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The Impact of Digital Storytelling on EFL Learners' Speaking and Writing Skills

Saima Usmani , *Elsadig Hussein Fadlalla Ali* * , *Musadhique Kottaparamban*

Department of English Language, King Khalid University, Abha, Aseer 61411, Saudi Arabia

ABSTRACT

This research investigates the impact of digital storytelling as a pedagogical modality to enhance the speaking and writing skills of English as a Foreign Language (EFL) learners. A review of secondary sources indicates that educators have increasingly integrated digital storytelling with Artificial Intelligence (AI) technologies, thereby improving the feasibility of these methods to bolster EFL learners' speaking and writing competencies. Despite the potential benefits, many learners encounter challenges in effectively utilizing educational technologies, which hampers their academic development. Concurrently, educators face infrastructural constraints that inhibit the implementation of digital storytelling in traditional educational settings. This study employs a mixed-methods approach, incorporating both qualitative analysis of secondary literature and quantitative analysis from primary research. Thematic analysis has been conducted on relevant journals and articles to align with the research objectives. Additionally, a survey was administered to 20 EFL participants, whose responses provided insight into the research questions. The findings indicate a significant improvement in oral fluency, accuracy, and learner confidence in speaking, alongside enhancements in grammatical accuracy and creativity in writing. Both students and teachers report positive responses towards digital storytelling, highlighting its engaging nature. However, challenges, particularly regarding technical limitations, remain evident. Consequently, while digital storytelling emerges as a highly effective language teaching strategy, further development is required to refine its format and integration with mainstream educational materials.

Keywords: Digital Storytelling; EFL Learners; Speaking and Writing Skills; Secondary Qualitative Research; Thematic Analysis

*CORRESPONDING AUTHOR:

Elsadig Hussein Fadlalla Ali, Department of English Language, King Khalid University, Abha, Aseer 61411, Saudi Arabia;
Email: alsadighssn@yahoo.com

1. Introduction

The research paper outlines and examines the effectiveness of digital storytelling as a teaching method for improving EFL students' speaking and writing abilities. Ali, Usmani and Kottaparamban[1] defined "Digital literature" as "the use of electronic and online versions of a text. Storybooks, educational texts, and literature, including folklore, can now all be accessed by a multitude of digital technologies".

Ali, Usmani and Kottaparamban[1] think that "The introduction of digital texts and their companion technologies such as search engines, hyperlinks, and cut/paste functions have remodelled how readers read print texts while using these devices". Educators have been struggling to make students learn and write, as different students have diverse learning approaches and methods. It increases the feasibility; educators make use of digital storytelling as a tool that allows them to increase influences among students to learn and make their growth in their well-being.

To Nair and Yunus, "Digital storytelling (DST) is a teaching methodology that assists students in improving their interaction skills at diverse education levels"[2]. This research paper will analyze the influence of DST on EFL students to develop their speaking and writing skills. To diversify the educational concepts, learners take assistance from educators who could teach them English as a non-native language where English is not the students' primary language. Digital storytelling helps students develop their writing skills, which in turn strengthens their vocabulary and knowledge connections[3]. Online learning gained significant momentum among students with the emergence of COVID-19[4]. Hence, educators and learners face advantages and disadvantages in using digital storytelling approaches when they want to enhance their learning and educational development. The main aim of this study is to identify the impact of digital storytelling on EFL learners' speaking and writing skills. In addition to this aim, the study also tries to fulfill the following objectives:

- To understand the improvement in learners' speaking skills after using digital storytelling.
- To enhance writing skills through digital storytelling activities.
- To determine students' and teachers' perceptions of digital storytelling in EFL learning.

- To do a comparative analysis between traditional and digital storytelling approaches.
- To outline the challenges faced by learners and educators.

In educational institutes or organizations, educators have been making use of DST approaches to help them inspire, motivate, and encourage students' learning. However, educational institutes are unaware of whether their educators know about digital technologies and how students can get better assistance with DST. These advantages and disadvantages of DST will be critically examined in this study, which could bring an informative analysis for both educators and learners. Therein, educators and learners can get to know about the ways they need to implement and make use of digital educational technologies, improvising learning opportunities and scopes.

2. Literature Review

2.1. Improvement in Students' Speaking Skills after Using DST

Digital storytelling has multiple traits that help students enhance their speaking skills. According to Nair & Yunus, DST is a teaching methodology that plays a vital role in improving students' speaking skills at diverse education levels. Students of diverse education levels who take part in digital storytelling learning get the opportunity to improve their interaction abilities, express themselves, share their learning perspectives, pose queries, and create narratives. It can be analyzed that DST supports students in developing their abilities, understanding the importance of audio-visual and story media, and promoting their talents and language skills[2]. On the contrary, Austen, Pickering and Judge[5] stated that digital storytelling is an effective inclusive assessment. It acts as a substitute written task where students develop their ability to discuss their issues, which they could not express in traditional essays and reports. It can be analyzed that DST acts as a tool that helps learners express their emotional and social consequences. It shows that students are required to have the freedom to deal with the issues or problems they have been facing. It can be said that DST helps learners develop their speaking skills and allows them to express their issues in the form of writing. It facilitates the discussion of the social and emotional troubles they have been dealing

with. Storytelling can be termed as an essential tool in language acquisition and learning, having transformed from the early oral tradition to modern digital literacy. As opined by Belda-Medina[6], DST is an important tool for developing language with inclusivity in which diverse stories are underrepresented (check **Figure 1** below). Educators make use of DST to make students review stories and help them acquire a critical standpoint to develop a moral understanding of the story[6]. It can be derived that DST helps educators to make students think creatively when they have been listening to storytelling audio. Therein, Belda-Medina[6] stated that DST shows its effectiveness in developing English as a Foreign Language (EFL) learners' speaking skills. When students can develop their problem-solving and critical thinking abilities in a situation, it develops their self-confidence to tell their own stories. For instance, some students face difficulty in learning the English language. In this context, when educators take assistance from DST, it becomes much more convenient for them to make students learn the English language.
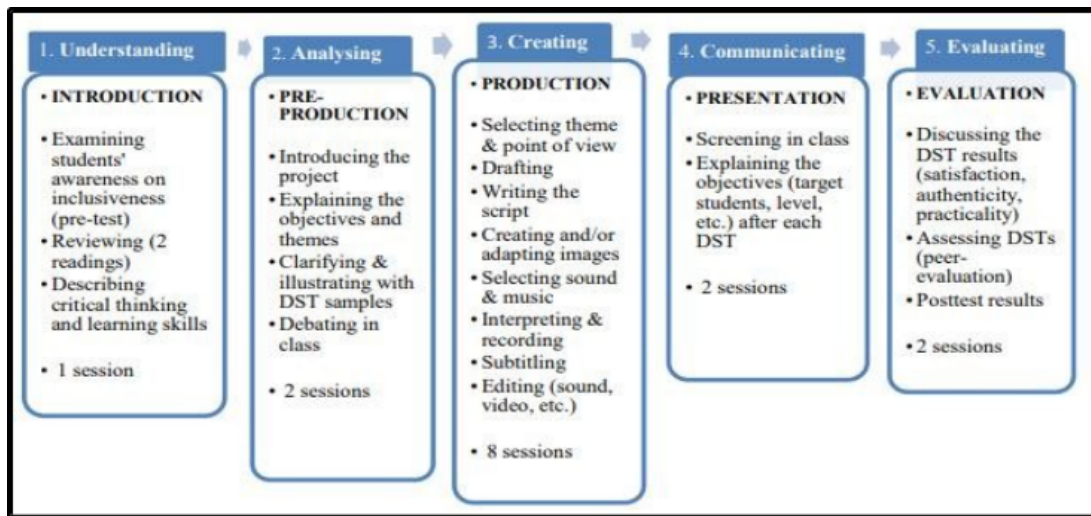

Figure 1. Critical thinking skills within the DST experiment.

Source: Belda-Medina[6].

DST is an innovative digital technology that tells and shares stories that enable students to express their voices and facilitate engagement in their voices. According to Kim, Coenraad and Park[7], DST is termed as a virtual reality-based teaching that helps educators develop deeper learning among students and encourages them to get involved in diverse learning. To improve the speaking skills of learners, digital storytelling integrates with virtual learning, which facilitates students to stay engaged and motivated to learn. For example, Clara, a student, makes use of digital stories to prepare and teach lessons to audiences, which helps her overcome shyness and gain confidence in presenting a digital presentation in front of a large group of students[7]. Therefore, it can be said that DST helps students ease their speaking attributes and helps them gain confidence while communicating with others.

2.2. Enhancement of Writing Skills through Digital Storytelling Activities

Human communication developed when they tended to improve their written and spoken languages, which can be developed through digital narratives. According to the underpinnings of Arroba and Acosta[8], DST helps students develop their oral skills, specifically speaking. It can be analyzed that educators make use of DST to improve students' speaking possibilities but cannot improve their writing skills. On the other hand, Ng et al.[9] stated that when DST technology gets integrated into AI technologies, it becomes feasible for teachers to increase students' engagement in reading AI-generated fictional themes and offer students AI-driven tools to make an experience of it. Additionally, after completing these activities, teachers involve students in developing their

traditional writing skills where they could develop new literacy skills such as integrating and conducting research via online communication, the internet, and AI-driven digital tools. Therefore, it can be observed that DST individually cannot enhance students' writing skills but when it gets merged with AI technologies, students get the opportunity to develop both their speaking and writing skills.

According to Rahiem[10], digital storytelling is a good technology resource that helps users capture, design, analyze, and combine visual images with written texts. Presenting visual images helps students understand the picture content, and written information allows them to get a brief explanation of the picture. It can be analyzed that in digital storytelling, the pictures and concepts get much more concise and clearer when written texts are used. It helps teachers to promote students' engagement by making them understand the necessity to improve their speaking and writing skills. Students can get a clear understanding of the necessity of writing skills, as it can help them to express their views and perspectives to others. It can be inferred that teachers have been making use of both speaking and writing skills which makes it much more efficient for them to make students learn about a topic more comprehensively.

2.3. Students and Teachers' Perceptions of DST in EFL Learning

In a study conducted by T.A.N. Phan, Le and G.A.V. Phan[11], the researchers examined the transformation of DST in response to EFL students' language acquisition process, focusing on the improvement of learners' confidence, motivation, and interpersonal communication. The study surveying university students in Vietnam said that DST was effective in enhancing students' interest in language learning. As for the benefits of DST, the students said that DST enables improvement in language skills due to the use of images, texts, and voice, which makes learning more interesting. Moreover, DST also helped in the development of critical thinking since the students had to think and organize their ideas about the story logically. However, some difficulties were identified such as time constraints, failure to allow enough time, inadequate resources coupled with insufficient skills in the implementation of DST to formulate it in the language learning program. Despite all these challenges, students were generally positive toward DST

noting that it enhances the flow of communication during learning since it applies to real-life contexts where learners can encounter such situations. It is inferred that DST can be a useful teaching approach if well implemented with appropriate institutional support. Another study conducted by Asnas[12] was randomized on students' attitudes toward DST as an instructional method of learning English including its advantages and disadvantages. The survey done on junior high school students in Indonesia established that the students had positive attitudes towards DST as they explained that DST enhanced their interest, better illustration of the content to be taught, and enhanced their speaking or writing proficiency. Thus, about the interactive characteristics of DST, many students mentioned that they have gained increased confidence in speaking English. Furthermore, the implementation of DST enhanced the mastery of vocabulary, which in turn helped in the fast retrieval of knowledge by the students. Yet, the study also highlighted challenges faced in the use of the Technology, such as technical challenges and a new set of 'name face' vocabulary; some of the students did not understand some of the words used in the documents. Regarding the weaknesses, some students' lack of self-confidence and motivation were reported with an addition that although DST is highly engaging, it remains a major factor that hampers student learning. These findings suggest that although DST is a viable mode to teach EFL, it is also here that several technical and motivational factors have to be resolved to enhance it.

The study by Adara and Haqiyyah[13] focused on the impact of DST on students who are learning EFL, especially in an Indonesian University. The papers referenced in this study are a quasi-experiment of whether the group of students who took the DST activities showed increased motivation and better test performance in the English language as opposed to the control group. The DST-integrated learning environment made students develop more enjoyment and creativity in language learning. It also found that DST enhances the skills in the use of computers which has become relevant in the current education system. However, the researchers also found that positive changes due to DST in terms of motivation and learning achievements were possible if DST was implemented properly. The choice of stories that were told to students was also appropriate and teachers provided sufficient support. These outcomes support the

notion of DST as a valuable strategy for the improvement of communication skills as a whole as well as speaking and writing in detail for EFL students under circumstances where its use is properly implemented.

2.4. Comparative Analysis between Traditional and Digital Storytelling Approaches

Digital storytelling has been getting engaged to enhance its digitally published content through social media campaigns. According to Nicoli et al.[14], "DST offers students valuable experiences and increases their engagement through a social media environment. DST is an approach that allows readers to get engaged in the creative process of learning and affirms audiences to learn from innovative stories". "DST helps to motivate the audience to get engaged with creative content and stories, which can help them to learn new objects and things. It can be analyzed that students have been getting opportunities to enhance their learning scopes when digital storytelling methods and approaches are merged into social media promotions. High-education students who get engaged in social media get the opportunity to learn new subjects and incidents" (Yu et al.[15]). Hence, users have been making use of digital storytelling approaches and methods by combining those with social media campaigns. It gets emphasized as content reaches learners which increases their feasibility of developing their learnings.

Traditional storytelling got diversified by progressing towards getting into digital storytelling possibilities. It gains the suitability for teachers and learners to express their learning more conveniently. According to Tabieh et al.[16], "the traditional storytelling approach progresses with the educational process through learning new subjects through reading only. Therefore, it creates a challenge for teachers to increase children's attention and encouragement toward their studies and learning. Reading is termed as a traditional learning method that does not allow learners to explore new ideas while learning a concept or subject". On the other hand, Tabieh et al.[16] stated that "DST helps teachers acquire children's motivation and attention in listening to educational and learning topics, which increases their concentration in getting into an enjoyable and entertaining learning environment. Digital storytelling includes both watching and listening concepts, which could bring benefits for learners to learn more adequately. It can be observed that only reading in traditional storytelling seems inefficient for learners to learn about new studies, whereas digital storytelling allows learners to learn through both watching and listening. It seems to be very impressive for learners to learn through digital storytelling abilities".

Teachers are required to develop their skills and abilities while initializing and opting for digital storytelling approaches. According to Gürsoy[17], "Pre-service teachers are required to add components such as images, animations, music, and sound in their learning stories which seem to be very attractive and informative to learners. Therefore, digital storytelling helps students to change their learning attitudes and styles". "In this concern, pre-service teachers are required to get involved in practical training, which helps them gain their experiences regarding digital storytelling tools and the ways they need to make use of them"[17]. Hence, it can be analyzed that educators are required to improve their skills to adopt the digital storytelling approaches which help to attract and motivate students of diverse educational levels to their learning. Traditional storytelling approaches have been bringing limitations for students to learn new concepts and subjects conveniently. Therefore, educators have been motivating and encouraging students to get involved in the digital storytelling approach which could help them to visualize and text their learning concepts.

2.5. Challenges Faced by Learners and Educators

Lack of adequate human resources hinders the flexible use of digital storytelling. According to Rahiem[10], the lack of educators' abilities and experiences causes problems for them to use educational technology. Many students and educators have limited or no knowledge of digital skills, which restricts them from using digital technologies. Therefore, this negatively impacts students' learning and progress, potentially leading to educational inequality. Moreover, Rahiem[10] noted that the implementation of information and communication technology (ICT) devices is significantly hindered in the educational sector due to inadequate infrastructure. Most educational institutions have a traditional infrastructure that does not support the implementation of digital technologies. Underdeveloped countries have been struggling with these limitations, hindering their ability to implement digital technologies and enhance learning through

digital storytelling methods. These are the challenges that are faced by both learners and educators when encouraged to adopt and implement digital storytelling approaches.

Some groups of teachers and learners have the skill to use DST. Other teachers and learners face difficulty and limitations in using it efficiently. According to Fu, Yang and Ye[18], many learners stated that current video applications are not user-friendly, and the process of watching videos has been time-consuming. Teachers stated that using DST in classrooms is more arduous. Therefore, it has been suggested that tools like DST, intended to facilitate language learning, can become inefficient and time-consuming for project completion. Hence, students have been left behind in the project and have been reluctant as lessons have been completed after a long time. Belda-Medina[6] stated that when learners have been trying to use DST, they have been struggling with pedagogical problems. It can be analyzed that learners have been consuming much time to make use of DST, which reduces their ability to study and learn diverse educational contexts. Students perceived that their educators struggled to teach effectively and decided on appropriate classroom methodologies. Similarly, educational assessment gets more challenging, which limits educators' capability to evaluate students' skills and abilities.

3. Methodology

Research methodology is a method of analysing, identifying, and gathering data and information addressing the research objectives. In the research philosophy, the study underwent the strategies of interpretivism philosophy. Pragmatism helps to interpret by recognising diverse views of the world by undergoing research rather than focusing on a specific viewpoint[19]. Hence, it allows readers to know about the entire picture of a topic and relates those to multiple realities as EFL learners diversely make use of digital storytelling to improve their speaking and writing skills. EFL learners must not use digital storytelling in a specific way, therein, it leads to multiple ways to make use of it. Hence, by undergoing the pragmatism philosophy, this specific research topic can find an effective outcome by getting into multiple realities of using digital storytelling by EFL learners.

In terms of research approach, the study needs to select an inductive approach. The inductive approach involves various search patterns from explanations and observations based on logical thinking[20]. This approach conducts research in a generalised way, and after that, it focuses on an empirical understanding. In this instance, it can be observed that when learners can effectively use digital storytellers to develop their knowledge and abilities, then it seems to act as a positive educational development for them. After conducting general research, the study can determine whether digital storytelling is effective for educators and learners or not. The inductive approach helps to think about the situation logically, terming it to achieve a certain outcome.

In the research design, the study underwent descriptive research. Descriptive research allows one to underpin the current problems or issues by undergoing a specific data collection process and makes an understanding of accurate description[21]. It helps to acquire a description of the situation and condition more comprehensively. Therefore, this study allows an in-depth analysis and comprehensive understanding of the effectiveness and influences of DST, developing learners' speaking and writing skills. To find accurate descriptions of the problems and benefits of digital storytelling, descriptive research seems to have many benefits to the study. Digital storytelling is diversely used in educational sectors. Educators make use of digital storytelling by integrating it with other digital applications to increase its working abilities, contributing to the learners improvement of their speaking and writing skills. Hence, it can be observed that digital storytelling approaches are used in diverse methods based on learners' suitability and necessity.

The study has selected a thematic analysis based on which recently published secondary sources have been selected. The secondary sources include journals that have been published on and after 2021. Five themes have been selected to contribute information and data to the research topic. Each theme selected three sources that are relevant to the research topic. It met all the research objectives, finding the most relevant articles and journals found by Google Scholar. Moreover, primary research has been used to conduct this research study. Therefore, an online survey has been arranged where 20 participants have been selected, mostly the EFL learners who make use of digital storytelling to improve their speaking and writing skills. Ten questions have been selected by addressing the research aim and objectives. Each of the participants has been sent invitations through personal email

for participating in the online survey.

The study has selected both primary quantitative data and secondary qualitative research. Qualitative research is a method that analyses, explores, and understands societal behaviours and phenomena. This research is mostly based on comprehensive interpretation and seems to be descriptive, understanding the impacts of DST in helping learners develop their speaking and writing skills. Thus, undergoing qualitative research helps the study to determine why or why not educators and learners get opportunities and challenges in using digital storytelling. Therefore, it provides a comprehensive view of the ways educators have been making use of educational technologies such as digital storytelling to improve skills and abilities among EFL learners. Quantitative data is a form of data and information which measures or counts numbers or responses. This research data and analysis forms are majorly used to answer the questions. The quantitative data helps to analyse and determine the current usage of digital storytelling by EFL learners which helps them to develop their speaking and writing skills. Therefore, quantitative data provides an opportunity to detect the current instances and experiences made by the EFL learners when using DST.

Maintaining the validity and reliability of the sourced papers, the study has to check the names of publishers and the qualifications of authors. It shows that the published paper seems to be authentic and reliable or not. Some authors do not dare to publish a research paper; thus, before analysing and collecting information and data, the authors' qualifications and publishers' names have been justified. Even the papers that have been published in or after 2021 have only been selected because they convey the most updated information and suitability of digital storytelling, helping educators to make students improve their EFL capability by developing their speaking and writing skills. To sustain the validity and reliability of the primary research data, the study has sourced data from the EFL learners who can explain the effectiveness of digital storytelling usage. It shows that all the information related to DST terms is genuine and validated.

4. Result

The following section offers an in-depth analysis of both the primary and secondary outcomes derived from the study. It will elucidate the principal findings and their implications, alongside any additional insights and observations that surfaced throughout the research.

4.1. Secondary Results

Table 1 below outlines the secondary results obtained from our research, showcasing a comprehensive thematic analysis of the collected data. This analysis identifies and elaborates on key emergent themes within participant responses, offering insights into their perspectives and experiences. Each theme is substantiated by pertinent data excerpts, which elucidate the underlying patterns and trends observed in the research findings.

Table 1. Thematic analysis.

Theme	Article	Author's Name	Year	Methods and Findings
Improvement in learners' speaking skills after using digital storytelling.	"Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. LEARN Journal: Language Education and Acquisition Research Network. 14(1), 317–343."	Arroba and Acosta [8]	2021	Used a quantitative approach with a survey, pretest-posttest rubric-based assessment. The authors found that authentic digital storytelling enhanced speaking skills but the teacher's willingness was needed to put into practice.
	"Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence. Journal of Research on Technology in Education. 54(5), 679–694."	Fu, Yang and Yeh [16]	2022	Employed the use of the scaffolding principles in animation by creating animations with the Toontastic App. Identified that it has enhanced fluency through the use of language, but there is no relationship between interaction and level of speaking skills.
	"Technology in teaching speaking and its effects to students learning English. Journal of Language and Linguistic Studies. 17(2), 958–970."	Sosas [22]	2021	Used phenomenology with focus group discussions (FGDs). Firstly, technology (video conferencing, email, social media) helped with fluency, accuracy, confidence and reduction of anxiety in speaking.

Table 1. *Cont.*

Theme	Article	Author's Name	Year	Methods and Findings
Enhancement of writing skills through digital storytelling activities	"Digital storytelling as a creative teaching method in promoting secondary school students' writing skills. International Journal of Interactive Mobile Technologies. 13(7), 117–128."	Rong and Noor[23]	2019	Employed pre-experimental research design with one group pre-test, and Friedman nonparametric test (pp. 3–8). observed an enhanced writing performance by students after they underwent four treatments using Storybird and six elements that determined the overall outcomes of the experimental study were established except for Dramatic Questions.
	"Using digital storytelling as a strategy for enhancing EFL writing skills. International Journal of Emerging Technologies in Learning. 16(13), 142–156."	Castillo-Cuesta et al. [3]	2021	Employed a quantitative pretest- posttest control group design with paired samples and a questionnaire survey. This means, expectedly, there was a remarkable enhancement in the essays' grammar and usage of words and phrases as well as an increased interest in writing.
	"The use of digital storytelling to improve students' writing skills. Advances in Mobile Learning Educational Research. 3(1), 579–585."	Munajah, Sumantri and Yufiarti[24]	2023	Used a descriptive qualitative approach with interviews, observations, and documentation. There was evidence that both teachers and students require innovation in the use of digital storytelling to improve writing skills in both online and offline settings.
Students' and teachers' perceptions of digital storytelling in EFL learning	"Investigating teachers' perceptions on the use of digital storytelling in EFL classes. Indonesian EFL Journal. 11(1), 79–90."	Sulistianingsih and Taufiqulloh[25]	2025	Employed questionnaires and observations in an integrated case study, analysed with the help of Nvivo. In the context of the views expressed by the pre-service teachers while completing the digital storytelling activity, it was deemed engaging, and practical and encompassed numerous benefits such as enhancement in the lexical and speaking facets, but they experienced some difficulties regarding the technical and creative aspects of the tool.
	"Secondary school students' perception of learning speaking through video digital storytelling. EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi. 5(1), 18–26."	Sari and Setyawan[26]	2025	Employed questionnaires and interviews with the use of qualitative research methods. That is why students found the idea of digital storytelling motivating and interesting, although they struggled with accessing technology and the skills to use it.
	"Undergraduate students' perceptions and attitudes about foreign language-related digital storytelling. International Journal of Education (IJE). 10(1), 41–55."	Tyrou[27]	2022	Used a case study on undergraduate students. Therefore, digital storytelling improves the students' communication, participation, and writing and reading abilities in the foreign language acquisition process.
Comparative analysis between traditional and digital storytelling approaches	"A comparative study between traditional and digital storytelling in improving listening skills of ESL learners. Indonesian Journal of Education (INJOE). 4(3), 886–899."	Sudrajat, Puspandari and Meisarah[28]	2024	Used literature review. It was therefore noted that there are benefits of both traditional and digital stories on listening comprehension whereas more benefits are found in digital stories since they are engaging and interactive while the benefits of traditional stories are due to direct interaction.
	"Critical comparison between the ancient and the digital storytelling practices: An epistemological analysis. Communications in Humanities and Social Sciences. 2(1), 36–40."	Nahak[29]	2022	Used epistemological analysis with open-ended interviews (p. 2). Although digital storytelling has come back and advanced in its technology, the traditional methods of storytelling still hold efficiency in nurturing ethical and responsible individuals.
	"Transforming narratives: The influence of digital storytelling on traditional narratives in English literature. Pacific International Journal. 7(S), 51–60."	Zhang[30]	2024	Used mixed methods with questionnaires. This paper confirms that digital storytelling like other participants enriched the traditional storytelling approach. However, the participants also identified areas that require further investigations and developments of the availability of stories through various tools.

Table 1. *Cont.*

Theme	Article	Author's Name	Year	Methods and Findings
Challenges faced by learners and educators	"Tales in tech: Understanding educational impact and challenges of digital storytelling. Conhecimento & Diversidade. 16(42), 617–642."	Tan et al. [31]	2024	Conducted PRISMA scoping review of 51 articles using the Scopus database for the years 2019–2023. As noted in the previous sections, several digital literacy challenges present themselves for both teachers and students where different digital literacies affect the use of digital storytelling and need to be further understood and investigated in the future.
	"Application and challenges of digital storytelling based on artificial intelligence for language skills: A narrative review. SALTeL Journal (Southeast Asia Language Teaching and Learning). 7(1), 1–8."	Tarigan, F.N., Hasibuan, S.A., Nurmayana [32]	2024	Used narrative review of 12 journal articles (2020–2023) (p. 3). It was determined that relating to second language acquisition, AI-sourced digital storytelling offers advantages but it poses issues concerning the usability of work.
	"Effects of implementing the digital storytelling strategy on improving the use of various forms of the passive voice in undergraduate EFL students' oral skills at the university level. Digital. 4(4), 914–931."	Gutiérrez-Colón and Alameh [33]	2024	Used quantitative (pre/post-tests) and qualitative (interviews) methods (p. 2). Regrettably, economic crises and the pandemic became a major cause of delayed implementation of digital storytelling because this technology has been proven to enhance oral communication.

Source: Self-created.

4.2. Primary Results

The following section presents a detailed synthesis of the core findings obtained from the study, emphasizing essential outcomes, statistical evaluations, and noteworthy trends observed within the dataset. These results provide critical insights into the initial research questions, elucidating the implications and practical applications of the findings within the relevant domain.

From the pie chart (**Figure 2**) below it can be observed that all the participants make use of digital storytelling tools to learn the English language at a ratio of 90%. It means most of the EFL learners are involved in making use of DST when they want to improve their speaking and writing skills.

1. How often do you use digital storytelling tools in your English language learning?
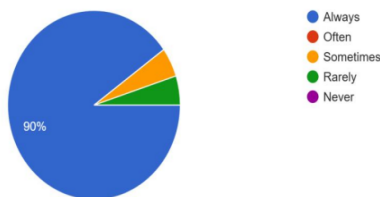20 responses

Figure 2. Usage of digital storytelling tools to improve English language learning.

Figure 3 below shows that 100% of the participants answered yes that digital storytelling helps them to improve their English-speaking skills. Therefore, it can be observed

that DST helps learners to improve their skills and knowledge regarding different subjects.

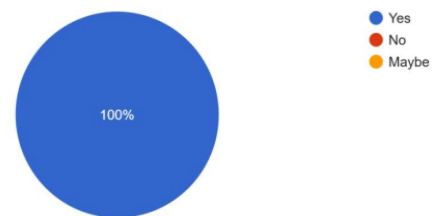2. Has digital storytelling improved your speaking skills in English?
20 responses

Figure 3. Digital storytelling improves speaking skills in English.

As it is clear from **Figure 4** below 45% of the participants answered, "With a great deal". It means that 45% of participants feel that creating digital stories helps them to express their opinions and thoughts more clearly and concisely in English. Another 15% of participants responded, "quite a lot", more 15% responded "somewhat" and another 15% responded "a little". 10% of participants answered, "not at all". Hence, as a conclusion, it can be understood that the majority of participants get the opportunity to develop their efficiency in the English language when creating digital stories.

Figure 5 below shows that 95% of participants answered yes and found digital storytelling engaging and motivating which helps to improve their speaking and writing skills.

3. To what extent do you feel that creating digital stories helps you express your thoughts more clearly in English?
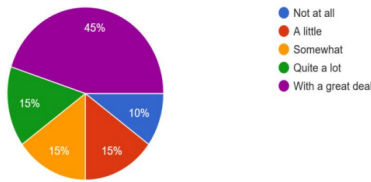20 responses

Figure 4. Creating digital stories helps to express thoughts more clearly in English.

4. Do you find digital storytelling engaging and motivating for improving your speaking and writing skills?
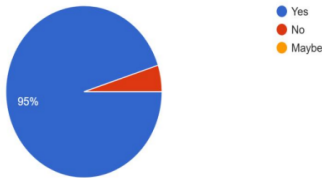20 responses

Figure 5. Digital storytelling engages and motivates students to improve their speaking and writing skills.

In **Figure 6** it it is clear that 90% of participants responded that they notice that using digital storytelling helps to improve and organize their ideas in developing the English language.

5. Have you noticed improvements in your ability to organize your ideas in English after using digital storytelling?
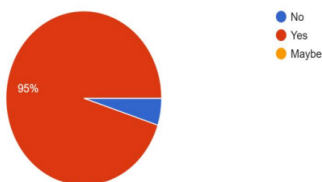20 responses

Figure 6. Improvements to organize ideas in English after using digital storytelling.

Figure 7 below shows that 55% of participants use video recording tools such as YouTube and Flipgrid, which are mostly used by users while improving their English speaking and writing. 25% of participants make use of audio recording tools such as SoundCloud and VoiceThread. 15% of participants make use of blogging platforms to learn the English language. Therein, it increases learners' feasibility to learn different languages through diverse digital storytelling tools.

100% of participants in **Figure 8** below believe that digital storytelling activities help to better understand grammar

and vocabulary in context.

6. Which of the following digital storytelling tools do you use most frequently to practice English speaking and writing?
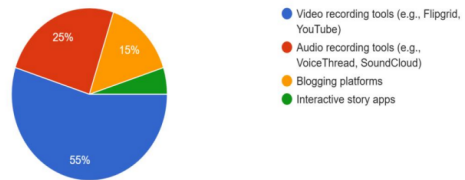20 responses

Figure 7. Digital storytelling tools make a frequent practice of English speaking and writing.

7. Do you believe that digital storytelling activities help you better understand grammar and vocabulary in context?
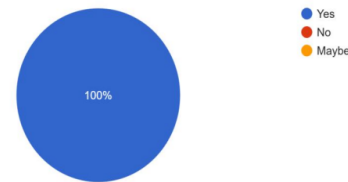20 responses

Figure 8. Digital storytelling activities help to better understand grammar and vocabulary in context.

60% of participants in **Figure 9** below rated 5 as they are comfortable recording voice or creating videos for digital storytelling activities. 30% of participants rated 1 in terms of their comfortable approach to developing digital storytelling activities. Another 5% of participants rated 3 and 4. Hence, it can be observed that most of the participants were effective and showed their convenience in recording voice or creating videos for digital storytelling activities.

8. How comfortable are you with recording your voice or creating videos for digital storytelling activities?
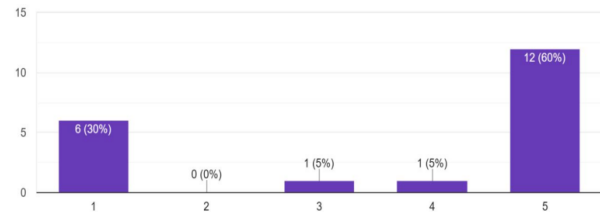20 responses

Figure 9. Comfortable in recording voice or creating videos for digital storytelling activities.

Figure 10 below shows that 100% of participants answered that digital storytelling encourages them to write more in English outside of the classroom.

100% of participants answered that digital storytelling

contributes positively to your overall English proficiency (**Figure 11**).

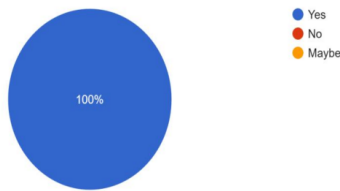**Figure 10.** Digital storytelling encourages writing more in English outside of the classroom.
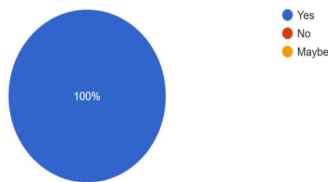

Figure 11. Digital storytelling contributes positively to your overall English proficiency.

5. Discussion

Based on the insights derived from the thematic analysis and survey, the study's aim to establish the effects of "digital storytelling" on the EFL learners' speaking as well as writing abilities aligns with the findings. They give a clear understanding of the process by which research objectives are met and offer insights into the enhancement of speaking and writing skills, the perception of the students and teachers regarding the use of digital stories, the comparative analysis of traditional and digital stories, and the difficulties presented in the use of digital storytelling. Additionally, in the survey session, EFL learners demonstrated the effectiveness of digital storytelling in helping them improve their English speaking and writing. It provided real-time insights about the ways EFL learners have been making use of digital storytelling tools to improve their English learning scopes and possibilities.

5.1. Improvement in Learners' Speaking Skills after Using Digital Storytelling

The reviewed studies offer empirical evidence that "digital storytelling" has a positive effect on EFL learners' speaking skills. According to Arroba and Acosta[8], the use of authentic digital storytelling enhanced the students' speaking skills but only when teachers were willing to facilitate the process. In the same vein, Fu et al.[18] noted a positive correlation between fluency in speaking skills and the use of animation-based digital storytelling applications. However, confusingly, they found that they could not determine whether increased hours of interaction in the real and digital world were related to the performance in speaking skill level in the students; therefore, they mentioned that although digital storytelling facilitates language use, interactional dimensions may need other types of support. Sosas[22] supports these findings with his argument stating that technology helps in decreasing speaking anxiety as well as enhancing speaking fluency, accuracy, and perceived communicative self-confidence. These results validate the use of "digital storytelling" in the improvement of EFL speaking skills and champion the first aim of the research.

From the primary survey report, it can be observed that EFL learners make use of digital storytelling most frequently which helps them to improve their English learning language. It means that when EFL learners show importance in using DST, it might help them to improve their English writing and speaking. Additionally, 100% of EFL learners in the survey answered that DST helps them to develop their English-speaking skills. Therein, it helps EFL learners to gain their confidence in making use of digital storytelling tools, which could help them to strengthen their skills what seem to be weakened. To improve streamed skills, EFL learners make use of creating and developing digital stories that help to express themselves and their thoughts in the English language. Digital stories help learners develop their abilities through which they could find an expressive gain in learning the English language. Therefore, digital storytelling helps learners explore their knowledge and abilities by creating digital stories that help them to think critically and explore their thinking level to generate a creative objective. Therefore, 95% of participants agreed that digital storytelling helps them to stay motivated and engaged in learning the English language. It helps to enhance their proficiency in speaking and writing the English language. Additionally, digital storytelling allows learners to organize their educational progression creatively so that it can bring improvement in their learning of English proficiency.

5.2. Enhancement of Writing Skills through Digital Storytelling Activities

This also strongly supports the idea that the use of a digital storytelling approach enhances the learning achievements, particularly in the area of writing, of the learners. In the work by Rong and Noor [23], it was confirmed that the use of digital storytelling improves writing performance except for the facets of the elements of dramatic questions. Similarly, Castillo-Cuesta et al. [3] proved that the given approach affected grammar and vocabulary positively as well as stimulated interest in writing. According to Munajah, Sumantri and Yufiarti [24], there is a necessity to develop digital storytelling constantly to act as an effective approach in both online and offline learning contexts. These studies support the second objective since they establish that digital storytelling enhances EFL learners' writing skills. However, the constant need for change and the development of new approaches present several important opportunities for research and improvement of teaching methods. There are diverse digital storytelling activities that are used by EFL learners to improve their English speaking and writing. For instance, digital storytelling activities include video recording tools, audio recording tools, interactive blogging applications and interactive story applications. All these digital storytelling applications allow EFL learners to improve their efficiency in the English language. These objectives and outcomes have been observed from the survey analysis. Even after having diverse digital storytelling tools, video recording tools are majorly used by EFL learners. FlipGrid and YouTube are majorly used as video recording tools, which allow EFL learners to learn and develop their English writing and speaking. Video recording tools help to reduce foreign language speaking anxiety (FLSA) [4]. Therefore, most of the EFL learners make use of video recording tools, which increases their feasibility in learning new languages and ensures they face less stress in learning new things. When EFL learners make use of video recording tools, it helps learners to reduce their anxiety levels.

Other than that, learners need to know about and strengthen their vocabulary and grammar knowledge; only then can it increase their learning suitability of the English language. However, video recording tools provide an opportunity for learners to acknowledge a greater development in learning the English language with all possibilities. Having a greater knowledge of vocabulary and grammar, learners can write and speak in the English language with much proficiency. It increases the efficiency and confidence in speaking and writing in the English language. 60% of participants rated 5 as they are comfortable recording voice or creating videos for digital storytelling activities. It shows that the majority of the participants are feasible in creating videos and recording audios in video recording applications. Therefore, it increases their confidence in learning and grasping knowledge about new activities and subjects. Hence, it gains their feasibility in showcasing their comfortable approaches in getting attached to any new things and subjects.

From the primary survey, it has also been evident that EFL learners who study in colleges and universities try to write mostly in English even when they are outside their classroom. It shows that digital storytelling provides an opportunity for learners to gain their motivation and inspiration in writing the English language. Therein, it helps to improve their English language proficiency and gain the comfort in writing and speaking in English without making any grammatical errors. Digital storytelling also helps EFL learners get to know different English vocabularies, which helps them to create and develop creative English sentence constructions.

5.3. Students and Teachers' Perceptions of Digital Storytelling in EFL Learning

The analyzed papers substantiate the third research objective by revealing students' and teachers' positive attitudes toward digital storytelling. Sulistianingsih and Taufiqulloh [25] reported the result of the study on pre-service teachers' self-perception of digital storytelling, they found that although pre-service teachers perceived digital storytelling as useful for facilitating lexical and speaking development, technical and creative difficulties were perceived. In the same regard, Sari and Setyawan [26] indicated that motivation was high when learners from secondary schools were engaged in digital storytelling, but they encountered issues with the accessibility and use of technology. Tyrou [27] also supplemented these studies by demonstrating that digital storytelling enhanced the students' communication, interaction, and reading and writing skills for the acquisition of language. These researches support the fact that though digital storytelling is useful and valued by people, technical issues are

still qualified as an issue, and more resources for students and teachers should be provided.

Motivation and encouragement are key factors that allow educators to make their learners learn about new subjects and get to know different languages. Therein, from the survey responses made by participants, it can be observed that most of the participants feel comfortable making use of digital storytelling as a tool. Hence, educators make use of DST to motivate and inspire learners so that they can learn how to write and speak in the English language. It increases educators' feasibility to learn new languages and the ways it could bring benefits to professional development. Hence, it can be observed that an increase in the usage of educational technologies helps educators create a positive perception among EFL learners to learn and write English without facing any restrictions.

5.4. Comparative Analysis between Traditional and Digital Storytelling Approaches

The comparison of traditional and digital types of storytelling falls under the fourth research question. Sudrajat, Puspandari and Meisarah[28] stated that this learning media, which is a new form of Digital Storytelling, shows effectiveness in comparison to the conventional levels in increasing listener comprehension levels. On the contrary, Nahak[29] suggested that traditional authority shapes ethical and responsible personalities among the public. Although Zhang[30] argued that digital storytelling enhances traditional storytelling, he agreed with some limitations in terms of access and advancement. These results show that techniques enhanced by the use of technology are more appealing and more interactive; however, traditional techniques should only be supplemented by technology. However, it may be more beneficial to adopt a combination of both methods to teach EFL students.

In the traditional educational approach, educators use traditional methods to make their students or learners learn about new things and subjects. On the contrary, the traditional educational approach raises a limitation in the learning process which does not allow educators to teach their learners new things much more efficiently and conveniently. Therefore, educators opted for a digital storytelling approach and method, which increased their ability to make their students or learners learn new languages. From the primary survey result, it can be observed that most of the EFL learners show their motivation and interest in making use of digital storytelling. However, educators have been showing major interest in using digital storytelling as it could attract learners to get involved in developing and improving their English language. It increases the suitability for educators to make their learners learn English speaking and writing.

5.5. Challenges Faced by Learners and Educators

The findings of reviewed studies reveal several difficulties in implementing the use of digital stories which contributes to achieving the fifth research aim. According to Tan et al.[31], the findings pointed out digital literacy as an issue that affected the successful adoption of "digital storytelling" in teachers and students. Also, as highlighted by Tarigan and Hasibuan[32], there are usability problems experienced in AI-based digital storytelling implementation for second-language learning. Moreover, Gutiérrez-Colón and Alameh[33] also stated that economic crises and COVID-19 reduced the adoption of the accurate case-making use of digital storytelling which has been advantageous in advancing effective verbal interaction. These findings thus add further support as to how effective storytelling is as an educational tool but highlight the key factors that need to be put into consideration for a successful implementation of digital storytelling such as: digital literacy, accessibility and the issue of socio-economic factors.

From the analysis of the reviewed studies, it is possible to align findings to the research aim and objectives suggested that the application of digital storytelling enhances EFL learners' speaking as well as writing skills. The studies also discuss students' and teachers' attitudes toward the game and the research that proves it is more effective than traditional storytelling methods, as well as the problems that have to be solved to spread it. Furthermore, in the subsequent study, if digital literacy is seen as a problem, efficient technological support, as well as the combination of traditional and digital composing strategies should be implemented for the improvement of the teaching of EFL through the implementation of the digital storytelling approach. Future research needs to incorporate the consequences in the longer term and come up with ways to enhance the process of DS making it more viable.

Some learners struggle to use digital technologies, which restricts them from using digital storytelling applications and tools. Hence, it creates a challenge for educators to improve and develop learners' learning and the ways they can develop and improve their language learning skills. Therefore, some learners face difficulty in getting access to digital technologies as they do not have access to the internet. These are the constraints that raise the difficulty for educators to overcome and assist learners in gaining their digital technologies knowledge and skills.

6. Conclusions

This study investigated the effects of Digital Storytelling (DST) on the speaking and writing skills of EFL students. DST is a teaching tool that engages the students, motivates them, and can enhance retention of what is taught through using various multimedia features. The study provides evidence that DST is effective in enhancing a learner's speaking skills through oral interaction, critical thinking, and self-confidence. Storytelling helps students develop interaction skills and interact while using speech, helping to make the process of learning meaningful and diverse.

Moreover, the study establishes that even though DST mainly boosts the learning of oral communication, it also enhances writing proficiency when done in conjunction with AI tools. This way, Artificial Intelligence-supported DST assists in delivering enhanced literacy approaches to students, providing students with substantial opportunities for narrative research and writing. The integration of DST with AI effectively enhances both speaking and writing skills in language acquisition, as well as other areas of knowledge. The study also recognizes the different attitudes that students and teachers have towards DST. Though it is interesting and productive, several problems like limitations in the use of techniques, insufficient time, and lack of support hinder the effectiveness of the program. The study also indicates that for DST to become a better teaching strategy, it requires proper consideration, training, and integration into the curriculum. In general, DST is seen to be effective in improving the standards of education, language proficiency, creativity, and EFL teaching skills. Further research should be conducted on the effects of the tool in the long term and how advancing technology may enhance its functionality. The primary survey suggests that EFL learners frequently use digital storytelling, which they believe helps improve their English language learning. This means that when EFL learners value the use of DST, it likely helps them improve their English writing and speaking. Creating and developing digital stories helps EFL learners express themselves and their thoughts in English.

Additionally, digital storytelling allows learners to organize their educational progression creatively, leading to improvements in their learning of English proficiency. Therefore, in modern educational institutions, educators have been helping their learners use digital storytelling technologies, which foster innovative opportunities for them to explore and enhance their skills.

Author Contributions

Conceptualization, S.U. and E.H.F.A.; methodology, S.U.; validation, M.K., S.U. and E.H.F.A.; formal analysis, S.U.; investigation, S.U.; resources, S.U.; data curation, M.K.; writing—original draft preparation, S.U.; writing—review and editing, S.U. and E.H.F.A.; visualization, S.U.; supervision, E.H.F.A.; project administration, E.H.F.A.; funding acquisition, E.H.F.A. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflicts of interest.

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