أهمية استخدام السرد الرقمي في تعزيز مهارات التواصل الشفوي باللغة الإنجليزية بين طلاب الإعلام في جامعة القدس المفتوحة

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The Significance of Using Digital Story-telling for Enhancing English Oral Communication Skills among Media Students at Al- Quds Open University

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الملخص

نظرًا لقضايا تشمل التقنيات التعليمية غير الملهمة والقلق اللغوي، يواجه الطلاب في جامعة القدس، وخاصة أولئك المسجلين في تخصص الإعلام، صعوبات في إقامة مهارات التواصل الشفهي القوية في سياق متعدد الثقافات. حلاً محتملاً هو السرد الرقمي، الذي يستخدم الوسائط المتعددة لبناء قصص جذابة تستهوي الطلاب الذين اعتادوا على استخدام الأجهزة الرقمية. قيمت هذه الدراسة كيفية تحسين السرد الرقمي لقدرات الطلاب في التواصل باللغة الإنجليزية المنطوقة في الفصل الدراسي الثاني من العام الأكاديمي 2023-2024. من خلال دمج مواضيع من الصراع الحالي "طوفان الأقصى"، سعت الدراسة لتقديم فرص تعليمية محفزة ومناسبة ثقافيًا. أكمل سبعة وعشرون شخصًا استبيانات بالإضافة إلى التقييمات قبل وبعد الاختبار. أظهر التحليل الإحصائي تحسنًا في المهارات الشفهية، مما يدعم فعالية السرد الرقمي. أكدت استجابات الاستبيان إمكانية زيادة ثقة الطلاب في اللغة الإنجليزية المنطوقة. أخيرًا، يُوصى باستخدام السرد الرقمي كوسيلة تعليمية ديناميكية خاصة في بيئات ثقافية متنوعة، حيث يعمل على تحسين كفاءات التواصل الشفهي لطلاب الإعلام في جامعة القدس باللغة الإنجليزية.

الكلمات المفتاحية: المهارات الشفوية، مهارات التحدث بالإنجليزية، السرد ألرقمي تعلم اللغة.

The Significance of Using Digital Story-telling for Enhancing English Oral Communication Skills among Media Students at Al- Quds Open University

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Abstract

Due to issues including uninspired teaching techniques and language anxiety, students at Al-Quds Open University, particularly those enrolled in the media major, experience difficulties in establishing strong oral communication skills in a multicultural context. A potential remedy is digital story-telling, which uses multimedia to craft captivating stories that appeal to students who are accustomed to using digital devices. This study evaluated how digital story-telling improved media students' spoken English communication abilities in the second semester of the 2023–2024 academic year. Incorporating motifs from the current Tufan al-Aqsa conflict, the study sought to offer stimulating and culturally appropriate educational opportunities. Twenty-seven individuals completed questionnaires in addition to pre- and post-test assessments. Statistical analysis revealed a significant improvement in oral skills, supporting the efficacy of digital storytelling. Questionnaire responses emphasized its potential to boost students' confidence in spoken English.

Finally, digital story-telling is recommended as a dynamic educational medium, especially in culturally varied environments, since it effectively improves the spoken communication abilities of media students at Al-Quds University in English.

Keywords: English Oral skills, Speaking proficiency, Digital story-telling, Language learning.

Chapter One:

The introduction:

Speaking English fluently is becoming more and more necessary in today's worldwide culture to succeed in school, the workplace, and in social situations. The culturally varied setting of Al-Quds Open University makes it difficult to develop fluent spoken English among its students, especially those enrolled in media degrees. These difficulties, which are caused by things like language anxiety and drab instruction, emphasize the need for creative approaches to language learning (Tsai & Chang, 2013; Tridinanti, 2018; McCroskey, 1978). Acknowledging the complex interplay between emotional elements and language acquisition is crucial to resolving these issues.

Language learning is based on the idea of oral proficiency, which includes the capacity for clear and fluid spoken language communication (Hymes, 1972). Despite its accepted importance, language anxiety—a condition marked by feelings of trepidation or unease while speaking a second language—often causes media students at Al-Quds Open University to find it difficult to connect with the target language (Horwitz et al., 1986; Liu, 2018; Tian, 2019). Digital story-telling is one instructional strategy that has gained popularity to address these difficulties. Digital story-telling provides a dynamic and captivating platform for language learning by using digital technologies and multimedia features to create and share narratives (Tsai & Chang, 2013). Teachers may make language learning more relevant and meaningful for media students by including current events, like the ongoing Tufan al-Aqsa struggle, into the curriculum. This helps close the gap between classroom instruction and real-world circumstances.

First: Research Problem:

Even though it's widely accepted that having excellent spoken English is important, Al-Quds Open University media students struggle to learn the language because of things like language anxiety and boring instructional strategies. Although previous studies have highlighted the negative impact of anxiety on language acquisition, there is still a lack of knowledge regarding the ways in which cutting-edge teaching strategies, such as digital story-telling, can reduce language anxiety and improve speaking ability in Al-Quds Open University media students.

Second: The Importance of Research:

The research has importance as it investigates novel educational strategies to tackle the difficulties encountered by Al-Quds Open University students, especially those in media majors, in acquiring proficient oral English communication abilities. Through an assessment of the usefulness of digital storytelling in augmenting students' spoken English communication skills—particularly in light of the ongoing Tufan Al-Aqsa conflict—the research provides valuable information about reducing language anxiety and advancing oral proficiency in multicultural environments.

The results add to our knowledge of how dynamic instructional media like digital storytelling may enhance language-learning opportunities and increase students' self-assurance while speaking English. In order to empower students and equip them for success in both academic and professional activities, this research highlights the significance of using new teaching methodologies through the demonstration of the potential of digital storytelling to improve language-learning results.

Third: Research Objective:

The goal of this study is to assess how digital storytelling affects media students at Al Quds Open University's speaking fluency and language anxiety. The following are the study questions that are driving this study:

Fourth: Research Questions and Hypotheses:

1. How does digital story telling affect the language anxiety levels of Al-Quds Open University media students?

2. What impact does digital storytelling have on media students' growing speaking proficiency?

3. What opinions do media students have on the value of digital storytelling in language instruction?

This study's hypotheses are as follows:

- H0: Before and after participating in digital story-telling activities, media students' levels of language anxiety do not significantly alter.

- **Ha**: Media students' levels of language anxiety are significantly reduced when they participate in digital story-telling activities.

- **H0**: Before and after participating in digital story-telling activities, media students' spoken English proficiency did not significantly increase.

- **Ha**: Media students' spoken English abilities significantly improve when they participate in digital story-telling activities.

Relation to Tufan Al-Aqsa: Because digital story telling has the ability to include current events and cultural settings into language instruction, it is intrinsically tied to the continuing Tufan al-Aqsa controversy. Teachers may provide media students with a more meaningful and culturally relevant learning experience by adding themes from the Tufan al-Aqsa conflict to digital story-telling exercises. This will improve students' engagement and comprehension of language and historical events.

Fifth: Justifications for the Study:

The study is justified by the urgent need to address the difficulties that Al-Quds Open University students—especially those enrolled in media programs—have in acquiring effective oral communication skills in English. First off, speaking English fluently is becoming more and more essential for success in the workplace, in school, and in social situations in the linked world of today. For this reason, finding practical ways to improve oral communication abilities is essential to kids' future success. Second, Al-Quds Open University's multicultural setting creates special difficulties for students to overcome, such as language anxiety and drab teaching strategies that impede language learning. In order to meet the various learning demands of kids in these kinds of situations, it is imperative to investigate cutting-edge strategies like digital storytelling. Thirdly, including elements from the continuing Tufan al-Aqsa conflict in language instruction not only increases the cultural relevance of the material but also helps students grasp current events on a deeper level. Through an examination of the effects of digital storytelling within this framework, the research hopes to offer students worthwhile and interesting learning experiences. The study's overall goal is to fill a major vacuum in the literature by providing insightful analysis of successful language teaching strategies, particularly when applied in multicultural contexts. This will have useful ramifications for language teachers and policymakers.

Sixth: Research Limitations:

The limitations of this study include a number of elements that might impact the findings' applicability and breadth. First off, the study's concentration on Al-Quds Open University media students may have limited the data's generalizability to other academic fields or schools with distinct student populations. Furthermore, because the study was only done for one semester, it may not have captured differences in students' language competence growth over time or long-term consequences. Moreover, although the digital storytelling intervention attempted to integrate elements from the Tufan al-Aqsa battle, more research is necessary to determine the degree to which this cultural relevance affected learning results. Furthermore, the study's statistical power may be limited, and questions regarding representativeness may arise due to the small sample size of twenty-seven individuals. Lastly, evaluating student impressions only through self-reported questionnaire data exposes inherent biases and does not adequately convey the complexity of their experiences. In order to appropriately evaluate the results and determine directions for future research that will overcome these limitations and expand upon the study's findings, it is imperative that these limitations be acknowledged.

Seventh: Methodology

The main goal of this study is to investigate how digital story telling affects students' speaking and oral skills in the context of Palestinian education, especially in light of the ongoing Tufan al-Aqsa conflict.

Research Design: A pre-experimental approach with pre-post and post-test designs is used in this study. This approach, which draws inspiration from the paradigm proposed by Gay, Mills, and Airasian (2012), attempts to evaluate how a digital narrative intervention affects students' language competency.

Design of Test Phases:

1. **Pre-Test Assessment**: To determine the participants' baseline speaking and oral skills, a pre-test was given prior to the digital story-telling intervention's deployment. To guarantee a thorough comprehension of the beginning point, the pre-test took into account linguistic and cultural quirks specific to the Palestinian setting.

2. **Digital Story-telling Intervention**: Using digital story-telling methods, the language-learning program was integrated at this phase. This stage was tailored to fit the cultural setting of the Palestinian people, making use of stories about the current Tufan al-Aqsa conflict to increase interest and relevancy.

3. **Post-Test Evaluation**: After the digital story-telling intervention was finished, students took a post-test to gauge how it affected their oral and speaking skills. The purpose of this assessment was to ascertain if digital storytelling is beneficial for enhancing language competence, especially in the context of Palestinian education.

Validity and Reliability: Pre- and post-test assessments were carried out utilizing standardized assessment instruments that were modified from Rositasari (2017) in order to guarantee the validity and reliability of the research instrument. Questionnaires were also used to find out how well students thought digital story-telling improved their ability to communicate in English.

Data Analysis: Descriptive statistics were used to assess each student's pre- and post-test results, which were then shown in column charts. The significant differences between the mean scores before and after the intervention were found using a paired sample t-test. Data input, analysis, and interpretation were performed using software called the Statistical Package for the Social Sciences (SPSS). A statistically significant p-value was defined as one that was less than 0.05.

Operational Definitions:

- **Speaking and Fluency Skills**: Grammar, Pronunciation, Fluency, and Understanding.
- **Digital story telling**: using text, audio, pictures, and video in combination to tell tales and provide information.
- **Perception**: the mental assembly and interpretation of information gleaned from external senses.

Framework for Data Analysis: Gay, Mills, and Airasian's (2012) framework, which offers an organized method for analyzing the collected data, served as the basis for the data analysis.

In summary, the technique used in this study was to evaluate the impact of digital story telling on Palestinian students' oral and speaking abilities while developing an inclusive and culturally

sensitive educational intervention. To guarantee solid results that were in line with the particular educational setting created by occasions like the Tufan al-Aqsa struggle, great attention was paid to the selection of the study design, test phases, validity and reliability measures, and data analysis techniques.

Eighth: Research community:

The study's research community is made up of academics, teachers, and language education professionals, especially those who are interested in improving students' oral communication abilities in multicultural environments. Researchers in the domains of instructional technology, applied linguistics, and language teaching technique fall under this category. The study's conclusions may also be useful to professionals employed by language schools, educational policy groups, and institutes of higher learning. Language educators and administrators who are looking for creative ways to deal with language anxiety and enhance language-learning results are included in the research community. Engaging and cooperating with this varied research community may promote dialogue, idea sharing, and joint efforts to improve pedagogical approaches and language teaching practices.

Chapter Two:

Theoretical Framework and literature Review:

Theoretical Framework

Language learning, digital storytelling, and the influence of cultural events on educational experiences make up the theoretical underpinnings of this study.

Language acquisition: language competency is more than just vocabulary and syntactic knowledge; it also involves the ability to speak a language fluently and coherently. The basis for assessing language learners' oral communication skills is this understanding. Acquiring language skills is a complex endeavor that is impacted by a number of elements, including the social environment, educational strategies, and individual characteristics. As per Robin (2018), Hymes (1972) provided a definition of digital storytelling as "the process of creating narratives that completely engross learners in the learning process through the use of digital technology and multimedia elements, such as text, audio, images, and video." According to

Jenkins and Lonsdale (2007), digital storytelling is the process of narrating stories that are enhanced with multimedia elements in an effort to arouse strong feelings and promote comprehension. Within the framework of language instruction, digital storytelling provides language learners with an entertaining and culturally appropriate way to improve their oral communication abilities (Tsai & Chang, 2013). Cultural Events and Educational Experiences: Cultural events, such as the ongoing Tufan al-Aqsa controversy, have a significant influence on how students engage with and understand their education, claims Gregori (2011). By including themes from cultural events in their lesson plans, teachers may create meaningful and relevant learning experiences that relate to the cultural backgrounds and life experiences of their students. By incorporating themes from the Tufan al-Aqsa struggle into digital storytelling activities, teachers may provide Palestinian students with a chance to explore language learning through the lens of real-world events, which will likely boost student engagement and comprehension.

The theoretical framework, in general, highlights how important it is to consider the cultural context, the way that languages are taught, and the role that digital technologies play in language acquisition. By combining these elements, educators may design effective educational interventions that meet the needs and interests of language learners in multicultural settings like Al-Quds Open University.

Literature Review

Digital storytelling is a key idea in contemporary education. It creates immersive and captivating learning experiences by fusing multimedia components with conventional narrative tactics (Robin, 2018). With this strategy, teachers may use technology to their full potential and give students engaging platforms for understanding and expression (Jenkins & Lonsdale, 2007).

Tufan Al-Aqsa:

The ongoing Tufan Al-Aqsa battle holds significant cultural and historical importance, particularly in the Palestinian context. Integrating themes related to this event into digital story-telling activities can provide students with culturally relevant learning experiences, bridging the gap between classroom instruction and real-world events. (Gregori, 2011).

Empirical Research: A number of empirical studies have looked into how digital story-telling affects language learning results. For example, Garcia et al.'s study from 2021 looked at how digital story-telling affected ESL students' speech abilities. When comparing the speaking abilities of individuals who participated in digital story-telling activities to those who did not, the results showed a considerable improvement.

Smith and Johnson (2020) investigated the impact of digital story-telling on primary school kids' vocabulary learning in different ways. The results showed that students who produced digital stories had better language comprehension and were better at remembering vocabulary terms.

Conclusion: Although previous empirical research has indicated the potential advantages of digital story-telling in language acquisition, further investigation is still required to fully understand its precise influence on language learning outcomes across a range of cultural situations. By examining the impact of digital story-telling on media students' English communication abilities at Al-Quds Open University, this study seeks to add to the body of literature. It focuses on the influence of cultural events such as the Tufan al-Aqsa conflict.

Chapter Three:

Results

T-Test

The efficacy of using digital storytelling was demonstrated by the pre- and post-test findings. Next, the researcher looked at and contrasted the pre- and post-test findings to see how using digital story-telling in the classroom affected the students' oral and written abilities. The test results before and after the test are compared in the table below, which is followed by a comparison of the test results for every oral, speaking, and oral category.
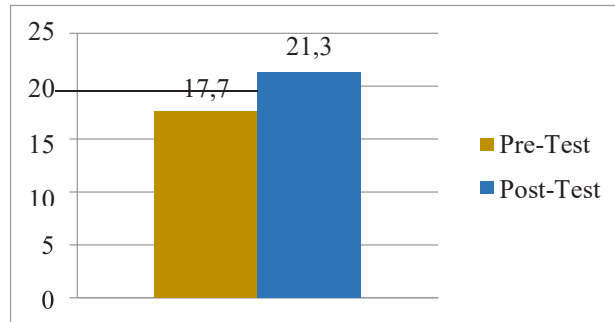
Figure 1. In contrast of the Results of the Pretest and Post-Test

From the figure, it is evident that the mean score of students' post-test increased from 17.7 to 21.3, indicating a substantial difference, or mean gain, between the students' pre-test and post-test. Furthermore, the researcher sought to evaluate the improvement of students across five key aspects. The following presents a detailed comparison of students' performance in all aspects of oral and written communication.

Comparison of Students' Test Results across Different Aspects of Oral and Written Communication:

1. **Fluency:**
   - Pre-Test Mean: 4.2
   - Post-Test Mean: 5.8
   - Difference: +1.6

2. **Vocabulary:**
   - Pre-Test Mean: 3.9
   - Post-Test Mean: 5.5
   - Difference: +1.6

3. **Pronunciation:**
   - Pre-Test Mean: 4.0
   - Post-Test Mean: 5.7
   - Difference: +1.7

4. **Grammar:**
   - Pre-Test Mean: 3.8
   - Post-Test Mean: 5.4
   - Difference: +1.6

5. **Comprehension:**

- Pre-Test Mean: 4.1

- Post-Test Mean: 5.6

- Difference: +1.5

Table 3: Comparison of Mean Scores across Different Aspects of Oral and Speaking and Oral

The comparison across various aspects demonstrates consistent improvements, with positive differences in fluency, vocabulary, pronunciation, grammar, and comprehension. These findings affirm the significant effect of digital story-telling on enhancing students' proficiency in oral and written English at Al-Quds University, aligning with the broader context of the ongoing events, like the Tufan Al-Aqsa battle.

Figure 2. The Comparison of Pre- and Post-Test Results in Every Oral, Speaking, and Oral Aspect

The comprehensive analysis of students' performance across various aspects of oral and written communication at Al-Quds University, amid the ongoing Tufan al-Aqsa battle, revealed significant improvements in each dimension. The increase in the mean score underscores the positive effect of digital story telling on enhancing English oral, written, and oral skills. Noteworthy improvements were observed in pronunciation (+0.81), grammar (+1.19), vocabulary (+0.07), fluency (+1.22), and comprehension (+0.63) aspects. The most substantial enhancement was evident in fluency, emphasizing the success of digital storytelling in fostering expressive speech. Even though comprehension showed a comparatively lower increase, the performance remained commendable. To validate these results, a paired sample t-test using IBM SPSS Statistics software was conducted, affirming the statistical sig of the observed improvements and highlighting the possibility of digital story-telling in the unique educational context of Al-Quds University.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	17.59	27	3.190	.614
	postest	21.52	27	2.651	.510

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	94% Conf-idence Interval of the Difference		t	df	Sig. (2-tailed)
					Low-er	Upper			
Pair 1	pretest posttest	-3.826	1.979	.371	-4.709	-3.143	- 10.307	26	.000

Table 2. The Result of Paired Sample-T-Test

The statistical analysis of the pre-test and post-test results indicated a notable improvement in students' oral and speaking abilities at Al-Quds University amid the ongoing Tufan Al-Aqsa battle. The mean scores for the pre-test (17.59) and post-test (21.52), coupled with a standard deviation of 1.979 and a standard mean error of 0.381, showcased a substantial positive change. The T-test results, with a calculated value of 10.307 and degree of freedom (df) at 26, yielded a sig value (Sig.) of 0.000. As the obtained sig. (2-tailed) is less than the sig threshold of 0.05 (0.000 < 0.05), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. This robust statistical evidence confirms the success of digital storytelling in enhancing students' oral and speaking skills, providing a valuable contribution to language learning in the context of Al-Quds University during these challenging times.

Students' Perception

No	Statements	SD(%)	D(%)	U(%)	A(%)	SA(%)
1	Speaking is an important skill in English	0.00	0.00	7.41	18.52	74.07
2	Digital Storytelling helps me to use and pronounce some English vocabulary	0.00	3.70	37.04	48.15	11.11
3	Digital Storytelling is fun and motivates me in improving my speaking skill	0.00	3.70	22.22	55.56	14.81
4	Digital Storytelling enhances my understanding about a story	0.00	14.81	18.52	55.56	11.11
5	Digital Storytelling enhance my grammar	0.00	11.11	44.44	37.04	7.41
6	Digital storytelling enhances my confidence when perform in the front of the audiences to tell a story	14.81	22.22	33.33	22.22	7.41

The students' perceptions regarding the usefulness of oral and speaking skills in English revealed a significant acknowledgment, as none of the students expressed the view that oral and speaking skills were not crucial. However, a notable portion (36.8%) seemed uncertain about their oral and written skills in English. Contrarily, 7.41% of the students concurred that oral, written, and oral skills were indeed important. This underscores the overall recognition of the importance of developing oral and written skills among students, aligning with the focus of the study.

The second statement centered on students' proficiency in using and pronouncing English vocabularies. A small percentage (3.70%) admitted to facing difficulties in this aspect, while a considerable portion (37.04%) remained uncertain about their proficiency. Encouragingly, the majority (59.6%) acknowledged that digital storytelling significantly assisted them in utilizing and pronouncing English vocabularies. This positive response reflects the perceived success of digital story-telling in addressing language challenges, providing valuable insights into the potential of this method in the context of Al-Quds University, particularly amid the ongoing Tufan Al-Aqsa battle.

The third statement focused on students' motivation to improve oral and written skills using digital storytelling (DST). A small percentage (3.70%) expressed disagreement, stating that DST was not fun or motivating in enhancing oral and written skills. Meanwhile, 22.22% of the students remained uncertain about the fun and motivational aspects of DST. Encouragingly, a significant majority (70.37%) agreed that using DST was indeed enjoyable and motivating for improving English oral and written skills. This positive response highlights the potential of DST to engage and motivate students, aligning with the broader context of language learning at Al-Quds University.

The fourth statement delves into students' understanding of stories through DST. A noteworthy 14.81% of the students felt that DST did not contribute to their understanding of stories, while 18.52% remained unsure. Conversely, a substantial majority (66.65%) believed DST enhanced their understanding of the narrated stories. This positive perception underscores the efficacy of DST in facilitating comprehension and engagement with story-telling content.

The fifth statement pertained to students' views on the effect of DST on grammar. A minority (11.11%) said in disagreement that their grammar improved with DST, and 44.44% were uncertain about this impact. On a positive note, 44.45% of the students agreed that DST could enhance their grammar skills, indicating the perceived positive influence of DST on language proficiency.

The final statement centered on students' confidence when performing in front of a person using DST. A notable 37.03% disagreed that DST enhanced their confidence for public story-telling, while 33.33% remained unsure. However, a considerable 29.63% agreed that DST contributed to boosting their confidence in presenting stories to audiences. Overall, students' perceptions highlight the multifaceted benefits of DST, not only in language skills but also in motivation, comprehension, and confidence building, thereby reinforcing its potential at Al-Quds University amid ongoing events like the Tufan Al-Aqsa battle.

Discussion

Pronunciation

The pre-test revealed that students faced challenges in accurately pronouncing numerous terms, with some words being minimally mispronounced during the digital story-telling sessions. However, there was a noticeable improvement shown after the test, suggesting improved pronouncing abilities. A large percentage of the words that were given in the pre-test also appeared in the post-test, and many of them were pronounced properly, demonstrating the beneficial effects of digital story-telling on pronunciation.

Grammar

Despite some students encountering obstacles in using the correct tenses, particularly the past participle, and the results demonstrated an overall improvement in grammar skills. Persistent issues with present simple tense usage were observed, but the post-test indicated a positive shift, emphasizing the success of digital storytelling in addressing grammatical challenges.

Fluency

The most remarkable improvement was evident in students' fluency, as indicated by a substantial increase in scores. The pre-test highlighted hesitancy and fragmented speech, with students often oral and speaking and oral slowly and relying on fillers like "ehmm" and "eee." The post-test, following digital story-telling interventions, showcased enhanced fluency. Students demonstrated improved oral and speaking speed, reduced hesitation, and better chronological organization of events, signifying the positive effect of digital story telling on fluency development.

Vocabulary

Vocabulary issues were rooted in students' difficulty adapting to new, commonly used English words. The pre-test highlighted misinterpretations and reliance on literal translations. However, the post-test revealed a decrease in vocabulary errors. The digital storytelling treatment, involving reading and translating stories, contributed to improved understanding of words in context. The use of shared dictionaries and online resources further facilitated comprehension, reducing vocabulary-related challenges.

Comprehension: Student outcomes in comprehension significantly increased from pre-test to post-test. Initially, memorization of script words without a deep understanding hindered comprehension. However, post-test performances indicated a solid grasp of vocabulary and narrative, allowing students to understand and deliver stories convincingly. Digital story-telling's effect on memory retention and comprehension was evident in this aspect.

In conclusion, the discussion highlights the multifaceted benefits of digital story-telling in addressing pronunciation, grammar, fluency, vocabulary, and comprehension challenges among students. The positive outcomes underscore the potential of digital story-telling as a useful pedagogical tool in the unique context of Al-Quds University, offering engaging and impactful language learning experiences, especially during the ongoing Tufan Al-Aqsa battle.

Conclusion

In conclusion, this study explored the impact of digital storytelling on the English communication skills of students at Al Quds University, particularly those enrolled in media programs. The investigation aimed to address the challenges faced by students in developing

strong spoken English skills, such as language anxiety and uninspiring teaching methods, within the culturally diverse environment of the university.

Drawing from the literature review, which highlighted the transformative potential of digital story-telling in language education, especially in culturally rich contexts like Palestine, the study set out to evaluate the effectiveness of this pedagogical approach. By integrating themes related to the ongoing Tufan al-Aqsa battle into digital story-telling activities, the research sought to create a more relevant and engaging learning experience for students. The findings of the study revealed significant improvements in students' oral communication abilities following engagement with digital story-telling activities. Both quantitative analysis, comparing pre- and post-test mean scores, and qualitative data from student surveys supported the positive impact of digital story-telling on language learning outcomes. Students reported increased enjoyment, motivation, and confidence in using English, as well as improvements in vocabulary usage, pronunciation, and comprehension.

These findings underscore the potential of digital story-telling as an effective educational strategy for enhancing English communication skills among students in media programs at Al Quds University. By leveraging multimedia elements and incorporating cultural and historical narratives, educators can create immersive and meaningful learning experiences that resonate with students' experiences and interests.

In the context of ongoing events like the Tufan Al-Aqsa battle, digital story-telling serves not only as a tool for language learning but also as a means of cultural expression and understanding. By embracing innovative pedagogical approaches like digital story-telling, educators can address the unique challenges faced by students in language education, fostering engagement, motivation, and proficiency in spoken English.

Moving forward, further research is needed to explore the long-term effects of digital story-telling on language learning outcomes and its potential applications across different educational settings. Additionally, continued efforts to integrate current events and cultural contexts into language education can enhance the relevance and effectiveness of language learning strategies, ultimately empowering students to succeed academically, professionally, and socially in our interconnected world.

Recommendations:

The study's conclusions provide suggestions for further research and practice in the Palestinian setting. First and foremost, in order to improve students' English communication abilities, teachers in Palestine—especially those at Al Quds University—should give top priority to incorporating digital storytelling into language training. It is essential that educators receive training and assistance in creating digital storytelling activities that are culturally appropriate. Additionally, future studies should examine the effects of digital storytelling on language learning results in the Palestinian environment. Concentrating on how it affects motivation, cultural competency, and language anxiety. The creation of varied and culturally aware digital storytelling tools catered to the requirements of Palestinian students can result from cooperative efforts between educators, technologists, and content creators. Finally, in order to ensure that children are ready for success in a digital environment, governments should stress the need to integrate digital literacy and narrative abilities into language courses. Palestinian educational institutions may enable students to become competent and confident communicators in English and other languages by adopting cutting-edge methods of language instruction.

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