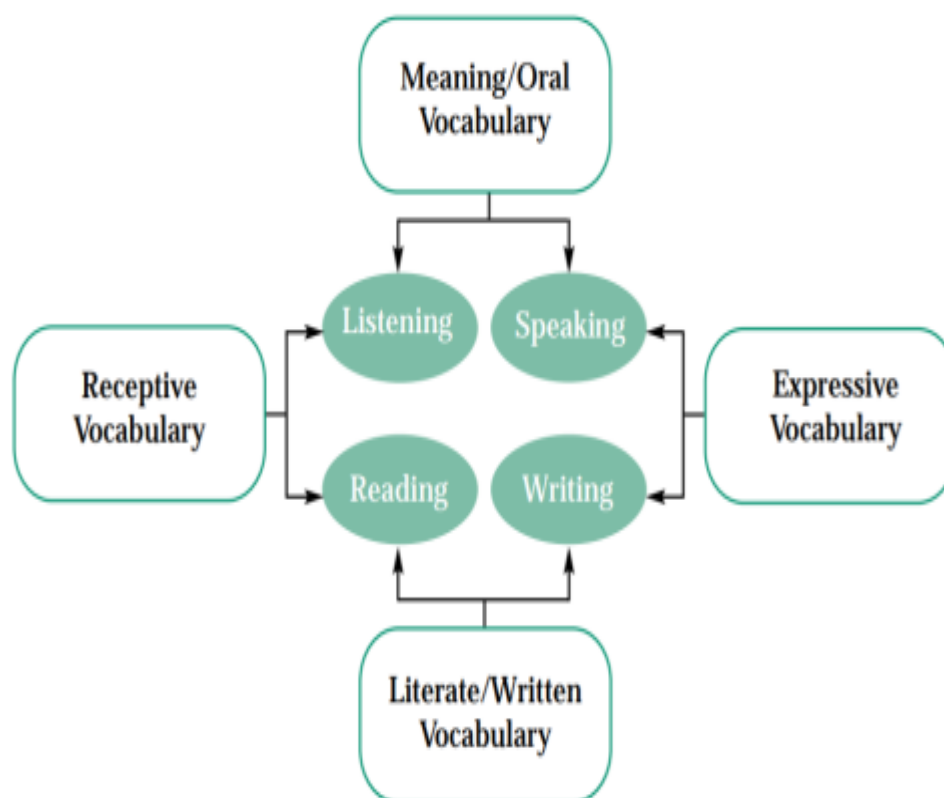
pupils' written vocabulary enables them to write more effectively and properly, which is especially crucial for academic and professional writing.

- **Receptive Vocabulary**

Words that students can comprehend when they hear or read them but may not employ in their own writing or speech are referred to as receptive vocabulary. These words are frequently introduced to learners through reading or hearing native speakers, as in lectures, films, or novels. A complicated term like "paradigm" that a learner comprehends in context but doesn't actively employ could serve as an example. Even if receptive vocabulary isn't employed right away in communication, it is crucial for comprehending both written and spoken English. It is essential for improving fluency and general language comprehension.

- **Productive Vocabulary**

Words that student actively utilizes in speaking and writing in addition to understanding are referred to as productive vocabulary. It entails having the capacity to remember and employ these words in conversation. A learner's productive vocabulary includes terms like "work," "family," and "study," for instance. In EFL, productive vocabulary is essential because it helps students communicate their ideas and thoughts precisely and concisely. Better fluency and more organic language use in speaking and writing are correlated with a bigger productive vocabulary. Figure 1 (Pikulski & Templeton, 2004, p. 2)



**Figure 1 Vocabulary Forms**

The figure above explains the idea of productive and receptive skills. The four skills: listening, writing, speaking and reading are responsible for learners 'vocabulary.

### **1.3 The Importance of Vocabulary Acquisition**

Since learners in EFL classes must acquire vocabulary to reach their objectives, the emphasis on teaching vocabulary has grown in the recent years. According to Wilkins (1972) "...without grammar little can be conveyed without vocabulary nothing can be conveyed" (p. 111-112). Wilkins emphasizes the fundamental role that vocabulary plays in communication, suggesting that grammar is not enough for structuring sentences and conveying meaning. However, vocabulary is the building block of language which consist the words that used to express ideas, emotions and concepts. In meanwhile, Schmitt (2010) agrees with Wilkins in that point by stating, "learners carry around dictionaries and not grammar books" (p.4). When

learners have a dictionary; they can quickly look up words they need to understand or use in conversation. In contrast, grammar rules, while important, can often feel abstract and less applicable in everyday situations. "Vocabulary acquisition is the largest and most important task facing the language learner" (Swan and Walter, 1984 in Shejbalová, 2006). It means that learning new words and understanding their meanings is crucial for anyone trying to master a language.

### **1.4 Challenges of Vocabulary Acquisition**

Learning vocabulary is a complex process that involves not only memorizing new words but also understanding their meanings, usage, and nuances. While acquiring vocabulary is essential for effective communication, it presents a range of challenges for learners. Below are some of the key obstacles learners' faces when acquiring vocabulary. ("Challenges of Vocabulary Acquisition," 2010, p. 406).

- **Limited Word Exposure**

One of the major challenges in vocabulary acquisition is limited exposure to words. If a learner is not frequently exposed to certain words, they may have difficulty learning and remembering them. For instance, a student who does not read regularly or engage in conversations may have a smaller vocabulary compared to one who reads books and interacts with others often.

- **Being Aware of Various Meanings**

Many words in English have multiple meanings depending on the context. This can be confusing for learners. For example, the word "bat" can refer to an animal, sports equipment, or a verb (as in "to bat an eyelash"). Learners must be able to understand the correct meaning based on the context, which can be challenging.

- **Complicated Word Structures**

English words often have complex forms due to prefixes, suffixes, and irregular roots, making them harder to learn. For instance, words like "unbelievably" or "reconstruction" may present difficulties for learners who are still mastering basic word structures.

- **Spelling and Pronunciation Issues**

English pronunciation can be tricky, and words are not always spelled the way they sound. For example, "though," "through," and "thought" are all pronounced differently despite their similar spelling. This discrepancy can confuse learners when trying to remember how to pronounce or spell words correctly.

- **Lack of Motivation or Engagement**

Learning vocabulary can feel like a passive activity if it's not engaging. If students don't see the practical value in learning new words, they may lack the motivation to retain them. For example, a learner might memorize words for a test but forget them soon after because they don't see how those words apply in everyday situations.

- **Native Language Interference**

Learners who speak a different language may struggle with vocabulary acquisition due to interference from their native language. Words in the learner's first language might have similar meanings or sounds, but their usage in English can be quite different. For example, a Spanish speaker might incorrectly use the word "actual" (meaning "current" in Spanish) when they should use "real" or "factual" in English.

- **Long-Term Memory and Retention**

Even after learners acquire new vocabulary, retaining and recalling these words in the long term can be difficult. Without repeated exposure and practice, learners may forget words over time. For instance, someone who learns a new word in a textbook may not remember it a few weeks later unless they continue to use it in conversation or writing.

- **Academic Vocabulary Complexity**

Academic vocabulary can be especially challenging. It often includes specialized terms or abstract concepts that are less commonly used in everyday language. Words like "hypothesis," "paradigm," or "cognitive" might be difficult for learners without a strong background in the specific subject area.

- **Psychological and Social Aspects**

Learners may also face challenges due to social and psychological factors, such as anxiety or low self-esteem. For example, if a student feels shy about making mistakes while using new vocabulary, they may avoid using those words, which hinders their learning progress.

### **1.5 Typologies of Vocabulary Learning Strategies**

Many scholars suggest different typologies of vocabulary learning strategies (VLS). Rubin (1975) is one of the earliest scholars in this field; she gave a broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (p. 43).

Schmitt’s (1997) vocabulary learning strategies are divided into two primary categories: 1) discovery strategies, where learners try to understand new words. This category contains two key discovery strategies: lexical inference, which uses context to guess a word's meaning, and lexical translation, which involves looking up meanings in resources like dictionaries. Discovery strategies further break down into a) determination strategies, where learners directly seek meanings through options like dictionaries and context, and b) social strategies, which involve interaction with others, such as asking a teacher for clarification. 2) Consolidation strategies help reinforce previously learned meanings. These strategies ensure that vocabulary is retained in memory through various methods such as reviewing, practicing, and using words in different contexts. By actively engaging with known vocabulary, learners



can deepen their understanding and enhance their ability to recall and use these words effectively in communication.

Fraser (1999) conducted a study exploring three strategies for learning vocabulary: 1) ignoring, 2) consulting, and 3) inferring, and examined how these strategies influenced participants' vocabulary achievement. The findings indicated that the effectiveness of these strategies varies. Participants primarily opted for lexical inference to understand the meanings of new words. However, dictionary consultation proved more effective, with a success rate of 78%, compared to just 52% for lexical inference. This suggests that while learners may prefer to guess meanings from context, relying on a dictionary can lead to better outcomes in vocabulary acquisition. The study highlights the importance of using effective strategies to enhance vocabulary learning and underscores the need for learners to be aware of the varying success rates of different approaches.

### **1.6 Strategies for Learning Vocabulary**

Vocabulary learning strategies (VLS) are a type of language learning strategies (LLS). Different explicit and implicit methods and strategies, known as vocabulary learning strategies, have been created and recognized to assist learners in gaining vocabulary. O'Malley and Chamot (1990) suggest that most language learning strategies could be applied to complete word learning tasks. This means that the methods used to learn a language can also apply to learning new words and their meanings. These techniques include both explicit methods, such as direct instruction and practice, and implicit methods, such as encountering language in context. Catalan (2003) defined vocabulary learning strategies as knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode (p. 56). Catalan's (2003) definition emphasizes the various processes that learners use to acquire,

retain, and effectively use new words. These strategies involve several steps: first, learners must find out the meaning of unknown words, often through context, dictionaries, or asking others. Once the meaning is understood, the next step is to retain the word in long-term memory, which can be achieved through techniques such as repetition, visualization, and mnemonics. The ability to recall these words when needed is also crucial, and this can be enhanced by actively using the words in conversation or writing, as well as practicing recall through flashcards or games. Finally, learners need to use these words in both oral and written communication, ensuring they can incorporate them naturally into their language use. By following these steps, learners can effectively expand their vocabulary and improve their language proficiency.

### **1.7 Strategies for teaching vocabulary**

Vocabulary instruction should focus on developing the four linguistic skills. Ghanbari and Marzban (2014) write that "vocabulary can lead the learners to be more confident in using the language (p. 3855)". Students should practice using the new terms they are learning. It is said that if a term is not utilized, it is dead. When they are put to work, they come to life.

### **1.8 Boosting Vocabulary and Performance**

Boosting Vocabulary and Performance focuses on helping learners use the vocabulary they already know more effectively, rather than introducing new words. The activities are designed to enhance speed and quantity of language use without teaching new grammar or vocabulary. These activities are message-driven, fast-paced, and require a lot of practice in listening, speaking, reading, and writing. Examples include quick-response exercises, the 4/3/2 activity (repeating a talk in shorter time), speed reading, and ten-minute writing sessions, all aimed at improving performance and fluency.

### **1.9 Effective Vocabulary Learning and Teaching**

The vocabulary component of a language course is more successful when it follows clear, well-supported principles known by both teachers and learners. Key principles include:

1. Start with high-frequency and special-purpose vocabulary, progressing to low-frequency words
2. High-frequency and special-purpose vocabulary should be taught across four key strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
3. for low-frequency vocabulary, focus on strategies like context guessing, word cards, word parts, and dictionary use.
4. Learning activities should promote thoughtful vocabulary processing through retrieval, creative use, and mnemonic techniques.
5. Learners should be encouraged to take responsibility for their vocabulary learning.

Vocabulary growth is essential for second language proficiency, and it requires a structured, principled approach within a language course.

### **Conclusion**

This chapter provided an overview of vocabulary, covering its definition, importance, and the challenges involved in acquiring and teaching it. We explored different types of vocabulary and examined key principles that guide both learning and teaching processes. Various vocabulary learning strategies (VLS) were discussed, offering practical approaches for learners to improve their vocabulary skills.

In conclusion, vocabulary acquisition requires a strategic approach that combines effective learning techniques with exposure to language in various contexts. Mastery of vocabulary enhances overall language proficiency and communication.

# **Chapter Two**

## **Digital Storytelling**

## **Introduction**

In today's digital era, education must evolve to meet the needs and expectations of modern learners. One effective approach that has emerged is digital storytelling which is a method that merges traditional narrative techniques with multimedia tools to enhance learning experiences. By transforming abstract concepts into engaging, relatable stories, digital storytelling fosters creative thinking and makes learning more meaningful and memorable. Storytelling, whether through listening, reading, or creating, has long been known to stimulate imagination and deepen understanding. When integrated into educational settings, digital stories not only captivate students' attention but also significantly boost their motivation and active participation in the learning process. Understanding the effect size of digital storytelling on learners' motivation is essential to highlighting its value in 21st-century education. As such, exploring how digital narratives influence motivation can help educators better tailor their teaching strategies to align with the cognitive and emotional needs of today's students, ultimately making learning more dynamic, relevant, and impactful.

### **2.1 Definitions of Digital Storytelling**

Digital storytelling is a way of telling and presenting stories through the use of digital media, incorporating graphics, sound and music. It is usually used to refer to short personal narratives, created using widely-available, low-cost digital media technology (Robin, 2006).

Meadows (2011) has described digital stories as "multimedia narratives...250 words, a dozen or so pictures, and two minutes is about the right length". Furthermore, Di Blas and Paulini (2013), Robin (2008), and Sadik (2008) stated that digital storytelling offers a platform for students to create story-based projects that highlight their knowledge and creativity. As a tool for integrating technology in the classroom, it helps teachers improve learning by supporting content understanding, critical thinking, and both traditional and digital literacy skills. Also, it serves to motivate both teachers and students.

According to Dogan and Robin (2008) and Sadik (2008), studies have found that digital storytelling motivates students, as they actively engage in the process, take pride in their work, and invest time in developing their stories. Digital storytelling motivates students by encouraging active participation and fostering pride in their work. This leads to students dedicating time and effort to creating their stories.

Digital storytelling can be described as an educational tool for improving content-based instruction (Dreon, Kerper, & Landis, 2011), Ohler (2008) provides guidance on creating digital stories in the classroom, emphasizing the importance of the story: “Focus on story first, technology second, and everything will fall into place” (p. 14). Ohler (2008) presents a detailed analysis of the process; however, some of his suggested approaches are more relevant to older students. Dogan (2012) emphasized the lack of implementation studies:

There are few research studies that show how digital storytelling can be used as an effective tool in the classroom, what effects can be observed on student learning, and what kind of problems can arise in the implementation process. (p. 45)

This means that there is a lack of research on how digital storytelling can be effectively applied in the classroom, its effects on student learning, and the challenges that may arise during its implementation.

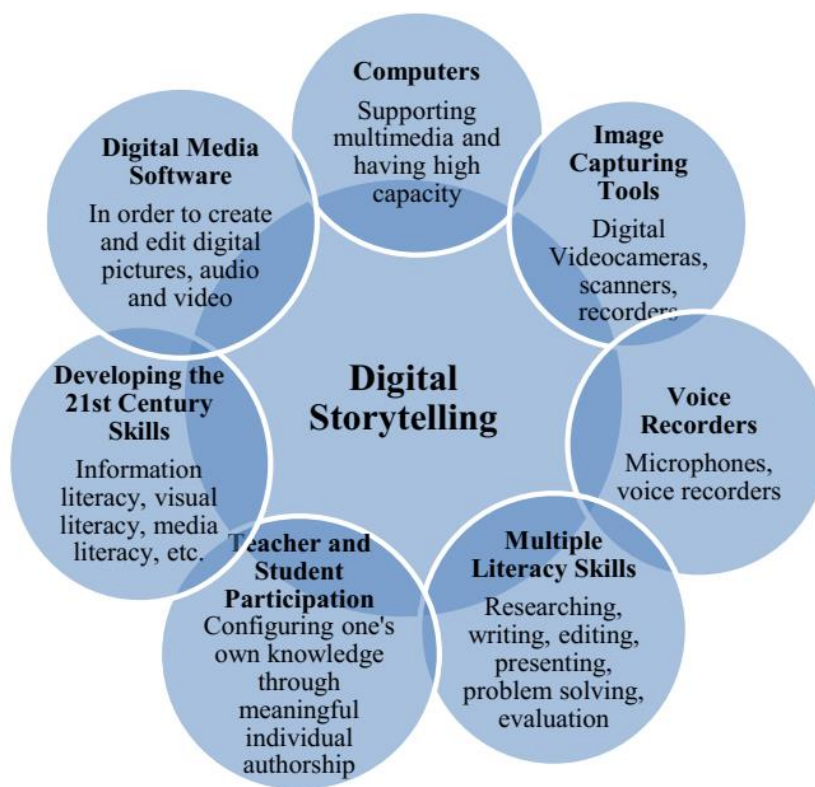
Digital storytelling can help students develop important skills, such as organizing, problem-solving, and presenting, which are key in learning approaches that focus on active, hands-on learning (Jonassen, Carr & Yueh, 1998; Mishra & Girod, 2006).

Prensky (2001) argues that today's students are different from those for whom the traditional educational system was designed. Teachers, often referred to as digital immigrants, must adapt to effectively educate digital native students. To engage digital natives, teachers should adopt educational techniques that encourage active participation. Otherwise, it may be difficult to capture the attention of students whose lifestyle and perceptions have changed.

One effective way to focus the attention of digital natives is through digital storytelling. Although digital storytelling requires active involvement from students, the teacher's role stays crucial. The teacher must engage with students during the storytelling process and help them enhance their storytelling skills. Additionally, the growing simplicity of producing and sharing digital stories makes it a powerful tool for motivating students and teaching life lessons.

## 2.2 Components of Digital Storytelling

According to Robin (2009), the educational components of digital storytelling used in the education process are shown below:



**Figure 2 Educational Components of Digital Stories**

- **Computers**: The primary hardware used for creating and editing digital stories.
- **Image Capturing Tools**: Devices such as cameras or smartphones used to gather visual content.
- **Voice Recorders**: Tools for recording narration or audio elements.

- **Multiple Literacy Skills:** Including traditional and digital literacies necessary for creating and understanding digital stories.
- **Teacher and Student Participation:** Highlighting the collaborative nature of digital storytelling in educational settings.
- **Developing 21st Century Skills:** Such as information literacy and media literacy, emphasizing the relevance of digital storytelling in modern education.
- **Digital Media Software:** Applications used to compile, edit, and produce digital stories.

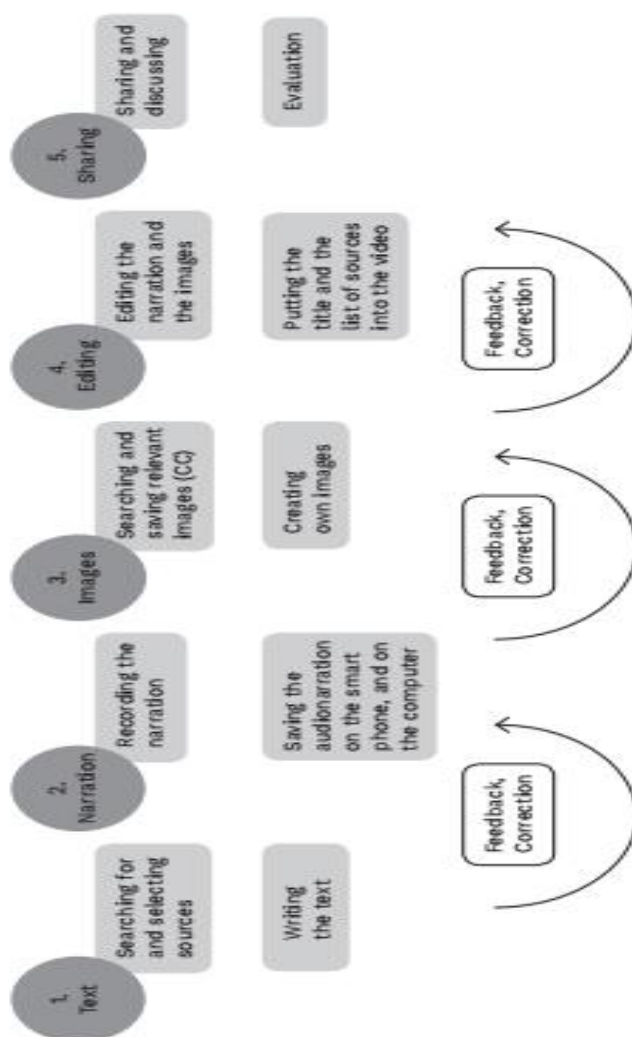
Together, these elements illustrate the multifaceted nature of digital storytelling, integrating technology, skills, and active participation to enhance language learning and communication.

Miller (2009) suggests that digital storytelling allows higher-level thinking by increasing the interaction of students with texts in the narrative process, and helps them read in depth. Similarly, Robin (2008) notes that digital storytelling, along with the higher-level thinking and problem solving skills, is an effective approach in synthesizing, analyzing, evaluating and providing the knowledge information.

### **2.3 Steps of Digital Storytelling**

The California model outlines the stages of the process (see Figure 1) and illustrates how to create a digital story by engaging in research and ongoing discussions with peers and the instructor. It also incorporates the use of personal voice recordings and video editing tools. According to Lambert (2002/2013), the steps of digital storytelling are shown in Figure 3.





**Figure 3 Steps of Digital Storytelling Process**

The digital storytelling process, as outlined in the California model (Lambert, 2002/2013; Lanszki, 2017), is a structured pedagogical framework that combines personal expression, research, and multimedia production. The process is divided into several distinct phases, each designed to support students' narrative and technical development.

- **Phase Zero–Story Circle**

This initial, preparatory stage focuses on establishing a supportive and trusting classroom environment through group discussions and storytelling exercises. These

activities foster team cohesion and introduce the central theme of the storytelling project. During this stage, students begin to explore the subject matter and brainstorm ideas.

- **Text Development**

Following the Story Circle, students begin to draft their narratives. The instructor introduces the main topic and encourages students to break it down into smaller, manageable subtopics. This helps learners to define their perspectives and structure their stories. Prior to writing, students may carry out independent research using library resources, archives, or conduct interviews with eyewitnesses. They are encouraged to incorporate personal reflections, family stories, and artistic interpretations related to the topic. The teacher acts as a facilitator, helping students select and interpret relevant sources. The final written text should meet three main criteria: clarity and conciseness, logical progression, and a three-part narrative structure. Drafts are then reviewed through peer and teacher feedback, focusing on stylistic, grammatical, and content refinement.

- **Phase Two Voice-over recording**

in this phase, students record their voice-over narrations individually using smart phones or computers. Classmates may provide feedback on various aspects of the audio such as pronunciation, pacing, background noise, and clarity.

- **Phase Three Image Selection**

Students search for appropriate images to accompany their narratives. During this step, ethical use of images is emphasized, including instruction on copyright and Creative Commons licensing. Alternatively, students may use original photographs or illustrations.

- **Phase Four Video Editing**

Students use video editing software (e.g., Open Shot Video Editor) to combine the recorded narration with selected images. A storyboard may be used to help plan the

visual and audio alignment. Throughout this phase, students are encouraged to consult with peers and the instructor for continuous support.

- **Final Phase Presentation and Evaluation**

the final digital stories are shared with the class. After viewing, students participate in a reflective evaluation of both the digital products and the overall creative process. This step allows for peer feedback and promotes critical thinking about narrative structure and media usage.

## **2.4 Dimensions of Digital Storytelling in EFL Contexts**

- **Digital Storytelling and Learners' Engagement**

Digital storytelling (DST) has been shown to positively impact learner engagement, particularly within collaborative learning environments. According to the Global Sharing Pedagogy (GSP) framework, DST contributes to the development of 21st-century competencies by fostering emotionally engaging and meaningful learning experiences (GSP, 2025). In teacher education, DST has been employed as a reflective practice tool.

- **Digital Storytelling and Learners' Motivation**

DST also plays a significant role in enhancing learners' motivation. In a study conducted by Hava (2025), students who participated in a nine-week DST project demonstrated increased levels of motivation, satisfaction, and self-confidence. These outcomes suggest that the creative and personalized nature of DST fosters greater emotional investment in learning activities.

Moreover, DST has proven particularly motivating in English as a Foreign Language (EFL) context. Nguyen et al. (2025) reported that DST not only enhanced students' language proficiency but also boosted their confidence in using English for real-life communication.

### ▪ **Digital Storytelling and Technological Skills**

In addition to its pedagogical benefits, DST supports the development of students' technological competencies. Tanrikulu (2025) investigated the effects of collaborative DST projects on first-year university students in Turkey. The findings indicated that participation in DST improved both writing proficiency and digital literacy skills.

Similarly, Hava (2025) observed that students involved in DST activities improved their English language skills particularly in vocabulary, writing, and speaking while also gaining experience in using digital tools effectively.

## **2.5 The Role of Digital Storytelling in Enhancing Learning**

Digital storytelling (DST) enhances learning by promoting deep understanding and creative application of knowledge in new contexts (Ryan & Aasetre, 2020). It motivates students by integrating images, text, and sound, which helps make abstract concepts more concrete and engaging. The use of technology in DST further enriches the learning experience, fostering emotional involvement that improves comprehension (Ryan & Aasetre, 2020). Sadik (2008) study in Egypt found that DST increased student engagement and improved learning quality, with teachers and students collaboratively creating digital stories using software like MS Photo Story. Despite some challenges, DST assignments enhanced curriculum understanding and supported both technological and pedagogical development. Similarly, Yang, Chen, and Hung (2020) demonstrated that DST positively impacted learners' creative thinking and English-speaking skills through an eight-week interdisciplinary project, showing notable improvements in both areas.

## **2.6 Advantages of Digital Storytelling**

- **Stimulates Learning:** Educational DST software enhances the learning process by engaging students and making the experience more stimulating (Siemens, 2014).

- **Encourages Engagement:** Engagement, driven by curiosity, interest, and enjoyment, motivates students to learn. Engaged learners are more likely to reach their personal or intellectual goals.
- **Storytelling Capabilities:** Technology enables students to create and share stories, which can foster a deeper connection to learning (Vinogradova, 2011).
- **. Psychological Engagement Strategies**
  - **Challenging Situations:** Students are motivated when facing challenges that require skills and risks to reach a goal (Ying, 2012).
  - **Dynamic Situations:** Rapid changes and movement, such as animations, capture students' attention, especially children's (Ying, 2012).<sup>1</sup>
  - **Control over Content:** Giving students control over their digital story can significantly increase their engagement (Ying, 2012).
  - **Blending Learning with Stories:** Incorporating storytelling into lessons can be compelling methods of engagement, helping students connect with content on a deeper level (Ying, 2012).

## 2.7 Challenges of Digital Storytelling

- **Technological Skills Required:** Students need to be able to use the necessary technology, which can be challenging (Wang & Zhan, 2010).
- **Time-Consuming:** A creating digital story is time-consuming and may take multiple attempts (Lannotti, 2004).
- **Technical and Pedagogical Preparation:** Teachers need to be well-prepared to handle both technical and teaching challenges when using digital storytelling.

## 2.8 The differences between Traditional storytelling and Digital Storytelling

- **Traditional Storytelling:** The act of conveying a clear message or idea through a narrative, often involving elements like plot, characters, conflict, and resolution. It engages the audience emotionally and helps them retain the information.
- **Types of Storytelling:**
  - ✓ **Personal Narrative:** A story where the storyteller shares their own experiences.
  - ✓ **Digital Storytelling:** Stories shared through multimedia, including videos, podcasts, and online platforms.
  - ✓ **Organizational Storytelling:** Used to communicate a company's mission, values, and identity.
  - ✓ **Educational Storytelling:** Aimed at teaching or inspiring an audience, rather than entertaining.
  - ✓ **Visual Storytelling:** Relies on images or photos to tell a story.
  - ✓ **Interactive Storytelling:** Involves the audience in the storytelling process.
  - ✓ **Transmedia Storytelling:** A story extended across multiple platforms, with no single dominant medium.
  - ✓ **Cultural Storytelling:** Preserves and communicates cultural values and traditions.
    - **Traditional Storytelling:**
      - ✓ Relies on direct interaction between the storyteller and the audience.
      - ✓ Typically uses speech or written text to convey the story.
      - ✓ Creates a personal connection, allowing the audience to influence the story.
      - ✓ Has been used for centuries to pass down culture and heritage.
    - **Digital Storytelling**
      - ✓ Uses technology (e.g., videos, podcasts, social media) to create and share stories.
      - ✓ Can reach a wider audience quickly and easily, regardless of location.

- ✓ Allows for more interactivity, with audiences able to comment, share, or add to the story.

#### ▪ **Key Differences**

- ✓ **Personal Connection:** Traditional storytelling offers a closer, more personal connection, while digital storytelling reaches a broader audience but is less intimate.
- ✓ **Interactivity:** Digital storytelling is more participatory, while traditional storytelling usually involves a one-way communication from storyteller to audience.
- ✓ **Reach:** Digital storytelling can reach a larger and more varied audience faster, whereas traditional storytelling is typically more limited to those present or with access to physical copies.

#### ▪ **Value in Modern Communication**

Both forms have their place in today's world. Traditional storytelling is still relevant in settings where personal relationships are important (e.g., education, therapy), while digital storytelling has grown in importance due to its ability to present information creatively and effectively in the digital age. Many storytellers now blend both methods to combine the benefits of each.

According to Meadow (2003, pp. 101–102). The differences between Traditional Storytelling and Digital Storytelling are showing in Table 2.1

**Table 2.1**

**The Differences between Traditional Storytelling and Digital Storytelling**

<b>Traditional Storytelling</b>	<b>Digital Storytelling</b>
Students do not use technology to perform their stories.	Students use technology in performing a story by recording and editing the video
Students cannot evaluate their performances and check their pronunciation, grammar, and intonation.	Students can use video recording that can help them evaluate their own speaking performance.
Students cannot revise and publish their work.	Students can revise their work based on teachers and other students' feedback and publish it on platforms such as YouTube.

- **Use of Technology**

- ✓ Traditional storytelling: Students do not use any technology in their performance.
- ✓ Digital storytelling: Students use technology to record and edit their stories.

- **Self-Evaluation**

- ✓ Traditional storytelling: Students cannot review their own performance. They are unable to assess pronunciation, grammar, or intonation.
- ✓ Digital storytelling: Students can watch their recorded videos to evaluate and improve their speaking skills.

- **Revision and Publication**

- ✓ Traditional storytelling: Students do not have the chance to revise or publish their work.
- ✓ Digital storytelling: Students can revise their stories based on feedback and publish them on platforms like YouTube.

## **2.9 Digital Storytelling in the Classroom**

- **Teaching Content**

Digital storytelling is increasingly used in classrooms as a dynamic method for teaching a variety of academic subjects. Teachers incorporate multimedia elements such as videos, images, and audio to present lessons in a more interactive and engaging way. This method allows students to learn through a combination of visual and auditory cues, which can enhance understanding, retention, and overall engagement with the material. Whether teaching history, science, or language arts, digital storytelling brings academic content to life in a way that traditional teaching methods cannot always achieve.

- **Empowering Students**

Digital storytelling empowers students by allowing them to take an active role in the learning process. Instead of passively receiving information, students engage as creators, developing their own stories using digital tools. This process encourages creativity, critical



thinking, and independent research. By giving students, the tools to tell their own stories, they become active researchers and storytellers, promoting a deeper understanding of the subject matter. It also provides a platform for students to express their perspectives and experiences, fostering self-confidence and a sense of ownership in their learning.

- **Teaching Writing**

One of the primary applications of digital storytelling is in teaching writing. Through the creation of digital stories, students are encouraged to write scripts, organize their thoughts, and develop narratives. This can improve both their writing and storytelling abilities. Digital storytelling projects often require students to draft, revise, and edit their work—skills that are fundamental to effective writing. Additionally, the process allows students to explore various writing styles and genres, whether they are writing a persuasive piece, a narrative, or an informative report. By integrating visual and auditory elements into their writing, students learn to think critically about how language works in multimedia formats.

- **Meeting Technologies Standards**

Digital storytelling plays a significant role in helping educators meet the standards set by the International Society for Technology in Education (ISTE). These standards encourage the integration of technology in ways that enhance teaching and learning. By using digital storytelling, teachers not only engage students with relevant and meaningful technology but also help them develop crucial 21st-century skills. These skills include digital literacy, communication, collaboration, and creativity. As students create their own digital stories, they gain hands-on experience with digital tools, learning how to use technology effectively for both academic and personal purposes.

- **Building Communities**

Digital storytelling also serves as a powerful tool for building communities within the classroom. It provides an opportunity for students to share their stories, ideas, and experiences

in a collaborative environment. Teachers can foster a sense of belonging and inclusivity by encouraging students to share their personal narratives or collective projects with peers. This community-building aspect is particularly valuable in diverse classrooms where students may come from different cultural backgrounds. By sharing stories, students develop empathy and a greater appreciation for each other's experiences, helping to create a more supportive and cohesive learning environment.

### **2.10 The Benefits of Digital Storytelling**

Studies on digital storytelling video production have shown that it has gained significant popularity in education over the past decade for several reasons (Hathaway & Norton, 2012; Lowenthal & Dunlap, 2010; Kearney, 2011). Digital storytelling:

- **Requires Minimal Technology Expertise:** Students can create digital stories without needing advanced technical skills, making it an accessible option for a wide range of learners.
- **Reaches a Broader Audience:** Digital stories can be shared beyond the classroom, allowing students to engage with a relevant, public audience.
- **Encourages Creative Expression:** Students can combine ideas, images, and narratives in innovative ways, allowing them to express their learning through non-traditional methods.
- **Fosters Emotional Engagement:** The process enables students to connect emotionally with complex concepts, which can be related to local or global issues.
- **Promotes Personalized Learning:** Digital storytelling allows students to build knowledge and meaning based on topics that are personally meaningful to them, drawing on their interests, motivations, and prior knowledge.

### **2.11 Digital Storytelling in Vocabulary Learning**

Digital storytelling is an excellent method of presenting vocabulary in a fun and engaging manner. Guthrie and Wigfield (2000) assert that interest in learning content plays

a significant role in motivating learners to acquire new words. Digital storytelling, by creating a comfortable and relaxed environment, aids in implicit vocabulary learning. It also promotes interactivity and adaptability, which can help students better retain and recall content due to the instant feedback they receive. Additionally, learning is no longer restricted to the classroom, and students have more opportunities to engage with the material.

Lambert (2003) emphasized that digital storytelling is an efficient tool in the learning process. This approach, which particularly appeals to "digital natives" (Prensky, 2001), motivates students and encourages them to learn language structures. The inclusion of new ICT tools and multimedia functions in digital narratives sparks young people's interest, as highlighted by Tecnam (2013). Given the widespread use of smartphones, tablets, and laptops, students are familiar with technology from an early age; thus, integrating it into classrooms does not lead to discomfort.

Haven (2000) also noted that vocabulary is best taught through digital storytelling because it enables students to learn factual and conceptual information in a short time, retain it longer, and apply it effectively when presented as part of a meaningful story. Digital storytelling provides a purposeful language acquisition environment (Cameron, 2001) and, through multimedia integration, increases ease of learning and convenience. This supports Sadik's (2008) assertion that digital storytelling fosters an imaginative and interactive learning environment. Similarly, Barrett (2005) argued that it promotes student-centered learning by enhancing engagement, comprehension of issues, project-based learning, and technological literacy. The multimedia effects, interactivity, and vivid visuals and sounds of digital storytelling contribute significantly to effective vocabulary acquisition.

## **2.12 Technology and the Generation of Digital Stories**

The concept of technology, which traces its origins back to the earliest periods of human history, can be broadly defined as the practical application of scientific knowledge and methods to achieve specific goals, fulfill human needs, and enhance the quality of life. According to İşman (2011), technology encompasses the tools and processes used to organize, process, and apply verified information in a manner that facilitates the realization of predetermined objectives and improves everyday living (p.3).

In the contemporary world, information has become omnipresent and increasingly accessible. It is no longer confined to traditional institutions such as schools, libraries, or government archives. This decentralization of knowledge necessitates a fundamental transformation in the role of educational institutions. As Şimşek (1997) emphasizes, the focus must shift from schools functioning solely as centers for the transmission of information to dynamic environments where information is not only shared but also produced (p.75). In this new paradigm, it is essential that individuals are equipped with higher-order cognitive skills such as comprehension, critical analysis, and effective problem-solving.

Within this evolving landscape, the integration of technology into education has given rise to innovative instructional methods, including the creation of digital stories. Digital storytelling combines traditional narrative techniques with modern multimedia tools, enabling learners to actively engage in the construction of meaning while developing technological literacy. This approach not only enhances creativity and communication but also aligns with the broader educational goal of cultivating autonomous, informed, and technologically competent individuals capable of navigating and contributing to the information-rich society of the 21st century.

## **Conclusion**

Digital storytelling represents a dynamic and learner-centered approach that goes beyond traditional teaching methods by blending technology with narrative and creativity. It not only supports vocabulary acquisition and language skills but also fosters motivation, critical thinking, and collaboration. The typologies of digital storytelling highlight its diverse formats and applications, while its benefits clearly demonstrate improvements in both engagement and comprehension. Despite some challenges, such as technical limitations or lack of training, the overall impact of DST is positive. Compared to traditional methods, digital storytelling offers a more interactive and personalized learning experience, making it a powerful tool in modern language education.

# **Chapter Three**

## **Data analysis and Results**

## **Introduction**

This study aims to investigate the role of digital storytelling as a teaching tool to enhance the vocabulary acquisition of EFL (English as a Foreign Language) learners. To do so, we decided to include teachers and students of first-year from the English Department at Mohamed Khider University in the research, as their perspectives are essential to the topic being studied. Their opinions were collected by two questionnaires. In the previous chapters, we reviewed the literature on what has been written by scholars and researchers about the study. In the first part of this chapter, we will describe the research tools used to collect data, along with information about the study's population and sample. In the second part, we will analyze the results of the teachers and students' questionnaire.

### **3.1 Research Methodology**

To fulfill the objectives of this research, which is introducing digital storytelling as a technique to teach and learn vocabulary and to answer the research questions, a quantitative approach was adopted due to the nature of the study. We opted for questionnaires to attain this objective. Moreover, the given research design aims to find out students and teachers experiences and perceptions by applying two questionnaires in order to provide valuable insights into the effectiveness of digital storytelling in vocabulary acquisition.

### **3.2 Population and Sampling**

The population of this study consisted of first-year students in the English Department at Mohamed Khider University of Biskra. These students were chosen because, as beginners, they needed to build their vocabulary, and they often faced more challenges with learning new words. Since it was not possible to work with the entire population, a sample was selected. During the (2024/2025) academic year, there were 15 groups of first-year EFL students, with each group having about 34 to 35 students — a total of around 827 students. From these 15

groups, a random sample of 40 students was given the questionnaire. About the teachers, we select randomly 10 of them to participate in the study to collect the necessary data.

### **3.3 Data Collection Tools**

To obtain more reliable data, two questionnaires were used as the main data collection method in this research, which aimed to examine the role of digital storytelling in improving EFL learners' vocabulary. The questionnaire was chosen because it was an effective way to measure behaviors and attitudes. Additionally, it was a cost-effective and time-saving tool, as it did not require the researcher's presence during its completion. However, a common limitation of the questionnaire was the low response rate to open-ended questions, particularly in the student and teacher questionnaires. Many participants chose not to answer these questions or provided very short and unclear responses. This may be due to several reasons, such as a lack of time, difficulty in expressing their thoughts in writing, or limited language proficiency. As a result, the information gathered from open-ended questions was limited, reducing the depth and richness of the data and affecting the overall quality of the analysis.

A semi structured questionnaire was used in this study, mixed with both close-ended questions and open-ended ones. The teacher and student questionnaires were initially intended to be administered to a sample of first-year English students at Mohamed Khider University of Biskra. However, due to some limitations, only a selected sample was included. Both questionnaires aimed to gather the opinions of teachers and students regarding the use of digital storytelling and its impact on vocabulary development.

#### **3.3.1 Description of the teachers' questionnaire**

The teachers' questionnaire was distributed to 10 first-year teachers at Mohamed Khider University of Biskra. It included 16 questions consisting both closed-ended items; such as yes/no and multiple-choice questions, and open-ended ones. The questionnaire was divided into three sections; these sections were organized as follows:



### ▪ **Personal Information**

In this section, teachers were asked to provide details about their qualifications, years of teaching experience, and whether or not they incorporate digital storytelling in their classrooms.

### ▪ **Teachers' viewpoints towards teaching vocabulary**

This section explores various aspects related to vocabulary. Initially, we gathered teachers' perspectives on vocabulary from multiple angles. For instance, we asked them about the importance of vocabulary and the main challenges that students may face during the learning process. Additionally, we inquired about the strategies they use to build students' vocabulary. We also included questions designed to understand their views regarding the assessment of vocabulary comprehension.

### ▪ **Digital storytelling in improving vocabulary**

This part is the central focus of this study, was designed to examine the role of digital storytelling in enhancing vocabulary acquisition, this section is dedicated to gathering teachers' insights on digital storytelling from multiple perspectives. Specifically, we asked them about the use of digital storytelling in their classes and the types of materials students prefer. Furthermore, we inquired about their opinions on the use of storytelling activities in improving students' vocabulary. In addition, we looked for their views on student interaction through the use of this technique and how they assess their vocabulary retention.

### **3.3.2 Analysis of Teachers' Questionnaire**

The questionnaire includes 15 questions, focusing on the utilization of DST in enhancing EFL learners' vocabulary. Teachers were asked to provide brief explanations to detect common responses. The quantitative data collected were systematically analyzed using descriptive statistics, including frequency distributions and measures of central tendency, to identify prevalent patterns and trends. This approach facilitates a comprehensive

understanding of the current practices and attitudes towards DST in enhancing EFL learners' vocabulary.

### Section One: Personal Information

#### *Q1: What are your qualifications and degrees?*

**Table 3.1**

#### **Teachers' academic qualifications**

Options	Frequency	Percentages
MA (Master's degree)	0	0%
Magister degree	3	30%
PhD (Doctorate degree)	7	70%
Total	10	100%

According to the data of table 3.1, the majority of the 10 teachers surveyed hold a PhD (70%), while 30% possess a Magister degree. This distribution reflects the academic qualifications of teachers from an earlier generation, as the Magister degree was the standard postgraduate qualification in Algeria before the introduction of the License-Master-Doctorate (LMD) system. The LMD system, which aligns with the European Bologna Process, was gradually implemented in Algeria starting in 2004, with full adoption occurring in the 2008–2009 academic year. Consequently, the teachers in this study likely completed their postgraduate studies prior to the establishment of the LMD framework, leading them to obtain Magister degrees instead of Master's degrees. The teachers' qualifications and experience contribute to a professional and well-established in the faculty. Their expertise and commitment to the field enhance the quality of education provided to students.

#### *Q2: How long have you been teaching English language?*

**Table 1.2**

#### **Years of teaching experience of EFL teachers**

Answers	Frequency	Percentages
3years	1	10%
5 years	2	20%
6 years	1	10%

7 years	1	10%
9	1	10%
10	2	20%
14	1	10%
20	1	10%
Total	10	100%

The data in Table 3.2 indicate a diverse range of teaching experiences among the 10 English as a Foreign Language (EFL) teachers surveyed in Biskra. The distribution of years of experience indicates that the majority of teachers have Significant teaching backgrounds, with 70% having 6 or more years of experience. Specifically, 20% of the teachers have 10 years of experience, and 10% have 14 and 20 years of experience. Their long-standing involvement in the field likely contributes to a rich repository of practical knowledge and classroom strategies, enhancing the quality of English language instruction in the region. The presence of teachers with varying levels of experience also indicates a potential for knowledge sharing within the faculty, fostering a collaborative environment that benefits the students.

***Q3: Are you familiar with the use of digital storytelling as a technique in the class?***

**Table 3.3**

**Familiarity with Digital Storytelling in EFL Classes**

Options	Frequency	Percentages
Yes	5	50%
No	5	50%
Total	10	100%

Table 3.3 shows that half of the 10 English as Foreign Language (EFL) teachers in Biskra use digital storytelling in their classes, while the other half do not. This equal percentage proposes that while some teachers are adopting digital storytelling, others are not. In Algeria, integrating digital tools like digital storytelling into education can be challenging due to factors such as limited access to technology, lack of training, and traditional teaching methods. Despite these challenges, research indicates that digital storytelling can effectively

enhance language skills, increase student engagement, and foster collaborative learning environments. The mixed use of digital storytelling among teachers in Biskra highlights the need for targeted professional development programs and improved access to technological resources. Such materials could support teachers in overcoming barriers and fully integrating digital storytelling into their teaching practices, also enriching the learning experience for students.

## **Section Two: Teachers' Viewpoints towards teaching Vocabulary**

***Q4: Do you agree vocabulary is essential for learning a foreign language?***

**Table 3.4**

### **Teachers' Perceptions on the importance of vocabulary**

Options	Frequency	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

The above question shows that all 10 EFL teachers surveyed in Biskra agree that vocabulary is essential for learning a foreign language. These unanimous responses underline the critical role of vocabulary in language acquisition. A strong vocabulary foundation is crucial for effective communication in a foreign language. It allows learners to understand and produce language in all skills; listening, speaking, reading, and writing. Without vocabulary acquisition, learners may struggle to express themselves clearly or comprehend others, hindering overall language proficiency. In the context of Biskra, these conclusions emphasize the need for focused vocabulary instruction within EFL curricula. By prioritizing vocabulary development, teachers can enhance students' language skills, leading to more successful and meaningful learning experiences.

***Q5: Do you agree that limited vocabulary is the biggest issue in language learning?***

**Table 3.5****Teachers' views on vocabulary shortage in language learning**

Options	Frequency	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

The answers indicate that 70% of the 10 teachers surveyed in Biskra consider limited vocabulary to be the most significant challenge in language learning. This emphasizes a strong agreement on the importance of vocabulary acquisition in mastering a foreign language. However, the remaining 30% of teachers did not identify vocabulary as the primary issue. Therefore, from their perspective, other factors such as grammar, pronunciation, or listening comprehension may pose greater challenges for learners. For instance, a solid understanding of grammar is essential for constructing meaningful sentences and conveying ideas accurately. Without a good grasp of grammatical structures, learners may struggle to express themselves clearly, even if they have a broad vocabulary. In the context of Biskra, these varying perspectives highlight the multifaceted nature of language learning. While vocabulary is crucial, it is equally important to address other aspects of language acquisition to provide a comprehensive learning experience. This balanced approach can help learners overcome the challenges they face in mastering a foreign language.

**Q6: Do you use various strategies or materials to build students' vocabulary?****Table 3.6****Teachers' use of strategies and materials in vocabulary building**

Options	Frequency	Percentages
Yes	8	80%
No	2	20%
Total	10	100%

There is 80% of the 10 teachers employ various strategies and materials to enhance students' vocabulary acquisition. This approach reflects a commitment to providing

diverse learning experiences that encounter to different student needs and learning styles. The remaining 20% of teachers reported not utilizing a variety of strategies or materials, which may show a preference for more traditional methods such as limited resources or time. These teachers might focus on core vocabulary instruction through direct teaching methods, potentially emphasizing grammar or other aspects of language learning. In the context of Biskra, the most use of varied strategies and materials underscores the importance of adapting teaching methods to foster vocabulary development. Incorporating range of resources can make learning more engaging and effective, covered the varied needs of students and enhancing their language proficiency.

**Q7: If yes, state at least two of them**

**Table 3.7**

**Strategies and materials used for vocabulary instructions**

Strategy or Material	Frequency	Example Responses
Reading-based strategies (intensive reading, texts)	5	Reading sessions, Reading short texts intensively, Extensive reading.
Contextualization and use of examples	4	Contextualization, Contextual examples, Reading in context.
Interactive speaking/listening activities	4	Group work, Classroom discussion, Listening to audio and video
Games and playful learning techniques	3	Games sometimes, Vocabulary games, Interactive exercises
Visual aids and multimedia tools	3	Visual aids, Tapes, video, audio, Visuals
Direct vocabulary teaching (definitions, synonyms)	2	Providing synonyms, Direct teaching
Questioning and critical thinking techniques	2	Questioning techniques, Open-ended discussion technique
No strategies stated	1	No

Responses reveal that most teachers at Biskra University use a variety of strategies to build vocabulary, reflecting an awareness of multi-modal and communicative teaching approaches. The most frequent strategy was reading-based techniques (n = 5), including intensive and extensive reading practices. Contextualization (n = 4) was also emphasized,

with teachers presenting vocabulary through meaningful examples and real-life contexts. Similarly, four teachers used interactive speaking and listening activities such as discussions and multimedia input to promote active vocabulary use. Games and visual aids were each mentioned by three teachers. Games support engagement and reduce anxiety, while visual materials aid memory and comprehension. Two teachers used direct teaching methods like providing synonyms, and two others employed questioning and open-ended discussion to support vocabulary learning and pronunciation. Only one teacher reported not using specific strategies. Overall, teachers at Biskra University apply diverse methods, balancing traditional instruction with communicative and interactive techniques to enhance vocabulary acquisition.

***Q8: Do you think better vocabulary helps students communicate in real-life English situations?***

**Table 3.8**

**Teachers' views on vocabulary's role in real life English communication**

Options	Frequency	Percentages
Yes	9	90%
No	1	10%
Total	10	100%

The questionnaire results present that 90% of the teachers believe that a better vocabulary helps students communicate more effectively in real-life English situations. This indicates a strong agreement among teachers about the importance of vocabulary in facilitating meaningful communication. In contrast, 10% of teachers disagreed, possibly suggesting that they consider other factors, such as grammar or pronunciation, to be more significant challenges in communication. This minority perspective indicates the complexity of language learning, where different students may prioritize various aspects based on their teaching experiences and observations. These results emphasize the critical role of vocabulary in language proficiency. Studies have shown that vocabulary knowledge is a key element that hinders the proficiency of EFL learners, particularly in speaking skills. In conclusion, while the majority of teachers recognize the huge role of vocabulary in real-life communication,

some may perceive other factors as more pressing challenges which underscore the need for effective vocabulary instruction in EFL settings.

***Q9: What challenges do your students face in acquiring vocabulary?***

**Table 3.9**

**Students' challenges in acquiring vocabulary**

Options	Frequency	Percentages
Limited exposure to real-world usage of words	4	40%
Difficulty retaining and recalling new words	1	10%
Lack of effective practice and repetition	4	40%
Fear of making mistakes when using new vocabulary	1	1%
Total	10	100%

The survey results reveal that the majority of teachers in Biskra identify several challenges students face in acquiring vocabulary. The most cited issues include limited exposure to real-world usage of words and a lack of effective practice and repetition, each reported by 40% of teachers. These challenges are consistent with findings in existing literature, which highlight that insufficient exposure to vocabulary in authentic contexts and inadequate practice can hinder vocabulary acquisition. Additionally, 10% of teachers noted that students have difficulty retaining and recalling new words, which is often attributed to ineffective learning strategies. Only 1% of teachers mentioned that students' fear of making mistakes when using new vocabulary poses a significant challenge. This means that while fear of errors is a concern, it may not be as impactful as other factors. The results emphasize the importance of providing students with opportunities for exposure to vocabulary in meaningful contexts, as well as implementing strategies that promote regular practice and repetition. Addressing these challenges can enhance students' vocabulary acquisition and overall language proficiency.



***Q10: How do you assess your students' vocabulary comprehension?***

**Table 3.10**

**Assessment of vocabulary comprehension**

Category	Frequency	Example Responses
Mixed-method assessments (quizzes, writing, discussion, observation)	4	Quizzes, class participation, writing tasks, Observations and discussions
Perception-based evaluation (adequate, average, poor, etc.)	5	Adequate, low, Poor, Moderate to intermediate, It's average
No formal assessment	1	Never assessed them for their vocabulary
Differentiated learner insight	1	There are two categories of learners: some with good vocabulary, some with limited vocabulary....

. The analysis reveals that most teachers assess vocabulary comprehension either through mixed evaluation strategies or general perceptions of students' proficiency. Four teachers used a mix of quizzes, writing tasks, class participation, discussions, and observation, focusing on both vocabulary acquisition and contextual use. One teacher, for example, asked students to use new vocabulary in short paragraphs to demonstrate understanding and application. Five responses were perception-based, using terms like adequate, average, low, or moderate to intermediate. These reflect general impressions rather than structured assessment. One participant mentioned never assessing vocabulary directly. This, along with perception-based answers, may indicate a lack of training or tools for effective vocabulary assessment. Another response provided a differentiated view, noting that students with stronger speaking and reading skills showed better vocabulary comprehension, while others struggled with retention and understanding. Overall, while some Biskra University teachers use structured assessment methods, many rely on impressions or lack clear strategies. This highlights the need for training in vocabulary assessment to ensure instruction is both effective and measurable

***Q11: as a teacher, do you think digital storytelling helps improve vocabulary?***

**Table 3.11****Teachers' opinions on the effectiveness of digital storytelling**

Options	Frequency	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

All ten teachers who answered the questionnaire said “Yes”, meaning they all believe that digital storytelling helps students improve their vocabulary. This indicates that 100% of the teachers agree on the positive impact of using digital storytelling in the classroom. This high level of agreement suggests that digital tools like videos, audio stories, and multimedia presentations are seen as useful and engaging ways to help students learn and remember new words. The fact that none of the teachers disagreed may also show that teachers are open to using technology to support vocabulary learning, especially in (EFL) classes like those of Biskra University. Teachers may find digital storytelling helpful because it presents new vocabulary in context, makes learning more enjoyable, and encourages students to use the words in meaningful ways. This strong support from teachers could be a sign that more training or resources in digital storytelling might be encouraged and useful in Algerian universities.

***Section Three: Digital Storytelling in Improving Vocabulary******Q12: Do you use Digital storytelling technique in your courses?*****Table 3.12****The use of Digital storytelling in courses**

Options	Frequency	Percentages
Yes	3	30%
No	5	50%
Sometimes	2	20%
Total	10	100%

Table 3.12 reveals that half of the teachers (50%) reported that they do not use digital storytelling in their courses. Meanwhile, 30% of respondents stated that they do use it, and 20% indicated that they use it only sometimes. While there is some awareness and limited application of digital storytelling among instructors, the technique has not yet been widely adopted at Biskra University. The relatively low usage may reflect a lack of training, resources, or familiarity with the digital storytelling method. Since digital storytelling can enhance student engagement and promote creativity, its limited use could point to missed opportunities for more dynamic and interactive learning experiences.

**Q13: *When you use digital storytelling, how your students interact?***

**Table 3.13**

**Students' interaction with Digital storytelling**

Options	Frequency	Percentages
Negatively	0	0%
Positively	8	80%
No interaction	2	20%
Total	10	100%

The results reveal that the majority of teachers (80%) observed positive interaction from their students when digital storytelling was used as part of their teaching strategy. The students tend to be more engaged and responsive when this modern, multimedia-based method is implemented. Especially, none of the teachers observed negative interaction, which reinforces the idea that digital storytelling does not disrupt the learning environment or lead to student disengagement. However, 20% of the teachers indicated there was no interaction from students. This lack of response may be due to several factors, such as the students' unfamiliarity with the technique, technical difficulties, or the way in which the digital storytelling activity was designed or delivered. These points to the importance of providing support and training not only for teachers but also for students to ensure the technique is effectively used. Overall, the responses indicate that digital storytelling, when used properly, can enhance student interaction and create a more dynamic and engaging

learning environment. These findings support the idea that integrating technology into teaching practices can have a positive effect on student participation.

**Q14: Do your students prefer using digital stories in the classroom or other learning materials?**

**Table 3.14**

**Students' preference for Digital Stories**

Options	Frequency	Percentages
Yes	7	70%
No	3	30%
Total	10	100%

The majority of teachers (70%) reported that their students prefer digital stories over traditional learning materials such as textbooks, printed handouts, or static slides. This suggests that students are generally more motivated or interested when digital storytelling is integrated into the classroom. Meanwhile, 30% of the teachers stated that their students do not prefer digital stories. This minority response may reflect a number of variables such as students' learning styles, access to technology, or even the quality and relevance of the digital stories being used. Some students may still feel more comfortable with traditional materials due to familiarity or clarity. The overall results support the idea that digital storytelling has a strong appeal among students and can serve as an effective pedagogical tool. It appears to offer an engaging alternative that may enhance motivation and attention, especially in higher education contexts like Biskra University, where student-centered learning approaches are increasingly emphasized. However, the presence of differing preferences also highlights the need for a balanced approach that meet student needs and learning preferences.

**Q15: If they prefer other learning materials state them?**

**Table 3.15****Alternative learning materials preferred by students**

Category	Frequency	Example Responses
Visual materials (videos, movies)	4	Educational videos, Movies with subtitles
Audio-based tools (podcasts, songs)	3	Podcasts, Songs with lyrics
Interactive methods (games, discussions, ChatGPT)	5	Online games, Open discussions, ChatGPT
Reading materials	2	Reading for leisure, Tactile reading objects"
No alternative stated	2	No, No idea

The analysis reveals that interactive methods were the most frequently mentioned alternative learning tools, appearing in half of the responses ( $n = 5$ ). These include online games, classroom discussions, and the use of AI tools such as ChatGPT. Visual materials (e.g., videos and movies) were also frequently cited ( $n = 4$ ), followed by audio-based resources such as podcasts and songs ( $n = 3$ ). A smaller number of responses mentioned reading materials ( $n = 2$ ), and two teachers stated that their students did not express a preference for alternative materials or had no clear idea. These results indicate that students at Biskra University appreciate a variety of media-rich and interactive materials instead of digital storytelling. The diversity of responses highlights the importance of using a multimodal approach in teaching that accommodates different learning preferences .

***Q16: Do you agree that digital storytelling can help solve students' vocabulary gaps?***

**Table 3.16****Teachers' agreement on Digital storytelling's impact on vocabulary gaps**

Options	Frequency	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

Table 3.16 shows that all teachers (100%) agreed digital storytelling can help students improve their vocabulary. This means teachers believe digital storytelling is useful for closing vocabulary gaps.

**Q17: What kind of support or training would help you use digital storytelling more effectively in your vocabulary lessons?**

**Table 3.17**

**Types of support needed for using Digital stories**

Category	Frequency	Example Responses
Technical training (tools, platforms, apps)	4	Tech Training: Short workshops on tools like Adobe Spark, Book Creator, or Canva
Lesson planning and integration support	3	Help with planning the lessons, Integrating storytelling in the lesson plans
Assessment and evaluation techniques	2	Checking if the students are learning, Assess vocabulary acquisition
Classroom infrastructure (equipment, space)	2	Using data show in an equipped classroom (large one)
Collaboration or peer learning	2	Collaborative planning sessions with colleagues, Working together
Native speaker involvement or language immersion	1	Any training with native speakers
No specific suggestion / unclear	2	No idea, Unclear question

The most frequently mentioned need was technical training (n = 4), with teachers expressing interest in learning how to use platforms such as Adobe Spark, Book Creator, or Canvas. Some respondents (n = 3) emphasized the need for help with lesson planning and integrating storytelling into their classroom activities. Others (n = 2) mentioned the importance of knowing how to assess student progress when using digital storytelling.

Additional needs included better classroom equipment (n = 2), such as projectors and spacious classrooms, and more opportunities for collaborative work with peers (n = 2). One teacher also highlighted the potential benefit of training involving native speakers. Two

responses were either unclear or indicated no specific suggestion. These answers highlight the importance of providing practical, hands-on training and collaboration opportunities for teachers. To successfully implement digital storytelling in vocabulary teaching, support should focus not only on the technical side but also on pedagogical integration, assessment strategies, and creating an environment conducive to technology use.

**Q18: *How do you assess your students' vocabulary retention after using digital storytelling?***

**Table 3.18**

**Assessment methods for vocabulary retention**

Assessment Method	Frequency	Example Responses
Formal assessments (quizzes, tests, evaluations)	4	Using tests and evaluations, Quizzes and story reviews.
Informal observation or classroom participation	2	Observing student participation, Monitoring application in class.
Oral or written story- based performance	2	Retelling digital stories using key terms, Written responses with vocabulary
Peer feedback	1	Peer feedback is an effective strategy
Not assessed / unsure	3	Never used, Never assessed, Good

The most frequently reported method for assessing vocabulary retention was formal assessment, including quizzes, tests, and evaluations ( $n = 4$ ). These provide measurable evidence of students' retention of vocabulary introduced through digital storytelling. Teachers using this method emphasized structured evaluation to track progress and outcomes. Two teachers reported using informal observation, such as monitoring classroom participation and verbal use of vocabulary in discussions. Though less structured, this method offers insight into students' spontaneous application of learned vocabulary in authentic contexts. Similarly, two teachers assessed vocabulary retention through oral or written performances, such as retelling digital stories or writing responses using target vocabulary—an approach that aligns with the principles of digital storytelling by encouraging meaningful language production. One teacher supported peer feedback as a tool for assessing vocabulary use. This promotes

collaborative learning and supports the development of critical thinking and reflection. However, three participants indicated they either did not assess vocabulary retention or were unsure how to do so. Responses like “Never used” or “Good” (without elaboration) suggest a lack of clarity or experience in evaluating vocabulary learning outcomes. Overall, while some teachers at Biskra University apply both traditional and creative methods to assess vocabulary retention, others lack clear strategies. This underscores the need for training not only in implementing digital storytelling but also in evaluating its impact on vocabulary learning effectively and pedagogically.

### **3.3.3 Description of the students’ questionnaire**

The students’ questionnaire was given to 50 first-year students at Mohamed Khider University of Biskra. It included 19 questions made up of both closed-ended items; such as yes/no questions, Likert scale items, and multiple-choice questions, as well as open-ended ones. The questionnaire was divided into three sections, each containing a set of questions that students answered honestly and objectively. These sections were organized as follows:

- **The Personal Information**

In this section, students were asked to indicate their choice of studying English and their reasons for choosing to study English and their level of proficiency in English.

- **Students’ viewpoints towards gaining vocabulary**

This section explores various aspects related to vocabulary. Initially, we gathered students’ perspectives on vocabulary from different angles. For instance, we asked them about the importance of vocabulary and whether they believe that a lack of a strong vocabulary could cause struggles in expressing themselves, and finally, the main reasons behind the difficulties in gaining vocabulary.

- **Digital storytelling in improving vocabulary**



As the central focus of this study is to examine the role of digital storytelling in enhancing vocabulary acquisition, this section is dedicated to gathering students' insights on digital storytelling from multiple perspectives. Specifically, we asked them about the effectiveness of digital storytelling compared with traditional methods in terms of engagement, motivation and retention of the new words. Furthermore, we inquired about their opinions on the types of digital storytelling they find most useful. In addition, we asked for their views on the strategies that they follow to enhance their language skills. Finally, we asked them about some suggestions on how to improve the use of digital storytelling in their classes.

### 3.3.4 Analysis of Students' Questionnaire

The students' questionnaire serves as a vital instrument for assessing the impact of digital storytelling (DST) on vocabulary acquisition among English as Foreign Language (EFL) learners. By gathering students' perceptions and experiences, the questionnaire provides Meaningful understanding into how DST influences engagement, motivation, and the retention of new vocabulary. This feedback enables learners to evaluate the effectiveness of DST in language learning and to make informed decisions about integrating such incorporate creative pedagogical approaches into their educational programs

#### Section One: Personal Information

##### Q1: *Your choice of studying English is*

**Table 3.19**

#### **Students' reasons for choosing to study English**

Options	Frequency	Percentage
Free	30	75%
Imposed	0	0%
Advised by parents	10	25%
Total	40	100%

According to Table 3.19, 30 students (75%) reported that they chose English independently. None of the students (0%) were forced to choose it. Additionally, 10 students

(25%) said they chose English because their parents advised them to. These results demonstrate that most students chose English on their own, showing a strong personal interest. A smaller number were influenced by their parents, and no students felt pressured to choose the subject.

**Q2: What is your reason for studying English?**

**Table 3.20**

**Students' reasons for studying English**

Options	Frequency	Percentage
To obtain a diploma and secure a job	17	42.5%
For communication purposes	13	32.5%
Others	10	25%
Total	40	100%

As shown in Table 21, the most common reason, chosen by 17 students (42.5%), was to obtain a diploma and improve job prospects. This indicates that many students view English as essential for their academic qualifications and future careers. Additionally, 13 students (32.5%) stated that their main reason was for communication purposes, suggesting that they recognize the value of English in connecting with others both locally and internationally. The remaining 10 students (25%) selected the "Other" option. This may imply that they have different or more personal motivations for learning English such as travel, cultural interest, or entertainment which were not specifically listed in the questionnaire. These results suggest that most students view English as a practical tool for academic and professional advancement. Some other students also value it for communication, while others may have personal or unspecified motivations for learning the language.

**Q3: How would you rate your level of proficiency in English?**

**Table 3.21**

### Students' English level of proficiency

Options	Frequency	Percentages
Excellent	2	5%
Good	26	65%
Average	11	27.5%
Poor	1	2.5%
Total	40	100%

Table 3.21 presents the students' English level of proficiency. Therefore, as it is seen, the most of the students of our sample 26 (65%) have a good English level. Moreover, eleven respondents (27.5%) declared that their English level is average. two other students (10%) have an excellent level. However, we have only one (2.5%) respondent who claimed that his English level is poor. In short, the majority of the students have a good level. This suggests a generally confident attitude toward their language skills. A smaller group rated their proficiency as average, indicating they may still face some challenges. Only a few students (5%) considered their proficiency excellent, which may reflect high standards or modest self-assessment. The very small percentage of students (2.5%) who rated their skills as poor suggests that very few feel significantly limited in their English abilities.

### Section Two: Students Viewpoints towards Gaining Vocabulary

**Q4: Do you believe that a strong vocabulary is essential for understanding English content?**

**Table 3.22**

#### The essentiality of vocabulary

Options	Frequency	Percentages
Yes, it is essential	23	57.5%
No, it is not very important	9	22.5%
Somewhat, but not always necessary	1	2.5%
I am not sure	7	17.5%
Total	40	100%

The results of this question show that the majority of the students, 23 out of 40 (57.5%), agreed that vocabulary is essential for understanding English content. On the other hand, 9

students (22.5%) stated that vocabulary is not very important. This group may believe that other language components, such as grammar or speaking practice, contribute more significantly to language learning. Additionally, one student (2.5%) believed that vocabulary is only somewhat important and not always necessary, indicating a more balanced or context-dependent perspective. Furthermore, 7 students (17.5%) reported that they were not sure about the importance of vocabulary, which could reflect uncertainty or a lack of experience in language learning. Overall; these findings suggest that while the majority of students strongly value vocabulary, a sample of the group has different opinions or is uncertain. This emphasizes the importance of reinforcing the role of vocabulary in English language education and providing more support to help students understand its value.

**Q5: Do you think improving your vocabulary will help you in real-life English communication (e.g: speaking, writing, understanding media)?**

**Table 3.23**

**Students' perceptions of vocabulary's role in real life English communication**

Options	Frequency	Percentages
Yes	39	97.5%
No	1	2.5%
Total	40	100%

The results show that the majority of students 39 out of 40 (97.5%), believe that improving vocabulary helps in real-life English communication, such as speaking, writing, and understanding media. This indicates a strong awareness among learners of vocabulary's practical importance. In contrast, 1 student (2.5%) disagreed, suggesting a rare alternative view. Overall, the findings highlight that most students see vocabulary as essential for effective everyday communication in English.

**Q6: How often do you feel that a lack of vocabulary limits your ability to express yourself in English?**

**Table 3.24****Students' views on vocabulary deficiency on English expression**

Options	Frequency	Percentages
Very often	8	20%
Sometimes	26	65%
Rarely	6	15%
Never	0	0%
Total	40	100%

The results show that most students feel limited by their vocabulary when expressing themselves in English. Specifically, 26 students (65%) reported that this happens sometimes, while 8 students (20%) said it occurs very often. Only 6 students (15%) rarely feel limited, and none reported never experiencing this issue. The outcomes indicate that vocabulary limitation is a big issue among the students. With 85% of the respondents indicating either “sometimes” or “very often,” it becomes evident that improving vocabulary should be a key focus in English language learning. The absence of any responses in the “never” category reinforces the idea that vocabulary challenges are a shared experience, not limited to only a few individuals. This could indicate a need for more targeted vocabulary-building strategies in the program to support learners at various proficiency levels.

**Q7: According to you, what are the main reasons behind students' difficulties in gaining vocabulary?**

**Table 3.25****Students' difficulties in acquiring vocabulary**

Options	Frequency	Percentages
Difficulty due to traditional methods of learning vocabulary	13	32.5%
Lack of effective practice and repetition	15	37.5%
Limited exposure to real-world usage of words	4	10%
Difficulty in retaining and recalling new words	5	12.5%
Negative attitude towards learning	3	7.5%

new vocabulary		
Total	40	100%

According to the sample's answers, the main difficulty students faced in learning vocabulary was a lack of effective practice and repetition (37.5%), followed by the use of traditional learning methods (32.5%). Other reported challenges included difficulty in retaining and recalling new words (12.5%) and limited exposure to real-world usage of vocabulary (10%). A smaller group of students (7.5%) faced difficulties with negative attitude toward vocabulary learning. The study found that students struggle most not because they are not capable to learn vocabulary, but because the methods and conditions for learning are not supportive or engaging. The top two reasons are lack of practice/repetition and traditional methods, together account for 70% of the responses, emphasizing a critical need for pedagogical reform. Teachers should consider integrating more dynamic, interactive, and learner-centered strategies that promote meaningful context and active learning to enhance vocabulary acquisition and retention.

### Section three: Digital Storytelling in Improving Vocabulary

***Q8: Do you think that the use of digital storytelling activities can help EFL students improve their vocabulary?***

**Table 3.26**

#### **Students' views of the usefulness of DST in improving vocabulary**

Options	Frequency	Percentages
Yes	39	97.5%
No	1	2.5%
Total	40	100%

As shown in Table 27, the majority of students (97.5%) believed that digital storytelling activities can help EFL learners improve their vocabulary. Only one student (2.5%) disagreed. The consistent positive feedback from students emphasizes the effectiveness of digital storytelling in enhancing vocabulary acquisition among EFL learners. By integrating digital storytelling into language learning curricula, educators can provide

students with an engaging and effective means to expand their vocabulary and improve their overall language skills.

**Q9: If yes, is that because:**

**Table 3.27**

**Reasons for the effectiveness of DST in vocabulary**

Options	Frequency	Percentages
It raises students' motivation and interest	13	32.5%
It helps students learn and remember new words	16	40%
It exposes students to vocabulary in context	2	5%
It allows students to practice using new vocabulary	2	5%
It helps students overcome their fears and build confidence in using new words	2	5%
All of the above	5	12.5%
Total	40	100%

The findings shows that the most selected reason for the usefulness of digital storytelling was its ability to help students learn and remember new words (40%), followed by its role in raising students' motivation and interest (32.5%). A smaller number of students selected benefits such as exposure to vocabulary in context, opportunities to practice new vocabulary, and increased confidence in using new words (each 5%). Additionally, 12.5% of students chose "all of the above," indicating they perceived multiple benefits. These findings suggest that digital storytelling is seen as effective primarily for vocabulary retention and learner motivation.

**Q10: Do you feel that digital storytelling helps you understand the context in which new vocabulary is used?**

**Table 3.28**

**Students' perceptions of DST in understanding vocabulary context**

Options	Frequency	Percentages
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Results of table3.28 present that a large majority of students (92.5%) agreed that digital storytelling helps them understand the context in which new vocabulary is used, while only a small percentage (7.5%) disagreed. These results suggest that students view digital storytelling as an effective method for presenting vocabulary in meaningful and understandable contexts.

**Q11: *Do you think that digital storytelling helps you remember new vocabulary?***

**Table 3.29**

**Students' views on DST for vocabulary retention**

Options	Frequency	Percentages
Yes	34	85%
No	6	15%
Total	40	100%

The answers of question 11 indicate that 85% of students believed digital storytelling aids in remembering new vocabulary, while 15% did not. It means that the majority of students perceive digital storytelling as an effective tool for enhancing vocabulary retention. The data reveals a strong positive perception of digital storytelling as an effective tool for vocabulary retention among the students surveyed. It is important to note that while a majority supported the use of digital storytelling, a minority expressed the opposite, highlighting the potential for varying individual experiences and preferences in learning strategies.

**Q12: *Do you find that digital storytelling motivates you to practice and review new vocabulary outside of class?***

**Table 3.30**

**Students' motivation to practice vocabulary through DST**

Options	Frequency	Percentages
Yes	38	95%
No	2	5%



Total	40	100%
-------	----	------

The results of this question demonstrate that 95% of students reported that digital storytelling motivates them to practice and review new vocabulary outside of class, while 5% disagreed. These results suggest that digital storytelling is highly effective in encouraging students to engage with vocabulary beyond the classroom. This strong preference emphasize that digital storytelling serves not only as an instructional tool but also as a motivational one, fostering a sense of engagement and personal investment in language learning. In general, the results strongly support the integration of digital storytelling into vocabulary instruction, not just for its pedagogical benefits, but also for its role in enhancing students' motivation. By making vocabulary learning more engaging and accessible, digital storytelling appears to promote greater learner autonomy, sustained practice, and long-term retention of new vocabulary items.

**Q13: Which aspects of digital storytelling do you find most helpful for learning vocabulary?**

**Table 3.31**

**Students' preferred DST activities for vocabulary learning**

Options	Frequency	Percentages
Watching videos	28	70%
Creating stories	8	20%
Listening to narratives	4	10%
Total	40	100%

Table 3.31 shows that the most helpful aspect of digital storytelling for learning vocabulary, according to 70% of students, is watching videos. A smaller number of students found creating stories (20%) and listening to narratives (10%) to be beneficial. the majority of students preferred watching videos as a digital storytelling activity for vocabulary learning. This means that visual content, when combined with audio and contextual cues, plays a significant role in enhancing vocabulary acquisition. The dynamic and engaging nature of

videos is aid in comprehension and retention of new words. In contrast, fewer students favor creating stories and listening to narratives, which may imply that auditory methods are perceived as less effective or engaging. Overall, the data highlight the importance of multimodal approaches in vocabulary instruction, particularly those that integrate visual and narrative elements to support language learning.

**Q14: *What type of digital storytelling do you find most effective for learning vocabulary?***

**Table 22**

**Students' preferred types of DST for vocabulary learning**

Options	Frequency	Percentages
Videos	23	57.5%
Audio recordings	9	22.5%
Interactive stories	2	5%
Animated stories	6	15%
Total	40	100%

According to the data in Table 3.32, (57.5%) of students found that videos are the most effective type of digital storytelling for learning vocabulary. Audio recordings were the second most effective option, chosen by (22.5%) of students. Fewer students preferred animated stories (15%) or interactive stories (5%). The results reinforce the value of video-based storytelling as a highly effective approach in vocabulary instruction. The strong preference for videos among learners highlights the importance of combining visual, auditory, and contextual elements to support deeper understanding and retention of new words. Consequently, learners should prioritize the integration of video content into their teaching strategies to maximize student engagement and learning outcomes. At the same time, there is potential in other digital storytelling type such as audio recordings, animated stories, and interactive narratives which may be less developed. Learners and instructional designers are encouraged to explore these types to enhance their appeal and educational impact, ensuring that learner preferences and needs are addressed in vocabulary acquisition.

**Q15: *How do you find digital storytelling more effective?***

**Table 3.33****Students' views about the effectiveness of DST**

Options	Frequency	Percentages
It engages the audience better	8	20%
It helps convey messages more clearly	16	40%
It makes learning more interactive	6	15%
It is visually appealing	8	20%
None of the above	2	5%
Total	40	100%

The responses mentioned above indicate that 40% of students reported that digital storytelling is more effective because it helps convey messages more clearly. An equal number of students (20%) believed it is effective due to its ability to engage the audience or because it is visually appealing. Additionally, 15% highlighted the interactive nature of digital storytelling, while only 5% selected "none of the above." Learners find digital storytelling particularly effective in enhancing clarity and comprehension, while also recognizing its engaging, visual, and interactive features as contributing factors. The claims support the incorporation of digital storytelling into language instruction as a multifaceted tool that not only aids understanding but also enriches the overall learning experience.

**Q16: *How often does your teacher use digital storytelling in the classroom to improve your vocabulary?***

**Table 3****Teacher utilization of DST in the classroom**

Options	Frequency	Percentages
Always	4	10%
Sometimes	19	47.5%
Rarely	15	37.5%
Never	2	5%
Total	40	100%

As indicated in Table 3.34, 47.5% of students stated that their teacher sometimes uses digital storytelling to improve vocabulary, while 37.5% said it is rarely used. Only 10% of students reported that it is always used. In contrast, 5% said it is never used. Generally, although students perceive digital storytelling as an effective and motivating tool for vocabulary learning, its use in the classroom is often limited. This highlights a potential gap between student needs and instructional practices. Teachers may require additional support, training, and access to quality resources that facilitate the integration of this method into regular classroom activities.

**Q17: Do you believe that digital storytelling activities can assist students in enhancing their language skills?**

**Table 3.35**

**Effectiveness of DST activities in enhancing language skills**

Options	Frequency	Percentages
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Table 36 shows that the majority of students (92.5%) believe that digital storytelling activities can assist in enhancing language skills, while only 7.5% disagreed. These results suggest strong student confidence in the effectiveness of digital storytelling as a supportive tool for language development.

**Q18: If yes, is it because:**

**Table 4 Factors supporting the use of DST activities for language skill enhancement**

Options	Frequency	Percentages
It boosts students' motivation and engagement	6	15%
It helps students expand and improve their vocabulary	22	55%
It aids in improving students' fluency	1	2.5%
It provides students with the opportunity to learn proper language use	7	17.5%
All of the above	4	10%
Total	40	100%

According to the data in Table 3.36, 55% of students stated that digital storytelling helps enhance language skills primarily by expanding and improving vocabulary. Other students believed it contributes by providing opportunities to learn proper language use (17.5%) or by boosting motivation and engagement (15%). A small percentage (2.5%) noted improved fluency as the main benefit, while 10% selected “all of the above.” These findings suggest that vocabulary development is the most significant language skill supported by digital storytelling, also other meaningful benefits.

**Q19: What are the strategies that you follow to enhance your vocabulary acquisition in English?**

**Table 3.37 Common strategies to enhancing English vocabulary acquisition**

Options	Frequency	Percentages
Reading books/articles regularly	15	37.5%
Using flashcards or vocabulary apps	5	12.5%
Watching English media (TV shows, movies, etc.)	16	40%
Practicing writing and speaking	3	7.5%
None of the above	1	2.5%
Total	40	100

Based on the results presented in Table 38, the most commonly used strategy for enhancing vocabulary acquisition was watching English media, selected by 40% of students. This was followed by reading books or articles regularly (37.5%). Other students reported using flashcards or vocabulary apps (12.5%) and practicing writing and speaking (7.5%). Only one student (2.5%) indicated using none of these strategies. These results suggest that students prefer contextual methods, such as media exposure and reading, to support their vocabulary learning.

**Q20: Would you suggest to some ideas on how to use digital storytelling effectively in your sessions to improve your learning experience?**

The majority of respondents mentioned the usefulness of videos, repetition, and multimedia content. One participant noted, “Watching videos and practicing new words helps

me remember them.” Several students also suggested creating short videos or presentations to reinforce vocabulary, indicating that digital storytelling can be used both as an instructional and a creative learning tool. Others highlighted the benefits of using music, podcasts, and visual aids to support vocabulary acquisition. A few participants expressed mixed feelings, with one writing, “Digital storytelling helps me, but not like the traditional methods.” Overall, responses suggested that students view digital storytelling as a valuable aid to traditional vocabulary instruction, especially when it incorporates visual and auditory elements.

### **3.4 Discussion and Synthesis of the Results**

This part is concerned with summarizing the results and findings that were tackled in both teachers and students’ questionnaires

#### **3.4.1 Discussions of Teachers Questionnaire**

The current study aimed to investigate teachers and students’ attitudes towards the implementation of digital storytelling technique as a teaching/learning strategy to improve first year EFL students’ vocabulary knowledge. The analysis of the teachers’ questionnaire provides a deeper understanding of how digital storytelling is viewed and used in EFL vocabulary teaching, especially in Biskra context. The first part of the questionnaire showed that most teachers have high academic qualifications and several years of teaching experience. This means that they have a strong foundation in language education and are well aware of students’ challenges in learning English vocabulary. It also means their opinions are informed by years of classroom experience.

In the second section, all teachers agreed that vocabulary is a key part of learning a foreign language. Many claimed that a limited vocabulary is one of the main problems their students face, which directly affects their ability to communicate in real-life situations. To help their students build vocabulary, most teachers said they use a mix of teaching strategies such as reading activities, context-based examples, discussions, games, and visual aids.

However, not all of them assess vocabulary formally or clearly, which may make it harder to measure students' progress accurately.

The third section focused on digital storytelling, and it revealed mixed levels of use. Some teachers use it regularly, others sometimes, and many not at all. Still, all teachers agreed that digital storytelling can help improve vocabulary by presenting words in context and making lessons more engaging. Most said their students respond positively when digital stories are used and often prefer them over traditional materials. However, some students still prefer other interactive tools like games, videos, and songs. Teachers also mentioned needing technical training, better equipment, and help with lesson planning to use digital storytelling more effectively. Some assess vocabulary through quizzes or story-based tasks, while others do not use clear methods for checking learning.

In conclusion, the results show that teachers in Biskra are aware of the importance of vocabulary in EFL learning and are open to using digital tools like storytelling. However, more support, training, and resources are needed to fully integrate digital storytelling into classroom practice. These results confirm the potential of digital storytelling to improve vocabulary learning, while also pointing to the need for more structured implementation and assessment strategies in the Algerian EFL context. Overall, the positive responses from teachers about the role of digital storytelling in helping students learn and remember new words support the main aim of this research and help answer the research questions. They confirm that digital storytelling can be an effective technique for improving EFL learners' vocabulary in EFL classrooms.

### **3.4.2 Discussions of Students' Questionnaire**

The analysis of the students' questionnaire provided valuable insights into their attitudes towards learning English and acquiring vocabulary. Most students revealed that their choice to study English was personal and motivated to improve communication skills and

future career opportunities. Although many considered their level of English to be good, they acknowledged facing difficulties when expressing themselves due to limited vocabulary. The students also agreed on the importance of vocabulary in understanding English content and using the language effectively in real-life situations. They also indicated that traditional learning methods and lack of practice were among the main challenges in acquiring new words.

Moreover, in the third section of the students' questionnaire, we explored the impact of digital storytelling on vocabulary improvement. The results indicated that the majority of students believed that digital storytelling could help improve their vocabulary. They focused on the primary benefit of digital storytelling was its ability to help them learn and remember new words, while also raising their motivation and interest in the language. Additionally, many students felt that digital storytelling was effective in helping them understand the context in which new vocabulary was used, aiding in retention and making vocabulary learning more meaningful. When asked about the most helpful aspects of digital storytelling, students expressed a strong preference for watching videos, as they found the combination of visual and auditory content most beneficial for vocabulary acquisition. They also appreciated that digital storytelling encouraged them to practice vocabulary outside of class, further supporting long-term retention. Despite these positive views, the use of digital storytelling in the classroom was reported to be somewhat limited, with many students indicating that it was used only occasionally by their teachers. Finally, the findings support the research aims, confirming that digital storytelling is regarded as an effective and engaging tool for vocabulary learning, motivating students and enhancing their language skills.

### **Conclusion**

To conclude, the purpose of this chapter is to analyze and discuss the findings from the data that is gathered from both teachers and students' questionnaire. In short, the data



collection tools are addressed to first year EFL learners at English Department University of Mohammed Kheider Biskra, the aim of the questionnaire was to identify teachers and students' difficulties in acquiring vocabulary and their level of familiarity with the use of digital storytelling based on their perceptions and experiences.

## **General Conclusion**

Vocabulary plays a key role in language learning, as it helps learners communicate more effectively and understand language input across different contexts. However, many EFL students face difficulties in acquiring and retaining vocabulary due to limited exposure, lack of motivation, and traditional teaching methods. As a response to these challenges, the current study aimed to investigate the effectiveness of Digital Storytelling (DST) as a modern and engaging technique to support vocabulary learning among first-year EFL students at the University of Biskra. The research specifically attempted to examine whether DST can improve students' vocabulary memorization and increase their motivation to learn and acquire new vocabulary. This study adopted a quantitative approach by using two questionnaires one for students and one for teachers to collect data about their attitudes and perceptions. The student questionnaire was answered by 40 participants out of 50 targeted, while the teacher questionnaire took longer to complete due to difficulties in reaching 10 EFL teachers. Although the study initially included an observation as a data collection tool, it was cancelled because of time constraints. The structure of the study is divided into three main chapters. The first chapter provides an overview about vocabulary acquisition in EFL learning, its definitions, importance, and the challenges students face in acquiring vocabulary. The second chapter discusses Digital Storytelling as a teaching strategy, its features, benefits, and its role in enhancing vocabulary. The third chapter covers the practical part, including the research design, sampling, data collection tools, and a detailed analysis of the results. The findings of this research show that both students and teachers have positive attitudes toward the use of DST in the classroom. Students reported that DST helped them learn and remember new words more effectively, while teachers confirmed that it encouraged students to participate more and made vocabulary learning more enjoyable. Therefore, the study concludes that Digital Storytelling can be an effective and motivating technique for improving vocabulary

among EFL learners. It is recommended that teachers adopt DST as a supportive method in vocabulary acquisition, and future research may explore its application with different language skills or in other educational contexts. In summary, this study highlights the value of combining technology with language teaching to create a more engaging and effective learning experience.

### **Limitations of the Study**

During the course of this research, several limitations were encountered that may have influenced the overall results and outcomes. Firstly, although an observation tool was initially prepared as part of the data collection methods, it had to be cancelled due to time constraints. The limited time available, along with scheduling difficulties, did not allow for the implementation of the observation sessions as originally planned. Secondly, there were some challenges related to the administration of the students' questionnaire. It was designed to be answered by 70 first-year EFL students, but only 40 of them responded. This reduced sample size may have affected the generalizing of the results. Additionally, collecting responses from teachers posed another limitation. Although the questionnaire targeted 10 EFL teachers, it took a significant amount of time and effort to find and receive responses from all of them. Despite these limitations, the study provided valuable insights into the role of digital storytelling in vocabulary acquisition. The challenges faced also offered practical experience and highlighted important aspects to consider in future research.

### **Recommendations**

Based on the findings of this study, the following recommendations are suggested:

- Teachers should receive training on how to effectively use digital storytelling tools such as Adobe Spark, Canva, and Book Creator.
- Digital storytelling techniques should be integrated into the English curriculum to enhance vocabulary acquisition and student engagement.

- Increase the activities that help students to practice the English language skills in varied situations.
- A mix of digital tools and traditional resources should be used to cater to different student learning preferences.
- Teachers should assess vocabulary retention through more structured methods like quizzes, story-based tasks, and oral presentations.
- Collaborative learning activities like peer feedback and group storytelling projects should be encouraged to reinforce vocabulary usage.
- Teachers should focus on providing students with real-world contexts to practice and apply new vocabulary.
- The students do not have to fear to ask their teacher when encountering or hearing new and unknown words during the digital storytelling.
- Students also have to inform their teacher of the type of stories they want in order to be involved and engaged with their classmates and teacher.
- More attention should be given to creating an interactive and dynamic learning environment using digital tools and multimedia resources.
- The administration have to provide the teachers with specified rooms with the necessary technological materials such as internet and data show to create an enjoyable and helpful atmosphere of teaching/learning the foreign language.

## References

- Catalán, R. M. J. (2003). Sex differences in L2 vocabulary learning strategies. *International Journal of Applied Linguistics*, 13(1), 54–77.  
<https://doi.org/10.1111/1473-4192.00037>
- Challenges of vocabulary acquisition. (2010). In M. Berns (Ed.), *Concise encyclopedia of applied linguistics* (p. 406). Elsevier.
- Coggin, L. S., Daley, S., Sydnor, J., & Davis, T. R. (2019). Imagining my ideal: A critical case study of digital storytelling as reflective practice. *Reflective Practice*, 20(1), 60–72. <https://doi.org/10.1080/14623943.2018.1538949>
- Di Blas, N., & Paulini, P. (2013). Beyond the school's boundaries: Policultura, a large-scale digital storytelling initiative. *Educational Technology & Society*, 16(1), 15–27.
- Dogan, B., & Robin, B. (2008). Implementation of digital storytelling in the classroom by teachers trained in a digital storytelling workshop. In K. McFerrin (Ed.), *Proceedings of Society for Information Technology and Teacher Education International Conference* (Vol. 1, pp. 902–907). AACE.
- Dreon, O., Kerper, R., & Landis, J. (2011). Digital storytelling: A tool for teaching and learning in the YouTube generation. *Middle School Journal*, 42(5), 4–9.
- Fraser, C. A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition*, 21(2), 225–241.  
<https://doi.org/10.1017/S0272263199002041>
- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, teaching, and scholarship in a digital age: Web 2.0 and classroom research—What path should we take now? *Educational Researcher*, 38(4), 246–259.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press.

- Hathaway, D., & Norton, P. (2012). Video production: Bridging teacher education and classroom practice. *Journal of Technology and Teacher Education*, 20(2), 127–149.
- Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning*, 34(7), 721–741. <https://doi.org/10.1080/09588221.2019.1650071>
- İşman, A. (2011). *Öğretim teknolojileri ve materyal tasarımı* (Instructional technologies and material design). Pegem Akademi.
- Kearney, M. (2011). A learning design for student-generated digital storytelling. *Learning, Media, and Technology*, 36(2), 169–188.
- Lanszki, A. (2017). A digitális történetmesélés mint komplex tanulószervezési eljárás. In A. Lanszki (Ed.), *Digitális történetmesélés a nevelési-oktatási folyamatban* (pp. 22–43). Líceum Kiadó.
- Lambert, J. (2013). *Digital storytelling: Capturing lives, creating community* (4th ed.). Routledge. [https://doi.org/10.1016/S0097-8493\(01\)00172-8](https://doi.org/10.1016/S0097-8493(01)00172-8)
- Iannotti, E. (2004). *How to make crab soup: Digital storytelling projects for ESL students*. *In Transit*, 10–12.  
[http://ctl.laguardia.edu/journal/pdf/InTransit\\_v1n1\\_DigitalStorytellingESL.pdf](http://ctl.laguardia.edu/journal/pdf/InTransit_v1n1_DigitalStorytellingESL.pdf)
- Lowenthal, P. R., & Dunlap, J. C. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. *The Internet and Higher Education*, 13, 70–72. <https://doi.org/10.1016/j.iheduc.2009.10.004>
- Meadow, D. (2003). Digital storytelling: Research-based practice in new media. *Visual Communication*, 2(2), 189–193.
- Meadows, D. (2011). Digital storytelling. *PhotoBus*. <http://www.photobus.co.uk/?id=534>

- Miller, E. A. (2009). *Digital storytelling* (Unpublished master's thesis). University of Northern Iowa.
- Nguyen, T. H., Hwang, W. Y., Pham, X. L., & Pham, T. (2020). Self-experienced storytelling in an authentic context to facilitate EFL writing. *Computer Assisted Language Learning*, 36(2–3), 123–145.  
<https://doi.org/10.1080/09588221.2020.1744665>
- Nordquist, R. (2019, July 29). *Vocabulary acquisition*. ThoughtCo.  
<https://www.thoughtco.com/vocabulary-acquisition-1692490>
- Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Corwin Press.
- O'Malley, J. M., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Prensky, M. (2001). Digital natives, digital immigrants Part 1. *On the Horizon*, 9(5), 1–6.  
<https://doi.org/10.1108/10748120110424816>
- Rivers, W. M. (1981). *Teaching foreign language skills*. University of Chicago Press.
- Robin, B. (2006). The educational uses of digital storytelling. In C. Crawford (Ed.), *Proceedings of the Society for Information Technology and Teacher Education International Conference* (pp. 709–716). Association for the Advancement of Computing in Education.
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory Into Practice*, 47(3), 220–228.  
<https://doi.org/10.1080/00405840802153916>
- Robin, B. R. (2009). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory Into Practice*, 47(3), 220–228.  
<https://doi.org/10.1080/00405840802153916>

- Ryan, A. W., & Aasetre, J. (2020). Digital storytelling, student engagement and deep learning in geography. *Journal of Geography in Higher Education*, 45(1), 1–15.  
<https://doi.org/10.1080/03098265.2020.1833319>
- Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational Technology Research and Development*, 56, 487–506. <https://doi.org/10.1007/s11423-008-9091-8>
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Descriptive, acquisition, and pedagogy* (pp. 199–228). Cambridge
- Siemens, G. (2014). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 1, 1–8.  
<https://doi.org/10.1.1.87.3793>
- Şimşek, H. (1997). *Paradigmalar savaşı kaostaki Türkiye* [The war of paradigms in chaotic Turkey]. Sistem.
- Tanrikulu, F. (2020). Students' perceptions about the effects of collaborative digital storytelling on writing skills. *Computer Assisted Language Learning*, 36(4), 392–411.  
<https://doi.org/10.1080/09588221.2020.1774611>
- Vinogradova, P., Linville, H. A., & Bickel, B. (2011). “Listen to my story and you will know me”: Digital stories as student-centered collaborative projects. *TESOL Journal*, 2(2), 173–202.
- Wang, S., & Zhan, H. (2010). Enhancing teaching and learning with digital storytelling. *International Journal of Information and Communication Technology Education*, 6(2), 76–87.
- Weigand, E. (1998). Contrastive lexical semantics. In I. E. Weigand (Ed.), *Contrastive lexical semantics* (pp. 25–44). John Benjamins Publishing Company.
- Wilkins, D. (1997). *Linguistics in Language Teaching*. Edward Arnold



- Yang, K. H. (2014). Critical assessment of video production in teacher education: Can video production foster community-engaged scholarship? *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 49(3), 661–673.
- Yang, Y. T. C., Yang, Y. C., & Hung, H. T. (2020). Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking. *Computer Assisted Language Learning*.  
<https://doi.org/10.1080/09588221.2020.1750431>
- Ying, L. (2012). *A tool for using the control of character animation to help teach children communication skills* (Doctoral dissertation, University of Nottingham).  
<http://etheses.nottingham.ac.uk/2692>

# **Appendices**

## Appendix A

### A Questionnaire for EFL Teachers at Biskra University

*Dear teachers,*

This questionnaire is part of a masters 'dissertation focused on exploring the effectiveness of using digital storytelling in improving EFL students' vocabulary. Your participation in this research is highly valued and will significantly contribute to the study. We kindly ask that you read the questions carefully and respond truthfully and directly.

#### Section One: Personal Information

1) What are your qualifications and degrees?

A. MA (Masters) ☐

B. Magister ☐

C. PhD (Doctorate) ☐

2) How long have you been teaching English language?

.....

3) Are you familiar with the use of digital storytelling as a technique in the class?

.....

#### Section Two: Teachers Viewpoints towards teaching Vocabulary

4) Do you agree vocabulary is essential for learning a foreign language?

Yes ☐

☐ No

5) *Do you agree that limited vocabulary is the biggest issue in language learning?*

Yes ☐

☐ No

6) Do you use various strategies or materials to build students' vocabulary?

Yes ☐

☐ No

If yes, state at least two of them

.....

7) Do you think better vocabulary helps students communicate in real-life English situations?

Yes ☐

No ☐

8) What challenges do your students face in acquiring vocabulary?

a) Limited exposure to real-world usage of wordsmith ☐

b) Difficulty retaining and recalling new words ☐

c) Lack of effective practice and repetition ☐

d) Fear of making mistakes when using new vocabulary ☐

9) How do you assess your students' vocabulary comprehension?

.....  
.....  
.....

10) As a teacher, do you think digital storytelling helps improve vocabulary?

Yes ☐

No ☐

### Section Three: Digital Storytelling in Improving Vocabulary

11) Do you use Digital storytelling technique in your courses?

Yes ☐

No ☐

Sometimes ☐

12) When you use digital storytelling, how your students interact?

Negatively ☐

Positively ☐

No interaction ☐

13) Do your students prefer using digital stories in the classroom or other learning materials?

Yes ☐

No ☐

- If they prefer other learning materials state them?

.....  
.....

14) Do you agree that digital storytelling can help solve students' vocabulary gaps?

Yes ☐

No ☐

15) How do you assess your students' vocabulary retention after using digital storytelling?

.....  
.....

**Thank you!**

## Appendix B

### Students' Questionnaire

#### Dear students,

I am conducting research on "The Use of Digital Storytelling to improve Vocabulary in First-Year EFL Students." I kindly request you to complete this questionnaire, which serves as a tool to gather information for my research. Please select the most appropriate answer(s) and provide detailed responses. Your answers will remain anonymous and will be used for research purposes only.

#### Section one: Personal Information

1. Your choice of studying English is:

a) Free ☐

b) Imposed ☐

c) advised by parents ☐

2. What is your reason for studying English?

a) To obtain a diploma and secure a job. ☐

b) For communication purposes (to speak the language). ☐

c) Other. ☐

3. How would you rate your level of proficiency in English?

a) Excellent ☐

c) Good ☐

d) Average ☐

e) Poor ☐

#### Section Two: Students Viewpoints towards Gaining Vocabulary

4. Do you believe that a strong vocabulary is essential for understanding English content (e.g: books, movies, articles)?

a) Yes, it is essential ☐

c) Somewhat, but not always necessary ☐

b) No, it is not very important ☐

d) I am not sure ☐

5. Do you think improving your vocabulary will help you in real-life English communication (e.g.: speaking, writing, understanding media)?

Yes ☐

No ☐

6. How often do you feel that a lack of vocabulary limits your ability to express yourself in English?

a) Very often ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

7. According to you, what are the main reasons behind students' difficulties in gaining vocabulary?

- a) Difficulty due to traditional methods of learning vocabulary. ☐
- b) Lack of effective practice and repetition. ☐
- c) Limited exposure to real-world usage of words. ☐
- d) Difficulty in retaining and recalling new words. ☐
- e) Negative attitude towards learning new vocabulary. ☐

### Section three: Digital Storytelling in Improving Vocabulary

8. Do you think that the use of digital storytelling activities can help EFL students improve their vocabulary?

a) Yes ☐

b) No ☐

If yes, is that because:

- a) It raises students' motivation and interest ☐
- b) It helps students learn and remember new words ☐
- c) It exposes students to vocabulary in context ☐
- d) It allows students to practice using new vocabulary ☐
- e) It helps students overcome their fears and build confidence in using new words ☐
- f) All of the above ☐

9. Do you find digital storytelling more engaging than traditional methods of vocabulary learning?

a) Yes ☐

b) No ☐

c) Sometimes ☐

10. Do you feel that digital storytelling helps you understand the context in which new vocabulary is used?

a) Yes ☐

b) No ☐

c) Sometimes ☐

11. Do you think that digital storytelling is helping you to remember new vocabulary?

a) Yes ☐

b) No ☐

12. Do you find that digital storytelling motivates you to practice and review new vocabulary outside of class?

a) Yes ☐

b) No ☐

13. Which aspects of digital storytelling do you find most helpful for learning vocabulary?

- a) Watching videos ☐
- b) Creating stories ☐
- c) Listening to narratives ☐

14. What type of digital storytelling do you find most effective for learning vocabulary?

- a) Videos ☐
- b) Audio recordings ☐
- c) Interactive stories ☐
- d) Animated stories ☐

15. How do you find digital storytelling more effective?

- a) It engages the audience better ☐

- b) It helps convey messages more clearly ☐
- c) It makes learning more interactive ☐
- d) It is visually appealing ☐
- e) None of the above ☐

16. How often does your teacher use digital storytelling in the classroom to improve your vocabulary?

- a) Always ☐      b) Sometimes ☐      c) Rarely ☐      d) Never ☐

17. Do you believe that digital storytelling activities can assist students in enhancing their language skills?

- a) Yes ☐      b) No ☐

If yes, is it because:

- a) It boosts students' motivation and engagement. ☐
- b) It helps students expand and improve their vocabulary. ☐
- c) It aids in improving students' fluency. ☐
- d) It provides students with the opportunity to learn proper language use ☐
- e) All of the above. ☐

18. What are the strategies that you follow to enhance your vocabulary acquisition in English?

- a) Reading books/articles regularly ☐
- b) Using flashcards or vocabulary apps ☐
- c) Watching English media (TV shows, movies, etc.) ☐
- d) Practicing writing and speaking ☐
- e) None of the above ☐

19. Would you suggest some ideas on how to use digital storytelling effectively in your sessions to improve your learning experience?

.....

.....

.....

**Thank you!**

## الملخص

يهدف البحث الحالي إلى دراسة استخدام رواية القصص الرقمية كتقنية تعليمية وتعلمية لتحسين المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية. حيث يمكن لتعلم اللغة من خلال الاستماع إلى القصص ومشاهدتها أن يشجع الطلاب على التفاعل مع القصة الرقمية من خلال التصور الذهني. كما قد تؤدي هذه التقنية إلى زيادة دافعية المتعلمين وتقليل قلقهم. وبناءً على ذلك، افترضت الدراسة أنه إذا استخدم المعلمون رواية القصص الرقمية ضمن نظام تعليمي فعال، فستحسن معرفة المتعلمين بالمفردات وكفاءتهم اللغوية. وتماشياً مع طبيعة هذا البحث، تم اعتماد المنهج الكمي. واستخدم استبيانان كأدوات رئيسية لجمع البيانات: الأول موجه لطلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة بسكرة، والثاني موجه لمعلميهم في نفس المؤسسة، وتم استخدام تقنية العينة العشوائية. كشفت النتائج أن غالبية الطلاب اعتبروا رواية القصص الرقمية تقنية ممتعة وتفاعلية ومشوقة لتعزيز معرفة المفردات. واستناداً إلى تحليل وتفسير النتائج، أكدت نتائج الدراسة فرضيات البحث. وفي السياق نفسه، أفاد المعلمون أن تطبيق رواية القصص الرقمية في فصولهم الدراسية أدى إلى نتائج إيجابية، مثل زيادة مشاركة الطلاب وكفاءة التعلم. وفي الختام، اختتمت الدراسة بعدة تضمينات وتوصيات تربوية لكل من المعلمين والطلاب حول كيفية الاستفادة من رواية القصص الرقمية بشكل فعال.