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INVESTIGATING EFL TEACHERS' PERCEPTIONS AND MEANINGS ON DIGITAL STORYTELLING IN LANGUAGE LEARNING: A NARRATIVE APPROACH

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Abstract: The study was aimed at understanding the perceptions and meaning of EFL teachers when using digital storytelling for language learning in the classroom. Seven EFL teachers with experiences using digital storytelling in their language instruction were recruited for this study. Analysis of the data collected from the participants revealed several themes related to EFL teachers' perceptions and meanings of using digital storytelling for language learning in the classroom. The results of the study indicate that teachers have hold overwhelmingly positive perceptions of digital storytelling as a teaching and learning tool in the classroom. Specifically, they view it as a highly creative

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and engaging teaching approach that allows students to express themselves in a more personalized and meaningful way. In addition, they believe that digital storytelling facilitates language acquisition and enhances cultural understanding. Furthermore, these findings are consistent with related theories in the field of language teaching and learning. However, the study also highlighted the challenges and limitation of using digital storytelling, such as resource constraints and technical difficulties. Therefore, educators should be mindful of these limitations and plan accordingly when incorporating digital storytelling into their language instruction.

Keywords: *digital storytelling, EFL teachers' perception and meaning, narrative approach*

INTRODUCTION

The use of digital storytelling for language learning aligns with a number of key theoretical perspectives in second language acquisition (SLA), including social constructivism (Palmer et al., 2001; Denton, 2012; Keengwe et al., 2014; Maruf & Anjely, 2020) and sociocultural theory (Webster, 1983; Ceuterick & Ingraham, 2021; Nelson et al., 2008). These theories emphasize the role of social interaction and cultural context in language learning, and suggest that language learning is a social and cultural process that involves learners participating in and engaging with the culture and practices of the target language community (Bloome & Kim, 2016; Davies & Elmer, 2001). Digital storytelling allows learners to create and share stories in a digital format, and to engage with others in collaborative and social learning activities (Liu et al., 2019; Gelmini-Hornsby et al., 2011; Bloome & Kim, 2016). It also aligns with principles of constructivist teaching and learning, which involve learners constructing their own knowledge and meaning through active engagement with the material.

Digital storytelling for language learning has been studied in a variety of contexts and with different learner populations. For example, research has shown that the use of digital storytelling can enhance adult English language learners' engagement, motivation, and language skills (Smeda et al., 2014; Lim et al., 2022; Liu et al., 2018). It has also been found to increase the participation, collaboration, and language proficiency of English as a language (EFL) learners in China (Mak et al., 2017). Other studies have examined the use of digital storytelling in specific contexts, such as in higher education or in language teacher education (Sadik, 2008; Liu et al., 2018; Chubko et al., 2020). These studies have found that the use of digital storytelling can enhance learners' critical thinking skills, cultural awareness, digital literacy, confidence motivation, and cultural competence.

In recent years, there has been growing interest in the use of digital storytelling in the English as a Foreign Language (EFL) classroom (Chubko et al., 2020; Liu et al., 2018; Wu & Wang, 2015). However, the research on teachers' perceptions and meanings towards this approach is still limited. Studies that have investigated teachers' perceptions of digital storytelling have found that the majority of EFL teachers perceive the approach as a valuable and effective tool for language learning (Wu & Wang, 2015; Pourdana & Asghari, 2021; Arifin et al., 2022; Maruf & Helingo, 2022). For example, a study conducted by Wu & Wang (2015) found that the majority of EFL teachers in Taiwan believed that digital storytelling was an effective way to enhance students' language skills and improve their motivation to learn English. Additionally, they found that most teachers felt that digital storytelling was easy to use, and that it was a fun and creative way to engage students.

Additionally, previous research has explored the use of digital storytelling for language learning in a variety of contexts and with different learner populations. For example, a study by Kim et al., (2021) examined the use of digital storytelling with adult English language learners, and found that the use of digital storytelling

enhanced learners' engagement, motivation, and language skills. Another study by Gao and Zhao (2016) investigated the use of digital storytelling with English as a foreign language (EFL) learner in China, and found that the use of digital storytelling increased learners' participation, collaboration, and language proficiency.

Other studies have also examined the use of digital storytelling for language learning in specific contexts, such as higher education (Fahy, 2018; Bailey et al., 2020; Tafazoli Ed. et al., 2018) or in language teacher education (Hsu & Chen, 2019). For example, Fahy (2018) found that the use of digital storytelling in a higher education context exchanged learners' critical thinking skills, cultural awareness, and digital literacy. Hsu and Chen (2019) found that the use of digital storytelling in a language teacher education program increased participants' confidence, motivation, and cultural competence. Based on the previous studies mentioned, it can be inferred that digital storytelling has the potential to enhance various language skills and competencies, including critical thinking, cultural awareness, and digital literacy (Maruf & Anjely, 2020; Purwantoro et al., 2021). Moreover, the use of digital storytelling in language teacher education programs can lead to increased confidence, motivation, and cultural competence among participants. These findings suggest that digital storytelling can be a valuable tool for language learning and teaching, and highlight the importance of further exploring its use in various contexts.

In summary, research on teachers' perceptions and attitude toward digital storytelling has found that the majority of EFL teachers perceive it as a valuable and effective tool for language learning. They also view it as an easy-to-use, fun, and creative way to engage students. However, there are also challenges and issues that teachers encounter when using digital storytelling such as lack of technical skills and difficulties in integrating it with the curriculum.

Overall, the literature suggests that the use of digital storytelling for language learning can be effective and engaging approach to teaching and learning. It has been found to enhance

learners' engagement, motivation, language skills, participation, collaboration, critical thinking skills, cultural awareness, digital literacy, and cultural competence. Nevertheless, there is still much to learn about their experiences and meanings in implementing this approach in the classroom. Conducting further research in this area is crucial to gain a deeper understanding of the relationship between EFL teachers' experiences and perceptions of digital storytelling and their teaching practices, goals and contexts. Such research can provide valuable insights into how digital storytelling can be effectively integrated into language learning curricula, and how it can best serve the needs and goals of both teachers and students. Ultimately, this can contribute to the development of more engaging and effective language learning experiences.

One limitation of the existing literature on digital storytelling and language learning is that much of the research has focused on the use of digital storytelling with specific learner populations, such as adult English language learners or EFL learners. While this study has provided valuable insights into the effectiveness of digital storytelling for language learning, there is a need for further research to explore the experiences, perceptions, and meanings of EFL teachers regarding the use of digital storytelling in their classrooms. By filling this gap, future studies can help to identify best practices and potential challenges associated with the use of digital storytelling as a language learning tool across a wider range of contexts, thereby enabling teachers to implement this approach more effectively in their classrooms.

Another limitation of the existing literature is that much of the research has used quantitative research designs and measures, such as surveys or tests, to assess the effectiveness of digital storytelling for language learning. While these approaches have allowed researchers to generalize their findings to wider population, they have limited the ability to explore the rich and complex experiences, perceptions, and meanings of teachers and learners regarding digital storytelling and language learning.

To address these limitations, the current study uses a qualitative research design and a narrative inquiry approach to explore the experiences, perceptions, and meaning of EFL teachers regarding the use of digital storytelling for language learning in their classrooms. To achieve this, the study posed the following research question: (1) what are the EFL teachers' experiences, perceptions, and meaning of using digital storytelling for language learning in their classrooms, and (2) how do these experiences and meanings relate to their teaching practices, goals and contexts?

METHOD

Research Design

The research design for this study was a narrative approach, in which aimed to explore the EFL teachers' experiences, perceptions, and attitudes of using digital storytelling for language learning in their classrooms, and how these experiences and meaning related to their teaching practices, goals, and contexts. Narrative approach is a research method that involves the collection, analysis, and interpretation of stories or accounts of people's experiences, perceptions, and meaning (Milne, 2021; Brock, 2018). It is based on the idea that people make sense of their lives through the stories they tell, and that these stories are shaped by the cultural, social, and historical context in which they are told. In the context of education research, including teachers' experiences and meanings in relationship to their teaching practices, goals, and contexts (Mayne & Howitt, 2019). In this study, the researcher employed a narrative approach to investigate EFL teachers' perceptions and meaning of using digital storytelling for language learning in their classrooms, and administered a thematic analysis approach to identify and interpret the themes that emerged from the data, and to explore how these themes related to the research questions.

Participant & Research Setting

The participants for this study were a purposive sample of English as foreign language (EFL) teachers who were currently using digital storytelling in their classrooms. A purposive sample is a non-random sample that is selected based on specific characteristics or criteria (Tongco, 2007; Crossman, 2017; Kipfer, 2021), in this case, the use of digital storytelling in EFL teaching. This type of sample is appropriate for this study because it allows for a more in-depth exploration of the experiences and perceptions of teachers who are actively using digital storytelling in their classrooms.

The participants size for this study were 7(seven) EFL teachers, with 4(four) male and 3(three) female participants. The teachers were recruited from a variety of educational settings, including primary, secondary, and higher education in Indonesia, in order to provide a diverse and representative sample. These institutions were located in different parts of the country, namely Makassar (South Sulawesi), Gorontalo (North Sulawesi), Gresik and Surabaya (East Java), and Surakarta (Central Java). The teachers were selected based on their willingness to participate and their self-reported use of digital storytelling in their classrooms.

In term of participants' background characteristics, the participants had a range of teaching experiences and educational qualifications. In the term of range of teaching experiences, the participants in this study had diverse range of teaching experience. Some teachers had taught for as little as one year, while others had over 10 years of teaching experience. The majority of participants had within the 2-5 years range of teaching experience. Additionally, the participants had varying levels of familiarity with digital storytelling, with some having used it extensively in their teaching, while others had only recently begun exploring its potential. Despite these differences, all participants shared a strong interest in using digital storytelling in their classrooms and had actively sought out opportunities to learn more about it. This shared interest in digital storytelling was a key factor in their recruitment for the study. The

participants also had diverse educational qualifications, including bachelor's and master's degrees in education, linguistics, and related fields.

Data Collection

To gain a deeper understanding of the teachers' experiences and perceptions of digital storytelling, this study employed individual semi-structured interviews as the primary data collection method. The use of interviews allowed the researchers to explore the teachers' thoughts and feelings in greater depth, as well as to gain insight into the meanings and values they attributed to digital storytelling. In order to create the interview guide, the researchers conducted a comprehensive review of the literature on digital storytelling and language learning, and developed a set of open-ended and exploratory questions that were aligned with the research question and objectives. The interview guide was further refined and pilot-tested with a small group of EFL teachers to ensure its clarity and effectiveness before being used in the study.

The interview guide covered range of topics and themes related to the use of digital storytelling for language learning, including the teachers' experiences and perceptions of using digital storytelling, the meaning they attributed to this method, and the ways in which it related to their teaching practices, goals, and contexts. The guide also included probes and prompts to encourage participants to provide rich and detailed accounts of their experiences. To ensure the comprehensiveness of the data collected, the interviews were conducted in bilingual mode, in both English and Bahasa Indonesia, and were audio recorded and transcribed verbatim for analysis. Moreover, to supplement the interview data, the teachers were asked to provide examples of their digital storytelling materials, which were analyzed as part of the data collection process.

Data Analysis

This study used a narrative inquire approach, which involves collecting and analyzing stories or accounts from the participants about their experiences, perceptions, and meanings. To analyze the data collected through the interviews, the study used a thematic analysis approach, which is a common and widely-used method for analyzing qualitative data.

Thematic analysis involves identifying, coding, and interpreting patterns and themes in the data, and constructing a narrative that reflects the experiences, perceptions, and meanings of the participants. The process of thematic analysis typically includes several steps, including: (1) The first step in analysis process was to transcribe the interviews verbatim, which involved transcribing the audio recordings of the interviews word for word. This process ensured that the data was captured accurately and in detail, and provide a written record of the interviews that could be analyzed more easily; (2) The next step was to code the data, which involved breaking the transcripts down into smaller units of meaning, and labeling these units with codes or categories that reflected the themes and patterns in the data. This process helped to identify and organize the key ideas and concepts in the data, and to identify patterns and trends that emerged across the interviews; (3) Once the data had been coded, the study identified themes by grouping the codes and categories together, and labeling the with descriptive names that reflected the main ideas and patterns in the data. This process involved reviewing the coded data and looking for commonalities and patterns, and summarizing these patterns into themes that represented the main ideas and concepts in the data; (4) The final step in the analysis process was to interpret the themes, which involved understanding, and explaining the meanings and relationship between the themes, and constructing a narrative that reflected the experiences, perceptions, and meaning of the participants. This process involved reviewing the themes and the code data, and

thinking about the implications and significance of themes in relation to the research question and objectives.

FINDINGS

The results of this study were derived based on the research questions that were posed at the beginning of the study. These results provide insight into the experiences and perceptions of EFL teachers who have used digital storytelling in their classrooms, as well as the ways in which digital storytelling related to their teaching practices, goals, and contexts.

The EFL teachers' experiences, perceptions, and meaning of using digital storytelling for language learning in their classrooms

This first result is focused on exploring EFL teachers' perceptions and meanings of using digital storytelling for language learning in their classrooms. The thematic analysis of the responses identified several themes related to EFL teachers' perceptions and meanings of using digital storytelling for language learning in their classroom. These themes included:

1. Digital storytelling as a creative and engaging teaching method
2. Digital storytelling as a means to facilitate language acquisition
3. Digital storytelling as a way to enhance cultural understanding
4. Challenges and limitations of using digital storytelling.

Digital storytelling as a creative and engaging teaching method

It appears that the majority of participants view digital storytelling as a creative and engaging teaching method that allows students to express themselves in a more personalized and meaningful way. Many of the participants also mentioned that they incorporate digital storytelling into their lesson plans and teaching activities in order to facilitate discussion and debate, promote collaboration and teamwork, and encourage critical and creative thinking. Additionally, several of the participants emphasized the benefits of digital storytelling for reinforcing language skills and

building confidence and self-esteem. For examples, participant 1 mentioned:

"Using digital storytelling boosts student engagement and motivation in language learning. It fosters creative expression and personalization, facilitating better language retention and internalization. I integrate digital storytelling into lessons to promote autonomy, creativity, and an interactive learning environment. It optimizes limited resources and meaningfully incorporates technology in the public-school context."

Also, Participant 2 gave his perception by mentioned:

"Digital storytelling is a powerful tool for language learning as it enables meaningful and authentic language use. It goes beyond mere grammar drills and vocabulary memorization, allowing students to engage in real communication. I integrate digital storytelling to foster discussion, critical thinking, and opinion expression. It also strengthens language skills, including vocabulary, grammar, and pronunciation. My teaching goals include creating a positive, supportive environment for culturally diverse students, and digital storytelling helps celebrate diversity and promote intercultural communication."

While participant 3 stated:

"In my teaching, digital storytelling fosters a sense of community and connection by allowing students to share their stories and learn from each other authentically. It promotes collaboration, teamwork, and social-emotional learning. Digital storytelling also boosts confidence and self-esteem, especially for shy students. My teaching goals include creating an inclusive and respectful classroom culture, which is supported by digital storytelling. As I teach in a language immersion school, where students learn English as a foreign language, digital storytelling aids their language development and strengthens their connection to the community."

Based on the responds from the participants 1,2, and 3, it is clear that digital storytelling is perceived as a creative and engaging teaching method that can help students become more motivated and engaged in the language learning process. The align with previous research that has highlighted the potential of digital storytelling for promoting creativity and personalization in language learning (Smeda et al., 2014; Olitsky et al., 2020). Participant 1 and 3 specifically mentioned the benefits of using digital storytelling for promoting student autonomy and creativity, and for creativity, and creating a more dynamic and interactive learning environment, which

are key factors in promoting student engagement (Olitsky et al., 2020). Additionally, participant 2 and 3 described how digital storytelling can facilitate discussion and debate, and encourage students to think critically and express their opinions, which aligns with research on the potential of digital storytelling for promoting critical thinking skills and fostering a positive and supportive learning environment (Maureen et al., 2018; Smeda et al., 2014). Overall, it suggests that digital storytelling can be a valuable and effective teaching method for promoting student engagement, creativity, and critical thinking in the EFL classroom.

Digital storytelling as a means to facilitate language acquisition

Participant 2 showed his response:

“Digital storytelling is a powerful language learning tool as it provides students with opportunities to apply the language in authentic and meaningful contexts. It goes beyond traditional grammar drills and vocabulary memorization by enabling students to engage in real communication.”

The results indicate that digital storytelling allows students to apply the language in a meaningful and authentic context. It is observed that digital storytelling promotes real communication and encourages the use of language for various purpose. Additionally, it has been found to be helpful for reinforcing language skills such as vocabulary, grammar, and pronunciation. Digital storytelling is viewed as a way to engage students in the language learning process and provide them with a more authentic and meaningful learning experience.

Digital storytelling as a way to enhance cultural understanding

The related responses from participants, for example participant 4 stated:

“Using digital storytelling enhances cultural understanding in my classroom by providing an authentic and engaging way for students to learn about different cultures and perspectives. Through creating and sharing their own digital stories, students share their cultural experiences and learn about others. I use digital storytelling to promote intercultural communication and foster

critical and empathetic thinking about cultural differences. Digital storytelling aligns with my teaching goals of creating an inclusive environment. In my diverse school, digital storytelling celebrates diversity and promotes understanding and appreciation of different cultures."

The challenges and limitation of using digital storytelling

Some of participants mentioned the need for adequate technological resources and infrastructure. They emphasized that access to computers and internet connectivity can be a challenge, especially in rural or underfunded schools, also they mentioned that the time and effort required to plan and implanted digital storytelling projects. It can be time-consuming, especially for teachers who are not familiar with technology, as well as to integrate digital storytelling into already packed lesson plants, it may require additional planning and preparation.

As for example, participant 4 stated:

"One of the main challenges I face when using digital storytelling in my teaching is the time and effort required for planning and preparation, especially with multimedia elements and larger student groups. Technical limitations and accessibility issues can arise, affecting students' access to technology. I prioritize inclusivity and aim to avoid disadvantaging any students. Additionally, the age, level, and available resources may limit the range of feasible digital storytelling activities."

According to this participant, using digital storytelling in the classroom can be challenging due to the time and effort required for planning and preparation. Incorporating multimedia elements or working with a large group of students can make the process even more time-consuming. Additionally, technical issues can arise, as not all students may have access to the necessary technology or may feel comfortable using it. This can lead to feeling of exclusion or disadvantage among some students, which the participant tries to avoid. Also, there may be limitations to the types of activities that can be done with digital storytelling, depending on the age level, and resources of the students. These challenges highlight the importance of careful planning and consideration when incorporating digital storytelling into language learning.

The teachers' experiences and meanings relate to their teaching practices, goals and contexts

The responses to the above research question, researchers provided insight into the ways in which the teachers' experiences and meanings of using digital storytelling impacted their teaching practices, goals, and contexts. Teachers incorporated digital storytelling into their lesson plans and teaching activities to promote autonomy and creativity, creating a dynamic and interactive learning environment. Digital storytelling facilitated discussion and debate, reinforcing language skills such as vocabulary, grammar, and pronunciation. Teachers' attitudes and beliefs about using digital storytelling played a significant role in their teaching practices and goals. Some teachers believed digital storytelling was a powerful tool for language learning, allowing students to apply the language in meaningful and authentic contexts. Others emphasized its potential for enhancing cultural understanding and promoting intercultural communication.

For examples participant 5 mentioned:

“Using digital storytelling in my teaching aligns with my practices, goals, and context. It creates a dynamic and interactive learning environment, fostering student autonomy and creativity. It supports my goals of inclusivity and respect while promoting diversity appreciation in my diverse school.”

Meanwhile participant 6 stated:

“My attitude and beliefs about using digital storytelling in language learning directly influence my teaching practices and goals. It keeps me motivated and enthusiastic, allowing me to recognize the advantages of employing innovative methods in the classroom. I firmly believe it is an effective approach to engage students and enhance their language skills, so I strive to incorporate it regularly in my teaching.”

Also, participant 7 said:

“Digital storytelling stands out in comparison to other teaching methods or technologies I have used in my classroom. It excels in engagement and authenticity, enabling students to express themselves creatively and personally. It fosters collaboration and interaction, which are crucial for

language learning. However, it demands more planning and preparation time and may not be universally suitable for all learners or contexts."

Based on the responses provided, digital storytelling is considered a valuable teaching tool for facilitating discussion, reinforcing language skills, and promoting student autonomy and creativity. Participants emphasized the importance of inclusivity and respect in their classroom and how digital storytelling creates a dynamic and interactive learning environment. They also mentioned the benefits of using digital storytelling to promote cultural understanding and appreciation in diverse classrooms. Teachers believe it is worth the investment due to its effectiveness and the opportunities it provides for student expression and collaboration. However, they also acknowledge that it may not be suitable for all types of learners or contexts.

DISCUSSION

The first research question aimed to explore the perceptions and meaning of using digital storytelling for language learning among EFL teachers. The results of the analysis identified several key themes, including the view that digital storytelling is a creative and engaging teaching method, a means to facilitate language acquisition, and a way to enhance cultural understanding.

The theme of digital storytelling being a creative and engaging teaching method aligns with the communicative language teaching approach which emphasizes the importance of providing students with opportunities to use the language in real-life situations. Digital storytelling can do this by providing a platform for students express themselves creatively, personalize their learning, and engage in discussion and debate. The use of digital storytelling also promotes autonomy and creativity among students, leading to a more dynamic and interactive learning environment (Smyrniou et al., 2020; Chubko et al., 2020).

Another theme identified is the perception of digital storytelling as a means to facilitate language acquisition. This aligns with the theory of the "Input Hypothesis" by Krashen (1987), which emphasizes the importance of providing learning with "Comprehensible Input" that is slightly above their current level of competence. Digital storytelling provides this input in a more authentic and meaningful context, giving students the opportunity to practice the language and improve their skills in a real-life setting.

The theme of digital storytelling enhancing cultural understanding aligns with sociocultural theory of learning which emphasizes the role of culture and social interaction in shaping learning experiences. Digital storytelling allows students to share and learn about the diverse cultures represented in the classroom, promoting cross-cultural understanding and awareness.

However, the research also highlighted the challenges and limitations of using digital storytelling, such as resource constraints and technical difficulties (Smeda et al., 2014; Lisenbee & Ford, 2018). Thus, educators should be mindful of these limitations and plan accordingly when incorporating digital storytelling into their language instruction.

Meanwhile the second research questions aim to understand how EFL teachers' experiences and meanings of using digital storytelling relate to their teaching practices, goals and contexts (Lugmayr et al., 2017; Basri et al., 2020; Tepper et al., 2020). The responses collected indicate that the teachers incorporate digital storytelling into their lesson plans and teaching activities in order to promote autonomy and creativity, and create a more dynamic and interactive learning environment (Alghamdi et al., 2022). This aligns with the communicative language teaching approach, which emphasizes the importance of providing students with opportunities to use the language in real-life situations, and promoting autonomy and creativity among students.

The responses also revealed that teachers use digital storytelling as a means to facilitate discussion, debate, and reinforce language skills such as vocabulary, grammar, and pronunciation. This aligns with the input hypothesis theory, which emphasizes the importance of providing learners with “comprehensible input” that is slightly above their current level of competence in order to acquire the language. Additionally, the responses highlighted the role of digital storytelling in enhancing cultural understanding and promoting intercultural theory of learning which emphasizes the role of culture and social interaction in shaping learning experiences. By allowing students to share and learn about the diverse cultures represented in the classroom, digital storytelling can promote cross-cultural understanding and awareness (Wang et al., 2014).

The responses also indicate that teachers' attitudes and beliefs about using digital storytelling in language learning play a significant role in their teaching practices and goals. They believed that digital storytelling was an effective way to engage students and improve their language skills, however it does require more time and effort to plan and prepare, and it may not be suitable for all types of learners or contexts (Olsson et al., 2020).

In sum, the results suggest that digital storytelling is a valuable tool for language learning in the classroom, aligning with related theories and previous research in the field (Park & Chen, 2015; Chen & Wang, 2014). It promotes autonomy, creativity, language acquisition, cultural understanding, and collaborating among students. However, it is important to keep in mind that digital storytelling can be demanding in terms of resources and preparation, and not every student or context may be suitable for it.

CONCLUSION

Based on the results above, it can be concluded that digital storytelling has the potential to be a valuable approach in teaching foreign language or second language. The study found that EFL teachers and positive perceptions of digital storytelling, viewing it as

a creative and engaging teaching method that allows students to express themselves in a more personalized and meaningful way. It facilitates language acquisition, enhances cultural understanding, promotes autonomy and creativity and encourage collaboration among students. Furthermore, the findings align with related theories in the field of language teaching and learning, such as the communicative language teaching approach and the sociocultural theory of learning. However, educators should be aware of the potential challenges and limitations of using digital storytelling and plan accordingly to address them.

Additionally, it is important to note that digital storytelling can be a effective way to motivate and engage students in the language learning process. It allows students to see the relevance of the language they are learning and to practice using it in a more authentic and meaningful context. Furthermore, digital storytelling can also promote social and emotional learning by providing a platform for students to share their personal stories and experiences. Nevertheless, digital storytelling is not without its limitations, the results of this study suggest that it has the potential to be a valuable tool for language teachers looking to create engaging and dynamic learning experiences for their students.

There are few suggestions for future research in this area. Firstly, it would be beneficial to conduct a more in-depth exploration of the challenges and limitations of using digital storytelling in the classroom, and to investigate possible strategies for addressing these issues. Additionally, it would be interesting to conduct a study to compare the effectiveness of digital storytelling with other teaching methods or technologies in terms of students' engagement, language acquisition, and cultural understanding. Another line of research could be to study the use of digital storytelling in different contexts, such as online or blended learning, and investigate how it affects the student's experience and learning outcomes. Additionally, it would also be interesting to investigate how digital storytelling can be used to teach different language skills, such as reading and writing, and to

study its effectiveness in different age groups of proficiency levels. Finally, a longitudinal study that tracks the student's progress over time, would provide a more comprehensive understanding of the effectiveness of digital storytelling in the language learning process and could provide insights into its potential long-term benefits and limitations.

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