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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“DIGITAL STORYTELLING TO ENHANCE
SPEAKING SKILLS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper under the title “DIGITAL STORYTELLING TO ENHANCE SPEAKING SKILLS” prepared by Orrala Reyes Angely Maria and Quiñonez Tigreros Andrea Jacqueline, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

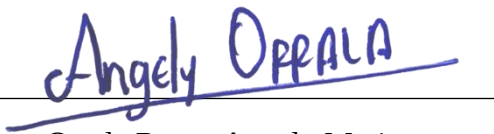


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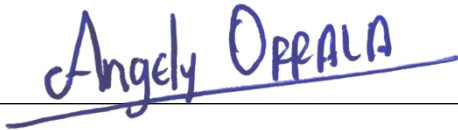
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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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Acknowledgment I

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-With love, Orrala Reyes Angely Maria

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—With heartfelt gratitude, Andrea Quiñonez.

Dedication I

I dedicate this thesis mainly to God who has been my guide and strength to move forward, to my father Gonzalo Orrala and my mother Ana Reyes who have been a fundamental factor in my student stage in total support, their affection and advice in the most difficult moments, for always being with me helping me to achieve my proposed goals, to my sisters Brady and Anny who have been my wall to not fall, thanks to my friends who were always giving me advice and supporting me, however I thank myself for moving forward and making my dreams possible, I am grateful to each person who was there encouraging me to cross the obstacles and I can move forward, This is for you and thank you infinitely.

—*Orrala Reyes Angely Maria*

Dedication II

I want to dedicate this thesis to my mother, Adriana Tigreros, whose unconditional love, sacrifices, and support have been my greatest source of strength throughout my life. Thank you for always believing in me and encouraging me to pursue my dreams.

I also dedicate this work to my sisters for their love and constant encouragement, to my thesis partner, Angely Orrala, for sharing this important journey with me, and to my dear friend Saida, whose friendship, support, and motivation have meant so much during this process.

Finally, I dedicate this achievement to everyone who believed in me and inspired me to keep moving forward, even during the most challenging moments.

—Quiñonez Tigreros Andrea Jacqueline

Abstract

Developing English speaking skills remains a challenge for many students learning the language as a foreign language (EFL). This is due to a lack of confidence, motivation, and opportunities to practice in situations that truly matter. This project aimed to analyze how digital storytelling can serve as a useful tool for improving these skills. A qualitative approach with a phenomenological design was employed, focusing on the participants' experiences and perceptions. Students from the Universidad Peninsula De Santa Elena (UPSE) participated in the study, sharing their impressions regarding the use of digital storytelling in their English classes. The results indicated that this strategy helps improve fluency, pronunciation, vocabulary, and confidence when communicating in English. Furthermore, it was observed that creating and telling digital stories boosts student motivation, creativity, and active participation, offering them the chance to practice the language in a dynamic and meaningful environment. The study concludes that digital storytelling is an effective pedagogical strategy for strengthening speaking skills and fostering more interactive, student-centered learning, provided that teachers plan its implementation appropriately.

Key words: Digital storytelling, speaking skills, EFL students, oral communication, English language learning.

Resumen

El desarrollo de las habilidades de expresión oral en inglés sigue siendo un reto para muchos estudiantes que aprenden este idioma como lengua extranjera (EFL). Esto se debe a la falta de confianza, motivación y oportunidades para practicar en situaciones que realmente importan. Este proyecto tuvo como objetivo analizar cómo la narración digital puede servir como una herramienta útil para mejorar dichas habilidades. Se empleó un enfoque cualitativo con un diseño fenomenológico, centrándose en las experiencias y percepciones de los participantes. En el estudio participaron estudiantes de la Universidad Península de Santa Elena (UPSE), quienes compartieron sus impresiones sobre el uso de la narración digital en sus clases de inglés. Los resultados indicaron que esta estrategia ayuda a mejorar la fluidez, la pronunciación, el vocabulario y la confianza al comunicarse en inglés. Asimismo, se observó que la creación y narración de historias digitales fomenta la motivación, la creatividad y la participación activa de los estudiantes, brindándoles la oportunidad de practicar el idioma en un entorno dinámico y significativo. El estudio concluye que la narración digital es una estrategia pedagógica eficaz para fortalecer las habilidades de expresión oral y promover un aprendizaje más interactivo y centrado en el estudiante, siempre que los docentes planifiquen adecuadamente su implementación.

Palabras Claves: Narración digital, habilidades orales, estudiantes de inglés como lengua extranjera, comunicación oral, aprendizaje del inglés.

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Introduction

Speaking is considered one of the most important skills in learning English as a Foreign Language (EFL). However, many students find it difficult to communicate effectively in English because they often struggle with pronunciation, limited vocabulary, lack of fluency, and fear of making mistakes. These difficulties can affect their confidence and reduce their participation in classroom activities, making it harder for them to improve their oral communication skills.

In many English classrooms, traditional teaching practices continue to focus mainly on grammar exercises and written activities. Although these aspects are important, they do not always provide students with enough opportunities to practice speaking in meaningful situations. As a result, many learners feel insecure when expressing their ideas in English and avoid participating in oral activities.

For this reason, teachers have started looking for more engaging and innovative strategies that encourage students to use the language actively. One strategy that has gained attention in recent years is Digital Storytelling. This approach combines storytelling with digital resources such as images, audio recordings, videos, and other multimedia elements, allowing students to create and share their own stories while practicing English in a creative way.

Through Digital Storytelling, students are not only able to improve their speaking skills, but also develop confidence, creativity, and motivation. By planning, recording, and presenting their stories, learners have the opportunity to organize their ideas, practice pronunciation, and communicate their thoughts more effectively. In addition, this strategy creates a more interactive learning environment where students can actively participate in the language learning process.

The purpose of this research is to analyze how Digital Storytelling can contribute to the development of English speaking skills among EFL learners. This study also seeks to explore students' perceptions of this strategy and identify the benefits and challenges they experience while using it. Through interviews with students who have worked with Digital Storytelling, this research aims to provide a better understanding of its role in promoting oral communication, confidence, and participation in English language learning.

In recent years, the incorporation of technology in education has opened up a world of possibilities to enrich language learning. Digital tools have transformed English classes into more interactive experiences, encouraging students to actively participate and use the language in situations that really matter. As a result, teachers are increasingly adopting technology strategies that encourage student communication, creativity, and active participation.

One of these innovative strategies is digital storytelling, which combines storytelling with multimedia resources such as images, audio, videos, and text. By creating their own digital stories, students have the opportunity to express their ideas, practice pronunciation, enrich their vocabulary, and organize their thoughts, all while using English in a meaningful and creative way. This approach also allows them to connect language learning with real-life experiences.

In addition, digital storytelling promotes a student-centered learning environment, where students become the protagonists of their own educational process. By creating and presenting their stories, they have more opportunities to practice speaking, gain confidence, and improve their communication skills. For these reasons, this strategy has become a valuable resource to enhance oral expression in English as a Foreign Language classrooms.

Chapter I

The Problem

Research Topic

Digital storytelling and speaking skills.

Title of Project

Digital Storytelling to Enhance Speaking Skills.

Problem Statement

The development of speaking skills in English as a Foreign Language (EFL) is an important part of learning a language, especially in higher education, where students are expected to communicate in both academic and real-life situations. However, teaching speaking is still challenging in many classrooms because traditional methods focus more on grammar and writing than on oral practice. This reduces students' opportunities to speak and affects their fluency and confidence. In many cases, students do not have enough chances to participate in real communicative activities, which makes their oral development more difficult. In this context, digital storytelling has been considered an innovative strategy that combines storytelling and digital tools to create more interactive learning environments and support the development of speaking skills (Kudaibergen & Turebayeva, 2025).

Although there are many benefits to using digital storytelling for EFL teaching, its application in schools continues to be limited. Specifically, in Latin American countries that lack access to technology and/or do not provide teachers with adequate training on how to use it in their classroom, it is a significant barrier. In Ecuador specifically, at public universities, it is essential to begin exploring new ways to implement digital tools in order to enhance student's ability to communicate orally in the target language. This particular issue affects the students in

the PINE program at the Santa Elena Peninsula State University (UPSE). The students in the PINE program struggle with speaking English including low levels of fluency, low confidence levels, and low participation rates. Student avoidance of speaking in class and low participation levels during class discussions illustrate the problems associated with these issues. Therefore, it is imperative to determine if digital storytelling will help in addressing this problem.

The lack of opportunities to practice speaking in meaningful situations has a negative effect on students' communication skills and motivation. As a result, many students find it difficult to express their ideas clearly in English. Some studies show that digital storytelling can improve speaking skills and increase participation in class (Elyani et al., 2022). It has also been found that this strategy helps students develop fluency and improve their speaking ability (Murad et al., 2023). In addition, it helps students feel more confident because they become more active in their learning process. These results show that it is important to study this strategy in specific contexts.

Therefore, this research aims to analyze the use of digital storytelling as a strategy to enhance speaking skills in university EFL students at UPSE. This study will focus on understanding how this strategy affects students' fluency, confidence, and participation by analyzing their experiences. In this way, the research hopes to provide useful information that can help improve teaching practices and promote the use of more innovative strategies in EFL education.

Justification

Digital storytelling research is based on its ability to overcome those challenges still present in teaching foreign language English, especially in contexts where traditional methods continue to be used by students studying another language throughout the world, studies have shown that digital storytelling creates meaningful and engaging learning environments that encourage oral communication, improve fluency and help reduce speaking anxiety (Zambrano & Barreiro, 2024) through the combination of narrative, technology and self-expression it provides students with authentic opportunities to practice their speaking in a more dynamic way than traditional methods.

Nonetheless, there are other obstacles for integrating innovative pedagogical methods like digital storytelling into Latin American classroom practice, including many teachers' and schools' lack of access to appropriate technology, and consequently, the teachers may also be lacking sufficient technical education to use new technologies. The high frequency of traditional approaches used by teachers in the region has made it difficult to teach new ways to develop the student's ability to communicate orally, particularly with respect to self-confidence, articulation and fluency when communicating spontaneously. Therefore, the implementation of effective research is needed to identify how digital storytelling can be integrated into classrooms where students will continue to experience difficulty using their oral skills.

In addition, the relevance of this research can be seen in the need for empirical data at Universidad Estatal Peninsula de Santa Elena, based upon student's own experience. This study will provide an understanding of students' perceptions from interviews to learn about how this method influences motivation and participation in English as a Foreign Language. The results of this study are anticipated to add to current knowledge of pedagogy that will give teachers

practical suggestions to help narrow the gap between theoretical applications in classrooms and actual applications.

To summarize, the results of this study highlight the necessity for innovative pedagogies to be adapted to each educational reality so as to develop successful oral communication and to empower students of English as a Foreign Language to feel confident when communicating.

Problem question

How does Digital Storytelling enhance speaking skills of EFL learners?

Specific questions

- How does Digital Storytelling help enhance speaking skills in EFL learners?
- What are EFL students' perceptions about enhancing their speaking skills by incorporating Digital Storytelling?
- What are the advantages and challenges of using Digital Storytelling to enhance English speaking skills?

General Objective

To Analyze the effect of digital storytelling as an aid to enhance oral expression skills in EFL in PINE students at UPSE through interviews.

Specific Objectives

- To explore how Digital Storytelling helps speaking skills in EFL learners.
- To interpret EFL students' perceptions about enhancing speaking skills by incorporating Digital Storytelling.
- To analyze the advantages and challenges of using Digital Storytelling to enhance English speaking skills.

Chapter II

Theoretical Framework

Background

The theoretical base used for this research was an analysis of a number of very important articles about how digital storytelling can be used to help develop speaking skills for foreign language learners of English. The purpose of the research was to explore the main ideas or theories related to student motivation, student communication practice and active participation and by doing so synthesize the existing body of knowledge about digital storytelling and enhance the way students are able to use their spoken language.

International Background

Digital Storytelling is a form of innovative & successful methodology which is used worldwide in the field of Language Teaching, to improve the English Oral Skills of Students. It was shown through several studies that when students are given the opportunity to tell stories using digital tools their motivational levels increase, and they become more creative in communicating and expressing themselves orally.

As stated by Guanotuña et al. (2023) digital storytelling is a way of creating a new form of storytelling using technology. Digital storytelling creates an innovative method to create narratives that combine old school storytelling with modern digital technologies; this provides an excellent way for educators to provide interactive and meaningful learning experiences for their students. Digital story telling has been utilized across all areas of education as well, creating new opportunities for students to express ideas and experiences, while developing language skills in a more fun and successful manner.

Based on Mendoza and Acosta (2023) Storytelling has been used to establish communication between people since ancient times, so it has resisted the passage of time many ancestral customs in all cultures of humanity and in recent times it has burst into the educational field as a didactic strategy to achieve meaningful learning for students in the subjects taught, having more weight when learning English in their speaking ability.

However, digital storytelling offers a learning environment that is much more engaging and interactive. A study conducted by Quintanilla (2022) In relation to the teaching-learning approach of second languages on which the use of digital stories is based, the informants point out that since these stories focus on the communication of personal experiences, they would be ascribed to the communicative approach of language teaching, and to the constructivist approach given the interactive participation of the student in the creation of their digital narrative.

These studies show that using digital storytelling as a teaching method has been shown to be an effective way to teach students how to use their oral English in class. The method encourages students to communicate effectively with each other, think creatively, work together collaboratively, and have meaningful interactions with one another while they are able to tell stories through engaging digital formats. In addition, the digital storytelling model allows teachers to create a rich and dynamic and student-centered learning environment that supports students' development of language while meeting the needs of the rapidly changing digital world. Ultimately, using digital storytelling helps students develop their confidence when speaking orally and improves their ability to speak orally.

Regional Background

The use of digital storytelling in a variety of ways for the instruction of English as a second or foreign language has developed significantly in Latin American countries. The majority of these have examined the effects of using this type of instructional technique to improve students' ability to communicate orally. Research also indicates that when technology is used as part of the instructional process, it increases learner's motivation and enhances their ability to be actively involved in class and ultimately creates an environment in which they are able to learn and engage in activities in a more meaningful way.

Mosquera and Rodriguez (2025), who conducted research in Ecuador, stated that telling stories through technology helps students participate more actively in class, allows students to complete both individual and group tasks, and serves as a significant educational tool that aids in the overall growth and development of students by developing them into critical thinkers and effective communicators.

Furthermore, Moscoso (2023) indicates that the Digital Storytelling strategy helps students to feel more confident when they record their voice and could be an alternative for groups who have trouble speaking in front of others. It also suggests using this application as an opportunity to strengthen students' speaking ability and increase motivation in the classroom.

One of the biggest challenges in the region is that students often have few opportunities to practice their spoken English in real-world situations. Classroom teaching usually focuses on grammar and written exercises, leaving oral expression in the background. As a result, many students feel anxiety, lack of confidence, and low motivation when asked to communicate in English. Digital storytelling is presented as a solution to these problems, as it creates a safe and interactive environment where students can practice, record, and improve their oral skill.

Overall, studies conducted in Latin America show that digital storytelling not only improves oral fluency, but also increases student's confidence and engagement. For this reason, it has become a key strategy for learning English as a foreign language in developing contexts.

National Background

At the national level, several studies in Ecuador have shown that the use of digital tools can significantly improve English learning, especially with regard to oral expression. However, several challenges remain, including lack of resources, insufficient teacher training, and low student motivation.

According to MINEDUC (2022), structural issues with the educational systems, including the lack of specialized English teachers, create challenges with providing high-quality language learning. This limits student opportunities to improve their communicative competence.

In addition, Villarreal and Villareal (2023) stated that the results show that the companies which include storytelling as part of their digital strategy have greater loyalty and differentiation from other companies. Lastly, an adapted model of successful storytelling for Ecuador's digital marketing is offered by taking into account both cultural and technological factors.

According to Ponce (2023) The use of digital tools is important because they improve the educational process, the continuous training of teachers who can master digital resources, leads to their professional growth, which they experience new training scenarios, where the exchange of knowledge between teachers and students prevails, allowing the construction of new learning in a critical, reflective and collaborative way.

Digital Storytelling is the modern way of telling a story but with the help of digital tools. Indubitably, the way of telling a story or narrating an anecdote has transmuted, and now by

utilizing multimedia while learners are sharing their ideas is considered a talent (Rodriguez 2022).

Digital storytelling presents itself as a very promising solution to face these challenges. By combining storytelling with technology, students have the opportunity to practice their speaking in contexts that really matter, helping them improve both their fluency and confidence.

To summarize, through the literature review it has been observed that Digital Storytelling is a novel method for improving the spoken skills of EFL students; besides being motivated and creative, it encourages active involvement which provides many opportunities for practicing spoken communication. At local, regional and international level, many studies demonstrate the advantages of Digital Storytelling regarding the improvement of speaking abilities, such as fluency, pronunciation, confidence. The results obtained confirm the usefulness of incorporating Digital Storytelling into teaching methods for improving the development of the oral skills of learners of English.

Pedagogical Basis

Constructivism

The pedagogical basis of this study was grounded in the theories of communicative foreign language instruction, the constructivist learning theory, and the incorporation of information and communication technology into classrooms (Mishra, 2023). These theoretical frameworks lend themselves well to the use of digital storytelling as an appropriate pedagogy that can enhance learners' EFL oral expression.

Ronquillo et al. (2023) explains that constructivism allows for creative activity, collaborative work, exchange of ideas/knowledge, and sharing of experiences with other students

in a rich, interactive, and meaningful learning environment. In this manner, students are able to be active participants in their own education, they will utilize their abilities effectively to accomplish learning objectives.

Constructivist theory argues that the act of constructing one's own knowledge is a much better way for students to learn than simply passively receiving information from a teacher or textbook (Mishra, 2023). Through the experience of creating a narrative using multimedia, such as images, audio, video, text and/or oral presentations, students are able to relate prior knowledge to current learning experiences, while promoting creative expression, critical thinking, self-directed learning and classroom engagement.

Additionally, this theoretical framework supports the concept of student-centered learning (Tang, 2023), as well as the idea of creating authentic, real-life communication situations for students to develop language skills. Student centered learning creates an environment where students can be actively engaged in the learning process, work collaboratively with others, make decisions about what they are working on and apply language skills in contexts that reflect how people communicate in everyday life. As a result of these factors students will have more control over their own learning processes and continually develop their ability to communicate orally through the repeated opportunity to interact with their peers through the creation of digital stories.

Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach is based on interaction and real communication when learning a second or foreign language (Hui & Yunus, 2023). Learners can express an idea, talk about experience, or give message using English with some degree of authenticity when telling stories digitally. CLT will develop fluency, pronunciation, vocabulary, and spoken confidence.

This study has a pedagogic base where speaking is the most difficult skill for EFL learners because they require constant confidence, fluency, pronunciation, and use of the speaking skill continuously. Digital storytelling creates a creative and supporting environment for learners to rehearse, record and continually improve their spoken performance. Therefore, this method makes great contribution to developing oral skills and meaningful language acquisition (Xiaoxin Miao & Lingling, 2024).

Theoretical basis

Storytelling

Digital Storytelling

The integration of digital storytelling with EFL education has emerged as a significant pedagogical tool because it provides an opportunity for teachers to engage learners through three forms of expression narrative, technology and communication at one time. As stated by Yuniarti et al. (2022) the ability to combine visual, auditory and textual elements in order to facilitate the development of students' spoken language proficiency; this can assist learners in developing their abilities to organize and articulate their thoughts in both written and verbal formats.

Through using a multimodal approach, students are able to improve their capacity to produce language while simultaneously enhancing their abilities to structure their discourse, thus facilitating the improvement of students' oral communication. Usmani et al. (2025) demonstrated that when students are engaged with digital storytelling, they participate and are more likely to be involved in class activities due to the fact that digital storytelling produces meaningful and interactive learning experiences.

Digital storytelling is also shown in research to encourage students to develop as active producers of knowledge and not merely passive recipients of it. The ability for students to create their own content promotes a sense of independence and stimulates the use of critical thinking (Nuriyah et al., 2024). As a result, this provides students with the opportunity to take charge of their learning and increases their communicative competence. Creating a digital story will require students to speak multiple times which will contribute to increasing fluency and confidence. Therefore, digital storytelling could be seen as an effective method of teaching, supporting both linguistics and cognitive development of English as a Foreign Language Learners.

Speaking Skills in EFL

English as a foreign language (EFL) learners encounter significant barriers when attempting to develop their speaking skills. Many EFL students have difficulty developing their ability to speak because they do not receive adequate opportunities to engage in authentic spoken language or experience sufficient contact with the language.

In addition, many EFL students report that they are uncomfortable speaking English and therefore prefer to avoid using this skill. In addition, according to Raj Sharma (2024), speaking involves combining four different aspects of language use: pronunciation, grammar, vocabulary,

and fluency. As such, speaking may be one of the most difficult language skills to acquire. Furthermore, these issues become even clearer within an educational setting; while traditional methods of instruction place emphasis on accurate usage of grammar, little emphasis is placed upon meaningful communication or engaging in dialogue.

In addition, studies about language education have shown that speaking skills are improved for learners who engage in meaningful activities such as interactions and collaborations with others using authentic language (Windy & Chakim, 2023).

Unfortunately, students will often avoid participating in oral events based on fear of being wrong, poor feedback from peers and instructors, and a lack of self-confidence that limits their participation and progress in language learning.

Similar issues exist at universities, where many students show little interest in engaging in speaking activities (Lin & Wang, 2025). Consequently, it is necessary to implement new educational strategies that create an environment that is learner centered, interactive and supportive of students practicing speaking, building confidence and improving their overall ability to communicate orally.

Technology in Language Learning

Digital tools have significantly changed how we teach languages. Digital tools offer new ways for language learners to interact with each other, to learn from one another and to engage in meaningful learning experiences. As noted by Shadiev and Wang (2022) digital tools enhance student participation and promote developmentally appropriate learning environments where learners are actively engaged in the learning process. Using technology, students have access to many different types of resources, they can practice language skills using multimedia materials,

and they can develop a greater level of proficiency in all areas of communicative competence through more interactive methods.

Alhums (2024) also points out that digital tools can contribute to language development by encouraging active learning, motivating learners and providing learners with increased opportunities to be involved. Technology offers students many opportunities to develop their speaking skills; including recording themselves, revising what they said and presenting their thoughts to others. These opportunities allow them to become more fluent, confident and better able to express themselves. More recent research indicates that technology-based strategies, i.e., digital storytelling provide real world opportunities for oral practice. Learners are given the opportunity to share their thoughts and ideas through engaging, creative and authentic means.

Communicative Competence in EFL

Communicative Competence is an important term for Language Learning because it means the power to speak, write, read, and listen to others using a variety of languages appropriately in many Social Contexts. To Develop Communicative Competence in English as a Foreign Language Education, Students need to develop both Linguistic Knowledge and the capacity to communicate meaningfully. Research has demonstrated that Exposure to Real Life Situations through Communicative Activities enhance Student Speaking Skills (Murad et al., 2023). This Perspective emphasizes that the way we teach language should be Interactionally focused and the Practical application of the language rather than just Grammatical Accuracy.

Thus, Communicative Approaches Emphasize the value of Collaboration and Meaningful Communication through Interactions. The Digital Storytelling approach meets these Principles by allowing students to use language Creatively and Interactive. Participation in Storytelling has been found to lead to Authentic Communication, thus improving student's ability to convey ideas

clearly and effectively (Usmani et al., 2025). Developing Fluency, Confidence and Overall Speaking Performance in Students reinforces the importance of Integrate Communicative Strategies into EFL Classrooms.

Speaking Anxiety in EFL

Anxiety associated with speaking is a widespread challenge for EFL learners since it affects both their performance and participation in the classroom. For many students, there is fear or insecurity while speaking in English due to fear of making mistakes (Andriani et al., 2024). The anxiety prevents them from participating in speaking activities and reduces their opportunity to practice the language. Emotional factors have an important influence on the oral performances of students as a result of anxiety, which can decrease motivation and confidence when using the language (Shadiev & Wang, 2022).

Moreover, research has shown that students experiencing a lot of anxiety tend to be less likely to participate in communication activities, which will affect their fluency and overall language development. Nevertheless, employing new strategies like digital storytelling may help alleviate anxiety by providing a more comfortable and supportive learning atmosphere (Bai & Xian, 2024). Once students express their thoughts by way of storytelling, they worry less about errors and feel better at communicating (Alhums, 2024). Consequently, they participate more in class activities, leading to improvement in their spoken performance.

Digital Storytelling to Enhance Speaking Skills

Digital storytelling to enhance speaking skills refers to the use of multimedia elements such as images, audio, narration, video, and text to support students in the development of oral communication in English. In English as a Foreign Language learning, digital storytelling is considered an effective pedagogical strategy because it combines technology, creativity, and

communication in meaningful learning experiences (Yu & Wang, 2025). Through creating and sharing digital stories, students develop speaking skills such as pronunciation, fluency, vocabulary and self-confidence while communicating their thoughts through authentic situations. Additionally, using this method to engage with a variety of methods will also help promote active engagement, motivation and participation among students that is directly linked to students' development of speaking proficiency and communication skills. According to Wafa & Chakim (2022) digital storytelling allows learners to integrate multimedia resources into the language learning experience and therefore enhance their speaking abilities.

Legal basis

Constitución de la República del Ecuador

In the “Constitución de la República del Ecuador (2008)”, the following articles are mentioned:

Art. 27. - “Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work” (CRE. 2008, art. 27).

This article explains that education is not only about transmitting knowledge, but also helps develop critical thinking skills, creativity, and human values. The article argues that education should be participative, include all students, and focus on developing competency skills in individuals so that they can create, innovate and contribute to society. Within this framework of education, implementing innovative teaching methods such as digital storytelling

is supported by our constitution because it encourages active participation, creates opportunities for student's to be creative and engage in meaningful learning.

Furthermore, the article establishes that education should contribute to the development of skills necessary for communication, which is directly related to the improvement of speaking skills in English as a Foreign Language. Therefore, this research aligns with the constitutional principles that promote quality education focused on the integral development of students.

Ley Orgánica de Educación Intercultural (LOEI)

The Ley Orgánica de Educación Intercultural (LOEI) (2011), amended on April 19, 2021, emphasizes in its Art. 2 that it guarantees the learner as the center of the educational process, promoting flexibility in contents, processes, and methodologies according to their needs.

Likewise, Art. 3 establishes the development of skills and competencies that allow students to actively participate in society, supporting the use of innovative strategies such as digital storytelling in language learning.

Ministerio de Educación

In the English as a Foreign Language Curriculum, the Ministerio de Educación del Ecuador establishes that English learning should be based on the communicative approach, which promotes interaction, participation, and meaningful communication in the classroom. The curriculum emphasizes the development of communicative competence and speaking skills through activities that encourage students to express ideas and interact in authentic contexts.

Furthermore, according to the curriculum guidelines, students should develop oral communication abilities that allow them to participate actively in social and academic situations. In this sense, strategies such as digital storytelling support the objectives established by the

curriculum because they promote creativity, oral expression, fluency, and confidence in English language learning (Ministerio de Educación del Ecuador, 2016).

Chapter III

Methodological Framework

Methods

Qualitative Method

This study adopts a qualitative methodology because it seeks to explore and understand students' experiences, perceptions, and interpretations regarding the use of digital storytelling to enhance speaking skills in English as a Foreign Language (EFL). Qualitative research is appropriate when the objective is to analyze phenomena in their natural context and to interpret participants' meanings rather than to measure variables numerically (Lim, 2024).

Research indicates that qualitative approaches allow a deeper understanding of experiences, meanings, and complex phenomena by focusing on participants' perspectives and interpretations (Fischer & Guzel, 2023). In this sense, qualitative research facilitates the exploration of how students engage with digital storytelling and how this strategy influences their fluency, confidence, and participation.

As well as being applied research the purpose of this study was to address the genuine educationally related problems of lack of student opportunities to engage in speaking practices and student low self-confidence with regard to English language use, which would result from providing teachers and teacher educators with practical information about how to improve their own pedagogical approaches. Due to the fact that learner's experiences with educational phenomena can be better understood through learner's perspectives; therefore, qualitative studies that focus on applied research are especially useful (Khawaja et al. 2022). Qualitative research is also based upon an interpretive approach to analysis. The results of this type of study are interpreted to look for commonality or patterns among the data collected. Thus, this type of study

will enable the researcher to examine how students perceive and experience digital storytelling as part of their learning process.

Type of Research

Phenomenological Study

The purpose of this study was to conduct a phenomenological study. A phenomenological study explores individuals' lived experiences with a particular phenomenon. It investigates how the participants are experiencing an event or process. Phenomenology also studies how participants make sense of events and processes that occur around them. For example, this type of study can be beneficial when studying how students experience instructional strategies as well as how those experiences contribute to student growth and development. "Phenomenology has become one of the most commonly utilized qualitative research approaches within education," according to Stolz (2022). Therefore, it allows researchers to investigate humans' perceptions of what they have experienced and to identify how individuals assign meaning to their experiences.

A phenomenological research approach was used to investigate student's experiences using digital storytelling as an English learning activity that could improve their spoken language. The design allowed researchers to gain a better insight into what they think about the activity when it comes to developing their English spoken language. In addition, the results from this study provided a rich and meaningful explanation of how digital storytelling can be used to develop student's ability to speak English.

Data Collection Techniques

One-on-one Interview

The data collection method that was employed to collect the research data is a one-on-one interview since an individual interview enables a researcher to collect extensive and in-depth data regarding the participant's experience. One on one interviews have been utilized by researchers for many years due to the opportunity for the researcher to interact with participants directly. This provides an opportunity to explore the thoughts, feelings, and perceptions of the participant. A major strength of using in-depth interviews is to obtain high-quality and significant data regarding a participant's perspective or experience (Xu et al., 2025).

Semi-structured interviews were completed using students enrolled in the PINE program at the University State Peninsula de Santa Elena (UPSE) in order to collect data for this research project. The use of a semi-structured interview methodology provides researchers with an opportunity to create a framework or structure through the use of guiding questions; however, it also provides students with the ability to respond based upon their own ideas (Chand, 2025).

These interviews used to explore how students perceive and experience digital storytelling as well as the influence that it has on developing students' speaking skills in English as a foreign language. The interviews will take place in a setting which is conducive to both comfort and support so as to allow students to provide the most accurate and natural responses. A goal of using this type of methodology is to stimulate open communication and to gather detailed information related to students' experiences with digital storytelling and speaking development.

Instruments

Questionnaire

According to Alhums (2024), a questionnaire is an instrument for research purposes that is composed of a series of questions which were developed for collecting data from individuals who have participated in a particular research project relative to a certain area of interest. The primary purpose of using questionnaires in qualitative research is due to them providing a means for researchers to gain a more complete description of participants' experiences, attitudes, and/or beliefs related to a topic. Furthermore, questionnaires serve as a structure for collecting data from participants; at the same time, they also provide participants with the freedom to describe or explain their thoughts and feelings related to the experience of participating in the study. As such, questionnaires enable researchers to obtain a greater level of detail related to the phenomena that are being studied.

For this research study, a questionnaire was created and will be used as an interview guide for asking participants about their experiences with digital storytelling and how it has influenced their ability to speak English. Specifically, the questionnaire will ask students about whether they perceive improvements in their speaking performance, and if so, what aspects of their speaking ability improved fluency and confidence; their willingness to participate in classroom activities after developing digital stories; and the benefits and drawbacks of creating digital stories for enhancing their ability to communicate orally in English.

Due to the fact that open-ended questions allow participants to provide more than one word or phrase answers; therefore, provide opportunities for participants to describe their experiences in greater detail than would be possible with closed-ended questions. As such, open-ended questions will facilitate the collection of relevant data for this research study; thus, the

questionnaire is directly applicable to the goal of this research study as it is seeking to develop an understanding of how digital storytelling can impact students' oral communication abilities.

Type of Questions

Open – ended questions

Open-ended questions also help participants to freely share their personal experiences, especially if the topic is sensitive or concerns personal matters. For example, participants can be more expressive when answering questions about subjects like sexual harassment and religion affiliation. When asked about personal issues via open-ended questions, participants will often share their unique, personal experiences. Having a variety of personal stories by participants allows researchers to identify certain words and expressions that will prove useful to them when analyzing their data because it will enable them to explore the topic in-depth and through different angles. Researchers can also support the results of their study by quoting participants' responses. (Albudaiwi, 2026)

Before all this, the answers of the interviewees are key to understanding how students use digital storytelling as a tool to enhance their oral skills in English as a foreign language. Interviewees are encouraged to express themselves freely, sharing what they consider relevant to the questions they are asked. This allows for clear and useful answers for a general analysis that seeks to unravel a common challenge: the difficulties they face when speaking in learning a second language.

Data Collection Processing and Resources

Table 1

Data Collection Processing and Resources

Question	Explanation
What?	To collect student data.
Where?	Universidad Estatal Peninsula Santa Elena
When?	2026
How?	By one-on- one- interview
What for?	To analyze the students' experiences in the use of digital storytelling to strengthen the ability to express themselves in English as a foreign language.

Note: Elements identified for inclusion in the data collection.

Population and Sample

According to Ahmad et al. (2023) the population is all individuals within an area or category of interest; the sample is a subset of the population representing the larger context. This particular study focused on assessing the role of digital storytelling in enhancing oral expression abilities in English by students enrolled in the PINE Program at UPSE. The total number of students in the population of this study included 38 students currently participating in the PINE Program and involved in some form of English learning experience which utilizes digital storytelling.

For this specific study, a sample of 5 students enrolled in the PINE Program at UPSE were utilized. Students were chosen based upon a method of purposeful sampling as each student

had previously used digital storytelling as part of his/her English learning process. Involvement of these students was deemed pertinent to this inquiry as a result of their direct involvement with this methodology, thus enabling them to offer insight into how utilizing digital storytelling contributed to improvement of oral expression skills. Participants will be able to voice their thoughts, experiences, and viewpoints through interviews related to how their perceived confidence, participation, and communication skills were impacted by the utilization of digital storytelling as a tool for developing their ability to express themselves orally in English as a second language.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter presents the analysis and interpretation of data collected from five English as a Foreign Language (EFL) students who had experience using digital storytelling activities in English classes. The purpose of this chapter is to analyze how digital storytelling contributes to the development of students' speaking skills. Digital storytelling combines technology, creativity, and language learning, allowing students to create and share stories while practicing English in meaningful contexts.

Furthermore, the five students responded to eight open-ended questions concerning their experiences and feelings toward the application of digital storytelling, and how it impacted their speaking abilities. The responses from the participants offered important insight into the benefits and disadvantages of applying this type of teaching methodology in the study of English. The students stated that digital storytelling allowed them to speak more in class; improved their pronunciation; increased their ability to communicate fluently in English; and increased their confidence to express themselves while using English.

In general terms, the interviews indicated that digital storytelling is beneficial in regards to developing speaking skills among English as a foreign language learners. All but one student felt that hearing/seeing themselves after recording and/or listening to themselves gave them feedback as to which aspects of their pronunciation needed improvement. Additionally, most students believed that being able to work on their ideas prior to speaking was motivating and increased their confidence. They also all agreed that digital storytelling made English classroom time more interactive and fun than traditional speaking exercises.

Although many students expressed the numerous benefits associated with digital storytelling, there were also several issues encountered by a few students, including difficulty pronouncing words correctly, difficulty finding suitable vocabulary, difficulty learning to utilize technology for educational purposes and occasionally experiencing technological difficulties. However, overall results indicate that digital storytelling is a useful method for enhancing speaking skills, building confidence in expressing oneself creatively and increasing involvement or participation during classroom instruction for English as a Foreign Language (EFL) learners.

Question report

Table 2

Results Obtained from Digital Storytelling to Enhance Speaking Skills in EFL Learners

CATEGORIES	ANSWERS	AUTHORS
Digital Storytelling and Speaking Skills Development	The interview participants said they had improved their speaking skills through digital storytelling as it gave them a purposeful way to talk about English. As they spoke more fluently and clearly than when they used the traditional method of writing for an exam, they expressed their confidence in using English. They also explained how the act of creating these stories made them participate more actively and motivated them to speak more freely. This allowed them to be able to use English much better in their conversations with others.	According to Yuniarti, et. al.,(2022) Digital Storytelling enables students to build on their speaking abilities as a combination of visuals, audio, and text provide a means for organizing and expressing ideas clearly. The use of these Multimodal resources has been shown to enable greater clarity in the organization of ideas; improved fluency and confidence and encourage student participation in English speaking activities within the classroom.

Confidence and Reduction of Speaking Anxiety	The interviewees agreed that digital storytelling increased their confidence because it allowed them to prepare, rehearse, and revise their speaking before presenting. Students also reported feeling less nervous when speaking English	Moscoso (2023) stated that the use of digital storytelling will increase students' confidence in recording their voice while improving their ability to speak. Bai and Xian (2024) also reported that using this method will decrease anxiety about speaking by creating an educational atmosphere with a sense of support and comfort for students to improve their English communication.
Motivation and Active Participation	Students indicated that the use of digital storytelling was a highly engaging, participatory activity for students which increased their motivation to participate in English class. In addition to increasing motivation to learn, it allowed students to combine the story-telling technique with other aspects of technology that added enjoyment and relevance to learning. The students also felt that using the digital story-telling technique provided them with opportunities to be actively involved in learning, and thus increased their desire to practice and improve English skills.	Mosquera and Rodriguez (2025) mentioned that storytelling promotes active participation and encourages collaborative and individual work. Additionally, Shadiev and Wang (2022) indicated that technology increases students' engagement in learning activities.
Challenges and Benefits of Digital Storytelling	Learners were identified with challenges like difficulty pronouncing words, vocabulary limitations, ability to utilize digital tools, and cognitive issues; but participants also mentioned that this activity	Alhums (2024), stated that Digital Tools, help with developing Language Skills and Increase Students Motivation. Similarly, Wafa and Chakin (2022) indicated that Digital Storytelling helps improve Speaking

helped learners develop their oral expression, increased confidence in using creative ideas, and learners were able to increase their communication abilities by being involved in digital storytelling activities while using the English language for learning purposes, which supports both language development and motivation.	Ability by using Multimedia Resources for Oral Narrations. Both Studies have demonstrated that Technology Integration in Learning Languages can enhance Student Engagement, Fluency, and Communicative Competence.
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Note. This table presents the results obtained from interviews conducted with students who have experience using digital storytelling to enhance speaking skills, compared with findings from the literature review.

Five categories were identified to analyze and organize the data obtained from the interviews. Each category provides a detailed understanding of how digital storytelling develops speaking skills in EFL students.

The first category focused on digital storytelling and developing oral skills. All participants stated that using digital storytelling was a valuable way to improve their English skills. Creating and presenting a digital story, students mentioned that it helped them better organize their thoughts, express themselves more naturally and speak English more often. The overall outcomes indicated that digital storytelling encourages active language use, motivates students to develop their oral skills through creative and meaningful learning experiences.

The second category focused on improving pronunciation and fluency. Almost all participants agreed that hearing their own recorded voice helped them identify mispronunciations, which led to consistent improvement in their fluency. The participants

mentioned that by doing so, they became more self-conscious about their oral performances; thus, leading to better output and ultimately being able to clearly and proficiently communicate in English.

The third category focused on increasing students' confidence when speaking in public. Participants stated that digital storytelling provided more confidence as it allowed students to have prior preparation, rehearsal and review before the actual presentation. This created less anxiety for students and provided more comfort for participating in English conversations, since there was ample time to make improvements. As a result, students participated more readily and comfortably to communicate in the target language.

Participants described the Digital Story as an interactive and entertaining activity, which motivated them to study English. Students described the creative aspect of telling a story and the usage of technology to create a fun and encouraging environment for students to take part in classroom activities. Additionally, students appreciated the ability to share their ideas creatively while also enhancing their language abilities.

The fifth category analyzed the challenges and advantages of digital storytelling. Participants identified several challenges, such as, difficulty with pronunciation, lack of vocabulary, learning to utilize digital tools, etc., but found these disadvantages manageable. The participants highlighted many positive aspects of digital storytelling, such as, improved oral skills, greater confidence, improved creativity, etc. Overall, participants believed digital storytelling was a valuable teaching tool that produced great benefit in their learning of English.

Overall, the analysis of the participant's interview data showed five major categories related to utilizing digital storytelling as an approach to EFL learning. The results of this study

showed that digital storytelling is beneficial in developing spoken skills, improving pronunciation and fluency, increases confidence, enhances motivation and participation, and has many advantages in spite of some challenges. In total, we can conclude that digital storytelling is an excellent method for creating quality learning environments where students are able to improve their spoken expression skills.

Chapter V

Conclusions and recommendations

Conclusions

Based on the data from this study's interviews with EFL students (PINE) , the results confirm that using Digital Storytelling in education positively impacts the improvement of students' oral expression. Through creating content digitally, students have the opportunity to engage with English in creative, authentic and meaningful ways. Therefore, educators are strongly recommended to include digital storytelling in all of their classes to create many opportunities for students to develop their spoken English skills.

From this study's results, we also found that Digital Storytelling supported students in developing several areas of oral expression; specifically, in the area of pronunciation, fluency and idea organization. Many of the students stated that they were able to hear themselves speak and then record those same voices to listen back and correct errors. They also mentioned that hearing their voices allowed them to repeat what they had practiced previously in order to improve their spoken English. These findings emphasize the role of the educator in establishing a framework for guiding the process of how students will tell stories through digital means; specifically, outlining, scripting and revising. In this way, the educator can guide his or her students in developing their ability to effectively express their thoughts orally.

Students also expressed that participating in Digital Storytelling enhanced their confidence when communicating verbally. Also, the act of planning, practicing and revising provided them with the confidence needed to eliminate fear of communication. Thus, there is evidence that incorporating reflective activities on the part of students, as well as peer feedback

exercises, will allow students to become aware of their strengths and weaknesses and give them the autonomy to continue to develop their skills for oral communication.

Finally, these results indicate that Digital Storytelling provides a fun and engaging way to learn by integrating both technology and creativity along with developing students' ability to use language. Although many of the participants faced obstacles in terms of difficulty with pronunciation, lack of vocabulary and sometimes technical problems during production, the positives far outweighed the negatives. Therefore, based on our research results, it is highly suggested that institutions make available ample amounts of technology as well as provide educators with some type of basic training to minimize the number of technical problems experienced by students.

In summary, this study demonstrates that Digital Storytelling is a very effective instructional strategy for assisting in developing oral expression skills; additionally, encouraging student participation and increasing learner confidence. As a result, researchers are encouraged to conduct studies involving larger numbers of subjects and different educational settings to better understand its impact on learner motivation, participation levels and spoken language development in second/foreign language learning environments.

Recommendations

Based upon conclusions of this study, several recommendations are made below.

The first recommendation is for English instructors to include Digital Storytelling as a regular method of instruction to help students improve their oral proficiency through the opportunity to communicate creatively. The frequency at which Digital Storytelling is used will contribute significantly to the amount of time students have to work on improving their pronunciation, fluency and organizing ideas while working in authentic ways.

The second recommendation would be for instructors to assist students throughout the entire Digital Storytelling process. Students need support in the areas of planning, scripting their story, practicing their delivery and editing/revision. When instructors provide this type of scaffolded assistance, they can help their students develop over-coming challenges associated with developing vocabulary, articulation/pronunciation and the anxieties often developed when speaking in front of others; therefore, the likelihood of improvement in student's oral proficiency increases.

The third recommendation would be for educators to encourage self-assessment or peer assessment activities during storytelling exercises. Self-assessment allows students to recognize their strengths and weaknesses, become aware of how they utilize the target language, and ultimately become more autonomous. Peer assessment encourages students to collaborate and participate actively in speaking activities.

The fourth recommendation would be for schools to support educators who wish to implement Digital Storytelling by supplying them with appropriate hardware, software and offering basic computer education/training to both teachers and students so that issues of technology can be minimized and maximize the utilization of computers in foreign language acquisition.

Lastly, further research needs to focus on using Digital Storytelling across various age groups and with much larger sample sizes. Future research could also investigate whether Digital Storytelling has positive effects on other language skills such as listening and writing. Additionally, researchers may want to examine if there are additional benefits to using Digital Storytelling including increased motivation, confidence, and long-term speaking development in EFL settings.

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Annexes

Annex A: Certified Anti-Plagiarism System.

La Libertad, 4 de Julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “DIGITAL STORYTELLING TO ENHANCE SPEAKING SKILLS” elaborado por las estudiantes Orrala Reyes Angely Maria y Quiñonez Tigreros Andrea Jacqueline de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Jefferson Sánchez Paguay

ADVISOR



DIGITAL STORYTELLING

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Nombre del fichero : DIGITAL STORYTELLING.txt
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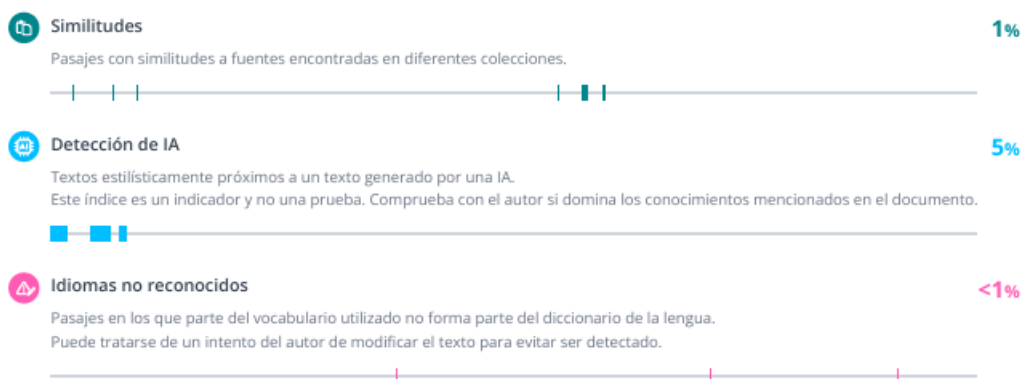
Depositante : JEFFERSON SANCHEZ PAGUAY
 Fecha de depósito : 4 de julio de 2026
 Tipo de carga : interface
 fecha de fin de análisis : 4 de julio de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :



Incluido en el porcentaje de textos sospechosos :



No incluido en el porcentaje de textos sospechosos :



Annex B: Questionnaire

Population: The population is composed of students enrolled in the PINE Program at UPSE who have used digital storytelling activities to improve their English speaking skills.

Sample: The sample includes five students from the PINE Program at UPSE who participated in digital storytelling activities and shared their experiences through semi-structured interviews.

Questions

1. In what ways do you think digital storytelling influences your speaking skills in English?
2. What elements of digital storytelling helped you the most to improve your pronunciation and fluency?
3. Do you think digital storytelling helps you feel more confident when speaking English? Why?
4. How would you describe your experience using digital storytelling in English classes?
5. How do you feel when participating in digital storytelling activities compared to traditional speaking activities?
6. Do you think digital storytelling makes speaking classes more interesting? Why?
7. What challenges have you experienced when using digital storytelling to improve your English speaking skills?
8. What are the advantages of using digital storytelling for learning English?

Annex C: Transcriptions of interviews

Interviewee #1

Good afternoon. We will begin the interview as part of our thesis entitled "Digital Storytelling to Enhance Speaking Skills." The purpose of this interview is to gather information and opinions from students who have experienced digital storytelling in English classes.

Okay, let's start with the first question. In what ways do you think digital storytelling influences your speaking skills in English?

I think digital storytelling helps me improve my speaking skills because it gives me the opportunity to practice English in a more creative and meaningful way. It helps me express my ideas better and use the language more naturally.

The next question is: What elements of digital storytelling helped you the most to improve your pronunciation and fluency?

The part that helped me the most was recording my voice and listening to myself. This allowed me to notice pronunciation mistakes and practice several times until I felt more comfortable speaking.

The third question is: Do you think digital storytelling helps you feel more confident when speaking English? Why?

Yes, I do. Since I can prepare my story and practice before presenting it, I feel less nervous and more confident when speaking English.

The next question is: How would you describe your experience using digital storytelling in English classes?

My experience has been very positive. I enjoyed creating stories and using technology because it made the learning process more interesting and interactive.

Question number five is: How do you feel when participating in digital storytelling activities compared to traditional speaking activities?

I feel more relaxed and motivated. In traditional speaking activities, I sometimes feel nervous, but digital storytelling gives me more time to prepare and organize my ideas.

The next question is: Do you think digital storytelling makes speaking classes more interesting? Why?

Yes, because it combines technology, creativity, and language learning. I think it makes classes more dynamic and keeps students engaged.

Question number seven is: What challenges have you experienced when using digital storytelling to improve your English speaking skills?

One challenge for me was learning how to use some digital tools and editing features. Sometimes it also took me time to find the right words to express my ideas clearly in English.

Finally, the last question is: What are the advantages of using digital storytelling for learning English?

I believe it helps improve pronunciation, fluency, creativity, and confidence. It also makes learning English more enjoyable and encourages students to participate more actively.

Thank you for your answers.

You're welcome.

Interviewee #2

Good afternoon. We will begin the interview as part of our thesis entitled " Digital Storytelling to Enhance Speaking Skills." The purpose of this interview is to gather information and opinions from students who have experienced digital storytelling in English classes. Okay, let's continue with the interview.

The first question is: In what ways do you think digital storytelling influences your speaking skills in English?

Digital storytelling helps me develop my speaking skills by encouraging me to communicate ideas clearly. It also motivates me to practice English more frequently.

The next question is: What elements of digital storytelling helped you the most to improve your pronunciation and fluency?

The narration and voice recording features were the most helpful elements. They allowed me to identify mistakes and improve my pronunciation.

Question number three is: Do you think digital storytelling helps you feel more confident when speaking English? Why?

Yes, because repeated practice makes me feel more prepared. As a result, I feel more confident when speaking in front of others.

The next question is: How would you describe your experience using digital storytelling in English classes?

It was an interesting experience because it combined language learning with technology. I learned new vocabulary while creating stories.

Question number five is: How do you feel when participating in digital storytelling activities compared to traditional speaking activities?

I feel more motivated because digital storytelling allows me to be creative. Traditional speaking activities can sometimes feel repetitive.

The next question is: Do you think digital storytelling makes speaking classes more interesting? Why?

Yes, because students can create their own stories and express personal ideas. This makes the lessons more engaging and meaningful.

Question number seven is: What challenges have you experienced when using digital storytelling to improve your English speaking skills?

Sometimes I had difficulties organizing my ideas in English. I also needed time to learn how to use some digital tools.

Finally, the last question is: What are the advantages of using digital storytelling for learning English?

It improves communication skills and promotes creativity. In addition, it helps students become more independent learners.

Thank you very much for your participation.

You're welcome.

Interviewee #3

Good afternoon. We will continue the interviews as part of our thesis entitled " Digital Storytelling to Enhance Speaking Skills." The purpose of this interview is to gather information and opinions from students who have experienced digital storytelling in English classes. Okay, let's begin.

The first question is: In what ways do you think digital storytelling influences your speaking skills in English?

I believe digital storytelling improves speaking skills because students use English in a practical and authentic way. It encourages continuous speaking practice.

The next question is: What elements of digital storytelling helped you the most to improve your pronunciation and fluency?

Listening to my own recordings helped me recognize pronunciation errors. Rehearsing the script several times improved my fluency.

Question number three is: Do you think digital storytelling helps you feel more confident when speaking English? Why?

Yes, because I can correct mistakes before sharing my work. This makes me feel more secure when speaking English.

The next question is: How would you describe your experience using digital storytelling in English classes?

My experience was enjoyable and educational. It helped me become more active in the learning process.

Question number five is: How do you feel when participating in digital storytelling activities compared to traditional speaking activities?

I feel less anxious because I can prepare my presentation beforehand. In traditional activities, I sometimes feel nervous speaking spontaneously.

The next question is: Do you think digital storytelling makes speaking classes more interesting? Why?

Yes, because it includes multimedia elements that make lessons more attractive. It keeps students interested and involved.

Question number seven is: What challenges have you experienced when using digital storytelling to improve your English speaking skills?

One challenge was finding the right vocabulary to express my ideas. Occasionally, technical issues also affected my work.

Finally, the last question is: What are the advantages of using digital storytelling for learning English?

It improves pronunciation, vocabulary, and speaking fluency. It also helps students develop digital skills.

Thank you very much for your answers.

You're welcome.

Interviewee #4

Good afternoon. We will continue the interviews as part of our thesis entitled " Digital Storytelling to Enhance Speaking Skills." The purpose of this interview is to gather information and opinions from students who have experienced digital storytelling in English classes. Let's begin with the first question.

In what ways do you think digital storytelling influences your speaking skills in English?

Digital storytelling influences my speaking skills by encouraging me to practice English regularly. It also helps me organize my thoughts before speaking.

The next question is: What elements of digital storytelling helped you the most to improve your pronunciation and fluency?

Creating and recording narrations was the most useful part. It allowed me to focus on speaking clearly and correctly.

Question number three is: Do you think digital storytelling helps you feel more confident when speaking English? Why?

Yes, because practicing several times before presenting reduces my anxiety. I feel more confident when I know what I want to say.

The next question is: How would you describe your experience using digital storytelling in English classes?

It was a rewarding experience because I could combine creativity with language learning. The activities were both useful and enjoyable.

Question number five is: How do you feel when participating in digital storytelling activities compared to traditional speaking activities?

I feel more engaged during digital storytelling activities because they are interactive. Traditional speaking tasks can sometimes feel less interesting.

The next question is: Do you think digital storytelling makes speaking classes more interesting? Why?

Yes, because students have the opportunity to create original content. This makes speaking activities more meaningful and enjoyable.

Question number seven is: What challenges have you experienced when using digital storytelling to improve your English speaking skills?

Sometimes it was difficult to pronounce new words correctly. Managing time for creating the story was another challenge.

Finally, the last question is: What are the advantages of using digital storytelling for learning English?

It promotes creativity and improves speaking skills. It also helps students gain confidence when using English.

Thank you for your participation.

You're welcome.

Interviewee #5

Good afternoon. We will continue the interviews as part of our thesis entitled " Digital Storytelling to Enhance Speaking Skills." The purpose of this interview is to gather information and opinions from students who have experienced digital storytelling in English classes.

The first question is: In what ways do you think digital storytelling influences your speaking skills in English?

I think digital storytelling improves speaking skills because it encourages students to communicate ideas through stories. It provides meaningful opportunities to practice English.

The next question is: What elements of digital storytelling helped you the most to improve your pronunciation and fluency?

Repeating and recording my narration helped me improve both pronunciation and fluency. Listening to my voice helped me identify mistakes.

Question number three is: Do you think digital storytelling helps you feel more confident when speaking English? Why?

Yes, because I feel more prepared after practicing my story several times. This preparation increases my confidence when speaking.

The next question is: How would you describe your experience using digital storytelling in English classes?

My experience was very positive because the activities were creative and motivating. I enjoyed learning English in a different way.

Question number five is: How do you feel when participating in digital storytelling activities compared to traditional speaking activities?

I feel more comfortable and interested during digital storytelling activities. They allow me to express myself more freely than traditional activities.

The next question is: Do you think digital storytelling makes speaking classes more interesting? Why?

Yes, because technology and storytelling make the lessons more dynamic. Students are usually more motivated to participate.

Question number seven is: What challenges have you experienced when using digital storytelling to improve your English speaking skills?

I sometimes struggled with pronunciation and grammar while recording. Technical difficulties were also a challenge occasionally.

Finally, the last question is: What are the advantages of using digital storytelling for learning English?

The main advantages are improved speaking skills, increased confidence, and greater motivation. It also encourages creativity and active participation.

Thank you very much for your participation and for sharing your experience.

You're welcome.