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ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS
DIGITAL STORIES IN TEACHING ENGLISH AND THE OBSTACLES
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Abstract:

The study aimed at identifying the attitudes of English language teachers towards digital stories in teaching the English language, and the obstacles they face from their point of view. The study was based on the descriptive and analytical approach, and the study population consisted of (243) male and female teachers working in government schools in Irbid Governorate. The sample of the study reached (81) male and female teachers, who were randomly selected. The results of the study showed that the attitudes of English language teachers towards digital stories came at a positive level, with an arithmetic mean (3.55). The obstacles facing English language teachers in using digital stories came in a high degree, with a mean of (3.99). The study recommended the necessity of holding courses and workshops for teachers and students alike, to develop their attitudes towards digital stories, and to train them in the techniques of designing and using them, giving attention to providing tools and techniques for presenting digital stories in an effective and distinctive way, and amending the English language curriculum to match its application with digital stories which is the reason for not using digital stories in teaching English.

Introduction:

The twenty-first century is witnessing a rapid, tremendous and successive development in the field of technology, especially in the educational reality which forced huge developments in information in various fields of knowledge. The field of education was one of these areas affected by this development. This change necessitated keeping pace with modern developments, including modern technology such as e-learning. This made it one of the main issues that have occupied and still concern educators, especially those interested in the fields of learning and education. This applies to the various subjects and sciences of study, and the English

language is one of these sciences, which should be taken care of and given importance, as a means of acquiring various knowledge and experiences.

The spread of technology in recent years has led to the emergence of a new generation of stories, which is digital stories, which integrate computer-based technologies with the art of storytelling, are suitable for different age groups and can be used in most fields of study (Rahimi&Yadollahi, 2017)).

The digital story is one of the most recent methods used in teaching some of the materials that can be provided in the electronic and traditional classrooms, especially learning the English language. This type of education has begun to expand rapidly globally, unlike the Arab world, which is still in its infancy.. It provides an opportunity for students to express knowledge that they have already known, and to integrate into the content in more serious and balanced ways (Randolph, 2007). As digital stories are one of the new and exciting applications in educational technologies that have become easily available for use in academic experiences, if they are properly designed, developed and presented, and they are also considered as a mixing of multimedia that consists of graphics, still and moving images, in addition to video clips, sounds, and sound effects And music (Hull & Nelson, 2005).

the study Problem:

In view of the importance of the English language at the present time, and the apparent weakness in the students 'different skills of speaking, listening and reading in the English language, and because the teacher has a great role in preparing a qualified learner student on different learning skills, research and investigation, especially in our time of electronics, advanced technologies and strategies, which are highly effective The role of the teacher has changed in light of technological development. It is important to evaluate and know its trends in the use of new technologies, the most important of which is the digital story, which integrates various educational media to enrich written and spoken texts with musical effects, animation and fictional art skills, as it has an educational purpose with interesting and exciting features that suit the advanced skills of the twenty-first century. By looking at many studies and based on their results, it confirms the effectiveness of the digital story in education, the study of Al-Masoud (2018), which revealed the effectiveness of a program based on an interactive digital story. Accordingly, the problem of the current study is determined in identifying the attitudes of English language teachers towards digital stories in teaching the English language and the obstacles they face, by answering the following questions:

The questions of the study:

1. What are the attitudes of English language teachers in the first Irbid Education Directorate in Irbid Governorate towards digital stories from their point of view?

2. What are the obstacles that face English language teachers in the First Irbid Education Directorate in Irbid Governorate in using digital stories from their point of view?

The importance of study:

The advantage of this study is that it examines an important topic, which is on the attitudes of English language teachers towards digital stories in teaching the English language and the obstacles facing them. It is hoped that this study will be able to achieve its desired goals and be able to:

1. Highlighting the importance of e-learning because of its great importance in facilitating the teaching of the English language in general, as it is one of the modern strategies in teaching the English language.

2. Knowledge of the attitudes of English language teachers towards digital stories in teaching English.

3. The importance of this study also lies in the fact that it is one of the few studies conducted in Jordan - according to the researcher's knowledge - in the field of research on the attitudes of English language teachers towards digital stories in teaching the English language and the obstacles they face, which may enrich the educational literature related to e-learning.

Objectives of the study:

The study seeks to achieve the following objectives:

1. Exposing the trends of English language teachers in the First Irbid Education Directorate in Irbid Governorate towards e-learning.

2. Identify the obstacles that face English language teachers in the First Irbid Education Directorate in Irbid Governorate in using digital stories from their point of view.

3. Exposing the different attitudes of English language teachers in the First Irbid Education Directorate in Irbid Governorate with different variables: (gender, academic qualification, and job experience).

The limits of the study:

Spatial boundaries: This study was applied in governmental schools affiliated to the First Irbid District in Irbid Governorate.

Temporal boundaries: This field study was conducted during the 2020-2021 academic year.

Human Limits: All English language teachers in government schools affiliated to the Directorate of Education for Irbid First in Irbid Governorate.

Objective boundaries: These dealt with the attitudes of English language teachers towards digital stories in teaching English and the obstacles they face.

Terms of the study:

Procedural attitudes of English language teachers: It is the total score that the subject gets through his answers to the items of the scale used in the current study.

Digital stories procedural: an instructional strategy based on the production of electronic stories; to achieve educational goals.

Procedural obstacles facing teachers: It is the total score obtained by the subject through his answers to the paragraphs of the scale used in the current study.

Theoretical framework and previous studies:

The use of stories in education is not a modern innovation, but what is new is that we use the story by combining it with technology, as sound effects and movements have been added, and the mix of sound with the image in addition to the texts. Hence, digital stories are one of the exciting applications in educational technology, as they were used in the classroom easily and in a way that excites the learner.

The digital story is: storytelling with visual communication that includes live pictures with sounds (Shelton & Hale, 2017) or short educational stories that mix them with the appropriate multimedia of pictures, videos, animations, and sound effects using a computer authoring program (Al-Harbi, 2016).

The digital story appeared in the eighties of the last century, when the Center of Digital Storytelling CDS was established by Jo Lambert and Dana Atchley in California, USA, and the digital story at that time referred to a personal story told by its creator During a period of time ranging between two and three minutes (Mahdi et al., 2016).

The importance of using the digital story lies in its ability to improve the understanding of the learners, and it gives an opportunity for the learner's imagination to analyze and interpret the events of the story, and to keep the boredom away from the learners, as it employs all the senses of the learners, in addition to making the process of information transmission in an easy and smooth way, and adds fun and entertainment to the process Teaching and learning, and learners gain the skills of criticism, dialogue and analysis (Al-Oweidi, 2015).

Production: In this step the story narration is produced, using the appropriate programs for that, such as: Movie Maker, Photo Story and other programs.

Participation: Participation takes place in this procedural stage when students cooperate in contributing to building the story from its first stages, and the second is the participation of the broad base of the target population, by publishing it on the Internet or recording it on CDs.

(Engle, 2010) indicated that there are multiple reasons for using the digital story in the teaching and learning processes, summarized as follows:

1. It inspires dedication to work, and encourages innovation and creativity.
2. Create an educational environment in the classroom and develop problem-solving skills.
3. Attracts attention and enhances group dynamics.
4. Do different learning styles and embrace diversity.

Previous studies:

Mansi (2019) study aimed to explore the impact of using digital stories on developing listening skills in Jordan. The researcher followed the experimental approach and the sample was randomly selected. It consisted of (64) female students distributed equally among a control group and an experimental group. The study tool was to test listening skills. The results showed significant differences in favor of the experimental group.

The study of Al-Masoud (2018) aimed to identify a program based on the interactive digital story in developing reading comprehension among elementary school students in Kuwait, and the researcher used the semi-experimental approach, on his own sample consisting of 50 students from one of the primary school students, who were divided into two experimental and control groups. A proposed educational program based on the interactive digital story to develop reading comprehension and reading motivation among primary school students. The reading comprehension test was prepared, and the results of the study showed that there are statistically significant differences between the mean scores of the experimental group before and after the application of the program for the post reading comprehension, as the study found There are statistically significant differences between the mean scores of the experimental group and the control group for the benefit of the experimental group, and this is due to the positive effect of the proposed program based on the interactive digital story on developing reading comprehension among elementary school students.

Ibrahim (2018) conducted a study aimed at discovering the effectiveness of using the digital story designer program in treating spelling errors among Arabic language learners speaking other languages. The researcher used the descriptive approach and the quasi-experimental method on a sample consisting of (50) and distributed to two groups, the first of which was 51 experimental students, of which there were (25), and the second was (25) control. In order to achieve the objectives of the study, the student, a list of spelling errors, a spelling test, and a list of necessary criteria, the researcher prepared a diagnostic test for designing the electronic program and the teacher's guide. The results showed statistically significant differences at the level of significance between the mean scores of the students of the experimental and control groups in the dimensional

scale. Experimental studies that were studied using the proposed electronic program, which indicates the effectiveness of using the electronic story designer program in treating spelling errors.

Rahimi&Yadollahi (2017) conducted a study aimed at finding out the effect of online digital stories on developing reading and writing skills of learners in English as a foreign language. 42 trainees participated in the study, they were distributed into two groups, the experimental group (number = 21). And the control group (number = 21). A pre-test was performed for both groups before the experiment to assess reading and writing skills in English as a foreign language, and after that, writing instructions were given to both groups for five months, and the experimental group was trained to conduct the writing process using a platform on While the control group benefited from an offline content production program, the reading and writing skills of the two groups were assessed again at the end of the experiment. The results of the study revealed that the reading and writing skills of the group that produced stories with an online platform improved compared to the control group that I worked with a program without an internet connection.

Mahdi and others (2016) conducted a study aimed at using digital stories to develop the technical concepts of the sample of 56 students from the ninth grade in Gaza City, Palestine, divided equally into two control and experimental groups. This study used the semi-experimental approach, and the study tool consisted in measuring technical concepts. The results showed the superiority of the experimental group in technical concepts, and the students' progress in the test by measuring the degrees of the technical concepts scale.

Lee (2014) conducted a study aimed at investigating the effectiveness of using digital stories in developing the understanding of cognitive content and the speaking skill of Spanish students at the advanced level of learning the English language. The researcher followed the experimental approach, where the study sample consisted of (15) male and female students who created digital stories, commented on them with their voices, and shared them with their colleagues. The researcher used the interview tool and the speaking skills assessment card. The results of the study resulted in the role of producing digital stories in developing learners' speaking skills in the English language and increasing their social interaction and sense of belonging.

Commenting on previous studies

After reviewing the previous studies, the researcher found that they presented many important results, and the most prominent of these results are: the teachers 'lack of experience using digital story design techniques, and the need to improve the reality of using digital stories and activate them optimally. The results also showed that the degree of English language teachers' perceptions about the effectiveness of employing digital stories in teaching the English language was high. And that digital stories have a

great role in enhancing the skills of listening, speaking, reading and writing as it came to a very high degree.

This study is consistent with previous studies in its main goal, which is a digital story. This study benefited from the results of previous studies in enriching its theoretical framework and interpretation of its results. Perhaps what distinguishes this study from previous studies is that it was dealt with by an important group in society, namely: the teachers' category.

The method of the study:

To answer the study questions and achieve its objectives, the researcher used the descriptive and analytical approach. To suit the nature of this study, which aims to uncover the attitudes of English language teachers in government schools affiliated to the Directorate of Education for the First Irbid District in Irbid Governorate towards the digital story in teaching English and the obstacles they face from their point of view.

The population and sample of the study:

The study population consists of all English language teachers belonging to the Directorate of Education in government schools in the First Irbid District in Irbid Governorate, for the year (2020/2021), and their number reached (243) male and female teachers, and the study sample consisted of (81) male and female teachers. They were chosen randomly, and Table (1) shows the division of the study sample.

Table (1) Description of the characteristics of the study sample

Variable	Variable type	Number	%
Gender	Male	22	27.2
	Female	59	72.8
Qualifications	BA	52	64.2
	M.A.	19	23.5
	PhD	10	12.3
Job experience	Less than 5 years	25	30.9
	5- 10 years	35	43.2
	11 years and over	21	25.9
Total		81	100.0

The instrument of the study:

There are many scientific research tools that are used to collect information and data. Based on the nature of the data to be collected, and

the methodology followed in the study, it appeared that the most appropriate tool to achieve its objectives is: the questionnaire, as it was designed after reviewing the literature, scientific research methods, and field studies related to the subject of the study.

The tool consisted of (27) paragraphs, concerned with knowing the attitudes of English language teachers towards digital stories in teaching English and the obstacles they face from their point of view. The paragraphs (1-15) are concerned with knowing the attitudes of English language teachers towards digital stories in teaching the English language, and in front of each paragraph there are five alternatives, which are: (Always, often, sometimes, rarely, never), and the following grades were given in order (5, 4, 3,2,1) respectively, the scale was divided into five categories, which are: high negative, its category from (1- 1.8), negative and its category (1.81-2.93), neutral and its category (2.94-3.30), positive and its category(3.31-4.07), and finally a high positive and its category (4.08-5), while paragraphs (16-27) measure the obstacles of the virtual laboratory from the view of science teachers, and for each paragraph there are five alternatives which are: (Strongly agree and give five scores, agree and give Four grades, neutral and given three grades, disagreeing and given two grades, strongly disagreeing and given one score), and the scale was divided into five categories, which are: (a very weak degree and its category from (1- 1.8), a weak score and its category (1.81-3.12) , Medium grade and its class (3.13-3.77), high score (3.78-4.19), and finally a very high score and its category (4.20-5).

Validate the study instrument:

The tool was presented to (8) experienced and specialized arbitrators. To know their views on the extent of the consistency, clarity, and comprehensiveness of the questionnaire, as this included the paragraphs belonging to the scale as a whole. The questions were amended and drafted on the basis of the arbitrators' recommendation, and in light of the proposals made by the arbitrators for amendment, the amendments were made as agreed upon by the arbitrators. In light of this, a number of them have been amended and deleted, in addition to reformulating some paragraphs to directly and briefly indicate what the paragraph aims for, thus achieving its apparent validity.

Reliability of the study tool:

To verify the reliability of the internal consistency of the tool, the Cronbach's Alpha coefficient was calculated on a pilot sample similar to the study sample consisting of (15) male and female teachers. The value of the reliability coefficient of the scale reached (.810), which indicates a high stability of the resolution, which is an appropriate value for the purposes of the study.

Presentation and discussion of results:

Results related to the answer to the first question: What are the attitudes of English language teachers in the first Irbid district in Irbid Governorate towards digital stories from their point of view?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated.

The arithmetic means of the responses of the study sample members of the teachers' attitudes towards digital stories ranged between the positive and the neutral level, and the arithmetic mean ranged between (2.94 - 4.07), and the total score of the tool came at the positive level, and with an arithmetic mean (3.55), where the highest was for the paragraph "I think narration Digital stories enhance students' listening skills, "then read it". I think digital storytelling enhances students' conversation skills, while the section "I am continuously following courses on designing digital stories that enhance the teaching of the English language" got the lowest mean (2.94), with a deviation (1.01).

The current study is consistent with Mansi's study (2019), Al Masoud's study (2018), Lee's study (2014), and Rahimi&Yadollahi study (2017) that digital stories enhance the skills of listening, reading, speaking and writing.

The results showed that teachers' attitudes towards digital stories came at a positive level, and the researcher attributes the result: to teachers' awareness of the requirements of teaching English using digital stories, and their experience in this field to facilitate the learning and teaching process. Also, the spread of technology increases and encourages the use of digital stories, which indicates agreement and a (positive) degree of the importance of digital stories in teaching English.

Results related to the answer to the second question: What are the obstacles that face English language teachers in the first Irbid district in Irbid Governorate in using digital stories from their point of view?

To answer this question, the arithmetic means and standard deviations of the responses of the sample members were calculated.

The arithmetic averages of the study sample's answers to the obstacles facing English language teachers ranged from high level to very high, and with a mean between (3.12-4.32). The overall score for the tool came at a high level, with a mean of (3.99), where the highest was for the paragraph "Teachers' weakness in using digital story design techniques, "followed by" Density of scientific material in English language curricula hinders the use of digital stories and students' motivation towards using digital stories. ", On the lowest arithmetic mean (3.12), and with a deviation (1.32).

And it differs with the study (Mahdi et al., 2016) that the skills of mastering digital concepts are high.

The results showed that the obstacles that English language teachers face towards digital stories, from their viewpoint, were to a high degree. The researcher attributes to the lack of adequate training of teachers in obtaining and displaying digital stories or their low ability to use and design digital storytelling techniques, or their lack of awareness of the importance and advantages of digital stories or the lack of devices for displaying, downloading and uploading digital stories through them, and the lack of encouragement for English language teachers. The use of digital stories is hampered by moderators. The academic curricula may be a cause of obstacles that cannot be covered by digital stories, as well as teachers' belief that digital stories are a waste of time, and the weakness of the Internet, for these reasons the obstacles were high.

Recommendations:

In light of the results of the study, the researcher recommends the following:

1. Holding courses and workshops for teachers and students alike, developing their attitudes towards digital stories, and training them in the techniques of designing and using them.
2. Attention to providing tools and techniques to present digital stories in an effective and distinctive manner.
3. Modifying the English language curriculum to match its application with digital stories.
4. Dissolve all the obstacles that are the reason for not using digital stories in teaching English.
5. Conducting more educational studies on digital trends and stories in terms of dimensions and applications in educational institutions and other institutions.

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