EXPLORING THE INTEGRATION OF DIGITAL STORYTELLING TO IMPROVE SPEAKING SKILLS IN ARABIC AS A FOREIGN LANGUAGE

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

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The purpose of this research study is to explore the integration of digital storytelling in Arabic as a Foreign Language (AFL) in high school classrooms to improve students' speaking skills. The research also aims to investigate the students' perceptions about the effectiveness of using digital storytelling in AFL classrooms. A sample of 39 students studying at ninth grade in Turkey is chosen to participate in this study. Data is collected quantitatively by a pre-post Arabic Language Efficacy Questionnaire (ALEQ), a post questionnaire designed by the researcher, and an analysis of document (Students-produced stories), while it is qualitatively gathered by conducting semi-structured interviews. The findings reveal that there is statistically significant difference between the experimental and control group in terms of post- Arabic Language Efficacy Questionnaire. The qualitative and quantitative findings demonstrate that integrating DS in AFL can be considered an effective method to improve students' Arabic language skills. According to the qualitative results, students have positive perceptions about using DS in AFL classrooms. The results have important implications and provide an up-to-date sample for future research studies in terms of using instructional technologies in AFL classrooms in Turkey. It can be stated that the integration of DS can be taken into consideration in AFL classrooms.

Keywords: Digital Storytelling, Arabic as a Foreign Language, Language Efficacy, Educational Technology

ÖZ

Yabancı dil olarak Arapça konuşma becerilerini geliştirmek için dijital hikaye anlatımının entegrasyonunun araştırılması

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Bu araştırmanın amacı, lise Arapça dersindeki öğrencilerin konuşma becerilerini geliştirmek için dijital hikaye anlatıcılığının derse entegrasyonunu araştırmaktır. Araştırma, ayrıca, öğrencilerin Arapça dersinde dijital hikaye anlatıcılığı kullanımının etkililiğine ilişkin algılarını incelemeyi amaçlamaktadır. Bu çalışmaya katılmak üzere, Türkiye'de dokuzuncu sınıfta okuyan 39 öğrenciden oluşan bir örneklem seçilmiştir. Nitel veriler, yarı yapılandırılmış görüşmeler yapılarak toplanırken, nicel verler (1) ön-son Arapça Dili Etkililik Anketi (ADEA), (2) araştırmacı tarafından tasarlanan bir anket ve (3) belge analizi (Öğrenciler tarafından üretilen hikayeler) ile nicel olarak toplanmıştır. Bulgular, deney ve kontrol grubu arasında Arapça sonrası Dil Etkililiği Anketi açısından istatistiksel olarak anlamlı bir fark olduğunu ortaya koymaktadır. Nitel ve nicel bulgular dijital hikaye tasarımının Arapça dersine entegre edilmesinin öğrencilerin Arapça dil becerilerini geliştirmek için etkili bir yöntem olarak değerlendirilebileceğini göstermektedir. Nitel sonuçlara göre, öğrencilerin Arapça dersinde dijital hikaye tasarlama üzerine olumlu algıları oluşmuştur. Sonuçlar, Türkiye'deki Arapça dersinde öğretim teknolojilerinin kullanılması açısından gelecekteki araştırma çalışmaları için önemli çıkarımlara sahiptir ve güncel bir örnek sağlamaktadır. Arapça dersliklerinde dijital hikaye tasarımı entegrasyonunun dikkate alınmasının yararlı olabileceği söylenebilir.

Anahtar Kelimeler: Dijital Hikaye Tasarımı, Yabancı Dil Olarak Arapça, Dil Etkililiği, Öğretim Teknolojisi

This thesis is dedicated to my parents for their endless love, support, and encouragement.

To the soul of my mother, Fatenah Rasheed, who passed away but her words still in my heart.

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DS	Digital Storytelling
AL	Arabic Language
AFL	Arabic as A foreign Language
SPSS	Statistical Package for the Social Sciences
CALL	Computer-assisted language learning
MALL	Mobile-assisted language learning
TELL	Technology-enhanced language learning
IH	Imam Hatip
ALEQ	Arabic Language Efficacy Questionnaire

Chapter 1
Introduction

1.1 Overview

The world is currently exposing brilliant innovations and developments, so we shall devote all efforts to prepare the new generation with required skills to meet the diverse demands (Bell, 2010). In 21st century environment, teachers should pursuit the new practices and methodologies of teaching to be able to guide students to reach an optimum learning level. Today, education is not limited inside the classrooms. It is broader than writing on the board and using the pencil with a notebook (Melek, 2016).

Nowadays, with the development of technology, learning a foreign language has become more accessible and enjoyable than in the past since modern technological instruments motivate students and encourage them to improve their language learning productively (Bahadorfar & Omidvar, 2014). Actually, numerous innovative technologies are presented to teach and improve speaking skills for foreign language students (Bahadorfar & Omidvar, 2014). Many researchers like Karaca (2016) think that speaking is the most essential skill of foreign language.

Teachers are recommended to get benefits from any opportunity given by technology. It has been obvious that learners want to use their mobile devices instead of notebooks and to use the most accessible ways that technology offers. Accordingly, teachers should guide students how to use -mobile as a learning tool (Ekmekci & Yaman, 2016). It is apparent that mobile assisted language learning (MALL) considerably influences learning process among foreign language learners (Yukselir, 2017). However, the use of MALL should be carefully carried out by language teachers to achieve the educational aims (Ekmekci & Yaman, 2016).

The rapidly expanded idea that technology is crucial in education in 21st century drives the interest of many researchers around story skills as an essential requirement for effective communication in new technological media (Ribeiro, 2015). Storytelling is known since ever. Recently, researchers have proved that short story

may be the best way to teach foreign people who want to learn Arabic language since it is natural and fun. It helps learners master speaking skill fluently (Eissa, 2019). Stories raise student's interests in learning, so it is recommended to carry out new research about Arabic story-based teaching and its impact (Al-Dyab, 2012). The importance of the story gives the students an opportunity to learn from life and learn to live. This corresponds our perspective that the goal of education is not to get the student into a book, but to teach the student how to be engaged in life (Modan, 2017).

1.2 Statement of the Problem

After the progress of Arabic language (AL) education in Turkey, studies on AL have been expanded. These researches take place in many areas. For example, some studies tackle the analysis of Arabic and Turkish in terms of comparison between the sound system of the two languages. Some articles and books introduce evaluations of AL education methods (Al-Dyab, 2012). However, storytelling approach does not receive enough attention in research related to AFL since most studies in AFL are devoid of innovative educational tools like storytelling. This causes boredom and lack of understanding of the language culture among students (Badlah, 2017).

Teachers of language should keep up with technological development. It is unfortunate that AL teaching field has not got many benefits from technological development. This leads to inefficacy in the whole teaching process and lack of skills in using technology for lingual communication among learners (Yahaya, 2013). This is why it is essential to focus on the use of technology in teaching and learning AL, and the way to do this is by adopting new technological tools in teaching process and conducting new studies about the impacts of using them (Abd-Hamed & Alkhawaldeh, 2018; Al-Hudaibe, 2018). Language is symbolic, connecting it with real-life circumstances gives a better understanding to the learner. This could be done by technology (Al-Dyab, 2012). Precisely, this is what AL teaching is missing for Turkish students (Karaca, 2016). Though these technological tools are cheap and accessible, they are not used in educational process because teachers may not have enough experience in using these tools or because of lack of research targeting this field (Alali, 2018).

The results have shown that the integration of digital storytelling as a technological tool in language teaching and learning process is considered to be effective. It is necessary to conduct more studies to explore the use of DS in language learning, particularly speaking skill (Sever, 2014). Speaking has probably been perceived as the most difficult skill to master by foreign language learners (Somdee & Suppasetseree, 2013). In Turkey, learners of foreign language experience difficulty in oral skills, especially in speaking (Genc, 2017) .For all of what have just mentioned above, this study explores the integration of DS to improve speaking skills in AFL classrooms.

1.3 Purpose of the Study

The purpose of this study is to explore the integration of digital storytelling in AFL classrooms for high school students to improve their speaking skill. The research also aims to investigate the students' perceptions about the effectiveness of using digital storytelling in AFL classrooms. As Kaya (2014) explains that teachers should be encouraged to use new methods like DS. Instead of being the one who controls the education process, the teachers' role should be a facilitator and a guider of the student.

1.4 Significance of the Study

This study is significant in the light of the following five elements: First of all, in Turkey, foreign language learners, especially AFL learners, face many challenges. Urun (2015) clarifies that foreign language teaching faces many problems in Turkey. The contemporary methods, techniques, and methodologies are not used as they should be. The current educational technologies and equipment of schools are not in parallel with the students' needs. In addition, there is a lack of practice and motivation for students which reduce the students' desires to learn AL. Many researchers like (Hindawi, 2019) confirm that It is necessary to put more efforts on the issue of AFL teaching urgently by taking specialists' views into consideration because of the paucity of sources and studies that integrate AFL with modern educational methods in K-12 classrooms.

Second, AFL issue needs to be under the spot to get developed in Turkey (Al-Dyab, 2012). Though it seems that there are quite few studies conducted about developing AL teaching, integrating it with technological methods, this thesis focuses on using digital storytelling as a significant tool to assist students to improve their speaking skill.

Third, after reviewing literature, the researcher has found that many researchers have studied the relations of DS through the mother language. However, their exploration of the relationships of DS through foreign language is limited (Anderson, Chung, & Macleroy, 2018). Even that there are many studies indicate that digital storytelling is a useful tool to meet the 21st century needs (Bull & Kajder, 2017; Castañeda, 2013; Diana-Tai & Liu, 2018; Eissa, 2019; Hartley & McWilliam, 2009; Kim & Lee, 2018; Mahmud, Thang & Tng, 2015; Malita & Martin, 2010; Modan, 2017; McNeil, Robin & Yuksel, 2011; Tahriri, Tous, & MovahedFar, 2015). During the whole process of DS, students gain 21st century skills, such as critical thinking, problem-solving, decision making …etc. Also, it improves their language skills: reading, writing, listening, speaking.

Fourth, this study focuses on speaking skill particularly for the following reasons: (a) The importance of teaching speaking for non-natives. (b) To fill the gap existed in research tackling speaking as a skill. (c) To introduce a starting point to other researchers. (d) To explore other linguistic skills having similar goals and difficulties to this study (Ramadan, 2017).

Fifth, this is a quasi-experimental study that explores the integration of DS in AFL classrooms for 6 weeks. In the experimental group, participants are exposed to treatment in which they participate in a DS course for 6 sessions. The other class serves as a control group in which the traditional way of teaching is followed. Hence, it may be important to use the results of this study to support the related literature.

1.5 Research Questions

1. Is there any significant difference between the experimental group results in terms of the pre- and post-Arabic Language Efficacy Questionnaire?
2. Is there any significant difference between control group results in terms of the pre- and post-Arabic Language Efficacy Questionnaire?
3. Is there any significant difference between experimental and control groups in terms of post-Arabic Language Efficacy Questionnaire?
4. What are students' perceptions about using DS in AL class?
5. Is there any improvement in the quality of the videos produced by the students?

1.6 Definition of terms

Digital storytelling. This term is based on the combination of traditional storytelling and new media tools such as images, graphics, music, sound and the author's voice to tell and share a story which generally lasts for 2-5 minutes (Uçar, 2016, p. 12)**.**

Chapter 2
Literature review

2.1 Foreign Language Education

Since people are ontological social beings, they start creating relations with other communities apart of theirs. They feel that it is necessary to learn the language of any society they communicate with for many reasons like building relationships and learning the culture of other countries (Özsunar, 2018). Nowadays, learning a foreign language has become a need in the global field. foreign language builds communications between different nations, communities, and human relationships (Kaya, 2014).

What does it mean to Learn a foreign language? It means that an individual can use a language other than the language he has learned since childhood which is called the mother tongue. He learns its symbols when listening to it and is able to speak, read, and write. Therefore, any language learning takes place at two levels: during language acquisition and using this language (Modan, 2017)

Learning a foreign language creates notable shifts in one's views of the world. There are many benefits to Learn a foreign language. After gaining a foreign language, the person will be able to appreciate people from different countries and learn about their traditional, cultural, and economic life (Abd-Hamed & Alkhawaldeh, 2018).

In parallel with scientific and technological improvements, foreign language learning and teaching techniques based on scientific principles are developed over time. Today, with the development of technology, learning a foreign language has become more accessible and enjoyable compared with the past (Özsunar, 2018). Foreign language learning has become much more available through computer programs that cover all age categories, from young children to older adults (Karaca, 2016).

2.1.1 Teaching Arabic as foreign language. People have been communicating with each other for several reasons, such as education, trade, politics, military, and tourism in a world getting smaller gradually due to transportation and communication means. By extension, they need to learn a foreign language (Al-Hudaibe, 2018) . Linguists also plunge into a quest to find new easier methods and techniques to teach foreign language and within a shorter period of time. Teaching a foreign language with improved contemporary methods and techniques continues growing. In the increasingly globalized world, Arabic, by its place and importance, is also lined up among the languages to be learned as one of the most useful languages for the future. Contemporary methods and techniques used in teaching a foreign language are also used in teaching Arabic (Altun, 2016). For many decades, learning a second or a foreign language has been closely associated with English for functional purposes. In a global context, English is considered as a necessity for anyone who wants to progress in a career, especially at the international level (Alali & Olaimat, 2012). Though, during recent years with the shifting focus and locus of the worlds of business and economics, many have developed a keen interest in learning non-European languages, such as Arabic and Chinese. So, it becomes apparent that teaching Arabic has increased in several parts of the world (O'Brien & McPhee, 2014).

The importance of Arabic language is growing day by day in terms of the geographical width where Arabic has spoken and its strategic importance in changing world conditions existed (Ramadan, 2017). Also, teaching Arabic, the mother tongue of Arab countries where people maintain their religious, historical, cultural, political, military, and economic relations, has gained importance, and it has become obligatory to get education and teach according to the necessity of the age (Özsunar, 2018). Arabic language is currently one of the main six languages in the world which are used to write United Nations' reports; it is the fifth widest spoken language in the world and the fifth most used language on internet. More than 6.6% of the world's population speak AL, and there are more than 422 million speakers of Arabic, divided into two groups: 290 millions speak Arabic as their first language, while 132 millions speak Arabic as a second language (Biniz & Boukil, 2018). Teaching AL to foreigners is significantly required and taught in many parts of the world. Why does teaching Arabic become so important? Because it has been linked with Islam. It is the language of

Qur'an, so any non-Arab Muslim who wishes to read and understand Qur'an needs to learn it, or even anyone who has the interest to study Islamic religion (Özsunar, 2018). Additionally, foreigners who want to properly communicate with Arabs regarding economic, political, cultural, or other affairs need to learn Arabic (Elsamman, 2012; Hussein, 2017).

Therefore, teaching AFL has been developed lately in an impressive way, so many new tools and techniques have appeared to serve this topic. During globalization, it is been hard to present one way of teaching AFL, so researchers should build educational Methodologies depending on various methods of teaching, and effective ones to assure best educational results, aiming to develop educational tools of teaching AFL (Hindawi, 2019).

Regardless of how hard or easy it is to study English Language, if researchers asset the efforts and the hard works done in order to teach English language compared to any other language, they can find out many different resources and various teaching methods and techniques available for teaching English language. If they take a simple example to differentiate between educational services provided for Arabic and English languages, a vast differences will appear! (Badlah, 2017). Many English teaching books are produced each year. On the other hand, in Arabic language, books produced during the previous centuries are being used till now. Honestly, the researcher here does not want to hold a comparison between English and Arabic teaching process but wants to highlight a simple example about teaching methods used. Arabic teaching for non-native speakers is not served enough; that is why teaching this language is facing many obstacles. Teaching Arabic in foreign countries suffers from many issues depending on how much the country facilitates teaching, and the level of educational services provided (Modan, 2017).

In teaching AFL, the student should receive the required motivation. The importance of Arabic, among other world languages, should be clarified. Students should understand why they need to learn AL (McPhee & O'Brien, 2014). The concrete objectives that affect motivation of the students should be introduced at the beginning of the instructions.

The student has to believe that the effort and time spent learning AL are worthy of gains (Özsunar, 2018). A good learner of AFL is the one who puts efforts to learn this language in order to reach the level that enables him/her to be familiar with Arabic voices, to understand the different structures of Arabic language, and to know how to use its grammar correctly (Abd-Hamed & Alkhawaldeh, 2018). Additionally, to recognize the cultural context of the Arabic word, Learning AFL is not limited to memorize vocabulary and grammar rules, but it means to have the skills and abilities to use what the student has learned positively when interacting with Arabic people and coming across their culture (Al-Hudaibe, 2018).

2.1.2 Teaching AFL in Turkey. AL is considered one of the most important languages since it is the language of the Holy Quran, Hadith, and the whole Islamic culture that affects other nations, specifically non-Arab Islamic countries. Arabic language influence on the Turkish language is not only observed in Islamic words, but also in many other political, social, and economic fields (Karaca, 2016). As evidence, Arabic letters are chosen to be written after Turks convert to Islam, passing through time of the Seljuq and Ottoman-era, Turkish people show high interest in Arabic language. They write many books about it, and they use some Arabic phrases. In addition, Turkish language borrows some phrases from (Sarf) and (Aroud) in Poetry (Hussein, 2017). Furthermore, Alali (2018) thinks that Turkish experience is the most crucial experiment to spread AL outside the borders of the Arab world where Arabic language lives in Turkey these years its most stunning days.

Turkey is a constitutionally democratic and secular country in which the vast majority of its population are Muslims. After the War of Independence in 1923, the establishment of Turkey is based on the Ottoman heritage, but it passes through many reforms to become a modern and secular nation-state. In the scope of these reforms, the educational system is transformed (Aşlamacı & Kaymakcan, 2017). Few studies have been done about teaching AFL in Turkey (Al-dyab, 2012; Badlah, 2017; Hussein, 2017). However, teaching AFL reflects signs of improvement in Turkey (Demir, 2009; Hussein, 2017). So, the researcher wants to give a general view about how teaching Arabic begins and spreads in Turkey. Turkish people have started to use Arabic letters and become more interested in Arabic language when they have

converted to Islam. Historically, during the Seljuq era, some traditional schools spread, and start to teach the Persian language. After that, these schools start to teach Arabic during the Ottoman empire period everywhere under empire control (Aldyab, 2012). Teaching Arabic grammar is for the sake of studying religious books. Therefore, teaching Arabic remains confined under the concept of religion. After that, in 1924, the law on the Unification of Teaching is promulgated to unify all educational institutions under the Ministry of National Education, and the traditional schools are closed. Arabic becomes prohibited. But during the mid-fifties where the schools of Imams Hatip becomes widespread, Arabic is taught as a subject in support of other subjects like Tafsir Quran, Hadith, and Feqeh, as well as in the faculties of theology and departments of Arabic language in several universities (Altun, 2016).

Teaching AFL in Turkey is not limited to Imam Hatip schools, but spreads to other places, including Universities in Religious and Education Departments, some Private educational centers the endowment institutions concerning teaching Religious science, and the Municipal cultural centers (Alali, 2018).

For Imam Hatip Schools, after the election in 1950, the government directed by the Democratic Party votes to open new schools in October 1951, answering people's demands. The first of these schools, identified as "Imam and Preacher Schools, have started giving education in Ankara, Istanbul, Adana, Isparta, Konya, Kayseri, and Maraş since 1951. After that, hundreds of schools opened in many cites of Turkey (Aşlamacı & Kaymakcan, 2017). The legal basis of the Imam Hatip schools is located in Article 4 of the Union of Education Law. This law allows the Ministry of Education to initiate schools for learners who will work in religious works, such as (Imam) or (Muazzin).

In Article 32 of the previous Law, the definition of IH schools is: An IH school "is a teaching institution that has been opened by Ministry of National Education which instructs its students in Islamic religious services, such as imam and teacher of Quran courses, and which prepares them for higher education" (Kütükcü, 2010, 21). At the beginning, IH schools are opened as a four-year secondary school after finishing a five-year primary school. Later, a three-year section for high schools is opened. After that, Imam-Hatip Okulu (Imam and khatib Schools) is established as a seven year education institute which consists of four years of middle school, and three years of

high school. Then middle schools are reduced to 3 and high schools are increased to 4 since 1972 (Altun, 2016). After the introduction of required eight-year schooling in year 1997, middle schools of IH are removed, and they become three-year high schools with one year of preparatory classes (Kütükcü, 2010). The courses at IH schools contain cultural, vocational, and scientific programs. The percentage of religious classes is 40%, while the percentage of cultural and scientific sessions is 60%. This 60% percentage is composed of the same courses that are found in the curriculum of general high schools, therefore 40% religious or vocational classes are additional (Öcal, 2007). The percentage of the classes has been saved unchanged despite all the other modifications, from the starting of IH schools until today. The current program of the IH is: Vocational or religious courses, Arabic, the wholly Qur'an, Explanation on Qur'an (Tafsir), Islamic Law, Hadith, Lifetime of the Prophet Muhammad, Theology of Islam, History of Religions, and scientific and cultural classes. Turkish Language, Philosophy, History of Science, Geography, Science, Math, Geometry, Trigonometry, Geology, Astronomy, Advanced Sciences, Computer, Science and Technology, Foreign Languages (French- English- Germany), Physical Education, Music, Art, the History of the Republic, National Security, and other courses are taught in these schools. Actually, the mass of the cultural and scientific courses are required, while some of them are elective (Demir, 2009).

After this quick look at the history of Arabic language in Turkey, the researcher concludes that teaching Arabic at that time was moving in a vicious circle and was not for the purpose of teaching the language as a language, but was to accommodate Islamic religion, relating to the fact that AL is the language of the wholly Quran and Islamic heritage. Looking at AL at the moment, no one doubts that Over the last 20 years, qualitative and quantitative improvements in teaching Arabic in Turkey have been noticed as a result of the work of those who teach AL, however, it is evident that there are teaching gaps in traditional educational methods (Al-dyab, 2012).

So, how can the researcher revive this language with suitable criteria for this era?

Trying to teach a foreign language to every nation, following the same way, is not the right approach. Similarities and differences between the target language and the

mother tongue should be taken into consideration in target language teaching. Although there have been common accumulations and cultures between Turkish and Arabs in political, economic, military, historical, and cultural fields in the historical process, there is a significant need to develop AL teaching methods for 21st century Turkish students (Özsunar, 2018).

2.2 Speaking skill in foreign Language Learning

The main focus of foreign language learning in Europe is on the development of oral skills (Becker & Roos, 2016). Karaca (2016) believes that the essential skill of foreign language is speaking. Throughout history, people learn foreign languages for different purposes and in various forms like the desire to live in another society, the need to transfer his cultural values to people who speak other languages, as well as trade, politics, military, science, art, work, tourism, and education. Thus, they need to learn languages other than their mother tongue in order to establish various kinds of relations, so the most practical and functional way to communicate is to express what people want to say orally. Therefore, improving the ability to speak a foreign language is the key to meet all these needs (Demir, 2009).

However, Karaca (2016) thinks that the most difficult skill in learning foreign languages in - Turkey is speaking. And it needs real steps to be improved. That raises the question of what the real speaking skill is. The researcher needs to grab the attention to the fact that repeating the voices and acting like talking the language are not speaking. The goal of teaching a language is to deliver a message from the learner for natives of that language (Alali,2018).

Improving fluency and primary speaking competencies needs more than just creating memorized chunks of language. In order to improve acquisition of the target language and to become really communicatively competent, students also need to be capable of using language spontaneously and creatively (Ramadan, 2017). What are the best strategies for teaching speaking? It is non-sensible to teach who is a junior in language and who is a senior using the same strategies because the students get a better understanding of language during the educational process. As for Juniors, at the beginning, the student is able to deal with phrases and sentences, so researchers think

that the best method to start with is the audiovisual strategy, focusing on images, actions, and series of actions and expressions. This is to clarify a meaning and connects it to a voice, then, spells it. Some of the most important methods are as follow: 1) direct method, used to connect words with their meanings, then meanings with sentences, after that, sentences with situations. 2) ask answer method which is one of the simplest and most effective methods in teaching conversation in Arabic, especially for beginners, introducing short questions and answers (Alali, 2018).

For speaking skill and modern technology, technology gives learners a chance to be engaged in self-directed actions, opportunities for self-paced interactions, privacy, and safe environment in which errors get corrected, and specific feedback is given. Some of modern technologies available in education today are Communication lab, Speech recognition software, Internet, TELL (Technology Enhanced Language Learning), Podcasting, Quick Link Pen, Quicktionary, and other tools (Bahadorfar & Omidvar, 2014). Furthermore, Technological tools have been regarded as ways of assisting students in improving their language skills, such as speaking skill. In classrooms, developing speaking abilities of students has always been a concern. In fast developments during 21st century, many innovative technologies are being introduced to teach speaking skills in classrooms. Internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills (Ibid). At this point, teachers performing the language teaching have a great responsibility because the student who learns foreign language should be engaged in a speaking environment (Karaca, 2016).

In traditional methods, this process is generally performed by force, and the desired success has not been achieved. With modern teaching methods and techniques, the teacher should provide the courage to speak by motivating the student in a suitable environment (Al-Hudaibe, 2018).

2.2.1 Conversation in AFL

Communication is one of the most important aims of learning Arabic, and here comes the role of conversation as an essential communication tool. Conversation is essential because of language importance itself. It is the answer to why non-natives learn Arabic, so it is necessary to focus on this side in AL teaching (Demir, 2009).

Ramadan (2017) mentions some goals of learning conversation to non-native speakers as follows: Teach students the correct pronunciation of words and the rhythm of sentences which enable the natives to understand, break the ice, and give the learner more confidence in talking fluently in Arabic. Here, fluently means that the student can express his feelings and what he intends to say in a proper way because if he is not able to use language form used inside classes, this leads to a lack of confidence and depression. Also, he is able to understand the proper Arabic cultural background that affects the understanding of circumstances and expressions.

After showing how important it is to focus on conversation, it is obvious that this skill is ignored in the educational process. Also, researchers do not focus on it neither try to develop it by methods of teaching. It has been considered a secondary part of language that can be learned spontaneously (Alali, 2018). This is the main reason of learners' failure in using language properly. And this is why it is important to pay attention to this skill trying to develop it and directing the teachers to create new methods to teach it in parallel to writing and reading (Ramadan, 2017).

2.3 Mobile Assisted Language Learning (MALL) and Its Effects on Foreign Language Teaching

Technology maintains an ever-changing nature and holds visible effects in the field of learning, such as the case in other fields of life. Technology in language learning can be easily noticed that some acronyms like TELL, CALL, and MALL are broadly used. Out of these three, CALL turns out to be the most known as it has been a term in use since 1960s and 70s. MALL is a quite new and popular term, and it has used since the previous decade, or the previous two decades at most. TELL here can be regarded as an umbrella term for the use of technology in language learning in general (Ekmekçi & Yaman, 2016). Nowadays, technological developments which are being developed rapidly have led people to establish close relationships in individual and social spheres, and it has become compulsory to learn a foreign language or several languages in the age of communication. In order to meet this need, language teaching has become a sector, and significant investments have been made in this field (Özsunar, 2018). Furthermore, technology represents an essential role and has excellent potential in foreign language teaching. It is also apparent that mobile assisted

language learning (MALL) considerably influences learning process among foreign language learners (Yükselir, 2017).

Mobile learning has been known as one of the natural directions in which CALL is expected to move, and as smaller portable technologies become less expensive, lighter and more powerful (Stockwell, 2007). They have the potential to become a complete part of language learning courses with the growth of mobile systems that can access to Internet. More advanced applications which allow the use of databases and interactive web content have been made (Akdemir & Basoglu, 2010). Yukselir (2017) describe Mall as a form of distance learning and an extension of e-learning, and a type of mobile learning. It means the use of mobile devices in teaching and learning through some applications that available in the mobile store and can be used at any time and place to develop language skills. Further, Mobile learning does not mean just learning by mobile phones; it involves a wide range of portable devices and enabled and handheld Wi-Fi, such as smart phones, pods, pads, tablets, and private digital assistants (Yukselir, 2017). Similar to the fame of mobile phones, the demand for learning a foreign language is growing. As mobile phone use becomes more prevalent and applications running on phones become more appealing, learners seem to apply mobile phones more often as an instructional tool for language learning (Akdemir & Başoğlu, 2010).

A high number of studies show that learners have positive attitudes towards the use of mobile technologies about the foreign language learning process, and it also has a significant impact on developing students' proficiency levels, particularly in language skills, listening speaking, writing performance, and vocabulary acquisition. Also it enables them to raise their awareness during language learning process (Akdemir & Başoğlu, 2010; Gürkan, 2018; Hassan, 2018; Hwang, 2014; Stockwell, 2007). However, there are some potential drawbacks and problems in using Mobile in learning, such as concrete theoretical and conceptual basis about MALL, technological barriers, lack of proper network coverage, and small size screen (Yükselir, 2017).

2.4 Digital Storytelling

"Once upon a time". Actually, when you hear this sentence, your brain will be ready and eager to receive new information excitingly. For about thousands of years, Storytelling has been a mechanism for transferring information and creating understanding. Throughout history, storytelling has been used to share knowledge, wisdom, and values. By taken several forms, stories have been adapted to each progressive statement that has appeared. Can teachers use Storytelling in teaching? Malita and Martin's (2010) answer is that storytelling and learning are entirely tangled because the manner of producing a story is also a manner of meaning-making. Through storytelling, learners are requested to reflect on what they know, to measure their opinions, and – within revision – to designate their "cognitive progress in process" and to present learners' thinking. So, stories are increasingly being practiced in higher education because they make students think critically and interpret actual content. They add that storytelling can be used in teaching history, sciences, business, religion, social sciences, philosophy, and medicine. It is found to be an essential factor in bringing people together in families, schools, and communities, to build a shared connection and learning atmosphere. Everything that has been said about stories is completely in line with digital storytelling as (Mouzaki, Sagri, & Sofos, 2018) mention that DS is a promising technique that intersects all levels of education and enhances educational process. It is currently integrated into the educational system of many countries, contributing new results and useful discussions. From all, the researcher can conclude that if you want to use a magical and excellent tool in learning, you can use storytelling. This view is

supported by (Miller, 2013) who says that not only it can lead to a magnificent adventure and make the learners live an imagined life, but also it can show the hidden mysteries of human behavior and motivate the audience with the hope to do great feats. Storytelling can also set for other social aims like educating and guiding the young and conduct valuable knowledge.

The art of storytelling has been remodeled. In the past, people shared unique stories orally. Modern technologies enable people to improve their stories using multiple media and expand access to the audience through social media (Castañeda, 2013). The most crucial difference between regular kinds of stories and DS is that the

content of daily stories is in an analogical mode, whereas the content in digital storytelling reaches people in a digitized form (Miller, 2013). As technologies continue to develop at a speedy pace, digital devices, such as digital cameras, multi-functional cell phones, and personal computers are more being used in education to facilitate learning. Digital storytelling (DS) is one method for using these digital devices to assist educational process (McNeil et al., 2011). DS is the current representation of the classical art of storytelling by the use of merging stories with digital content, including images, sounds, and videos. Digital storytelling is short, usually a personal narrative, voice-recorded, and set to music which includes video and photos. DS is a vast field of narrative entertainment that touches its audience through digital technology and media. An example of its unique devices is interactivity back-and-forth connections between the audience and the narrative element. It includes video games, entertainment content for the Internet, and also intelligent game systems (Miller, 2013).

DS is a practice method in which learners are prepared to apply digital media to produce short audio-video stories, generally about their own experiences (H. Eissa, 2019). The idea is to settle the whole human enjoyment in story and self-expression into the holds of everyone. It creates a timeless style in a digital life to provide a voice to the endless stories of everyday life as felt by ordinary people in their own terms. Notwithstanding, its use of the newest technologies and its goal are simplistic and humanistic (McWilliam & Hartley, 2009). Further, DS is a powerful technology tool in education that integrates computer technologies and the art of telling stories together. It gathers texts, pictures, and audios together in creative mechanisms of storytelling. DS can be used as a multimedia device in language learning to encourage students improve their speaking skills by using technology and using their own voices (Somdee & Suppasetseree, 2013). DS is an umbrella term; a global concept relates to any kind of media that helps the action of telling tales (Ribeiro, 2015).

As it appears there are several different definitions of "Digital Storytelling". All these definitions are carried into consideration that digital storytelling is a modern and technological method of integrating information into multimedia materials (Özer, 2016). And they all circle around the skill of mixing the stories telling art with a

difference of digital multimedia, such as audios, images, and videos. Only about all DS carry together some combination of digital graphics, texts, recorded audio narrations, videos, and music to give information about a particular subject. In the case of conventional storytelling, DS revolves around a selected theme and often include a specific aspect. The stories are normally only a few minutes lengthy and have lots of uses like telling of personal stories, reporting of historical actions, or as a means to update about or teach a particular subject (Beard & Robin, 2001).

Moreover, Digital stories can go beyond providing information; they communicate meaningful information to audience. However, the aim of DS is the same aim of the stories of oral tradition which is to reflect an emotional effect and transmit a message to the audience. DS can be extended from the simple use of slides and images that match a story to the combined use of superior sound, visual, and transition effects (Malita & Martin, 2010; Castañeda, 2013). Regarding DS evolvement, on the vast timetable of human achievements, this kind of storytelling is a mere newborn, coming into being in the mid-twentieth century due to the improvement of computer technology. As to be suspected of something modern, it is still under development and growth. In every new evolution in digital media—broadband, wireless signals, DVDs, virtual reality—, people can notice a similar development in digital storytelling (Miller, 2013). As part of the growth of digital storytelling, it is now used over the world in more various contexts, from cultural foundations and social improvement programs to screen discovery and marketing purposes. It describes something of a social movement. It also holds a unique position in consumer-generated media. The remarkable success of YouTube reveals that Internet is now fully matured as an audiovisual medium, and the achievement of social networks confer the deep desire for human contact in the digital era. To these robust social networking tools, the DS method adds individual creative spirit since DS draws an emergent form, a new media practice, an activist/community progress, and a textual way (Hartley & McWilliam, 2009)

The efficient and practical way to produce DS is to go through the following process: write an initial script, plan an accompanying storyboard, discuss and revise the text,

sequence the images in the video editor, add the narrative track, add special effects and transitions, and add a soundtrack if time permits (Bull & Kajder, 2017).

As traditional storytelling (DS) has some special characteristics that make storytelling unique as a form of narrative. (Miller (2013) lists some characteristics as follows:

- interactive: the user controls, or impacts, features of the story;
- nonlinear: issues or scenes do not happen in a fixed order; characters are not confronted at fixed points;
- kinds of narratives: they include a series of relevant dramatic events that help to tell a story;
- works that include characters, including different kinds of characters, located only in digital media: characters are examined by the user or by the computer, and synthetic characters with the presence of artificial intelligence (AI);
- deeply immersive: they attract the user into the story;
- participatory: the user participates in the story;
- navigable: users can make their own route through the story or through a virtual environment.

2.4.1 Benefits of DS

DS is a robust and emerging educational tool which is actively being applied in several countries, both inside and outside of classrooms (McNeil et al., 2011). Storytelling is a core part of any language, whether it is performed orally or in written form. Stories combine all language skills where the student can read a story, listen to a story, write a story, and tell a story (Özer, 2016). The importance of the story is to give the student an opportunity to learn from life and learn to live which corresponds with the perspective that the goal of education is not to get the student into a book, but to teach the student to be engaged in life (Modan, 2017). On the other hand, DS covers all benefits of storytelling and further. It is more than using technology; it is a mechanism of expression, interaction, synthesis, and creativity. It has excellent pedagogical and social potential, being an assets-based social pedagogy with high creativity and an analytical base (Malita & Martin, 2010).

Indeed, many studies show that there are several educational benefits of DS (Balaman, 2018, Bull & Kajder, 2017, H. Eissa, 2019, Freeman &Staley, 2017, Jarvis

& Stakounis, 2010, Malita & Martin, 2010, Ribeiro, 2015, Wu & Yang, 2012, and Yuksel et al., 2011).

DS is a transformative IT integrated instructional strategy that takes advantage of technological improvements. It has a transparent creation process and low-cost media materials. It is a great learning environment for promoting collaboration and co-construction of meaning. It is a valuable tool for invigorating learning and moving participants to collaboratively construct and personalize digital narratives as authentic results of education (Wu &Yang, 2012). DS puts technology in the hands of students where they can use it in the educational goals like providing a voice to struggling readers and writers who might not find an actual means of expression (Bull & Kajder, 2017; Ribeiro, 2015).

Another essential benefit that students of all ages can get is that DS enhances student's self-expression, as (Malita & Martin, 2010) explain that in both outcome and process, DS enables students to discover their voices and to speak out, particularly marginalized students by racism, educational disability, or language. Moreover, the creation and sharing of stories can encourage students to reveal their own or other stories (Freeman & Staley, 2017). Furthermore, it is not just about students' voices; DS is also an efficacious tool for intercultural education because learners can compare their "stories" with those authored by people from other cultures and different life experiences (Malita & Martin, 2010). From literature, the researcher tells that DS is a powerful tool to enhance language learning. The fact that the story context gives people the opportunity to project their behaviors and the behaviors of others enables teachers to account and reorganize the best meanings and the most effective language education. It is essential in Education process to learn how to determine the educational goal of storytelling which teachers want to teach students, and the goal may be to transfer certain information or teach lessons of life or persuade students to take a particular place on an issue.

Based on clearly defined goal, the teacher selects the appropriate story or reorganizes a particular story according to Learning objectives (Modan, 2017). In terms of language learning, Jarvis & Stakounis (2010) add that through producing DS, it is believed that students, including low achievers and those who are reluctant to learn can be motivated and their reading and writing abilities can be improved. Further, Wu &Yang (2012) add that courses with exciting and challenging digital storytelling

strategies can improve academic achievement in foreign language classes, and DS develops active learners who will be prepared for the future sweeping changes (Wu & Yang, 2012). Moreover, in terms of speaking skill, H. Eissa (2019) explains that DS enables students to discover how to use grammar properly and enhances them with new vocabularies. It has also improved their speaking ability by mastering stress, tone, and intonation.

In this era, educators are willing to meet today learners' needs and expectations in the 21st century classes by starting up a new way of expressing the self in diverse modalities. DS seems to be a viable tool for teachers who want to reshape traditional language classes and open the 21st century classes (Balaman, 2018; Ribeiro, 2015).

Additionally, Wu &Yang (2012) explore the influence of DS in developing 21st century skills, such as creative thinking, problem-solving, and global literacy. In brief, when learners engage in the multiplied levels of designing, making, and presenting their own DS, they improve a full supplement of education skills, containing:

- Research Skills: Verifying the story, discovering and examining related information;
- Writing Skills: Forming the opinions and improving a scenario;
- Organization Skills: Controlling the scope of the task, the elements used, and the time needed to finish the assignment;
- Technology Skills: experimenting to use many instruments, like microphone, cameras, scanners, and multimedia programme;
- Presentation Skills: Choosing how the best way to present the story to attendances;
- Interview skills: Discovering bases to interview and managing questions to ask;
- Interpersonal Skills: Working inside a group work and learning single roles for group partners;
- Problem-Solving Skills: Learning to build judgements and defeating difficulties at every step of the task, from conception to conclusion.

• Evaluation Skills: Obtaining proficiency, assessing their own and others' work (Robin, 2001). Ribeiro (2015) concludes that making of a DS in a foreign language-learning classroom provides an integrated approach to learning in the 21 centuries as DS connects the four-basic language-learning skills to each phase of it creating process.

Chapter 3
Methodology

This chapter aims to describe the methodology of the study by explaining the study design, participants, the setting, the procedures, and finally limitations. The procedure of the methodology covers sources of data, data collection procedures, data analysis procedures, and reliability and validity.

3.1 Research Design

In this study, quasi-experimental research design which contains both quantitative and qualitative tools is used. The aim is to explore the integration of DS in AFL classrooms. Quantitative data collection tools include Arabic Language Efficacy Questionnaire (ALEQ), evaluation questionnaire, and Students-produced stories, while the qualitative data collection tools include semi-structured interviews. Two groups of participants take part in the study as investigated groups. One of the groups is experimental which receives the treatment, whereas the other is the control group which receives no treatment.

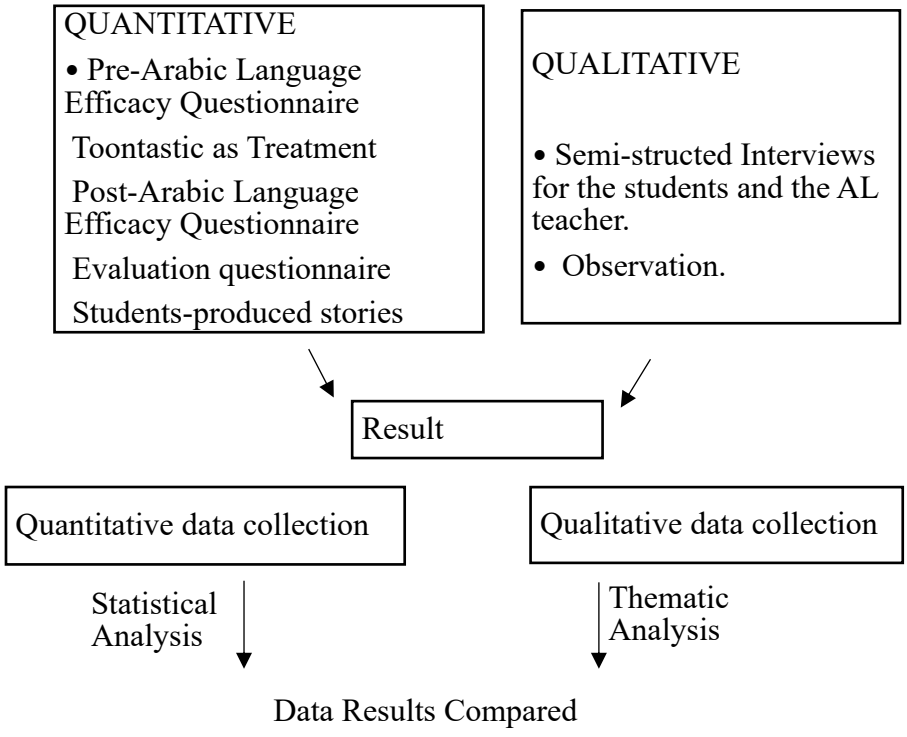

Figure 1. Visual model of the research design.

As this research is based on quasi- experimental research design, the control group and experimental group are given different methodologies. While the experimental group gets an instruction integrated with DS in Toontastic, the control group remains on the regular instruction with traditional learning methods. For a complete analysis of speaking skill improvement to compare the results of the two groups as seen below in Table 1, pre and post scales are implemented on both of the groups at the beginning and the end of a period of six weeks of implementation.

All the participants in the experimental group receives treatment, while the control group receives no treatment. The independent variable is shown with the letter X which is the treatment in the present study. The participants in both groups are given the Pre and post Arabic Language Efficacy Questionnaire. The letter Y stands for the Arabic Foreign Language Proficiency Scale. The number 1 indicates that the same Scale is used both in the pre and post scales. Table 1 summarizes the pre-test and post-test design.

Table 1

Pre-Test and Post-Test Research Design

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y1
Control	Y1	-	Y1

Y1: Arabic Language Efficacy Questionnaire (ALEQ)

X: Digital Storytelling Treatment

Finally, to get more reliable findings and obtain better knowledge about the students perceptions in the experimental group, the researcher conducts a semi-structured interview and questionnaire. Collecting quantitative and qualitative data through pre-test and post-test, semi-structured interviews and evaluation questionnaire, and Students-produced stories enables the researcher to reach to the required knowledge.

3.2 Setting and Participants

The research is conducted in school located in central area of Istanbul. The school uses Educational Technology in its learning methods. This school has 100 Teachers, 1330 Students, and 64 classrooms. It teaches two foreign languages which are English and Arabic with Language Labs for both. Based on the observation and interviews, it is found that every class where the research is conducted is provided with a whiteboard, speakers, and Smartboard which the teachers can use properly. Each student gets a tablet, but the researcher knows that students do not use them, however, they bring their phones to schools and can use them for educational purposes.

The research involves the researcher, an Arabic collaborator teacher, and two ninth-grade Classes as participants. They are 20 female students in the experimental group and 19 students in the control group as shown in table 2. The researcher conducts her research in these two classes based on observations and some interviews with the Arabic teacher which show that 9th grade is the most grade whose students face problems related to speaking skill, and they need motivation regarding AL.

The control group and the experimental group include female students. During the research, they are taught by the same teacher for six weeks and receive the same type of instruction which is traditional F2F in-classroom teaching. In contrast to control group, the students in the experimental group receive instruction integrated with DS aiming to support their speaking skills. Until the treatment, the learners in the experimental group have no experience with DS in learning AL.

Table 2

Number of Students in Experimental and Control Groups

	Number of students in total	Male	Female
Experimental group	20	-	20
Control Group	19	-	19

3.2.1 Demographic information about the participants.

The researcher prepares an analysis form to collect information about the participants' demographic information. The form includes twelve items for demographic purposes, distributed as follows: two items for learning foreign languages, six items for using mobile devices, two items about using mobile for language learning, two items for AL conversation, and two items for DS. The findings are presented by graphs and pie charts. Results show that all the participants except one have smart phones, and all of them except one have internet connection in their phones. Thirteen students use social media, while 6 of them do not use it. Fourteen students use language applications in their phones like Doulingo, DynEd, while five of them do not use these applications. For language learning, results show that thirteen students have been studied AL for five years, whereas seven of them have been studied AL for one year. All students study another foreign language which is English language, while two of them study English and French, and two of them study English and German.

All students do not create DS before. In relation to this, fourteen students are interested in using DS in their AL classes. All students think that making AL dialogues improves their AL speaking skills. Fifteen students think that they can make simple dialogue in AL, while five students think that they cannot.

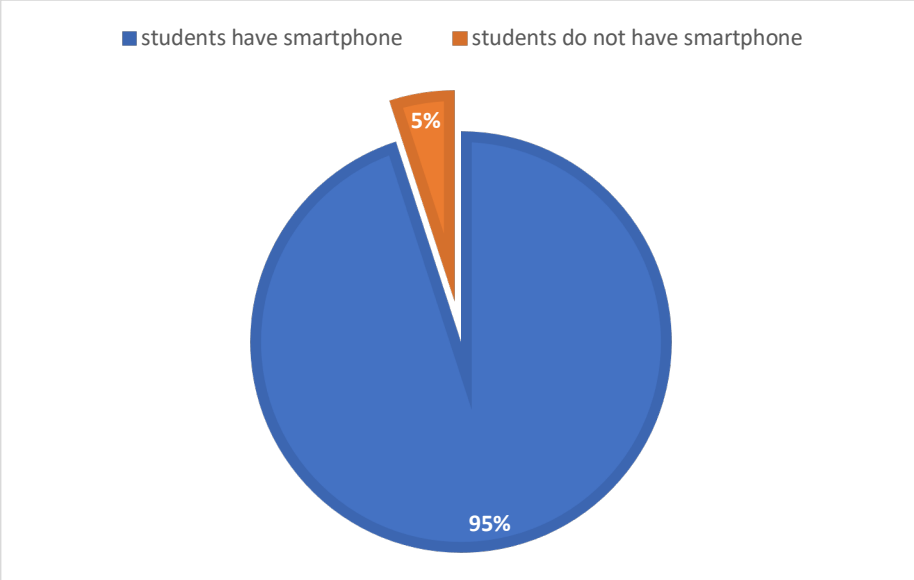

Figure 2. Pie chart of students have smartphones.

The Results show that all the participants except one have smart phones and can bring them to school.

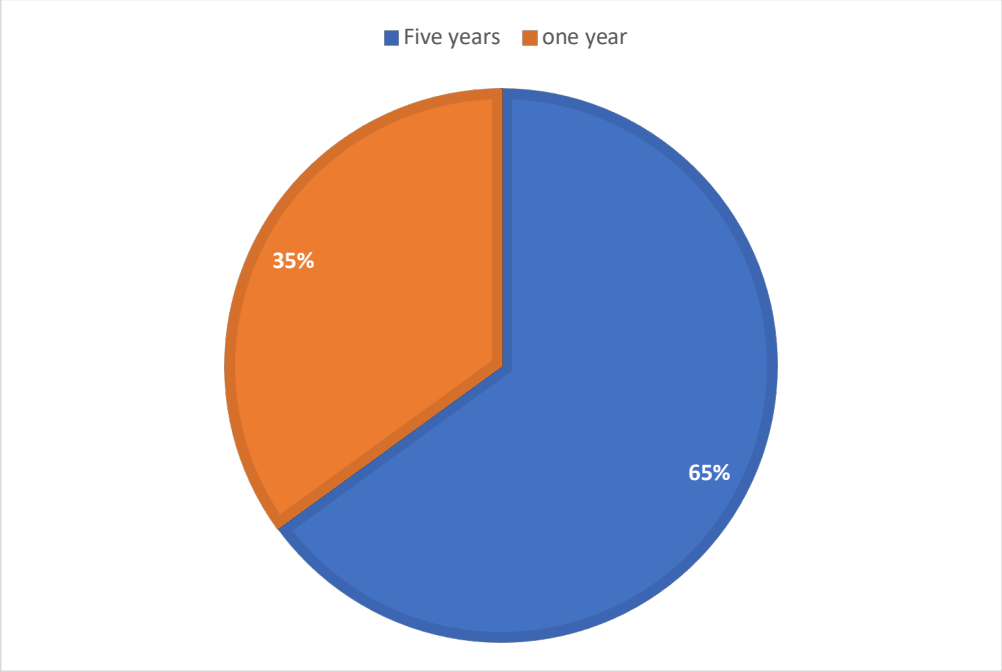

Figure 3. Pie chart of time of study AL.

For language learning, results show that thirteen students have studied AL for five years, while seven of them have studied AL for one year.

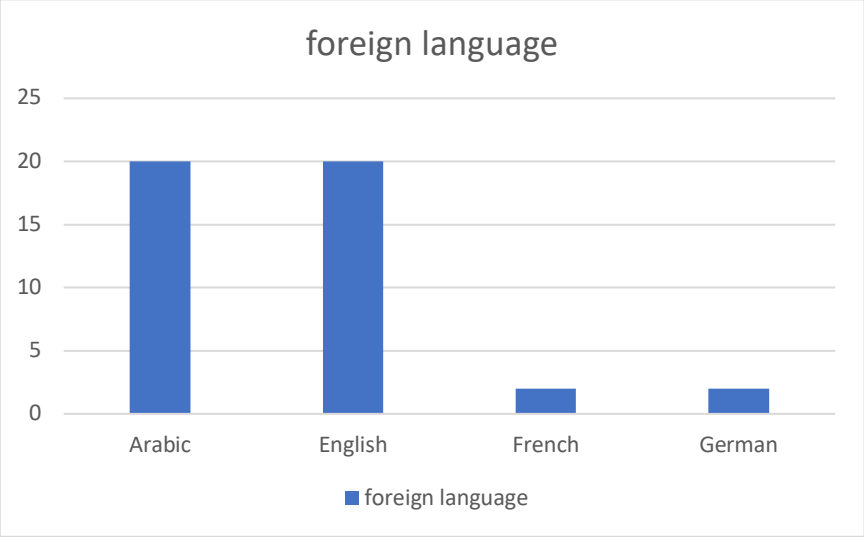

Figure 4. Foreign languages that students' study.

All students study another foreign language which is English, while two of them study English and French, and two of them study English and German.

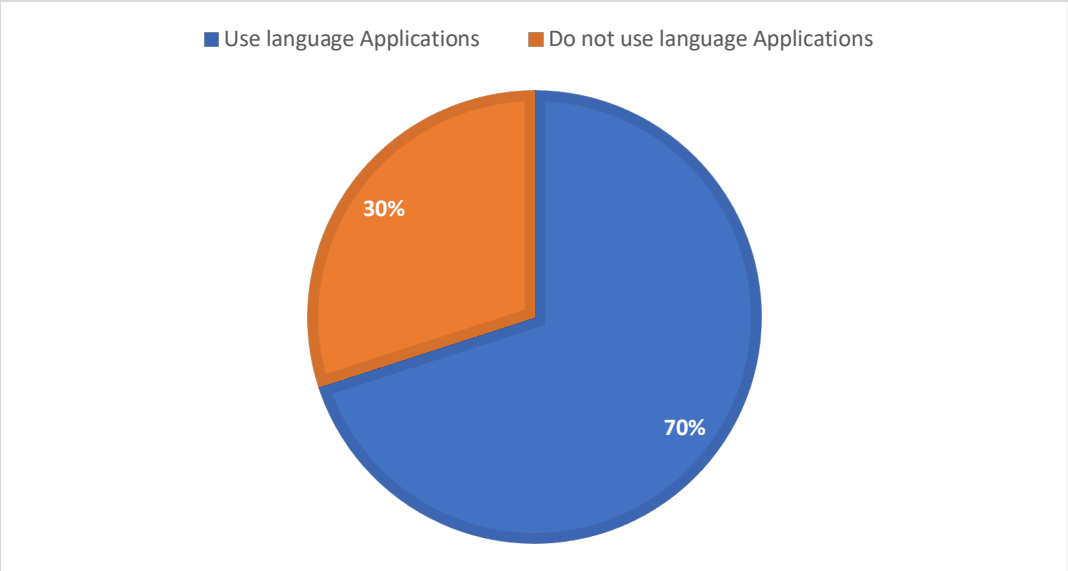

Figure 5. Use of language Applications.

Fourteen students use language applications in their phones like Doulingo, DynEd, while five of them do not use any language applications.

3.3 Procedures

The research has three main stages. First, the researcher conducts a need analysis to collect data about the situation of AL teaching in Turkey. From the need's analysis, the researcher concludes that there is a need to improve the teaching methods in teaching AFL in Turkey.

The second stage is pilot study. The researcher conducts the study in April 2019 in Imam Hatib school for four weeks. From pilot study, the researcher decides to make some improvements to the lesson plans and carries it again. The third stage is implementing the current study during December 2019. The stages are explained below in detail.

3.3.1 Needs analysis

In this step, the researcher conducts need analysis on February 2019. To fulfill the needs analysis, two different groups of participants have participated. (a) fifteen Turkish high school students and (b) seven Arabic language teachers from different

Imam Hatip schools in Turkey. The student participants are all females studying at Imam Hatip public schools. The volunteer teachers are seven females with 5 years-experience as an average. All of them are teachers, while one of them is an assistant. All of them hold a bachelor's degree in Arabic Language, while three of them are studying master. For data collection, one instrument is employed to obtain research data: Semi-structure interviews. Interviews include: (a) interviews with students, (b) interviews with teachers at Imam Hatip school. These interviews are face to face and via Skype in Arabic language. All students and three teachers are interviewed face to face, while the other four teachers are interviewed through Skype because they cannot arrange a face-to-face interview. The participants are notified and asked for their permission to audiotape their interviews. The researcher states that she will not share the participants' names and information. She will not use participants' names in the article after the research. The interviews are recorded with an audiotape longing to twenty minutes on average with teachers and approximately half an hour with the student group. All interviews are conducted in a setting where the participants can feel comfortable. Data analysis is done by using Pattern code suggested by Miles and Huberman (1994). The qualitative data is analyzed following three steps: data analysis, collecting and coding data, and aligning data with previous literature.

An analysis of the interviews reveals three major themes regarding the teaching AFL

1 Difficulties in learning Arabic language and it is divided into two sub-themes

1.1 Phonetics and Grammar issues

1.2 Arabic language rich vocabulary issue

2 Students negative attitude in learning Arabic language

3 Poor Integration of technology with teaching AFL.

From needs analysis, the researcher concludes that there is a need to improve the teaching methods in teaching AFL in Turkey.

3.3.2 Pilot study

Five 9th grade classes have been chosen to be the sample in the Pilot study on 8 April 2019. Observation is carried out to classify the problems in teaching and learning process in the five different 9th grade Classes. After that, the researcher implements the study over a period of four weeks to improve student's vocabulary learning.

Here is a summary of some difficulties in first implementation:

- implementation time is limited up to four weeks which is not enough for the students to practice DS.
- Creating a whole story with (beginning, middle, and end) is quite hard for the students. This has led some of them to write their stories in Turkish language and then translate them into AL by Google Translate.
- Students face Speaking problems in their classes during recording their stories, such as their first time to speak in AL. Because of this, the researcher decides to change the study aim to improve speaking skills during the application. The speaking difficulty is more serious than vocabulary difficulty which is the major problem that the study focuses on. that is why a switch occurs to give priority to the most serious difficulty. Also, the researcher decides to make the study longer till six weeks to give the students the time required for learning and practicing.

3.4 Data Collection Tools and Procedures

This part represents data source, data collection tools, and data collection procedure that are applied at each stage of the instruction model with the participants. Both quantitative and qualitative methods are used to answer the research questions. Different tools are used to increase validity and reliability of the study. The next table shows the overview of the procedure during answering the research questions of this study.

Table 3

Overview of Research Questions and the Procedures Followed

Research Questions	Data Collection Procedures	Data Analysis
Are there any significant differences between the experimental group results in terms of the pre- and post-Arabic Foreign Language Proficiency Scale?	Pre and post (ALEQ)	Paired sample t-test
Are there any significant differences between control group results in terms of the pre- and post-Arabic Foreign Language Proficiency Scale?	Pre and post (ALEQ)	Paired sample t-test
Are there any significant differences between experimental and control groups in terms of post-Arabic Foreign Language Proficiency Scale?	Pre and post (ALEQ)	Paired sample t-test
What are students' perceptions about using DS in AL class?	Semi-structured Interviews, Questionnaire	Thematic Analysis
Is there any improvement in the quality of the videos produced by the students?	Students-produced stories.	Paired sample t-test

3.4.1 Data collection instruments

In this research, six different data collection tools are applied: 1) Learners analysis form. 2) semi-structured Interviews 3) Observation, 4) Pre and post Arabic Language Efficiency Questionnaire (ALEQ), 5) Evaluation questionnaire, 6) Students-produced stories.

Table 3 describes data instruments at each stage of the instruction.

Table 4

The Data Instrument at Each Stage of The Instruction

Stages	Interview	Learner analysis form	Observation	Pre and post (ALEQ)	Evaluation questionnaire	Students-produced stories
Analysis						
Need analysis	X		X			
Learner analysis		X				
Implementation			X	X		
Evaluation	X				X	X

The part below represents each data collection tool in further detail.

3.4.1.1 Learners analysis form

The researcher demonstrates the characteristics of the participants before the research. In addition, a form is adapted by the researcher to collect information about participants demographics. The form includes twelve items: two items about learning foreign languages, six items about using mobile devises, and two items about using mobile for language learning, two items about AL conversation, and two items about DS. The form is written in Turkish language and the students are informed that all information they give will be kept strictly confidential and all data will be stored in a secure manner. It will only be accessed by the investigators unless the participants have given permission. An instance of an item in the form can be presented as, "How long have you been learning Arabic?", " Have you ever written a digital story? If yes, which programs do you use?", "Do you use Applications related to language learning? And if yes, what Application do you use?", "How often do you use the phone for your homework or projects?" (See Appendix B). Students in both groups (N=39) are given the Learners analysis form in the first week of implementation.

3.4.1.2 Semi-structed interviews

Interviews, called question and answer gatherings, with one person or more, are an excellent method to get in-depth information from a person for your research (Driscoll, 2011).

In the current study, Interviews target 9th-grade students (See Appendix C).

Students' interviews are conducted for getting more in-depth information about students' perceptions regarding creating DS in AL class. Focus group interview is conducted with the participation of 6 students. Two of them are in a high level of AL and two are in an intermediate level of AL, two are weak. Driscoll (2011) believes that face-to-face interviews have the power that you can ask follow-up questions and do non-verbal communication. So, interview follows face to face method and the participants are notified and asked for their permission to audiotape the interviews. The researcher states that she will not share the participants' names and information. she will not use participants' names in any articles after the research. The interviews recorded with an audiotape are thirty-five minutes long. The interviews are conducted in a setting where the participants can feel comfortable to get richer details and insights about students' perceptions of using DS inside the classroom. Interview is in Turkish language, so students can express their feeling comfortably. The interview contains ten semi-structured open-ended questions. This form is developed by studying related literature and having an expert opinion. An instance of an item in the interview can be given as, "What are the difficulties of designing stories in Arabic language? (Grammar, vocabulary, discourse, narration, phonetics, etc.) How do you overcome them?", "What are the challenges or difficulties you face in designing your DS in terms of technology?", "Do you want to continue working on your video? Why is that?", "Would you like to publish your video online? Why yes or why not?", "which is better? how can you develop the process? what would you need to make it better?", "describe your journey in creating digital storytelling?"

3.4.1.3 Observation

The researcher obtains data by conducting observation to accomplish the process validity. The Arabic language teacher assists the researcher by filling the observation checklist. The observation Checklist of the Teaching-Learning Process used is adapted from (Sari, 2015). The Checklist is translated into Arabic language in

order to be filled by the collaborator teacher to ensure that teaching prosses is going well. The checklist is prepared in four dimensions: opening, main activities, closing, and class Situation. An instance of an item in the scale can be presented as, “The teacher reviews previous materials.”, “The teacher is well prepared and well organized in the class”, “Students play some games to learn how to make conversations in AL”, “Students watch and listen to AL conversations videos”, “students engage in AL conversations”, “Students finish all activities related to the lesson”, “The teacher guides students in every stage of using the application”, “The teacher gives feedback to the students”, and “The students have enthusiasm or motivation during the learning process.” (See Appendix D).

3.4.1.4 Questionnaires

To respond to the first three-research questions, the researcher conducts” Arabic Language efficacy Questionnaire (ALEQ)” developed by Daud, Mustapha, Mustapha, & Wahab (2013) and adapted to Turkish by Yaman (2016).

At the beginning, (a pre-test) and at the end (a post-test) are conducted to gather some visions into the students’ levels of Arabic foreign language proficiency. The questionnaire in this study borrowed from (Yaman, 2016) is given to the participants in the control (N=19) and experimental (N=20) groups in the first class and in the last class. The scale consists of 19 items: 7-point Likert type (7 = Agree completely, 6 = Agree, 5 = I agree slightly, 4 = I am undecided, 3 = I disagree slightly, 2 = I disagree, 1 = I disagree at all). The scale is prepared in three dimensions: reading proficiency (1-7), writing proficiency (8-15) and grammar proficiency (16-19). An instance of an item in the scale can be presented as, “I can understand when I read Arabic books”, “I have enough Arabic vocabulary to write in Arabic.”, “I can use Arabic grammar correctly.”, “I have the ability to use grammar rules.”, “I have sufficient knowledge to understand Arabic texts.”, “I know enough Arabic words to understand Arabic text.” (See Appendix E).

In addition to that, another questionnaire is used to determine students' perceptions about creating DS in AL class and the way in which students use to respond to this program and have been given to students in the final class. The scale consists of 13 items and includes 3-point Likert type (yes, Not sure, No). The scale is prepared in two dimensions. These dimensions are about recording the videos and the

students' perceptions about creating DS in AL class regarding language and technology. An instance of an item in the scale can be presented as, “This app helps me learn new words.”, “This app helps me learn new sentences.”, “This app helps me improve my pronunciation.”, “I check my pronunciation before recording my own voice.”, “I become nervous while listening to my own voice.”, “I like to create different digital dialogues every week.” (See Appendix F).

3.4.1.5 Students-produced stories

Students have used Toontastic to create their own DS (See Appendix G & H) after they have done. evaluation is made in line with a rubric adapted from (Dollar & Tolu, 2013) (see Appendix F). Assessment based on 36 points is handled in 3 different frames: creativity and language, Discourse, and grammar, including nine subtitles. Each value of these nine subtitles is a maximum of 4 points. The scores are given by the researcher and the AL teacher, considering the students' creativity in their stories in terms of technology and language. Creativity and language include visualization, elaboration, vocabulary, and sentence used by students, and the way of these sentences have been blended with visuals role. Discourse scores are given within the structure of harmony of speeches with themes, characters, and speaking skills. Lastly, the grammar scores assent with AL grammar rules.

3.4.2 Implementation procedures

This study is a quasi-experimental research design with an experimental and control groups. These groups are selected according to their levels. Throughout the study, the experimental group is taught with MALL by integrating DS in classes, while the control group is taught without integrating DS.

Data is obtained from a high school (Imam Hatip school) in Istanbul, Turkey. Permission is taken by the principal of the School to collect data. Data is gathered from six different data collection tools applied: 1) Learners analysis form, 2) semi-structured Interviews, 3) Observation, 4) Pre and post Arabic Language Efficacy Questionnaire (ALEQ), 5) Evaluation Questionnaire, 6) Students-produced stories. The next section explains data collection procedure in details.

In the first stage, students in the two groups are selected by the school principal and the AL teacher who are informed about the study shortly. Later, they are asked to

fill in the learners' analysis and submit the Pre-test. Arabic Language Efficacy Questionnaire (ALEQ) which helps the researcher answer the first, second and third research questions, is applied to 39 participating learners in total (experimental group: 20 students and control group: 19 students). The implementation of Ds integration classes has been started in the first week.

For the **experimental group,** this group is instructed about DS which is lasted for six weeks. The students practice on four main topics for the speaking activities from their books. The topics are greetings, work, travel, and languages. The teacher presents DS and topics about the students' producing videos. For each week, students create a video consisting of one scene about conversation about the topic that has been taken, while in the last week, they produce a video consisting of more than one scene, and it includes the topics they have studied. To motivate the students, there is a reward at the end of the classes for the best three videos. During all lessons, students participate in speaking activities by using the application on their mobile phones.

For the **control group**, this group is given the same topics each week as in the experimental group. However, the control group is taught without integrating DS in learning. They are only given the topics and do conversations during the classes between each other without the MALL method. They study the same speaking activities as the experimental group, but without using their mobile phones.

To summarize, students in both groups have studied the same topics in their classes, but DS integrating teaching is applied to the experimental group to explore the effects of integrating DS in AFL classrooms for high school students to improve their speaking skills. After the treatment, students in the experimental group are asked about the lessons in a semi-structured interview and are recommended to fill the evaluation questionnaire to investigate the students' perceptions of the effectiveness of using digital storytelling in AFL classrooms. Lastly, both groups are given the post-tests Arabic Language Efficacy Questionnaire (ALEQ), and the results are compared.

3.5 Materials used in this study

The materials used in this study were a Toontastic application and the lesson plans. To make DS videos a free DS application Toontastic was used. Through this tool, anyone can create a Ds by mixing 3D characters, music, voice. The part below represents each material tool in further detail.

3.5.1 Toontastic

Today, students and teachers have many multimedia options to produce their own videos. Özer (2016) mentions that there are different kinds of multimedia tools, such as Photostory3, Movie Maker, ProShow Producer, Animoto, and Apple iMovie which students can use to produce their stories. Toontastic 3D is a software application which is easy to be used and is chosen for this research study. It is a digital storytelling maker whose aim is to draw, animate, and narrate swashbuckling adventures, breaking news stories, science reports, and other ideas. The researcher chooses it for the following reasons: 1) It can be used in phone, tablet, & select Chromebooks. 2) It can be uploaded in iOS & Android. 3) It Works offline. There is No login or password required. The videos are Easy to export and are free downloaded. No ads or in-app are required to purchase. Regarding the design of the application, it is divided into three tools: Short Story, Classic Story, and Science Report.

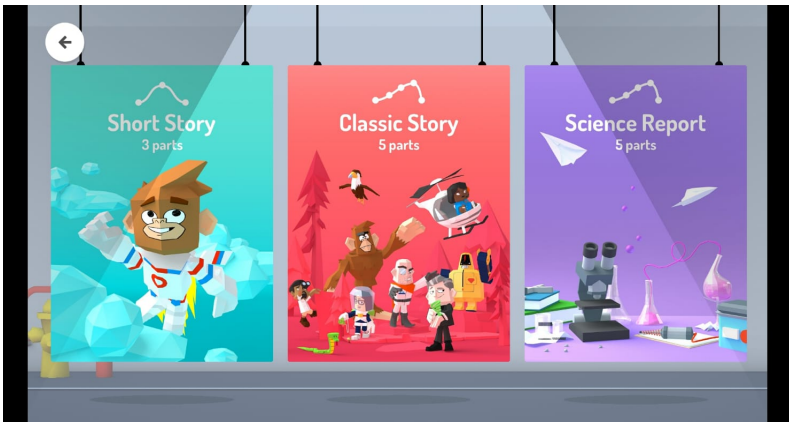

Figure 6. The Toontastic App design

First, Short Story contains three sections: Beginning. here, students can present the characters and the setting of their videos. Middle: Where something appears like a difficulty. End: Where the story is concluded.

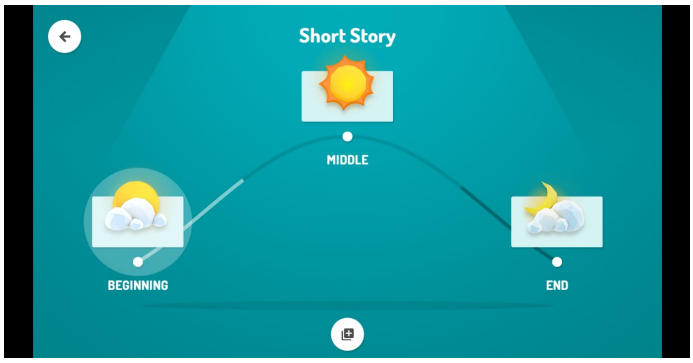

Figure 7. Short Story parts in the app.

Second: Classical Story contains five parts: 1) Setup: the place where the video setting and characters are introduced. 2) Conflict: making a difficulty for your characters. 3) Challenge: making the difficulty more complex. 4) Climax: helping the characters find a soulation for the problem. 5) Resolution: The problem presented has been solved.

Third: Science Report contains five parts: Question, hypothesis, experiment, results, and conclusion.

The application is very easy to be used following these steps:

1. Opening the app on your phone or tablet.

2. choosing one of the three options: short story, classic story, and science report.

3. Start making DS by fowling these steps:

- Pick a setting: use one of the settings in the app or draw yours.

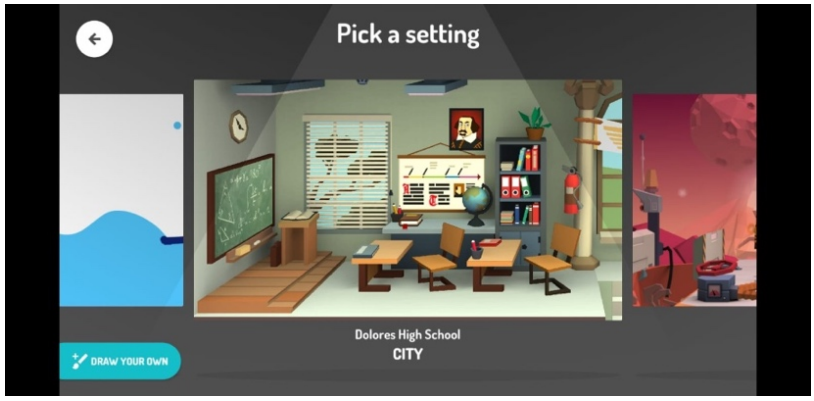

Figure 8. Pick setting in the app.

- Design Characters: use one of the Characters in the app or bring your character in 3D.

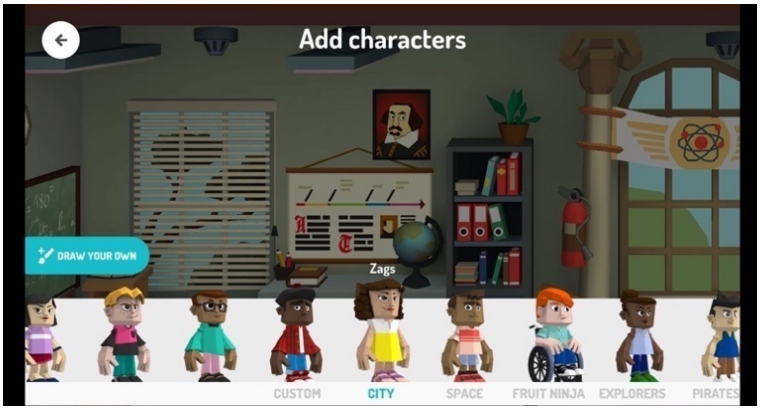

Figure 9. Add characters in the app

- Animate and Narrate: act out your video and record your voice.

Figure 10. Record your voice in the app.

- Mix your soundtrack: select music to fit any mood.

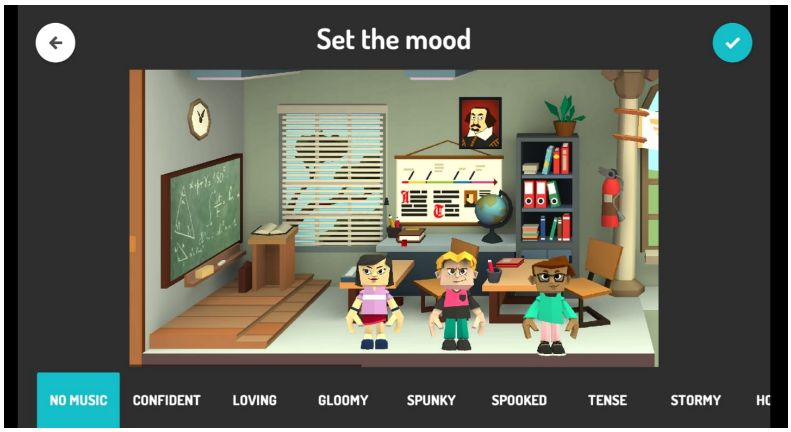

Figure 11. Set a music mood in the app.

4. After finishing the whole scenes of your DS, you can save and export them to your device library easily. (see appendix G).

For validity, before conducting the study, the researcher has made a pilot study with ninth-grade students to make sure that it is suitable for their age.

3.5.2 Lesson plans

To achieve validity of these lessons plan, the researcher asks five experts in education field, three AL teachers, and two academic professors about their opinion, thoughts, and comments regarding the lesson plan. The researcher has discussed the activities and the materials together with the Arabic teacher (See Appendix A).

This section presents some information about the lesson plan for each week that is given to the experimental group. The implementation is six-week long with 40 minutes for each class. At the first week, students take two classes. Regarding AL, students practice on four mains from their book. The topics are greetings, work, travel, and languages. These are the main topics of speaking activities. DS that teacher introduces the topics, and the students produce videos.

The stages that the researcher follows in her lesson plan to teach the students about making DS are:

Stage I: Introduction to storytelling and digital storytelling

- Teacher explains what a story is
- Teacher explains the steps to write a story.
- Teacher defines the digital storytelling
- Teacher explains the importance of using it in learning AFL.
- Teacher demonstrates the Toontastic 3D application to students.
- Teacher presents models for DS designed in the Toontastic 3D Application.

Stage II: Sharing guidelines and requirements with students

- Students participate in a work for experience with Toontastic 3D.
- Students participate in a speaking activity by using the application.
- Teacher explains the steps of creating a digital story by using Toontastic.

Stage III: Producing digital stories

All students present their produced video on Toontastic in front of the class.

About the design of the oral exercises in AFL classes, some research indicates the importance of oral practice. For that, the teacher practice tasks every week are designed in a style that gives the students a chance to relate learning tasks with their everyday lives. Table 5 shows the weekly topics that are given to students from their AL book.

Table 5

Data Instrument at Each Stage of The Instruction

Week	Topic
Digital storytelling – Introduction	Week 1
Greetings	Week 2
Work	Week 3
Travel	Week 4
Languages	Week 5
Presentation of student's produced videos	Week 6

3.6 Data analysis procedure

Qualitative data is obtained from observing and interviewing the Arabic teacher and students, while quantitative data is gained by conducting a pre and post-vocabulary tests, Questionnaires, and Students-produced stories.

Qualitative data is analyzed by using descriptive analysis method. The descriptive analysis is analyzed according to three steps: data analysis, collecting the data, coding data into themes, and aligning data with the previous literature, while the quantitative data is analyzed by using SPSS to obtain the mean and standard deviation. In Students-produced stories, a rubric is e used as showed above.

3.7 Reliability and Validity

Many steps are used to ensure the used instrument reliability of this study. Data collection has been done by the researcher to ensure how to use the instrument and the

way of asking questions. Data entry is day by day to early detection of an error that may take place, allowing possible intervention, and re-entry is 5% of data. Actually, data entry assures correct entry procedure and decreases entry errors.

3.7.1 Lesson plans

To achieve validity of lesson plans, the researcher asks five experts in the education field about their opinions, ideas and comments about the lesson plan. These experts are three Arabic Language teachers and two academic professors. Also, the researcher has discussed the activities and the materials together with the Arabic teacher (See Appendix A).

3.7.2 Interviews

The researcher has conducted interviews with students to gather data related to learning process. The interview questions are developed by studying related literature and having an expert opinion and the thesis supervisor. To guarantee interviews reliability, the researcher avoids any sort of guidance that may interfere with the participants' opinions. To guarantee inter-rater reliability, a second-rater code and transcribes the interview.

3.7.3 Observation

The AL teacher helps the researcher by filling the observation checklist to make sure that the learning process is proceeding as it planned in the lesson plans. The researcher notes everything that happens and the activities in the teaching and learning process.

3.7.4 Arabic Language Efficacy Questionnaire (ALEQ)

Data is collected by “Arabic Language Efficacy Questionnaire (ALEQ),” which has been developed by Daud, Mustapha, Mustapha, and Wahab (2013). It has been adapted to Turkish by Yaman (2016) who deletes items number 1, 20, and 21 from the scale to make it 19 items and conducts it on 648 students at 9th, 10th, 11th and 12th grade at four Imam-Hatip High Schools located in Isparta. The researcher examines internal consistency by using Crombach alpha test. the total reliability test is 0.981.

3.7.5 Students produced videos

The evaluation of the students produced videos is made in line with a rubric adapted from (Dollar & Tolu, 2013). For reliability, the scores are given by the researcher and the AL teacher. Also, the researcher examines internal consistency by using Crombach alpha test. The total reliability test is 0.828. which indicates that the Rubric relatively has a good internal consistency.

3.8 Limitations of the study

Even though this study is considered to have achieved its purposes, some limitations should be noticed. First, the number of the participants (N=39) is not sufficient enough to draw clear conclusions about how effective DS is to improve speaking skills of AFL students studying at Imam Hatip schools.

In relation to this, as all participants are high school students, the results cannot be generalized to a different and larger population.

Third, because of time limitations of the curriculum, the research is conducted during a short time which is six weeks. It is the only time that the researcher can get approval to conduct the study. So, it is important that the research is completed within this period. Another limitation is the oral proficiency exam which cannot be applied because of the school rules.

In summary, the research conducted with a larger group of students from different levels would have served more reliable findings. Therefore, the achieved outcomes should be taken as suggestive of serving the future research studies.

Chapter 4
Findings

This chapter presents the results of this study which aims to explore the integration of digital storytelling in AFL classrooms for high school students to improve their speaking skills. The research also aims to investigate the students' perceptions about the effectiveness of using digital storytelling in AFL classrooms. This chapter presents data collected from Arabic Language Efficacy Questionnaire (ALEQ), analysis of document, semi-structured interviews, and final evaluation Questionnaire. The quantitative data is analyzed using statistical package for social since (IBM®SPSS® version 25). The qualitative data is obtained from the semi-structured interviews to investigate the students' perceptions about the effectiveness of using digital storytelling in AFL classrooms. Data is analyzed as quantitative and qualitative findings. In addition, quantitative findings are obtained from the analysis of the document, evaluation Questionnaire, and the pre and post-tests on the Efficacy level of the students in the experimental and control groups. Moreover, the qualitative findings are obtained from the semi-structured interviews to evaluate the perceptions of the students in the experimental group.

4.1 Findings of the significant differences for the experimental group in terms of the pre- and post-Arabic Language Efficacy Questionnaire

The first research question of the study aims to analyze if there is a difference between pre and post AFLPS scores in the experimental group. Before conducting the analysis, test of normality is checked, and the results are presented in Table 6.

Table 6

*Test of Normality For (*ALEQ*) For Experimental Group*

Domain	*N*	No of items	*Sig*
Pre- Reading	20	7	.200
Pre-Writing	20	7	.200
Pre- Grammar	20	5	.133
Post- Reading	20	7	.200
Post- Writing	20	7	.054

Table 6 (cont'd)

Domain	*N*	No of items	*Sig*
Post- Grammar	20	5	.200
Pre- Overall	20	19	.200
Post- Overall	20	19	.200

The results of the K-S test show that all domains and the global domain for the experimental group in pre and post tests are normally distributed, and no significant deviation is detected. And table 7 shows the mean scores for (ALEQ) items for the Experimental group.

Table 7

*Mean Score Of (*ALEQ*) Items for The Experimental Group*

SN	Question	Experimental group	
		M before	*M* after
1.	I can understand when I read Arabic books	3.1	**3.35**
2.	I know enough Arabic words to understand Arabic texts.	3.3	**3.8**
3.	I can understand the words in an Arabic text according to the context	**4.35**	4.05
4.	I can understand when I encounter a difficult Arabic sentence	2.1	**2.4**
5.	I have sufficient knowledge to understand Arabic texts.	3.05	**3.45**
6.	I can get a high score in Arabic reading comprehension exams	**3.7**	3.65
7.	I am sure that reading Quran helps me understand Arabic text more easily.	**6.15**	5.7
8.	I can write Arabic well	3.45	**3.75**
9.	Arabic spelling is understandable	5.55	5.55
10.	I have sufficient knowledge of Arabic writing rules and punctuation	3.15	**3.4**
11.	I have sufficient amount of Arabic vocabulary to write Arabic.	2.55	**3.2**

Table 7 (cont'd)

SN	Question	Experimental Group	
		M before	*M* after
12.	I can use Arabic grammar correctly.	2.8	**3.3**
13.	I am sure that I can get a high score in the Arabic writing exam.	4	**4.1**
14.	Knowing Quran helps me write in Arabic.	**6.3**	6.2
15.	I can understand grammar rules قواعد نحوية	**2.95**	2.6
16.	I have the ability to use grammar rules. قواعد نحوية	2.2	**2.55**
17.	I can do (إعراب)	3.6	**4.4**
18.	I master Arabic (أوزان)	1.05	1.65

As shown in the table above, there is a noticeable improvements of pre-post means for all domains in addition to the overall mean score. This has revealed that students improve in all the questionnaire items. And table 8 shows the results of the paired sample t-test for experimental group.

Table 8

Arabic Foreign Language Efficacy Questionnaire Four Domains for Experimental Group (Paired sample t-test).

	Experimental	*N*	*M*	*SD*	*T*	*Sig*
Reading	Pre-test	20	3.67	1.03		
	Post-test	20	3.77	1.34	0.55	0.801
Writing	Pre-test	20	3.97	1.06		
	Post-test	20	4.21	1.36	-0.606	0.552
Grammar	Pre-test	20	2.37	1.04		
	Post-test	20	2.83	0.97	-1.837	0.181
Overall	Pre-test	20	3.34	0.88		
	Post-test	20	3.595	1.11	-0.822	0.421

The paired sample t-test in the table (8) shows that there are no any statistically significant differences of reading, writing, and grammar. The overall results of the questionnaire are $P = 0.801$, $P = 0.552$, $P = 0.181$, *and* $P = 0.421$ respectively. However, there are noticeable improvements of pre-post means for all domains in addition to the overall mean score.

4.2 Finding of the significant differences for control group in terms of the pre- and post-Arabic Language Efficacy Questionnaire

The second research question of the study aims to analyze if there is a difference between control group pre and post ALEQ scores. Before conducting the analysis, test of normality is checked, and the results are presented in Table 9.

Table 9

*Test of Normality for (*ALEQ*) for the Control Group*

Domain	*N*	No of items	Sig
Pre-Reading	19	7	.093
Pre-Writing	19	7	.200
Pre-Grammar	19	5	.200
Post-Reading	19	7	.200
Post- writing	19	7	.096
Post-Grammar	19	5	.097
Pre-Overall	19	19	.200
post-Overall	19	19	.200

The results of the K-S test show that all sub domains in addition to overall domain for the control group in the pre and post tests are normally distributed, and no significant deviation is detected. Table 10 shows the mean scores for (ALEQ) items for the control group.

Table 10

Mean Score of (ALEQ) *Items for The Control Group*

SN	Question	Control	
		M before	*M* after
1.	I can understand when I read Arabic books	3.26	2.89
2.	I know enough Arabic words to understand Arabic texts.	3.94	3.73
3.	I can understand the words in an Arabic text according to the context	4.26	4.05
4.	I can understand when I encounter a difficult Arabic sentence	2.73	1.78
5.	I have sufficient knowledge to understand Arabic texts.	3.73	3
6.	I can get a high score in Arabic reading comprehension exams	3.15	3.57
7.	I am sure that reading Quran helps me understand Arabic text more easily.	4.05	4.10
8.	I can write Arabic well	3.84	3.42
9.	Arabic spelling is understandable	5.63	4.89
10.	I have sufficient knowledge of Arabic writing rules and punctuation	3.73	3.26
11.	I have sufficient amount of Arabic vocabulary to write Arabic.	3.15	2.78
12.	I can use Arabic grammar correctly.	3.31	2.73
13.	I am sure that I can get a high score in the Arabic writing exam.	3.63	2.78
14.	Knowing Quran helps me write in Arabic.	4.78	4.42
15.	قواعد نحوية I can understand grammar rules	2.26	2.05
16.	قواعد نحوية I have the ability to use grammar rules.	2.52	1.89
17.	I can do (إعراب)	4.21	3.73
18.	I master Arabic (أوزان)	1.78	1.42
19.	I am sure that the language base structure of the Holy Qur'an helps me understand the Sarf and nahiv bases (الصرف).	2.47	1.31

As shown in the table above, there is a decrease of the mean of all the questions of the questionnaire (ALEQ). Table 11 shows the results of the paired sample t-test for control group.

Table 11

Arabic Language Efficacy Questionnaire Four Domains for The Control Group (Paired Sample T-Test)

	Control	*M*	*N*	Standard deviation	T	Sig
Reading	PRE	3.59	19	1.27		
	POST	3.30	19	1.20	0.999	0.331
Writing	PRE	4.01	19	1.00		
	POST	3.47	19	0.88	2.064	0.54
Grammar	PRE	2.65	19	1.14		
	POST	2.08	19	0.77	0.171	0.485
Overall	PRE	3.42	19	0.85		
	POST	2.95	19	0.65	2.530	0.021

The paired sample t-test table (11) shows that there are not any statistically significant differences of reading, writing and grammar mean scores ($P = 0.331$, $P = 0.54$, $P = 0.485$; respectively) Meanwhile, there is decrease in the mean scores in all domains. Moreover, there are statistically significant differences in the overall mean score ($P = 0.331$).

4.3 Findings of the significant differences between experimental and control groups in terms of post-Arabic Foreign Language Proficiency Scale

The third research question of the study aims to analyze if there is a difference between experimental and control groups pre and post ALEQ scores. Paired sample

t-test is conducted to compare the means of post-ALEQ domains for the experimental and control groups. The results are presented in Table 12.

Table 12

Arabic Language Efficacy Questionnaire Four Post-Domains for Experimental & Control Groups (Paired Sample T-Test)

		M	*N*	Standard deviation	*T*	*Sig.*
Reading	Post-experimental	3.85	19	1.326		
	Post-control	3.30	19	1.200	1.404	0.177
Writing	Post-experimental	4.30	19	1.336		
	Post-control	3.47	19	0.885	2.131	0.47
Grammar	Post-experimental	2.82	19	0.993		
	Post-control	2.08	19	0.775	2.976	0.008
Overall	Post-experimental	3.66	19	1.099		
	Post-control	2.95	19	0.659	2.518	0.022

By using paired sample t-test in order to compare the means of post-ALEQ domains for the experimental and control groups, table (11) shows that there are some statistically significant differences at the level (α= 0.05) in the mean of grammar in addition to global domain (P = 0.008, P = 0.022 respectively). However, there are not any statistically significant differences of reading and writing domains (P = 0.177, P = 0.47 respectively). In meantime, there are some improvements in mean scores for both domains. These results indicate that the interventions of the Experimental group significantly improve learners' performance in terms of post-Arabic Foreign Language Proficiency Scale. In addition, learning gains are sustained after the intervention has been completed.

On the other hand, the fact that the performance of learners in the Experimental and the control groups significantly change over time reveals that the instruction of the

experimental group significantly assist learners in terms of post-Arabic Foreign Language Proficiency Scale.

4.4 Finding about the students' perceptions about using DS in AL class?

To study the students' perceptions about creating DS in AL classes, data is collected through semi-structured interview and questionnaire because they support each other. For the semi-structured interview, a second-rater gets the interview transcribed to guarantee inter-rater reliability. The quantitative and qualitative data results are obtainable by associating the analysis of the semi-structured interviews and the questionnaire.

The Analysis of the Semi-Structured Interviews and the evaluation questionnaire:

To complement data obtained quantitatively and qualitatively, six participants from the experimental group are interviewed, and all participants (N=20) in the experimental group are given a questionnaire at the end of the treatment, see table (13) which investigates the students' perceptions of the effectiveness of using digital storytelling in AFL classrooms. The semi-structured interviews are audio-recorded and then transcribed by the researcher. For ethical firms, the learners interviewed are named as "Student 1, Student 2...". As in the evaluation questionnaire, learners are asked not to write their names on their papers. The researcher manually has coded the interviews, and then has matched them to the codes made by another rater. After that, the researcher analyzes data.

Table 13.

Data from The Evaluation Questionnaire (N=20)

Question	yes	Not sure	No
1.This app helps me learn new words.	19	-	1
2. This app helps me learn new sentences.	18	1	1
3. This app helps me improve my pronunciation.	16	2	2
4. This app is more interesting than reading traditional Arabic story.	17	1	2

Table 13 (cont'd)

Question	yes	Not sure	No
5. I check my pronunciation before recording my voice.	16	1	3
6. I am particularly nervous before I record my voice.	6	4	10
7. I am nervous while listening to my own voice	13	2	5
8. I am happy to be able to say a full sentence in Arabic while recording my voice.	17	1	2
9. I like to create different digital dialogs (doing) every week.	11	4	5
10. I like using this type of digital dialogue	14	2	4
11. Designing digital dialogues helps me speak Arabic.	11	4	5

Table (14) shows 7 major categories and 17 themes appearing after the analysis of students' perceptions of the effectiveness of using digital storytelling in AFL classrooms.

Table 14.

Main Categories and Themes of the Semi-Structured Student Interviews

Main categories	Themes
Confidence	Improved confidence thanks to the practice opportunities
	More comfortable and courage in speaking AL.
Technical issue	limited scenes and characters in the app
	limited moves and characters in the app
Speaking skill	improve pronunciation
	Improve speaking skills over time
	Conversational skills
	Overcome the anxiety of speaking AL in front of people.

Table 14 (cont'd)

Main categories	Themes
The recording process	Review before recording Re-recording chance if not satisfied
Attitude	Positive Attitude toward Arabic language
Language skills	Learning new words Improve reading better understanding of Grammar rules.
Satisfaction and enjoyment	Noticing improvements Having fun while participating in the classes willing to repeat the classes.

Satisfaction and enjoyment. During transcription, semi-structured interviews are analyzed and coded. It is noted that the mostly indicated category by the interviewed learners is Satisfaction and enjoyment. Some learners have shared enjoyment and Satisfaction of the lessons given to them as a result of noticing the improvements in their skills and having fun while participating in the classes. Several students believe that their AL skills are improved which make them feel happy and satisfied with the process and their improvements. Finally, some students state that they enjoy recording their videos and seeing their classmates' videos.

According to the questionnaire, 85% of the students (*N*=17) think that this application is more interesting than reading a traditional Arabic story. In contrast, 10% of them (*N*=2) think it is not. One student is not sure. Also, 70% of them (*N*=14) want this type of digital dialogue to be used, while 20% of them (*N*=4) do not prefer it. 10% of them (*N*=2) are not sure. About creating videos every week, 55% of the students (*N*=11) prefer creating videos every week, while 25% of them (*N*=5) do not want to do this. 20% of them are not sure. In the interview, some students say that they prefer

creating videos every two weeks, not because they do not like creating videos, but they want to have enough time to create them.

> […] I do love the whole program process, and I have felt good when speaking Arabic; the teaching method is funny, especially using the funny application (Student 2).

> […] it is so much funny. I do not feel that making a video is a homework. I have felt more as a game or an exercise, and the conversation is funnier than I think. I definitely want to continue in this amazing lesson (Student 1).

> […] I want to go on because this app improves fiction and imagination. it is really funny (Student 5).

> […] The program is good because we work as groups in the class. Watching my friends' videos are funny, and my speaking skills have improved. I talk more confidently, and it would be good if we take one homework every two weeks, not every week to have enough time to record the video (Student 4).

Confidence. According to the questionnaire, 65% of the students (N=13) state that they are nervous while listening to their voices, while 25% of them (N=5) report that they are not nervous, and 10% of them are not sure about this.

However, the majority of the students in the interview say that they have felt more confident while speaking after the program and are more confident when recording their voices without the appearance of others. Students believe that doing these assignments gives them more time to think about and practice their performance and pronunciation. Moreover, students also think that making videos by themselves in AL makes them more comfortable and courageous in speaking AL in front of people.

> […]Now, If I meet an Arab, I may have the courage to talk to him/her using what I've learned (Student 1).

> […] I've never talked Arabic, and I face troubles in talking Arabic in front of everyone, but this is much funny and useful, and encourage me to speak AL and improve myself in this language (Student 2).

Technical limitation. Technical limitations are highlighted in the students' comments. While some students face difficulties in recording their voices, some report that even though there are many characters and scenes in the application, more characters and scenes are required. Some add that there are a limited number of moves on the characters in the App. Also, it should be mentioned that some learners do not notice any technical issues while recording their videos. Despite the technical difficulties faced, all students say that that they can overcome these difficulties and are able to create and upload their videos.

> […] I liked using the App, but I hope to have more moves and properties on the characters in the app (Student 5).

> […] I like using animation to teach language, but I want to have more scenes and characters in the app (Student 6).

> […] The only struggle is that you need to record the whole scene together; you can’t pause while recording (Student 3).

> […] There are no problems with the App; I do not face any difficulty. The teacher clarifies everything (Student 4).

Language skills. According to the interview results, most of the students believe that recording videos help them improve their AL skills. Some of them think that the lessons make them read more correctly and faster than before. All of them believe that they learn new vocabulary and new sentences. Further, it should be remarked that recording videos allows some students to do more practice in grammar and helps them understand grammar rules and AL sentence structure.
correspondents in the interview results, according to the questionnaire, 95% of the students (N=19) declare that the application help them learn new words, while one

student does not think so. Also, 90% of the students (N=18) think that the application helps them learn new sentences, while a student does not think so. One student is not sure about it.

> […] I learn new vocabularies, and I read better now because I practice, and also I think that I have better pronunciation now (Student 5).

> […] My Arabic starts to be improved, and I have now better understanding of grammar. During video-making, my conversation skills also become better. Sometimes I have faced difficulties, but I have fun (Student 4).

> […] I want to repeat the experience because it is so helpful in learning new vocabulary. Also, my reading and speaking skills have been improved (Student 2).

Speaking skill. As for the outcomes of the interview analysis, the most commonly category mentioned in the students' comments is improvement in their speaking skill. Most of the students think that the program helps them improve their speaking proficiency. Some say that they notice a growth in their speaking skills when they make a dialogue. Others note that designing videos on the App allows them to re-record until they pronounce the words rightly, and this helps them speak more fluently. In other words, most students have felt less anxious about speaking AL in front of people and are able to make better sentences and speak with more acceptable pronunciation and fluency which lead them notice the improvement in their speaking skills.

In relation, according to the questionnaire, 80% of the students (N=16) state that creating digital videos helps them speak Arabic, while two students do not think so. Two students are not sure. Regarding pronunciation, 80% of the students (N=16) state that the application helps them improve their pronunciation, while two of them do not think so. Two of them are not sure.

> […] In language, everything is fine because I write the dialogue before recording, which helps me skip the fair of Arabic conversation. Now I want to write a story in AL by myself (Student 5).

> […] I really have enjoyed the lessons. they are so much funny as it is my first experience ever in such a program about talking Arabic. At the beginning, sentences are difficult because they are new, but through exercises, they become easy, and I do homework. İ get used to them till I have made better conversations more than I've ever imagined (Student 2).

> […] About the language, as we practice before recording, this gives us confidence during the recording (Student 6).

> […] This application gives me the courage to try to speak Arabic during the classes (student 3).

Attitude. In the interview, most students mention how they have felt about the new model of learning and how that gives them a positive attitude toward AL. Most of them say that they do not like AL before the lessons, but after the new experiences, they change their minds and have different point of views regarding AL.
In relation, according to the questionnaire, 85% of the students (N=17) state that they are happy to be able to say a full sentence in Arabic while recording their voice. However, two students do not think so, and one student is not sure about this.

> […] I like everything in the lessons and the application. Honestly, I did not use to like Arabic lessons, but now I do (Student 3).

> […] I want to repeat the experience. I used to hate Arabic and felt it's annoying and boring, but I have much fun during these lessons now (Student 6).

The recording processes. Both in the interview and the questionnaire, students say that they check their pronunciation before recording. In the questionnaire, 80 % of them (N=16) answer that they check it, while 15% of them (*N*=3) say that they do not.

One of them is not sure. In the interview, students state that they are recording when they are not satisfied with pronunciation and other things. So, they remove the existing record and record a new one. This fills their hearts with a feeling of comfort while speaking Arabic.

In the questionnaire, 30% of them (*N*=6) think that they are nervous before recording, whereas 50% of them (*N*=10) are not nervous before recording. 20% of them (*N*=4) are not sure.

> […] About the language, we practice before recording which gives us confidence during recording. We can re-record our voices which gives us a chance to improve our pronunciation until we get satisfied (student 1).

4.5 Findings of the improvement of the quality of the students produced video

Students have used Toontastic application to create their own DS. After they have done, evaluation is made in line with a rubric adapted from (Dollar & Tolu, 2013) (see Appendix F). To examine the students' performances in AL language speaking skills, the second and the last videos created are evaluated. The number of DS created and analyzed is 34 distributed as follows: 17 videos in the second class and 17 videos in the last class. This is less than the number of students (20), and this is due to students' absence. These digital stories are, on average, 2-3 minutes long. All the students present their videos in front of the class.

Figure 12. Students present their videos.

As a researcher and a teacher, the quality of students' videos astonishes me.

They have produced useful videos on many topics, using their creativity. In Figure 13, there are two sample digital story sections.

Figure 13. Sample 1 of students DS.

Assessment based on 36 points is handled in 3 different frames including nine subtitles: creativity and language, Discourse, and grammar. Each value of these nine subtitles is a maximum of 4 points. The scores are given by the researcher and the AL teacher considering the students' creativity in their stories in terms of technology and language. Creativity and language include visualization, elaboration, vocabulary, and sentences used by students. Also, it includes the way how these sentences are blended with visuals role. Discourse scores are given within the structure of the harmony of the speeches with themes, characters, and speaking skills. Lastly, grammar scores assent AL grammar rules.

The results of the K-S test show that the pre and post global domain for the rubric are normally distributed, and no significant deviation is detected (P = 0.200, P = 0.200 respectively).

As it shown in the table (15) below, the mean scores of all Rubric items decrease. This indicates that the quality of student’s videos in the experimental group is improved during the lessons.

Table 15

Mean Score of Students Produced Videos

SN	Rubric items	Experimental group	
		M before	*M* after
1.	Visualization	2.44	3.35
2.	Vocabulary	2.14	3.35
3.	Sentence use	2.08	3.44
4.	Elaboration	2.58	3.29
5.	Harmony	2.61	3.47
6.	Theme	2.5	3.11
7.	Characters	2.73	3.14
8.	Speaking	2.55	3.44
9.	Grammar	2.11	3.11

By using paired sample at the level (α= 0.05), The table below reveals that there are statistically significant differences in the mean of creative & language, discourse, and grammar in addition to overall domain (P = 0.000, P = 0.000, P = 0.000, P = 0.000 respectively).

The fact that the performance of students in the Experimental group in terms of the second and the last videos has produced significantly change. This change reveals that instructions given to the experimental group significantly assist learners in terms the rubric evaluation items.

Table 16

Evaluation Rubric Four Domains for Experimental Group (Paired Sample T-Test)

	Videos	*M*	N	SD	T	sig
Creative and language	Second Videos	2.316	17	0.20		
	Last Videos	3.360	17	0.32	-21.81	0.00
Discourse	Second Videos	2.602	17	0.27		
	Last Videos	3.294	17	0.22	12.86	0.00

Table 16 (cont'd)

	Videos	*M*	N	SD	T	sig
Grammar	Second Videos	2.117	17	0.51		
	Last Videos	3.117	17	0.37	-8.81	0.00
Overall	Second Videos	2.421	17	0.18		
	Last Videos	3.303	17	0.24	23.54	0.00

Paragraphs below show examples from the students' last videos in items about evaluation rubric.

Some students show their talent and draw the story characters; others draw the whole scene. Some draw items which support their story theme. In Figure (14) below, the student draws a theater hall to help her talk about a character who wishes to become a ballet dancer.

Figure 14. Sample 2 of students DS.

Figure 15. Sample 3 of students DS.

Other Students add their ideas to the videos and use sentences and vocabulary that are beyond the textbook and the lessons. They use a complete and right sentence in AL to express their feelings. In Figure (16) below, a student who talks about dreams and the importance of them ends the whole story with this sentence" لدينا جميعا أحلام جميلة وسنحققها يوما ما" "we all have beautiful dreams, and we will achieve them someday."

Figure16. Sample 4 of students DS.

Humans make up the majority of characters in the students' videos. However, some students use nonhuman characters. For example, a student uses Mermaid and makes her explain the beauty and wonders of the sea. Then, the main character decides to become a diver to discover the see.

Figure17. Sample 5 of students DS.

some student uses animals like tiger and fish, while others use repots and machines as characters. In the figure (18) below, the story is about students camping and a tiger attacks them.

Figure18. Sample 6 of students DS.

In AL grammar, there is a rule that the words are either masculine or feminine. A masculine noun can be changed to feminine by adding one of three symbols (Ta-marbutah, Alif-maqsurah, or Alif-mamdudah) at the end of a masculine word. The most common mistake in the students' videos is due to violating this rule since students

forget to change the masculine noun into feminine. in Figure (19) below, the student says that she wants to be "رائد فضاء" and this is for masculine not feminine.

Figure 19. Sample 7of students DS.

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Chapter 5
Discussion and Conclusions

In this study, quasi-experimental research design which includes both quantitative and qualitative tools is used. The purpose is to explore the integration of DS in AFL classrooms. The research also aims to investigate the students' perceptions of the effectiveness of using DS in AFL classrooms. Quantitative data collection tools include Arabic Language Efficacy Questionnaire (ALEQ), evaluation questionnaire, and Students-produced stories, while the qualitative data collection tool includes semi-structured interviews. Two groups of participants take part in the study as investigated groups. One of the groups is experimental which receives the treatment. The other is the control group which receives no treatment. Based on data collected from the participants, the findings are examined with reference to the purposes of this study. The next parts discuss and conclude the results of this study, referring to the reviewed literature. Lastly, recommendations for further research is presented.

5.1 Discussion of findings for RQ1: Is there any significant differences for experimental group in terms of the pre- and post- Arabic Language Efficacy Questionnaire?

To discuss the first research question that investigates the impacts of integrating DS in AFL classrooms, data is collected through the pre-test and post-test of Arabic Language Efficacy Questionnaire (ALEQ). The results of the K-S test show that all domains in addition to the overall domain for the experimental group in pre and post results are normally distributed, and no significant deviation is detected. The paired sample of t-test shows that there are not any statistically significant differences in reading, writing, grammar, and the overall questionnaire ($P = 0.801$, $P = 0.552$, $P = 0.181$, $P = 0.421$ respectively). The reasons behind these findings may be because of the low effect size due to the small groups. Actually, the experimental group includes only 20 students. In contrast with these findings, other studies on the effects of DS in Foreign languages show that integrating DS is effective to the four language skills

(Atta-alla, 2012) and enhances the students' language skills like reading (Stakounis & Jarvis; 2010; Thang et al., 2015).

However, the results of first question reveal that there is a noticeable improvement of pre-post means for all domains, especially in grammar and writing in addition to overall mean scores. It can be said that if there are more students participated in the study, there might have been significant results. This encourages other researchers to investigate integrating DS in AFL classrooms and taking in their consideration the limitation of this study.

5.2 Discussion of findings of the RQ2: Are there any significant differences for control group in terms of the pre- and post-Arabic Foreign Language Proficiency Scales?

The researcher tests further to show if there are any significant differences for the control group in terms of the pre- and post- Arabic Language Efficacy Questionnaire (ALEQ). The results of the K-S test show that all subdomains in addition to the overall domain for the control group in pre and post results are normally distributed. The paired sample t-test conducted shows that there are no statistically significant differences in reading, writing and grammar mean score ($P = 0.331$, $P = 0.54$, $P = 0.485$ respectively). Meanwhile, there is a decrease in means score in all domains. Moreover, there are statistically significant differences in the overall mean score ($P = 0.331$). The researcher, therefore, concludes that there is a significant difference between the pre-test and post-test of the control group in terms of Arabic Foreign Language Proficiency Scale. The reasons behind the noticeable deterioration of pre-post means for all domains in addition to overall mean score may be because language is new for most of the students, and for each week, the students take harder topics that they do not expect. Also, as the students are taught without integrating DS, the instructional methods which are traditional and lack of effective use of technology do not motivate them to study AL. This may lead them to change their answers about their efficacy in AL from the pre to the post-test. As it appears in literature, that in teaching AFL, the student should receive the needed motivation, and students should understand why they need to learn AL (O'Brien & McPhee, 2014). Moreover, the concrete objectives that affect motivation of the students should be determined at the

beginning of the instruction. The student should believe that the effort and time spent in learning AL is worth to gains (Özsunar, 2018).

5.3 Discussion of findings of the RQ3: Are there any significant differences between experimental and control group in terms of post-Arabic Foreign Language Proficiency Scale?

Testing the third research question, Paired sample t-test is used to compare the means of post-Arabic proficiency domains, for the experimental and control groups. The results show that there are statistically significant differences at the level (α= 0.05) in the mean of grammar in addition to the allover domain (P = 0.008, P = 0.022 respectively). However, there are not any statistically significant differences in reading and writing domains (P = 0.177, P = 0.47 respectively). İt is noticeable that there is an improvement in mean scores for both domains. These results suggest that the interventions of the Experimental groups significantly improve learners' performances in terms of post-Arabic Foreign Language Proficiency questionnaire, and the learning gains are sustained after the intervention completed. In line with findings of this study, many research studies show that learners have positive attitudes towards the use of mobile technologies in the foreign language learning process, and it also has a significant impact on developing students' proficiency levels (Yükselir, 2017),enhances vocabulary acquisition (Gürkan, 2018; Hassan, 2018), and also enables students to raise their awareness in language learning process (Akdemir & Başoğlu, 2010). Moreover, the literature suggests that DS connected in the four-basic language-learning skills (Ribeiro, 2015) proves to be effective in integrating the four language skills (Atta-alla, 2012), and enhances the students' language skills, like reading (Stakounis & Jarvis, 2010 and Thang et al., 2015). lastly, the fact that the performance of learners in the Experimental group significantly changes over time reveals that the instruction of the experimental group significantly assists learners in terms of Arabic Foreign Language Efficacy.

5.4 Discussion of findings of the RQ4: What are students' perceptions about creating DS in AL class?

To to answer the fourth research question that investigates the perceptions of the students about using DS in AFL classrooms to improve speaking skills, data is obtained from semi-structured interviews with participants (N=6) in the experimental group and the evaluation questionnaire with all participants (N= 20) in the experimental group. The findings of the semi-structured interviews and the evaluation questionnaire show that the majority of participants in the experimental group have positive perceptions about using DS in AL classrooms. According to the findings of the evaluation questionnaire and the semi-structured interviews, students affirm that the application helps them improve their language skills, especially speaking skills, feel more confident and courage to speak AL, improve their pronunciation, overcome the anxiety of speaking AL in front of people, have better understanding to Grammar rules, and have a positive attitude toward AL. They also mention the valuable effects of the application which make them record their voices and help them prepare an environment for AL development. Also, the findings show that the participants face some technical limitations, while recording their videos. However, despite the technical difficulties faced, all students say that they can overcome these difficulties and are able to create and upload their videos. Lastly, they show that they enjoy and have fun during the lessons and the process of designing the videos. They are willing to take the classes again.

In line with the findings of this study, there are many research studies on DS integration in foreign languages. The literature suggests that DS enhances the students' language skills like their reading (Stakounis & Jarvis, 2010 and Thang et al., 2015), improves the oral performance of learners (Abdolmanafi, Jalal, & Qarajeh, 2014), improves their speaking skills (H. Eissa, 2019; Somdee & Suppasetseree, 2013), enhances their language learning environment (Tahriri et al., 2015), and develops themselves by seeing their mistakes and learning from other (Öztürk, 2017). DS has led to positive attitudes toward the use of educational technology (Uçar, 2016). The qualitative findings of the current study show related results. For one thing, the students in the study declare that learning process and the application are useful as

they allow them to practice language. Additionally, students state that before speaking AL, they have felt nervous, but since they have the opportunity to re-record their voices, they practice their pronunciation and believe that they have improved it. These findings in accordance with (Mirza, 2020) indicate that students gain more self-confidence and improve their Pronunciation, and technical skills, as well as their ability to deliver presentations. In conclusion, the findings show that the students in this current study have positive perceptions about the integration of DS into their AL classrooms.

5.5 Discussion of the findings of RQ5: Is there any improvement in the quality of the videos produced by the students?

The assignment of the experimental group is to create a DS by using Toontastic after completing each lesson. The students learn new words and sentences from the textbook. Then, they transform these words and sentences into a conversation. This requires combining their ideas with the sample of conversations in their textbook and creates videos by following these steps: choose the setting, choose the characters, record voices and animate, set background music, and finally upload the video. Therefore, the evaluation is made in line with a rubric adapted from (Dollar & Tolu, 2013). The assessment based on 36 points is handled in 3 different frames: creativity and language, Discourse, and grammar including nine subtitles. Each value of these nine subtitles is a maximum of 4 points. The scores are given by the researcher and the AL teacher considering the student's creativity in her stories in terms of technology and her language. Creativity and language include Visualization, Elaboration, Vocabulary, and Sentences used by students, and the way of blending these sentences with visuals role. Discourse scores are given within the structure of the harmony of the speeches with themes, characters, and speaking skills. Lastly, the grammar scores assent with the AL grammar rules.

By comparing the second and the last videos that students have produced, paired sample t-test conducted at the level (α= 0.05) reveals that there are statistically significant differences in the mean of creative & language, discourse, grammar and in addition to the overall domain (P = 0.000, P = 0.000, P = 0.000, P = 0.000 respectively) for the students' videos. The fact that the performance of students in the experimental

group in terms of the second and the last videos they have produced significantly change reveals that the instruction of the experimental group significantly assists learners in terms of the rubric evaluation items.

Also, from the students' last videos, it can be inferred that the students are able to add their ideas to the videos and use correct sentences and vocabulary in a creative way that is beyond the scope of the textbook and the lessons. These findings are aligned with the results of (Öztürk, 2017) who indicates that DS assists students in terms of showing their ideas. They have felt free to express themselves and have shared their ideas. In concluding DS, tasks have a positive impact on students' language performance. Such finding coincides with the results of Diana Tai and Liu (2018).

5.6 Conclusions

The aim is to explore the integration of DS in AFL classrooms. The research also aims to investigate the students' perceptions of the effectiveness of using DS in AFL classrooms. Quantitative data collection tools include Arabic Language Efficacy Questionnaire (ALEQ), questionnaire, and Students-produced stories, while qualitative data collection tool includes semi-structured interviews.

The analysis of the Arabic Language Efficacy Questionnaire (ALEQ) shows that there is no significant difference for the experimental group in terms of the pre- and post-Arabic Foreign Language Proficiency Scale, but there is a noticeable improvement of pre-post means for all domains. Therefore, there is a significant difference between the pre-test and post-test of the control group in terms of the Arabic Foreign Language Proficiency Scale. There is a decrease in the means score in all domains. Also, there is a significant difference in experimental and the control groups in terms of post-Arabic Foreign Language Proficiency Scale.

Moreover. the descriptive analysis for the evaluation questionnaire shows that the students have positive perceptions towards using DS in AL classrooms. And the analysis of document which is student-produced video shows that students are able to add their ideas to the videos and use correct sentences and vocabulary in a creative way that is beyond the scope of the textbook and lessons. This shows that DS tasks

have a positive impact on students' language performance. In relation, the qualitative findings of the semi-structured interviews show that the majority of participants affirm that the application helps them improve their language skills, especially their speaking skills, feel more confident and courage to speak AL, improve their pronunciation, overcome anxiety of speaking AL in front of people, have more understanding to Grammar rules, and have a positive attitude toward AL. They also mention the valuable effect of the application which allows them to record their voices and help in preparing an environment for AL development. Lastly, they show that they enjoy and have fun during the lessons and the process of creating the videos. They are willing to repeat the classes.

In conclusion, the findings of this study demonstrate that integrating Ds in AFL can be considered as an effective method to improve students' speaking skills. Also, the study concludes that students have positive perceptions about using DS in AFL classrooms, so it can be stated that the integration of Ds can be taken into consideration in AFL classrooms.

5.7 Recommendations for Further Research

This study introduces some recommendations for teachers and further research. Technology may have many benefits for students and instructors. However, it's important to use it in an effective way, as for students whatever is boring in the textbook it will be boring if we put it in any technological tools. Teacher needs to choose appropriate tool and motivate the students and make sure to use technology efficiently to facilitate the learning process. As it showed in this study using DS helped the students in many ways, so it can be stated for teachers that the integration of DS and other technological tools can be taken into consideration in foreign language classrooms.

For further research, first, the number of participants in this study is limited, and all of them are high school students in Imam Hatip school. Hence, the same treatment can be implemented using a larger group of participants in other classrooms with different levels that can bring more reliable conclusions in a replicated study and

strengthen the findings of this study. Another suggestion is that different data collection tools and data analysis procedures can be used with the same group of students to examine the effectiveness of this research design as for the experimental group, Toontastic application was used as a mobile application instrument to study the effect of integrating DS in AFL classrooms. Yet, for future studies, other kinds of mobile application instruments are recommended to be used to get findings and complementary results of this study.

Also, the treatment can be extended to a longer time and for other language skill as this skill conduct the effectiveness of DS on speaking skill more skills can be included. lastly, for future research, other types of technological methods are recommended to be used in AFL classrooms to gain different and complementary findings of this study.

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APPENDICES

A. Lesson Plans

Overall objective	By the end of this lessons, students will be able to write a story and make DS by using **Toontastic 3D.**
Behavioral objective	Students will be able to tell short story about themselves.
Aims	At the end of the class, students will be able to; Identify new vocabulary and the way of using them in real life explain the steps of writing a story Investigate DS videos and summarize the main idea. Create videos by using Toontastic 3D application. Use a range of media, such as sound, animation, photos.
Note for the teacher	It is suggested that the flash cards can be copied on a paper or to be written on stickers, so the students can focus more.

The First Class

Stage/ timing	Procedure	Materials	Aims
Warm up T/ 1 min	Teacher enters the classroom and greets students, asking them how they are today.		Teacher warms up students to get ready for the class.
Classroom management T/ 2 min	Teacher asks students to sit in groups of 3 members. Teacher asks students to arrange their chairs in circle.		Arranging the class for the group's activities to share ideas.
Gain student's attention T/ 15 mins	Teacher asks students if they are ready to learn something exciting today. And tells them a story about herself. Then, she asks them to guess what the topic is she is going to teach them today And writes "storytelling" on the board. Teacher distributes flash cards with different words to the groups, then she plays a digital storytelling video made in Toontastic about greetings in AL. and she asks the groups to write down what they can know about each word.	Flash cards DS video Made on Toontastic	To get students to be excited about the lesson and Introduce the topic to the students.
Presenting information T/ 15 mis	Teacher turns on the DS video Teacher asks students to put the flash cards next on the table, then she turns on the DS video again, but this time she asks them when they hear the new words, they have to raise the flash cards of the same word and read it.	DS video	Students learn the correct pronunciation from natives. Student focus on the new vocabularies.

Inform students of the objectives T/ 4 mins	Presenting a presentation informing the students that the aim of the lesson is to: • Explain the steps of writing a story. • Investigate DS videos and summarize the main idea. • Define a new Arabic language vocabularies	Using genially.com	Students will know what the aim of this lesson is, What they are expected to learn, and what they are expected to do.
Stimulation a recall of prior knowledge T/ 5 mins	Teacher asks students what they know about the DS? Then she plays this video https://www.youtube.com/watch?v=3borx63c6dw And she takes notes from the students' answers.	Data-show	Students will think and try to recall for information, memories, and stories they know. Students get involved into the lesson.
Enhancing restoration and transfer T/ 3 mins	Teacher plays speaking game with the students and then summarizes the topic briefly.	WhatsApp	

The Second Class

Stage/ timing	Procedure	Materials	Aims
Warm up T/ 1 min	Teacher enters the classroom, greets students, and asks them how they are today?		Teacher warms up students to get ready for the class.
Classroom management T/ 2 min	Teacher asks students to sit in groups of 3 members. Teacher asks students to arrange their chairs in circle.		Arranging the class for the group's activities to share ideas.
Providing guidance T/ 15 mins	Teacher asks students to work in groups to identify the main parts of the story. Then she discusses main parts with them and presents them in the data show: 1. **Setting**: Where and when is the story set? 2. **Character**: A person or animal or anything personified. There can be one main character or many, and often there are secondary characters, but not always. 3. **Theme**: Idea, belief, moral, lesson or insight. It's the central argument that the author is trying to make the reader understand. The theme is "why" of the story. **4. Dialogue**	Using genially.com	It makes it easy for teacher to know the answers of all groups. Teacher can give feedback and discuss his notes with students, so they should be aware when giving their answers.

Presenting information T/ 10 mins	Techer aligns the main parts of the story with the parts of the application "**Toontastic 3D"**	Data show	
Eliciting performance T/ 15 mins	Techer plays speaking game called "let's talk" with students **5.** By presenting cartoon picture and let each groups try to make a Dialogue Then read their stories in front of the class.		Teacher can give feedback and discuss her notes with students
Enhancing restoration and transfer T/ 3 mins	Teacher summarizes the topic briefly.		

The Third Class

Warm up T/ 1 min	Teacher enters the classroom, greets students, and asks them how they are today?		Teacher warms up students to get ready for the class.
Classroom management T/ 2 min	Teacher asks students to sit in groups of 3 members. Teacher asks students to arrange their chairs in circle.		Arranging the class for the group's activities to share ideas.
Presenting information T/ 10 mins	Teacher asks the students a question "Are there common words Between Arabic and Turkish?" Then presents a video which includes some common word between AL and TL designed by the researcher on Bowtoon website. Then, she asks the students if they know any other words.		
Eliciting performance T/ 15 mins	Teacher presents the whole vocabulary groups written the student book about the topic of greetings using "genially" slide share. then, she asks students to work in groups and makes a short dialogue about the greeting topic.	Genially	It's time for students to practice what they have learned from the topic and apply it in an exercise.
Providing feedback T/ 15 mins	Techer asks each group to practice their dialogues and read their version out to the class.		
Enhancing restoration and transfer T/ 3 mins	Teacher summarizes the topic briefly. And asks students to write a short dialogue containing the greeting topic.		Students will study further at home, Discover more vocabularies about the greetings in AL.

The Fourth Class

Stage/ timing	Procedure	Materials	Aims
Warm up T/ 1 min	Teacher enters the classroom and greets students, asks them how they are today?		Teacher warms up students to get ready for the class.
Classroom management T/ 2 min	Teacher asks students to sit in groups of 3 members. Teacher asks students to arrange their chairs in circle.		Arranging the class for the group's activities to share ideas.
Gain student's attention T/ 15 mins	Teacher presents a short DS which includes three scenes about a new topic from their book which is (Work) prepared on "**Toontastic 3D"** by a girl in their same age that to encourage And then she asks them the following questions: what application is used to prepare this DS? What do you think is the age of the girl who has prepared this DS? What is the theme of the story? Who are the main characters of the story? Where is the setting of the story?	Flash cards DS video Toontastic 3D	To get students to be excited about the lesson and Introduce the topic to the students.
Presenting information T/ 15 mins	Presenting a presentation informing the students that the aim of the lesson is to:	Genially	Students will know what the lesson aim is, What they are expected to learn, and

	explain the steps of writing short DS on "**Toontastic 3D" as** **The three parts of the Short Story:** BEGINNING: Where the characters and the setting of your story are introduced. MIDDLE: Where something happens, like a problem END: Where your story wraps up		what they are expected to do.
Practice exercise T/ 10 mins	Teacher asks students to choose the setting and the characters names, shapes, personality…" of their stories By using Toontastic. Then presents them.	Data-show	. Students get involved into the lesson.
Enhancing restoration and transfer T/ 2 mins	Teacher summarizes the topic briefly, And asks students to write a short dialogue including greetings and work topics.		

The Fifth Class

Stage/ timing	Procedure	Materials	Aims
Warm up T/ 1 min	Teacher enters the classroom and greets students, asks them how they are today?		Teacher warms up students to get ready for the class.
Classroom management T/ 2 min	Teacher asks students to sit in groups of 3 members. Teacher asks students to arrange their chairs in circle.		Arranging the class for the group's activities to share ideas.
Gain student's attention T/ 10 mins	Teacher presents DS "Classic Story with 5 scenes" about a new topic from there book which is (Travel), prepared on "**Toontastic 3D"** by a girl in their same age to encourage them. And then she asks them What are the main topics of the dialogues? Who are the main characters of the story? Where is the setting of the story?	Flash cards DS	To get students excited about the lesson and Introduce the topic to the students.
Presenting information T/ 15 mis	Teacher turns on the DS video Teacher asks students to put the flash cards next on the table, then she turns on the DS video again, but this time she asks them when they hear the new words, they have to raise the flash cards of the same word.	DS video	Students learn the correct pronunciation from natives. Students focus on the new vocabularies.

Enhancing restoration and transfer T/ 2 mis	Teacher summarizes the topic briefly. Teacher asks each group to start record their voices in the first scene of their stories		Students will study further at home, discover more vocabularies about the idea that they have chosen.

The Sixth Class

In the last class, students present their own DS that they have created by using Toontastic 3D. And the teachers gave them feedbacks.

B. Learners analysis form

Kişisel Bilgiler Formu A:

Yönerge: Katılacağınız bu araştırma, Yabancı Dil Öğretiminde (Arapça) dijital hikaye yöntemi konusunda. Araştırma ile ilgili vereceğiniz bilgiler kesinlikle gizli tutulacaktır. Tüm veriler güvenli bir Şekilde saklanacak ve katılımcılar izin vermedikleri sürece, sadece araştırmayı yürütenlerce ulaşılabilecektir. Lütfen aşağıdaki soruları içtenlikle yanıtlayınız!

1. Sınıfınız:……
2. Ne zamandır Arapça öğreniyorsunuz?.....
3. Öğrendiğiniz başka diller var mı? Hangi dilleri öğrendiniz?

☐Evet ☐ Hayır. Hangi diller: …….

4. Akıllı telefon kullanıyor musunuz?

☐Evet ☐ Hayır.

5. Akıllı telefonunuzda internet var mı?

☐Evet ☐Hayır

6. Hangi sosyal medya ağlarını kullanıyorsunuz?

☐ Facebook. ☐Twitter ☐Instagram ☐ Tik tok ☐ Diğer

7. Dil öğrenimiyle ilgili program kullanıyor musunuz? Ve hangi programlar kullanıyorsunuz?

☐ Evet ☐ Hayır ☐ Diğer

8. Bilgisayar kullanımında kendi bilgi ve becerilerinizi nasıl değerlendiriyorsunuz?

☐Çok iyi ☐iyi ☐ orta ☐zayıf

9. Telefonu ödev ya da projeleriniz için hangi sıklıkla kullanıyorsunuz?

☐ Günde birkaç defa ☐Günde bir defa ☐ Haftada birkaç defa

☐Haftada bir kez ☐ Ayda birkaç defa ☐Ayda bir kez

10. Daha önce hiç dijital hikaye yazdınız mı? Yazdıysanız hangi programları kullandınız? Dijital Hikaye: "Enteraktif dijital bir ortamda, resim, grafik, hareketli grafik, görüntü, müzik ve metne dayalı anlatımın sunulması sürecidir"

☐Evet ☐ Hayır Program: _____

11. Arap dilinde diyalog kura biliyor musunuz?

☐Evet ☐Hayır

12. Arapça diyalog kurmak sizce Arapça konuşma becerinizi geliştirir mi?

☐Evet ☐Hayır

13. Okulunuzda Arapça olarak gerçekleştirilecek dijital hikaye anlatım çalışmasına katılmağa ilginiz var mı?

☐Evet ☐Hayır

C. The interview questions for students:

1. How is the process?
2. What are the things you have enjoyed and what are the things you have faced difficulties with?
3. Are you able to use the application Toontastic?
4. What are the difficulties you face in designing stories in the Arabic language? (Grammar, vocabulary, discourse, narration, phonetics, etc.) How can you overcome them?
5. What are the challenges or difficulties you have faced in designing your DS in terms of technology?
6. Do you enjoy the stories you make?
7. Do you want to continue working on your story? Why is that?
8. Would you like to publish your stories online? Why yes or why not?
9. How can we develop the process? what would you need to make it better?
10. Describe your journey in creating digital storytelling?

D. Observation Checklist of the Teaching-Learning Process

Meeting: 1- 2- 3

	Meeting 1		Meeting 2		Meeting 3	
Observation Items	Yes	No	Yes	No	Yes	No
A. Opening						
• The teacher greets the students. • The teacher checks students' conditions and attendance. • The teacher reviews previous materials. • The teacher mentions the material that will be learned. • The teacher introduces the learning objectives. • The teacher is well prepared and well organized in the class.	v v v v v	 v 	v v v v v	 v 	v v v v v v	
B. Main Activities						
• Students are ready to learn the material. • Students play some games to learn how to make conversations in Arabic • Students watch and listen to AL conversations videos. • students engage in AL conversations. • Students use the app well • teacher checks the students' understanding. of the conversations between them. • Students finish all activities related to the lesson well	v v v v v v v	 	v v v v v v v	 	v v v v v v v	

• The teacher directs students at every stage of the conversation performance • The teacher guides students at every stage of using the application • The teacher monitors student activities	v	v	v	v	v v	
C. Closing						
• The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students.	v v v v		v v v v		v v v v	
D. Class Situation						
• The teacher encourages students' participations. • The students have enthusiasm or motivation during the learning process. • The students are actively involved in each class activity. • The time allocation is appropriate. • media used by the teacher are sufficient in teaching and learning process. • The teacher's instructions are clear.	v v v v v		v v v v v		v v v v v	

Observation Checklist of the Teaching-Learning Process

Meeting: 4- 5- 6

	Meeting 4		Meeting 5		Meeting 6	
Observation Items	Yes	No	Yes	No	Yes	No
A. Opening						
• The teacher greets the students. • The teacher checks students' conditions and attendance. • The teacher reviews previous materials. • The teacher mentions the material that will be learned. • The teacher introduces the learning objectives. • The teacher is well prepared and well organized in the class.	v v v v v v		v v v v v v		v v v v v	 v
B. Main Activities						
• Students are ready to learn the material. • Students play some games to learn how to make conversations in Arabic • Students watch and listen to AL conversations videos. • students engage in AL conversations. • Students use the app well • teacher checks the students' understanding. of the conversations between them. • Students finish all activities related to the lesson well	v v v v v v v v		v v v v v v v v		v v v v v v v v	

• The teacher directs students at every stage of the conversation performance • The teacher guides students at every stage of using the application • The teacher monitors student activities	v v		v		v v	
C. Closing						
• The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students.	v v v v		v v v v		v v v v	
D. Class Situation						
• The teacher encourages students' participations. • The students have enthusiasm or motivation during the learning process. • The students are actively involved in each class activity. • The time allocation is appropriate. • media used by the teacher are sufficient in teaching and learning process. • The teacher's instructions are clear.	v v v v v		v v v v v		v v v v v	

E. Arabic Foreign Language Proficiency

	Hiç Katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Kararsızım	Biraz katılıyorum	Katılıyorum	Tamamen Katılıyorum
1. Arapça kitapları okuduğumda anlayabilirim							
2.Arapça bir metni anlayacak kadar Arapça kelime biliyorum.							
3.Cümlenin bağlamına/gelişine göre Arapça bir metindeki kelimeleri anlayabilirim							
4.Zor bir Arapça cümle gördüğümde anlayabilirim							
5.Arapça metinleri anlayacak yeterli bilgiye sahibim.							
6. Arapça okuduğunu anlama sınavlarında yüksek bir puan alabilirim							
7. Arapça bir metni daha kolay anlamamda Kur'an okumanın bana yardımcı olduğundan eminim.							
8. Arapçayı iyi derecede yazabilirim							
9. Arapça yazım anlaşılırdır							
10. Arapça imla ve noktalamada yeterli bilgiye sahibim.							

	Hiç Katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Kararsızım	Biraz katılıyorum	Katılıyorum	Tamamen Katılıyorum
11. Arapça yazabilmek için yeterli Arapça kelime haznesine sahibim.							
12. Arapça dil bilgisini doğru kullanabilirim.							
13. Arapça yazma sınavından yüksek bir puan alabileceğimden eminim.							
14. Kur'an-ı Kerim bilmek benim Arapça yazmamda yardımcı olur.							
15. قواعد نحويةGramer kurallarını anlayabilirim							
16. قواعد نحويةGramer kurallarını kullanabilecek kabiliyetim var.							
17.(إعراب) İ'rab (Harekeleme) yapabilirim.							
18. Arapça vezinlere hâkimim (أوزان)							
19. Sarf ve nahiv kaidelerini (الصرف) anlamamda Kuran'ı Kerim'in dil kaide yapısının bana yardımcı olduğuna eminim.							

F. The Evaluation Questionnaire:

	Evet	Emin değil	hayır
1. Bu uygulama, yeni kelimeler öğrenmeme yardımcı oldu.			
2. Bu uygulama, yeni cümleler öğrenmeme yardımcı oldu.			
3. Bu uygulama, telaffuzumu geliştirmeme yardımcı oldu.			
4. Bu uygulama, Arapça hikaye okumaktan, benim için daha fazla ilgi çekiciydi.			
5. Kendi sesi mikayıt etmeden önce telaffuzumu kontrol ettim.			
6. Kendi sesi mikayıt etmeden önce özellikle gergindim.			
7. Kendi sesi midinlerken gergindim			
8. Sesi mikayıt ederken tam bir cümle Arapça söyleyebildiğim için mutluyum.			
9. .Her hafta farklı dijital diyaloglar (yapmayı) oluşturmayı seviyorum.			
10. Bu tarz dijital diyaloglar kullanılmasını. isterim.			
11. Dijital diyaloglar tasarlamak Arapça yazmama yardımcı oldu.			

G. Evaluation Rubric

	1 2 3 4 **(weak) (medium) (Good) (strong)**
Creativity and Language	Visualization Vocabulary Sentence use Elaboration
Discourse	Harmony Theme Speaking Characters
Grammar	Grammar
And Total Number of Reviews	

Creativity and Language: 16 points, discourse: 16 points, grammar: 4 points. Out of 36 points results of the evaluation and interpretation of the research findings is seen in part. (Dollar & Tolu, 2013).

H. Toontastic 3D instruction manual

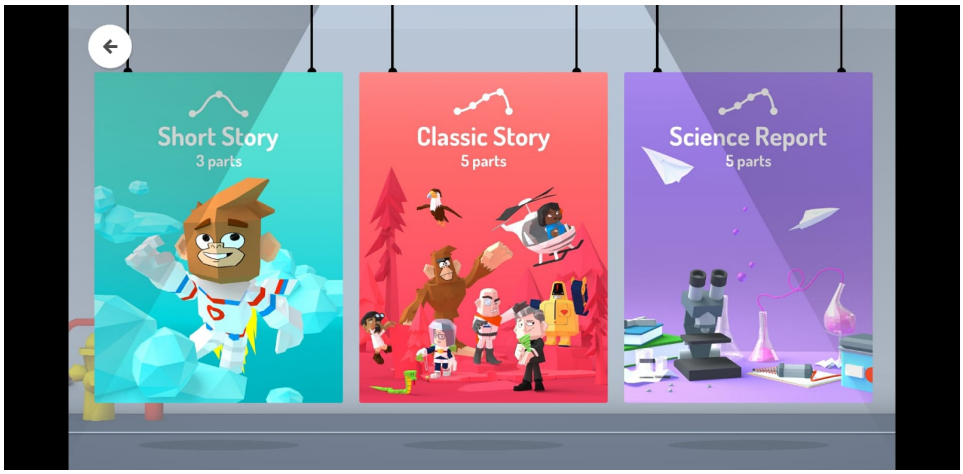
Name of the application	Toontastic 3D
type of the application	Digital storytelling maker
Aim of the application	To draw, animate, and narrate swashbuckling adventures, breaking news stories, science reports, and all other wacky ideas
Why the researcher chooses Toontastic 3D	• It can be used in Phone, tablet, & select Chromebooks • İts uploaded in iOS & Android • İts Works offline • No login or password required • The videos are easy to export • FREE download, no ads or in-app purchases
The design of the application:	İts divided into three tools: **Short Story (3 parts)** BEGINNING: when you introduce the characters and the setting of your story.

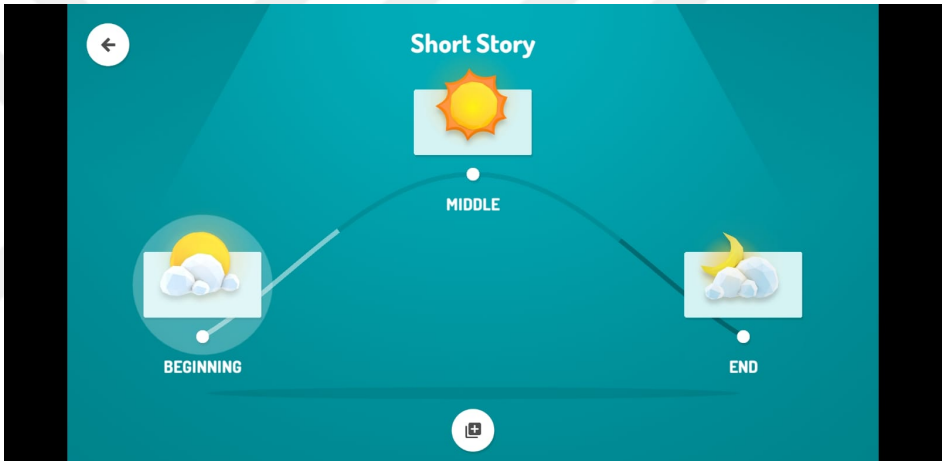
	MIDDLE: Where something happens, like a problem END: Where your story wraps up. **Classic Story (5 parts)** SETUP: when you introduce the story setting and characters CONFLICT: when you create a problem for your characters CHALLENGE: when you make the problem even more difficult CLIMAX when you help the characters solve the problem. RESOLUTION: when the problem has been solved **Science Report (5 parts)** QUESTION: Start by asking a research question. What do you want to know? HYPOTHESIS: State your hypothesis. What do you think will happen?

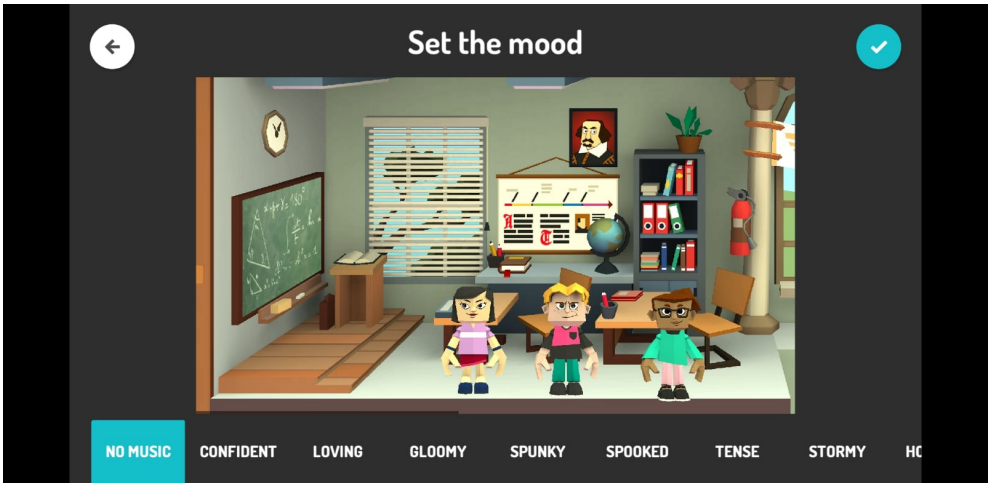
	EXPERIMENT: Explain your experiment. What data are you collecting, and what's your control? RESULTS: Analyze your results. What observations do you make? CONCLUSION: Make a conclusion. What do you learn, and do you have any more questions?
How to use the application	1. Open the application on your phone or tablet. 2. choose one of the three options: short story, classic story, and science report. 3. Start making your own DS by fowling these steps: • Pick a setting: use one of the setting in the application or draw your own. • Design Characters: use one of the Characters in the application or draw your character in 3D. • Animate and Narrate: act out your movie and record your voice. • Mix your soundtrack: pick • music to fit any mood.

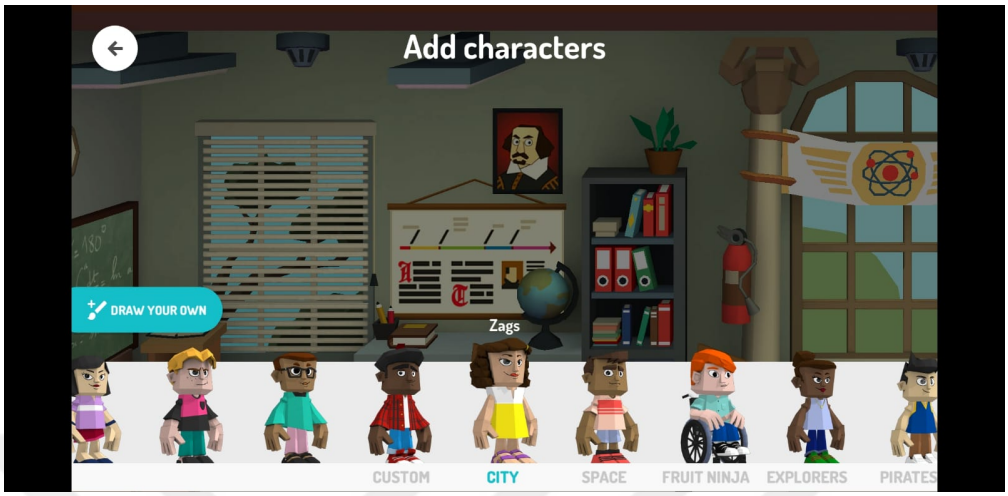
	4. After finishing the whole scenes of your DS, save and export them to your device library. 5. Show them to your friends.
Validity	The researcher makes a pilot study with ninth grade students to make sure that it is suitable for them

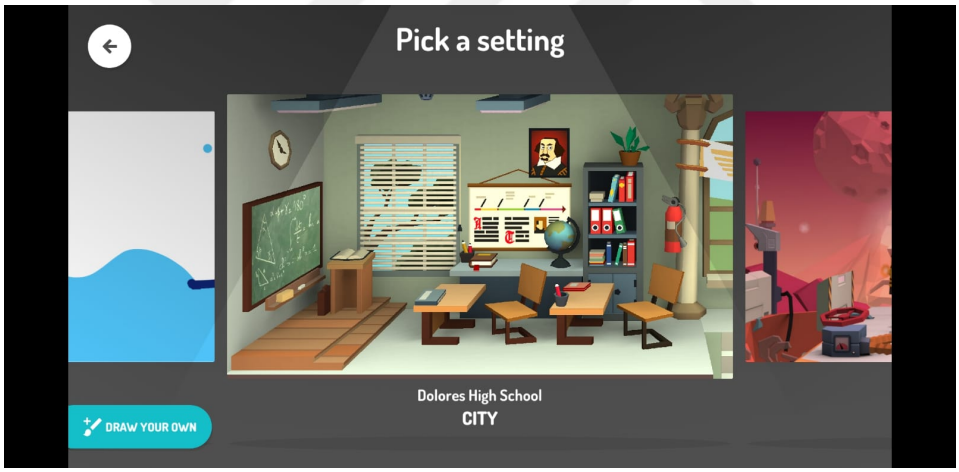
I. Pictures from Toontastic 3D



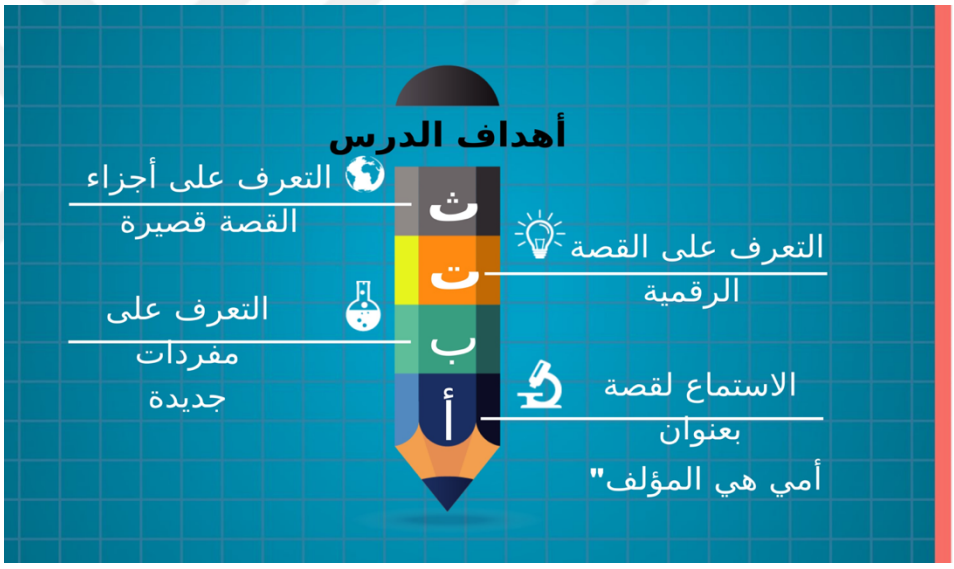


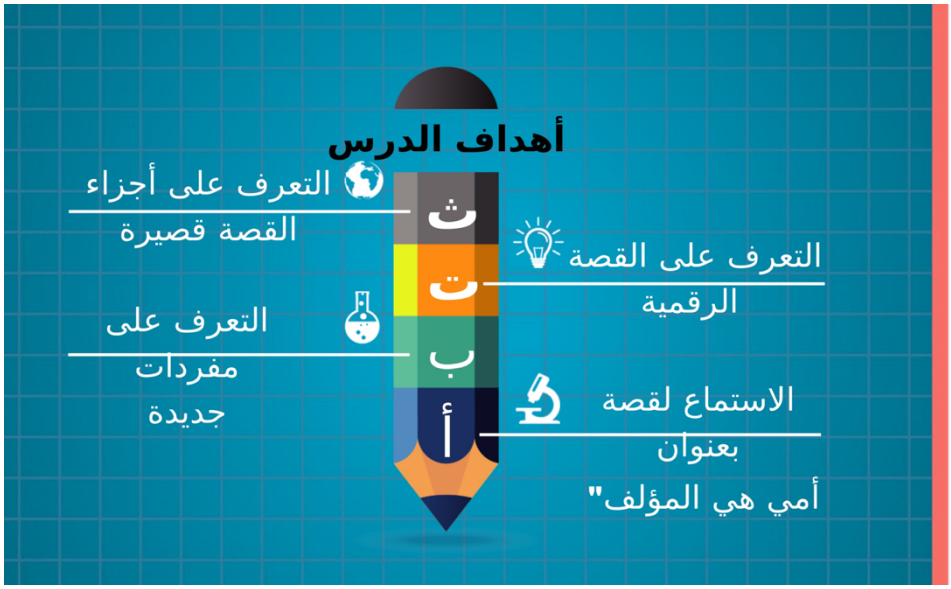



Add characters
DRAW YOUR OWN
Zags
CUSTOM
CITY
SPACE
FRUIT NINJA
EXPLORERS
PIRATES


Pick a setting
DRAW YOUR OWN
Dolores High School
CITY

J. Pictures from the presentation on Genially






هيا نتحدث اللغة
العربية
genially
education


VIDEO
LETS LEARN WITH SALMA
Watch later
Share
Akraba أقرباء
insan إنسان
Aile عائلة
CREATED USING
POWTOON
genially
education


لماذا تَتَعَلّمِين اللُغة
العَربية؟
genially
education

K. Pictures during the classes:

L. Curriculum Vitae

GENERAL INFORMATION

Surname, Name: Madi, Heba

Nationality: Palestinian (Pl)

Date and Place of Birth: 7 September 1991, Saudi Arabia

Marital: Single

Telephone: +90 5531759671

Email: heba.m.madi@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS (Teaching Arabic Language)	The Islamic University (Gaza)	2013
Master (Educational technology)	Bahcesehir university	2020

FOREIGN LANGUAGE

English, Turkish basic user.

EXPERIENCE

2014-2017	AL Teacher at Governmental and UNRWA schools
2015-2016	Event founder and lead organizer (TEDxShujaiya)
2014-2019	Assistant director and Trainer of Ommar El Ard Institution.
2019-Now	Public relations and Events Manager.

HOBBIESS

Mentoring, Traveling