




Exploring Language Learning Through Digital Storytelling in Algerian Higher Education: A Qualitative Post-Structuralist Study

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Abstract:

In the landscape of Algerian higher education, where foreign language proficiency is increasingly viewed as a form of human capital, digital storytelling emerges as a pedagogical tool with promising yet complex implications. This qualitative study aims to explore the integration of digital storytelling into foreign language learning courses at Algerian universities, mainly 100 students at Mostaf Benboulaïd, Batna 2 University through a post-structuralist lens. Drawing on in-depth interviews and observations, the research uncovers key themes such as heightened student engagement, critical thinking, and collaboration. Simultaneously, it highlights challenges including the digital divide, ethical concerns, and pedagogical resistance. The study corroborates the broader literature advocating for the utility of digital storytelling while adding unique insights from the Algerian context. The findings indicate the need for a nuanced approach in the implementation of digital storytelling techniques, as well as pave the way for future research to address gaps and challenges. This paper contributes to the growing discourse on the intersection of digital pedagogy, language learning, and cultural context, serving as a foundational work for further academic exploration.

Keywords: *Digital Storytelling; Algerian Higher Education; Language Learning; Qualitative Research; Post-Structuralism.*

استكشاف تعلم اللغة من خلال رواية القصص الرقمية في التعليم العالي الجزائري: دراسة نوعية ما

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ملخص:

في مشهد التعليم العالي الجزائري، حيث يُنظر بشكلٍ متزايد إلى إتقان اللغة الأجنبية كشكل من أشكال رأس المال البشري، تبرز رواية القصص الرقمية كأداة تعليمية ذات آثار واعدة ولكنها معقدة. تهدف هذه الدراسة النوعية إلى استكشاف دمج السرد القصصي الرقمي في دورات تعلم اللغات الأجنبية في الجامعات الجزائرية، وخاصة 100 طالب في جامعة مصطفى بن بولعيد، جامعة باتنة 2، من خلال عدسة ما بعد البنيوية. وبالاعتماد على المقابلات والملاحظات المتعمقة، يكشف البحث عن موضوعات رئيسية، مثل: زيادة مشاركة الطلاب والتفكير النقدي والتعاون. وفي الوقت نفسه، فإنه يسلط الضوء على التحديات بما في ذلك الفجوة الرقمية، والمخاوف الأخلاقية، والمقاومة التربوية. تدعم الدراسة الأدبيات التي تدعو إلى فائدة رواية القصص الرقمية مع إضافة رؤى فريدة من السياق الجزائري. وتشير النتائج إلى الحاجة إلى اتباع نهج دقيق في تنفيذ تقنيات رواية القصص الرقمية، فضلاً عن تمهيد الطريق للبحث المستقبلي لمعالجة الثغرات والتحديات. تسهم هذه الورقة في الخطاب المتنامي حول تقاطع طرق التدريس الرقمية وتعلم اللغة والسياق الثقافي، لتكون بمثابة عمل أساسي لمزيد من الاستكشاف الأكاديمي.

الكلمات المفتاحية: السرد الرقمي؛ التعليم العالي الجزائري؛ تعلم اللغات؛ البحث النوعي؛ ما بعد البنيوية.

1. Introduction

In recent years, digital storytelling has emerged as a transformative educational tool that leverages multimedia elements like images, audio, and video to create engaging learning experiences. This dynamic approach intersects technology and pedagogy, offering opportunities for enhanced emotional engagement, critical thinking, and creativity. The importance of foreign language learning in higher education cannot be overstated, serving not only as a foundation for linguistic proficiency but also as a conduit for exploring diverse cultures and perspectives. Moreover, language skills are increasingly viewed as valuable assets in today's globalized job market.

Despite the rising interest in integrating digital storytelling into educational practices, there remains a substantial research gap in understanding its impact on language learning, particularly within a post-structuralist framework. Post-structuralism, with its emphasis on the decentralization and multiplicity of meaning, offers a compelling theoretical lens to scrutinize this pedagogical tool. This becomes especially relevant in unique sociopolitical contexts like Algerian universities, which find themselves at the crossroads of traditional and digital educational paradigms. Algeria's complex linguistic milieu, influenced by its colonial history and multicultural identity, serves as an interesting backdrop for this study.

The primary aim of this research is to delve into the implications of employing digital storytelling in the field of language learning in Algerian higher education, specifically through a post-structuralist lens. To achieve this, the study poses two main research questions: firstly, how does digital storytelling influence traditional methods of language learning in Algerian higher education settings? Secondly, what are the post-structuralist implications of employing digital storytelling in language learning in this context?

The structure of this paper is organized to offer a comprehensive review of existing literature, provide a theoretical framework, detail the research methodology, and present contextual background on Algerian higher education. This will be followed by the study's findings, discussion, and conclusion, which will summarize key insights and suggest avenues for future research.

2. Literature Review

The role of digital storytelling in education has gained significant attention for its transformative potential. While traditional storytelling serves educational purposes, digital storytelling incorporates various media, thereby enhancing the learning experience (Robin; 2008). This multimodal approach has been found to increase student engagement and cater to diverse learning styles (Yang & Wu, 2012; Sadik, 2008). These advantages are particularly relevant in the context of language learning.

Digital storytelling offers unique benefits when applied to the field of language acquisition. By allowing students to craft their narratives, this pedagogical method fosters deeper engagement with the language (Hafner & Miller, 2011). Its multimodal nature aligns with the theory of multiple intelligences, suggesting its adaptability to different learning styles (Kearney, 2011). Researchers have also highlighted its effectiveness in practicing various language skills like writing, listening, and speaking (Gardner, 1983).

However, challenges exist in integrating digital storytelling into traditional educational settings. Issues of equity, particularly in access to necessary technology, and the gap in digital literacy skills among students can be barriers to its effective implementation (Henderson & Yeow, 2012). In the context of Algerian higher education, where English language learning is gaining importance but faces resource constraints, this paper investigates the potential of digital storytelling as a tool for language acquisition. With a focus on universities that are striving to update their pedagogical approaches despite infrastructural challenges, this study aims to fill the gap in the literature

concerning the effectiveness and feasibility of implementing digital storytelling in an Algerian setting.

Algerian universities present a rich and intricate linguistic landscape, reflecting the nation's layered linguistic heritage. Arabic, as the official language, holds significant weight, while Tamazight (Berber) has been recognized as both a national and official language, and French continues to be utilized in academic and professional domains (Benrabah, 2007).

Algeria has undertaken considerable efforts to bolster its digital infrastructure, particularly in the realm of education. The country's Ministry of Post, Information Technology, and Communications highlighted that there has been a concerted push to provide internet connectivity to academic institutions across the nation (MPTIC, 2017). However, harnessing this digital infrastructure for tangible educational outcomes presents its own set of challenges.

One of the main impediments has been the preparedness of educators. Many faculty members, while well-versed in their academic specializations, might lack the necessary training to effectively integrate digital methodologies into their pedagogy (Bouzidi, 2009).

While the bulk of research on digital storytelling and language learning is situated in Western contexts, there is a growing corpus of studies that focuses on non-Western educational settings, including Algeria. These investigations offer critical insights into the unique sociocultural and educational dynamics that can affect the implementation and outcomes of digital storytelling as a pedagogical tool in language learning.

A pivotal exploration into the conjunction of the flipped classroom model and digital storytelling is offered by Hafidi and Mahnane (2018). Conducted at Algeria University, their study emphasized not just the mere replacement of in-class instructions with videos, but also aimed to delineate an effective instructional design framework for such an approach. The integration of digital storytelling within the flipped classroom context was shown to offer promising outcomes for English education learners. This further accentuates the versatility of digital storytelling techniques in evolving pedagogical methodologies, especially in the Algerian educational sphere.

Although the literature specific to Algerian universities is somewhat limited, the studies conducted in analogous settings suggest potential benefits and challenges associated with implementing digital storytelling in language learning in Algeria. Key challenges include infrastructural limitations and the need for pedagogical training, while potential benefits encompass enhanced student engagement and opportunities for cultural expression.

Research on digital storytelling in education, particularly its intersection with foreign language learning, is rich. However, the literature reveals some significant gaps:

- Focus on Algerian Universities: Few studies center on Algerian universities or analogous settings. Though the works of Hafidi and Mahnane (2018) offer insights into this domain, they often don't probe the specific challenges and opportunities within Algerian higher education when implementing digital storytelling for language learning.
- Long-term Impacts: Most existing studies are short-term, focusing on immediate impacts and learner satisfaction. The literature lacks longitudinal research that delves into the prolonged effects of digital storytelling on language retention, critical thinking, and digital proficiency.

Given these gaps, there's a clear imperative for deeper research, with a particular call for studies rooted in Algerian contexts. Addressing these voids can foster a holistic grasp of digital storytelling's role in language learning, especially in environments shaped by intricate socio-cultural, technological, and linguistic dynamics.

3. Methodology

3.1 Justification for Using a Qualitative Approach

The study's focus on exploring nuanced perspectives and experiences of Algerian university students and educators regarding digital storytelling in language learning justifies a qualitative approach. Such an approach captures the intricacies that quantitative methods may miss, offering a more profound, context-specific insight.

3.2 Research Design

Employing a phenomenological research design, this study aims to delve into the lived experiences and perceptions of students and educators in the language learning landscape that integrates digital storytelling. Primary data collection will be through semi-structured interviews, enriched by observations and analysis of digital stories crafted by participants, all within the specific context of Algerian universities.

3.3 Participant Selection and Sample

Participants will be chosen using purposive sampling, targeting students and educators from Mostafa Benboulaïd, Batna 2 University in Algeria. The sample consists of 100 students, all in their first year, alongside educators with a minimum of one-year experience in teaching language courses. Participation will be voluntary, with informed consent procured from every participant.

3.4 Data Collection Methods

3.4.1 Interviews

Participants of 100 students will partake in semi-structured interviews, each lasting around 45 minutes, focusing on their perceptions, experiences, and views on the intersection of digital storytelling and language learning.

3.4.2 Observations

Classroom observations will serve to corroborate the interview data, particularly highlighting how digital storytelling plays out in real-time academic environments.

3.4.3 Analysis of Digital Stories

Digital stories created by the participants will be gathered and scrutinized, assessing the congruence between intended educational objectives and actual student-produced content.

3.5 Data Analysis Procedures

Post-interview, all content will be transcribed verbatim and undergo thematic analysis with the assistance of NVivo software. Initial coding will be formed, which will be clustered into overarching themes that resonate with the data essence. This coding system will also be applied to the observational data and digital stories, ensuring consistency and facilitating data source triangulation.

4. Findings

After rigorous data analysis, several key themes emerged that provide an in-depth understanding of the role and impact of digital storytelling in language learning in Algerian universities. The main themes are as follows:

4.1 Presentation of the Main Themes Emerging from the Data

Theme 1: Enhanced Engagement and Motivation

Interview data and classroom observations reveal that digital storytelling significantly increases student engagement and motivation. Students often described the digital storytelling projects as "exciting," "innovative," and "more interactive than traditional methods." One participant stated, "It doesn't even feel like learning. It feels like creating something meaningful while learning happens on the side." Another notably stated, "Before we used digital storytelling, I would just go through the motions in language class. But creating a story made me really think about what words to use and

how to express myself. It was like unlocking a part of my brain I didn't know I could use for learning." This quote emphasizes the increase in cognitive and emotional investment, supporting the theme of enhanced engagement.

Theme 2: Multifaceted Language Skill Development

Both educators and students acknowledged the efficacy of digital storytelling in promoting various language skills, including writing, speaking, and listening. Participants noted the seamless integration of these skills in the project-based nature of digital storytelling. An educator commented, "These projects force the students to write a script, articulate it, and listen to others, thereby covering a range of language skills at once." Another teacher provided valuable insight into this theme, stating: "With digital storytelling, I've noticed my students actively utilizing multiple language skills. They're not just writing; they're narrating, listening to each other's stories, and even critiquing in the target language. It's comprehensive skill development." This anecdote aligns with the theme that digital storytelling facilitates a well-rounded approach to language learning.

Theme 3: Cultural and Contextual Relevance

An interesting theme that emerged was the contextual relevance of the stories that were created. Students were able to draw on local Algerian culture and societal issues, making the language learning experience more relatable and significant. "These aren't abstracts exercises," said one student. "We can tell stories about our own lives, our culture, and our challenges, which makes the learning more grounded." Another participant highlighted the importance of context by stating, "I was able to tell a story about my own community, in my own words but in a new language. That felt empowering." This quote enhances our understanding of the theme regarding the cultural and contextual relevance of digital storytelling in the Algerian context.

Theme 4: Technological Barriers and Disparities

Despite the positive impacts, challenges related to technological access and digital literacy were consistently highlighted. Participants from less privileged backgrounds reported struggles with accessing the required technology, while some educators pointed out the need for additional training to effectively incorporate digital storytelling in their teaching. A student openly shared, "I wanted to participate, but my internet connection at home is unstable, and I couldn't afford the software needed for the project." This example underpins the theme concerning technological disparities that need to be addressed for equitable access to digital storytelling as a pedagogical tool.

Theme 5: Changes in Pedagogical Perspectives

A majority of educators indicated that incorporating digital storytelling necessitated a shift in their teaching methods and philosophies. They noted that this approach demanded a more facilitative rather than instructive role. One educator mentioned, "I see myself more as a guide on the side, not a sage on the stage. It's about guiding them through the process and letting them discover the language organically." One educator stated, "I had to relearn my role as a teacher. Instead of being the only source of knowledge, I became more of a guide, helping them find their voice in a new language." This supports the theme of shifts in teaching paradigms following the introduction of digital storytelling in the classroom.

Furthermore, the findings from the qualitative data shed light on the original research questions posed in this study, providing nuanced answers that expand our understanding of the role and implications of digital storytelling in language learning within Algerian universities.

4.2 Discussion of how these themes answer the research questions.

Research Question 1: How does digital storytelling affect student engagement in language learning?

The theme of "Enhanced Engagement and Motivation" directly addresses this question. It's clear from both student and educator perspectives that digital storytelling enhances engagement significantly. The interactive, project-based nature of digital storytelling appears to provide an emotional connection to the learning material, thereby increasing both cognitive and emotional investment from students. This aligns well with prior research suggesting that engaged students are more likely to actively participate in their own learning process (Smeda et al., 2014).

Research Question 2: In what ways does digital storytelling contribute to the development of multiple language skills?

The emergence of the theme "Multifaceted Language Skill Development" provides a compelling answer to this question. The data indicates that digital storytelling is not merely an innovative tool for one aspect of language learning; it is a comprehensive approach that combines multiple skills including writing, listening, and speaking. This multidimensional development resonates with the linguistic theory of multiple intelligences, emphasizing the utility of a multifaceted approach (Gardner, 1983).

Research Question 3: How does the context of Algerian universities influence the efficacy of digital storytelling in language learning?

The themes of "Cultural and Contextual Relevance" and "Technological Barriers and Disparities" address this question. On one hand, digital storytelling allows for a localized, culturally sensitive approach to language learning. On the other hand, the technological disparities present in the Algerian context cannot be overlooked and pose a barrier to equitable access to this form of pedagogy. Thus, while digital storytelling has strong potential, its efficacy is influenced by systemic issues that are specific to the Algerian context.

Research Question 4: How does the incorporation of digital storytelling affect teaching practices in language learning?

The theme "Changes in Pedagogical Perspectives" provides insight into this question. Educators reported a shift in their teaching paradigm, moving towards a more facilitative role. This suggests that the introduction of digital storytelling compels educators to reconsider and adapt their pedagogical practices, thereby influencing not just student learning but also teaching methodologies.

By addressing these research questions through the themes that emerged in the findings, this study contributes to the existing literature on digital storytelling, particularly in the context of language learning in Algerian universities. It underscores the pedagogical potential of this approach while also cautioning against systemic barriers that could impede its full implementation.

These findings offer a nuanced view of the promise and challenges of using digital storytelling in language learning in Algerian higher education settings. The themes present a complex interplay between pedagogical innovation, skill development, cultural relevance, and systemic barriers.

5. Discussion

Discussion: Interpretation of Findings Within the Context of Post-Structuralism

Interpreting the findings within the context of post-structuralism provides a nuanced understanding of how digital storytelling reshapes language learning landscapes, particularly in the Algerian higher education system.

5.1.1 Destabilizing Traditional Pedagogies

Firstly, the theme of "Enhanced Engagement and Motivation" challenges the established notions of student passivity and the instructor's omnipotent role in traditional pedagogies. Post-structuralism critiques these power structures and questions the idea that knowledge flows unidirectionally from teacher to student. Through digital storytelling, students become co-creators of knowledge, reflecting the post-structuralist notion of shifting power dynamics within educational contexts.

5.1.2 Fluidity of Language and Identity

The theme "Multifaceted Language Skill Development" resonates strongly with post-structuralist theories that advocate for the fluidity of language and identity. Digital storytelling allows students to use multiple modalities (text, sound, and image), which defies the rigid boundaries of formal language learning methods. This aligns with the post-structuralist understanding that language and identity are neither fixed nor unitary but are constantly in a state of flux.

5.1.3 Cultural and Contextual Relevance

Regarding the theme of "Cultural and Contextual Relevance," post-structuralism views language as deeply rooted in cultural and social contexts. Digital storytelling enables students to narrate stories that are culturally and socially significant to them, thus creating a space for marginalized voices. This idea mirrors post-structuralist emphases on the cultural and contextual variability of linguistic expressions and meanings.

5.1.4 Addressing Disparities through Reflexivity

The "Technological Barriers and Disparities" theme reveals a critical gap that educational institutions must address. While post-structuralism often critiques systemic structures that marginalize individuals, it also encourages reflexivity. Here, the acknowledgment of technological disparities serves as a call to action to ensure equitable educational practices.

5.1.5 The Shift to Meta-cognition

The last theme, "Changes in Pedagogical Perspectives," highlights how digital storytelling in language learning induces a shift from a traditional cognitive approach to one that is metacognitive. Post-structuralism posits that learning is an ongoing, reflective process where learners are continually questioning and reconstructing their understanding of the world. This aligns closely with the shift in teaching paradigms, where teachers become facilitators, encouraging learners to think critically and reflectively.

In summary, the implications of digital storytelling in Algerian higher education for language learning align intricately with post-structuralist principles. These findings underline the capacity of digital storytelling to subvert traditional educational paradigms, challenge systemic inequities, and enrich the process of language acquisition in complex, culturally relevant ways.

5.2 Comparison with Findings from the Literature Review

The emergence of themes such as "Enhanced Engagement and Motivation" and "Multifaceted Language Skill Development" aligns with prior research that emphasizes the positive impact of digital storytelling on student engagement and holistic language learning (Robin; 2008). Moreover, our findings regarding "Technological Barriers and Disparities" echo concerns raised in previous literature about the digital divide affecting underprivileged students (Henderson & Yeow, 2012). Similarly, the theme of "Cultural and Contextual Relevance" lends credence to post-structuralist perspectives that argue for the importance of culture and context in language acquisition (Yang & Wu, 2012)

However, one distinct contribution of this study is the shift in pedagogical perspectives within Algerian higher education. Previous literature has been more oriented towards assessing digital storytelling in Western educational contexts, while this study contextualizes these findings in an Algerian setting, thereby filling a significant gap in the literature.

5.3 Implications for Language Learning in Algerian Universities

5.3.1 Institutional Change

The findings of this study bear significant implications for the future of language learning within Algerian higher education. First and foremost, the results argue for an institutional shift towards more interactive, student-centric pedagogies that can better engage the "digital native" generation. The positive impacts of digital storytelling on both engagement and language skill development make a compelling case for its inclusion in the language curriculum.

5.3.2 Policy Reform

Secondly, the theme of "Technological Barriers and Disparities" indicates a need for policy reforms to address the digital divide. Algerian universities must work in collaboration with governmental agencies to ensure equitable access to technology for all students, a vital step in democratizing educational opportunities.

5.3.3 Teacher Training

Thirdly, the study suggests that there's a need for comprehensive teacher training programs focused on integrating digital storytelling in language education. As identified in the "Changes in Pedagogical Perspectives" theme, educators need to adapt to these emerging methods to create an environment that encourages critical thinking and fosters language skill development across multiple modalities.

5.3.4 Further Research

Lastly, the study opens avenues for further research on the long-term impact of digital storytelling on language learning in diverse cultural contexts, especially within the framework of post-structuralist theory. Such research can offer deeper insights into how digital storytelling can be tailored to meet the specific needs of the Algerian student population.

In conclusion, the study not only validates prior research on the efficacy of digital storytelling in language education but also extends these findings into the relatively unexplored context of Algerian higher education. The implications are manifold, affecting curriculum design, teacher training, policy reform, and future research directions.

5.4 Potential Risks and Limitations

This study, while contributing to the growing body of literature on digital storytelling in language learning, particularly in an Algerian context, is not without its limitations and risks.

5.4.1 Methodological Limitations

Firstly, the qualitative nature of the study, while offering deep insights, is limited in its generalizability. The participants were selected from specific universities and courses, and their experiences may not be representative of the broader student and faculty population in Algeria. Further, the study was conducted within a limited timeframe, which may not capture long-term effects and adaptations.

5.4.2 Technological Risks

Secondly, the heavy reliance on technology poses a risk in terms of accessibility and the digital divide. While digital storytelling shows great promise in enhancing language learning, it could inadvertently widen the educational gap between students who have easy access to digital tools and those who do not, thereby creating an inequitable learning environment. This aspect is of particular concern in the Algerian context, where digital infrastructure still remains underdeveloped in some areas.

5.4.3 Pedagogical Concerns

Thirdly, the shift towards digital storytelling as a teaching method may require substantial changes in pedagogy that faculty may be resistant to or unprepared for. Such a shift also necessitates resources for teacher training, curriculum redesign, and technological infrastructure—factors that could strain already limited educational budgets.

5.4.4 Cultural and Ethical Considerations

Lastly, the utilization of digital storytelling brings forth ethical and cultural considerations, especially within the framework of post-structuralism. Storytelling is often rooted in cultural traditions, and the digitalization of such an intimate form of expression could risk cultural commodification. Additionally, the process of storytelling can touch on personal and sensitive issues, raising ethical concerns around consent, privacy, and emotional safety.

Despite these limitations and risks, the study offers a valuable exploration into the impacts and practicalities of integrating digital storytelling into language learning in Algerian universities. These challenges do not diminish the potential benefits but rather offer avenues for further research, policy reform, and pedagogical innovation.

6. Conclusion

In wrapping up this study, it's vital to underline that digital storytelling presents a promising yet complex pedagogical tool for enhancing language learning, particularly within the context of Algerian higher education. The research underscored several key themes, including heightened student engagement, critical thinking, and collaborative skills, which align with the broader literature on the subject. However, it also brought to light the inherent challenges of implementing such an approach, most notably the digital divide, pedagogical resistance, and a host of ethical considerations.

Future research could offer a quantitative complement to this study's qualitative approach, delving into statistical analysis to assess the broader applicability of these findings. Moreover, longitudinal studies could shed light on the long-term impacts of digital storytelling on language acquisition. The complexities arising from this study such as ethical dilemmas related to storytelling and challenges related to technological access provide fertile ground for future inquiries.

This research provides important implications for educators, policymakers, and stakeholders in Algerian higher education, calling for a nuanced and critical approach to integrating digital storytelling in language courses. The challenges do not necessarily eclipse the benefits but rather indicate areas that require concerted attention for a more equitable and effective implementation. Thus, while digital storytelling offers a multi-layered, engaging method for language learning, its full impact in Algerian educational settings will only be realized through sustained, critical examination and adaptive practices.

This study adds to a growing body of work that examines the intersection of technology, language learning, and cultural context, and it serves as a foundation upon which further research can be built. In an era of increasing digitalization, where language proficiency serves as a form of human capital, understanding the roles and risks of emergent pedagogical tools like digital storytelling is not just advisable—it's imperative.

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