| RESEARCH ARTICLE

Evolution from Traditional to Digital Storytelling as an Instructional Approach in English Conversation Courses

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| ABSTRACT

In the current Palestinian context, proficiency in English has become a crucial requirement. One of the methods employed to enhance this skill is storytelling. However, given the ever-advancing technology, there is a growing need for storytelling methods that break free from spatial and temporal limitations. As we navigate the digital era, the transformation from conventional to digital storytelling becomes imperative. This research aims to explore how this transition unfolds within the framework of English language courses in Palestine. Additionally, the study seeks to uncover the specific steps taken to create digital storytelling content in English tailored to the Palestinian context. Utilizing the Research and Development approach with the ADDIE model, the findings highlight the effective incorporation of digital storytelling as a learning method in Palestinian English language courses.

| KEYWORDS

Narrative Pedagogy, storytelling, conventional, digital

1. Introduction

In the present era, proficiency in communicating effectively in English has become imperative in Palestine. Various methods are employed to cultivate this skill, and one impactful approach is through storytelling. Incorporating English into storytelling has proven to not only enhance language proficiency but also foster creativity among students. In the context of language and literature, developing English-speaking skills can seamlessly intertwine with the appreciation and understanding of diverse stories and literary works. A skilled storyteller must grasp the essence of a narrative or literary piece before effectively conveying it to others. Without a thorough comprehension, the storyteller may encounter challenges in articulating the message and values inherent in the story or literary work. The process of understanding a literary work involves repeated readings and meticulous analysis, considering both intrinsic and extrinsic elements. Once a comprehensive understanding is achieved, the storyteller can skillfully craft the narrative to ensure it captivates the audience while effectively conveying the intended message.

The tradition of storytelling is not a new concept; our ancestors in Palestine used it to share entertaining tales imbued with moral lessons for the younger generation. By adopting a narrative format for teaching, the message becomes more accessible and understandable. Crucially, storytelling involves a dynamic process, fostering interaction between the storyteller and the audience. In the contemporary Palestinian digital landscape, storytelling undergoes a transformation into digital formats, ensuring its relevance to the current times.

A notable distinction between conventional and digital storytelling lies in the mode of delivery. In conventional storytelling, the storyteller is physically present in the classroom, whereas digital storytelling allows for asynchronous engagement, enabling

storytellers to record English narratives as videos for later dissemination. Another differentiating factor is the use of technology as a medium. As observed by Carolyn Wilson, a researcher from [source], the shift to digital storytelling introduces innovative technological elements to the traditional narrative, reshaping the dynamics of storytelling in educational contexts within the Palestinian context. Athabasca University in Canada delineates seven values and principles in digital storytelling, with a notable emphasis on technology as a catalyst for creativity—a principle highly relevant in the Palestinian context.

In the realm of conventional storytelling, essential elements encompass the narrator, words, sound, and movement. The storyteller skillfully modulates the rhythm of their voice to engage the audience. In contrast, digital storytelling involves amalgamating recorded narration with images (static or dynamic) and accompanying music or sounds. These succinct narratives, typically lasting 2-3 minutes, adopt a first-person perspective, narrating a story about a person, event, or issue deeply connected to the storyteller. Technology emerges as a formidable instrument for unlocking creativity.

Following the production of storytelling content, dissemination on digital platforms like YouTube becomes possible, transcending spatial and temporal limitations to reach a wider audience. The brevity of digital storytelling, attuned to the audience's attention span, aligns well with concentration levels, typically lasting 2-3 minutes. Naturally, storytellers need a strategic approach to effectively convey the message through compelling visuals and audio. The use of English poses a challenge, particularly in the Palestinian context. Consequently, this research will delve into the transformation from conventional to digital storytelling, with a specific focus on the Palestinian narrative. The subsequent aim is to articulate the necessary steps for producing digital storytelling content in English that resonates with the Palestinian audience.

2. Literature Review
The exploration of digital storytelling's impact on language skills is exemplified in Dillyan Anugrah Joko Saputro's study, "Digital Storytelling to Improve Students' Mastery in Narrative Writing." This experimental research sought to determine the effectiveness of teaching narrative text using digital storytelling in enhancing writing skills. By comparing students taught through digital storytelling with those taught conventionally, the study revealed a significant improvement, underscoring the potential of digital storytelling as a visual aid in advancing writing skills.

In the context of language learning in Palestine, Reni Puspitasari Dwi Lestariyana and Handoyo Puji Widodo contributed to the discourse with their research, "Engaging Young Learners of English with Digital Stories: Learning to Mean," published in the Indonesian Journal of Applied Linguistics (2018). This study involved elementary school teachers, demonstrating the positive impact of digital storytelling on young learners' connection and enthusiasm for language-based project learning.

Further insights into the potential of digital storytelling are provided by Pei Rong Lim and Norah Md Noor's research, "Digital Storytelling as a Creative Teaching Method in Promoting Secondary School Students' Writing Skills," published in the International Journal of Interactive Mobile Technologies (2019). This study, conducted in Malaysia, explored the use of digital storytelling to enhance the writing skills of high school students. The positive outcomes underscore the adaptability of digital storytelling in diverse educational contexts.

These studies lay the foundation for researchers in Palestine to explore and adapt digital storytelling models to improve English speaking skills in the English Conversation class. As the Palestinian educational landscape evolves, these findings contribute to the ongoing conversation about the transition from conventional to digital storytelling. This research endeavors to build upon these insights, offering context-specific discoveries and innovative learning methods within the domain of Language and Literature in Palestine.

3. Methodology
3.1 Research Object
In the context of this research, the primary data source is drawn from Palestinian folktales chosen by the students. Students have the freedom to select folktales that originate from specific regions within Palestine, fostering a sense of cultural connection and diversity in the collected data. This approach ensures that the digital storytelling content not only aligns with the educational objectives but also reflects the rich cultural heritage of Palestine, making it more engaging and meaningful for the students.

Supplementing the primary data, the secondary data encompasses various literature resources. This includes books on literature, sources exploring the technological aspects of digital storytelling, and a range of journals and articles related to digital storytelling. The secondary data serves as a valuable foundation for placing the chosen Palestinian folktales within the broader context of literature and technology, providing essential insights to guide the digital storytelling process.

By integrating both primary and secondary data, this research seeks to comprehensively explore the intertwining of cultural narratives, literature, and technology within the specific context of Palestinian digital storytelling. The students' selection of Palestinian folktales adds a distinctive and locally relevant dimension to the study, creating a bridge between traditional storytelling and contemporary educational technology in the Palestinian setting.

3.2 Research Approach

The research methodology selected for this study is the Research and Development (R&D) approach, tailored to the unique context of Palestinian education. The R&D method is particularly suitable for crafting and evaluating specific educational products within a localized setting. In this study, the chosen model is the ADDIE model, renowned for its effectiveness in providing guidance for the creation of dynamic, efficient, and supportive training programs and educational infrastructure.

The ADDIE model, adapted to the Palestinian context, serves as a structured framework for developing various educational components, such as learning methods, teaching strategies, and multimedia resources. Its phased structure—Analysis, Design, Development, Implementation, and Evaluation—offers a systematic approach to product development, ensuring that the educational interventions align with local needs and goals.

Embracing the Research and Development method, coupled with the Palestinian-contextualized ADDIE model, this research aspires to create and assess the impact of digital storytelling as a method for advancing English conversation skills in Palestinian educational settings. The methodology's iterative nature allows for continuous improvement, making it responsive to the unique requirements and cultural nuances of the Palestinian context.

The ADDIE model schema is as follows:
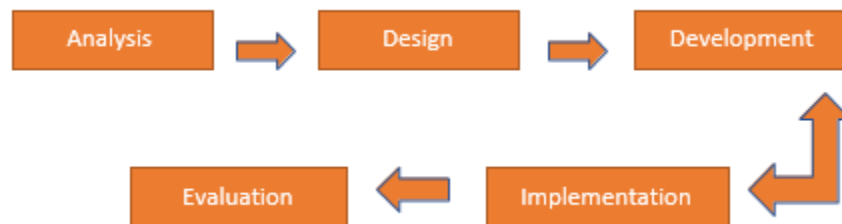
4. Results and Discussion

4.1 Analysis

The preliminary phase of this research involves a thorough analysis, laying the groundwork before planning, developing, and implementing the teaching design. Key considerations in this phase include an examination of the learners, instructional goals, strategies for instructional analysis, and the formulation of learning objectives, all contextualized within the Palestinian educational setting.

Beginning with an analysis of course characteristics, English Conversation is offered in the first and second semesters. As per the Semester Instructional Plan, the course focuses on foundational communication skills, particularly in listening and speaking. It exposes students to authentic oral texts, emphasizing a variety of English sounds to enable them to express themselves appropriately in different contexts. Teaching methods include pair activities, group work, role-playing, dialogue creation, and conventional oral storytelling, where students share stories directly with their classmates.

The subsequent analysis addresses the challenges faced in the English Conversation course, particularly concerning the impact of the Covid-19 pandemic in 2020. The shift from offline to online classes necessitated a reevaluation of teaching methods, prompting the consideration of transformative approaches such as moving from conventional to digital storytelling. This shift aligns with the advancements in technology, leveraging platforms like YouTube and social media. YouTube, being widely accessed, provides an ideal space to showcase digital content related to storytelling, specifically focusing on Palestinian cultural narratives.

Moving to an analysis of the learners, the context involves university students in their first and second semesters, originating from various regions in Palestine. As newcomers to university life, they bring diverse customs, cultures, and dialects, creating an opportune moment to share folktales from their respective hometowns. Palestinian regions are rich with unique folk narratives, each reflecting distinct beliefs and values. The selection of Palestinian folktales as the focus for digital storytelling aims to instill pride and appreciation for the cultural diversity within Palestine, both nationally and globally.

Formulating instructional goals for this method involves ensuring that learners engage with technology, appreciate Palestinian folk narratives, collaborate with peers, and enhance their speaking abilities. The learning objectives are tailored to the Palestinian context, encompassing the telling of Palestinian folktales in English, creating YouTube content about Palestinian folklore in English, and adeptly utilizing technology throughout the process, including creating storyboards, recording voice narrations, and uploading content on the YouTube platform. This comprehensive analysis forms the foundation for subsequent planning, development, and implementation phases, adhering to the Research and Development framework within the unique Palestinian educational landscape where the storyteller tells the story directly in front of the audience.

4.2 Design

Moving forward to the Design phase in the Palestinian context, adapting the instructional strategy, course format, and assessment methods becomes paramount when incorporating digital storytelling.

In selecting the course format, digital storytelling in the Palestinian context requires thorough preparation. After choosing a Palestinian folktale title, students engage in scriptwriting. Given the audience's attention span of 2-3 minutes, students strategize to create a concise yet impactful narrative. The complexity of digital storytelling necessitates careful consideration of the visualization, incorporating images, music, sound effects, and the storyteller's recorded voice. Unlike conventional storytelling, which relies on the storyteller's gestures and expressions, digital storytelling requires a more intricate combination of multimedia elements. To guide this process, students are encouraged to choose Palestinian folktales with straightforward plots, facilitating effective scriptwriting within the designated time constraints.

Storyboarding follows the scriptwriting phase, and for the design process, a two-column story table is selected. This template includes columns for the narrative or voice and images or media, offering a simple yet effective structure for presenting a scene-by-scene depiction of the Palestinian folktale. Various templates and software tools are available for creating storyboards, ensuring flexibility and creativity in the design process.

By navigating the Design phase thoughtfully, the researchers aim to craft a well-structured and culturally resonant digital storytelling framework. This framework aligns with the objectives of the English Conversation course, emphasizing the richness of Palestinian folk narratives and showcasing the unique cultural heritage of Palestine.

In the subsequent Design phase, attention turns to the assessment design, with a focus on effectively evaluating learners' outcomes in the Palestinian context. The researchers have implemented two assessment methods: peer review and lecturer's assessment. The peer review aspect involves classmates watching the digital storytelling videos and providing feedback through Google Forms. This feedback encompasses five key components: point of view/purpose, voice/pacing, images, economy, and language use. The detailed structure of the assessment form is provided in Figure 2. Simultaneously, the lecturer also assesses these components, providing a comprehensive evaluation of the digital storytelling videos. Additionally, the lecturer evaluates the overall process of creating the videos, covering stages from the initial conceptualization to the final production.

Transitioning to instructional strategy design, a diverse approach is adopted to facilitate learners' understanding of the topic within the Palestinian context. Methods such as group discussions, readings, simple research, and hands-on experience with technology are combined. To enhance motivation, learners are encouraged to use video-editing applications they are already familiar with. They are also granted the freedom to choose the visualization approach for the Palestinian folktale. This flexibility allows them to either create their illustrations or if drawing presents challenges, use free-copyright images available on the internet. This strategy aims to bolster learners' confidence in crafting digital storytelling videos while respecting their individual strengths and preferences within the unique cultural landscape of Palestine.

Through this comprehensive instructional strategy, the researchers aim to enrich learners' understanding of the Palestinian folktale, foster collaborative learning, and instill a sense of pride and creativity in the creation of digital storytelling videos, thereby contributing to the preservation and appreciation of Palestinian cultural heritage.

4.3 Development
In the Development phase, the integration of technology into the educational setting and process takes center stage. This phase involves providing a practical sample for the instructional design, developing course materials, and running through the conduction of the design. For the sample, the researchers utilize an Indonesian folktale video from the Dongeng Kita channel, affiliated with English First—an English Center for Kids and Teens in Indonesia. While this channel uses English and advanced animation, beginners in the English Conversation course can employ stop-motion images and simple animation. They are encouraged to use familiar tools like Microsoft PowerPoint, which offers various features supporting the visualization of the story. Students can incorporate simple animations and transitions, insert voice recordings, and add sound effects and music. Initiating the project with accessible technology enhances their confidence in creating simple YouTube digital content.

Following the provision of a factual sample, the researchers develop course materials by consulting various sources on digital storytelling. They also introduce alternative applications like Zooburst, Animaker, and Powtoon to provide students with diverse options and expand their technological knowledge. To enhance speaking skills, students practice intonation, pronunciation, tone, and stress. In digital storytelling, the impact arises not only from sound or music but also from the storyteller. While conventional storytelling relies on facial expressions, gestures, and non-verbal language, digital storytelling substitutes these components with visualizations of images and animations. The primary focus for the storyteller becomes narration, prompting the researchers to guide students in practicing dialogue delivery. Feedback from instructors becomes integral in honing their speaking skills.

The practice of storytelling, experimentation with apps, voice recording, and creating visualizations form part of running through the conduction of the design. Rigorous rehearsal ensures the effectiveness of each step. In case of any challenges or shortcomings, this approach allows for timely adjustments to the strategy. Importantly, all these activities are contextualized within the Palestinian landscape, providing students with tools and skills that are relevant to their cultural context. Microsoft PowerPoint provides many tools that support the visualization of the story. The students can use simple animation and transition, insert their voice recording, and add sound effects and music. The students can record their voices using a voice recorder on their mobile phones. They can scan their hand drawing and arrange them as slides on Microsoft PowerPoint. Starting this project by using the technology on their hand will improve their confidence that they can make simple YouTube digital content.

4.4 Implementation
In the Implementation phase, the researchers bring the design into action, encompassing training instructors, preparing learners, and organizing the learning environment. Given that the researchers themselves serve as the instructors for this project and have developed the instructional material, formal training is skipped.

The next crucial step is preparing the learners, which begins from the onset of the course or the initial meeting of the semester. During the first meeting, instructors typically outline the course syllabus, including details such as the course description, weekly topics, learning outcomes, and study materials. This early preparation is vital, providing learners with ample time to familiarize themselves with the topic and explore it independently.

The final step in the implementation phase involves organizing the learning environment. Given that this project is conducted online, instructors need to create an effective and engaging online learning environment. This includes ensuring that all necessary digital platforms and tools are accessible to learners, clarifying communication channels, and setting expectations for participation and collaboration in the digital storytelling project. The learning environment should be conducive to fostering a sense of community, collaboration, and active engagement, even within the virtual realm.

Contextualized within the Palestinian setting, the implementation phase takes into account the unique challenges and opportunities presented in an online learning environment in Palestine. This includes considerations for internet connectivity, access to technology, and cultural nuances that may influence the online learning experience. The goal is to create a seamless and inclusive learning environment that aligns with the cultural and technological context of Palestinian learners.

Ensuring that all students have the necessary tools is imperative for the success of the digital storytelling project. Each student should have access to a computer or laptop, ideally equipped with Microsoft PowerPoint. Additionally, they should be able to utilize the voice recorder tool on their mobile phones. For those residing near the campus, the language laboratory facilities are available and come fully equipped for this purpose. This collaborative project is designed for groups of 3-4 students, allowing for mutual support and collaboration.

Before making their digital storytelling videos public, students follow a specific procedure. The video is initially set to an unlisted mode, enabling it to be reviewed by classmates and the instructor. In this mode, only individuals with a direct link to the YouTube video can access and watch it. This step ensures a controlled and collaborative environment for feedback and evaluation before the content is shared with a wider audience.

Within the Palestinian context, considerations for varying internet connectivity and technology accessibility are taken into account, emphasizing inclusivity and accommodating students with diverse resources. The collaborative and supportive nature of the group-based approach aligns with the cultural values of community and cooperation in Palestinian education.

4.*5 Evaluation Phase*

In the Evaluation phase of the ADDIE method, instructors assess the effectiveness of the new method in meeting learners' needs and achieving its goals. Evaluation involves using rubrics, and in this case, the researchers employ the peer-review method for assessing digital storytelling videos. The link to the example of the design implementation is provided in Figure 3: Youtube link.

Rubrics serve as a common assessment tool for digital stories, offering scales with descriptions of different achievement levels for specific criteria. The peer-review method involves classmates reviewing and providing feedback on the digital storytelling videos. This approach is effective as reviewers have firsthand experience in the content creation process, allowing for valid feedback based on their knowledge and experience. The assessment rubric covers five components: point of view/purpose, voice/pacing, images, economy, and language use, with reviewers assigning a scale from 1-4. Details of the rubric can be found in Figure 2.

In addition to peer review, instructors also evaluate each phase of the project, starting from analysis to the final result. Formative evaluation is conducted through one-on-one feedback sessions with students. Instructors seek feedback on materials, tools, and delivery, addressing questions about clarity, comprehension, and any difficulties encountered during the process. This formative evaluation process is crucial for refining the design of digital storytelling based on learners' perspectives.

Some challenges faced by students include difficulties in creating original images, locating the authentic version of Palestinian folktales due to various versions, and managing time effectively. Despite challenges, positive feedback indicates that the transformation from conventional oral storytelling to digital storytelling brings a fresh, effective, and adaptable approach suitable for the millennial era within the Palestinian context. They can give valid feedback based on their knowledge and experience. There are five components mentioned in the assessment rubric: point of view/purpose, voice/pacing, images, economy, and language use. The reviewers gave their feedback using a scale of 1-4. The details of the rubric can be seen in Figure 2.

5. Conclusion
In conclusion, this research aimed to transform conventional storytelling, particularly oral storytelling, into a digital format as a novel method in English Conversation courses. The findings highlight that the transition from conventional to digital storytelling requires thorough preparation, and the ADDIE (Analysis, Design, Develop, Implementation, and Evaluation) model is instrumental in supporting this transformation. Each phase of the research yielded the following key insights:

Analysis Phase: Freshmen in the first and second semesters, still closely connected to their hometown's culture, find it easier to discuss folktales from their own provinces. The impact of the COVID-19 pandemic, which shifted teaching methods online, further supported the need to transform storytelling methods in English conversation courses.

Design Phase: The adoption of a two-column story table design emerged as the most effective approach to amalgamate essential elements for visualization, narration, and sound effects in digital storytelling.

Development Phase: Students were given the freedom to choose applications for creating digital storytelling content. This approach allowed them to explore new apps and enhance their skills in recording and video editing.

Implementation Phase: Ensuring that all students have access to necessary tools, such as computers and mobile phones, was crucial. Students lacking personal resources could utilize campus facilities. Additionally, the collaborative group approach facilitated mutual support among students.

Evaluation Phase: Peer-review rubrics and one-to-one formative evaluations were employed to assess the results. Challenges faced by students included creating original images, identifying authentic versions of Palestinian folktales, and managing time effectively. Positive feedback indicates the effectiveness and adaptability of the transformation to digital storytelling, especially in the context of the millennial era.

The researchers anticipate that the outcomes of this project will contribute to cultural preservation. Creating Palestinian folktale videos on YouTube serves as a means for the younger generation to learn about and appreciate their culture. Future research on creating animation videos is recommended to further enrich the digital storytelling strategy within the Palestinian context.

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