

**EFFECTIVENESS OF DIGITAL STORYTELLING ON VOCABULARY
ACQUISITION AMONG MIDDLE SCHOOL STUDENT**

KEERTHANA K

24PED008

A THESIS SUBMITTED TO
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION
FOR WOMEN
COIMBATORE- 641043

In Partial Fulfilment of the Requirements for the Degree of

MASTER OF EDUCATION

APRIL 2026

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UNDER THE GUIDANCE OF

Dr. K. DEEPA

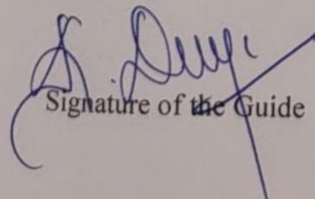
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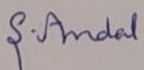
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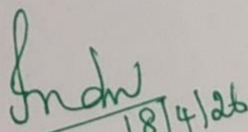
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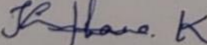

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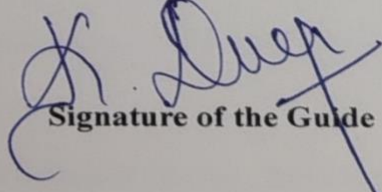

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DECLARATION

DECLARATION

I, **KEERTHANA K** hereby declare that the thesis entitled "**Effectiveness of Digital Storytelling on Vocabulary Acquisition among Middle School Students**" submitted to Avinashilingam Institute for Home Science and a Higher Education for Women, Coimbatore, in partial fulfilment of the requirements for the award of the Degree of **Master of Education**, is a record of original and independent research work done by me under the supervision and guidance of **Dr.K. DEEPA, Assistant Professor, Department of Education**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, and it has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of this or any other University.


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INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Prelude

The growing integration of digital technologies into education has significantly influenced instructional practices across disciplines, particularly in language teaching and learning. As learners increasingly engage with multimedia-rich digital environments in their daily lives, educational approaches must evolve to reflect these changing modes of communication. Language education, in particular, demands instructional strategies that promote meaningful interaction, contextual understanding, and active learner participation. Within this context, innovative technology-supported approaches have gained prominence for their potential to enhance language learning outcomes.

Vocabulary knowledge is a core component of language proficiency and plays a crucial role in effective communication. However, vocabulary learning remains a persistent challenge for many language learners, especially when instruction relies heavily on traditional methods that emphasize memorization rather than meaningful use. This has led educators and researchers to explore alternative pedagogical approaches that support deeper cognitive processing and long-term retention of vocabulary.

1.2 Vocabulary in English Language

Vocabulary in the English language refers to the collection of words that a person understands and uses in listening, speaking, reading, and writing. It is a fundamental component of language learning, as it helps individuals communicate ideas clearly and effectively. A strong vocabulary improves comprehension skills, enhances speaking confidence, and supports better writing abilities. There are different types of vocabulary, including listening vocabulary (words understood when heard), speaking vocabulary (words used in speech), reading vocabulary (words recognized in texts), and writing vocabulary (words used in written communication). Developing vocabulary can be achieved through various methods such as reading books, watching digital storytelling videos, using dictionaries or mobile apps, and practicing new words in daily conversations. Overall, vocabulary plays a vital role in mastering the English language and achieving academic success.

1.2.1 Vocabulary Development through Contextualized Learning

Effective vocabulary acquisition requires repeated exposure to words in varied and meaningful contexts. Contextualized learning allows learners to understand not only the meaning of words but also

their usage, connotations, and grammatical behavior. Digital storytelling facilitates this process by embedding vocabulary within structured narratives that provide situational and emotional context.

Through stories, learners develop associations between words and experiences, which strengthens memory retention. Contextual learning also encourages learners to apply vocabulary appropriately in different communicative situations, thereby enhancing both receptive and productive language skills. As a result, vocabulary learning becomes an active and functional process rather than a mechanical task.

1.2.2 Importance of Module Development in Vocabulary Instruction

1. Structured Learning Framework

- Module-based instruction provides a clear and organized structure.
- It guides learners through stages such as introduction, practice, application, and reflection.

2. Systematic Implementation

- Ensures effective use of innovative teaching methods.
- Promotes a step-by-step learning process for better understanding.

3. Scaffolding Support

- Helps learners gradually build vocabulary knowledge.
- Increases confidence through guided learning progression.

4. Integration of Digital Storytelling

- Aligns learning objectives with engaging content and activities.
- Enhances vocabulary learning through meaningful and contextual experiences.

5. Flexibility in Teaching

- Allows adaptation based on learners' proficiency levels.
- Addresses diverse learning needs effectively.

6. Consistency and Sustainability

- Ensures uniformity in instructional practices.
- Supports replication of teaching methods in different educational settings.

1.2.3 Role of Motivation and Engagement in Vocabulary Learning

Motivation is a key determinant of successful vocabulary acquisition. Learners who are emotionally and cognitively engaged are more likely to invest effort in understanding and using new words. Digital storytelling enhances motivation by transforming vocabulary learning into an interactive and enjoyable experience. The narrative flow, visual appeal, and creative elements of digital stories capture learners' attention and sustain interest throughout the learning process.

Engagement through storytelling also reduces anxiety often associated with language learning. Learners are more willing to experiment with vocabulary when it is embedded in a supportive narrative context. This positive emotional environment promotes risk-taking, which is essential for language development and vocabulary expansion.

1.2.4 Challenges in Vocabulary Acquisition

- Vocabulary learning is difficult due to the **large number of words** in English.
- Words often have **multiple meanings and complex usage**, causing confusion.
- Limited exposure to **real-life language contexts** affects understanding.
- Overuse of **rote memorization** leads to poor retention.
- Differences in **learner ability and background** influence learning speed.
- **Irregular spelling and pronunciation** create additional challenges.

1.2.5 Strategies for Enhancing Vocabulary Learning

Effective vocabulary learning requires the use of purposeful and varied strategies that promote deeper understanding and long-term retention. Providing learners with multiple exposures to words through different activities helps reinforce meaning and usage. Techniques such as using visual aids, engaging in interactive tasks, and practicing word usage in meaningful contexts can significantly improve learning outcomes. Encouraging learners to actively participate through discussions, creative tasks, and technology-supported activities further strengthens vocabulary acquisition. These strategies enable learners to use vocabulary accurately and confidently in different communicative situations.

1.2.6 Integration of Technology in Vocabulary Learning

The integration of technology has transformed vocabulary learning by providing learners with interactive and engaging platforms. Digital tools such as educational apps, multimedia resources, and online storytelling platforms create opportunities for learners to encounter vocabulary in dynamic and meaningful ways. These tools support visual and auditory learning, making it easier for students to

understand and retain new words. Technology also allows for personalized learning experiences, enabling learners to progress at their own pace and revisit content as needed. As a result, technology-enhanced learning environments contribute significantly to improving vocabulary acquisition and overall language development.

1.2.7 Assessment of Vocabulary Learning

Assessment plays a crucial role in measuring learners' vocabulary development and identifying their progress over time. It helps teachers evaluate how effectively learners understand and use new words in different contexts. Both formative and summative assessments can be used, including quizzes, word usage tasks, oral activities, and written exercises. Continuous assessment provides valuable feedback, allowing learners to recognize their strengths and areas for improvement. Effective assessment not only measures vocabulary knowledge but also encourages learners to apply words accurately in real-life communication.

1.2.8 Role of Teachers in Vocabulary Instruction

1. Facilitators of Learning

- Teachers guide learners in understanding vocabulary effectively.
- They create a supportive and positive learning environment.

2. Use of Appropriate Strategies

- Select suitable teaching methods for vocabulary instruction.
- Help learners understand word meanings, usage, and context.

3. Promotion of Interactive Learning

- Use activities such as discussions and storytelling.
- Integrate technology-based tools to enhance engagement.

4. Providing Feedback and Support

- Offer constructive feedback to improve learning.
- Encourage learners to build confidence in using vocabulary.

5. Motivation and Engagement

- Motivate students to actively participate in learning.
- Make vocabulary learning interesting and meaningful.

6. Continuous Development

- Ensure ongoing vocabulary growth among learners.
- Support improvement in overall language skills.

1.2.9 Learner Autonomy in Vocabulary Development

Learner autonomy plays an important role in vocabulary development, as it encourages students to take responsibility for their own learning. When learners actively engage in independent practices such as maintaining vocabulary notebooks, using digital learning tools, and practicing words in daily communication, they develop deeper understanding and retention. Autonomous learners are more likely to explore new words, monitor their progress, and apply effective learning strategies. This self-directed approach not only enhances vocabulary acquisition but also promotes lifelong learning and overall language proficiency.

1.2.10 Vocabulary Retention and Recycling

Vocabulary retention is essential for long-term language development, as learners often forget newly learned words without regular practice. Recycling vocabulary through repeated exposure in different contexts helps strengthen memory and improves recall. Activities such as revision exercises, storytelling, and contextual usage enable learners to revisit and reinforce previously learned words. Consistent practice ensures that vocabulary moves from short-term memory to long-term retention, allowing learners to use words effectively in communication.

1.2.11 Vocabulary and Communicative Competence

Vocabulary knowledge is closely linked to communicative competence, as it enables learners to express ideas clearly and understand others effectively. A rich vocabulary allows learners to participate confidently in conversations, comprehend spoken and written texts, and respond appropriately in different situations. It also supports the development of grammatical accuracy and fluency. Therefore, vocabulary plays a crucial role in achieving overall communicative competence and successful language use.

1.3 Digital Storytelling

Digital storytelling refers to the integration of traditional storytelling with digital technologies, where stories are created and presented using multimedia elements such as images, audio, video, text, and animation. It serves as an innovative pedagogical approach in English language teaching, providing a meaningful and interactive learning environment that enhances learners' language skills, particularly vocabulary acquisition. By embedding words within structured narratives, digital storytelling enables

learners to understand vocabulary in context, including its meaning, usage, and emotional relevance, thereby improving retention and application. It supports the development of all four language skills—listening, speaking, reading, and writing—by exposing learners to authentic language input and encouraging active participation in story creation and presentation. Additionally, digital storytelling fosters creativity, critical thinking, and collaboration among learners, while increasing motivation and engagement through visually appealing and dynamic content. It also reduces learning anxiety by creating a supportive and enjoyable atmosphere, encouraging learners to experiment with language confidently. Furthermore, the use of digital tools allows for personalized and flexible learning experiences, catering to diverse learner needs and proficiency levels. Thus, digital storytelling plays a significant role in promoting effective vocabulary learning and overall language development in modern educational contexts.

1.3.1 Concept and Features of Digital Storytelling

Digital storytelling is an instructional approach that combines the art of storytelling with digital multimedia tools to create engaging and meaningful learning experiences. It involves the use of elements such as narration, images, audio, video, text, and animation to present stories in a structured and visually appealing format. Unlike traditional storytelling, digital storytelling allows learners to actively participate in the creation and presentation of content, thereby enhancing both language skills and digital literacy. One of its key features is the integration of multiple modes of communication, which supports diverse learning styles and improves comprehension. It also emphasizes creativity, as learners are encouraged to design their own stories, select appropriate vocabulary, and organize ideas coherently. Additionally, digital storytelling provides contextualized learning, where language is presented in real-life or relatable situations, making it easier for learners to understand and retain new vocabulary. The interactive and multimedia nature of digital storytelling increases learner engagement and motivation, while also fostering critical thinking and collaboration. Overall, it serves as an effective and learner-centered approach that supports both linguistic and cognitive development.

1.3.2 Process of Digital Storytelling in Language Learning

1. Planning Stage

- Select the topic and purpose of the story.
- Generate and organize ideas.
- Choose appropriate vocabulary.

2. Script Writing Stage

- Develop the storyline and write the script.

- Focus on sentence structure and coherence.
- Enhance writing and vocabulary skills.

3. Designing Stage

- Add multimedia elements such as images, audio, and video.
- Support the narrative with visual and audio aids.
- Improve understanding through multimodal learning.

4. Production Stage

- Use digital tools to create the final story.
- Combine all elements into a complete presentation.

5. Presentation Stage

- Present the digital story to others.
- Improve speaking skills and confidence.

6. Reflection Stage

- Evaluate the story and learning process.
- Identify strengths and areas for improvement.
- Refine vocabulary and language use.

1.3.3 Role of Digital Storytelling in Vocabulary Acquisition

Digital storytelling plays an important role in vocabulary acquisition by presenting words in meaningful and contextualized ways. It helps learners understand both the meaning and usage of vocabulary through stories connected to real-life situations. The use of multimedia elements such as images and audio improves comprehension and retention. Learners actively engage in creating stories, which enhances their confidence and ability to use new words effectively. Overall, it makes vocabulary learning more interactive, meaningful, and learner-centered.

1.3.4 Impact of Digital Storytelling on Language Learning

Digital storytelling has a strong impact on language learning by creating an engaging and interactive environment. It supports the development of listening, speaking, reading, and writing skills. The use of visuals and technology improves understanding and motivation among learners. It also

encourages creativity, confidence, and active participation. Overall, digital storytelling makes language learning more effective, enjoyable, and meaningful.

1.3.5 Digital Storytelling as an Instructional Approach

Digital storytelling represents an instructional approach that integrates narrative techniques with digital media to create engaging learning experiences. By combining storytelling with multimedia elements such as visuals, audio narration, animation, and text, digital storytelling provides learners with rich and meaningful language input. The narrative format naturally supports comprehension and memory by organizing information into coherent and relatable sequences. In language learning contexts, digital storytelling enables learners to encounter vocabulary as part of authentic communicative situations. Rather than learning words in isolation, learners are exposed to vocabulary through characters, events, and interactions that mirror real-life language use. This approach aligns with constructivist learning principles, which emphasize active meaning-making and learner engagement.

1.3.6 Advantages of Digital Storytelling in Language Learning

1. Enhances Vocabulary Development

- Provides contextual learning of new words.
- Improves retention through meaningful usage.

2. Improves Language Skills (LSRW)

- Develops listening, speaking, reading, and writing skills.
- Encourages integrated language learning.

3. Increases Learner Engagement

- Uses multimedia elements to capture attention.
- Makes learning interactive and enjoyable.

4. Promotes Creativity

- Encourages learners to create and express ideas.
- Supports imaginative thinking and storytelling skills.

5. Builds Confidence

- Helps learners present their ideas effectively.
- Reduces fear and anxiety in language learning.

6. Supports Collaborative Learning

- Encourages group work and peer interaction.
- Enhances communication and teamwork skills.

7. Develops Digital Literacy

- Familiarizes learners with digital tools and technologies.
- Improves technical and media skills.

1.3.7 Differentiated Instruction through Digital Storytelling

Digital storytelling modules allow for differentiated instruction by accommodating learners with varying proficiency levels, learning speeds, and cognitive abilities. Teachers can design multiple versions of a story with different vocabulary complexity, enabling learners to progress at an appropriate pace. Optional extensions and enrichment tasks can challenge advanced learners, while supportive scaffolds assist those who require additional guidance.

Such differentiation ensures equitable learning opportunities and prevents vocabulary instruction from becoming either too simplistic or overly demanding. As a result, digital storytelling supports inclusive classroom practices that respect learner diversity.

1.4 Vocabulary and Digital Storytelling

Digital storytelling is a powerful pedagogical tool that merges narrative techniques with multimedia tools (images, audio, video, text) to enhance vocabulary acquisition and student engagement. It enables students to transform information into a personalized, tangible experience, making it particularly effective for teaching vocabulary to young learners and foreign language (EFL) learners.

Vocabulary and Digital Storytelling include:

- **Enhancing Vocabulary Acquisition:** Digital storytelling fosters a deeper understanding of content by creating contextualized, multimodal narratives that help students connect new words to visual and auditory cues.
- **Active Learning and Participation:** The process of creating digital stories—planning, scripting, finding images, and recording voiceovers—encourages students to become active creators of their learning rather than just consumers of information.
- **Types of Digital Stories:** Common types used to build vocabulary include personal narratives, historical documentaries, and content area tutorials, often incorporating multimedia elements like graphics and music.

- **Key Tools and Techniques:** Digital storytelling projects can be implemented through various tools, including Canva, Padlet, and tablet applications, for creating visually rich stories.
- **Pedagogical Benefits:** Research indicates that digital storytelling not only improves vocabulary knowledge (breadth and depth) but also increases students' motivation, language confidence, and critical thinking skill

1.4.1 Integration of Vocabulary in Digital Storytelling

The integration of vocabulary in digital storytelling enhances language learning by embedding new words within meaningful and engaging narratives. Learners are exposed to vocabulary in context, which helps them understand how words are used naturally in sentences. This approach encourages learners to apply vocabulary actively while creating and presenting their own stories. The use of multimedia elements such as images, audio, and text further supports understanding and retention of words. Additionally, it allows learners to connect language with real-life situations, improving both comprehension and communication skills. Overall, integrating vocabulary into digital storytelling promotes effective and meaningful language learning.

1.4.2 Educational Relevance and Contemporary Significance

The relevance of digital storytelling in vocabulary instruction extends beyond academic achievement. In a digitally connected world, learners must develop language skills that are adaptable to diverse communication contexts. Digital storytelling reflects modern forms of communication and expression, making vocabulary learning more relevant and transferable to real-world situations.

By integrating digital storytelling into vocabulary instruction, educators can create engaging and culturally responsive learning environments. This approach supports inclusive education by accommodating diverse learning styles and promoting meaningful interaction, thereby contributing to equitable and effective language learning.

1.4.3 Assessment of Vocabulary Learning through Digital Storytelling

Assessment in digital storytelling-based vocabulary instruction extends beyond traditional testing methods. Performance-based assessment allows learners to demonstrate vocabulary knowledge through storytelling tasks, reflective activities, and creative outputs. Such assessments provide insights into learners' ability to use vocabulary accurately and appropriately in context.

Formative assessment strategies, including peer feedback and self-reflection, further support vocabulary development. These assessment practices encourage learners to evaluate their own language use and recognize areas for improvement. This continuous assessment approach aligns with the learner-centered nature of digital storytelling.

1.4.4 Language Input, Output, and Interaction

Effective vocabulary acquisition relies on a balanced combination of language input, output, and interaction. Digital storytelling supports this balance by exposing learners to rich language input through narratives while simultaneously encouraging language output through story creation and retelling activities. Learners actively process vocabulary by using it in spoken and written forms, which strengthens retention and accuracy.

Interaction is further promoted through peer collaboration and discussion during storytelling tasks. When learners negotiate meaning and share interpretations, they deepen their understanding of vocabulary usage. This interactive process transforms vocabulary learning into a socially constructed experience rather than an individual task.

1.4.5 Effectiveness of Digital Storytelling in Vocabulary Learning

Digital storytelling has proven to be an effective approach in enhancing vocabulary learning among students. It provides a meaningful context where learners can understand and use new words naturally. The combination of multimedia elements such as images, audio, and text helps improve comprehension and retention. This method also encourages active participation, as learners engage in creating and presenting their own stories. As a result, students develop confidence and improve their ability to use vocabulary in real-life communication. Overall, digital storytelling makes vocabulary learning more engaging, interactive, and effective.

1.4.6 Digital Literacy and Vocabulary Learning

Digital storytelling-based instruction contributes significantly to the development of learners' digital literacy alongside vocabulary growth. As learners engage with digital tools to interpret and construct stories, they acquire essential skills such as navigating multimedia platforms, evaluating digital content, and integrating text with visual and audio elements. These competencies are increasingly important in academic and professional contexts. Vocabulary learning within digital environments therefore becomes a dual process, strengthening both linguistic and digital competencies.

Moreover, digital literacy enhances learners' ability to independently explore language resources, such as online dictionaries, multimedia glossaries, and interactive learning platforms. This independence supports continuous vocabulary development beyond the classroom, fostering lifelong learning habits.

1.5 Conclusion

In conclusion, vocabulary plays a crucial role in the development of English language proficiency, as it forms the foundation for effective communication across listening, speaking, reading, and writing skills. The integration of digital storytelling into vocabulary instruction provides a meaningful and engaging learning environment that goes beyond traditional methods of memorization. By presenting vocabulary in contextualized and multimedia-rich formats, digital storytelling enhances comprehension, retention, and practical usage of words. It also promotes active participation, creativity, and motivation among learners, while supporting the development of both linguistic and cognitive skills. Furthermore, the use of structured modules and innovative teaching strategies ensures systematic learning and long-term vocabulary growth. Overall, digital storytelling emerges as an effective and learner-centered approach that significantly contributes to vocabulary acquisition and overall language development.

REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The review of literature is an essential part of any research study. It involves a systematic examination of previous studies, books, journals, and other scholarly sources related to the research topic. Reviewing earlier research helps the researcher to understand what has already been studied and what findings have been obtained by other researchers. It provides a strong theoretical and conceptual foundation for the present study.

Through the review of literature, the researcher can identify important concepts, variables, and research methods used in earlier studies. It also helps to understand the relationship between different variables such as gender, class, locality, and other factors related to the research problem. By analyzing previous studies, the researcher can identify research gaps and areas that require further investigation.

The review of literature also helps in developing research objectives, hypotheses, and methodology for the present study. It provides valuable insights into the strengths and limitations of earlier research and guides the researcher in conducting the study in a systematic manner. Therefore, reviewing relevant literature is an important step in conducting meaningful and reliable research.

2.2 Vocabulary Development

Vocabulary development is an important aspect of language learning and communication. It plays a significant role in improving students' reading, writing, listening, and speaking skills. A strong vocabulary helps learners to understand texts better and express their ideas clearly. Therefore, many researchers have focused on studying different methods and strategies to improve vocabulary among students.

Several studies have been conducted to examine the factors that influence vocabulary development, such as teaching methods, learning environment, use of technology, and students' interest in learning new words. Researchers have also explored how activities, games, reading habits, and classroom practices can support vocabulary growth among learners.

The review of literature helps the researcher to understand the findings of previous studies related to vocabulary development. It also provides knowledge about the methods used by earlier researchers

and the outcomes of their research. By reviewing these studies, the researcher can identify gaps in existing research and develop appropriate objectives and hypotheses for the present study. Through the analysis of previous research, the present study aims to understand the effectiveness of different strategies in improving vocabulary development among students.

2.2.1 Indian studies

Indian studies refer to the research conducted by Indian scholars within the Indian context on a particular subject or problem. These studies help researchers understand how a topic is studied and analysed in India. Indian studies provide valuable information about the methods, findings, and conclusions of previous researchers. They also help in identifying the factors that influence the research problem in the Indian educational and social environment. By reviewing Indian studies, researchers can understand the trends and developments related to the topic. These studies provide a strong foundation for the present research. They also help the researcher compare past findings with the current study. Indian studies play an important role in identifying research gaps that need further investigation. They guide researchers in selecting appropriate methods and tools for the study. Therefore, Indian studies are an important part of the literature review in any research work.

Jayachandran et al. (2025) Understanding Vocabulary Learning Strategies (VLS) is important in EFL/ESL research because vocabulary knowledge greatly influences the development of the four language skills: listening, speaking, reading, and writing. This survey study investigated the vocabulary learning strategies used by Indian learners from four different academic disciplines—Chemistry, Physics, Mathematics, and Management—at a national technical institute. The main aim of the study was to analyze the use of VLS and compare how students from different disciplines adopt these strategies. Data were collected using questionnaires and an online survey based on Schmitt’s taxonomy and the SIVL framework. Quantitative analysis was conducted using one-way ANOVA. The findings showed significant differences in the use of vocabulary learning strategies among students from different disciplines, with memory strategies and socio-affective strategies showing the strongest relationship with the disciplines. The study suggests that the results can help curriculum developers and ESL teachers design discipline specific learning materials to support effective vocabulary acquisition.

Banoth et al. (2025) This research investigates the impact of Digital Storytelling (DST) on enhancing English vocabulary acquisition in a group of 32 sixth-grade students from a government school in Hyderabad, India. By integrating visual, auditory, and textual components along with the Vocabulary Self-Collection Strategy (VSS), DST engages learners and promotes meaningful vocabulary learning within context. Utilizing a mixed-methods approach, the study included pre- and

post-tests, student feedback, and teacher insights to evaluate vocabulary development, engagement, and retention. The results indicate that DST notably improves vocabulary learning, enhances long-term retention, elevates academic performance, and heightens students' motivation and interest in learning the language.

Arora et al. (2024) Vocabulary innovation often arises from a writer's creativity and desire to capture the attention of readers. Different authors use different methods depending on their writing style and genre. Some writers create new words (neologisms), while others use techniques such as code-mixing. Famous writers like William Shakespeare also introduced many new words into the English language. This study examines the use of code-mixing and vocabulary variation in selected Indian English writings by Arundhati Roy and Salman Rushdie, and discusses their relevance in English Language Teaching. Indian Writing in English has historically used code-mixing because it addresses bilingual and non-native English readers. These vocabulary innovations attract Indian readers by reflecting their cultural background and traditions. At the same time, such language use helps readers understand various local cultural symbols present in Indian society. Therefore, code-mixing and code-switching are considered important literary techniques that help adapt English to the Indian cultural context. The study highlights how these techniques can be useful in teaching literary texts related to Indian Writing in English.

J.K. Das (2023) Vocabulary knowledge is a complex concept with multiple dimensions. This study examined three aspects of vocabulary knowledge: receptive, controlled-productive, and productive vocabulary. The purpose of the research was to identify the differences among these three types of vocabulary knowledge. To achieve this, the study used three instruments: an adapted receptive vocabulary level test, an adapted controlled-productive vocabulary level test, and a free writing task. These tools were used to assess the vocabulary knowledge of 25 ESL learners from Odisha, India, who were studying at the intermediate level. The study was conducted in two phases with an interval of eight months between them. The results revealed that there were clear differences between the learners' receptive, controlled-productive, and productive vocabulary knowledge. The gaps were larger between receptive and controlled-productive vocabulary, and between receptive and productive vocabulary, than between controlled-productive and productive vocabulary. The findings also showed that similar patterns of differences among these three types of vocabulary knowledge remained even after eight months.

Kavitha et al. (2017) English has evolved from being mainly a language of literature, art, and aesthetics to becoming an important medium for sharing ideas and knowledge. For some people, English is a language that inspires and enriches the mind, while for others it serves as a practical tool for expressing knowledge and advancing in their professional careers. The practical use of English has

led to the development of English for Specific Purposes (ESP), which focuses on teaching English related to particular fields. Various cognitive theories help explain processes such as child language development, second language acquisition, and learning English as a second language. Understanding these cognitive processes can also support the learning of ESP and Technical English. Vocabulary is believed to be stored and recalled in the brain through networks and associations that connect words based on their characteristics. The strength of these connections influences how effectively vocabulary is stored and used. Some networks are weak, while others are strong. Technical English vocabulary mainly involves organizing words related to specific professional fields. This study discusses how understanding vocabulary networks and their characteristics can help improve the learning and use of Technical English vocabulary.

2.2.2 Foreign studies

Foreign studies refer to the research conducted by scholars from other countries on a particular research topic. These studies provide a broader understanding of the research problem by examining it in different educational and cultural contexts. Many foreign researchers have conducted studies on vocabulary development and the use of innovative teaching strategies such as digital storytelling in language learning. Their findings highlight the importance of effective vocabulary learning techniques, technological integration, and learner-centered approaches in improving students' language skills. Reviewing foreign studies helps the researcher understand global research trends, compare findings with the present study, and identify research gaps. Therefore, foreign studies play an important role in strengthening the theoretical foundation of the research.

Al Ghaithi et al. (2025) In this study, 48 intermediate English learners were split into control and experimental groups to see how digital storytelling (DST) affected their receptive and productive vocabulary knowledge. Both groups improved after pretests, therapy, and posttests, but the experimental group that used DST made noticeably more progress. Additionally, compared to receptive vocabulary, the results showed that DST was especially successful in improving productive vocabulary. These results imply that digital storytelling is a useful method for enhancing vocabulary learning and can help teachers, students, and educational institutions teach languages.

T. L Pratiwi et al. (2025) This classroom action study looked at how preschoolers in Batam, ages five to six, used digital storytelling (DST) to improve their vocabulary and engagement. The study, which involved two cycles of pre- and post-tests as well as classroom observations, discovered notable gains in vocabulary knowledge, with students' average scores increasing from the pre-test to the post-test. Increased focus, zeal, and engagement during class sessions were also noted. The results show that DST is a successful and interesting approach to teaching early languages that promotes student

motivation and vocabulary retention. The report promotes more research on DST's long-term impacts and application to other language skills and recommends integrating it into early childhood education.

L.Kodriyah et al. (2025) This study looked at how well interactive digital storytelling (DST) applications helped young Indonesian English language learners acquire vocabulary. Over the course of six weeks, 60 pupils, ages 8 to 10, were split into two groups using a quasiexperimental design: the experimental group used DST apps, while the control group used traditional storytelling. Vocabulary scores increased by 30% in the experimental group compared to 15% in the control group, according to pre- and post-test evaluations; t-test analysis confirmed statistically significant differences ($p < 0.001$). The results show that interactive DST improves student engagement and vocabulary learning, underscoring the advantages of incorporating technology into early language instruction while underlining the necessity of teacher preparation and resource availability.

D.L.BSemiring et al. (2023) In comparison to typical classroom training, this study examined how well digital storytelling (DST) improved students' vocabulary knowledge. The study used pre-tests, treatments, and post-tests to gather data from 13–14-year-old students in grades 7A and 7B at SMP N 3 Parongpong Junior High School using a comparative research design. Students' initial vocabulary proficiency was low, according to the pre-test findings. Students who were taught via digital storytelling showed noticeably more improvement in their vocabulary knowledge following the treatment than those who were taught using traditional approaches. The results also showed that students in the experimental group had favorable opinions of DST since it helped them increase their vocabulary and actively included them in the learning process.

A.A.BJwair (2023) This study examined how middle school students felt about using digital storytelling (DST) to improve their vocabulary learning in English. The study found that DST enhances vocabulary acquisition and language proficiency through content analysis and focus groups with thirty female second-grade students. Students said that DST was entertaining and memorable, and that the visual aids helped with dictionary use, word comprehension, and recall. According to the study's findings, incorporating DST into English instruction can improve students' vocabulary, comprehension of grammar, and language skills. To create a compelling and successful language learning experience, practical suggestions include adding dictionary-related chores and giving digital storytelling obvious context.

O.AAlbishi et al. (2022) A successful method for teaching vocabulary in foreign language acquisition is digital storytelling (DST), which blends text, audio, and visual components. DST improves vocabulary learning and general language abilities by incorporating methods including gestures, visuals, and context-based guessing. Research demonstrates that DST enhances students'

vocabulary while also promoting technological integration, developing 21st-century abilities, and boosting their desire to learn a foreign language. These results demonstrate the important role DST plays in developing interesting, dynamic, and successful language learning opportunities.

L.Maya et al. (2021) Digital storytelling (DST) in enhancing young learners' vocabulary acquisition was examined in this study. A one-group pretest–posttest approach was used to apply DST, which combines spoken narratives, digital images, soundtracks, and technology, to a group of twenty-three fifth-grade children at MI MathlulUlumNgadirejo. The mean post-test score (72.9) was greater than the mean pre-test score (52.3), indicating a considerable improvement in vocabulary scores. These results show that using DST can effectively assist engaging, technology-based language instruction and improve young learners' vocabulary development.

E.Sulistianingsih et al. (2020) The usefulness of digital storytelling (DST) in expanding vocabulary among young EFL students in Indonesia was investigated in this study. The study used a one-group pretest–posttest design with 29 elementary kids to assess vocabulary mastery both before and after the intervention using t-tests and quantitative analysis. The results demonstrated that DST greatly increased students' vocabulary while also boosting their excitement for learning English, motivation, enjoyment, and relaxation. The study emphasizes DST as an effective technology-based vocabulary teaching method for young EFL learners.

A.C.HLeong et al. (2019) This study investigated how young Malaysian ESL learners might benefit from using digital storytelling (DST) to enhance vocabulary acquisition. Language learners frequently struggle with vocabulary acquisition, therefore DST was used to boost interest and engagement through interactive learning. The study, which used a qualitative case study approach, discovered that DST improved pupils' vocabulary growth. The study also emphasized the wider educational ramifications of using digital storytelling, indicating that it might be a useful instrument for improving language acquisition and inspiring students.

2.3 Digital Storytelling

Digital storytelling is a modern teaching and learning approach that combines traditional storytelling with digital tools such as images, audio, video, and text. It allows learners to create and share stories using technology, making the learning process more interactive and engaging. Digital storytelling has gained importance in education, especially in language learning, because it helps students improve their creativity, communication, and vocabulary skills. Through digital storytelling, learners can express their ideas clearly while developing their listening, speaking, reading, and writing abilities. It also encourages active participation and increases students' motivation to learn. Many researchers have highlighted that digital storytelling supports meaningful learning by connecting

technology with classroom instruction. Therefore, digital storytelling is considered an effective strategy for enhancing language learning and vocabulary development among students.

2.3.1 Indian studies

Indian studies on digital storytelling focus on how this innovative teaching method is used in educational settings within India. Researchers in India have explored the role of digital storytelling in improving students' language skills, creativity, engagement, and vocabulary development. These studies highlight how the integration of multimedia elements such as images, audio, video, and text can make learning more interactive and meaningful for students. Indian researchers have also examined the effectiveness of digital storytelling in enhancing motivation and participation in classroom activities. The findings of these studies suggest that digital storytelling is an effective instructional strategy that supports language learning and promotes active learning among students. Therefore, Indian studies provide valuable insights into the use of digital storytelling in the Indian educational context.

M. Pandey (2026) This systematic review examines the role of digital storytelling (DST) in promoting inclusive language pedagogy in modern education. The review analyzed 30 studies published between 2008 and 2025 using the PRISMA framework to ensure reliable research selection and reporting. The findings show that DST encourages student participation, self-expression, and cultural understanding while improving communication skills in diverse classrooms. However, challenges such as limited access to technology and lack of teacher training were also identified. Overall, the review highlights that digital storytelling can create interactive, supportive, and inclusive language learning environments and suggests areas for future research.

P.Mukherjee et al. (2026) Digital storytelling refers to creating and sharing stories through different digital platforms. This study examines the concept and key features of digital storytelling and how it differs from other types of digital content. The research focuses on the development of digital storytelling in India by analyzing major projects between 2010 and 2021, such as the Indian Memory Project, Daak, and Talking Myths Project, which document India's history and cultural heritage. Using bibliometric and content analysis, the study reviews existing research and projects related to digital storytelling in India. The findings show that although digital storytelling activities are increasing in India, global representation is still limited. The study suggests the need to develop a stronger digital cultural record and proposes a transmedia storytelling model suited to the diverse storytelling traditions of India.

A.Kauts et al. (2024) This experimental study examined the effect of the online Digital Storytelling Technique (DST) on the development of moral values among fifth-grade students. A total

of 195 students from two CBSE schools in Amritsar, Punjab, participated in the research. The study compared students taught through digital storytelling with those taught through traditional teaching methods. Data were collected using a standardized questionnaire and classroom observations and analyzed using SPSS with the ANCOVA test. The findings revealed that students in the digital storytelling group showed significantly higher moral value scores than those in the traditional teaching group. However, no significant difference was found between boys and girls. The results indicate that digital storytelling is an effective method for improving moral values among primary school students.

K.Ramdey et al. (2022) Despite initiatives such as SarvaShikshaAbhiyan aimed at providing education for all, many children in India still face limited access to education. The situation worsened during the COVID-19 pandemic, which caused major disruptions in schooling for millions of children, especially girls, many of whom are at risk of dropping out and early marriage. This paper explores how e-learning and digital storytelling supported by ICT can help address these challenges. It highlights the work of the non-profit organization Going to School, which uses digital stories and visual learning methods to teach entrepreneurship to children. The study suggests that innovative teaching methods, the use of ICT tools, and collaboration between government and corporate sectors can help make education more accessible to a larger population.

M.Shahid et al. (2022) Storytelling has been an important part of human communication since ancient times. Early humans used pictures and symbols to share their experiences and ideas even before oral storytelling developed. Stories have been passed from one generation to another to share knowledge, emotions, and values. In the modern digital era, traditional storytelling has evolved into digital storytelling, which combines multimedia elements such as audio, video, and graphics. This paper explores the unique features of digital storytelling and its potential use in education. It also discusses how digital stories can be effectively implemented in classroom teaching and other learning activities.

P.Chatterjee et al. (2019) Digital storytelling (DST) is a technique that combines traditional storytelling with digital technology. It allows the creation of multimedia narratives using tools such as graphics, audio, video, and web-based platforms. Digital storytelling can take different forms, including digital documentaries, computer-based narratives, interactive stories, and digital essays. Although it was not originally developed for educational purposes, it is now widely used by teachers in various fields, including second and foreign language learning, because it promotes collaborative and engaging learning environments. Digital storytelling is considered an effective teaching method, particularly in the Humanities and Social Sciences. It also helps learners understand cultural differences, participate in peer review, and enhance their knowledge. This study aims to explore the concept of digital storytelling and discuss methods for applying it in folklore studies classrooms.

D.M Frohlich et al. (2009) In order to facilitate multimedia communication in an Indian hamlet, this project investigated the use of digital storytelling and mobile imagery. Ten specially designed camera phones and a digital story library on a village screen allowed for the creation and sharing of local audio visual stories during a one-month trial. The results showed that a varied community valued and could access the system, which made it easier for community and development-related information to be expressed. The study highlights the potential of digital storytelling and mobile media to enhance non-textual communication in rural contexts and provides insights into the role of human-computer interaction (HCI) in supporting inclusive, community-centered technologies.

2.3.2 Foreign studies

Foreign studies on digital storytelling examine how this technology-based teaching method is used in different countries and educational contexts. Researchers across the world have explored the role of digital storytelling in improving language learning, creativity, communication skills, and student engagement. These studies highlight that combining storytelling with multimedia elements such as images, audio, video, and text helps create an interactive and Learner entered environment. Foreign research also shows that digital storytelling supports vocabulary development, speaking skills, and critical thinking among students. The findings from these studies provide valuable insights into the effectiveness of digital storytelling as an innovative pedagogical strategy in language education.

N. Rahmawati et al. (2025) In early childhood education, storytelling is essential for language development, yet many children struggle to express story content due to limited focus and concentration. Traditional methods such as hand puppets, picture books, and finger puppets often fail to meet diverse learning needs. Recent research has explored the use of digital books designed with Universal Design for Learning (UDL) to address these challenges. Using a quasiexperimental pre- and post-test design, the study found significant improvements in children's storytelling abilities, with average scores increasing from 45.63 to 85.00. These findings suggest that UDL-based digital books can effectively enhance children's storytelling skills and support more inclusive and engaging language learning experiences.

V. RSetyawati (2024) In addition to identifying useful classroom activities to enhance learning, this study investigated the advantages of utilizing Digital Storytelling (DST) in higher level language classrooms. Twenty postgraduate students and research researchers participated in the thirteen-week study, which employed a quasi-experimental pretest–posttest design and gathered qualitative data via student interviews and questionnaires. Students responded favorably to DST, according to analysis, and said that it improved their learning, especially by increasing their high-level vocabulary and writing abilities.

R. AFitri (2024) Digital Storytelling (DST) has been recognized as an effective strategy for enhancing students' creative thinking by combining technology and storytelling in learning activities. Research indicates that DST engages students' imagination, encourages creativity, and provides an alternative approach to traditional classroom instruction. Studies exploring students' and teachers' perceptions show that DST helps students express creative ideas and further develop their creativity. Teachers highlight that factors such as well-structured narratives, effective use of multimedia, and active student participation and interactivity play a crucial role in maximizing DST's impact on creative thinking.

T.A.N.Phan et al. (2024) With an emphasis on the viewpoints of the students, this study investigated the application of digital storytelling (DST) in Vietnamese university-level foreign language courses. The study looked at how DST projects affect confidence, interaction, and motivation in language learning using questionnaires, interviews, observations, student-made films, and online comments from 83 EFL students. The results demonstrated that DST improved students' interpersonal interactions, critical engagement, language proficiency, and drive. Although students acknowledged the advantages of DST, they also emphasized the necessity of having enough time, resources, and clear teaching methods in order to successfully incorporate DST into the foreign language curriculum.

K. Hava (2021) This study examines the impact of digital storytelling on students' motivation and satisfaction in EFL education, along with their perceptions of its use in learning. Conducted as a pre-experimental study with 60 pre-service teachers over nine weeks, participants created digital stories on topics such as countries, nature, and sports. Data were collected using a motivation scale and a digital storytelling satisfaction questionnaire. The findings revealed significant improvements in students' self-confidence and personal use, although the effect sizes were small, while no significant change was observed in attitude. Additionally, digital storytelling was found to support vocabulary development, as well as writing and speaking skills. Overall, the study suggests that digital storytelling is an effective tool for enhancing both language learning and digital competencies.

J.S.Fu et al. (2022) This study looked at how learners' English speaking proficiency and engagement were affected by digital storytelling (DST) utilizing the Toontastic app. This study concentrated on how scaffolding within Toontastic aids speaking development, although earlier research showed that DST improves verbal abilities and engagement. Although there was no clear link between engagement and these speaking abilities, the results demonstrated notable gains in learners' fluency and language use. According to the study, embedded scaffolding and topic familiarity are important elements that support student engagement and speaking proficiency. Overall, the research indicates that DST effectively improves students' English communication skills when combined with structured tools like Toontastic.

J.Jitsupa et al. (2022) In order to create digital storytelling, this study created and assessed an early childhood Imagineering model. Three stages comprised the research: creating the model, assessing its applicability, and synthesizing current Imagineering procedures and stop-motion animation techniques. L (Leading to Learn), which emphasizes imagination, A (Active Learning), which includes designing and development, O (Opinion Sharing) through presenting, and R (Reflective Thinking), which deals with improvement and evaluation, made up the final model. Strong agreement on the model's efficacy and applicability was found in expert evaluation, underscoring its potential to direct the development of digital storytelling abilities in early childhood education.

N. E.Özen et al. (2021) Using a mixed-methods approach, this study examined how digital storytelling (DST) affected seventh-grade middle school students' capacity for creative thought. Interviews, video recordings, and digital stories made by students were used to gather data. In addition to greater permanence test scores, the results showed gains in fluency, originality, inventiveness, analytical thinking, perspective-taking, media utilization, and content quality. Students said that DST activities were fun, improved critical thinking, and increased the visibility of story elements through the use of multimedia. Additionally, DST promoted student participation and classroom interaction, indicating its beneficial impact on learning outcomes and creative thinking abilities.

N. S Shemy (2021) This research investigated the influence of digital storytelling on motivation and academic performance in the instruction of scientific ideas to kindergarten students. The study applied DST based on the national curriculum using an experimental design with 40 KG2 pupils split into control and experimental groups. According to the results, students in the experimental group outperformed those in the control group in terms of academic achievement. Digital storytelling also successfully caught children's attention, improved focus, and piqued their interest in learning scientific concepts, according to motivation assessments. These findings imply that DST is a useful instrument for enhancing the interest and significance of early scientific instruction.

G.Gürsoy (2021) This study looked into how pre-service science teachers' perspectives and 21st-century skills were affected by their experiences with digital storytelling (DST) in a course called "Instructional Technologies and Material Development." Through surveys and interviews, quantitative data from 50 participants and qualitative data from 16 participants were gathered using a simultaneous parallel mixed-methods approach. The results showed that, although being time-consuming and requiring technological knowledge, DST had a beneficial impact on pre-service teachers' abilities by offering relevant, long-lasting, enjoyable, and motivating learning experiences. Although the majority of science themes were deemed appropriate for DST, participants acknowledged difficulties with scriptwriting, sourcing multimedia, and recording. According to the study, pre-service teachers can

acquire experience in preparing students for digital storytelling and acquire critical 21st-century skills by integrating DST into various courses.

D. Kim et al. (2021) In a project-based middle school capstone program, this study investigated how digital storytelling (DST) supports students' introspection, learning, and self-expression. Data from observations, interviews, and artifacts were examined using a qualitative case study methodology and a Systemic Functional Linguistics paradigm. The results showed that students successfully communicated both academic information and personal identification using multimodal resources, including text, photos, sound, animations, and emojis. One student was able to act out a teaching role thanks to DST, while another used a culinary project to link arithmetic abilities and cultural knowledge. Overall, the study shows how incorporating DST into the curriculum might improve students' motivation, creativity, identity development, and social involvement.

V. Nair et al. (2021) The impact of digital storytelling (DST) on improving students' speaking abilities at various educational levels, from primary to postsecondary education, was investigated in this systematic review. After analyzing 45 publications from Google Scholar and ERIC using the PRISMA framework, the review discovered compelling evidence that DST is a useful teaching technique for creating interesting and meaningful English language classes. The research repeatedly showed that DST helps students become more proficient speakers, providing actual evidence of its advantages in developing communication skills. Overall, the evaluation emphasizes DST as a useful modern teaching approach for improving language learners' oral ability.

A. Idayani (2019) An experimental research design was used, involving an experimental group and a control group. The participants were fifth-semester English students at FKIP, Islamic University of Riau (2018/2019), selected through purposive sampling. The experimental group (26 students) was taught using digital storytelling, while the control group (25 students) received conventional instruction. Speaking tests were administered as pre-tests and post-tests to collect data. The findings revealed that the calculated t-value exceeded the table value ($14.402 > 2.059$), indicating a statistically significant difference. Thus, the alternative hypothesis was accepted, demonstrating that digital storytelling has a positive effect on students' speaking ability.

M. Tajeri et al. (2017) This study examined the benefits of using Digital Storytelling (DST) in higher education language classes and explored effective classroom activities to support language learning. Conducted over thirteen weeks, the quasi-experimental study involved 20 postgraduate students and research scholars enrolled in two English classes and employed pretests, posttests, questionnaires, and student interviews to collect qualitative data. The data were analyzed using descriptive and qualitative content analysis. The findings revealed that students responded positively

to the use of DST, reporting high satisfaction and significant improvement in their language learning, particularly in writing skills and advanced vocabulary development.

M. Foelske (2014) This literature review aimed to examine the impact of digital storytelling on student engagement, motivation, literacy skills, and content knowledge across different subjects. It analysed over thirty carefully selected peer-reviewed studies on the use of digital storytelling in classroom learning. The findings indicate that digital storytelling enhances student motivation and engagement, particularly in student-centered learning environments. It also contributes positively to the development of literacy skills, content understanding, and 21st-century skills for both average and struggling learners. Moreover, students showed greater involvement when they had the opportunity to reflect, visualize, and create meaningful stories to share with a wider audience.

T. Suwardy et al. (2013) Storytelling, though ancient and deeply rooted across cultures, continues to play a vital role in modern life. With technological advancements, it has evolved into digital storytelling, offering new opportunities for teaching and learning. Educators increasingly recognize it as an engaging pedagogical tool, as it appeals to both visual and auditory senses beyond traditional text-based methods. This article highlights the use of a digital story series, Movie-Door-2-Door.com (MD2D), which follows three business graduates and illustrates the importance of financial information in business management. Findings from an independent university survey indicate that such digital storytelling approaches effectively help students understand and contextualize accounting concepts and decision-making processes.

Sadik (2008) While research highlights the importance of integrating technology into education, its effectiveness depends largely on teachers' ability to use it meaningfully in the classroom. This study aimed to support Egyptian teachers in enhancing teaching and learning through the use of digital storytelling. Students were guided to create their own digital stories using MS Photo Story, along with learning basic production and editing skills, and were encouraged to present and share their work. Both quantitative and qualitative tools, including evaluation rubrics, observation instruments, and interviews, were used to assess the effectiveness of this approach. The findings showed that students successfully produced quality digital stories that met key pedagogical and technical standards. Despite some challenges, teachers observed increased student engagement and improved understanding of content. Overall, teachers expressed a positive attitude and willingness to incorporate digital storytelling into their teaching practices.

Robin (2006) Digital Storytelling is an effective instructional approach that supports both teaching and learning. It combines technology and narrative to enhance students' literacy skills, including reading, writing, and communication. This concept has evolved over time and is now widely

used in education to promote engagement and understanding. Various digital tools assist in creating stories, making learning more interactive. However, successful implementation requires awareness of certain challenges and considerations. Overall, existing research highlights its positive impact on students' motivation, comprehension, and retention, while also emphasizing the need for further studies on its effectiveness.

2.4 Vocabulary Development through Digital Storytelling

Vocabulary development through digital storytelling refers to the process of improving learners' vocabulary knowledge by using digital stories that combine text, images, audio, video, and narration. Digital storytelling provides a meaningful context for learning new words and helps students understand vocabulary through visual and auditory support. It encourages active participation, creativity, and better retention of words. Through creating and listening to digital stories, learners can practice using new vocabulary in sentences and real-life situations. This method also increases students' motivation and engagement in language learning. Therefore, digital storytelling is considered an effective instructional strategy for enhancing vocabulary development among learners.

C.Ersanlı (2026) This study examined the impact of digital storytelling (DST) on vocabulary learning, reading comprehension, and attitudes toward learning English among young EFL learners. The research was conducted with 60 fifth-grade students in Türkiye using a quasiexperimental design with pre- and post-tests. The experimental group learned through digital storytelling, while the control group used traditional storytelling methods. The results showed that DST significantly improved students' vocabulary acquisition and created positive attitudes toward learning English. However, there was no significant improvement in reading comprehension, possibly due to the short duration of the study. The findings suggest that digital storytelling can effectively support vocabulary learning and student motivation in language classrooms.

T. M. S. Siregar et al. (2026) This study explores the role of digital storytelling in improving English vocabulary development among elementary school students. Since traditional teaching methods often lead to low engagement and poor retention, the study examines digital storytelling as an effective alternative strategy. Using a qualitative literature review based on PRISMA guidelines, the research analyzed studies published between 2021 and 2026. The findings show that digital storytelling enhances vocabulary learning, contextual understanding, and retention through multimedia elements such as text, images, audio, and video. It also increases students' motivation, participation, and confidence in learning English. The study concludes that digital storytelling provides an interactive and student-centered approach to vocabulary instruction.

B. R Ahmed et al. (2026) The effect of digital novels on the vocabulary development of Kurdish EFL learners. Using a mixed-methods approach, data were collected from 54 English students at Charmo University through online questionnaires and interviews. The findings showed a positive relationship between the use of digital novels and vocabulary learning. Features such as hyperlinks, annotations, and interactive glossaries helped students understand and learn new words in context. Although a few students preferred printed novels, most reported that digital novels increased their motivation, engagement, and vocabulary acquisition. The study suggests integrating digital novels into EFL teaching to support vocabulary learning.

B.Yu et al. (2025) This study investigated how digital storytelling (DST) can support the learning of English pre-service teachers. The research involved 28 participants from two universities in Hong Kong who created digital storytelling videos and teaching materials. Data were collected through surveys and interviews and analyzed using Activity Theory. The results showed that collaborative digital storytelling helped improve participants' English language skills, digital competence, and teamwork abilities. The study also emphasized that DST can be an effective teaching strategy for encouraging collaboration and enhancing learning experiences in language education.

S.D Anggara (2023) The use of digital storytelling through the Voice Thread application to improve vocabulary mastery among junior high school students. The research used an experimental method with pre-tests and post-tests to measure vocabulary improvement and a questionnaire to understand students' perceptions. The findings showed that students' vocabulary knowledge increased after using digital storytelling. Students also gave positive feedback and recommended its use for vocabulary learning. The results further indicated that digital storytelling increased students' motivation to learn independently.

N.Prongkitsanuluck et al. (2022) This study investigated the effectiveness of digital storytelling (DST) in improving vocabulary acquisition among Thai EFL kindergarten students aged four to five. The learners were taught ten target words using two types of digital storytelling: story with animation and song with animation. Quantitative analysis showed that both methods significantly improved the students' vocabulary learning. The results also indicated that songs with animation were the most preferred by the learners. Overall, the study concluded that digital storytelling is an effective method for enhancing vocabulary development among young learners.

M.A Abdul-Ameer (2014) The impact of digital stories on vocabulary learning among Iraqi primary school students. A three-week experiment was conducted with young learners at a private school in Al-Diwaniyah, Iraq. The results showed that students who learned through digital stories performed better than those taught using traditional methods. The findings suggest that computer and

internet-based technologies can effectively support vocabulary learning in English as a foreign language. The study also recommends further research on integrating digital technology with traditional language teaching methods.

2.5 Conclusion

The review of related literature indicates that vocabulary development plays an essential role in language learning and overall communication skills. Several studies have highlighted the importance of effective vocabulary learning strategies in improving students' language proficiency. Both Indian and foreign studies have emphasized the use of innovative teaching methods to enhance vocabulary acquisition. In recent years, digital storytelling has emerged as an effective instructional strategy that integrates technology with storytelling to create an engaging learning environment. The reviewed studies reveal that digital storytelling improves students' vocabulary knowledge, motivation, creativity, and participation in language learning. It also helps learners understand words in context through multimedia elements such as images, audio, and video. However, some studies also pointed out challenges such as limited technological resources and the need for teacher training. Overall, the literature suggests that digital storytelling is a valuable pedagogical tool for enhancing vocabulary development and supporting effective language learning among students.

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted for the study on the effectiveness of digital storytelling on vocabulary acquisition among middle school students. It explains the research design, population and sample, instruments used for data collection, and the procedures followed in conducting the study. The study adopts a quasi-experimental approach to compare the impact of digital storytelling with traditional teaching methods. It also describes the techniques used for data analysis to interpret the results accurately. In addition, ethical considerations followed during the research process are highlighted. Overall, this chapter provides a clear and systematic description of how the study was carried out, ensuring the reliability, validity, and transparency of the research findings.

3.2 Objectives of the Study

- To assess students' vocabulary knowledge before the implementation of digital storytelling through a pre-test.
- To evaluate the improvement in vocabulary knowledge after the implementation of digital storytelling through a post-test.
- To compare the pre-test and post-test scores of students to determine the impact of digital storytelling.
- To examine the effectiveness of Digital Storytelling (DST) in improving vocabulary acquisition among middle school students.
- To compare vocabulary achievement among students of different grade levels (Grade 6, 7, and 8) using Digital Storytelling.
- To analyze the difference in vocabulary acquisition between male and female students through Digital Storytelling.
- To investigate the impact of locality (rural and urban) on students' vocabulary acquisition through Digital Storytelling.
- To examine the effect of duration of exposure to Digital Storytelling on vocabulary acquisition.

- To check the attitude of the students about digital storytelling tool on the modules.

3.3 Research Design

The present study adopts a quasi-experimental research design to examine the effectiveness of digital storytelling on vocabulary acquisition among middle school students. This design is appropriate as it allows the researcher to measure the impact of an intervention without random assignment of participants.

The study follows a pre-test and post-test design, where students' vocabulary knowledge is assessed before and after the implementation of digital storytelling. The pre-test is conducted to determine the existing level of vocabulary knowledge among the students, while the post-test evaluates the improvement after exposure to digital storytelling videos.

The difference between the pre-test and post-test scores is used to determine the effectiveness of the digital storytelling intervention. This research design helps in identifying whether digital storytelling significantly improves students' vocabulary acquisition.

3.4 Population of the Study

The population of the present study consists of middle school students studying in grades **6 to 8**. These students are in the stage of developing their language skills, particularly vocabulary acquisition, which is essential for improving their overall proficiency in English.

The study is conducted in a selected school, where English is taught as a second language. The population includes students from diverse backgrounds with varying levels of vocabulary knowledge and language exposure. This diversity provides a suitable context for examining the effectiveness of digital storytelling as an instructional strategy.

The choice of middle school students as the population is based on their cognitive and linguistic readiness to engage with digital storytelling materials. At this level, students are more receptive to visual and interactive learning methods, making digital storytelling an appropriate and effective tool for vocabulary development.

3.5 Sample and Sampling Techniques

The sample of the present study consists of 30 middle school students from grades 6 to 8, at Corporation Middle School, KottaiMedu, Ukkadam, Coimbatore. The students are typically in the age group of 11 to 14 years, which is considered an important stage for language and vocabulary development. The sample includes both male and female students with diverse learning abilities and

varying levels of vocabulary knowledge. All participants are learning English as a second language, and they have been exposed to basic English instruction as part of their school of curriculum.

The students come from similar educational backgrounds and are studying in the same school environment, which ensures uniformity in instructional exposure. However, individual differences such as interest, motivation, and prior knowledge of vocabulary is existing among the learners. The selected group is familiar with basic digital tools and shows interest in audio-visual learning methods. This makes them suitable participants for the implementation of digital storytelling as an instructional strategy.

3.6 Procedure of the Study

The study was carried out in a systematic manner to examine the effectiveness of digital storytelling on vocabulary acquisition among middle school students. The procedure followed in the study is described below:

3.6.1 Preparation of the Digital Storytelling Modules

The sample for the present study consists of 30 middle school students selected from grades 6 to 8 in a chosen school. The sampling technique used in this research is purposive sampling, intentionally selected participants who are more relevant. This method is appropriate for the study due to practical considerations such as limited time, resources, and ease of access to the participants.

3.6.2 Permission and Selection of Sample

Prior permission was obtained from the school authorities to conduct the study. The researcher prepared 15 digital storytelling videos using tools such as Canva and Inshot, ensuring that the content was suitable for middle school students

3.6.3 Administration of Pre-test

A vocabulary pre-test was conducted to assess the students' existing level of vocabulary knowledge before the intervention. Following the pre-test, the students were exposed to the digital storytelling intervention, which consisted of 15 videos created using tools such as Canva and InShot. These videos included age-appropriate and engaging stories designed to enhance vocabulary learning through visual and contextual presentation. The intervention was conducted over a specific period, during which students watched the digital storytelling videos, followed by explanation and discussion of key vocabulary items to help them understand the meaning, pronunciation, and usage of the words.

3.6.4 Implementation of Digital Storytelling

The students were exposed to 15 digital storytelling videos over a specific period as part of the intervention. In each session, students watched a digital storytelling video that presented vocabulary items in a meaningful and engaging context. After viewing the video, the researcher explained the key vocabulary words and conducted a brief discussion to help students understand their meanings, pronunciation, and usage. All 30 students participated in this digital storytelling intervention designed to improve vocabulary acquisition. The same group of students took part in both the pre-test and post-test, where the pre-test assessed their initial vocabulary level and the post-test measured their improvement after the completion of the digital storytelling sessions.

3.6.5 Student Interaction and Engagement

During the sessions, students were encouraged to actively participate by answering questions, identifying new words, and discussing the meanings and usage of vocabulary. The sample includes learners with varying levels of vocabulary knowledge, which provides a suitable basis for examining the effectiveness of digital storytelling. All participants belong to the middle school level, where students are actively developing their language and vocabulary skills.

3.6.6 Administration of Post-test

After the completion of the intervention, a post-test was conducted using the same or similar vocabulary test to measure the improvement in students' vocabulary knowledge. The scores obtained from the pre-test and post-test were then compared to determine the effectiveness of digital storytelling in enhancing the students' vocabulary acquisition.

3.6.7 Data Analysis

The scores obtained from the pre-test and post-test were compared and analyzed to determine the effectiveness of the digital storytelling intervention. Appropriate statistical techniques were used to interpret the data. The results were presented in tables and figures for better understanding. The analysis helped in testing the hypotheses and drawing conclusions.

3.7 Tools Used in the Study

The present study employed the following tools to collect data on vocabulary acquisition among middle school students:

3.7.1 Vocabulary Pre-test and Post-test

The MS Vocabulary Achievement test tool was prepared by investigators to conduct both a pre-test and post-test to assess the students' vocabulary knowledge before and after the intervention. The

tool included objective-type questions such as multiple-choice, matching, and fill-in-the-blanks to measure students' understanding of words presented in the digital modules.

3.7.2 Digital Storytelling Modules

A set of 15 digital storytelling modules was developed by the researcher using tools such as Canva and InShot. These videos incorporated animations and multimedia elements sourced from Pinterest to make the stories more engaging. The modules included age-appropriate stories designed to introduce and reinforce vocabulary through visual and contextual learning.

3.7.3 DST Opiner

Through the DST Opiner, the researcher was able to identify students' level of interest and engagement while watching and interacting with the digital stories. The results reveal that a majority of the students showed positive interest toward the digital storytelling method.

3.8 Reliability of the Digital Storytelling Module

The reliability of the developed multimedia-based digital storytelling module was established using a combination of methods:

3.8.1 Expert Review Method

The module was evaluated by subject experts to ensure consistency in content, clarity of instructions, and appropriateness of learning outcomes. Their feedback helped in refining the tool. **3.8.2**

Pilot Testing

The module was administered to a small group of students. Their responses were observed to check the stability and consistency of the tool.

3.8.3 Split-Half Method

The module was divided into two equivalent halves, and students' performance in both halves was compared. Similarity in results indicated internal consistency and reliability of the tool.

3.9 Validity of the Digital Storytelling Module

Validity refers to the extent to which a research tool measures what it is intended to measure. It indicates the accuracy and appropriateness of the instrument used in the study. A valid tool ensures that the results obtained from the research are meaningful and reliable.

3.9.1 Content Appropriateness

The digital storytelling modules were designed according to the learning level of middle school students. The vocabulary, story content, and visuals were carefully selected to ensure that they were understandable, meaningful, and suitable for the learners. This helped in making the learning process more effective and engaging.

3.9.2 Instructional Validity

Instructional validity refers to how well the digital storytelling modules support the teaching and learning process. The modules were structured with clear objectives, engaging narration, visuals, and contextual examples so that students could easily understand and remember new vocabulary.

3.10 Statistical Techniques used in the Study

The present study employed appropriate statistical techniques to analyze the data collected and to determine the effectiveness of digital storytelling on vocabulary acquisition among middle school students.

- Mean
- Standard Deviation
- ANOVA test
- t-Test

3.11 Graphical Representation

Data were also presented using:

- Pie charts
- Tables

These visual tools helped in better understanding and interpretation of results.

3.12 Conclusion

This chapter has presented the methodology adopted for the study on the effectiveness of digital storytelling on vocabulary acquisition among middle school students. It has outlined the research design, population, sample, and sampling technique used in the study. The tools employed for data collection, including the vocabulary tests and digital storytelling videos, were also described in detail.

Furthermore, the chapter explained the procedure followed in conducting the study, including the administration of the pre-test, implementation of the digital storytelling intervention, and post-test. The reliability and validity of the research instruments were ensured to maintain the accuracy and consistency of the findings.

ANALYSIS AND INTERPRETATION

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents a comprehensive analysis and interpretation of the empirical data collected to evaluate the impact of digital storytelling on the vocabulary acquisition of young learners. The primary objective was to determine if the integration of multimedia narratives significantly enhances lexical retention compared to traditional instructional methods. To achieve this, a pre-test and post-test design was utilized to measure the students' proficiency levels before and after the intervention. The quantitative data were subjected to rigorous statistical scrutiny using Mean (M) and Standard Deviation (D) to establish baseline performance, while Paired Sample t-tests were employed to measure the significance of the progress made between the two testing phases.

Furthermore, the study extended its analysis beyond the primary treatment to examine the influence of various demographic and environmental factors. Through the application of Independent Sample t-tests and Analysis of Variance (ANOVA), the researcher investigated whether variables such as gender, locality, and grade level created significant disparities in learning outcomes. A specific focus was also placed on the correlation between the hours students habitually spend on digital gadgets and their receptivity to digital storytelling. The resulting statistical data, organized into detailed tables and thematic sections, provide the basis for the subsequent interpretation of how digital narratives serve as a cognitive bridge for vocabulary development in the modern classroom.

4.2 INFERENCE STATISTICS

Inferential statistics is a branch of statistics that involves using data collected from a sample to draw conclusions and make generalizations about a larger population. It enables researchers to analyze sample data and apply the results to a wider group by using techniques such as hypothesis testing, correlation, and regression. Through inferential statistics, researchers can determine relationships between variables, test the significance of their findings, and make predictions with a certain level of confidence. This approach is especially important in research studies, as it helps ensure that conclusions are scientifically valid and applicable beyond the sample group.

Hypothesis Ho1: There is no significant difference between the mean scores of the pre-test and post-test of the middle school students in acquiring vocabulary through Digital Storytelling.

Table 4.1

Comparison of Mean Pre-test and Post-test Scores of Students

Test	Mean	Standard deviations	t-value	Result
Pre-test	8.73	1.98		Extremely
Post-test	16.23	2.07	14.34	Significant

Significant level at 0.05

The obtained t-value is **14.84**, which is **extremely significant**. The mean score of the post-test is higher than the mean score of the pre-test. This indicates that there is a significant improvement in the students' scores after the intervention. Therefore, the null hypothesis is rejected.

Hypothesis Ho2: There is no significant mean score difference among middle school students of Grade 6, 7, and 8 in acquiring vocabulary through Digital Storytelling (DST).

Table 4.2

ANAVO for Vocabulary Achievement among Grade 6, 7, and 8 Students

Source	DF	Sum of Square	Mean	F-Statistic	P-Value	Result
Groups(between groups)	2	7.27	3.63	0.84	0.4421	NS*
Error(within groups)	27	116.6	4.32			
Total	29	123.87	4.2713			

Significant level at 0.05

The obtained F-value is **0.84**, which is **not significant (NS)**. This indicates that the grade level of the students (6th, 7th, or 8th) does not significantly impact their ability to acquire vocabulary through the intervention. Therefore, the null hypothesis is accepted.

Hypothesis Ho3: There is no significant mean score difference between male and female middle school students in acquiring vocabulary through Digital Storytelling (DST).

Table 4.3**Comparison of Performance in Vocabulary Acquisition between Boys and Girls**

Gender	N	Mean	SD	t-value	Result
Male	15	16.07	2.12		
Female	15	16.47	1.98	0.53	NS*

Significant level at 0.05

The obtained t-value is **0.53**, which is **not significant (NS)**. This indicates that gender does not play a significant role in the vocabulary acquisition of students through the DST intervention. The performance of both male and female students remained relatively equal. Therefore, the null hypothesis is accepted.

Hypothesis Ho4: There is no significant mean score difference between urban and rural middle school students in acquiring vocabulary through Digital Storytelling (DST).

Table 4.4**Comparison of Post-test Vocabulary Scores based on Locality**

Group	N	Mean	SD	t-value	Result
Rural	15	15.20	2.07		
Urban	15	17.33	2.04	2.84	S*

Significant level at 0.05

The obtained t-value is **2.84**, which is **statistically significant (SS)**. The mean value of urban students is higher than the mean value of rural students. This indicates that there is a significant difference in the students' scores based on their locality, suggesting that the urban environment may enhance the effectiveness of Digital Storytelling (DST)-based learning. Therefore, the null hypothesis is rejected.

Hypothesis Ho5: There is no significant mean score difference based on the number of hours spent on gadgets by middle school students in acquiring vocabulary through Digital Storytelling (DST).

Table 4.5

ANOVA for Significant Difference in Vocabulary Achievement based on Hours Spend on Gadgets

Source	DF	Sum of Square	Mean	f-Value	p-value	Result
Groups(between groups)	2	27.76	13.88			
Error(with in groups)	27	96.11	3.56	3.90	0.03255	S*
Total	29	123.87	4.2713			

Significant level at 0.05

The obtained F-value is **3.90**, which is **statistically significant (SS)**. This indicates that there is a significant difference in the students' scores based on the hours spent on the gadgets during the intervention. This suggests that the duration of engagement with the intervention is a key factor in the improvement of the students' vocabulary scores. Therefore, the null hypothesis is rejected.

4.3 DESCRIPTIVE ANALYSIS

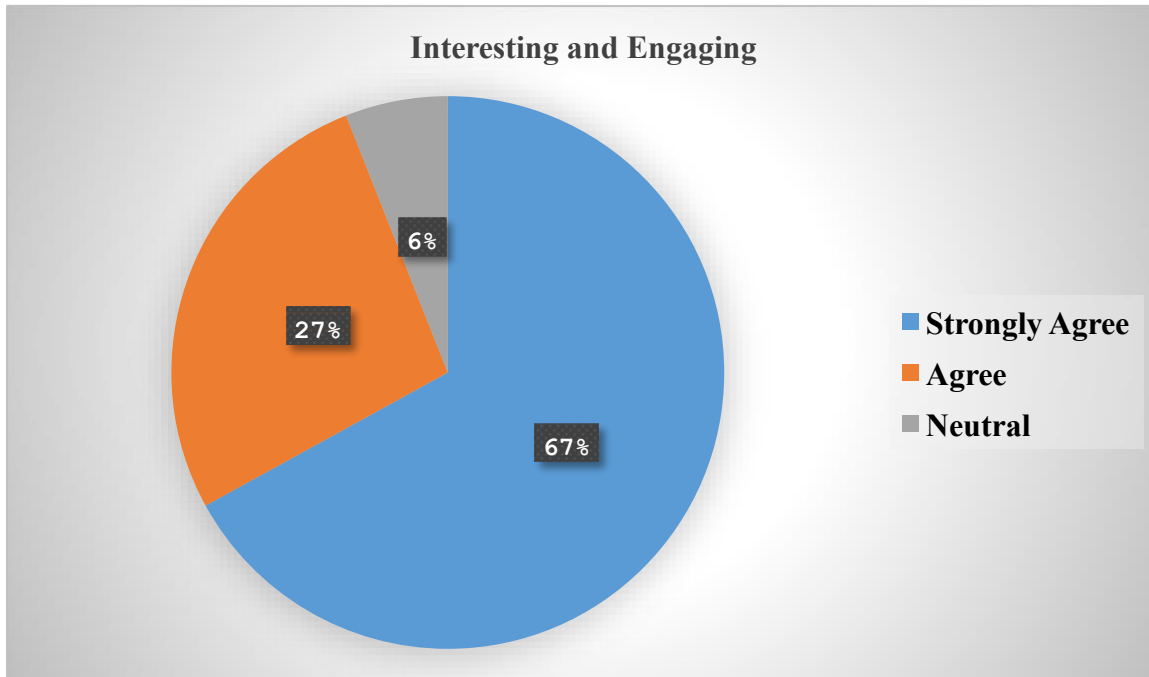
Descriptive Analysis is a method used to summarize, organize, and present data in a meaningful way. It helps researchers understand the basic features of a dataset without making predictions or generalizations beyond the data. In descriptive analysis, data is explained using measures such as mean (average), median, mode, standard deviation, percentages, and frequency distributions. These measures provide a clear picture of patterns, trends, and variations in the data.

It is often presented through tables, charts, and graphs to make the information easy to understand.

Item 1

The Digital Stories used in the Classroom were Interesting and engaging

Figure 4.1 Interest and Engagement in Digital Stories

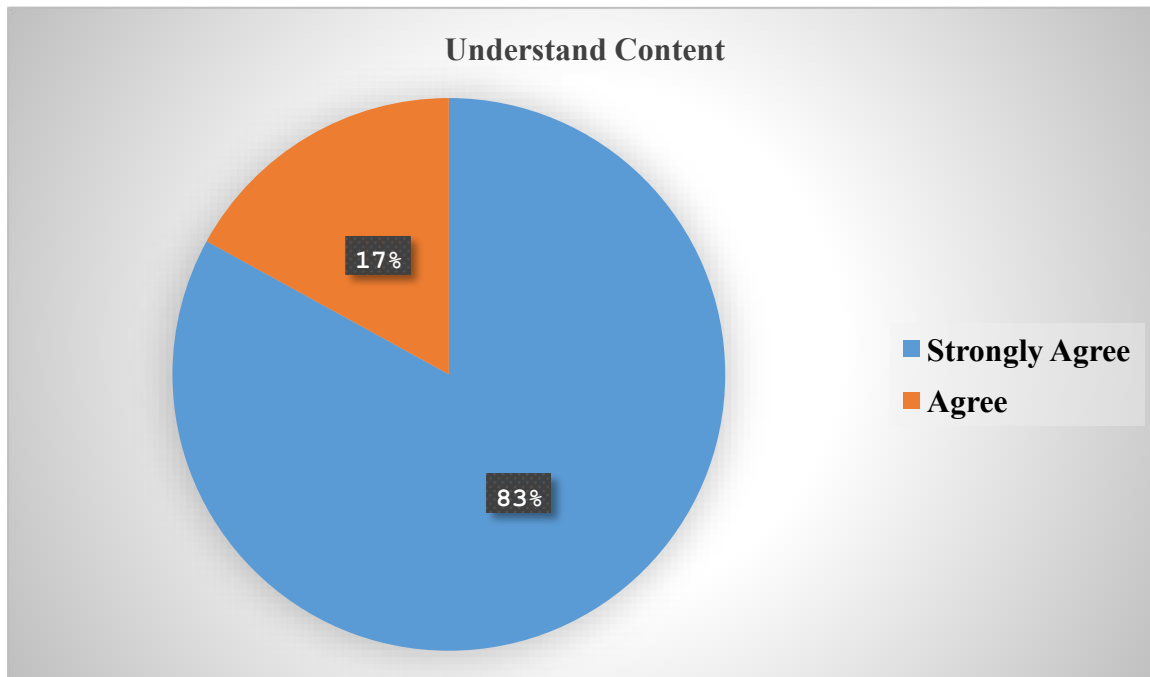


This figure presents students responses regarding the interest and engagement created by digital stories used in the classroom. A majority of the students (67%) strongly agreed that the digital stories were interesting and engaging. About 27% of the students agreed with the statement, while 6% remained neutral. The results indicate that digital storytelling captured students' attention effectively. It also suggests that the use of multimedia elements increased students' involvement in the learning process. Therefore, digital storytelling appears to be an engaging instructional strategy.

Item 2

The visuals and audio in the Digital Stories helped me understand the content better Figure 4.2

Understanding through Visuals and Audio

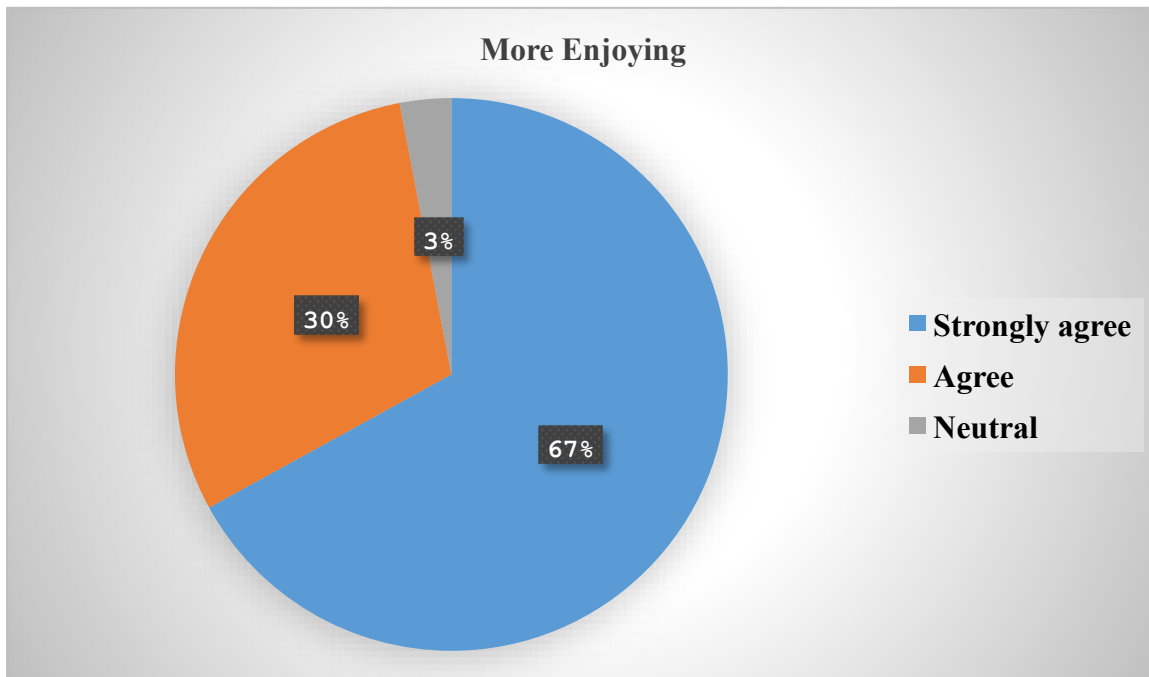


The figure presents a clear depiction of students' perceptions regarding the contribution of visual and audio elements in digital storytelling. It is evident that a substantial majority of the respondents, accounting for 83%, strongly agreed that the inclusion of visuals and audio significantly enhanced their understanding of the content. This strong agreement indicates that most students found multimedia elements to be highly effective in facilitating comprehension. The remaining 17% of the students also responded positively, expressing agreement with the statement, although with slightly less intensity. These findings underscore the crucial role that multimedia components play in the learning process. The integration of visual and auditory elements appears to support learners in grasping vocabulary and conceptual meanings more effectively. By engaging multiple senses simultaneously, digital storytelling creates a richer and more immersive learning experience. Therefore, it can be inferred that digital storytelling serves as a powerful pedagogical tool, promoting better understanding and retention of information through multisensory input.

Item 3

I found Digital storytelling more enjoying than traditional teaching methods

Figure 4.3: Enjoyment of Digital Storytelling

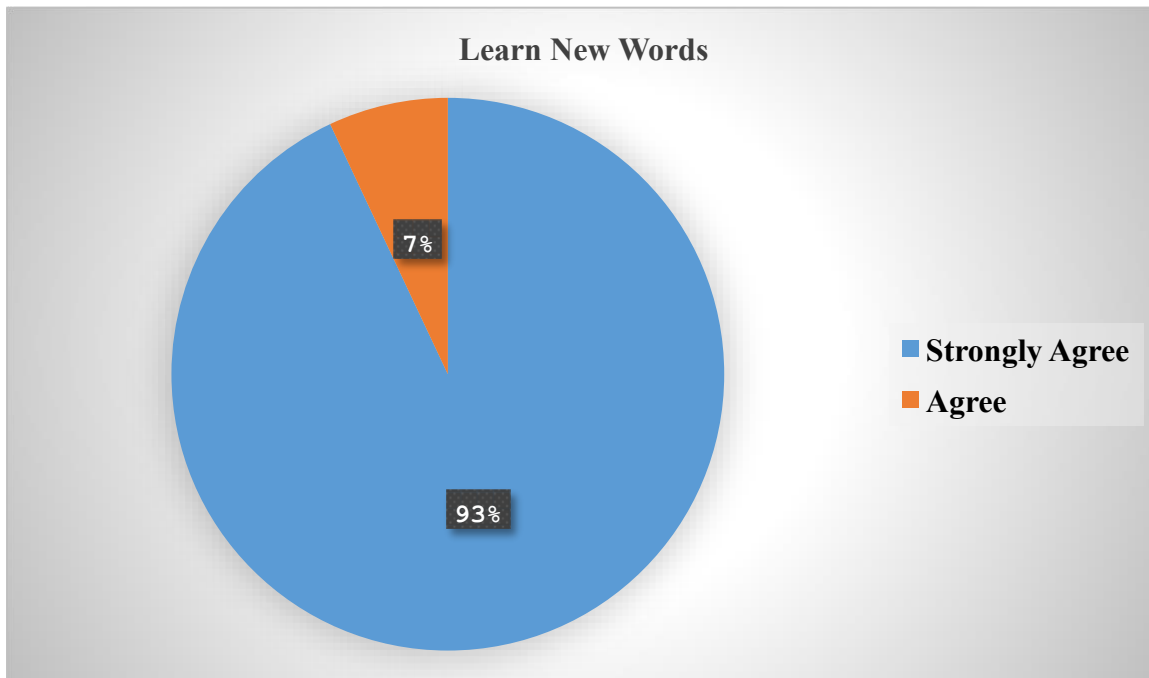


The figure presents students' opinions regarding the level of enjoyment they experienced through digital storytelling compared to traditional teaching methods. A majority of the respondents, 67%, strongly agreed that digital storytelling was more enjoyable, reflecting a high level of satisfaction and engagement. Additionally, 30% of the students agreed with the statement, indicating that most learners had a positive experience, even if with slightly less intensity. A small proportion of 3% remained neutral, suggesting that only a few students were uncertain or did not perceive a significant difference. These findings suggest that digital storytelling plays an important role in creating a more enjoyable and engaging learning environment. The use of visuals, audio, and narrative elements appears to capture students' attention and sustain their interest throughout the lesson. As a result, students are likely to feel more enthusiastic and involved during classroom activities. Therefore, digital storytelling can be considered an effective approach for making language learning more pleasant, interactive, and stimulating for learners.

Item 4

Digital Storytelling helped me learn new words effectively

Figure 4.4: Learning New Words through Digital Stories

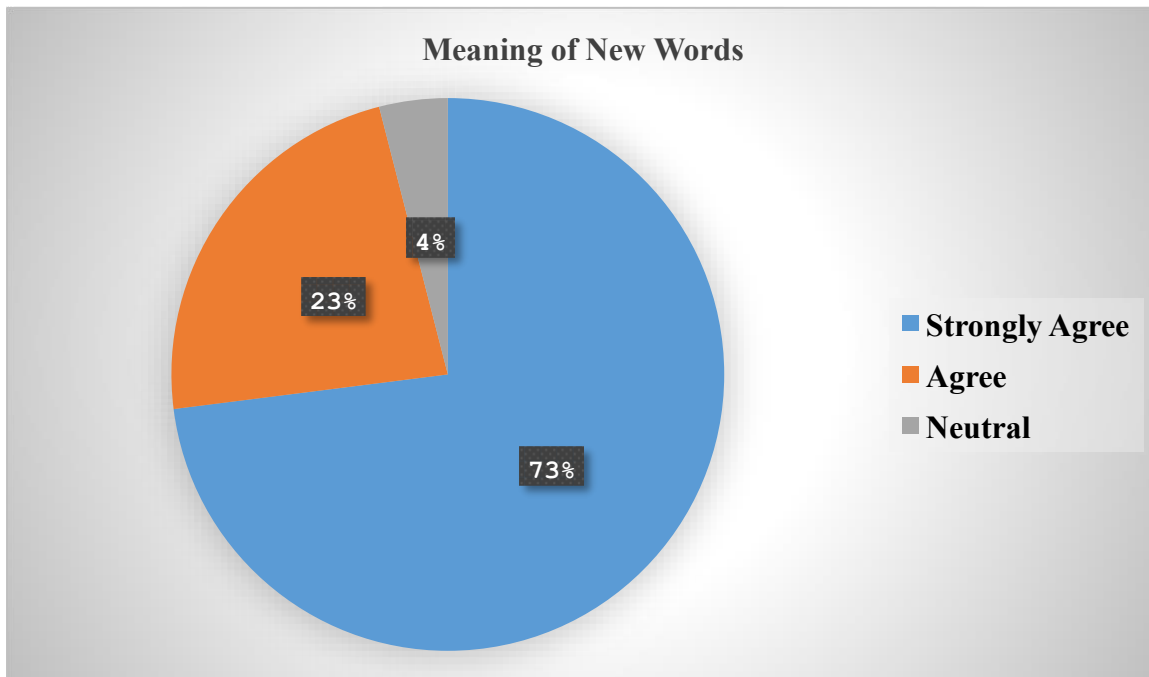


The figure illustrates students' responses regarding their ability to acquire new vocabulary through digital storytelling. An overwhelming majority of the respondents, 93%, strongly agreed that digital stories supported them in learning new words, indicating a very high level of effectiveness. The remaining 7% of the students also agreed with the statement, reflecting a completely positive perception, with no neutral or negative responses reported. These findings clearly emphasize the effectiveness of digital storytelling in enhancing vocabulary acquisition. The contextual presentation of words, combined with engaging visuals and audio elements, appears to support better understanding and retention of new vocabulary. As a result, learners are able to grasp meanings more easily and remember them for a longer period. Therefore, digital storytelling can be regarded as a highly effective and impactful tool for vocabulary development among students.

Item 5

I was able to understand the meaning of new words through context in the stories

Figure 4.5: Understanding Word Meaning through Context

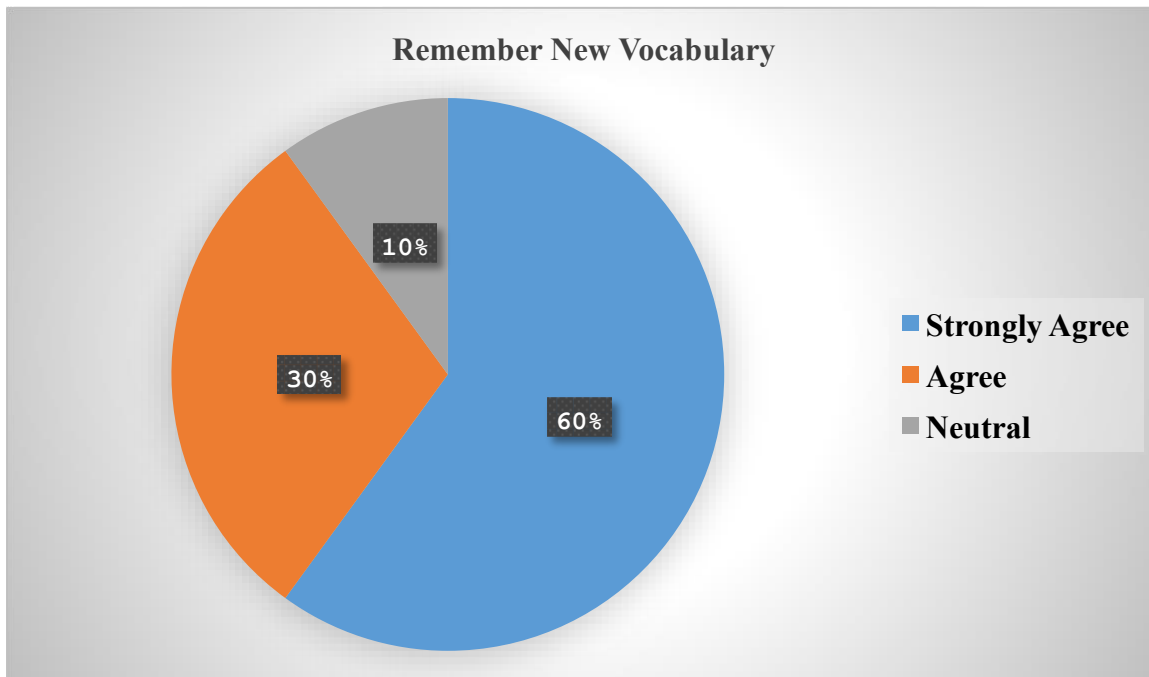


The figure presents students' perceptions of their ability to understand the meanings of new words through the context offered in digital stories. A majority of the respondents, 73%, strongly agreed that contextual cues in digital storytelling helped them comprehend unfamiliar vocabulary. Additionally, 23% of the students agreed with the statement, while a small proportion of 4% remained neutral. Notably, none of the students expressed disagreement. These findings suggest that presenting vocabulary within meaningful contexts enables students to grasp word meanings more effectively. Digital storytelling appears to create authentic and engaging situations for language learning, thereby enhancing comprehension. Therefore, it can be concluded that digital storytelling supports better understanding of vocabulary in context.

Item 6

I can remember the new vocabulary learned through digital stories for a longer time **Figure**

4.6: Remembering Vocabulary for a Longer Time

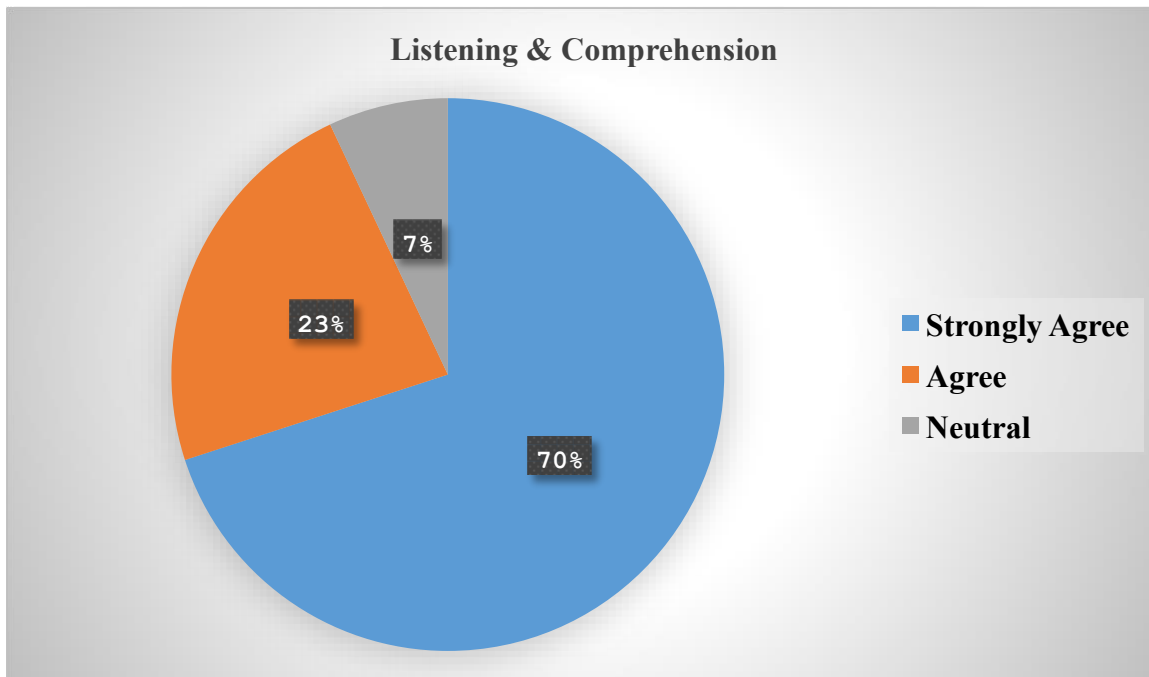


The figure illustrates students' responses regarding their ability to retain newly learned vocabulary for a longer duration through digital storytelling. A majority of the respondents, 60%, strongly agreed that digital stories helped them remember vocabulary more effectively over time, indicating a strong impact on memory retention. In addition, nearly 30% of the students agreed with the statement, suggesting that a considerable number of learners experienced improved recall, while 10% remained neutral, possibly reflecting moderate or uncertain effects. Notably, no students expressed disagreement, highlighting an overall positive perception. These findings suggest that digital storytelling plays a significant role in enhancing vocabulary retention among students. The combination of visual elements, audio support, and meaningful narrative context appears to reinforce memory and make learning more memorable. This multisensory approach helps learners retain vocabulary for longer periods and recall it more easily when needed. Therefore, digital storytelling can be considered an effective and impactful strategy for promoting long-term vocabulary acquisition.

Item 7

Digital storytelling improved my listening and comprehension skills

Figure 4.7: Improvement in Listening and Comprehension Skills

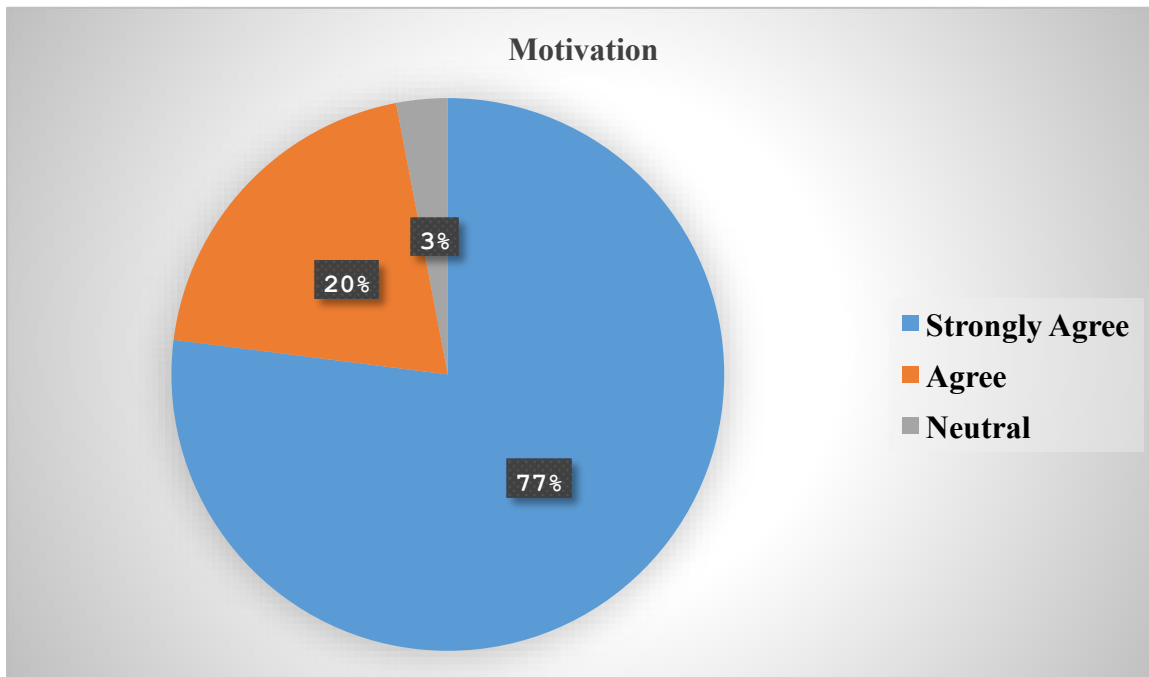


The figure presents students' perceptions regarding the improvement of their listening and comprehension skills through digital storytelling. A majority of the respondents, 70%, strongly agreed that digital storytelling enhanced these skills, indicating a strong level of effectiveness and satisfaction among learners. Additionally, 23% of the students agreed with the statement, suggesting that most participants experienced noticeable improvement, while 7% remained neutral, possibly reflecting moderate or uncertain impact. Notably, no students expressed disagreement, highlighting an overall positive consensus. These findings indicate that digital storytelling plays a crucial role in developing listening and comprehension abilities. The integration of audio narration with meaningful contextual cues enables learners to better follow, interpret, and understand the content. This multisensory approach supports deeper processing of information and improves overall comprehension. Therefore, digital storytelling can be considered an effective method for enhancing students' language skills in a comprehensive manner.

Item 8

I felt motivated to participate actively during digital storytelling sessions Figure 4.8

Motivation to Participate in Digital Storytelling

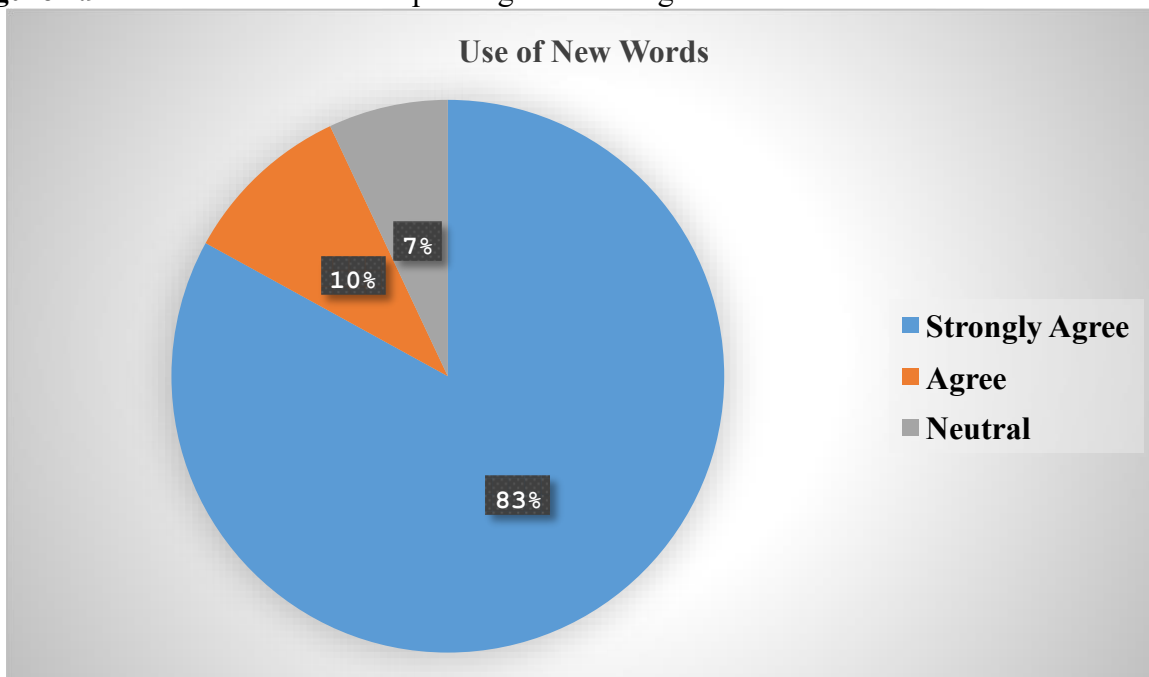


The figure illustrates students' responses regarding their motivation to participate during digital storytelling sessions. A substantial majority of the respondents, 77%, strongly agreed that they felt motivated to actively engage in these sessions, indicating a high level of enthusiasm and interest. In addition, 20% of the students agreed with the statement, suggesting that most learners experienced a positive influence on their participation. Only a small proportion, 3%, remained neutral, possibly reflecting uncertainty or a moderate level of engagement. Notably, none of the students expressed disagreement, highlighting an overall favourable perception. These findings suggest that digital storytelling serves as an effective strategy for promoting active participation in the classroom. The interactive elements, combined with engaging visuals, audio, and narrative structure, appear to capture students' attention and encourage involvement. As a result, learners are more likely to take part in discussions and activities. Therefore, digital storytelling plays a significant role in enhancing student motivation and fostering a more dynamic and participatory learning environment.

Item 9

I am able to use the newly learned words in speaking and writing

Figure 4.9 Use of New Words in Speaking and Writing

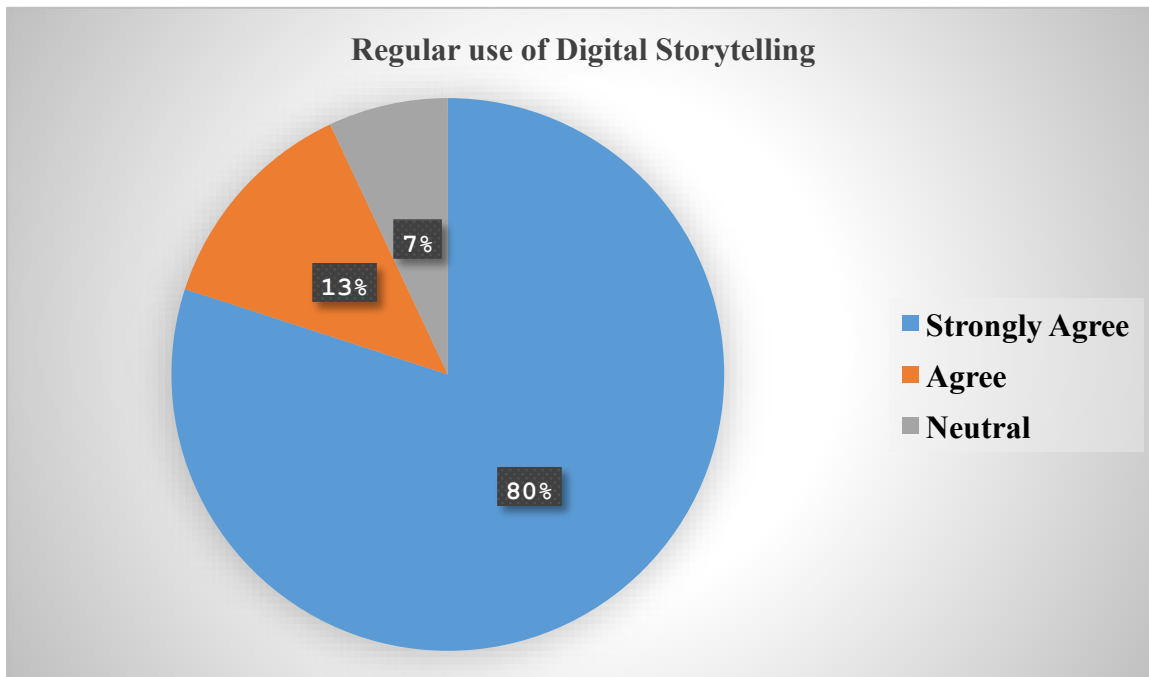


The figure presents students' opinions regarding their ability to use newly learned vocabulary in speaking and writing activities through digital storytelling. A significant majority of the respondents, 83%, strongly agreed that digital storytelling enabled them to apply new words effectively, indicating a high level of confidence and active usage. Additionally, 10% of the students agreed with the statement, suggesting that most learners experienced a positive impact, while 7% remained neutral, possibly reflecting moderate or developing confidence. Notably, no negative responses were recorded, highlighting a consistently favourable perception among all participants. These findings indicate that digital storytelling plays a crucial role in encouraging the practical application of vocabulary in real communication contexts. The engaging narratives and meaningful situations provided through digital stories appear to motivate students to use newly learned words more confidently in both speaking and writing activities. This not only strengthens their expressive abilities but also enhances their overall language proficiency. Therefore, digital storytelling can be considered an effective approach for developing productive vocabulary skills among learners.

Item 10

I would like digital storytelling to be used regularly in English classes

Figure 4.10 Preference for Regular Use of Digital Storytelling



This figure illustrates students' views about using digital storytelling regularly in English classes. Around 80% of the students strongly agreed with the statement. About 17% agreed, while 3% remained neutral. The results show a strong preference among students for digital storytelling as a teaching method. Students appear to appreciate the engaging and interactive nature of this approach. Hence, digital storytelling can be effectively integrated into regular classroom instruction.

4.4 CONCLUSION

The findings of the study clearly indicate that digital storytelling has a positive and significant effect on vocabulary acquisition among middle school students. The comparison of the pre-test and post-test scores showed a significant improvement in students' vocabulary after the intervention, proving the effectiveness of digital storytelling as a learning strategy. The results also revealed that grade level and gender did not significantly influence vocabulary achievement, indicating that digital storytelling is equally beneficial for students across different grades and for both boys and girls. However, a significant difference was observed based on locality, where urban students performed better than rural students.

Additionally, the hours spent on gadgets showed a significant influence on vocabulary achievement, suggesting that greater exposure to digital tools may support vocabulary learning. The descriptive analysis further confirmed that students found digital storytelling interesting, engaging, and helpful for understanding and remembering new vocabulary. Students reported that the visuals, audio elements, and contextual presentation of stories enhanced their comprehension, motivation, and participation in learning activities. They also expressed a strong preference for using digital storytelling regularly in English classes.

Overall, the study concludes that digital storytelling is an effective and engaging instructional approach for improving vocabulary learning among middle school students and can be successfully integrated into classroom teaching to enhance language development.

SUMMARY AND CONCLUSION

Chapter 5

SUMMARY AND CONCLUSION

5.1 Introduction

This chapter presents the summary, major findings, recommendations, suggestions for further research, and conclusion of the present study. The study aimed to examine the effectiveness of Digital Storytelling (DST) in improving vocabulary acquisition among middle school students. A quasiexperimental research design was adopted, and data were collected using vocabulary pre-test and post-test instruments. The intervention involved the use of digital storytelling videos to enhance students' vocabulary learning through contextual and multimedia-based instruction. Statistical tools such as mean, standard deviation, t-test, and ANOVA were used to analyze the collected data.

5.2 Summary

The present study investigated the effectiveness of digital storytelling in enhancing vocabulary acquisition among middle school students. The sample consisted of 30 students from grades 6 to 8 selected using convenience sampling. A vocabulary pre-test was administered to assess students' initial vocabulary knowledge.

Following the pre-test, students were exposed to fifteen digital storytelling videos prepared using digital tools. These videos presented vocabulary within meaningful story contexts, combining visual, audio, and textual elements to support learning. After the completion of the intervention, a post-test was conducted to measure improvement in vocabulary acquisition.

The collected data were analyzed using appropriate statistical techniques. The study also examined the influence of demographic variables such as grade level, gender, locality, and hours spent using gadgets. The findings of the study helped determine the effectiveness of digital storytelling in vocabulary learning among middle school students.

5.3 Major Findings of the Study

There was a significant difference between the pre-test and post-test scores of the students. The mean score of the post-test was higher than the mean score of the pre-test. This shows that students improved their vocabulary after the digital storytelling intervention. The visual, audio, and narrative elements in digital storytelling helped students understand and remember new words more effectively.

Therefore, digital storytelling played an important role in improving students' vocabulary acquisition.

The analysis showed that there was no significant difference in vocabulary acquisition among students of grades 6, 7, and 8. Students from all three grade levels showed almost similar improvement in their scores. This indicates that digital storytelling is effective for students across different middle school grades. The storytelling method makes learning interesting and understandable for learners of different ages. Hence, digital storytelling can be used successfully for vocabulary learning among middle school students.

The study revealed that there was no significant difference between male and female students in vocabulary acquisition. Both boys and girls showed similar improvement in their vocabulary scores after the intervention. This indicates that digital storytelling benefits students equally regardless of gender. The use of multimedia elements attracted the attention and interest of both groups. Thus, digital storytelling is an effective and gender-neutral learning strategy.

A significant difference was observed between urban and rural students in vocabulary acquisition. Urban students obtained higher mean scores compared to rural students. This may be due to better exposure to digital devices and learning resources among urban students. Rural students may have comparatively limited access to technology and digital learning tools. Therefore, differences in technological exposure might have influenced the learning outcomes.

There was a significant difference based on the number of hours students spent using gadgets. Students who spent more time engaging with digital materials showed better improvement in vocabulary.

Frequent use of gadgets may increase students' exposure to digital content and language learning resources. This helps them become more familiar with new words and their meanings. Hence, greater interaction with digital devices supports vocabulary development.

5.4 Recommendations

Based on the findings of the study, the following recommendations are suggested:

- Teachers should integrate digital storytelling into vocabulary instruction to make language learning more engaging and effective.
- Schools should encourage the use of multimedia tools and digital resources in English language teaching.
- Teachers should design structured digital storytelling modules that align with curriculum objectives.
- Training programs should be organized to help teachers develop skills in creating and implementing digital storytelling activities.
- Educational institutions should provide adequate technological facilities to support digital learning practices.
- Schools should encourage collaborative digital storytelling activities where students work in groups to create stories using newly learned vocabulary.
- Teachers can integrate culturally relevant stories in digital storytelling to make vocabulary learning more meaningful and relatable for students.
- Educational institutions should develop digital resource libraries that include storytelling videos and multimedia materials for vocabulary learning.
- Teachers should regularly assess students' vocabulary progress through creative tasks such as story retelling, role-play, and digital presentations.
- Schools should promote blended learning approaches where digital storytelling is combined with classroom discussions and language activities.

5.5 Suggestions for Further Research

- Similar studies can be conducted with a larger sample size to obtain more generalizable results.
- Future research may explore the effectiveness of digital storytelling in improving other language skills such as speaking, reading, and writing.
- Comparative studies may be conducted between different digital learning methods to identify the most effective instructional strategies.
- Studies may also examine the long-term impact of digital storytelling on vocabulary retention.

- Further research can be conducted in different educational levels such as primary schools, secondary schools, or higher education.
- Future studies can investigate the role of digital storytelling in improving students' pronunciation and listening comprehension skills.
- Researchers may explore students' attitudes and perceptions toward digital storytelling as a language learning strategy.
- Further research can examine the effectiveness of student-created digital stories compared with teacher-created digital storytelling materials.
- Studies can analyze the impact of digital storytelling on students with different learning styles such as visual, auditory, and kinesthetic learners.
- Future research may examine the challenges faced by teachers while implementing digital storytelling in classrooms.

5.6 Conclusion

The present study concludes that digital storytelling is an effective instructional approach for enhancing vocabulary acquisition among middle school students. The results clearly show that students' vocabulary knowledge improved significantly after exposure to digital storytelling videos. The integration of storytelling with multimedia elements creates an engaging and meaningful learning environment that promotes active participation and better understanding of vocabulary. Digital storytelling not only enhances vocabulary learning but also increases students' motivation, confidence, and interest in language learning.

Therefore, the study emphasizes the importance of incorporating innovative technology-based teaching methods in language classrooms. The findings suggest that digital storytelling can serve as a valuable tool for improving vocabulary learning and supporting modern language education practices.

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APPENDIX

Digital Story-Telling Modules – Expert Validation

Name: Dr.K.Deepa

Qualification:MA(Eng).,M.Phil(Eng).,M.Ed.,Phil(edn).,NET.,Phd

S. No.	Statement	SA	A	D	U	NA
Content						
1	Content is aligned with objectives.					
2	Content is accurate.*					
3	Content is up-to-date.*					
4	Content range and depth are appropriate to learner needs.*					
5	Content is comprehensible for the target groups.*					
6	Level of difficulty is appropriate for intended audience.					
7	The information is arranged in a logical sequence.					
8	Content integrates real-life/ real-world experiences.					
9	Content chunking and sequencing are appropriate.*					
10	Content is free from biases like language, caste, community, region, religion, gender etc.*					

S. No.	Statement	SA	A	D	U	NA
Pedagogical consideration						
1	Instructional goals, objectives and learner outcomes are clearly stated.					
2	Suitable for a wide range of learning/teaching styles.					
3	Promotes learner engagement					
4	Promotes active learning					
5	Promotes thinking.					
6	Helps in the development of application ability.					

7	Helps in retaining the interest.					
8	Encourages learners' creativity.					
9	Concepts are clearly developed.					
10	Pedagogy is innovative.					

S. No.	Statement	SA	A	D	U	NA
Technical						
1	Volume and quality of sound are appropriate.					
2	Narration is appropriate to instructional purposes (pacing, modulation, clarity, gender etc.)*					
3	Music and sound effects are appropriate and effective for instructional purposes.					
4	Visual effects/ transitions are used appropriately to highlight story and topic*.					
5	Animation/graphics are appropriate and clear.					
6	Titles/captions are appropriate and clear*.					
7	Presentation is logical and varied*.					
8	Pacing is appropriate.					
9	Variety of mediums used.					
10	Media elements have unity/ congruence / sync with each other*.					

Digital Story-Telling Modules – Expert Validation

Name: Dr.C.Karthik Deepa

Qualification: MA.,M.Ed.Tech.,PhD

S. No.	Statement	SA	A	D	U	NA
Content						
1	Content is aligned with objectives.					
2	Content is accurate.*					
3	Content is up-to-date.*					
4	Content range and depth are appropriate to learner needs.*					
5	Content is comprehensible for the target groups.*					
6	Level of difficulty is appropriate for intended audience.					
7	The information is arranged in a logical sequence.					
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S. No.	Statement	SA	A	D	U	NA
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Avinashilingam Institute for Home Science and Higher Education for Women
Deemed-to-be-University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)
Re-accredited with 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC
Coimbatore-641 043, Tamil Nadu, India
Institutional Human Ethics Committee (IHEC)

Date 4/3/2026

Chairman

Dr. Sudha Ramalingam

Director, Research and Innovation
Professor, Community Medicine
PSG Institute of Medical Sciences
& Research, Coimbatore

To

Keerthana K
24PED008
Department of Education
Avinashilingam Institute for Home Science and
Higher Education for Women, Coimbatore 641043

Member Secretary

Dr. Shubashini K. Sripathi
Professor of Chemistry
School of Physical Sciences and
Computational Sciences

Dear Ms Keerthana K

Ref: Your application IHEC 2026/EDN4
Effectiveness of Digital Storytelling on Vocabulary
Acquisition among Middle School Students submitted for
approval of IHEC

Members

Thiru J.V. Raj (Legal Expert)
Dr.C.Madhan Mohan (Medical Officer)
Dr. S. Ganthimathi (Internal Expert)
Dr. K Sambath Rani (Internal Expert)
Dr. Vanithamani (Internal Expert)
Dr. S.Gayathridevi (Internal Expert)
Dr. Pa.Rajeswari (Internal Expert)
Dr. S.Srividya (Internal Expert)
Dr. M.Priya (Internal Expert)
Mrs. M.Priya (Lay Person)

The Institutional Human Ethics Committee of Avinashilingam
Institute for Home Science and Higher Education for Women
after careful scrutiny and review of your application, hereby
grants approval to your application titled 'Effectiveness of
Digital Storytelling on Vocabulary Acquisition among Middle
School Students'. The approval number for the same is IHEC
2026/EDN4/ XMT

This certificate is issued for the study period specified in your
application.

Best Wishes,

Dr. Shubashini K. Sripathi
Member Secretary

