

## Connecting Cultures: A Case Study on Digital Story-telling in ESL Classrooms in Palestine

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### Abstract

This study explores how digital story-telling (DST) is incorporated into ESL (English as a Second Language) schools in rural Palestine. The main object is to look at how DST activities affect ESL students' desire to study from both the teacher and the student's point of view. 35 students and seven ESL teachers participated in semistructured interviews and non-participant observations as part of a case study technique used to collect qualitative data. The results show that students thought DST activities were fascinating and fun, and they expressed a wish to participate in them again. They also acknowledged that this increased their drive to study ESL. The comments from the students and the teachers agreed on the feedback. The study also determines what influences rural instructors' choices for DST adoption and what variables affect students' interest in ESL classes. These observations are meant to assist those involved in education in meeting the particular requirements of Palestine's rural school communities.

**Keywords:** Digital Story-Telling, Language Learning Motivation, Interest, English Speaking Anxiety.

### Introduction

The use of digital story-telling (DST) in ESL classes has come to represent resiliency and a commitment to high-quality education in Nabi-Saleh, Palestine (Murad, 2022). Within the larger Palestinian struggle, education is a potent instrument of empowerment, providing an insight into the many initiatives aimed at raising schoolchildren's willingness to learn. "Connecting Cultures through Stories: The Power of DST in ESL Classrooms" The story of the Palestinian struggle is woven with cutting-edge teaching techniques like DST, creating a cultural bridge. Through the use of audio-visual components in oral story-telling, educators and students may create an immersive learning environment (Murad, 2022). This strategy not only supports language learning but also protects cultural identity by embracing multiple modalities, including face-to-face encounters and cybernated media (Rosli & Idrus, 2017). "Empowering ESL Education: Resilience in Palestinian Classrooms" The ESL classes in Nabi-Saleh are a testament to the tenacity of both teachers and pupils as they overcome the

difficulties presented by the Palestinian environment (Murad, 2022). Educational activities continue in spite of limited resources and travel restrictions, demonstrating the steadfast dedication to improving the caliber of instruction and learning opportunities (Rosli & Idrus, 2017). "Digital Tools as Agents of Change: Technology in Palestinian Learning Spaces" Digital tools are transformation agents in ESL instruction within the larger Palestine context. The incorporation of technology in story-telling exercises not only amplifies student involvement but also mirrors the worldwide trend towards inventive pedagogical approaches (Malaysia Education Blueprint 2013–2025). Palestinian schools are able to overcome geographical limitations because to their digital resilience, giving kids access to a variety of educational opportunities. "Preserving Identity: Story-telling as a Cultural Anchor in ESL Learning" The value of story-telling in maintaining cultural identity is acknowledged in the ESL classes in Nabi-Saleh (Rosli & Idrus, 2017). Teachers weave curricular items on Palestinian ancestry to help children feel more connected to their background. Not only may story-telling help with language learning, but it can also foster a deeper awareness of one's identity and past. "Global Solidarity: Collaborative Efforts in Palestinian Education" Support from the international community is essential for Palestinian educational initiatives. By means of cooperative endeavors and assistance schemes, international associates aid in surmounting obstacles related to infrastructure and resource scarcity, therefore augmenting the influence of educational campaigns in Nabi-Saleh and other regions.

### **Digital Story-Telling**

Digital story-telling (DST) is a narrative approach that smoothly incorporates digitized components such as images, texts, and sounds, commonly employed in therapeutic or communal situations (Chan & Yau, 2019; Sage et al., 2018). Within an educational setting, Educational Digital Storytelling is a powerful technology-enhanced learning strategy that promotes digital, technology, information, and visual literacy—all 21st-century skills (Robin, 2008). Through technology integration, engagement, reflection, and project-based learning, EDS—a convergence of digital, art, oral, and written literacies—finds its home in the classroom and supports student-centered learning (Barrett, 2006). According to Kleinginna and Kleinginna (1981), motivation is an internal state or situation that stimulates, energizes, and guides behavior. It is a crucial component of the learning process. This term is broadened by Franken (2006) to encompass behavior's motivator, direction, and persistence. Motivation is essentially what individuals want to do, decide to do, and are committed to accomplishing; this is demonstrated by observed behaviors such as effort, intensity, perseverance, and choice (Keller, 2009; Weiner, 1992). To guarantee active student participation in the setting of DST in ESL classes, it is essential to comprehend and capitalize on motivation. Individual and situational interest are two types of interest, which are strongly related to motivation (Hidi, 1990; Hidi & Baird, 1988). Individual interest is a permanent liking for individual themes, whereas situational interest originates from instant stimulation. In the context of DST, maintaining student engagement and promoting a sincere desire to engage in the learning process depend on developing both situational and individual interest. Crookes and Schmidt (1989) highlight internal components such as interest, relevance, anticipation of success, and results, along with external factors like the decision to engage, perseverance, and activity level, that affect language learning motivation. These elements are crucial in determining how motivated ESL students are to engage in DST activities. These motivating elements may be aligned because to DST's dynamic nature, which produces a rich and stimulating environment for language acquisition. Language learning motivation may be impacted by Foreign Language Anxiety (FLA), which is acknowledged as a complicated emotion (Şimşek and

Dörnyei, 2017). FLA comprises self-perceptions, beliefs, sentiments, and actions connected to language learning, originating from the specific problems given by the language learning process (Horwitz et al., 1986). Addressing FLA becomes essential in the ESL classroom utilizing DST in order to provide a welcoming and inclusive atmosphere that reduces anxiety and promotes effective learning. In conclusion, DST in ESL classes integrates emotional and motivational elements that are critical to successful language acquisition in addition to utilizing technology to improve learning opportunities. The integration of FLA, motivation, interest, and EDS highlights the complex nature of ESL instruction in the modern digital age.

### **Rural**

Rural settings in Palestine, particularly in the village of Nabi Saleh, lack a precise definition compared to their urban counterparts. The conventional understanding of urban areas in Palestine involves locations with a population of at least 10,000, where 60% of individuals aged 15 years and above are engaged in non-agricultural activities (Department of Statistics Palestine, 2021). Despite the growing body of research on rural education, a universally accepted definition of rural remains elusive, with varied interpretations among educators worldwide (Coladarci, 2007). Diverse perspectives on the meaning of rural exist, reflecting the complex nature of these settings. Herzog and Pittman (1995) defined rural as an area distinct from a city or non-metropolitan region. In a more abstract sense, Farmer (1997) characterized rural as the antithesis of urban, emphasizing smaller populations in rural areas compared to the larger urban centers. Reflecting these nuances, the definition often employed by researchers studying rural areas, including in the context of Nabi Saleh, aligns with the parameters introduced by (Johnson and Strange, 2005). According to Johnson and Strange, a rural school in Palestine is situated inside or outside a metropolitan area and serves a population of fewer than 2,500 residents. In the context of Nabi Saleh, a village grappling with unique socio-political challenges, the definition of rural takes on additional dimensions. Beyond population size, factors such as land use, agricultural practices, and the village's proximity to urban centers contribute to the intricate fabric of Nabi Saleh's rural identity. As researchers delve into the educational landscape of Nabi Saleh, considering the multifaceted nature of its rural setting becomes imperative for a comprehensive understanding of the challenges and opportunities that shape education in this Palestinian village.

### **Theoretical Underpinning**

The theoretical underpinning of this study draws from five key theories, namely Constructivism, Second Language Acquisition (SLA), Vygotsky's Social Constructivism, Connectivism, and Social Network Theory. These theories contribute distinct constructs and principles, blending together to provide a comprehensive framework for understanding the role of digital story-telling (DST) in language learning. The synergy between Constructivism and SLA is evident, with Vygotsky's Social Constructivism and Krashen's SLA offering complementary insights. Vygotsky's Zone of Proximal Development (ZPD) aligns with Krashen's concept of comprehensible input ( $i+1$ ), creating a harmonious theoretical foundation for the incorporation of DST activities. The collaborative nature of DST, involving face-to-face meetings and digital communication through platforms like WhatsApp, aligns seamlessly with Connectivism and Social Network Theory. These theories collectively support the contextual-based learning process facilitated by DST. The study reveals that students successfully completed assigned tasks and demonstrated developmental progress throughout the learning process. In cases of dissatisfaction with specific aspects of their video production,

students sought improvement through interactions with more proficient peers, family members, or teachers. This iterative process reflects the constructive nature of learning, where students construct understanding and meaning through experiences and reflections. Constructivist principles were evident in the encouragement of students, reflections on tasks (through interviews), and the collaborative styles employed during the creation of digital story-telling. The scaffolding process, guided by Vygotsky's theory, facilitated the mastery of knowledge and skills, gradually enabling students to become independent learners. Technical, motivational, and intellectual support from peers and teachers played a pivotal role in fostering this independence. The rich language inputs encountered by students were meaningful and contextually relevant, aligning with Constructivism's emphasis on meaningful interactions. Social interaction, a core aspect of Constructivism, allowed students to challenge and apply their language and communication abilities concurrently. Multimodality, a key concept in this research, permeated through various internet platforms and digital technologies, enhancing collaboration and communication among students. The integration of verbal and visual modes, as well as the intentional use of multimodal activities, aimed to create a more engaging and comprehensive language learning environment.

In conclusion, the theoretical framework of this study, woven from multiple educational theories, underscores the importance of collaborative and contextual learning facilitated by DST. The interplay of Constructivism, SLA, Social Constructivism, Connectivism, and Social Network Theory provides a nuanced understanding of how DST activities contribute to meaningful language learning experiences.

### **Methodology**

Implementing digital story-telling activities in ESL classrooms aimed to enrich and elevate the proficiency of the four language skills: listening, reading, writing, and speaking. The incorporation of these activities not only provided targeted language practice but also fostered an increase in both input and output activities among students. By creating an engaging and interactive learning environment through digital story-telling, there was a natural boost in students' learning motivation.

The multifaceted impact of these activities extended beyond language skills enhancement. In addition to invigorating language learning motivation, the digital story-telling tasks also served as a conduit for students to acquire knowledge and skills related to Information and Communication Technology (ICT). The integration of technology into language learning not only made the process more dynamic but also aligned with the demands of the modern, tech-driven world.

Throughout the engagement in these activities, a wealth of qualitative data was generated, encompassing observations and insights gathered before, during, and after task completion. Interviews and class observations were conducted, providing valuable information for analysis. The research design, illustrated in Figure 1 below, encapsulates the comprehensive approach taken in gathering and interpreting the data to derive meaningful insights.

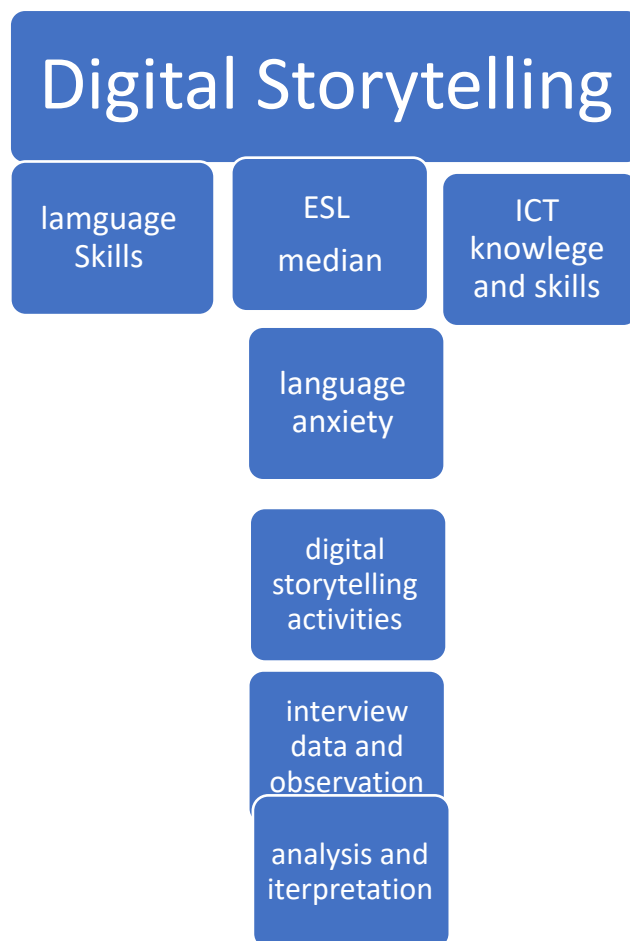


Figure 1 The Research Design

Based on recent statistical data in the educational context of Palestine, it is observed that a significant portion of the schools falls within the rural classification. Out of the total educational institutions in Palestine, approximately 42% are identified as rural schools, These rural schools cater to around 22% of the overall student population, Focusing specifically on the rural setting, the current study unfolded in a Secondary school located in Nabi Saleh, Palestine. Nabi Saleh, recognized for its unique socio-political challenges, stands as a small and remote village. The village hosts several primary schools, all of which are public institutions. Predominantly inhabited by the Palestinian community, Nabi Saleh provided the contextual backdrop for the research. The study honed in on a specific focus group consisting of eleven-year-old Palestinian children, deliberately chosen for their homogeneity, inducing a simplified and uniform group for the research (Creswell, 2013). This deliberate selection aimed to maintain constancy in responses during digital story-telling activities, minimizing potential variations that might arise from the involvement of individuals from different backgrounds. Within this focused group, the students were further divided into smaller groups, each comprising five members. These smaller groups were actively involved in task-oriented observations, participating in the planning, role-playing, and video-making phases of a story-telling activity. This strategic division allowed for a more in-depth exploration of the impact of digital story-telling in a rural context, specifically within the confines of the selected primary school in Nabi Saleh, Palestine.

To ensure a diverse representation, students from various proficiency levels—fast, average, and slow learners—were purposefully selected from the aforementioned focus group. This selection process was facilitated through recommendations from their English Language teacher and the voluntary agreement of the children. The aim was to capture a comprehensive spectrum of learning experiences within the focused group.

On the instructors' side, seven ESL teachers from six distinct schools in the same vicinity were chosen for their expertise in conducting digital story-telling activities in their English Language classrooms. Each teacher had practical experience in incorporating story-telling activities within their English Language lessons, providing a rich pool of knowledge for the study.

Data collection involved a combination of semi-structured interviews and non-participant observations during classroom sessions and the video production process. Semi-structured interviews were chosen to yield extensive and in-depth qualitative data, serving both as a means to validate the observed learning and teaching processes and as a tool for data triangulation. This approach allowed for a comprehensive understanding of the experiences of both students and teachers. The instruments utilized in this study not only facilitated triangulation but also enriched the data by providing multiple perspectives. Figure 2 provides an overview of the comprehensive data collection methods employed, illustrating how each instrument contributed to the enrichment and validation of the collected data from various sources.

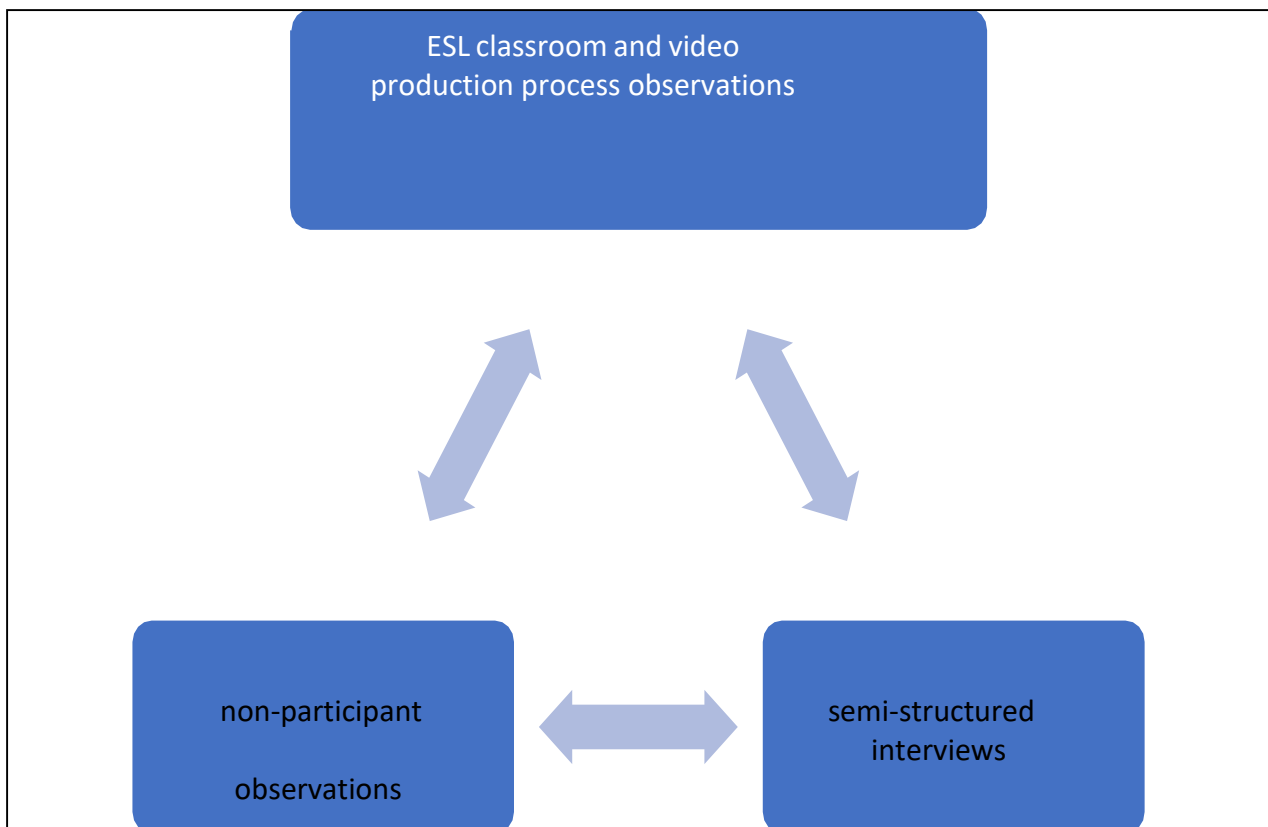


Figure 2

**Data Collection Method**

The observation method entailed a detailed analysis of students' responses, movements, and conversations as they engaged in tasks within ESL classrooms incorporating digital story-telling activities. This method aimed to provide insights into the students' behaviors and interactions during the practical application of digital story-telling in the learning environment.

Conversely, the interview method served as a valuable tool for delving into the profound views and experiences of both students and teachers. By employing this method, the researcher could explore the perspectives of the participants in considerable depth and breadth. Additionally, the interviews functioned as a means to understand and affirm the personal feelings and views of students and teachers regarding their learning practices and experiences (Vockel & Asher, 1995). The interactive nature of interviews allowed for a nuanced understanding of the participants' perspectives, enabling the researcher to verify and gain deeper insights into their learning journey.

In summary, the combination of observation and interviews provided a comprehensive approach to data collection, allowing for a thorough examination of both the practical application of digital story-telling in ESL classrooms and the subjective experiences and reflections of students and teachers.

The information gathered through interviews played a pivotal role in validating the findings of this study. Undoubtedly, the interviews provided valuable insights and supported the chosen case study approach. Both student and teacher interviews were meticulously transcribed, and a thematic coding system was applied following Braun and Clarke's (2006) methodology.

In alignment with Braun and Clarke's thematic analysis model, the researcher manually conducted a detailed analysis, organizing the data into six distinct phases. This systematic approach allowed for a thorough exploration of emerging themes and patterns within the interview data. Figure 3 provides a visual representation of the structured process employed in this study, illustrating the sequential phases of thematic analysis.

Through this rigorous methodology, the researcher ensured a comprehensive and in-depth examination of the qualitative data, ultimately contributing to the robustness and validity of the study's findings.



Figure 3 Phases of Thematic Analysis (Adapted from Braun & Clarke (2006))

The thematic analysis adopted an inductive approach, emphasizing a data-driven and in-depth exploration of the content without relying on a pre-existing coding frame (Patton, 1990; Braun & Clark, 2006). The analysis delved into the latent level, focusing on interpreting data beyond their surface content. This allowed for the identification of underlying ideas, assumptions, and conceptualizations—essentially, the ideologies that form the theoretical basis of the revealed data (Boyatzis, 1998 as cited in Braun & Clark, 2006, p. 13). In terms of the epistemological paradigm guiding the thematic analysis, the current research embraced a 'constructionist' perspective. This perspective informed the analysis by considering the socio-cultural and structural conditions that shape the phenomenon under study, taking into account the individual descriptions derived directly from the collected data (Burr, 1995; Braun & Clark, 2006). This nuanced approach aimed to capture the intricate interplay between individual experiences and the broader socio-cultural context, providing a richer understanding of the phenomenon.

### Findings

The presentation of the data findings in this study aligns with the five research questions, which have been addressed and elucidated through the qualitative data collected from the following instruments

1. Non-participant classroom observation
2. Non-participant video production processes observation
3. Students' semi-structured interview responses
4. Teachers' semi-structured interview responses.



The analysis of data from these diverse instruments was undertaken to derive meaningful results. This information was then triangulated, offering a comprehensive and cohesive overview of the findings. The synthesis and integration of data from multiple sources contribute to a more robust and nuanced understanding of the research questions, as depicted in Figure 4 below.

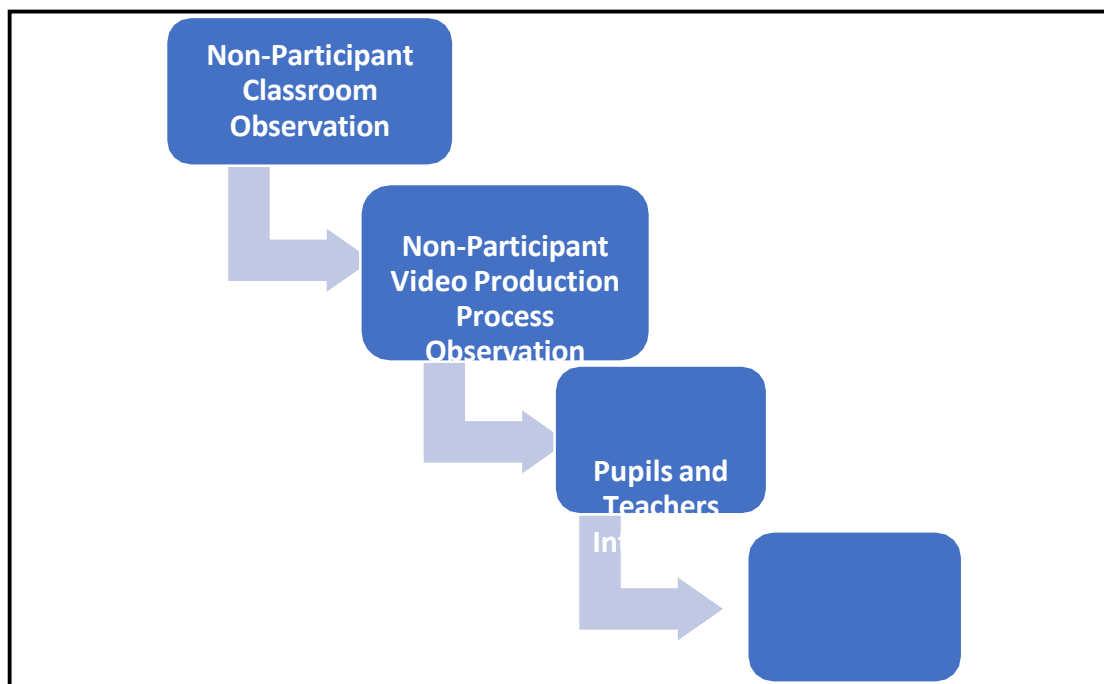


Figure 4 The Data Triangulation

Subsequently, the obtained findings were thoroughly discussed in connection with the conceptual framework, relevant theories, and existing studies in the field. The examination of the findings underscored that digital story-telling emerged as a potent and effective teaching and learning tool, demonstrating its capacity to stimulate learning motivation within an English as a second language classroom. The summarized findings are as follows:

1. The students found digital story-telling activities to be engaging and enjoyable, expressing a desire to have similar experiences in their ESL classrooms in the future.
2. The students recognized specific criteria contributing to the success of digital story-telling tasks, including: a. Time management; b. Physical resources; c. Language and communication skills; d. ICT proficiency; e. Effective task management; and f. Commitment to the activity.
3. Students unanimously agreed that their motivation to learn the English language increased after participating in digital story-telling activities.
4. Despite understanding the benefits of digital story-telling, the teachers expressed a preference for conventional story-telling activities.
5. Teachers faced challenges related to a lack of knowledge, insufficient skills, and limited resources, leading to lower motivation to adopt digital story-telling in their ESL classrooms. The perceived time-consuming nature of DST was also a factor.
6. Teachers acknowledged that their students' motivation to learn the English language was heightened after engaging in digital story-telling activities.

**Discussion**

The discussion of the findings is structured around the five research questions, exploring how digital story-telling contributes to increased learning motivation in ESL classrooms, particularly among rural school students. Both students' and teachers' perspectives on the impact of digital story-telling activities on learning motivation and its implications for ESL classrooms are thoroughly examined.

The students' positive responses reveal a keen understanding of digital story-telling, considering it a novel addition to their academic experiences. Although story-telling itself is familiar to them, the introduction of digital story-telling in formal and informal settings brought a fresh dimension. These findings align with Friday's (2014) study emphasizing the natural conveyance of stories within societies. Engaging in digital story-telling enables students to share stories digitally, requiring not only proficient English language skills but also a blend of ICT skills and high motivation, free from anxiety. Interviews with students indicated their comfort with English Language class activities involving story-telling, particularly the innovative aspect of producing videos and sharing them digitally. Multimodality was effectively incorporated through digital technologies like video recording and video-making applications, integrating verbal and visual modes of teaching. In this learning environment, students utilize digital devices, various text types, and tasks, appealing to different sensory modalities. The findings suggest that factors influencing student participation in ESL classrooms employing digital story-telling include time management, physical resources, language and communication skills, ICT proficiency, management skills, and commitment. Student engagement, described as a willingness to actively participate in school activities, is crucial for effective learning. When students have control over their learning, extending beyond traditional classroom boundaries, they are more likely to be motivated. Previous studies, including Skinner and Belmont (1993); Sadik (2008), highlight the correlation between teachers' behavior, student motivation, and engagement. Digital story-telling, as a student-centered activity, empowers students to take control of their learning, fostering collaborative, creative, and critical thinking skills.

This study aligns with research by Yang and Wu (2012), demonstrating that digital story-telling enhances student engagement and motivation. Students taking control of their learning process indicates well-regulated learning motivation. The rewarding nature of digital story-telling presentations and the creative aspects involved contribute to motivation, as supported by (Gregori-Signes, 2008; Herrera-Gutierrez et al., 2009). Teachers responded positively to digital story-telling activities, acknowledging its potential in ESL classrooms. While some expressed initial doubts and concerns, they recognized the importance of ICT in 21st-century learning. Challenges, such as insufficient knowledge, skills, and facilities, hindered some teachers from fully embracing digital story-telling. However, most teachers viewed these challenges as opportunities for collaborative problem-solving, reflecting the need for overcoming barriers to technology adoption in ESL classrooms.

In-depth interviews and observations revealed various factors limiting teachers from adopting digital story-telling. Challenges included a lack of knowledge, insufficient skills, and inadequate facilities. Despite recognizing digital story-telling's potential, some teachers hesitated due to perceived time constraints and a mismatch with their students' needs. These findings resonate with prior research emphasizing factors like teacher attitudes, perceptions, ICT awareness, and school location influencing technology adoption.

In conclusion, digital story-telling emerges as a potent tool for enhancing learning motivation in ESL classrooms. Both students and teachers acknowledge its positive impact, although

challenges exist in terms of knowledge, skills, and facilities. Overcoming these challenges collaboratively can pave the way for effective integration of digital story-telling in ESL education, fostering a dynamic and engaging learning environment.

### **Implication to Research and Practice**

This study carries significant implications for the use of digital story-telling as a teaching and learning tool in second-language classrooms, particularly in rural settings in Malaysia. The research contributes to the scholarly landscape by offering insights into the effectiveness of digital story-telling in promoting learning motivation towards the English Language among rural primary school children. Methodologically, the study adopts a qualitative approach and utilizes a case study analysis, ensuring in-depth and robust findings. The research closely monitors classroom observations, video production process observations, and in-depth interviews with students and teachers, providing crucial inputs for understanding and potentially building research frameworks tailored to different samples and geographical locations. Pedagogically, the study underscores the motivational and fruitful nature of digital story-telling as an engaging language activity. The activity encourages students to use the target language in a fun and meaningful way, exposing them to genuine and relevant language inputs. Digital story-telling emerges as a means to train students in mastering the target language, promoting self-learning and group learning in both face-to-face and virtual modes. The collaborative nature of the activity, facilitated by technology, enhances students' confidence to communicate in a non-threatening environment. As students engage in digital story-telling, improvements in communication skills and confidence levels are observed. However, the study also highlights the need for guidance and control over students' multitasking behavior during digital story-telling tasks. While the multitasking aspect can lead to positive educational outcomes, its improper use may result in distraction and decreased performance. Teachers are urged to scaffold the learning process, especially in complex tasks, ensuring that students remain focused and avoid unnecessary time loss from task-switching. The integration of story-telling activities with familiar and comfortable technologies is essential, emphasizing the need for a curriculum-driven approach. Pedagogically, story-telling activities should align with the English Language syllabus and learning objectives, avoiding isolation as mere grammar drills.

In summary, this research opens avenues for understanding the potential of digital story-telling in ESL classrooms, offering insights into its impact on learning motivation, pedagogical considerations, and the need for strategic guidance in integrating technology into language education.

Future research in the Palestinian context, specifically in Nabi Saleh village, could explore several areas to enhance the understanding and application of digital story-telling in ESL classrooms

1. **Diverse Locations in Palestine:** Replicate similar research in various locations within Palestine, focusing on both rural and remote areas as well as urban centers. This could provide insights into the adaptability and impact of digital story-telling across different educational settings.
2. **Different Educational Levels:** Conduct similar research with different groups of respondents, such as secondary school students and tertiary-level students. This would allow for a comprehensive exploration of the effectiveness and relevance of digital story-telling across various educational levels.

3. **Varied Educational Objectives:** Replicate similar research with different educational objectives. For instance, explore the use of digital story-telling to enhance specific language skills, such as communication skills, or to improve fluency and accuracy in writing. This could provide a nuanced understanding of the diverse applications of digital story-telling in language education.
4. **Cross-Disciplinary Applications:** Explore the implementation of digital story-telling in different subjects beyond language learning, such as STEM (Sciences, Technology, Engineering, and Mathematics). Investigate how digital story-telling can be integrated into various disciplines to enhance students' understanding and engagement.
5. **Community Involvement:** Investigate the potential for involving the local community, including parents and community leaders, in the digital story-telling process. This could create a more collaborative and inclusive learning environment, aligning with the cultural context of Nabi Saleh village.
6. **Technology Access and Infrastructure:** Examine the challenges and opportunities related to technology access and infrastructure in Palestinian villages. Investigate how these factors may influence the implementation and effectiveness of digital story-telling in ESL classrooms.
7. **Long-Term Impact:** Assess the long-term impact of digital story-telling on students' language proficiency, motivation, and overall academic performance. This could involve tracking students over an extended period to understand how digital story-telling experiences contribute to their language development.

By exploring these areas in the Palestinian context, future research can contribute valuable insights into the applicability and effectiveness of digital story-telling as a pedagogical tool in ESL classrooms, with a specific focus on Nabi Saleh village and its unique cultural and educational context.

### **Conclusion**

In conclusion, this research sought to explore the influence of digital story-telling on the learning motivation of students in rural Palestinian areas, particularly in the acquisition of the English Language. The central question guiding the study was, "How does digital story-telling contribute to the induction of learning motivation among school children in rural Palestinian settings?" To address this, five specific research questions were formulated. Both students and teachers demonstrated an awareness of the distinctions between conventional and digital story-telling, accompanied by a comprehensive understanding of the advantages and disadvantages associated with each pedagogical approach. The skills acquired by students during their engagement in the assigned tasks were identified, and their feedback on the use of digital story-telling in learning English as a second language was overwhelmingly positive. These findings were carefully considered and contextualized within the broader body of existing literature. The incorporation of the multimodality concept in digital story-telling emerged as a pivotal factor in fostering enjoyable teaching and learning environments. This played a crucial role in inducing motivation among students and teachers toward learning the English Language. Students who embraced the use of digital technologies, such as video recordings and production through available digital applications, not only reported increased motivation levels but also demonstrated enhanced participation in the learning processes. Consequently, this study successfully integrated a multimodal learning environment, contributing to the elevation of students' and teachers' knowledge and skills in the use of

emerging technologies. While acknowledging that traditional face-to-face classrooms remain indispensable and irreplaceable, this research advocates for their augmentation with active participation, information sharing, content dissemination, and social collaboration, aligning with the demands of the knowledge community in the digital era. Digital story-telling, especially in light of the challenges faced by Palestinian students, has gained prominence as an alternative to conventional teaching methods, not only in educational institutions but also in the professional sector. In response to the evolving preferences of Palestinian youth, characterized by a diminished affinity for traditional teaching approaches, there is a pressing need for a harmonious integration of conventional literacy and emerging digital literacy methods. The urgency for this blend is further underscored by the growing demand for digital story-telling videos from both educational institutions and employers, reflecting a paradigm shift in the dynamics of teaching and learning

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