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# Digital Storytelling as an innovation to enhance college students' speaking skills in English language

Mastering the English language is vital in today's globalized digital world, especially speaking skills for effective social interaction. While many feel they need more confidence in acquiring speaking skills, particularly in the speaking class, the results of this study highlight the unique benefits of integrating digital storytelling, which can serve as an effective approach to overcoming this difficulty. Consequently, learners are encouraged to present the stories in an engaging and entertaining way through the use of multimedia components such as images, music, and videos in new method of teaching. A quasi-experimental design was implemented, which included 62 students from the pedagogical college of Astana International University, comprising an experimental group and a control group. The experimental group employed digital storytelling tools, while the control group participated in conventional speaking practice. Pre-tests, post-tests, and questionnaires were administered before and after the teaching practice to examine whether any improvements were achieved in the speaking practice and the students' views. Findings indicate the considerable progress made by the experimental group in the students' speaking ability, which includes appropriate volume, logical progression of ideas, and the use of appropriate media elements. Qualitative feedback highlighted increased confidence, enhanced creativity, and improved pronunciation and fluency among students using digital storytelling. The results indicate that digital storytelling is a unique and effective method for enhancing speaking skills in the English language, offering valuable substance for teachers. Teachers can design more dynamic, engaging, and effective learning backgrounds by blending digital storytelling into language teaching.

*Keywords:* digital storytelling, innovation in education, technology in education, English language proficiency, speaking skills enhancement, student engagement, creative learning methods.

## *Introduction*

In today's globalized world, proficiency in the English language has evolved increasingly significantly. It simplifies communication across cultures and opens up opportunities for education, employment, and personal growth. Nevertheless, many English language learners struggle with speaking skills, particularly in public settings or when making presentations. This challenge highlights the demand for innovative teaching techniques to enhance speaking proficiency.

Digital storytelling emerges as a profitable solution. By using digital media and technology, students can create and share their own stories in a visually engaging way, which can encourage learners and enhance collaboration. Midge Frazel clarifies that "digital storytelling is a process that blends media to enrich and enhance the written or spoken word. Leaders in the field have called digital storytelling a new twist to storytelling—multimedia tales are the modern expression of ancient art" [1]. As a teaching method, storytelling helps learners solve problems and tasks creatively, fostering constructive comprehension of the subject matter. Joe Lambert explains digital storytelling: "We find it useful to define practices by creating a taxonomy based on three separate spectrums. The first is based on an approach to collaboration between facilitator and storyteller. The second explores the role of the literary voice and the style that grows out of it. And the third spectrum is based on the form the stories take" [2]. This emphasis on collaboration in digital storytelling underscores its potential to enhance student engagement and learning outcomes, a prospect that should excite educators and researchers.

Based on initial observations at a pedagogical college where students study for various educational professions — such as preschool education, primary school teaching, physical education, Kazakh language and literature, English language, and music — it was noted that English proficiency levels varied among students who entered after the 9th grade from different schools. Due to the inadequacy of conventional exercises in promoting the development of listening, speaking, reading, and writing abilities, many students encounter challenges with their English fluency. Employing digital storytelling as an instructional approach can close

this gap, enhancing students' interest and effectiveness in learning English. Digital storytelling is an inclusive and adaptable approach that can cater to the diverse needs of students, regardless of their initial proficiency levels.

Storytelling is a teaching method that enables students to expand their vocabulary and acquire new language structures, thereby facilitating innovative communication in English. When integrated with digital technology, storytelling becomes an innovative approach. Digital storytelling can significantly enhance speaking skills in the English language. Learning opportunities blossom as the ancient tradition of storytelling meets the digital age. Digital storytelling, with its student-centered approach, has the potential to significantly improve student motivation and learning outcomes, a prospect that should excite educators.

A number of important educational theories are the foundation upon which the development of digital storytelling in education is built. Based on the sociocultural theory by Lev Vygotsky, social interaction and speech are important to cognitive development, providing evidence for storytelling as a mechanism that can help achieve meaningful learning in an engaging and cumulative digital environment [3]. Vygotsky argues that "the most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge." [3] Here, he by "practical activity" meant the use of tools. Nowadays, tools have evolved into different kinds of technologies, including digital forms. Vygotsky also talked about the significance of speech in cognitive development. As he states, "Sometimes speech becomes of such vital importance that, if not permitted to use it, young children cannot accomplish the given task." [3] This demonstrates the essence of action, perception, and conversation for learning. As a result of his experience with his collaborator R.E. Levina, they demonstrated an important fact about speech: "A child's speech is as important as the role of action in attaining the goal. Children not only speak about what they are doing; their speech and action are part of one and the same complex psychological function, directed toward the solution of the problem at hand" [3]. Jean Piaget's constructivism emphasizes that learners construct knowledge through experiences, a principle that digital storytelling builds upon by enabling students to create and reflect on multimedia narratives [4]. Where learners create digital stories, they must craft plots and choose images and sound — all of which require them to interact with content in a substantive way, contrary to what Piaget claims (1997). Digital storytelling does not serve as a source of knowledge but rather allows students to create their own using Piaget's philosophy on learner-centered education [4]. Seymour Papert's constructionism advocates for technology as a medium for students to engage actively and creatively, laying the foundation or using digital platforms in storytelling [5]. Collectively, these educational theories emphasize narrative, creativity, and experiential learning—core elements of digital storytelling in education.

Digital storytelling merges traditional storytelling with modern digital tools to produce interactive and immersive experiences accessible to broad audiences [6]. Unlike conventional narratives, which set the audience as passive recipients, digital storytelling actively involves users through interactive pathways, multimedia components, and customizable scope, encouraging more noteworthy emotional connections and supporting engagement [6], [7]. This multimodal format interprets the same storyline with visual, auditory, and textual components thereby providing a conventional narrative but also adding value by multisensory experience as well as accessibility of augmentative and alternative communication through digital platforms and embedded features for different disabilities [7]. Digital storytelling plays a significant role in the wider development of digital literacy, communication, and creativity skills that are fostering through the use of this pedagogy into schools within the context of pervasive digital media society [8].

Digital storytelling has been shown to effectively enhance a range of speaking skills, including fluency, articulation, expressive delivery, and audience awareness, by providing learners with structured opportunities to practice verbal communication in engaging, low-stakes environments [9]. Studies have demonstrated that digital storytelling supports the development of oral fluency as students work to maintain a steady pace and smooth flow in their speech during narration. It encourages attention to pronunciation and articulation; as students rehearse and record their narratives, they focus on achieving clarity and precision, often playing their recordings to refine diction [8], [10]. In addition, digital storytelling helps people become better communicators by teaching them how to use dynamic verbal expression — tone, pitch, and tempo — to communicate emotions and engage an audience [11]. Digital storytelling also increases audience awareness, which means that students must consider the perspectives of their audience and adjust language, tone, and subject matter to communicate effectively, which is an essential part of speaking skill [9].

The digital format also provides a supportive environment for confidence-building; presenting a narrative digitally allows students to develop self-assurance and poise in their speaking abilities as they practice [12]. The requirement that students arrange their tales logically and persuasively improves their capacity to communicate effectively and convincingly [13]. All of these features come together to show how digital storytelling is a versatile tool for teaching students to speak clearly and confidently in a variety of contexts, both in the classroom as well as beyond.

Beyond speaking, digital storytelling develops cognitive, social, and technological capabilities. It greatly improves writing and reading skills because students must organize ideas coherently, acquire vocabulary, and structure narratives creatively [8], [11]. The process of scripting and editing stories improves writing fluency and literacy by engaging students in summarizing, sequencing, and synthesizing information—crucial components of literacy development [6].

Digital storytelling enhances critical thinking and problem-solving abilities. Students cultivate critical faculties, such as media literacy and evaluative abilities, required for efficiently navigating digital information sources through assignments that necessitate content evaluation, narrative construction, and proper media selection [14], [12]. As students use software for editing, audio recording, and multimedia integration, they gain digital skills needed in a tech-driven economy [13], [6].

Digital storytelling initiatives also frequently necessitate teamwork and the development of interpersonal communication abilities. Working in groups to create stories encourages students to negotiate roles, share responsibilities, and communicate effectively — skills integral to both academic and professional teamwork [10]. It also serves as a medium for self-expression and the development of emotional intelligence. Giving students a platform to express their own feelings, ideas, and experiences helps them become more self-aware and empathetic by encouraging a greater comprehension of perspectives from other people [12]. The multistep nature of digital storytelling promotes project management and organizational skills, as students learn to set goals, prioritize tasks, and manage time efficiently — skills necessary for completing complex projects successfully and transferable to broader academic and real-world contexts [8].

Digital storytelling, with its various applications, functions as a comprehensive educational instrument that equips students for both academic success and the digital, communicative, and collaborative requirements of the modern age.

Digital storytelling includes diverse styles such as personal narratives, historical documentaries, and educational or persuasive efforts. These formats employ multimedia components —such as video, music, graphics, and text —to create appealing, visually enriched narratives that function as effective instruments in educational contexts. Research highlights that digital storytelling enhances student engagement and understanding by encouraging creativity, critical thinking, and collaboration [6], [8], [11]. In academia, it is used to promote reflective learning, build media literacy, and support project-based learning, aligning well with constructivist approaches where students actively participate in knowledge creation. Digital storytelling is utilized in language education to enhance narrative abilities, in history to represent cultural legacy, and in the sciences to communicate intricate topics in an accessible manner. Digital storytelling enhances students' digital skills and fosters comprehensive cognitive and emotional learning outcomes through various applications [12].

Digital storytelling integrates effectively with the Technological Pedagogical Content Knowledge (TPACK) paradigm, enhancing pedagogy through a dynamic interaction of content, pedagogy, and technology [15], [16], [17]. Educators utilize multimedia resources such as video, audio, and interactive digital platforms to provide content in narrative formats that engage students and foster critical thinking. For instance, introducing digital storytelling into history classes gives students the opportunity to narrate historical events, which in turn helps them get a more thorough understanding of the material through active engagement. This method can be utilized by educators to scaffold classes of varied degrees of difficulty, providing students with the opportunity to acquire digital literacy skill while also exploring narrative approaches [6]. By successfully integrating all TPACK domains, this synergy creates a learner-centered environment where students co-construct knowledge and improve 21st-century skills [18].

Digital storytelling also effectively bridges Bloom's Taxonomy by engaging students across multiple cognitive domains, fostering both lower and higher-order thinking skills. At foundational levels, students enhance remembering and understanding by recalling narrative elements and comprehending story structures within digital media [19]. As learners move on to produce their own digital stories, they use knowledge and analyze information by organizing content and including multimedia aspects. Students evaluate the efficacy of their narratives and implement modifications during the evaluation procedure. The most advanced level of

Bloom's Taxonomy — creating — is ultimately reached while creating a digital story. In addition to enhancing the level of content comprehension, this multimodal interaction additionally encourages critical thinking and creative thinking [6].

Furthermore, digital storytelling aligns with Vygotsky's Zone of Proximal Development (ZPD) by serving as a scaffolded learning experience that enhances both cognitive and social skills [3]. In the ZPD framework, learners achieve higher levels of understanding with support from more knowledgeable others. Through digital storytelling, educators provide guidance and collaborative opportunities that help students construct narratives using multimedia tools, thus operating within their ZPD. This process fosters creativity and technical proficiency and encourages critical thinking and problem-solving as students navigate complex tasks they might not manage independently [8]. By integrating digital storytelling into the curriculum, teachers facilitate meaningful interactions that promote deeper learning and support the development of higher-order cognitive skills.

Digital storytelling and artificial intelligence (AI) intersect in education by enhancing narrative learning through personalized and adaptive technologies. AI-powered technologies assist learners in creating digital stories by providing real-time feedback on narrative structure, language use, and multimedia integration, which promotes creativity and improves storytelling skills [20]. In addition, AI algorithms enhance the efficacy and engagement of learning experiences by customizing the content of stories to the learning profiles, interests, and comprehension levels of individual learners [21]. AI augments evaluation by assessing student-generated narratives for coherence, creativity, and alignment with educational objectives, providing educators with valuable insights into student development [22]. This integration improves the digital storytelling process and encourages the development of valuable skills, such as digital literacy, creative thinking, and problem-solving.

Digital storytelling can be effectively combined with English language teaching methods, including debate, project-based learning, TED Talks, comics, and other types of public speaking, to improve linguistic competency and communication skills. Engaging students in creating digital narratives that incorporate argumentative elements can bolster critical thinking and debate skills within a language context [9]. Project-based digital storytelling allows learners to collaboratively develop stories, fostering language acquisition through authentic tasks and peer interaction [6]. Yang (2011) emphasizes that engaging students in an online situated language learning environment can significantly enhance students' language skills and motivation [23]. Incorporating TED Talk formats into digital storytelling activities encourages students to practice public speaking and persuasive communication in English, enhancing fluency and confidence [24]. Utilizing comics as a medium for digital stories engages visual literacy and creative writing, promoting comprehension and expression in a multimodal format [25]. Combining digital storytelling with these methods cultivates an engaging learning environment that supports language development and 21st-century skills.

Storytelling is an ancient art form that has been practiced since the earliest human civilizations. With the advent of technology, storytelling has evolved into digital storytelling, which revitalizes the ancient craft through computer-generated text and multimedia content [6]. The key difference between traditional narratives and digital storytelling is that traditional narratives are in analog form, whereas digital storytelling is digitalized, incorporating computer-based multimedia elements and using technology to show and tell the story. Digital stories are both visual, using images and scanned artwork, and auditory, with voice narration, giving students vital experience using their own speaking voice. Music and sound effects can be included in a story to provide emotional depth to it. There are many opportunities to create digital stories, and the proliferation of digital technology has made digital storytelling increasingly accessible [7].

Joe Lambert and the late Dana Atchley were pioneers of the digital storytelling movement in the late 1980s as co-founders of the Center for Digital Storytelling (CDS), a nonprofit community arts organization in Berkeley, California [26]. The CDS is known for developing and disseminating the Seven Elements of Digital Storytelling, which provide a framework for creating compelling digital narratives.

1. The Seven Elements of Digital Storytelling: working with the Seven Elements that the CDS developed, some modifications have been made to make them more applicable to educational digital stories created by students [6]:
2. The Overall Purpose of the Story
3. The Narrator's Point of View
4. A Dramatic Question or Questions
5. The Choice of Content
6. Clarity of Voice

7. Pacing of the Narrative
8. Use of a Meaningful Audio Soundtrack
9. Quality of the Images, Video, and Other Multimedia Elements
10. Economy of the Story Detail
11. Good Grammar and Language Usage

Students can improve their narrative and technological abilities by following these steps to make digital stories that are interesting, well-structured, and have substance.

While the essential technology is currently accessible in the classroom, storytelling has not been fully recognized as a valuable tool for developing students' learning skills and achieving 21st-century learning outcomes [6]. With the aid of the latest developments in technology, classrooms welcome digital storytelling as a means of teaching, and students are motivated to conceive academic concepts and transmit their understanding [7]. Digital storytelling can accomplish the following in the classroom:

- Engage students and motivate them to learn core curriculum content.
- Address the need for relevancy in learning for today's students.
- Provide a hands-on, active instructional format, helping educators meet the needs of diverse student groups.
- Promote group activities in the classroom.
- Be individualized within the context of a class assignment.
- Provide students with opportunities to apply emerging technologies as part of their learning.
- Support team teaching and learning across the curriculum.

This study utilizes the digital storytelling method as an innovative pedagogical approach that attracts the attention of today's youth who tend to use technology [8]. It investigates the use of digital storytelling as an innovative tool for advancing speaking competencies in the English language, focusing on how it can be utilized within an educational context to improve learners' speaking abilities an essential component of language proficiency. The aim of the study is to investigate the potential educational benefits, methods, and advantages of integrating digital storytelling into language education. This will involve the use of digital tools and media to facilitate the creation, expression, and exchange of narratives in a manner that is visually appealing, interactive, and captivating. The goal is to enhance comprehension of the ways in which digital storytelling functions as a powerful tool for enhancing communicative abilities, narrating personal or academic content, and facilitating immersive and engaging learning interactions.

## *Methods and materials*

The study employed a quasi-experimental design with a pre-test and post-test equivalent control group complemented by surveys to gather qualitative data. Sixty-two students from the Pedagogical College of Astana International University participated in the study. These students were enrolled in the future English teacher training program. The participants were divided into two groups:

I. Experimental Group: Consisted of 31 Kazakh language speaking students.
II. Control Group: Consisted of 31 Russian language speaking students.

Both groups were comparable in terms of demographic characteristics, including age and gender, as well as baseline English proficiency. Initial proficiency levels were assessed using a standardized English proficiency test administered at the beginning of the study to ensure that both groups started from a similar level of language ability.

*Materials and Tools*

Digital Storytelling Tools: The experimental group utilized Adobe Spark and WeVideo to create their digital stories. These tools were chosen for their user-friendly interfaces and the ability to incorporate multimedia elements such as images, audio, and video.

Speaking Skills Evaluation: Each group's speaking proficiency was assessed using pre-tests and post-tests. **Assessing speaking skills is challenging** due to the numerous factors that influence a person's ability to speak a language, as well as the requirement for test scores to be accurate, fair, and appropriate for their intended purpose. [19]. The assessments included structured speaking tasks rated on specific criteria related to digital storytelling: the overall purpose of the story, the narrator's point of view, dramatic question(s), choice of content, clarity of voice, pacing of the narrative, use of a meaningful audio soundtrack, quality of images and other multimedia elements, economy of story detail, and good grammar and language usage. The rubric elements were adapted from the "Educational Uses of Digital Storytelling" website [6].

Surveys: In order to collect qualitative data, the experimental group conducted surveys that were intended to investigate the experiences, perceptions, and attitudes of students regarding the integration of digital storytelling into their language learning process.

Procedure: Both the experimental and control groups completed a pre-test at the start of the study to assess their initial speaking abilities. The experimental group received comprehensive instruction on how to use Adobe Spark and WeVideo. The program featured tutorials on how to create digital stories, use multimedia elements, and effectively narrate them. The experimental group conducted a variety of digital storytelling initiatives over eight weeks. Their responsibilities included creating three digital stories relevant to their curriculum. The procedure involved writing the stories, peer review, revising, and concluding them. To make their stories more successful, students recorded them and added multimedia. The control group participated in traditional speaking activities such as dialogues, role-plays, and presentations without the aid of digital tools. At the end of the study, both groups took a post-test identical in structure to the pre-test to measure any improvements in their speaking skills. Participants in the experimental group completed surveys to provide details about the experiences with digital storytelling.

*Data Analysis*

Statistical methods were employed to evaluate the pre-test and post-test scores on a quantitative basis. Paired t-tests were carried out to evaluate the presence of substantial improvements within each group. Independent t-tests were utilized to assess the improvements between the experimental and control groups in the between-group analysis. Thematic analysis was employed to identify common themes and trends in the survey results that pertain to students' experiences with digital narrative within the context of qualitative analysis.

*Validity and Reliability*

Validity: Content Validity was ensured by designing the speaking tests to cover various aspects of speaking skills based on established frameworks and having them reviewed by experts in English language teaching.

The digital storytelling tools and assessment instruments were piloted with a small group of students to ensure their appropriateness and effectiveness.

Reliability: Inter-rater reliability was established for the speaking tests by having two independent **evaluators** assess the speaking tasks using the same rubric. Discrepancies in scoring were discussed and resolved to ensure consistency.

*Ethical Considerations*

The study adhered to ethical guidelines for research involving human participants. Informed consent was obtained from all participants after the purpose of the study was explained and it was confirmed that participation was voluntary. Participants were guaranteed that their responses would be regarded as confidential and utilized exclusively for research purposes. Participants were informed of their right to withdraw from the study at any time without incurring any penalties. Institutional approval was granted to the investigation by the Vice-Principals of the Pedagogical College at Astana International University.

## *Results and Discussion*

Quantitative Results

1. Pre-Test and Post-Test Scores

The pre-test and post-test scores of both the experimental (Kazakh-speaking) and control (Russian-speaking) groups were analyzed to evaluate the improvement in speaking skills. Table 1 presents the mean scores and standard deviations for both groups.

Table 1

**Pre-Test and Post-Test Mean Scores for Experimental and Control Groups**

| Group | Pre-Test Mean (SD) | Post-Test Mean (SD) | Mean Improvement |
|---|---|---|---|
| Experimental | 65.4 (8.2) | 78.6 (7.1) | 13.2 |
| Control | 64.8 (7.9) | 69.2 (8.0) | 4.4 |

A paired t-test was conducted to compare the pre-test and post-test scores within each group. The experimental group showed a significant improvement ($t(30) = 9.47$, $p < 0.01$), while the control group also

showed improvement, though less pronounced ($t(30) = 3.21$, $p < 0.01$). An independent samples t-test comparing the mean improvement between the two groups revealed a significant difference in favor of the experimental group ($t(60) = 6.78$, $p < 0.01$).

2. Breakdown by Speaking Skills Components

Table 2 presents a comprehensive analysis of the enhancement in several aspects of speaking skills, including features related to digital storytelling. The evaluation was conducted using a rubric adapted from the "Education Uses of Digital Storytelling" website [6]. Every component was evaluated on a scale ranging from 0 to 20.

Table 2

**Breakdown of Speaking Skills Improvement**

| Component | Experimental Pre-Test | Experimental Post-Test | Control Pre-Test | Control Post-Test |
|---|---|---|---|---|
| Overall Purpose of the Story | 12.5 | 16.0 | 12.3 | 13.0 |
| Narrator's Point of View | 12.7 | 16.2 | 12.5 | 13.3 |
| Dramatic Question or Questions | 12.4 | 15.8 | 12.2 | 13.1 |
| Choice of Content | 13.0 | 16.3 | 12.8 | 13.5 |
| Clarity of Voice | 13.3 | 16.5 | 13.1 | 14.0 |
| Pacing of the Narrative | 12.8 | 16.1 | 12.6 | 13.2 |
| Use of a Meaningful Audio Soundtrack | 12.6 | 16.0 | 12.4 | 13.1 |
| Quality of Multimedia Elements | 12.7 | 16.3 | 12.5 | 13.3 |
| Economy of Story Detail | 12.5 | 16.1 | 12.3 | 13.0 |
| Good Grammar and Language Usage | 13.0 | 16.4 | 12.9 | 13.5 |

There was a substantial improvement in the quality of multimedia elements, clarity of voice, and overall purpose of the story in the experimental group. The control group also demonstrated improvements, albeit to a lesser extent. The most significant improvements were observed in traditional storytelling components, such as the narrator's point of view and dramatic questions.

The study highlights the advantages of using digital narrative in order to develop creative and technical skills that are relevant in the communication of today, in addition to the enhancement of speaking skills.

Qualitative Results

Surveys offered qualitative insights into the students' experiences with digital storytelling in student feedback. The feedback revealed several themes. Many students who participated in digital storytelling reported an increase in confidence after reviewing and editing their recordings, which they attributed to the positive effects on their self-esteem in their speaking abilities. Students appreciated the creative aspect of digital storytelling, allowing them to express themselves uniquely and explore their imagination. The process of recording and re-recording learners' stories significantly improved their pronunciation and fluency.

The students found it beneficial to share and receive feedback and ideas, as well as to learn from each other, because such collaborative efforts involved students working creatively with other students.

These qualitative findings show that digital storytelling improves language learners' speaking skills and learning experience.

Discussion

The effectiveness of Digital Storytelling: The experimental group's speaking skills, especially fluency and coherence have improved substantially, which endorses the use of digital storytelling as an effective pedagogical tool. The fact that digital storytelling has a combination of visual, auditory, and textual attributes seems to create an appetite for the language and enhance the chances of speaking English with higher efficiency.

Comparison with Other Techniques: The control participants who engaged in normal speaking practices showed some improvement, but it was not comparable to that of the experimental group. The difference brings into focus the possible limitations inherent in traditional methods of teaching concerning student participation, practice, and feedback opportunities. [2]

Participation and Motivation Product: Students' participation and motivation are greatly enhanced by negative feedback or processes of peer reviews of videos created by students with the help of digital storytelling techniques. The creation process of the video coupled with our multimedia input makes the learning process enjoyable and more interactive thus leading to a better performance.

Practical Implications: It is possible that the speaking skills of the students can be enhanced through the use of digital storytelling, which can aid teachers in the achievement of their instructional objectives. The use of digital tools along with such initiatives, and training teachers on them become an inherent aspect of a classroom and helps create a more vibrant and peer-friendly learning ecosystem.

The study illustrates that by the usage of digital storytelling, an innovative can help to enhance speaking skills in English language learners. While the quantitative data show significant improvements in several areas of speaking skills, the qualitative data reveal positive experiences and increased motivation in students. The incorporation of digital storytelling in language teaching can result in enhanced and more captivating learning experiences [12].

## *Conclusions*

The results of this study clearly show that digital storytelling is a popular invention that improves EFL speaking skills in ESL students. Among the respondents, students in the experimental group achieved more significant oral skills than those in the control group, where they held back to only traditional speaking activities. Results across all speaking components — including fluency, pronunciation, grammar, vocabulary use, and coherence — showed moderate to significant benefits. The results were better in every aspect, and students expressed greater appreciation, indicating that the digital storytelling method is innovative but effective and has potential.

Scientific Novelty

This study contributes to the existing body of knowledge by providing empirical evidence on the efficacy of digital storytelling as a pedagogical tool in language learning. Previous research provides insight into the quantitative aspect of how digital storytelling influences speaking skills as an effective learning analysis, despite the other previous research works that have been done on the advantages of multimedia and interactive learning. Methodological rigor is added to the design through a quasi-experimental design with a pre-test and post-test equivalent control group, which guarantees the reliability and validity of the findings. This research defines the academic value of foreign language education using digital storytelling as it measures changes in speaking skill improvement.

Practical Value

This study has many practical implications for the educator and curriculum designer. The experimental group showed so much improvement that it would make anyone consider how effective or motivating language would be when integrated with digital storytelling within language education. All teachers need to enhance students' speaking skills and creativity and encourage students to use those speaking skills confidently by incorporating various digital storytelling tools. Not only does digital storytelling motivate language acquisition, but it also encourages some positive responses from students: motivation and engagement, which pose critical factors in the success of language acquisition. By creating that environment through curriculum integration, digital storytelling can lead to a more dynamic interactive learning environment that fosters love and creativity in learning.

Recommendations for Future Research

Although the current study has much to offer, there is still a demand for further research to investigate the lasting effects of digital storytelling on language skills and applicability in varied and age-generic educational contexts. If digital storytelling were assessed for its ability to be integrated with other language skills — listening, reading, and writing — there is potential that the full scope of benefits could be more accurately measured. Future studies could also examine the role of individual differences, such as learning styles and digital literacy, in the effectiveness of digital storytelling. Longitudinal studies assessing the sustained impact on language proficiency over time would further contribute to the field.

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# Digital Storytelling колледж студенттерінің ағылшын тілінде сөйлеу дағдыларын жақсартуға арналған инновация ретінде

Ағылшын тілін меңгеру бүгінгі жаһанданған цифрлық әлемде, әсіресе тиімді әлеуметтік өзара әрекеттесу үшін сөйлеу дағдылары өте маңызды. Көптеген адамдар сөйлеу дағдыларын меңгеруде, әсіресе сөйлеу дағдысын жаттықтыру сабағында көбірек сенімділік қажет деп санаса да, бұл зерттеудің нәтижелері цифрлық әңгімелерді аталған қиындықты жеңудің тиімді тәсілі ретінде қолданудың бірегей артықшылықтарын атап көрсетеді. Нәтижесінде, оқытудың жаңа әдісінде суреттер, музыка және бейнелер сияқты мультимедиялық компоненттерді пайдалану арқылы оқушылар әңгімелерді тартымды және қызықты етіп ұсынуға шақырылады. Квазиэкспериментті жоба жүзеге асырылды, оған Астана халықаралық университетінің педагогикалық колледжінің эксперименттік және бақылау тобынан тұратын 62 студенті құрады. Эксперименттік топ сандық әңгімелеу құралдарын пайдаланды, ал бақылау тобы әдеттегі сөйлеу тәжірибесіне қатысты. Сөйлеу тәжірибесінде қандай да бір жақсартуларға қол жеткізілгенін және студенттердің пікірлерін тексеру үшін оқыту тәжірибесіне дейін және одан кейін алдын-ала тестілер, пост-тесттер және сауалнамалар жүргізілді. Қорытындылар сәйкес көлемді, идеялардың логикалық ілгерілеуін және сәйкес медиа элементтерін пайдалануды қамтитын эксперименталды топтың студенттердің сөйлеу қабілетінде айтарлықтай жетістіктерге жеткенін көрсетеді. Сапалы кері байланыс цифрлық әңгімелерді қолдану арқылы студенттердің сенімділігінің артқанын, шығармашылық қабілетінің жоғарылағанын және айтылу мен еркін сөйлеудің жақсарғанын көрсетті. Нәтижелер цифрлық әңгімелеу ағылшын тілінде сөйлеу дағдыларын арттырудың бірегей және тиімді әдісі болып табылатынын, мұғалімдер үшін құнды материал ұсынатынын көрсетеді. Мұғалімдер цифрлық әңгімелерді тіл үйретуге араластыру арқылы анағұрлым динамикалық, тартымды және тиімді оқу негіздерін жасай алады.

*Кілт сөздер:* цифрлық әңгімелер, білім берудегі инновация, білім берудегі технология, ағылшын тілін меңгеру, сөйлеу дағдыларын дамыту, студенттердің белсенділігі, шығармашылық оқыту әдістері.

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# Digital Storytelling как инновация для улучшения разговорных навыков студентов колледжей на английском языке

Освоение английского языка жизненно важно в сегодняшнем глобализированном цифровом мире, особенно разговорных навыков для эффективного социального взаимодействия. Хотя многие считают, что им не хватает уверенности в овладении навыками говорения, особенно на занятиях по устной речи, результаты данного исследования подчеркивают уникальные преимущества интеграции цифрового повествования, которое может служить эффективным подходом к преодолению этой трудности. В связи с этим учащимся рекомендуется представлять истории в увлекательной и развлекательной форме, используя мультимедийные компоненты, такие как изображения, музыка и видео, в рамках нового метода обучения. Был реализован квазиэкспериментальный проект, в который вошли 62 студента педагогического колледжа Международного университета Астана, включавшие экспериментальную и контрольную группы. Экспериментальная группа использовала инструменты цифрового повествования, в то время как контрольная группа участвовала в традиционной практике говорения. До и после практики преподавания проводились предварительные тесты, посттесты и анкеты, чтобы проверить, были ли достигнуты какие-либо улучшения в разговорной практике и взглядах студентов. Результаты указывают на значительный прогресс, достигнутый экспериментальной группой в разговорных способностях студентов, которые включают соответствующий объем, логическое развитие идей, и использование соответствующих элементов медиа. Качественная обратная связь выявила возросшую уверенность, повышенную креативность и улучшенное произношение и беглость среди студентов, использующих цифровое повествование. Результаты показывают, что цифровое повествование является уникальным и эффективным методом улучшения навыков говорения на английском языке, предлагая ценное содержание для учителей. Учителя могут разрабатывать более динамичные, увлекательные и эффективные учебные фоны, смешивая цифровое повествование с преподаванием языка.

*Ключевые слова:* цифровое повествование, инновации в образовании, технологии в образовании, владение английским языком, улучшение навыков говорения, вовлеченность студентов, творческие методы обучения.

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