T.C.
BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH THESIS

EFFECTS OF DIGITAL STORYTELLING ON LISTENING SKILLS OF FOREIGN LANGUAGE LEARNERS OF ENGLISH AND THEIR ATTITUDES TOWARDS DIGITAL STORYTELLING

PREPARED BY

NEBAHAT SEREN AKDAMAR

MASTER OF ARTS THESIS

ANKARA-2021

T.C.
BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH THESIS

EFFECTS OF DIGITAL STORYTELLING ON LISTENING SKILLS OF FOREIGN LANGUAGE LEARNERS OF ENGLISH AND THEIR ATTITUDES TOWARDS DIGITAL STORYTELLING

PREPARED BY

NEBAHAT SEREN AKDAMAR

MASTER OFARTS THESIS

THESIS ADVISOR

ASSIST. PROF. DR. SELIM SONER SÜTÇÜ

ANKARA-2021

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı çerçevesinde Nebahat Seren AKDAMAR tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 09 / 07 / 2021

Tez Adı: Effects of Digital Storytelling on Listening Skills of Foreign Language Learners of English and Their Attitudes Towards Digital Storytelling

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu) **İmza**

Dr. Öğr. Üyesi Selim Soner SÜTÇÜ / Başkent Üniversitesi

Dr. Öğr. Üyesi Özkan KIRMIZI / Karabük Üniversitesi

Dr. Öğr. Üyesi Senem ÜSTÜN KAYA / Başkent Üniversitesi

ONAY
Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. Servet ÖZDEMİR
Eğitim Bilimleri Enstitüsü
Müdürü
Tarih: … / … / ……..

BAŞKENT ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

Tarih: 03 / 06 / 2021

Öğrencinin Adı, Soyadı: Nebahat Seren Akdamar

Öğrencinin Numarası:21720518

Anabilim Dalı:İngiliz Dili Öğretimi

Programı: İngiliz Dili ÖğretimiTezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı, Soyadı:Dr. Öğr. Üyesi Selim Soner Sütçü

Tez Başlığı: İngilizce Yabanci Dil Öğrenenlerinin Dinleme Becerileri Üzerine Dijital Hikaye Anlatımının Etkileri Ve Dijital Hikaye Anlatıcılığına Karşı Tutumları

Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 43 sayfalık kısmına ilişkin, 03 / 06 / 2021 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 17'dır. Uygulanan filtrelemeler:

1. Kaynakça hariç

2. Alıntılar hariç

3. Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:…….

ONAY

Tarih: 03 / 06 / 2021

Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

Dr. Öğr. Üyesi Selim Soner Sütçü

To my beloved husband and son

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my advisor ASSIST. PROF. DR. SELİM SONER SÜTÇÜ for being a tremendous mentor for me and his invaluable knowledge, guidance, and encouragement throughout my thesis process. His advice and support helped me overcome the problems I faced all through the thesis process.

I would also like to thank to my lecturers Assist. Prof. Dr. Senem ÜSTÜN KAYA, Assist. Prof. Dr. Gülin DAĞDEVİREN KIRMIZI, Assist. Prof. Ahmet Remzi ULUŞAN and Assist. Prof. Dr. Melike ÜNAL GEZER for their effort throughout my master's degree and thesis process.

Finally, I would like to express my greatest appreciation for my family who always stood by me with unconditional love and support. No words can describe my thanks to my dear husband Kemal AKDAMAR who gave inspiration to every step of my life and gave me strength to complete my thesis with his kind heart and my son Mustafa AKDAMAR who became my anchor in the waves and the wind.

ÖZET

Nebahat Seren AKDAMAR

İngilizce Yabancı Dil Öğrenenlerinin Dinleme Becerileri Üzerine Dijital Hikaye Anlatımının Etkileri Ve Dijital Hikaye Anlatıcılığına Karşı Tutumları

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı Ankara-2021

Dil becerilerini geliştirmek, dil öğrenme sürecindeki en önemli ve en zorlu aşamadır. Dil becerilerini geliştirmek için, öğrenme süreçlerinin yetersiz olduğu inancıyla her gün yeni teknikler sunulmaktadır. Dijital hikaye anlatımı, dil öğretiminde oldukça yeni bir tekniktir ve öğrenenlerin dört dil becerisinin yanı sıra dil öğrenmeye yönelik motivasyonun artmasına ve kişinin kendini teşvik etmesine yardımcı olur. Bu araştırmanın amacı, 6. ve 7. sınıflarda öğrenim gören 64 ortaokul öğrencisinin katılımıyla dijital hikaye anlatımının dil öğrenenlerin dinleme becerilerine ve dijital hikaye anlatımı kullanımına yönelik tutumlarına etkisini araştırmaktır. Araştırma, 2020-2021 eğitim-öğretim yılı güz döneminde Adana ili Seyhan ilçesinde gerçekleştirilmiştir. Veriler Dinlediğini Anlama Başarı Testi ve Öğrenci Tutum Ölçeği aracılığıyla toplanmıştır. Araştırmanın verileri SPSS programı ile analiz edilmiştir. Sonuçlar, katılımcıların dinleme becerilerini geliştirmede istatistiksel olarak anlamlı farklılıklar olduğunu ve test grubunun kontrol grubuna kıyasla dinleme etkinliklerinde daha yüksek yeterliliğe sahip olduğunu ortaya koymuştur. Çalışmanın bulguları ayrıca, öğrencilerin motivasyon düzeyleri ve düşünceleri de dahil olmak üzere dijital hikaye anlatımı ile dinleme etkinliklerine yönelik tutumları hakkında ek bilgi sağlamaktadır. Sonuçlara göre deney grubunun dijital hikaye anlatımına yönelik tutumları olumludur. Öğrencilerin tutum ölçeğinde, dijital hikaye anlatımına maruz kalan öğrenciler, dijital hikaye anlatımının dil sınıflarında kullanımına ilişkin herhangi bir dijital destek almayan öğrencilere göre daha olumlu ifadeler vermişlerdir.

Anahtar Kelimeler: Dijital hikaye anlatımı, dinleme becerileri, motivasyon, teknoloji ile bütünleşik öğretim

ABSTRACT

Nebahat Seren AKDAMAR

Effects of Digital Storytelling on Listening Skills of Foreign Language Learners of English and Their Attitudes Towards Digital Storytelling

Başkent University Institute of Educational Sciences Department of Foreign Languages Master Program of English Language Teaching with Thesis
Ankara-2021

Developing language skills is the most important and most challenging phase in the language learning process. To improve the language skills, new techniques are being presented every day due to the belief of insufficient learning processes. Digital storytelling is a new technique in language teaching that helps to improve four skills of learners as well as motivation towards language learning and encouragement of the oneself. The purpose of this research was to investigate the effects of digital storytelling on listening skills of language learners and learners' attitudes towards use of digital storytelling with the participation of 64 secondary school students whose degrees are 6th and 7th grade. The study was conducted in Adana, Seyhan during the fall semester of the academic year 2020-2021. Listening Comprehension Achievement Test and Learners' Attitude Scale were the data collection tools of the research. The data were analysed with the SPSS programme. The results of the study revealed that participants had statistically significant differences in their listening skills improvement and test group had higher competency in listening activities when compared to the control group. The findings of the study also provide additional information about learners' attitudes towards digital storytelling listening activities, including their motivation level and thoughts. According to the results, experimental group's attitudes towards digital storytelling were positive. In learners' attitude scale, learners who are exposed to digital storytelling marked more positive statements about use of digital storytelling in language classes than learners who did not receive any digital treat. Additionally, experimental group's motivation was significantly higher than the control group.

Keywords: Digital storytelling, listening skills, motivation**,** technology integrated teaching

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATION LIST

DS	digital storytelling
EFL	English as foreign language
MoNE	Ministry of National Education
CALL	computer assisted language learning

" The stories that we tell others and ourselves reveal who we think we are along with identifying our purpose, meaning, and worth in life. Telling personal stories publicly celebrates our life."

-Bernajean Porter

1. INTRODUCTION

This study examines the effects of using digital storytelling in language classes and its effects on English language learners' listening skills along with their attitudes towards digital storytelling (DS) for listening classes. In this chapter, the background of the study, statement of the problem, purpose of the study, significance, limitations and delimitations, research question, research hypothesis and definitions of the key terms were addressed.

1.1. Background of the Study

In the past several decades technological advances have played a vital role in language education. The globalization of the world and developments in technology require the people to take learning into another level and not only be capable to speak English but also be proficient in using it. Today it is assumed that one fourth of the world population is competent in English (De Swaan, 2001). This creates the phenomenon of English as lingua franca, the common communication language internationally in many fields such as science, business, and technology (Kırkgöz, 2008). In Turkey, schools provide compulsory English as a foreign language (EFL) classes starting at 2nd grade in Ministry of National Education (MoNE) schools, even earlier in private schools and kindergartens. English language plays a vital role in Turkey, as well as the rest of the world, in catching up with the changing world and keeping up with the technological growth. The necessity of knowing English has forced instructors and educators to find new and efficient ways to boost the language learning process and create different learning environments by using educational technology.

With the increasing use of technology in education recently, new teaching approaches and possibilities have emerged. It has become essential to use technology, mainly digital technologies in language classrooms since the computers were introduced and people soon discovered its educational benefits. These educational benefits coupled with the introduction of promising Internet technologies. The use of technology in education is helpful in many ways; to improve the quality of materials and enhance learning, to motivate learners, to improve their language skills, and most importantly to grab their attention and help them build positive attitudes towards language learning. Computer technologies can assume important roles in realisation of effective language learning besides creating a student-centred learning environment in language classrooms and reduce teacher-centeredness which encourages

learners to practice the language without the fear of making mistake by reducing their "affective filter" (Al-Mahrooqi & Troudi, pp.2). Increasing the student-centred learning requires experienced and technological teachers to guide students. As Giles and Kent (2017) state, teachers have the responsibility to be the bridge between student and technology to combine students' readiness about technology and how to use that efficiently for educational purpose.

Technology provides great opportunities in language classrooms from many perspectives, and it offers wide range of technological aids that can be adapted to language learning. Motivation and anxiety free environment in language classrooms offered by these aids are crucial elements to enhance learning and teaching. Learning a foreign language is not an easy process itself and it can be challenging It is a complicated process which consists of many variables such as motivation, gender, age, talent, social environment, learners' mindset, teachers' approach etc. Motivation, which is the key to self-success, can be enhanced with the use of various technological aids. As Genç İlter (2009) points out, technology can introduce possible learning ways for weak learners as it offers meaningful and authentic materials.

With the increasing use of technological tools in education, traditional ways of teaching language have evolved to technological journeys. Storytelling is a significant example of this. Stories have always been told in every culture over the centuries. Moreover, before the written era the first way of communication was oral stories by which people transmitted their cultural heritage; like their beliefs, history, traditions to next generations (Hamilton & Weiss, 1990). Besides these facts, storytelling touches our hearts, leaves a mark in our minds, enriches our emotions, makes us feel happy, sad, angry, excited etc. which together help us to store, organize and remember information. These qualities of stories make them a perfect pedagogical tool to use in language classes. Stories help children to involve themselves in the stories, build their interpreting skills and create a bound between the characters and themselves as well as being a bridge between the child's real worlds (Brewster, et Al., 1992). Storytelling also enhances visual descriptions, cultural awareness, critical thinking, and mindfulness (Miller & Pennycuff, 2008). Moreover, storytelling helps better understanding because it is easy to comprehend when what is given by the lecturer is explained in flow of epilogue, plot, and prologue (pp. 16).

The development of technology and use of mass media have improved the traditional storytelling process as well, and the term digital storytelling (also stated as "DST" or "DS")

came out. Digital storytelling is one of the modern, entertaining, and useful tool that technology offers, and it is a great source of motivation for learners at any age. In DS digital content such as pictures, drawings, video clips, audios are used to create short movies.

Although the term digital storytelling seems new, it dates to early 1990s and one of the most notable pioneers of the field is Joe Lambert who is also the co-founder of the Center for Digital Storytelling (CDS) which is a non-profit community organization in Berkeley, California. CDS helped young people and adults for creating and sharing digital narratives and combining creative writing with digital media tools (Flood, Heath & Lapp, 2014, pp. 429-430). The work of Joe Lambert and Dana Atchley, a media producer and an interdisciplinary artist, showed that people with little or no experience could also create great stories using new digital media tools which makes it trouble free for learners (CDS, 2020).

When used properly DS helps students produce and improve 21st century literacy skills also known as digital age literacies. In digital age the education process is supposed to adapt the perception of the edutainment which combines education and entertainment while accommodating learners to 21st century skills (Özer, 2016). DS is advantageous as it motivates learners, develops technological skills, improves self-esteem, and creates social learners as well as critical thinkers.

There are different opinions about the components of the digital storytelling and what technological aids it should include. For some researchers, digital storytelling should include images, videos, slides supported with music or narrators' sound whereas other researchers claim that they can be only visuals and there is no need to add soundtracks, narrators' sound or music (Esen, 2019). So, digital storytelling does not have strict rules to be complete, the components of the digital storytelling can be adapted by the instructors according to the needs of the learners, which motivates them to interiorize the learning process while leading the teacher to find the best way.

Within the growth use of DS, the need, and contributions of digital storytelling for the 21st century language education have increased to a considerable extent. There are numerous studies on digital storytelling in terms of building language skills, how to benefit from digital storytelling in language classes and what can be done by integrating it to the curriculum. Improvement of listening skills through DS is a neglected study area and there is a gap in the

field regarding DS's effects on listening skills of young learners thus this study aims to investigate young learners' listening skills and attitudes towards DS.

1.2 Statement of the Problem

New technologies have always given an innovative spirit to all fields of education and language teaching is in the centre of them. Use of technology in classes is not a brand-new topic yet use of diverse technologies is offering new promises day by day and bringing new sparkles to education.

As with the other language skills, listening is an essential skill to improve for language learners since one cannot state ideas without hearing, comprehending, and combining it with already existing knowledge. However, Nunan (2001) indicates the negligence of listening skills by implying that listening is seen as "Cinderella Skill" in language teaching because knowing a language mostly means being able to speak and write in that language. Rost (2001) states improving listening skills are important to actively take part in conversations and comprehend the sounds of the language. To communicate effectively, to analyse and synthesize thoughts, to express ideas and understand sound units, speeches, dialogues, and audios language learners need to refer to listening skills.

To enhance and improve listening skills of learners there are many opportunities for teachers to use in their classes. In language learning, listening is not only a skill area but also a crucial acquisition performance (Carter&Nunan, 2001). As preparing and using visuals and audios is encouraging for learners since 21st century learners are media-driven; images, photographs, and other visual aids as well as sounds, voice recordings and audios all help enhancing the learning process and help learners acquire the language (Özer, 2016). The growth of computer technology and use of such media has made language learning more efficient for learners and paved new ways for teachers to be creative and effective in the teaching process as well as enhancing language skills (Yamaç &Ulusoy, 2016). Improvement of listening skills in combination of digital media can be beneficial for learners and advantageous for teachers to increase the success of the learners. However, to what extent do the teachers benefit from the opportunities that technology offers or how the learners make use of it is still debatable.

Due to the lack of information that most teachers are facing about how to use digital tools or how to integrate these tools into their teaching, many learners do not get the chance to practice language learning integrated with technology. Çelik and Aytın's (2014) study reveals that teachers agree on the idea that teacher training programs and seminars are not efficient enough to guide teachers to use digital tools. In addition to lack of information, some schools do not have the opportunity to consider using technology in classrooms due to financial insufficiency. Also, Çelik and Aytın's (2014) research points out to the insufficient technological resources such as computers, projectors, and speakers that blocks the use of technology. Yet it is widely known fact that in today's world learning and teaching is supported with technology all over the world and is still under development for more opportunities because it is considered to have significant effects on learners. Especially in terms of building intellectual language skills from diverse ways like listening skills.

Digital storytelling is one of the beneficial products of the technological growth which creates a communicative atmosphere in language classrooms with the help of images and sounds. As digital storytelling engages learners relevantly to what they are learning, it also allows learners to demonstrate what they know about the topic, express opinions and encourages participation in the learning process (Robin, 2016). Digital storytelling also provides variations that can be improved so it remains entertaining and innovative for learners (Gils, 2005). There are various ways to integrate DS into the curriculum as Nassim (2018) states teachers can make relevant and different contents according to their students' needs by using DS as instructional tool. Teachers may benefit from digital storytelling to help learners gain 21st century skills.

Language classes need more technology integration, so learners can be independent, social, creative and benefit from what the modern education offers and be competent in all language skills diversely effective learning tools such as DS should be optimized for the learners' needs. There are numerous studies on DS as an instructional learning tool in language education and its effects on language skills however not many researchers investigated the effects of use of DS precisely for improving listening skills. This research aims to investigate the relationship between digital storytelling and listening skills of young learners and to analyse their attitudes towards listening through DS.

1.3 Purpose of the Study

As mentioned in the literature review, previous studies evaluating the effects of DS in language learning in Turkish context mainly focused on four skills and adult learners only (Sever, 2014 and Özer, 2016). The main objective of this study is to investigate the effects of digital storytelling on listening skills development in foreign language education classes of young learners. The effects of digital storytelling in enhancing the listening skills are observed. Furthermore, learners' attitudes towards using DS as an educational tool is also investigated. Finally, this study aims to put forward an example for integrating a digital tool into teaching process that language teachers may benefit from and adapt to their classrooms.

1.3.1 Research questions

In order to achieve the purpose of the research, this study addresses the following questions:

1. Does digital storytelling have an impact on the development of students' listening skills and if so, to what extend does it affect the development of listening skills?
2. Does digital storytelling have an impact on students' attitudes towards listening skills?

1.4 Significance of the Study

Storytelling, which is a traditional way of teaching in education, dates back to a time that we may not know exactly given that even ancient time drawings are accepted as stories. Storytelling is a creative way of transferring information and helping learners to see the learning process from another dimension. It helps learners to think, evaluate, criticize, imagine, and store information about what they hear and see. Offering an authentic and fun environment in classes, storytelling took its place in language learning classes without any hesitation.

As time passes by, changes become unavoidable in the way we educate the learners, most traditional ways are superseded by brand-new ways brought by these changes. During the last few decades most of these changes are experienced in information technologies. With its dynamic nature, language learning has always been first to experience such technological benefits. As a result, technology has changed traditional ways of language learning and

teaching methods hence new forms of technologies such as; apps, programmes, websites, social platforms have become popular for use in in language classes.

So, the traditional storytelling in class setting turned into digital storytelling. DS is fairly new in language education when compared to other teaching tools and it has differed from traditional storytelling by integration of various digital tools hence offering more interesting and motivating ways.

Most of the studies have focused on the importance of using DS as a technological tool in language classrooms while several studies were conducted to examine the effects of digital storytelling on vocabulary teaching, writing skills, visual memory, motivation etc. However, there is a limited research to reveal how DS effects learners' listening skills. This study aims to contribute to the literature concerning the development of language learners' listening skills with the aid of digital storytelling and learners' motivation towards use of DS in addition to providing information for the teachers to integrate digital storytelling to their classrooms.

1.5 Limitations of the Study

The study was conducted in a Ministry of National Education (MoNE) school with limited number of participants due to COVID-19, therefore the sample size of the study may be a limitation since the results cannot be generalized for all the age groups.

The data were collected through listening comprehension test and attitude scale. Listening comprehension test and attitude scale are the only data collection tools of this study and the data obtained are limited to only these measurement tools.

2. LITERATURE REVIEW

2.1 Overview

In this part of the study, it is intended to explain DS regarding to the history of digital storytelling and its connection with traditional storytelling, its effects on learner motivation and learners' language skills. The literature review is then followed by previous studies related to DS and listening skills both in Turkey and abroad.

2.2 Storytelling and Digital Storytelling

Telling stories are in human nature. Every day we tell stories to other people. By telling stories we share our feelings, experiences, and ideas. Even if we do not realize, we are all storytellers in a way. When we communicate, we put our emotions, body language, voice, and mimics to what we say to others unconsciously. The main structure of storytelling consists of a storyteller who uses vocalization to create a mental illustration for the listener which can be called as audience as well who keeps this ongoing communication by using facial expressions, body language or words (Roney, 1996).

Figure 2.1 Structure of Storytelling (Roney, 1996, p.2)

Listening to a storyteller or narrator strengthens your imagination as Duran and Topbaşoğlu (2017) imply, when we read a book the voice in our head is our own voice yet when we listen to a story, we hear a narrator which takes us to another perception of thinking about the narrator's voice and actions. Duran and Topbaşoğlu also mentioned that this feature of storytelling can be a successful engagement for learners especially for the ones who are in concrete period as it helps internalizing the information and makes the input permanent.

Back in time stories were told orally and only wealthy people held the manuscripts of the stories in purpose of teaching alphabet that can be interpreted as use of stories for education started back then (Gils, 2005). Books came in as a modern source of storytelling when publishing and printing started, and stories became widely accessible. At first stories were to educate children and teach morals then it drifted its purpose away from education to entertainment (Gils, 2005). Until the breakthrough of its many positive effects storytelling was seen as an entertaining tool in education which arose the fear of being lack of skills in education and being incompetent so storytelling was only used in kindergartens (Keshta, 2013). The growth of analysis concerning storytelling's effects on language learners revealed that the stress-free atmosphere created by stories and the positive feelings can support to remove affective filters in language learning process while influencing students' content learning effectively (Hemmati, et Al., 2015). Green (2004) indicates "Because stories provide natural connections between events and concepts, mentioning one part of the story may help evoke the other parts of the story, just as hearing one bar of a familiar tune may bring the entire song to mind" (pp. 3).

"The storyteller's building materials are words, sounds, and language patterns. The tools are the voice, face, and hands. The product is the creation of a shared human experience based on words and imagination." (Dujmovic, 2006, pp.77). This was the case until digital technologies revolutionised the ways we told stories even changed its name "digital storytelling". Digital storytelling became prominent and currently implemented to numerous areas including education, business, marketing etc. The concept of digital storytelling initially emerged at the Center for Digital Storytelling in late 1980s by Joe Lambert. Digital stories are mainly a merge between the traditional storytelling and the use of multimedia (e.g., audios, videos, and images). Burgess (2006) described digital storytelling as an accessible tool for everyone that people can create their own autobiographies which can be shared on the internet or broadcasted on television. According to the Digital Storytelling Association (2011) digital storytelling is an up-to-date adaptation of traditional storytelling and defined as "the modern expression of the ancient art of storytelling". Norman (2011) defines digital storytelling as "Put very simply, one could say that a digital story is basically any combination of a spoken narrative, a number of visuals, perhaps a soundtrack and new technologies to edit and share the story." (pp. 1).

Yoon (2013) compared traditional oral storytelling to digital storytelling under various domains such as oral storytelling requiring human voice, verbal communication, printed or painted paper form while digital storytelling requiring multimedia, technological devices, and digital storage. Considering the differences between two, the new era of technology is making DS appealing for language learners as use of digital media is more desirable than traditional methods. In foreign language education it is not possible to ignore the value of digital storytelling to improve the quality of education and the engaging entertainment especially for younger generations.

2.3 Types of Digital Storytelling

In his research Robin (2008) lists digital stories under three main types;

1- **Personal Narratives**

Personal narratives usually tell a story of a person, a place or an incident and the duration of the videos is generally between three to five minutes. Personal narratives give learners the chance to learn the story of people from various backgrounds.

As people tend to share their personal experiences personal narratives is the most popular digital story type and as described by CDS, subtitled with the following categories:

character stories, memorial stories, stories about events in our lives, stories about places in our lives, stories about what we do and other personal stories such as recovery stories, love stories etc.

2- **Stories That Inform or Instruct**

The idea of informing or instructing stories is to express meaning of a particular concept and this story type can be used to present information in diverse topics as mathematics, art, language, medical education etc. Informational or instructional stories may be combined with different types of stories such as autobiographies, personal narratives, and historical stories.

3- **Stories That Examine Historical Events**

Most of the stories include historical occasions. This type of stories observes remarkable incidents to inform about the past events. Learners may witness past events from different perspectives and connect themselves to the past.

2.4 Elements of Digital Storytelling

The Center for Digital Storytelling also known as StoryCenter (2005) developed and disseminated the core elements of digital storytelling under the name of "Seven Elements of Digital Storytelling".

- Point of view: What is the main point of the story and what is the perspective of the author?
- A dramatic question: A key question that keeps the viewer's attention and will be answered by the end of the story.
- Emotional content: Serious issues that come alive in a personal and powerful way and connects the story to the audience.
- The gift of your voice: A way to personalize the story to help the audience understand the context.
- The power of the soundtrack: Music or other sounds that support and embellish the storyline.
- Economy: Using just enough content to tell the story without overloading the viewer.
- Pacing: The rhythm of the story and how slowly or quickly it progresses.

The seven elements of digital storytelling are illustrated in Moradi and Chen's (2019) article as below:

Figure 2.2 Phases of storytelling (Morardi and Chen, 2019, pp.5)

2.4.1 Creating process of a digital story

Robin (2016) illustrated a 12-step process of creating a digital story which can be a helpful guideline for teachers who would like to use digital storytelling in lessons. These steps are choosing the topic, conducting a research on the topic, writing the first draft of the script, receiving feedback on the script, revising the script, finding-creating-adding images, respecting copyrights, creating a storyboard, recording audio narration, adding background music (optional), building the digital story, and finally publishing the digital story.

Pitler, Hubbell and Kuhn (2007, pp.139-141) clarified the steps of making a movie which can be a helpful guide for students before creating the digital story.

- **Step 1** (Writing the script): Including the words that will be read by the performer, arranging the timing of the script considering the readers pauses etc. and being concise.
- **Step 2** (Storyboarding): Brainstorming about the story, dividing the story into sections with images to remind that part of the story, noting the scripts of the images or videos and organizing.
- **Step 3** (Shooting the video): Using a still camera to record appropriately if audios will not be added separately being sure of the target conversation or sound to be included in the video.
- **Step 4** (Importing the video and images): Connecting the camera to the computer with a cable, transferring via USB, using lightning cable to transfer videos.
- **Step 5** (Video editing): Organizing the visuals and clips in the right order, editing, and trimming the unwanted parts, adding a title and credits.
- **Step 6** (Adding music): Finding suitable music online for free copyrighted or purchased, arranging the length.
- **Step 7** (Saving and sharing the movie): Combining all the pieces, making sure the work is saved and stored, sharing online, with class, with friends etc.

Moradi and Chen (2019) also implied that digital storytelling is a systematic process that leads to effective learning environment and categorized the process into four phases as in figure 2.3. below.

Figure 2.3 Phases of Storytelling (Morardi and Chen, 2019, pp.4)

Kajder (2004, pp.66) created a list for composing a digital story that includes six steps listed below:

- **Step One** (What to Say?): Developing ideas on the story and deciding on the topic.
- **Step Two** *(*Artifact Search)*:* Choosing the right artifact tool and using images, photographs as a source for the story.
- **Step Three** (Storyboarding): Creating a plan, ordering, and arranging the components such as images and sounds, outlining the effects, transitions, sounds and paces of the story.
- **Step Four** (Revision)*:* Overall review of the work, rewriting and editing when needed.
- **Step Five** (Construction)*:* Turning all the records and figures into a digital story by adding transitions, effects, narrators sound or soundtracks and combining with the pictures for the final form.
- **Step Six** (Screening*):* The final form of the digital story is shared online or presented to the audience.

The University of Houston (2015) also formed an 8-step process chart provided by Samantha Morra on how to create a digital story which is presented in figure 2.4. below.

Figure 2.4. 8-Steps of Creating a Digital Story (Morra, n.d)

Additionally, Lambert (2010) pointed out to the importance of storyboarding to speed up the digital story creating process. Storyboarding can be done by creating a poster and using printout photos and post-it papers to make sure of the organisation of each scene however it can also be done by using software such as Adobe PageMaker or Microsoft Word. The key of creating a storyboard is to determine the order of the pictures, if pictures are enough or too many for the story, where to put the voice records, where to add a text before creating the digital story. The storyboard is like a plan of the events, the creator should be able to change the orders easily or add necessary images or sounds to the right places in advance.

2.4.2 Digital storytelling resources – web 2.0 tools

Use of various audios and visuals can be transformed into digital storytelling. There are numerous online sources, websites and tools for both students and teachers. Some of the useful digital storytelling resources that are explained by Pitler, Hubbell and Kuhn (2007, pp. 134-142) are listed below:

iMovie (Mac only) and Windows Movie Maker: Easy way to import and edit videos on computers, simple use by connecting the digital camera to computer to transfer videos or transferring videos by Bluetooth connection.

DigiTales – www.digitales.us: Helpful source for both students and teachers to begin creating digital stories providing many examples.

Prezi – www.prezi.com: This site allows creating online presentations besides offering creating animated videos.

Go!Animate – www.vyond.com: This website is an online animation software to create animated videos.

Zooburst – www.zooburst.com: This website offers creating digital stories by designing 3D pop-up books.

Make Belief Comics – www.makebeliefcomics.com: This site allows users to create their own online comic strips for storytelling.

Center for Digital Storytelling (2013) also listed other possible Web 2.0 resources as:

MemoryMiner 2.2 (Mac only) – www.memoryminer.com: This site combines the photos by tagging people specifically and creating a story by using the place and time info of the photos.

Animoto – http://animoto.com/: Providing a version with extra features for educators, animoto lets you create photomontages of photos, add soundtrack and texts.

Xtranormal – www.xtranormal.com: This site allows you to create animated movies with characters and has a feature of synthesized speech which you can type whatever you want and the text will be turned into speech.

2.5 Digital Storytelling and Motivation

Using multimedia in language classes enhance the media literacy of students from various aspects and motivates learners to take part in activities. Visuals are better than words alone, so media interaction in language classes can be beneficial for learners. Alismail (2015) states that motivation is a critical component for learning, so using a variety of multimedia-based activities such as digital stories to enhance student motivation in language learning is important. Digital storytelling builds self-confidence which motivates learners (Hung, Hwang & Huang, 2012). DS engages learners to the lesson and learners feel confident when

using DS (Yoon, 2013). According to Smeda, Dakich and Sharda (2014) digital storytelling helps instructors build interactive and constructivist learning environment and enhances students' motivation. Learners feel motivated with digital storytelling activities when compared to traditional ones (Kasami, 2018). Students' attitude towards language learning, self-confidence and motivation improves when digital storytelling is integrated to the lessons (Aljaraideh, 2019). Digital storytelling promotes active learning and helps students understand the lesson providing authentic content (Yang & Wu, 2012). Learners actively take part in the digital story creation process and enjoy learning without affective filter (Sever, 2014). Xie (2016) states that when learners are free to share what they have created with their family and friends they are more motivated, also when learners use their technology skills, they enjoy the learning process. Learners improve their communication skills and become more willing to take part in activities while enjoying the editing programs and developing their technology skills (Sadik, 2008).

2.6 Digital Storytelling and Language Skills

Digital storytelling enhances learners' four skills capacity in language learning and functions as a mechanism that builds different types of literacies (Brenner, 2014).

2.6.1 Listening

The importance of building communicative competence and perceiving the inputs makes listening a crucial skill in language teaching. Listening is a complex process that requires learners to match the things they hear with already existing knowledge (Pangaribuan, Sinaga & Sipayung, 2017). However, teachers mostly expect the learners to build listening skills themselves by hearing things around them because listening skill was recognized as a passive skill that would improve without help, yet this notion transformed into regarding listening skill as an active process theoretically (Walker, 2014). As learners are expected to learn as they hear the target language, the difference between hearing and listening precludes this idea. Hearing and listening are two different terms, hearing is perceiving sounds around us as sound waves and listening is paying attention to make sense of what is perceived (Imene, 2008). Thus, improving listening skills is usually ignored and students lack the skills of listening.

Language laboratories are one of the options for building listening skills where learners are attached to the notion of individual listening practices with audio tapes that helps constructing students' capacity to comprehend and express themselves in the target language however this concept currently developed to Computer Assisted Language Learning (CALL) that involves mixed multimedia sources and improves learner autonomy, ingenuity, efficiency with expectation of more efficient learning (Meskill, 1996). The development of the computer technology dragged methods for the efficiency of listening skills to involve use of multimedia and digital interaction. Thus, digital storytelling is a practical technique that computer technology provides to improve not only listening but also other language skill areas as well. Digital storytelling activities planned for a specific purpose enrich comprehension and stimulate thinking while listening as well as reaching the target teaching aim (Datko, 2014). The occurrence of texts, sounds, graphics, and images in multi-media that provides visual, aural, and textual input raise the cognitive functioning of learners besides provoking perception in listening (Meskill, 1996). Digital storytelling improves the ability to analyse and criticize thoughts through listening and watching better than traditional storytelling and improves the quality of the sentence formation as well as guiding learners to organize their thoughts in a sequence to retell a story (A.S. Tabieh et al., 2021). DS empowers the ability to recall and comprehend information not only by listening but also with visuals which effect the permanence of the listening input (Türe Köse, 2019). Tubail (2015) states that providing a distinct method rather than traditional ones stimulates the interest of the learners and diverse use of media tools such as pictures, sounds and videos foster the listening comprehension level of students.

2.6.2 Writing

Writing is one of the most common language skills integrated with digital storytelling since texts and scripts are the primary materials of the stories. Çıralı Sarıca and Koçak Usluel (2016) implied the importance of writing in digital storytelling as it is the first step of creating a digital story and they also indicated that students could share ideas, revise what they wrote and make necessary changes during the writing process. Rahimi, Yadollahi & Wang (2017), state" In this way, student writers benefit from their peers' creativity and advice on the mechanics of writing to organize their ideas, express their opinions, and construct meaningful narratives reasonably in an accurate and coherent way" (pp. 5). Ulusoy and Yamaç (2016) point out in their research that the digital story making process fosters students

to think about who they are writing for and why they are writing in addition to the useful storyboarding process which helps students to edit, draft, revise, and check what they have produced multiple times before the final draft. Nguyen (2017) states, "The interactive nature of digital stories allows users control of their own language and literacy learning by navigating and replaying the stories" (p. 76). Ulusoy and Yamaç's research also revealed that word choice, sentence fluency, organization of the ideas, writing quality, motivation and technological literacy of the students improved by digital story making. In her research Puspitasari (2019) indicated that the images included in the digital storytelling process help students recall and collocate related vocabulary and makes it easy to write as well as promoting student engagement in the writing process. Lim and Md Noor (2019) investigated the students' writing performance through using the Storybird website by providing images to students to write about, the results of before and after implementation showed that students could notice their grammar and punctuation mistakes which proves the efficacy of digital storytelling in writing. Abdel-Heck and Helwa (2014) drew attention to narrative writing in DS which combines the past and present to tell a story in a meaningful way. Abdel-Heck and Helwa (2014) also stated that during the writing process peer evaluation helps students to write high quality texts and digital media integration helps to express ideas in a creative way. The integration of digital storytelling tasks into the curriculum can enhance learners writing skills in terms of grammar, punctuation, and capitalization of the words more effective than traditional way of teaching writing (Atwan, 2018). When learners work with digital media tools to create digital stories, they seem to have fewer spelling mistakes due to computer correction in addition to teacher correction orally (Girmen, Özkanal & Dayan, 2019). Balaman (2018) stated that DS supports multimodal writing in an authentic context rather than traditional and enhances writing activities with multimedia. When learners are given digital writing activities rather than traditional ones their metalinguistic awareness is empowered, and they become more engaged in the writing tasks (Christiansen & Koelzer, 2016).

2.6.3 Speaking

How we put our thoughts into words to tell a story is an oral performance. Speaking is already one of the most neglected skills in language education which causes fixed mindset towards language learning. According to Esen (2019) digital storytelling besides increasing the spoken proficiency, creates an anxiety free environment for speaking offering peer

review and peer check as students watch each other's presentations. Story making process engages learners as a class and motivates them into speaking about their stories that improves the effectiveness of speaking skill (Abdolmanafi-Rokni, Qarajeh, 2014). The narration process of digital storytelling helps learners build their linguistic competence, pronunciation, vocabulary, sentence making and encourages learners about speaking (Kim, 2014). Putri and Ardi (2013) states that since digital media encourages learners and creates a stress-free atmosphere, learners participate in the speaking action unconsciously. As learners use digital media platforms to present their stories, they can actively participate in the oral production not only in classroom but also in their personal lives (Abdelmageed & El-Naggar, 2018). Eissa (2019) conducted a research on learners' speaking skills and obtained positive results assuring improved grammar and punctuation in addition to the progress in stress, tone, and intonation. Pop (2012) stated that learners that are anxious about speaking feel better in digital storytelling activities as it allows learners to revise and gives a chance to rehearse themselves before they speak. Digital storytelling creates a non-threatening atmosphere and encourages silent students to join speaking activities by raising student interest and motivation (Wei, Siriyothin & Lian, 2018).

2.6.4 Reading

Reading comprehension skill is one of the most important receptive skills for learners as it requires comprehension of each vocabulary in a text and conveying meaning from various scripts. Digital stories help learners comprehend the manuscripts better than paper-based materials and pre-reading activities improve learner's comprehension (Anggeraini& Afifah, 2017). Aboo Bakar (2019) states digital storytelling helps students to build their own understandings besides forming themes that engages students reading texts and learning. Digital stories attract the students by creating an enjoyable learning atmosphere and with the pictures included in digital stories it is easier for learners to understand the abstract ideas and comprehend the reading better (Apriltya, et Al., 2016). Also, visuals provide clues about the text for learners that helps them recall information. Learners think digital stories are fun and they get more engaged to the readings as they also include visuals (Christiansen & Koelzer, 2016). When learners are given digital story tasks to work on collaboratively, writing and reading for an audience encourages them to write and read more stories while engaging learners to the lesson (Menezes, 2012). Student corporation in creating DS brings out the potential of learners in reading as they read their stories to their peers or classmates.

2.7 Digital Storytelling and Vocabulary Teaching

To remember and use a word in an appropriate context is a challenging process for language learners. Learners mostly tend to memorize words in target language and due to that they cannot comprehend the multiple meanings of one word. Also, learners find it easy to look up a word from a dictionary yet fail in keeping these words in their long-term memory. Instead of looking up from a dictionary and memorizing the meanings of words, digital media creates a great opportunity to improve learner's vocabulary. Özer (2016) indicated in her study that digital storytelling helps learners to remember words they use while they prepare the digital story, build semantic accuracy, and learn target words in an enjoyable way. Besides other ways of vocabulary teaching such as songs and wordlists, digital storytelling proved its efficacy on improving vocabulary learning and retention of language learners (Soleimani&Akbari, 2013). When compared to paper story reading, digital storytelling improves vocabulary retention as it is supported with images, sounds and animations (Tütünış&Şenel, 2013). According to Hronova (2011, as cited in Özer, 2016) the repetition of the words in the stories help learners recall them and visuals of the stories improve the comprehension of the words. Tsalgini (2019) investigated the gender difference in vocabulary learning through digital stories and indicated that boys learn better when there is a visual prompt when compared to girls who are more strategic learners. Tsalgini (2019) also stated that repetition of the words in both traditional and digital storytelling affects learners develop better vocabulary acquisition. As digital stories require brief and clear scripts learners tend to find out how to state ideas in different words which precedes students to investigate all related vocabulary (Mojtaba, et Al., 2017). The multimedia in digital storytelling motivates learners at any age, especially young learners, and they perceive the meaning of target vocabularies instead of memorizing the words without conceptual meaning (Gaya, 2018). Leong, Zainol Abidin & Saibon (2019) conducted a research which revealed that learners think digital storytelling implementation for vocabulary teaching is a positive experience, they feel motivated because they think digital storytelling encourages independent learning.

2.8 Studies in Turkey and Abroad

Various studies have assessed the efficacy of using digital storytelling in language education, yet there are limited number of research precisely focusing on the effects of DS on learners' listening skills in Turkey and throughout the world.

In their research Cigerci and Gultekin (2017) investigated the effects of digital storytelling on 4th grade primary students' mother tongue listening skills in Turkish courses. The study was based on mixed methods with both quantitative and qualitative methods. Stories were used and to analyse the effectiveness data gathered via personal information form, listening comprehension test, observation, and interviews. Depending on the test scores and opinions of the students, results of the study show that learners exposed to digital storytelling show more interest towards the course, feel more confident in listening activities and willing to participate.

In her master thesis Türe Köse (2019) investigated the effects of digital storytelling on 60-72-month group preschool children listening skills in their mother tongue which is Turkish. 75 children participated in the process and were divided into 3 experimental groups. Data were collected with semi-structured interview form. During the research process 11 stories were used and stories were told with different narration methods. When experimental and control group's scores compared, experimental group showed significant difference towards improving listening skills. The study showed that digital storytelling is effective to improve creative, critical, emphatic, selective listening skills of kindergarten students.

Belmonte and Verdugo (2007) examined the improvement of listening skills of 220 six-year-old Spanish EFL students with the aid of digital storytelling. The research was conducted with an internet-based syllabus and instructors used an internet-based activity. Both qualitative and quantitative research tools are used. Results indicated significant difference in experimental group when compared to control group with no treatment. Based on the pre and post-tests, questionnaires and classroom observation use of technology and use of digital storytelling improved listening skills of the students in many ways.

Atmowardoyo, CJ and Weda (2018) conducted a research on the effects of DS on listening skills of 8th grade students who study in Indonesia. The study includes both quantitative and qualitative data and QUAN-Qual model applied. Quantitative data collected through listening comprehension test and qualitative data gathered with open-ended questions. Based on the students' score in listening comprehension test it can be said that DS has positive effects on improving listening skills since the experimental group showed higher results than the control group. Open-ended questions also revealed that students enjoy DS as a learning tool, and they build positive attitudes towards it.

Hamdy (2017) did a research to expose the effects of DS on reading and listening comprehension of university degree students. 60 students of level II Language Development Center were the participant group. A pre-test was applied to determine the participants' comprehension and to ensure the levels of the students. Reading and listening tests were the instruments of the research. The test materials were obtained from TOEFL practice tests. The comprehension level of the students was similar before the intervention. The findings of the research reveal that experimental group which had DS treatment outperformed control group with significant scores that confirms the positive outcomes of DS.

Jafre, Mohamad & Pour-Mohammadi, M. & Souriyavongsa, T. & Da, C. & Ong, L.K. (2011) wrote a research article to explore whether DS had any effects on improving pre-school children's listening skills. The research conducted in Malaysia with 50 participants who were 6-year-old pre-school children. A quasi-experimental design was implemented with DS intervention to experimental group and no intervention to control group. The research was carried out in 6 weeks, the experimental group received the same treatment with the control group for 2 weeks. The results of the study showed a major difference in listening skills of the groups even though there was no significant difference between experimental group and control group when pre-test applied.

Tahriri, Danaye Tous and MovahedFar (2015) wrote an article to examine the DS's effects on EFL learners' oracy skills (listening and speaking skills) and their motivation concerning DS. The participants of the research were 30 intermediate EFL learners randomly assigned to experimental and control groups equivalent in number. Listening and speaking pre-post tests and a motivation questionnaire were the data collection tools of the research. The experimental group exposed to DS for twice a week for eight sessions, each DS session lasted for an hour and included listening activity through DS software additionally pictures shown through PowerPoint. At the end of each session students were asked questions and expected to answer on paper. The control group on the contrary, had no digital media and the stories were taught in traditional way. At the end of the process the results of the tests and questionnaire revealed that DS had positive influence on building oracy skills and there was a significant difference in the motivation level of the participants.

Loniza, Saad and Che Mustafa (2018) investigated whether digital storytelling had any effects on kindergarten pupils' listening skills. The research used quasi-experimental design with treatment and control group applying pre and post-tests of listening

comprehension test with 15 items. The teacher was the guide in the research process and read the test items for pupils. The participants of the research were twenty-seven kindergarten pupils who are selected with purposive sampling method. Control group used traditional storytelling materials with books and pictures while treatment group used digital storytelling materials. The teacher in the research process was competent to use the materials and was provided information about the process. Pupils in the treatment group scored higher in the listening comprehension test than the ones in the control group. In the light of the results of the study the pupils in the treatment group were more motivated, interactive, and engaged than the control group.

3. METHODOLOGY

3.1 Model of the study

In this quantitative research the researcher aims to find out whether digital storytelling has an impact on students' listening skills or not. Research question of the study leads to an experimental research design which is formed with at least one group that is treated and results are compared to a control group which receives no treatment (Boone, et Al., 2014). In this research the design of the study is quasi-experimental design with pretest-posttest control group. Quasi-experimental designs classify a comparison group and treatment group with similar characteristics and aims to test the effects of the treatment (White & Sabarwal, 2014). Pretest-posttest designs are mainly used to compare groups or measure the change from the treatment (Dimitrov & Rumrill, 2003). Digital storytelling is applied to experimental group as treatment and control group did not receive any digital story intervention, remained on the regular storytelling instruction. This study was conducted in a MoNE school in Adana province, and it was selected particularly because the researcher had attended there as a student. The classes were assigned randomly after confirming the parental permissions and receiving the volunteering acceptance paper of students to participate in the study. Due to the privacy policies the identities of the participants are kept anonymous. The study lasted for eight weeks covering one lesson hour which is decreased to thirty minutes each week for each group. The data obtained through a listening comprehension test which includes both multiple choice questions and true-false questions to assess the level of understanding. Also, an attitude scale was applied to understand the students' attitudes towards digital storytelling and the instructor during the experimental process.

3.2 Participants

The setting of this research is a MoNE school in Adana province, Turkey. Convenience sampling applied while selecting participants however due to the pandemic restrictions and regulations volunteering was the priority while assigning groups. The study was conducted in a secondary school with 7^{th} grade and 6^{th} grade classes with an average of 64 students. The students participated in this study are aged between 11 and 14. The research was implemented right after the end of distance learning and because of that most of the students were absent which is why this study is limited to only one seventh grade and one sixth grade classes that are divided into two groups. Sixth graders were divided into two groups of 16 students who

had lessons on different days because of pandemic regulations which became practical for the researcher to conduct the research as control and test groups for one identical class. Two students from sixth grade were absent during the research process so the participants of the sixth graders were 30 students in total. Seventh graders are also divided into two groups of 17 students for the same reason and 34 students of seventh graders participated in the study in total.

3.3 Data Collection Instruments

The data was collected through a listening comprehension test and attitude scale in this study. “Tests are generally used for knowledge-based questions.” (Barkman, 2002, p.12). To understand the efficiency listening comprehension test included knowledge-based and vocabulary knowledge questions about the story given. Thus, to obtain data about the learners’ listening skills a comprehension test with the comparison group was applied before and after the intervention to identify the progress of the listening skills. To identify the learners’ attitudes towards use of DS an attitude scale was implemented at the end of the research process to see if DS had any impacts on motivation level of the learners.

3.3.1 Material Development

In the development process of the digital stories, the researcher collected illustrations from accessible websites that provide appropriate visuals for young learners. Stories were created by using “Movie Maker 10” software and “MS PowerPoint”. Texts from the story scripts were added to the pictures of the stories as subtitles. Audio of the story were added with the researcher’s own voice recording. The seven elements of digital storytelling were taken into consideration in the development process of the digital stories.

- 1. Point of view: The researcher analysed the view of the authors and the morals of the stories.
- 2. A dramatic question: The researcher aroused interest of the learners by asking a dramatic question.
- 3. Emotional content: The researcher choose stories that emotionally connects learners to the main event.
- 4. The gift of your voice: The researcher added her own voice recording to the digital stories.

- 5. The power of the soundtrack: Only a cover page background music was added to avoid hearing problems during listening.
- 6. Economy: The stories were divided into sections and the lenght of the videos was determined according to the lesson hour.
- 7. Pacing: All the stories followed similar pace, providing enough time for reader to grasp the meaning.

3.3.2 Listening Comprehension Test

Listening comprehension test includes three parts A, B, and C. Part A consists of four multiple choice comprehension check questions. Part B consists of four true/false comprehension check questions. Part C consists of four multiple choice vocabulary knowledge questions. Items were distributed as:

Part A: Choose the correct answer (recognizing and understanding the story)
Part B: Circle true or false (finding the details of the story, understanding the moral)
Part C: Choose the correct answer (guessing the meanings of vocabulary)

In the preparation phase of the listening comprehension test researcher depended on previous studies in the literature, expert teachers' opinions, and textbooks. Types of achievement tests used in this field were analysed by the researcher to construct a suitable test for learners. Four experienced English teachers' opinions were taken into consideration when developing the items for the test to ensure the appropriate test level for students. Two of the teachers were the main course English teacher of the sample classes and guided the researcher on students' English levels. Two other English teachers' advice were asked to substantiate the items of the test. Consequently, some items of the test were replaced with different terms for better understanding. The items of the test were developed in line with the textbooks, the syllabus, and the objectives of in class listening activities.

To increase the effectiveness of the test each item's impact was analysed and evaluated by using item analysis method. Based on the measurement results, the items that make up a test were analysed, and decided whether to keep or exclude the items from the test.

Item: It is the smallest unit of measurement tools (tests, scales, etc.) that can be scored on its own.

There are 2 basic indexes used in item analysis:

Item Difficulty Index: Indicates the difficulty level of each item, whether it has the appropriate difficulty level.

Item Discrimination Index: It gives the degree to which each item represents the property to be measured. It is an index that is used to distinguish the feature that is desired to be measured by test and the one that does not. Individuals who have the feature desired to be measured are expected to give correct answers to the items in the test, and individuals who do not have to give incorrect answers. The most widely used method for calculating the item discrimination index is the upper-group lower-group method.

Stages of the Upper-Group Lower-Group Method: Students' answers are scored with 1, and those left blank, marked more than once, or incorrectly answered are scored with 0. The number of correct answers given by the students and their test scores are found. According to the test scores, student answer sheets are put in order from the highest score to the lowest score. Upper group and lower group names are given respectively by taking 27% of the group with the highest test score and 27% of the group with the lowest score. The 46% of the remaining group is excluded from the analysis.

Item discrimination power index: $n(_U)$, the number of correct answers to the item in the upper group, $n(_L)$, the number of correct answers to the item in the lower group, and N (u) the number of individuals in the upper group, N (l) the number of individuals in the lower group. It is calculated through the formula:

$D = [n(_U) - n(_L)] / N(u)$ or $D = [n(_U) - n(_L)] / N(l)$

Table 1 Item Discrimination Index

	Lower Group (n=17)		Upper Group (n=17)		
Item Number	**False Number of Students**	**True Number of Students**	**False Number of Students**	**True Number of Students**	**ri**
A 1	13	4	4	13	0,529
A 2	14	3	9	8	0,294
A 3	14	3	6	11	0,471
A 4	15	2	10	7	0,294
B 1	13	4	2	15	0,647
B 2	11	6	7	10	0,235

B 3	11	6	3	14	0,471
B 4	12	5	4	13	0,471
C 1	11	6	7	10	0,235
C 2	12	5	7	10	0,294
C 3	15	2	7	10	0,471
C 4	15	2	9	8	0,353

If the value of this index is positive, it means that the item measures the property that is desired to be measured by the test. If the value of this index is zero, it means that the item does not measure the property to be measured by the test. If the value of this index is negative, it is interpreted that the item measures a property other than the property measured by the test.

Item Discrimination Index Item Selection Decision results 0.19 or less test should not be taken or should be corrected completely, between 0.20 and 0.29 can be partially corrected and included, between 0.30 and 0.39 tested without correction or with minor corrections, 0.40 and higher included for the test without any change.

The listening achievement test consisted of 16 questions initially. As a result of the item analysis, four of the items were eliminated from the test due to insufficient results of item discrimination power index. Additionally, two of the items were revised and modified within the help of experienced teachers.

3.3.3 Learners' Attitude Scale

The attitude scale prepared by Tubail (2015) is a five-point Likert-type scale ranging from strongly agree to strongly disagree. There are five scores for the items, 1 means totally disagree and 5 means totally agree. The scale consists of 27 items disseminated into four domains, first domain "Attitudes Towards the Importance of Listening" consists of 6 items and other three domains "Attitudes Towards Enjoying Listening", Attitudes Towards Listening via Multimedia" and "Attitudes Towards Listening Teacher" consist of 7 items. Tubail (2015) measured the consistency and the reliability of the scale by Alpha Cronbach and Split-Half methods. The results indicated the reliability of the scale statistically positive. The validity of the scale is measured with both referee validity and internal consistency validity which was calculated by Pearson Formula that resulted with the values of the items consistent and valid. Split-Half technique resulted 0.79 which proves high reliability and

Cronbach Alpha resulted 0.83 that proves the internal consistency. The reliability of the attitude scale in this study resulted 0.709 and it is sufficient (see Table 2).

Table 2 indicates the reliability of the attitude scale.

Table 2 Reliability for "Learners' Attitude Scale" and Its Sub-Dimensions

	Number of Items	Cronbach Alfa
Attitudes Towards The Importance Of Listening	6	0,613
Attitudes Towards Enjoying Listening	7	0,591
Attitudes Towards Learning Listening By Digital Storytelling	7	0,590
Attitudes Towards The Listening Teacher	7	0,560
Total Score	27	0,709

When Table 2 is examined, it is seen that the reliability coefficient of the 27-item "Learners' Attitude Scale" measurement tool used in the study is 0.709 and is sufficient. In addition, it is seen that the reliability coefficients of the sub-dimensions of the "Learners' Attitude Scale" measurement tool are in the range of 0.560-0.613.

3.4 Data Collection Procedure

Before the research implementation the participants were informed about the research process in detail and enlightened about the weekly plans of each lesson period. Additionally, the researcher apprised both groups about the tasks they would work on. Due to the recent pandemic restrictions the research was conducted during 6 weeks in one-hour lesson time which is reduced to thirty minutes each week for each class. Additionally, to pursue the pandemic safety precautions students in each class are divided into two groups by the school administration that averagely consists of 15 students on two different days. So, one group of the same class is assigned as control and the other group as experimental group in the study. First week a pre-test of the story called “Elves and the Shoemaker” that is prepared by the researcher was applied to measure the levels of the students’ listening skills before the implementation of the research and before the application of the listening comprehension test researcher read the story aloud for both groups. During the 4 weeks research process experimental group were given well known stories with a moral lesson that is prepared by the researcher as a digital story. Voice recordings were added to the story when needed as audio

files, sound effects and other visuals were taken from online audio effects platforms worldwide accessible. Participants in the control group saw the story as a usual text printed material with pictures, the researcher read the story out loud and had a usual storytelling hour. At the end of the research process, sixth week, a post listening comprehension test was implemented to both groups to see if there was any difference in the level of listening comprehension between the experimental group and control group that did not receive any digital treatment. The following table shows the weekly plan for experimental and control group in detail. An attitude scale was also implemented at the end of the research process to evaluate the thoughts and feelings of the learners towards listening.

Table 3 Weekly Implementation Plan

WEEK	EXPERIMENTAL GROUP	CONTROL GROUP
1ST WEEK	Pre-test application of the story *"The Elves and The Shoemaker"*	Pre-test application of the story *"The Elves and The Shoemaker"*
2ND WEEK	Digital storytelling implementation *"The Boy Who Cried Wolf"*	Flashcard storytelling implementation *"The Boy Who Cried Wolf"*
3RD WEEK	Digital storytelling implementation *"The Lion and The Mouse"*	Flashcard storytelling implementation *"The Lion and The Mouse"*
4TH WEEK	Digital storytelling implementation *"The Farmer and The Well"*	Flashcard storytelling implementation *"The Farmer and The Well"*
5TH WEEK	Digital storytelling implementation *"The Ant and The Grasshopper"*	Flashcard storytelling implementation *"The Ant and The Grasshopper"*
6TH WEEK	Post-test application of the story *"The Elves and The Shoemaker"* Learners' Attitude Scale application	Post-test Application of the story *"The Elves and The Shoemaker"* Learners' Attitude Scale application

3.5 Data Analysis

The study consisted of 64 students, including 32 control and 32 experimental group. The analysis was conducted through the IBM SPSS Statistics 26 package program. While evaluating the data, frequencies (number, percentage) for categorical variables and descriptive

statistics (mean, standard deviation) for numerical variables were given. Normality assumptions of numerical variables were examined with the Kolmogorov Smirnov normality test and it was observed that the variables were normally distributed. Therefore, parametric statistical methods were used in the study. The differences between two independent groups were analysed using the Independent Sample T Test. The differences between two dependent numerical variables were examined with the Dependent Sample T Test. Differences between the two dependent categorical variables were checked by Mc Nemar analysis. Statistical significance in the analyses was interpreted at the level of .05.

4. RESULTS

This part of the study presents the results of the data analysis to examine the relationship between digital storytelling and listening skills improvement in language classes and answer the research question of the study.

4.1. Descriptive Statistics

Table 4 indicates the findings of the Part A of the listening achievement test.

Table 4 Distribution of Correct and Incorrect Answers Given in Pre-Test and Post Test for Part A According to Groups

		Control (n=32)		Experimental (n=32)		Chi Square	p
		Number	Percent	Number	Percent		
	A 1						
Pre Test	False	17	53,1	20	62,5	0,577	0,448
	True	15	46,9	12	37,5		
	A 1						
Post Test	False	21	65,6	10	31,3	7,570	**0,006***
	True	11	34,4	22	68,8		
Mc Nemar (p)		0,125		**0,002***			
	A 2						
Pre Test	False	21	65,6	21	65,6	0,000	1,000
	True	11	34,4	11	34,4		
	A 2						
Post Test	False	21	65,6	10	31,3	7,570	**0,006***
	True	11	34,4	22	68,8		
Mc Nemar (p)		1,000		**0,001***			
	A 3						
Pre Test	False	21	65,6	22	68,8	0,071	0,790
	True	11	34,4	10	31,3		
	A 3						
Post Test	False	20	62,5	14	43,8	2,259	0,133
	True	12	37,5	18	56,3		
Mc Nemar (p)		1,000		**0,008***			
	A 4						
Pre Test	False	22	68,8	24	75,0	0,308	0,578
	True	10	31,3	8	25,0		
Post Test	A 4					1,036	0,309

	False	21	65,6	17	53,1
	True	11	34,4	15	46,9
Mc Nemar (p)		1,000		**0,039***	

*:p<.05 Mc Nemar: Pre-test, post-test differences in groups Chi square: Relation between groups

When Table 4 is examined, the rate of those who gave correct answers to the first question of part A in the pre-test in the control group was 46.9%, while the same rate was 37.5% in the test group. In the control group, the rate of those who gave correct answers to the first question of part A in the last test was 34.4%, while the same rate was 68.8% in the test group. The rate of those who gave the correct answer to the second question of section A in the pre-test was 34.4% in the control group, while the same rate was 34.4% in the test group. In the control group, the rate of those who gave the correct answer to the second question of section A in the final test was 34.4%, while the same rate was 68.8% in the test group. The rate of those who gave the correct answer to the third question of section A in the pre-test in the control group was 34.4%, while the same rate was 31.3% in the test group. In the control group, the rate of those who gave the correct answer to the third question of section A in the final test was 37.5%, while the same rate was 56.3% in the test group. The rate of those who gave correct answers to the fourth question of section A in the pre-test in the control group was 31.3%, while the same rate was 25% in the test group. In the control group, the rate of those who gave the correct answer to the fourth question of section A in the final test was 34.4%, while the same rate was 46.9% in the test group.

As a result of the applied chi-square analysis, there was a statistically significant relationship between the correct / incorrect answers given to the control and experimental groups and A1 in the post-test and A2 in the post-test ($p < .05$). Accordingly, the rate of those who gave correct answers to A1 in the posttest and A2 in the posttest in the test group was significantly higher than the control group.

As a result of the Mc Nemar analysis, the correct / incorrect answers given to the questions A1, A2, A3, A4 in the test group showed a statistically significant difference in the pre-test and post-test ($p < .05$). Accordingly, the rate of those who gave correct answers to A1, A2, A3, A4 questions in the post-test was significantly higher in the test group than the pre-test.

Table 5 indicates the findings of the Part B of the listening achievement test.

Table 5 Distribution of Correct and Incorrect Answers Given in Pre-Test and Post-Test for Part B According to Groups

		Control (n=32)		Experimental (n=32)		Chi Square	p
		Number	Percent	Number	Percent		
	B 1						
Pre Test	False	12	37,5	15	46,9	0,577	0,448
	True	20	62,5	17	53,1		
	B 1						
Post Test	False	8	25,0	10	31,3	0,309	0,578
	True	24	75,0	22	68,8		
Mc Nemar (p)		0,125		0,063			
	B 2						
Pre Test	False	15	46,9	15	46,9	0,000	1,000
	True	17	53,1	17	53,1		
	B 2						
Post Test	False	12	37,5	7	21,9	1,871	0,171
	True	20	62,5	25	78,1		
Mc Nemar (p)		0,375		**0,008***			
	B 3						
Pre Test	False	11	34,4	14	43,8	0,591	0,442
	True	21	65,6	18	56,3		
	B 3						
Post Test	False	11	34,4	6	18,8	2,003	0,157
	True	21	65,6	26	81,3		
Mc Nemar (p)		1,000		**0,008***			
	B 4						
Pre Test	False	11	34,4	15	46,9	1,036	0,309
	True	21	65,6	17	53,1		
	B 4						
Post Test	False	13	40,6	9	28,1	1,108	0,292
	True	19	59,4	23	71,9		
Mc Nemar (p)		0,500		**0,031***			

*: p <.05 Mc Nemar: Within Groups Pretest-Posttest Differences Chi-Square: Relationship Between Groups

When Table 5 is examined, the rate of those who gave correct answers to the first question of part B in the pre-test was 62.5% in the control group, while the same rate was

53.1% in the test group. The rate of those who gave correct answers to the first question of part B in the last test in the control group is 75%, while the same rate is 68.8% in the test group. The rate of those who gave the correct answer to the second question of part B in the pre-test in the control group was 53.1%, while the same rate was 53.1% in the test group. In the control group, the rate of those who gave the correct answer to the second question of part B in the last test was 62.5%, while the same rate was 78.1% in the test group. In the control group, the rate of those who gave the correct answer to the third question of the B section in the pre-test was 65.6%, while the same rate was 56.3% in the test group. In the control group, the rate of those who gave the correct answer to the third question of part B in the final test was 65.6%, while the same rate was 81.3% in the test group. The rate of those who gave the correct answer to the fourth question of the B part in the pre-test in the control group was 65.6%, while the same rate was 53.1% in the test group. The rate of those who gave the correct answer to the fourth question of part B in the post test was 59.4% in the control group, while the same rate was 71.9% in the test group. As a result of the Mc Nemar analysis applied, the correct / incorrect answers given to the questions B2, B3, B4 in the test group showed a statistically significant difference in pre-test and post-test ($p < .05$). Accordingly, the rate of correct answers to B2, B3, B4 questions in the post-test in the test group is significantly higher than the pre-test.

Table 6 indicates the findings of the Part C of the listening achievement test.

Table 6 Distribution of Correct and Incorrect Answers Given in Pre-Test and Post-Test for Part C According to Groups

		Control (n=32)		**Test (n=32)**		**Chi Square**	**p**
		Number	**Percent**	**Number**	**Percent**		
	C 1						
Pre Test	False	16	50,0	16	50,0	0,000	1,000
	True	16	50,0	16	50,0		
	C 1						
Post Test	False	16	50,0	10	31,3	2,332	0,127
	True	16	50,0	22	68,8		
Mc Nemar (p)		1,000		**0,031***			
	C 2						
Pre Test	False	21	65,6	16	50,0	1,602	0,206
	True	11	34,4	16	50,0		

	C 2						
Post Test	False	20	62,5	10	31,3	6,275	**0,012***
	True	12	37,5	22	68,8		
Mc Nemar (p)			1,000		**0,031***		
	C 3						
Pre Test	False	20	62,5	20	62,5	0,000	1,000
	True	12	37,5	12	37,5		
	C 3						
Post Test	False	24	75,0	16	50,0	4,267	**0,039***
	True	8	25,0	16	50,0		
Mc Nemar (p)			0,289		**0,009***		
	C 4						
Pre Test	False	24	75,0	20	62,5	1,164	0,281
	True	8	25,0	12	37,5		
	C 4						
Post Test	False	24	75,0	13	40,6	7,752	**0,005***
	True	8	25,0	19	59,4		
Mc Nemar (p)			1,000		**0,016***		

*: p <.05 Mc Nemar: Within Groups Pretest-Posttest Differences Chi-Square: Relationship Between Groups

When Table 6 is examined, the rate of those who gave the correct answer to the first question of section C in the pre-test was 50% in the control group, while the same rate was 50% in the test group. In the control group, the rate of those who gave correct answers to the first question of section C in the final test was 50%, while the same rate was 68.8% in the test group. In the control group, the rate of those who gave the correct answer to the second question of section C in the pre-test was 34.4%, while the same rate was 50% in the test group. In the control group, the rate of those who gave the correct answer to the second question of section C in the final test was 37.5%, while the same rate was 68.6% in the test group. In the control group, the rate of those who gave the correct answer to the third question of section C in the pre-test was 37.5%, while the same rate was 37.5% in the test group. The rate of those who gave the correct answer to the third question of section C in the last test was 25% in the control group, while the same rate was 50% in the test group. The rate of those who gave the correct answer to the fourth question of section C in the pre-test was 25% in the control group, while the same rate was 37.5% in the test group. In the control group, the rate of those who gave the correct answer to the fourth question of section C in the final test was 25%, while the same rate was 59.4% in the test group. In this section, analyzes were made by taking the total points of the answers given by the participants in a total of 12 questions found in sections A,

B, and C (Table 4.5.). While taking the total score, those who gave correct answers in 12 questions and those who gave 1 wrong answer were given 0 points. This score has been expanded between 0-100 for easier interpretation afterwards.

4.1.1 Research question 1

In order to find out whether digital storytelling improved the success level of students in listening as mentioned in Research Question 1, the results of the pre and post-tests are analysed and explained with the help of independent and dependent T-tests.

Table 7 indicates the findings of the success scores of the pre and post-tests within and between groups.

Table 7 Examination of the Differences in Pre-Test and Post-Test for Success Scores According to Groups

		Control (n=32)		**Test (n=32)**		**Differences Between Groups**	
		Av.	**S.S.**	**Av.**	**S.S.**	**t^a**	**p**
Success Scores	Pre Test	46,09	15,04	43,95	12,65	0,618	0,539
	Post Test	45,70	14,50	65,04	10,75	-6,059	**0,000***
In-Group Differences		t^b=0,349	p=0,730	t^b=-10,158	p=**0,000***		

*:p <.05: t^a: Independent Sample T Test t^b: Dependent Sample T Test

When Table 7 is examined, the average pre-test success score of the control group was 46.09, while it was 45.70 in the post-test. While the average pre-test success score of the test group was 43.95, it was 65.04 in the post-test.

As a result of the independent sample t test, there is no statistically significant difference between the control and test groups in terms of pre-test success scores (p> .05), while there is a statistically significant difference in terms of post-test success scores (p <.05). Accordingly, the post-test success scores of the test group are significantly higher than the control group.

As a result of the dependent sample t test applied, there is no statistically significant difference between the pre-test and post-test success scores of the control group (p> .05).

As a result of the dependent sample t test applied, there is a statistically significant difference between the pre-test and post-test success scores of the test group (p <.05). Accordingly, the success scores of the test group in the post-test increased significantly compared to the pre-test.

4.1.2 Research question 2

The second research question of this study “Does digital storytelling have an impact on students’ attitudes towards listening skills?” is summarized below.

Table 8 indicates the findings of the “Learners’ Attitude Scale” according to groups.

Table 8 Descriptive Statistics Regarding "Learners' Attitude Scale" and Its Sub-Dimensions According to Groups

	Control (n=32)		Test (n=32)		t	p
	Av.	S.S.	Av.	S.S.		
Attitudes Towards The Importance Of Listening	2,58	0,43	3,32	0,42	-6,898	**0,000***
Attitudes Towards Enjoying Listening	2,83	0,41	3,17	0,51	-2,926	**0,000***
Attitudes Towards Learning Listening By Digital Storytelling	3,72	0,41	4,49	0,36	-7,870	**0,000***
Attitudes Towards The Listening Teacher	3,16	0,43	3,96	0,51	-6,879	**0,000***
Total Score	3,07	0,24	3,73	0,29	-9,875	**0,000***

*: p <.05 t: Independent Sample T Test

When Table 8 is examined, the average of the "Attitudes Towards The Impact of Listening" sub-dimension scores of the learners in the control group is 2.58 ± 0.43, while the test group is 3.32 ± 0.42. While the mean score of the "Attitudes Towards Enjoying Listening" sub-dimension of the control group is 2.83 ± 0.41, it is 3.17 ± 0.51 for the test group. While the mean scores of the "Attitudes Towards Learning Listening By Digital Storytelling" sub-dimension of the control group is 3.72 ± 0.41, it is 4.49 ± 0.36 for the test group. While the average score of the "Attitudes towards the listening teacher" sub-dimension of the control group is 3.16 ± 0.43, it is 3.96 ± 0.51 for the test group. While the average of "Learners' Attitude Scale" scores of the control group is 3.07 ± 0.24, it is 3.73 ± 0.29 for the test group.

As a result of the independent sample t test, among the control and test groups, "Attitudes Towards The Importance Of Listening", "Attitudes Towards Enjoying Listening",

Attitudes Towards Learning Listening By Digital Storytelling, "Attitudes Towards The Listening Teacher" and "Learners' Attitude Scale" there is a statistically significant difference in terms of scores ($p < .05$). Accordingly, the test group's "Attitudes Towards The Importance of Listening", "Attitudes Towards Enjoying Listening", Attitudes Towards Learning Listening By Digital Storytelling "," Attitudes Towards The Listening Teacher "and" Learners' Attitude Scale "scores were significantly higher than the control group.

5. CONCLUSION

5.1 Overview

The researcher aimed to examine the effects of using digital storytelling in language classes in terms of improvement of listening skills. The second aim of the study is to assess the learner attitudes towards use of DS in class. In this chapter an overview of the research is given along with the pedagogical implications and suggestions for further research.

5.2 Discussion and Conclusion

This research was designed to explore the effects of digital storytelling on listening skills of English language learners. In the light of the studies stated in the review of the literature the researcher relates the findings to a conclusion in compliance with previous studies.

Based on the literature, technology integration in education is widely prevalent in the education field for various purposes and digital storytelling is one of them. Previous studies confirm, generally, the utility of the digital storytelling and the stimuli it provokes. DS is a promising educational tool that technology provides and since teachers wish to take on the innovations provided by technology to enhance the learning and improve language skills, they tend to apply DS in their classrooms more.

The initial objective of this thesis was to explore the effects of DS on listening skills improvement particularly. The result of this thesis is discussed regarding the research questions:

RQ1: Does digital storytelling have an impact on the development of students' listening skills and if so, to what extend does it affect the development of listening skills?

The first aim of the researcher was to find out whether DS effected listening skills of language learners. To clarify the extent of improvement in listening skills, the research question led to an investigation of the perception of connecting information, understanding the directions, and perceiving specific vocabulary through listening. Pre and post-tests applied to examine the research question and the results of this investigation show that while there was no significant difference in the pre-test of both groups ($p > .05$), there is a significant

difference in post-test results after the implementation ($p < 0.05$). These test results confirmed that digital storytelling has a positive effect on improving listening skills of learners. The findings of the research are in line with the studies conducted by (Atmowardoyo, et Al., 2018) and (Hamdy, 2017). The participants' success in the tests show resemblance in their motivation level too. One interesting finding is the results of the control group which showed recession in the post-test scores after the traditional way of storytelling when compared to pre-test scores. This inconsistency may be due to the irregular attendance of the control group students. Another possible explanation can be the lack of story reading activities and listening activities in the lesson plans.

RQ2: Does digital storytelling have an impact on students' attitudes towards listening skills?

The second aim of the researcher was to investigate the learners' attitudes towards listening through DS. The results of the research based on the data gathered reveal that there is a statistically significant difference in terms of attitude scale scores ($p < 0.05$). Concerning the results of the calculations there is a considerable difference between control group and experiment group in terms of attitudes and motivation level of students. After the implementation process, experimental group marked more positive statements when compared to control group. Some of the significant findings are evaluated and the results of these items reflect the notions behind learners' attitudes towards listening through DS. In the first domain there is a negative statement in item number three, "I wish we could lessen some listening topics from the syllabus" and there is a considerable difference in the test results of control and experimental group. Most of the control group agreed on fewer listening activities while experimental group favoured for more. The lack of listening activities in the syllabus cause learners to have prejudice towards listening topics and activities. Also, in the second domain item number twelve "I feel happy when we miss a listening class" and item number thirteen "I feel annoyed when doing any listening task" show a significant difference in control and experimental group's responses. Majority of the control group stated they felt better when they miss listening activities and stated that they feel irritated when doing listening activities. However, experimental group were unhappy to lose the opportunity of doing listening activities and were pleased to do listening tasks. In the third domain item number seventeen "I wait impatiently for the multimedia listening classes" has a prominent result that shows most of the control group is not interested in listening classes while experimental group is

impatient. Use of multimedia tools effects learners' perception of listening activities. In the fourth domain there is a statistically significant result in both experimental and control group's responds to item number twenty-seven "I feel that listening teacher looks after some students and ignores others". Only a few learners responded, "strongly disagree" and "disagree" while most of the learners responded, "strongly agree". Learners think when a student in class is good at listening activities teacher tends to pay more attention and give more chance at doing tasks to that student. As it is mentioned in Chapter 4 digital storytelling has a positive impact on learners' attitudes towards listening by increasing motivation, interest, enthusiasm, enjoyment, self-confidence, and academic achievement. The findings of the study aligned with the studies (Tubail, 2015; Yoon, 2013). These studies indicate that replacing the traditional method that includes books and written sources with technology that includes media contributes to learner's attention, motivation, and learning. They further found that engaging learners with a new learning tool, surrounding learners with technological aids that contain mixed media types reduces the anxiety towards language learning and improves the eagerness to learn. The use of digital media tools such as videos, music, sounds, pictures increase positive attitudes while lacking these uses of media lower the interest, motivation and cause negative attitude towards listening. As stated previously, according to the results of the current study this research is aligned with the previous studies mentioned and the findings of the study led to a conclusion that DS has notable influence on learners' listening skills.

5.3 Pedagogical Implications

Technology integration in language teaching became indispensable thus instructors include technological teaching tools in their lessons to make the best use of them. There are numerous activities that can be adapted to the current curriculum for all levels of learners and digital storytelling is an innovative and trending one. Concerning the demand of DS implementation from both learners and instructors this research provides pedagogical implications for the field of language learning and teaching.

Instructors should seek for more information on how to apply digital storytelling into their curriculum while turning from the traditional storytelling or story reading activities because the guidance of the instructor is critical for the first impression of learners. As instructors improve themselves on how to apply DS and what to do before, during and after the DS implementation they can predict the possible problems and overcome without difficulty.

Another suggestion is for schools and colleges to hold teacher training seminars or workshops on how to use technological tools efficiently in class and particularly give information of the DS process alongside others. Digital storytelling may be perceived as an easy-to-use tool however there are several steps of preparation for each level of students with different tasks that aim for a variety of knowledge from different perspectives. When schools provide enough information, examples, and sample lesson plans the implication process and the learning outcome may be more beneficial for learners as well as instructors who improve their knowledge and experience on DS and technological tools. Supervisors should also promote use of technology in language classes to boost different skills.

5.4 Suggestions for Further Research

In Turkey, digital storytelling is a relatively new educational tool that is being used recently. The researcher has come across limited number of studies concerning listening skills development through digital storytelling so there is a deficiency in this field of study. As mentioned before in the literature review, in Turkey there are only a few researches focusing on the improvement of listening skills through digital storytelling, yet these studies are in Turkish context.

The findings of this thesis revealed positive results concerning the relation between development of listening skills and use of DS technique in English language classes. So firstly, future studies could investigate the association between listening skills and digital storytelling from different perspectives for detailed information and hopefully this study could set out an example for further studies.

Another suggestion is that future studies should aim to replicate results in a larger sample size. Diverse and large samples may be beneficial for further knowledge about the effects of DS on listening and motivation. Due to the pandemic restrictions this study could not include a large group thus the findings cannot be generalized for all ages and all grades.

A further recommendation for future studies is to conduct a research to examine the problems that teachers face while using digital storytelling as a computer technology in class and integrating it to the syllabus for empowering skills.

A final suggestion for future research is to develop the data collection materials and apply diverse data collection instruments. The data of this research is gathered by achievement

test and an attitude scale. Different instruments such as interviews, questionnaires, and observations may also provide valuable data for better understanding the relation between DS and listening.

REFERENCES

Abdel-Heck, E., & Helwa, H. (2014). Using digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skills among EFL majors at faculty of education. *Educational Research Journal*, *5*(1). https://doi: 10.14303/er.2014.011

Abdelmageed, M., & El-Naggar, Z. (2018). *Digital Storytelling Enhances Students' Speaking Skills at Zewail University of Science and Technology in Egypt* [Unpublished Master's Thesis, Zewail University of Science and Technology].

Abdolmanafi-Rokni, S., & Qarajeh, M. (2014). Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance. *International Journal Of Language And Linguistics*, *2*(4), 252. https://doi: 10.11648/j.ijll.20140204.12

Aboo Bakar, R. (2019). Digital Storytelling: an Influential Reading Comprehension and Creativity Tool for the 21st Century Literacy Skills. *JELTIM (Journal Of English Language Teaching Innovations And Materials)*, *1*(2), 53. https://doi: 10.26418/jeltim.v1i2.34362

Al-Mahrooqi, R., & Troudi, S. (2014). *Using Technology in Foreign Language Teaching* (p. 2). Newcastle: Cambridge Scholars Publishing.

Alismail, H. (2015). Integrate Digital Storytelling in Education. *Journal Of Education And Practice*, *6*(9). https://files.eric.ed.gov/fulltext/EJ1082416.pdf

Aljaraideh, Y. (2019). The Impact of Digital Storytelling On Academic Achievement Of Sixth Grade Students In English Language And Their Motivation Towards It In Jordan. *Turkish Online Journal of Distance Education-TOJDE*, *21*(1), 73-82. https://files.eric.ed.gov/fulltext/EJ1239007.pdf

Apriltya, R., Ribas, R., & Arifin, Z. (2016). he Use of Digital Story in Teaching Reading Narrative Text for SMP Students. *Jurnal Pendidikan Dan Pembelajaran Untan*, *5*(9), 3-4. https://www.neliti.com/publications/215674/the-use-of-digital-story-in-teaching-reading-narrative-text-for-smp-students#cite

A.S. Tabieh, A., M. Al-Hileh, M., M. J. Abu Afifa, H., & Yacoub Abuzagha, H. (2021). The Effect of Using Digital Storytelling on Developing Active Listening and Creative Thinking Skills. *European Journal Of Educational Research*, *10*(1), 13-21. https://doi.org/10.12973/eu-jer.10.1.13

Atwan, Y. (2018). *The Impact of Using Digital Stories on Developing 6thGraders' Mechanics of English Writing in Gaza Governorates Schools and their Attitudes towards English* [Unpublished Master's Thesis, The Islamic University of Gaza].

Anggeraini, Y. & Afifah, N. (2017). Digital Storytelling as a Teaching Medium in Reading Classroom. *Language Circle: Journal of Language and Literature*, *12*(1), 83—89.

Balaman, S. (2018). Digital storytelling: A multimodal narrative writing genre. *Journal of Language and Linguistic Studies*, *14*(3), 202-212.

Barkman, S. (2002). A Field Guide to Designing Quantitative Instruments to Measure Program Impact. https://ag.purdue.edu/extension/pdehs/Documents/QuantitativeFieldGuide.pdf 12-13.

Brenner, K. (2014). Digital Stories: A 21st-Century Communication Tool for the English Language Classroom. *English Teaching Forum*. https://files.eric.ed.gov/fulltext/EJ1029170.pdf

Brewster, J., Ellis, G., & Girard, D. (1992). *The Primary English Teacher's Guide*. Penguin Books. 187.

Burgess, J. (2006) Hearing Ordinary Voices: Cultural Studies, Vernacular Creativity and Digital Storytelling. *Continuum: Journal of Media & Cultural Studies 20*(2), 201-214.

Christiansen, M., & Koelzer, M. (2016). Digital Storytelling: Using Different Technologies for EFL, *40*(1). http://www.mextesol.net/journal/index.php?page=journal&id_article=1338

Cigerci, Fatih & Gultekin, M. (2017). Use of digital stories to develop listening comprehension skills. 27. 252-268.

CJ, J., Atmowardoyo, H., & Weda, S. (2018). The Use of Digital Storytelling in Teaching Listening Comprehension: An Experimental Study on the Eighth Grade Students of SMP Negeri 4 Parepare. *ELT Worldwide*, *5*(1).

Çıralı Sarıca, H., & Koçak Usluel, Y. (2016). Eğitsel Bağlamda Dijital Hikâye Anlatımı: Bir Rubrik Geliştirme Çalışması. *Eğitim Teknolojisi Kuram Ve Uygulama*, *6*(2). https://doi: 10.17943/etku.12600

Datko, J. (2014). Teaching Listening Using Multimedia. *In e-TEFL*, *1*, 1-90 https://www.researchgate.net/publication/272485574_Teaching_Listening_Using_Multimedia

De Swaan, A. (2001). Dyscivilization, mass extermination, and the state. *Theory, Culture & Society*, *18*(2-3), 265-276.

Digital Storytelling Association. (2011.). https://electronicportfolios.com/digistory/

Dimitrov, D., & Rumrill, P. (2003). Pretest-posttest designs and measurement of change. *Work*, *20 2*, 159-65 .

Dujmovic, M. (2006). Storytelling as a Method of EFL Teaching. *Pergendira Journal*, *3*, pp. 77.

Duran, E., & Topbaşoğlu, N. (2017). Hikâye Anlatıcılığı Ve Eğitimde Kullanımı. *International Journal Of Language Academy*, *5*(14), 109-124. https://doi: 10.18033/ijla.3478

Esen, M. (2019). *Digital Storytelling in the ELT Classroom: Making Use of Digital Narratives to Promote the Productive Skill of Speaking,* [Unpublished Master's Thesis, İhsan Doğramacı Bilkent University].

Eissa, H. M. S. (2019). Pedagogic Effectiveness of Digital Storytelling in Improving Speaking Skills of Saudi EFL learners. *Arab World English Journal*, *10*(1) 127-138. https://dx.doi.org/10.24093/awej/vol10no1.12

Fischer, Hans & Boone, William & Neumann, Knut. (2014). *Quantitative Research Designs and Approaches* (1st ed). Routledge.

Flood, J., Heath, S., & Lapp, D. (2014). *Handbook of research on teaching literacy through the communicative and visual arts* (2nd ed., pp. 429-430).Routledge.

Gaya, T. (2018). Enhancing Children's English Vocabulary Acquisition Through Digital Storytelling Of Happy Kids Kindergarten Of Palembang. *People: International Journal Of Social Sciences*, *3*(3), 980-989. https://doi: 10.20319/pijss.2018.33.980989

Genç İlter, B. (2009). Effect of Technology On Motivation In Efl Classrooms. *Turkish Online Journal of Distance Education-TOJDE*, *10*(4), 138. https://files.eric.ed.gov/fulltext/ED506782.pdf

Giles, R. & Kent, A., 2017. Preservice Teachers' Technology Self-Efficacy. *Southeastern Regional Association of Teacher Educators*, *26*(1), p.11.

Girmen, P., Özkanal, Ü., & Dayan, G. (2019). Digital Storytelling in the Language Arts Classroom. *Universal Journal Of Educational Research*, *7*(1), 55-65. https://doi: 10.13189/ujer.2019.070108

Green, M. (2004). Storytelling in Teaching. *The Association For Psychological Science*, *17*(4), 3.

Hamdy, M. (2017). The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension. *Journal of English and Arabic Language Teaching*, *8*(2). http://ejournal.uin-suska.ac.id/index.php/jealt

Hamilton, M., & Weiss, M. (1990). *Children tell stories*. Katonah, R.C. Owen Publishers.

Hemmati, F., Gholamrezapour, Z., & Hessamy, G. (2015). The Effect of Teachers' Storytelling and Reading Story Aloud on the Listening Comprehension of Iranian EFL Learners. *Theory And Practice In Language Studies*, *5*(7), 1482. https://doi: 10.17507/tpls.0507.22

Hung, C.-M., Hwang, G.-J., & Huang, I. (2012). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and *Learning Achievement. Educational Technology & Society*, *15*(4), 368–379.

Guettal, Imene (2008). *Introducing Storytelling Activities as a Basic Technique to Develop Students' Oral PerformanceAn Experimental Approach Case Study: Second Year Students of English at Batna University.* [Unpublished Master's Thesis, Universite Mohamed Khider].

Jafre, Mohamad & Pour-Mohammadi, M. & Souriyavongsa, T. & Da, C. & Ong, L.K. (2011). Improving listening comprehension among Malay preschool children using digital stories. *International Journal of Humanities and Social Science. 7*.159-164. https://www.ijhssnet.com/journals/Vol_1_No_14_October_2011/21.pdf

Kajder, S. (2004). Enter Here: Personal Narrative and Digital Storytelling. *The English Journal*, *93*(3), 66. http://doi: 10.2307/4128811

Kasami, N. (2018). Advantages and disadvantages of digital storytelling assignments in EFL education in terms of learning motivation. In P. Taalas, J. Jalkanen, L. Bradley & S. Thouësny (Eds), Future-proof CALL: language learning as exploration and encounters – short papers from EUROCALL 2018 (pp. 130-136). Research-publishing.net. https://doi.org/10.14705/rpnet.2018.26.825

Keshta. A. S. (2013). Using Storytelling in Teaching English in Palestinian Schools: Perceptions and Difficulties, *Education Journal*. *2*(2),16-26. https://doi: 10.11648/j.edu.20130202.11

Kim, S. H. (2014). Developing autonomous learning for oral proficiency using digital storytelling. *Language Learning & Technology 18*(2), 20–35. https://llt.msu.edu/issues/june2014/action1.pdf

Kirkgöz, Y. (2008). Globalization and English Language Policy in Turkey. *Educational Policy*, *23*(5), 663-684. https://doi: 10.1177/0895904808316319

Lambert, J. (2010). *Digital storytelling cookbook* (pp. 33-34). Berkeley, Calif.: Digital Diner Press.

Leong, A., Zainol Abidin, M., & Saibon, J. (2019). The Benefits and Drawbacks of Using Tablet-based Digital Storytelling in Vocabulary Learning Among Malaysian Young English as a Second Language (ESL) Learners. *Asia Pacific Journal Of Educators And Education*, *34*, 17-47. https://doi: 10.21315/apjee2019.34.2

Lim, P., & Md Noor, N. (2019). Digital Storytelling as a Creative Teaching Method in Promoting Secondary School Students' Writing Skills. *International Journal Of Interactive Mobile Technologies (Ijim)*, *13*(07), 117. https://doi: 10.3991/ijim.v13i07.10798

Loniza, A., Saad, A., & Che Mustafa, M. (2018). The Effectıveness of Digital Storytelling on Language Lıstening Comprehension of Kindergarten Pupils. *The International Journal Of Multimedia & Its Applications*, *10*(06), 131-141. https://doi.org/10.5121/ijma.2018.10611

Menezes, H. (2012). Using Digital Storytelling To Improve Literacy Skills. In *IADIS International Conference on Cognition and Exploratory Learning in Digital Age* (pp. 299-301). Madrid. https://files.eric.ed.gov/fulltext/ED542821.pdf

Meskill, C. (1996). Listening Skills Development Through Multimedia. *Journal of Educational Multimedia and Hypermedia*, *5*(2), 179-201.

Miller, Sara & Pennycuff, Lisa. (2008). The Power of Story: Using Storytelling to Improve Literacy Learning. *Journal of Cross-Disciplinary Perspectives in Education*. 1. 38. https://wmpeople.wm.edu/asset/index/mxtsch/storytelling

Mojtaba, T., Pushpinder, S., & Sanaz, M. (2017). Enhancing Vocabulary and Writing Skills through Digital Storytelling in Higher Education. *I-Manager's Journal Of Educational Technology*, *14*(3), 40. https://doi: 10.26634/jet.14.3.13858

Moradi, H., & Chen, H. (2019). Digital Storytelling in Language Education. *Behavioral Sciences*, *9*(12), 147. https://doi: 10.3390/bs9120147

Morra, S. (n.d). *Process of Digital Storytelling*. http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&cid=23

Nassim, S. (2018). Digital Storytelling: An Active Learning Tool for Improving Students' Language Skills. PUPIL: *International Journal of Teaching, Education and Learning*, *2*(1), 14-27.

Nguyen, M. (2017). The Digital and Story in Digital Storytelling. In M. Nuñez-Janes, A. Thornburg, A. Booker, I. Penier, S. Pack & A. Leverton (Eds), *Deep Stories:Practicing, Teaching, and Learning Anthropology with Digital Storytelling* (1st ed., pp. 72-89). De Gruyter. https://www.jstor.org/stable/j.ctvbkjvdr

Norman, A. (2011). *Digital storytelling in second language learning: A qualitative study on students' reflections on potentials for learning.* [Unpublished Master's Thesis, Norwegian University of Science and Technology].

Nunan, D. (2001). New Ways in Teaching Listening. *The Journal Of Tesol France*, *8*, 51-65. https://www.tesol-france.org/uploaded_files/files/TESOL%20Vol%208%202001%20C6.pdf

Nunan, D., & Carter, R. (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

O'Malley, J. M., Chamot, A. U. & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics, 10*(4), 418-437.

Özer, M. (2016). *Exploring the Role of Digital Storytelling in Vocabulary Learning and Retention: A Case Study at Harran University*. [Unpublished Master's Thesis, Cag University].

Pangaribuan, T., Sinaga, A. & Sipayung, K., 2017. The Effectiveness of Multimedia Application on Students Listening Comprehension. *English Language Teaching*, *10*(12), p.212.

Pitler, H., Hubbell, E., & Kuhn, M. (2007). *Using technology with classroom instruction that works* (2nd ed., pp. 139-141). Alexandria, VA: Association for Supervision and Curriculum Development.

Pop, A. (2012). Enhancing English Language Writing and Speaking through Digital Storytelling. In *Proceedings of the 7th International Conference On Virtual Learning* (pp. 453-458). Bucharest University Press.

Puspitasari, D. (2019). The Use of Digital Storytelling (DST) to Help Students in Learning Multimodal Writing. *LEKSIKA, 12*(2), 66. https://doi: 10.30595/lks.v12i2.3803

Putri, R., & Ardi, H. (2020). *Using Digital Storytelling to Teach Speaking at Senior High School* [Unpublished Master's Thesis, BS Universitas Negeri Padang].

Rahimi, M., Yadollahi, S., & Wang, S. (2017). Effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. *Cogent Education, 4*(1), 5. https://doi: 10.1080/2331186x.2017.1285531

R. Robin, B. (2016). The Power of Digital Storytelling to Support Teaching and Learning. *Digital Education Review*. https://files.eric.ed.gov/fulltext/EJ1125504.pdf

Rost, M. (2001). *The Cambridge guide to teaching English to speakers of other languages* (pp. 7-13). Cambridge University Press.

Roney, R. (1996). Storytelling in the Classroom: Some Theoretical Thoughts. *Storytelling World, 9*, 7-9. https://files.eric.ed.gov/fulltext/ED405589.pdf

Sadik, Alaa. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational Technology Research and Development. 56.* 487-506. https://doi.10.1007/s11423-008-9091-8.

Sever, T. (2014). *An Investigation into the Impact of Digital Storytelling On The Motivation Level of Students.* [Unpublished Master's Thesis, Çanakkale Onsekiz Mart University]

Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: a comprehensive study. *Smart Learning Environments*, *1*(1). https://doi: 10.1186/s40561-014-0006-3

Soleimani, H., & Akbari, M. (2013). The Effect of Storytelling on Children's Learning English Vocabulary: A Case in Iran. *International Research Journal Of Applied And Basic Sciences*, *4*(11). https://www.academia.edu/download/32177380/Soleimani_Akbari.PDF

Tahriri, A., Danaye Tous, M., & MovahedFar, S. (2015). The Impact of Digital Storytelling on EFL Learners' Oracy Skills and Motivation. *International Journal Of Applied Linguistics & English Literatur*, *4*(3).

Tarmızı, W. (2014). *Using Storytelling As Educational Tool At Faculty Of Business, Management, And Social Science* [Unpublished Master's Thesis, Quest International University Ipoh].

Tsalgini, C. (2019). *Efl Vocabulary Acquisition Through Digital Storytelling The Case Of Little Prince* [Unpublished Master's Thesis, Aristotle University of Thessaloniki].

Tubail, M. (2015). *The Effectiveness of A Suggested Program in Developing Eighth Graders' Listening Comprehension Skills and Their Attitudes towards Listening*. [Unpublished Master's Thesis, The Islamic University - Gaza].

Türe Köse, H. (2019). *The Effect of Digital Storytelling on Listening Skills in Preschool Children* [Unpublished Master's Thesis, Kütahya Dumlupınar University].

Tütüniş, B., & Şenel, E. (2013). Vocabulary Retention Rate: A Comparison of Digital Storytelling and Paper Story Reading in EFL. In *ULEAD 2013 Annual Congress: International Congress on Research in Education (ICRE)*. Ürgüp.

Van Gils, F. (2005). Potential Applications of Digital Storytelling in Education. In *3rd Twente Student Conference on IT*. Enschede: Frank van Gils. https://wwwhome.ewi.utwente.nl/~theune/VS/Frank_van_Gils.pdf

Verdugo, D. R. & Belmonte, I. A. (2007). Using digital stories to improve listening comprehension with Spanish young learners of English. *Language Learning and Technology*, 11*(1)*, 87-101.

Walker, N. (2014). Listening: the most difficult skill to teach. *Encuentro*, *23*, 165-167. https://ebuah.uah.es/xmlui/bitstream/handle/10017/21619/Walker_LISTENING%20Encuentro_2014_N23.pdf?sequence=1&isAllowed=y

Wei, Q., Siriyothin, P., & Lian, A. (2018). Improving Chinese University EFL Students' Speaking Skills through Digital Storytelling. *Suranaree J. Soc. Sci.*, *12*(2), 63-65 https://so05.tci-thaijo.org/index.php/sjss/article/view/162823/117619

White, H., & S. Sabarwal (2014). Quasi-experimental Design and Methods, Methodological Briefs: Impact Evaluation 8, *UNICEF* Office of Research, Florence.

Xie, J. (2016) Digital Storytelling to Promote EFL Students' Motivation and Efficiency in Content-Based Classroom. *Education Journal*. *Vol. 5*, pp. 166-173. https://doi: 10.11648/j.edu.20160506.17

Yamaç, A. & Ulusoy, M. (2016). The effect of digital storytelling in improving the third graders' writing skills. *International Electronic Journal of Elementary Education*. *9*. 59-86.

Yang, Y., & Wu, W. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education*, *59*, 339-352. https://doi:10.1016/j.compedu.2011.12.012

Yoon, T. (2013). Are you digitized? Ways to provide motivation for ELLs using digital storytelling. *International Journal of Research Studies In Educational Technology*, *2*(1), pp. 27. Consortia Academia Publishing. https://doi: 10.5861/ijrset.2012.204

Yüksel, P., Robin, B., & McNeil, S. (2019). Educational Uses of Digital Storytelling Around the World. http://digitalstorytelling.coe.uh.ed/survey/SITE_DigitalStorytelling.pdf

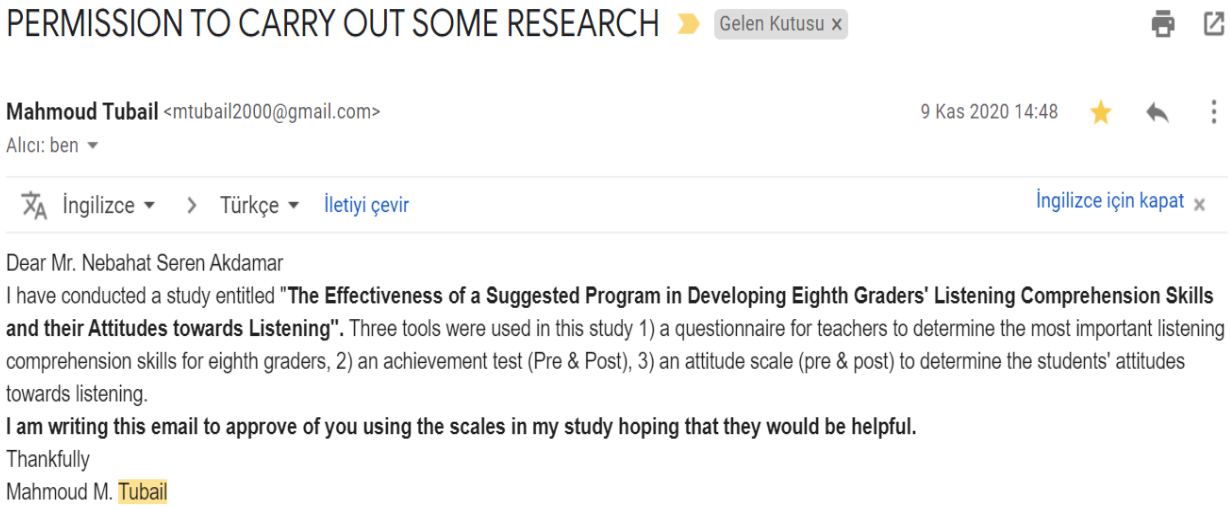
APPENDICES

APPENDIX 1: Learners' Attitude Scale

No	Items/Domains					
Attitudes towards the importance of listening		5	4	3	2	1
1-	I think that listening helps in developing the ability of right thinking.					
2-	I can acquire much cognition and experiences without listening.					
3-	I wish we could lessen some listening topics from the syllabus.					
4-	I think that listening extra texts is time wasting.					
5-	I wish we could increase listening classes in the school schedule.					
6-	I think that listening is important to every student.					
Attitudes towards enjoying listening		5	4	3	2	1
7-	I feel bored in English listening classes.					
8-	I prefer listening classes to other classes					
9-	Listening comprehension is one of the problems I face in learnin English.					
10-	I enjoy English listening classes.					
11-	I exert effort in guessing the meaning of difficult words through the text.					
12-	I feel happy when we miss a listening class .					
13-	I feel annoyed when doing any listening task .					
Attitudes towards learning listening by digital storytelling		5	4	3	2	1
14-	I enjoy listening texts via digital storytelling.					
15-	I believe that the listening comprehension text via digit storytelling helps me to remember the details.					
16-	I think that listening via digital storytelling causes les concentration.					
17-	I wait impatiently for the digital storytelling listening classes.					
18-	I believe that listening via digital storytelling weakens m listening skills.					

19- I think that listening via digital storytelling is time-wasting.					
20- I feel that listening via digital storytelling increases my thinkin skills.					
Attitudes towards the listening teacher	5	4	3	2	1
21- I think that the listening teacher increases my interest for listenin					
22- I believe that the listening teacher's questions stimulate thinking					
23- I feel annoyed when I see the listening teacher .					
24- I stay away from participating in the listening class because of th listening teacher.					
25-The listening teacher encourages us to express our opinions.					
26-I feel bored when the listening teacher presents any topic.					
27-I feel that the listening teacher looks after some students and ignores others.					

APPENDIX 2: Permission to Use the Learners' Attitude Scale



PERMISSION TO CARRY OUT SOME RESEARCH Gelen Kutusu ×

Mahmoud Tubail <mtubail2000@gmail.com> 9 Kas 2020 14:48

Alıcı: ben

İngilizce › Türkçe İletiyi çevir İngilizce için kapat ×

Dear Mr. Nebahat Seren Akdamar

I have conducted a study entitled **"The Effectiveness of a Suggested Program in Developing Eighth Graders' Listening Comprehension Skills and their Attitudes towards Listening".** Three tools were used in this study 1) a questionnaire for teachers to determine the most important listening comprehension skills for eighth graders, 2) an achievement test (Pre & Post), 3) an attitude scale (pre & post) to determine the students' attitudes towards listening.

I am writing this email to approve of you using the scales in my study hoping that they would be helpful.

Thankfully

Mahmoud M. Tubail

APPENDIX 3: The Elves and the Shoemaker Script and Printable

The pre-test and post-test of the digital storytelling intervention is carried out by using "The Elves and the Shoemaker" digital story. The text of the story is taken from https://www.storynory.com/the-elves-and-the-shoemaker/

The Elves and the Shoemaker

A shoemaker, by no fault of his own, became so poor that at last he had nothing left but enough leather for one pair of shoes. So, in the evening, he cut the leather into the shape of the shoes, and he left his work on the table to finish in the morning. He lay down quietly in his bed, and before he fell asleep, he asked God to help him.

In the morning, just as he was about to sit down to work, he saw the two shoes standing quite finished on his table. He was astounded and did not know what to make of it. He took the shoes in his hands to look at them more closely and he saw that they were so neatly made that there was not one bad stitch in them. It was just as if they were intended as a masterpiece.

Soon after, a customer came into the shop, and as the shoes pleased him so well, he paid more than the usual price. Now the shoemaker had enough money to buy leather for two pairs of shoes.

That night, he cut out the leather, and the next morning he was about to set to work with fresh hope for the future when he saw that the shoes were already made. There was no shortage of customers who wanted the shoes, and the shoemaker soon had enough to buy leather for four pairs of shoes.

The following morning, he found the four pairs were made – and so it went on; any leather that he cut out in the evening was finished by the morning. Soon he was no longer poor, and he even became quite rich.

Now one evening, not long before Christmas, the man finished cutting out the leather as usual. This time he said to his wife: “Let’s stay up tonight to see who it is that lends us this helping hand?”

The woman liked the idea, and lighted a candle. Then they hid themselves in a corner of the room behind some clothes which were hanging up there and watched.

When it was midnight, two little elves came into the room, both without any clothes on, and sat down by the shoemaker’s table. They took all the work which was cut out before them and began to stitch, sew, and hammer so skilfully and so quickly with their little fingers that the shoemaker could not turn away his eyes for astonishment. They did not stop until all was done and stood finished on the table, and then they ran quickly away.

The next morning the woman said: “The little men have made us rich, and we really must show that we are grateful for it. They run about so, but have nothing on, and must be cold. I will tell you what I’ll do: I will make them little shirts, coats, vests, and trousers, and knit both of them a pair of stockings. You can help too – make them two little pairs of shoes.”

The man said: “I shall be very glad to do it.” One night, when everything was ready, they laid their presents altogether on the table instead of the cut-out work. Then they hid themselves to see what the little men would do.

At midnight they came bounding in, wanting to get to work at once, but as they did not find any leather cut out, but only the pretty little articles of clothing, they were at first puzzled –

and then delighted. They dressed themselves very quickly, putting the pretty clothes on, and singing,

“Now we are boys so fine to see,
Why should we longer cobblers be?”

They danced and skipped and leaped over chairs and benches. At last they danced out of the doors. From that time on they came no more, but as long as the shoemaker lived, all went well with him, and all his business prospered.

APPENDIX 4: Listening Comprehension Achievement Test

A- Choose the correct answer.

1- The shoemaker and his wife were: -

A. Happy.

B. Poor.

C. Rich.

D. Sad.

2- What did the shoemaker do before he went to sleep?

A. Ate dinner.

B. Prepared the shoes.

C. Asked God for help.

D. Watched TV.

3- Why was the shoemaker surprised the next morning?

A. He could not find the leather.

B. He forgot the lights on.

C. He found a beautiful pair of shoes.

D. He saw elves in the house.

4- How much did the customer pay for the shoes?

A. Usual price.

B. Less than usual.

C. No price.

D. More than usual.

B- Circle True (T) or False (F).

1- The shoemaker bought food with the money he got from the sale of the shoes. **(T) (F)**

2- The new pair of shoes was made by the elves again. **(T) (F)**

3- The elves work at night. **(T) (F)**

4- Even though he sold the shoes, the shoemaker was still poor. **(T) (F)**

C- Choose the correct answer.

1- "skilful" means:

A- Being good at doing something.

B- Having no practice about doing something.

C- Being bored of doing something.

D- Having no skill in doing something.

2- "astonishment" means:

A- Calmness.

B- Coolness.

C- Great surprise.

D- Unexciting.

3- "grateful" means:

A- Unappreciated.

B- Thankless.

C- Showing an appreciation.

D- Unthankful.

4- "cobblers" means:

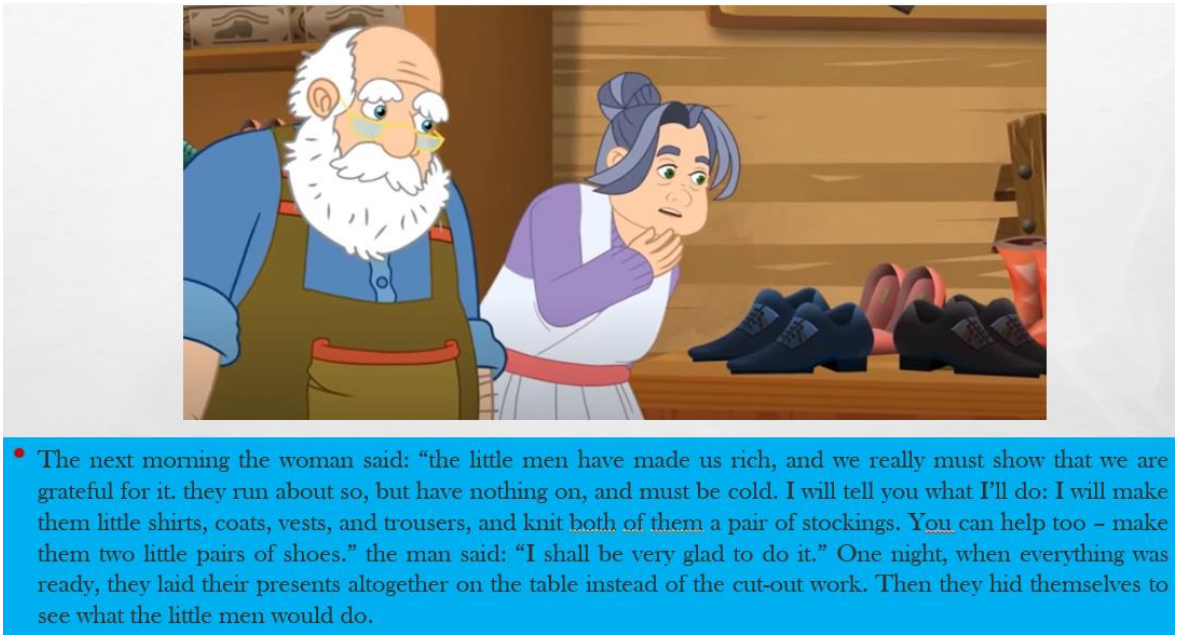
A- A person whose job is to mend shoes.

B- A person who steals things from houses.

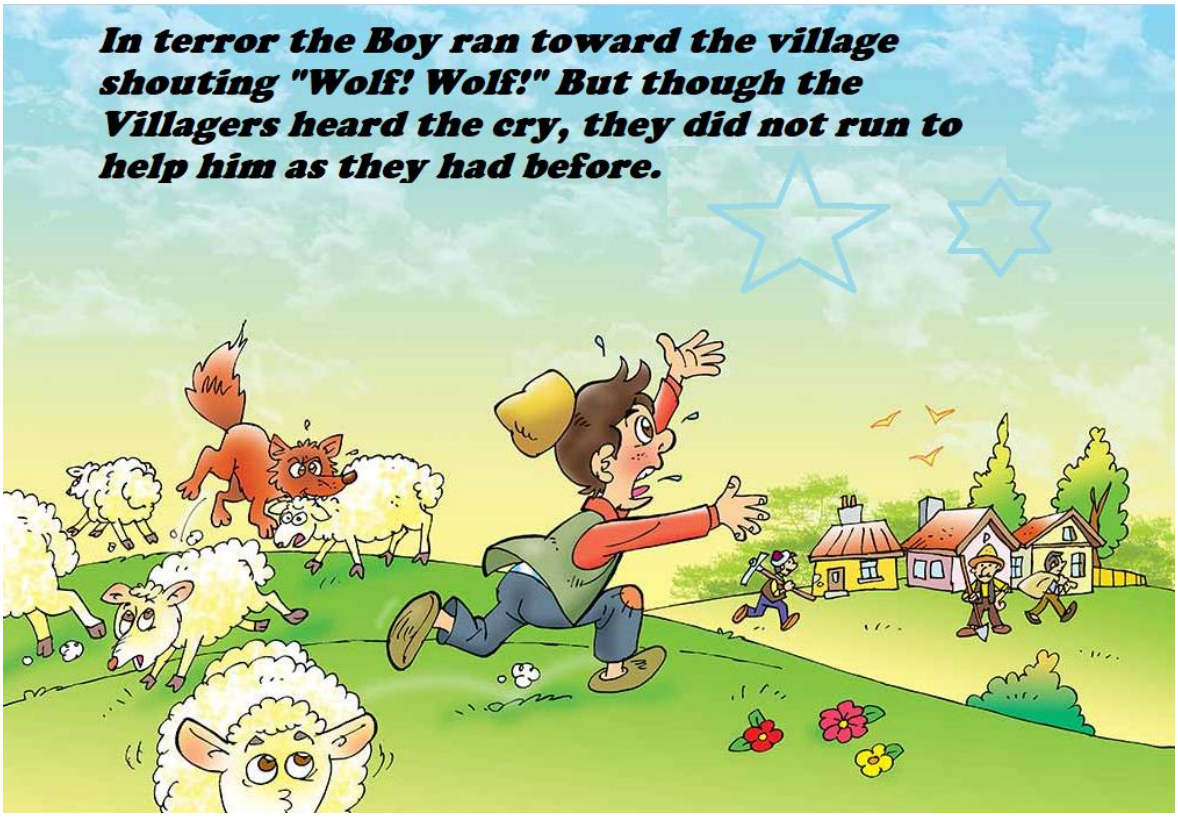
C- A person who sells leather.

D- A person who owns a shop.

APPENDIX 5: Sample Screenshots of Digital Stories

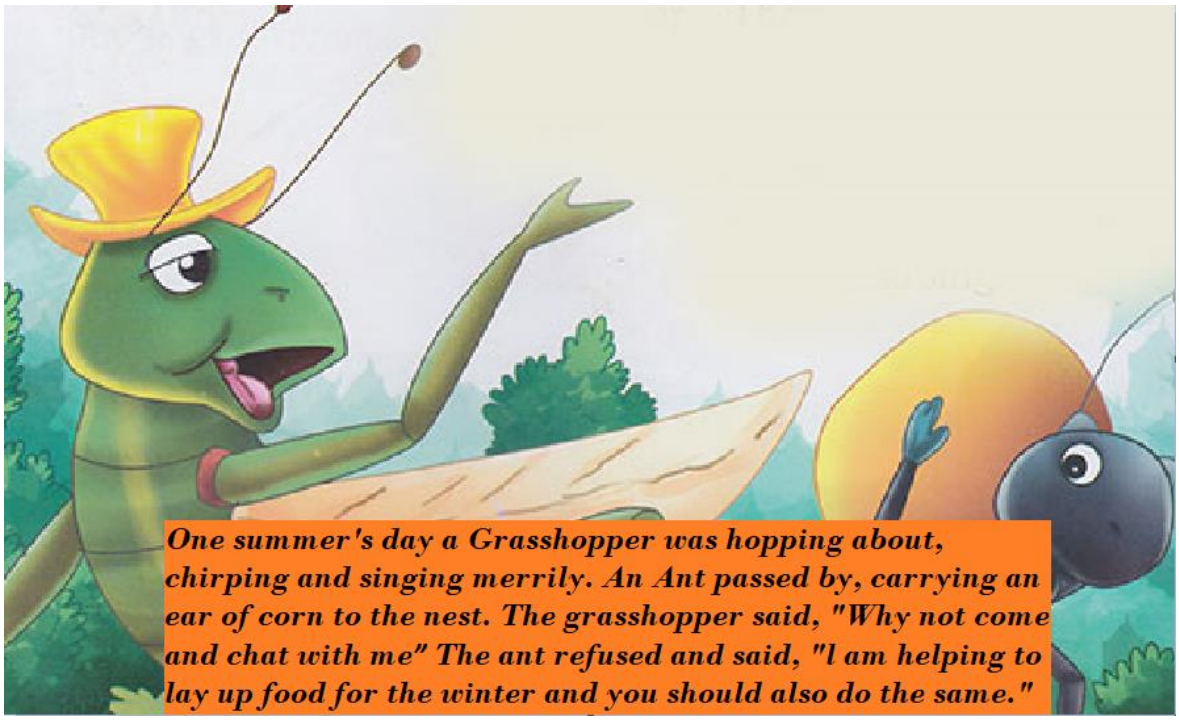


- The next morning the woman said: "the little men have made us rich, and we really must show that we are grateful for it. they run about so, but have nothing on, and must be cold. I will tell you what I'll do: I will make them little shirts, coats, vests, and trousers, and knit both of them a pair of stockings. You can help too – make them two little pairs of shoes." the man said: "I shall be very glad to do it." One night, when everything was ready, they laid their presents altogether on the table instead of the cut-out work. Then they hid themselves to see what the little men would do.



The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

A farmer looking for a source of water for his farm bought a well from his neighbor. The neighbor was cunning, though, and refused to let the farmer take water from the well. On asking why, he replied, "I sold the well to you, not the water", and walked away.


One summer's day a Grasshopper was hopping about, chirping and singing merrily. An Ant passed by, carrying an ear of corn to the nest. The grasshopper said, "Why not come and chat with me" The ant refused and said, "l am helping to lay up food for the winter and you should also do the same."

APPENDIX 6: Permission from the Provincial Directorate of National Education

T.C.
SEYHAN KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : E.71071857-604.01.01-18368929 23.12.2020
Konu :Nebahat Seren AKDAMAR'ın
Tez Uygulama İzni.

ŞEHİT MEHMET FATİH ONGUN ORTAOKULU MÜDÜRLÜĞÜNE

İlgi : a)Valilik Makamı'nın 08.12.2020 tarih ve 17765174 sayılı Onayı.
b)İl Milli Eğitim Müdürlüğünün 21.12.2020 tarihli ve 18262993 sayılı yazıları

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Nebahat Seren AKDAMAR'ın hazırlamış olduğu "Dijital Hikaye Anlatımının İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Dinleme Becerilerine Olan Etkileri ve Öğrencilerin Dijital Hikaye Anlatımına Yönelik Tutumları" başlıklı tez çalışmasını okulunuzda uygulamak istediğinin uygun görüldüğü ile ilgili Valilik Makamının ilgi (a) oluru, İl Milli Eğitim Müdürlüğünün ilgi (b) yazısı ekinde ekte gönderilmiştir.

Söz konusu uygulama çalışmasının okul/kurum müdürlerinin denetim, gözetim ve sorumluluğunda, 2020-2021 eğitim-öğretim yılında, eğitim ve öğretimi aksatmayacak şekilde, veli izin belgelerinin ve gönüllü katılım formunun toplatılarak okul müdürlükleri tarafından muhafazasından sonra uygulamalarda sadece yazımız ekinde gönderilen mühürlü ölçek/anketlerin kullanılması ve elde edilen kişisel verilerin gizliliğine dikkat edilmesi hususunda;

Bilgi ve gereğini rica ederim.

F.Nevin TEKSOY
Müdür a.
Şube Müdürü

Ek:
1-Yazı Örneği (2 sayfa)
2-Antek Formu ve Ekleri (8 sayfa)

T.C.
ADANA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 98258552-604.01.01-E.17765174 08/12/2020
Konu : Nebahat Seren AKDAMAR 'ın
Araştırma İzni.

VALİLİK MAKAMINA

İlgi : Başkent Üniversitesi'nin 03/11/2020 tarihli ve 15502 sayılı yazısı.

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Nebahat Seren AKDAMAR'ın hazırlamış olduğu "Dijital Hikaye Anlatımının İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Dinleme Becerilerine Olan Etkileri ve Öğrencilerin Dijital Hikaye Anlatımına Yönelik Tutumları" başlıklı tez çalışmasını Müdürlüğümüze bağlı Seyhan ilçesi Şehit Mehmet Fatih Ongun Ortaokulunda uygulamak istediği ile ilgili ilgi yazı ekte sunulmuştur.

Söz konusu uygulama çalışmasının, İlimiz İl Araştırma Değerlendirme Komisyonu'nun 25/11/2020 tarihli "Uygundur" raporu doğrultusunda, Müdürlüğümüze bağlı bulunan adı geçen okulda, 2020-2021 eğitim-öğretim yılında, eğitim-öğretim faaliyetlerini aksatmayacak şekilde, veli izin belgelerinin ve gönüllü katılım formunun toplatılarak okul müdürlükleri tarafından muhafazasından sonra 2020/2 nolu Milli Eğitim Bakanlığı Araştırma Uygulama İzinleri Genelgesine göre uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Veysel DURGUN
Milli Eğitim Müdürü

OLUR
08/12/2020

Zafer ÖZ
Vali a.
Vali Yardımcısı

Adres: Döşeme Mah.Mücaitler Cad.Yeni Valilik Binası
Elektronik Ağ: http://adana.meb.gov.tr
e-posta: arge01@meb.gov.tr

Bilgi için: Aylin SCHREGLMANN-V.H.K.İ
Tel: 0 (322) 200 91 82
Faks: 0 (000) 000 00 00

EFFECTS OF DIGITAL STORYTELLING ON LISTENING SKILLS OF FOREIGN LANGUAGE LEARNERS OF ENGLISH AND THEIR ATTITUDES TOWARDS DIGITAL STORYTELLING

ORİJİNALLİK RAPORU

%17	%15	%6	%7
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	Submitted to Florida International University Öğrenci Ödevi	%3
2	Submitted to Baskent University Öğrenci Ödevi	%1
3	www.ijphrd.com İnternet Kaynağı	%1
4	resig.weebly.com İnternet Kaynağı	<%1
5	www.tandfonline.com İnternet Kaynağı	<%1
6	jlls.org İnternet Kaynağı	<%1
7	zombiedoc.com İnternet Kaynağı	<%1
8	latinjournal.org İnternet Kaynağı	<%1

studentsrepo.um.edu.my

9	İnternet Kaynağı	<%1
10	jamp.sums.ac.ir İnternet Kaynağı	<%1
11	Gokcen Erdogan. "Female genital cosmetic surgery (FGCS): Evaluation of YouTube videos", Journal of Gynecology Obstetrics and Human Reproduction, 2021 Yayın	<%1
12	Avikam Gazit, Dorit Patkin. "The way adults with orientation to mathematics teaching cope with the solution of everyday real-world problems", International Journal of Mathematical Education in Science and Technology, 2012 Yayın	<%1
13	library.iugaza.edu.ps İnternet Kaynağı	<%1
14	izdokongreleri.org İnternet Kaynağı	<%1
15	repository.bilkent.edu.tr İnternet Kaynağı	<%1
16	tewtjournal.webs.com İnternet Kaynağı	<%1
17	dspace.baskent.edu.tr İnternet Kaynağı	<%1

18	uir.unisa.ac.za İnternet Kaynağı	<%1
19	Submitted to All India Institute of Speech & Hearing Öğrenci Ödevi	<%1
20	Awad Soliman Keshta. "The Effectiveness of Using Puzzles in Developing Palestinian Tenth Graders' Vocabulary Achievement and Retention", Humanities and Social Sciences, 2013 Yayın	<%1
21	worldwidescience.org İnternet Kaynağı	<%1
22	archive.org İnternet Kaynağı	<%1
23	mail.ijlter.org İnternet Kaynağı	<%1
24	www.elko.k12.nv.us İnternet Kaynağı	<%1
25	docplayer.net İnternet Kaynağı	<%1
26	acikerisim.lib.comu.edu.tr:8080 İnternet Kaynağı	<%1
27	www.inased.org İnternet Kaynağı	<%1

28	etd.lib.metu.edu.tr İnternet Kaynağı	<%1
29	Submitted to Middle East University Öğrenci Ödevi	<%1
30	digitalstorytelling.coe.uh.edu İnternet Kaynağı	<%1
31	repository-tnmgrmu.ac.in İnternet Kaynağı	<%1
32	www.koreascience.or.kr İnternet Kaynağı	<%1
33	etheses.whiterose.ac.uk İnternet Kaynağı	<%1
34	pdfs.semanticscholar.org İnternet Kaynağı	<%1
35	www.scirp.org İnternet Kaynağı	<%1
36	Submitted to University of Dammam Öğrenci Ödevi	<%1
37	eric.ed.gov İnternet Kaynağı	<%1
38	ijbpas.com İnternet Kaynağı	<%1
39	www.iier.org.au İnternet Kaynağı	<%1

40	101.203.168.85 İnternet Kaynağı	<%1
41	Kadir Bilen, Mustafa Hoştut, Mustafa Büyükcengiz. "The Effect of Digital Storytelling Method in Science Education on Academic Achievement, Attitudes, and Motivations of Secondary School Students", Pedagogical Research, 2019 Yayın	<%1
42	Panagiotis Arvanitis, Pinelopi Krystalli. "chapter 1 Digital Storytelling and Augmented Reality-Based Scenarios for Foreign Language Teaching", IGI Global, 2021 Yayın	<%1
43	inased.org İnternet Kaynağı	<%1
44	sproc.org İnternet Kaynağı	<%1
45	www.isetl.org İnternet Kaynağı	<%1
46	www.tsadergisi.org İnternet Kaynağı	<%1
47	Submitted to CSU, Long Beach Öğrenci Ödevi	<%1
48	Oru ccedil Ayşe, Arslan Ali. "The impact of self-regulated learning on reading comprehension	<%1

and attitude towards Turkish course and metacognitive thinking", Educational Research and Reviews, 2016
Yayın

49	41.89.160.13:8080 İnternet Kaynağı	<%1
50	Emine Cetin, Mustafa Pehlivan, Esme Hacieminoglu. "WITHDRAWN: The Effect of the Science and Technology Course Integrated with Cartoons on Students' Achievement and Attitudes", Procedia - Social and Behavioral Sciences, 2014 Yayın	<%1
51	Submitted to The University of Manchester Öğrenci Ödevi	<%1
52	dspace.ucuenca.edu.ec İnternet Kaynağı	<%1
53	Submitted to CVC Nigeria Consortium Öğrenci Ödevi	<%1
54	Wu-Yuin Hwang, Rustam Shadiev, Jung-Lung Hsu, Yueh-Min Huang, Guo-Liang Hsu, Yi-Chun Lin. "Effects of storytelling to facilitate EFL speaking using Web-based multimedia system", Computer Assisted Language Learning, 2014 Yayın	<%1

Submitted to American University of Armenia

55	Öğrenci Ödevi	<%1
56	Submitted to Arab Open University Öğrenci Ödevi	<%1
57	Elham Soleymani. "chapter 6 Digital Storytelling in an EFL Class", IGI Global, 2015 Yayın	<%1
58	Fernando Rosell Aguilar. "Evaluating the use of mobile technologies for language learning purposes", Universitat Politecnica de Valencia, 2021 Yayın	<%1
59	ittes.org.tr İnternet Kaynağı	<%1
60	repository.up.ac.za İnternet Kaynağı	<%1
61	www.utupub.fi İnternet Kaynağı	<%1
62	Fatma Gizem Karaoglan Yilmaz, Hatice Durak. "Examining pre-service teachers' opinions about digital story design", Education and Information Technologies, 2017 Yayın	<%1
63	Seyed Jalal Abdolmanafi-Rokni. "Digital Storytelling in EFL Classrooms: The Effect on	<%1

	the Oral Performance", International Journal of Language and Linguistics, 2014 Yayın	
64	dergipark.org.tr İnternet Kaynağı	<%1
65	eprints.utar.edu.my İnternet Kaynağı	<%1
66	revistas.unal.edu.co İnternet Kaynağı	<%1
67	Submitted to Bolton Institute of Higher Education Öğrenci Ödevi	<%1
68	Evren Ersoy, Hasan Ugur. "The Relationship between Students' Self-esteem and Parental Attitudes in Turkish Society", The Anthropologist, 2017 Yayın	<%1
69	Sema A. Kalaian, Rafa M. Kasim. "chapter 8 Analyzing Quantitative Data", IGI Global, 2016 Yayın	<%1
70	Submitted to University of Pretoria Öğrenci Ödevi	<%1
71	dspace.univ-tlemcen.dz İnternet Kaynağı	<%1
72	erepository.uonbi.ac.ke İnternet Kaynağı	<%1

73	scholarworks.umass.edu İnternet Kaynağı	<%1
74	silo.tips İnternet Kaynağı	<%1
75	"E-Learning in the Middle East and North Africa (MENA) Region", Springer Science and Business Media LLC, 2018 Yayın	<%1
76	Luisa Cagica Carvalho, Bruno Cibrão. "chapter 6 The Educational Use of Digital Storytelling in Virtual Classes of Entrepreneurship", IGI Global, 2018 Yayın	<%1
77	Mariela Nuñez-Janes, Aaron Thornburg, Angela Booker. "Deep Stories", Walter de Gruyter GmbH, 2017 Yayın	<%1
78	Muhammed Tunagür, Naif Kardaş, Mehmet Nuri Kardaş. "The Effect of Student Centered Listening/Speaking Activities on Turkish Listening Speaking Skills of Bilingual Students", International Journal of Education and Literacy Studies, 2021 Yayın	<%1
79	Taralynn Hartsell. "Digital Storytelling", International Journal of Information and Communication Technology Education, 2017	<%1

	Yayın	
80	Yee Bee Choo, Tina Abdullah, Abdullah Mohd Nawi. "Digital Storytelling to Unlock Reflective Practice in the Classroom", Asian Social Science, 2018 Yayın	<%1
81	befjournal.com.tr İnternet Kaynağı	<%1
82	commons.emich.edu İnternet Kaynağı	<%1
83	e-space.mmu.ac.uk İnternet Kaynağı	<%1
84	eprints.unm.ac.id İnternet Kaynağı	<%1
85	files.eric.ed.gov İnternet Kaynağı	<%1
86	ikee.lib.auth.gr İnternet Kaynağı	<%1
87	redfame.com İnternet Kaynağı	<%1
88	repo.uho.ac.id İnternet Kaynağı	<%1
89	repository.usfca.edu İnternet Kaynağı	<%1
	www.macrothink.org	

90	İnternet Kaynağı	<%1
91	www.scilit.net İnternet Kaynağı	<%1
92	www.sociostudies.org İnternet Kaynağı	<%1
93	Abdullah Coşkun, Zoe Marlowe. "chapter 6 The Place of Technology-Assisted Language Learning in EFL Listening", IGI Global, 2020 Yayın	<%1
94	Bahar Doğan Kahtali, Gülşah Gençer. "Turkish Teachers' Views Regarding the Use of Digital Story Telling in Turkish Lessons", International Journal of Education and Literacy Studies, 2021 Yayın	<%1
95	Barbara Loranc-Paszylk, Magdalena Firla. "chapter 6 Engaging Students With Authentic Ways to Learn New Words", IGI Global, 2019 Yayın	<%1
96	Bulent Dos, Zeynep Sinem Balıkçıoğlu, Semih Şengel. "The Effect of The Using of Computer Games On Academic Success In Teaching English To 8th Grade Students", SAGE Publications, 2019 Yayın	<%1

97	Cees A. W. Glas. "A Bayesian Approach to Person Fit Analysis in Item Response Theory Models", Applied Psychological Measurement, 05/01/2003 Yayın	<%1
98	Mehrak Rahimi. "chapter 213 Digital Storytelling in Language Classes", IGI Global, 2018 Yayın	<%1
99	Seda Akti Aslan, Kemal Duruhan. "The effect of virtual learning environments designed according to problem-based learning approach to students' success, problem-solving skills, and motivations", Education and Information Technologies, 2020 Yayın	<%1
100	acikerisim.deu.edu.tr İnternet Kaynağı	<%1
101	acikerisim.uludag.edu.tr İnternet Kaynağı	<%1
102	arrow.dit.ie İnternet Kaynağı	<%1
103	chep.teaching.vt.edu İnternet Kaynağı	<%1
104	dspace.library.uvic.ca İnternet Kaynağı	<%1

105	ejournal.iainsurakarta.ac.id İnternet Kaynağı	<%1
106	epasr.penpublishing.net İnternet Kaynağı	<%1
107	eprints.uny.ac.id İnternet Kaynağı	<%1
108	hal.archives-ouvertes.fr İnternet Kaynağı	<%1
109	icce2013bali.org İnternet Kaynağı	<%1
110	iiste.org İnternet Kaynağı	<%1
111	ir.canterbury.ac.nz İnternet Kaynağı	<%1
112	irep.iium.edu.my İnternet Kaynağı	<%1
113	library.cu.edu.tr İnternet Kaynağı	<%1
114	mafiadoc.com İnternet Kaynağı	<%1
115	media.neliti.com İnternet Kaynağı	<%1
116	pellta.org İnternet Kaynağı	<%1

117	rpltl.eap.gr İnternet Kaynağı	<%1
118	scholarcommons.sc.edu İnternet Kaynağı	<%1
119	www.grossarchive.com İnternet Kaynağı	<%1
120	www.jesoc.com İnternet Kaynağı	<%1
121	www.tellconsult.eu İnternet Kaynağı	<%1
122	Vina Anggia Nastitie Ariawan, Endah Sulistyani. "USING VIDEO TO IMPROVING LISTENING COMPREHENSION OF FOURTH GRADE STUDENTS", PrimaryEdu - Journal of Primary Education, 2020 Yayın	<%1
123	acikerisim.baskent.edu.tr İnternet Kaynağı	<%1
124	opde.journals.ekb.eg İnternet Kaynağı	<%1
125	"Research on E-Learning and ICT in Education", Springer Science and Business Media LLC, 2021 Yayın	<%1

126	Feifei Wang. "An Empirical Study of the Effects of Reading-writing Connection on Non-English Majors' Writing Performance", Theory and Practice in Language Studies, 2020 Yayın	<%1
127	Sarah Parsons, Karen Guldberg, Kaśka Porayska-Pomsta, Rachael Lee. "Digital stories as a method for evidence-based practice and knowledge co-creation in technology-enhanced learning for children with autism", International Journal of Research & Method in Education, 2015 Yayın	<%1
128	mobt3ath.net İnternet Kaynağı	<%1