

Using Digital Storytelling to Improve Writing Skills in Efl Classrooms: The Perception from Teachers of Taipei School In Ho Chi Minh City, Vietnam

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Abstract

This article investigates the effectiveness of digital storytelling in enhancing writing skills in EFL classrooms, focusing on the perceptions of native teachers at the Taipei School in Ho Chi Minh City. The paper adopts a mixed-method approach, incorporating quantitative surveys and qualitative interviews with native teachers at the Taipei School. The survey provides data on teachers' experiences and attitudes towards digital storytelling, while the interviews offer deeper insights into the challenges and benefits observed in the classroom. Findings indicate a positive reception of digital storytelling among native teachers. The study concludes that digital storytelling has significant potential for improving writing skills in EFL students by creating a dynamic and interactive learning environment. Further research is recommended to explore its long-term effects and best practices for integration into language curricula. This study offers valuable insights for educators and policymakers seeking to enhance language teaching methodologies in a digital age.

Keywords: *Writing Skills, Digital Storytelling, Teachers' Perceptions, EFL Classroom*

INTRODUCTION

Background of the Study

Writing is one of four important skills in English that students must master. Based on Yamac & Ulusoy (2016), writing is important in communicating with the world and for self expression. Writing can convey the idea of what the writer wants to say. Everyone can express their ideas through writing. Before having a speech, the speaker needs to write down outlines and plans. Writing can also help writers. Communicate fluently with people to avoid forgetting, the writer also writes down what he has thought. Writing can improve the writer's ability creative because the writer can write some point and then expand it by add words. Writing can also improve vocabulary because the writer needs words to start writing.

Teaching writing using new learning methods, using technology can create a good and interesting learning method. Using technology-based learning can enhance students' skills. Many approaches used in teaching such as product-based approaches, process-based approach and technology-based approach. Product-based approach is emphasized writers focus on the product of writing. Process-based in this approach emphasizes the writer's focus on the writing process rather than the writing process product. The technology-based approach emphasized by the authors is the use of technology written. This research is using digital technology such as digital storytelling in teaching writing.

Digital storytelling is storytelling combined with usage technology (Smeda, Dakich, & Sharda, 2014). Some researchers such as Abd Sani & Shah (2017) and Ahmad & Yamat (2020) show that students feel more comfortable and pay attention to learning English using digital storytelling. When applied to teaching English in the classroom because it will create more attractive and interesting for EFL students learning English. So teaching writing using digital storytelling can make it possible students become more interested in learning to write in class.

In the context of Taipei School in Ho Chi Minh City, where English language learning is emphasized, this study delves into the experiences and perception of teachers regarding the effectiveness of digital storytelling in

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improving students' writing abilities. It seeks to understand how native teachers perceive the integration of digital storytelling into EFL classrooms, the challenges encountered, and the benefits observed.

The Objective of the Study

This study aims to investigate the effectiveness of utilizing digital storytelling as a pedagogical tool for enhancing writing skills in EFL classrooms at Taipei School in Ho Chi Minh City. Specifically, the study seeks to explore the perception of teachers regarding the integration of digital storytelling, the challenges they face, and the benefits observed in the context of improving students' writing abilities. At Taipei School in Ho Chi Minh City, many English teaching methods are applied. This includes methods for teaching writing skills digitally. This method really brings excitement to students during class. Although this method has been used for a long time in schools, the method of teaching writing skills using digital storytelling has not been researched by anyone in Taipei schools in Ho Chi Minh City. Therefore, this study will propose and improve as well as recognize limitations to help teachers improve in their teaching methods.

Research Questions

In order to fulfill the objectives mentioned above. The research questions of this study are structured as follows.

1. *What are the EFL teachers' perceptions about using story telling to help students practice writing skill of English?*
2. *What are the challenges encountered by the EFL teachers in using story telling to help students practice writing skill of English?*

LITERATURE REVIEW

Writing

Writing is the process of transforming text that contains ideas into words and sentences. Abdel-Hack (2014) explains several benefits of writing: (a) Writing gives the writer time to think about what they want to write; (b) It makes communication more effective; (c) It permanently records actions, thoughts, etc; (d) It can cause the reader to receive information more slowly compared to hearing it directly.

Firza (2015) suggests that writing is an activity that expresses the writer's thoughts, ideas, emotions, and opinions in the form of text. From this, it is clear that the purpose of writing is for students to express their emotions, ideas, experiences, etc., through written text. Ability is someone's action to do something well. Therefore, writing skills are the ability to arrange sentences so that the writer's ideas are well communicated to the reader. To effectively share their ideas with readers, writers should write coherent sentences to create a good piece of writing. In writing, the clearer and more coherent the writer writes, the better the readers will understand the writer's intent.

According to Apriliani (2018), teaching writing involves conveying the message about the text and its materials to students. He also identifies several genres of text: Academic writing: writing theses, reports, providing test answers, dissertations, etc.; Job-related writing: messages, letters/emails, announcements, advertisements, etc.; Personal texts: letters/emails, invitations, medical reports, diaries, personal journals like short stories, etc.;

Writing Process

Teachers need to pay attention to the writing process before students begin their assignments. Students should follow the writing process to write effectively. Abdel-Hack & Helwa (2014) developed a five-step writing process: (1) Pre-writing: In this stage, students select an experience they want to write about based on the topic; (2) Drafting: Students follow an outline of the sequence of events but focus on creating an engaging story, such as a personal narrative using "I," detailing events, and using clear descriptions to capture the reader's attention, etc; (3) Revising: In this stage, students review, revise, and rearrange their work; (4) Editing: Students read through their work to correct grammatical errors and punctuation mistakes; (5) Publishing: At this point, students publish their work and receive feedback to improve their future writing.

To evaluate students' writing, we use Jacobs' (1981) analytical scoring method. The scoring criteria are divided into five main writing components: content, organization, vocabulary, language use, and mechanics. Each component has levels ranging from very poor, poor, fair, average to good, and very good to excellent.

Table 1: Writing Scoring Rubric

No.	Aspect	Score	Levels ranging	Criteria
1	Content	30	Very good to excellent Average to good Poor to fair Very poor	- Relevant to the topic. - Mostly related to the topic but lacking detail. - Inadequate development of the topic. - Irrelevant, insufficient to evaluate.
	Organization	30	Very good to excellent Average to good Poor to fair Very poor	- Ideas clearly stated/supported, well-organized. - Loosely organized but main ideas stand out. - Ideas confused or disconnected. - No organization, insufficient to evaluate.
	Language in use	25	Very good to excellent Average to good Poor to fair Very poor	- Effective complex in sentence structure. - Effective yet simple in sentence structure. - Complexity lies in the simplicity/complexity of sentence structure. - Unable to control sentence structure.
	Vocabulary	20	Very good to excellent Average to good Poor to fair Very poor	- Effective word/idiom choice and usage. - Appropriate word/idiom choice and usage. - Occasional errors in word/idiom form, choice, and usage. - Frequent errors in word/idiom form, choice, and usage. - Little knowledge of vocabulary/word/idiom form, insufficient to evaluate.
	Mechanics	5	Very good to excellent Average to good Poor to fair Very poor	- Demonstrates mastery of conventions. - Occasional errors in conventions. - Frequent errors in conventions. - Lack of mastery of conventions, insufficient to evaluate.
	Total		100	

Source: Cited in Weigle 1981, p. 112-114

Digital Storytelling and Utilizing Digital Storytelling

Digital storytelling is a modern narrative form that combines traditional storytelling techniques with digital multimedia elements, such as images, audio, video, and web-based content, to create engaging and interactive stories. This method has become increasingly popular in various fields including education, marketing, and social activism, due to its ability to convey complex ideas in an accessible and emotionally compelling manner.

Robin, B. R. (2016) studied the impact of digital storytelling on student learning and engagement and found that digital storytelling makes lessons more engaging and relatable, leading to increased student participation and interest in learning activities. By combining visual, auditory, and textual elements, digital storytelling captures students' attention and enhances their overall learning experience. The study findings by Smeda, N. et al. (2017) found that digital storytelling enhances student motivation and understanding of complex subjects. It facilitates an interactive and participatory learning environment where students actively engage with the content.

Garrety, C. M., & Schmidt, S. J. (2018). Digital storytelling as a tool for reflective learning: Reflective learning is significantly enhanced through digital storytelling, as students are encouraged to reflect on their experiences and express their thoughts creatively. This process deepens their understanding and retention of the material. The benefits of digital storytelling are shown in works by Yang, Y. T. C., & Wu, W. C. (2019); Alismail, H. A. (2020); Sadik, A. (2021); and Kim, S., & Li, X. (2022).

Gonzalez, C., & Cramer, E. (2023) carried out the study: “Enhancing social-emotional learning through digital storytelling” and stated that digital storytelling can help develop empathy, self-awareness, and emotional regulation by allowing students to share personal stories and experiences.

Recently, a study by Smith, A. E., & Johnson, R. D. (2024) finds that digital storytelling can increase student engagement and improve learning outcomes in virtual classrooms by making the content more interactive and relatable. Digital storytelling offers a multifaceted approach to learning and communication. It engages students,

fosters creativity, improves critical thinking and communication skills, and promotes deeper learning and social-emotional development. As educational practices continue to evolve, digital storytelling stands out as a powerful tool that bridges traditional and modern pedagogical methods, preparing students for the demands of the 21st century.

Digital Storytelling in Writing In EFL Classrooms

In the EFL classroom, digital storytelling has shown significant promise in enhancing language skills, cultural understanding, and student engagement. This method not only makes learning more interactive and engaging but also allows students to practice their language skills in a creative and meaningful context.

Alismail, H. A. (2020) carried out the study: “Integrating digital storytelling in EFL education: Impacts on student engagement and learning”. This study demonstrates that digital storytelling significantly increases student engagement and improves language learning outcomes. It suggests practical strategies for incorporating digital storytelling into EFL curricula to maximize these benefits. A study by Sadik, A. (2021): Digital storytelling: A vehicle for technology integration and language skill development in EFL examined how digital storytelling serves as an effective method for integrating technology into EFL education while promoting essential language skills. The work by Gonzalez, C., & Cramer, E. (2023): Enhancing cultural understanding through digital storytelling in EFL classrooms explored the potential of digital storytelling to enhance cultural understanding among EFL students. It shows that digital storytelling can help students appreciate and understand different cultures, promoting empathy and intercultural competence.

Recently, Smith, A. E., & Johnson, R. D. (2024) studied digital storytelling and its impact on student engagement in online EFL learning environments and found that digital storytelling can increase student engagement and improve language learning outcomes in virtual classrooms by making the content more interactive and relatable.

Obviously, digital storytelling offers a dynamic and engaging approach to EFL education. It enhances language skills, fosters cultural understanding, and promotes critical 21st-century skills. As educational practices continue to evolve, digital storytelling stands out as a powerful tool that bridges traditional and modern pedagogical methods, preparing EFL students for the demands of the globalized world. Overall, the literature supports the efficacy of digital storytelling in enhancing writing skills and fostering a dynamic learning environment in EFL classrooms.

At Taipei Schools, there has not been any research related to learning English, especially about writing skills. This study focuses on using digital storytelling techniques to improve writing skills in EFL classrooms at Taipei School in Ho Chi Minh City. The primary objective is to investigate the perceptions of native teachers regarding the effectiveness of implementing digital storytelling techniques in enhancing students' writing skills.

From these above reviews, this study targets native teachers and teachers using English as a second language at Taipei School. These teachers play a crucial role not only in teaching students from various countries, including Taiwan, China, Vietnam, and other international locations, but also in the implementation and evaluation of new teaching methods. Digital storytelling, which combines digital elements with the art of storytelling, has been applied to create a dynamic and effective learning environment, thereby helping to improve students' writing abilities in EFL classes.

METHODOLOGY

RESEARCH METHODOLOGY

This study employs a mixed-method approach to investigate the effectiveness of digital storytelling in improving writing skills in EFL classrooms, focusing on the perceptions of teachers at the Taipei School in Ho Chi Minh City. Quantitative data is collected through surveys to gather broad insights into teachers' experiences and attitudes. In addition, qualitative data is obtained through in-depth interviews, providing deeper understanding of the challenges and benefits observed in the classroom. This combination of methods allows

for a comprehensive analysis of the impact of digital storytelling on students' writing skills and the overall teaching experience.

Research Design

The study adopts a descriptive design to investigate the perceptions and practices of native teachers concerning digital storytelling. This methodology is chosen to provide a comprehensive overview of how digital storytelling is perceived and utilized in the context of teaching writing skills.

Participants

The study involved 66 native teachers at Taipei School in Ho Chi Minh City. The selection of participants is based on convenience sampling, ensuring that the sample reflects the characteristics of the teaching staff while facilitating practical data collection.

Instruments

The primary data collection tool is a structured questionnaire designed to capture both quantitative and qualitative data. The questionnaire includes Three Groups of Questions about the Perception, Attitude and Frequency. Teachers are all need to speak English at school, so that the survey questions have only one English version. The questionnaire is structured using a 5-point Likert scale, with responses ranging from "Strongly Disagree" to "Strongly Agree."

In addition, to obtain an in-depth understanding of teachers' responses that, unfortunately, are not included in the questionnaire, interviews are conducted.

Procedure of Data Collection

The data collection procedure involves the following steps:

- Development and Testing of the Questionnaire: The questionnaire was designed based on previous studies and tailored to address the specific research questions. A preliminary version was tested to ensure clarity and relevance.
- Distribution: The questionnaire will be distributed to the 66 teachers in papers. Since the participants are English teachers, the questionnaire will be in English to ensure accuracy and consistency in responses.
- Data Entry and Analysis: Completed questionnaires will be collected and entered into Excel for initial processing. Data will then be analyzed using SPSS 20.0 software. Key analytical techniques include:
- Cronbach's Alpha: To assess the internal consistency and reliability of the questionnaire.
- Exploratory Factor Analysis (EFA): To validate the content and convergent validity of the observed variables.
- Qualitative Analysis: Group discussions and additional qualitative research will be conducted to supplement the quantitative findings and refine the research model.
- Processing and Reporting: Data will be processed using SPSS, focusing on reliability analysis, factor analysis, and exploring patterns and trends in teachers' perceptions. The final analysis will include statistical summaries and qualitative insights.
- Expected Sample Size: The sample size is expected to be approximately 66 teachers, which is considered adequate for the EFA analysis, ensuring robust and reliable results.
- Ethical Considerations: The questionnaire is anonymous, and confidentiality of responses will be guaranteed to encourage honest and accurate feedback.

FINDINGS AND DISCUSSIONS

Testing scale reliability for observation questions.

The reliability of the scale within the scope of the study is tested through the internal consistency value (measured by the Cronbach’s alpha coefficient), if the observed variables of the scale meet the investigation test parameters. This shows that the observed variables of the test and measurement concept are good for the research content.

According to Hoang, T. (2009), when testing scale reliability for a factor, you should consider the total variable correlation coefficient of the observation questions. If the questions have a total variable correlation coefficient > 0.3, then Those observation questions meet the requirements, the Cronbach’s alpha value of a concept is usually > 0.6 in social science research, which is acceptable, a few are 0.7.

According to Hair et al (2014), in behavioral science research, research concepts with Cronbach alpha values > 0.6 or > 0.7 are considered to have a certain degree of agreement and reliability. The total variable correlation coefficient of the observed variables of the concepts is usually > 0.3, then the question measures well the content it defines.

The results of testing the reliability of the scale with observed variables belonging to the three first-order unidimensional concepts are included in the reliability testing of the scale. The results of testing the reliability of the scale are based on the Cronbach’s alpha coefficient of each concept and the total variable correlation coefficient values of the observed variables.

Table 2. Sample descriptive statistics results

Variable	Attribute	Quantity	Percentage
Age	under 32 years old	11	20.8
	32 to 40 years old	17	32.1
	Over 40 years old	25	47.2
	Total	53	100.0
Income	Under or equal to \$800	15	28.3
	Over \$800 to \$1200	24	45.3
	Over \$1200	14	26.4
	Total	53	100.0
Seniority	Under 7 years of work	14	26.4
	Over 7 to 10 years of work	30	56.6
	over 10 years of work	9	17.0
	Total	53	100.0
Qualification	University degree	19	35.8
	Postgraduate degree	34	64.2
	Total	53	100.0

Table 3. Summary of Cronbach’s Alpha analysis results

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
THE GROUP QUESTION OF PERCEPTION, CRONBACH'S ALPHA = 0.877				
PER1	24.91	6.972	.898	.831
PER2	24.87	7.386	.691	.856
PER3	25.04	7.345	.682	.856
PER4	24.91	7.549	.613	.865
PER5	24.85	7.438	.711	.854
PER6	24.89	7.410	.495	.886
PER7	24.89	7.256	.611	.866

The results of testing the scale reliability are presented specifically for each concept as follows:

The group question of Perception factor is a scale for the concept consisting of 7 observed variables. The result of the scale reliability test has a Cronbach's Alpha coefficient value of 0.877. The total correlation coefficient

of the observed variables is greater than 0.3, in the range of 0.495 - 0.898. After testing the reliability of the scale, the 7 observed variables of the scale for the concept are kept the same.

The survey question, "Digital storytelling significantly enhances students' engagement in English language lessons" received the highest score, supported by a Cronbach's alpha of 0.898. This high alpha value indicates excellent internal consistency and reliability of the responses. It reflects a strong consensus among teachers regarding the positive impact of digital storytelling on student engagement. Specifically, a Cronbach's alpha of 0.898 suggests that the responses to this question are highly dependable and that teachers uniformly believe that digital storytelling effectively increases student involvement in English lessons. The high rating and reliability score underscore the perceived effectiveness of digital storytelling as a tool to make English lessons more interactive and engaging, enhancing overall student motivation and participation. This finding highlights the significant role digital storytelling plays in enriching the learning experience and improving writing skills.

The survey question, "I feel confident in my ability to use digital storytelling as a teaching tool in my English classroom," received the lowest score, with a Cronbach's alpha of 0.495. This lower alpha value indicates a weaker internal consistency and less reliability in the responses. It suggests that there is considerable variability in teachers' confidence levels regarding their ability to effectively use digital storytelling in their classrooms. The low Cronbach's alpha implies that some teachers may feel confident about using this method, while others do not, reflecting a lack of uniformity in their perceptions and experiences. This variability points to the need for targeted professional development and support to boost teachers' confidence and proficiency in utilizing digital storytelling. Addressing these gaps can enhance the effective integration of digital storytelling into teaching practices and improve overall teaching outcomes.

With the other survey questions with the values for ranged from 0.611 to 0.711. These values indicate moderate internal consistency in the responses to these questions.

A Cronbach's alpha between 0.611 and 0.711 suggests a reasonable level of reliability, but not as high as the ideal. This range implies that while there is a general agreement among teachers about the effectiveness and impact of digital storytelling, there is also some variability in their perceptions. Teachers generally view digital storytelling as beneficial, but their confidence and experiences with its application may differ.

The moderate alpha values indicate that while the responses are reasonably consistent, there are differences in how teachers perceive various aspects of digital storytelling. This variability could be due to differences in experience, training, or resources available to teachers. It highlights the need for further investigation into specific areas where perceptions diverge and suggests that additional support or clarification might be required to ensure a more uniform understanding and implementation of digital storytelling in teaching practices.

Table 4. Summary of Cronbach alpha analysis results

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The group question of Attitude , CRONBACH'S ALPHA = 0.916				
ATT1	25.70	8.907	.928	.883
ATT5	25.75	9.189	.822	.894
ATT2	25.66	9.767	.686	.908
ATT3	25.68	9.414	.755	.901
ATT4	25.72	10.015	.640	.913
ATT6	25.70	9.484	.620	.917
ATT7	25.68	8.914	.770	.900

The group question of Attitude factor is a scale for the concept consisting of 7 observed variables. The result of the scale reliability test has a Cronbach's Alpha coefficient value of 0.916. The total correlation coefficient of the observed variables is greater than 0.3, in the range of 0.620 - 0.928. After testing the reliability of the scale, the 7 observed variables of the scale for the concept are kept the same.

In this Attitude questions group of the survey, the question "I feel excited about the possibilities that digital storytelling brings to my English lessons" received the highest Cronbach's alpha of 0.928. This exceptionally high alpha value indicates an excellent level of internal consistency and reliability in the teachers' responses. It

signifies that there is a strong and uniform agreement among teachers at Taipei School in Ho Chi Minh City regarding their enthusiasm for the potential benefits of digital storytelling in their English lessons.

The high Cronbach's alpha suggests that teachers are overwhelmingly positive about the innovative possibilities digital storytelling offers. It reflects a collective excitement and strong belief in the effectiveness of digital storytelling as a tool to enhance English instruction. This enthusiasm is indicative of the perceived value of digital storytelling in making lessons more engaging and interactive, which can lead to improved student motivation and learning outcomes. The consensus around this question underscores the strong positive attitude teachers have toward integrating digital storytelling into their teaching practices, highlighting its significant potential to enrich the educational experience and foster better writing skills among students.

The question "I feel supported by my school or institution in using digital storytelling as a teaching tool" received the lowest Cronbach's alpha of 0.620. This lower alpha value indicates a moderate level of internal consistency and reveals significant variability in teachers' responses regarding institutional support.

A Cronbach's alpha of 0.620 suggests that there is a notable divergence in how teachers perceive the support they receive from their school or institution for using digital storytelling. Some teachers may feel adequately supported, while others may not, reflecting differences in available resources, training, or institutional commitment to digital storytelling.

This variability indicates that while some teachers may benefit from strong institutional backing, others may experience a lack of support, which can impact their ability to effectively implement digital storytelling in their lessons. The lower rating highlights the need for improved support structures within the school, such as better resources, professional development, and encouragement from the institution, to ensure that all teachers can effectively utilize digital storytelling as a teaching tool. Addressing these gaps can enhance the overall effectiveness and integration of digital storytelling in the classroom.

In the Attitude questions group of the survey, the Cronbach's alpha values for most the other questions ranged from 0.640 to 0.822. These values reflect a moderate to high level of internal consistency among the responses, indicating a reliable measurement of teachers' attitudes toward digital storytelling in teaching English.

An alpha value of 0.640 suggests a moderate level of consistency, indicating that while there is some agreement among teachers about their attitudes, there is also some variability in their responses. An alpha value closer to 0.822 indicates a higher level of consistency and stronger agreement among teachers on the specific aspects being measured.

These results imply that while there is a generally positive perception of digital storytelling among teachers at Taipei School in Ho Chi Minh City, the degree of enthusiasm and agreement varies. For instance, teachers may consistently acknowledge the benefits of digital storytelling, such as increased student engagement and creativity, but their level of agreement might differ based on individual experiences or the specifics of how digital storytelling is implemented in their classrooms.

The range of Cronbach's alpha values indicates that teachers have a shared appreciation for digital storytelling's potential but also highlights areas where perceptions diverge. This variability might be influenced by factors such as varying levels of familiarity with digital tools, access to resources, or institutional support. Understanding these nuances can guide targeted professional development and resource allocation, ensuring that digital storytelling is effectively integrated and consistently beneficial for improving English writing skills.

Table 5 Summary of Cronbach's Alpha analysis results

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The group question of Frequency , CRONBACH'S ALPHA = 0.950				
FRE1	19.36	39.196	.878	.939
FRE2	19.32	40.991	.743	.950
FRE3	19.51	38.370	.914	.936

FRE4	19.58	37.978	.865	.940
FRE5	19.38	38.316	.862	.940
FRE6	19.32	40.299	.770	.948
FRE7	19.60	38.628	.796	.946

The group questions of Frequency factor is a scale for the concept consisting of 7 observed variables. The result of the scale reliability test has a Cronbach's Alpha coefficient value of 0.950. The total correlation coefficient of the observed variables is greater than 0.3, in the range of 0.743 - 0.914. After testing the reliability of the scale, the 7 observed variables of the scale for the concept are kept the same.

Through testing the reliability of the scale for the research concepts of the thesis, 21 questions belonging to 3 concepts of the research model were included in Cronbach's Alpha analysis, the results of analyzing the reliability of the common scale. Through Cronbach's Alpha coefficient and the total variable correlation coefficient of the scales, it shows that the scales of the 3 concepts all meet the requirements, the total variable correlation coefficient of the observation questions of the concepts are all satisfactory (>0.3), so these 21 observed variables will be included in the EFA analysis.

In the Frequency group of the survey, the question "I feel excited about the possibilities that digital storytelling brings to my English lessons" received the highest Cronbach's alpha of 0.914. This high alpha value indicates a very strong internal consistency in the responses to this question, suggesting that there is a high level of agreement among teachers regarding their enthusiasm for digital storytelling.

An alpha value of 0.914 reflects that teachers at Taipei School in Ho Chi Minh City share a strong and uniform perception of the exciting potential that digital storytelling offers. It means that there is a widespread, consistent belief among teachers that digital storytelling significantly enhances their English lessons. This consensus underscores the teachers' collective appreciation of how digital storytelling can make lessons more engaging and innovative.

The high Cronbach's alpha demonstrates that the teachers' excitement is not only prevalent but also consistent across different respondents. It highlights that digital storytelling is seen as a promising and impactful tool in their teaching practices. This strong agreement on the positive aspects of digital storytelling suggests that teachers are likely to be motivated to integrate it further into their curriculum, leveraging its potential to improve student engagement and writing skills.

In summary, the high Cronbach's alpha value indicates a robust and uniform positive attitude among teachers towards the use of digital storytelling, underscoring its perceived value as an effective teaching tool in enhancing English language instruction.

The question "I feel excited about the possibilities that digital storytelling brings to my English lessons" received the lowest Cronbach's alpha of 0.743. This value indicates a moderate level of internal consistency among the responses, suggesting that while there is a general positive attitude, there is some variability in how excited teachers feel about digital storytelling.

An alpha of 0.743 implies that although many teachers are enthusiastic about the potential of digital storytelling, their levels of excitement and agreement are not as uniformly high as for other questions. This variability could be due to differences in individual experiences, familiarity with digital storytelling, or perceived effectiveness. The moderate alpha suggests that while digital storytelling is appreciated, there are differences in how strongly teachers feel about its possibilities. Addressing these variations can help tailor support and training to enhance overall enthusiasm and effective implementation in the classroom.

In the Frequency group of the survey, the Cronbach's alpha values for other questions ranged from 0.770 to 0.878. These values reflect a moderate to high level of internal consistency in the responses, indicating a reliable measurement of teachers' perceptions regarding digital storytelling.

An alpha value between 0.770 and 0.878 suggests that there is a generally strong agreement among teachers on various aspects of digital storytelling's use in their English lessons, although there is some variability in their responses. Specifically, this range implies that teachers consistently view digital storytelling positively, with a solid consensus on its benefits and effectiveness. However, the variation in alpha values indicates that while

most teachers agree on the advantages of digital storytelling, there are still differences in their experiences or perceptions.

The moderate to high consistency suggests that teachers generally believe in the value of digital storytelling for enhancing engagement and improving writing skills, but individual experiences and levels of enthusiasm may differ. This variability highlights the need for further exploration into specific factors influencing teachers' perceptions and suggests that targeted support and professional development could help address these differences, ensuring more uniform and effective integration of digital storytelling into teaching practices.

Exploratory Factor Analysis EFA

After the observed variables have been tested for reliability, they will be included in the EFA, 21 observed variables are included in the exploratory factor analysis, the purpose of exploratory factor analysis. is to once again look at testing the scale through values such as convergent validity and discriminant validity. Besides it, the meaningful exploratory factor analysis helps to test the scale for concepts that actually measure those concepts well. According to Nguyen, D.T. (2011), EFA helps to check whether the observed variables of the scale really measure well the concept it measures. EFA explores whether the observed variables converge on the latent factor to which they belong. When analyzing exploratory factors, we need to pay attention to the following points: KMO and Barlett tests, usually Usually, the KMO coefficient must reach 0.5 or more, then exploratory factor analysis will be appropriated. The total variance extracted of the factors is usually over 50% or more, and the factor loading coefficients of the observed variables on the factor If it converges, it must be above 0.5 so that the observed variables truly meet the requirements when analyzing the EFA exploratory factor.

Table 6 Summary of EFA parameters

The parameters	Values	Criteria
KMO > 0.5	0.756	> 0.5
Eigenvalues coefficient > 1	2.254	> 1
Bartlett sig value < 0.05	0.000	< 0.05
Total variance extracted > 50%	69.768%	> 50%
The number of observed variables to be removed	3 factors	
Number of factors extracted	0	

The results of the first EFA exploratory factor analysis for the independent variables, the KMO coefficient is 0.7566 (>0.5). This KMO coefficient is relatively good, showing that the data is suitable for exploratory factor analysis. EFA, in addition, with Barlett test value sig = 0.00 < 0.005, so at 95% confidence level we say that the data is suitable for exploratory factor analysis EFA, Eigenvalues coefficient of factor analysis discovered with a value of 2.254 (>1) and extracted 3 factors corresponding to 3 clusters in the thesis's research model, this shows that the data is also suitable for EFA analysis, the total variance extracted is % (>50%) means that about 69,768% of the variation of the 3 extracted factors is explained by these observed variables in the research model. In this factor analysis, there are 3 factors corresponding to the following factors: The following observed variables converge on these three factors as follows:

- Factor 1 includes questions: PER1, PER2, PER3, PER4, PER5, PER6, PER7
- Factor 2 includes questions: ATT1, ATT2, ATT3, ATT4, ATT5, ATT6, ATT7
- Factor 3 includes questions: FRE1, FRE2, FRE3, FRE4, FRE5, FRE6, FRE7

In this EFA analysis, the questions had a satisfactory factor loading coefficient on the factor it measured (>0.5), so the observed variables were included for the next analysis, the results of the factor rotation matrix table. presented briefly as below.

Table 7. EFA analysis factor rotation matrix

	Component		
	1	2	3
PER1			.889
PER2			.820
PER3			.776
PER4			.708
PER5			.755
PER6			.565
PER7			.661
ATT1		.935	
ATT5		.869	
ATT2		.744	
ATT3		.770	
ATT4		.684	
ATT6		.671	
ATT7		.819	
FRE1	.913		
FRE2	.794		
FRE3	.943		
FRE4	.883		
FRE5	.892		
FRE6	.838		
FRE7	.832		

Thus, after analyzing EFA for independent variables, 21 questions belonging to 3 variables have converged on the correct factor that they measure. The results of the scale's observation questions show that the concepts converge on the correct factor. factor it measures, there are 21 questions included in the EFA analysis, the results are 21 questions that will be included for subsequent analysis due to ensuring requirements.

Analyze the current situation of factors for survey issues

Table 8. Descriptive statistics of observed variables of Perception

Observed variables	Medium	Standard deviation
Digital storytelling significantly enhances students' engagement in English language lessons.	4.15	.53
Using digital storytelling improves students' English language skills, including reading, writing, listening, and speaking.	4.19	.56

Digital storytelling helps students develop better critical thinking and creativity skills.	4.02	.57
Incorporating digital storytelling into English lessons makes the learning process more enjoyable for students.	4.15	.57
Digital storytelling provides an effective way to incorporate multimedia elements (such as images, audio, and video) into English teaching.	4.21	.53
I feel confident in my ability to use digital storytelling as a teaching tool in my English classroom.	4.17	.70
The use of digital storytelling in teaching English promotes collaboration and teamwork among students.	4.17	.64

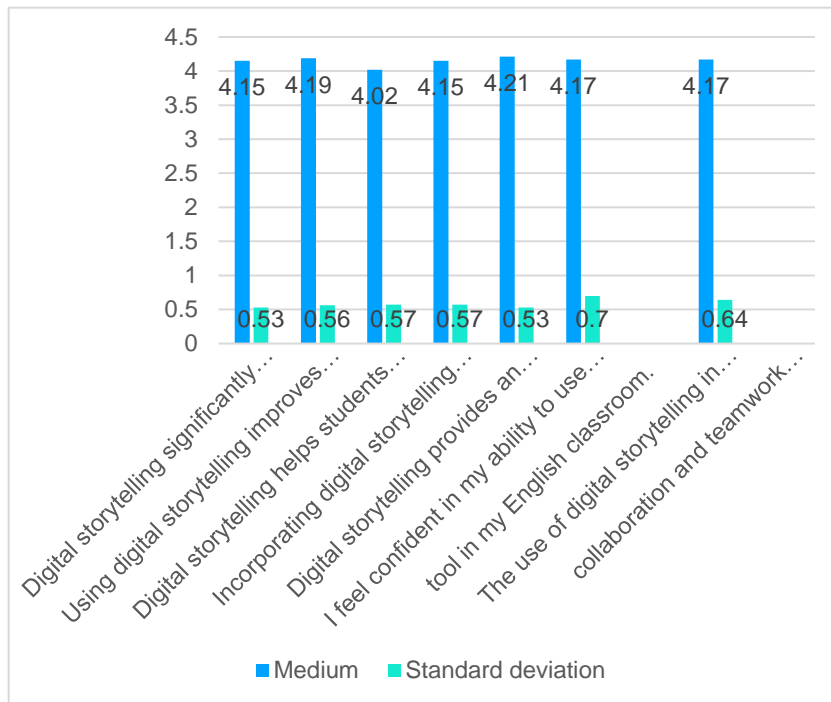


Figure 1. Descriptive statistics of observed variables of Perception

Digital storytelling is often undervalued in education for a number of key reasons. First, many people are not fully aware of its benefits for critical and creative thinking. Digital storytelling is not just about creating vivid stories, but also requires students to analyze, structure, and communicate ideas clearly. Second, traditional methods are often preferred because of their familiarity and accessibility. Furthermore, the implementation of digital storytelling can encounter technology issues and resource shortages. Finally, many teachers and educational administrators are still not fully trained in how to integrate this method into their teaching, leading to an underestimation of its true effectiveness.

Digital storytelling significantly enhances students' engagement in English language lessons. Digital storytelling, despite its many recognized educational benefits, is undervalued in increasing student engagement in English lessons for a number of reasons. First, many teachers and schools have not fully understood and adopted new technologies, leading to ineffective implementation. Second, integrating digital tools into lesson plans requires significant time and effort, which many teachers may not have. Third, a lack of training and technical support can leave teachers feeling less confident in using new technologies. Additionally, not all students have access to technology devices or stable internet, leading to inequities in the application of this method. Another reason is the lack of assessment of the actual effectiveness of digital storytelling on learning outcomes, leaving many

educational administrators skeptical about its value. Finally, there may be resistance from traditionalists who believe that these technologies are just a temporary trend and not necessary for long-term language development. These factors contribute to the decline in the acceptance and widespread application of digital storytelling in English language teaching.

Incorporating digital storytelling into English lessons can make learning more enjoyable for students, but the low score of 4.15 reflects a number of notable reasons. First, a lack of training and guidance for teachers on how to use new technologies can lead to ineffective adoption, reducing the appeal of lessons. Second, the cost of investing in the equipment and software required for digital storytelling can be a financial burden for many schools and families, leading to uneven implementation. Third, not all students have access to technology or a stable internet connection, which creates inequities in the learning experience. Additionally, some students may not be familiar with new learning methods and find it difficult to adapt. Finally, the lack of data and research demonstrating specifically the effectiveness of digital storytelling in improving learning outcomes may undermine educators' confidence in the approach. These factors combined may explain the low ratings for the use of digital storytelling in English language education.

Confidence in the ability to use digital storytelling as a teaching tool in the English classroom is rated quite well with a score of 4.17 thanks to several main reasons. First of all, digital storytelling technology offers the ability to create more vivid and engaging lessons, making it easier for students to connect with the content and maintain their attention. Furthermore, this method supports personalization of learning, allowing teachers to tailor content to each student's needs and interests. The high interactivity and game elements in digital storytelling also help students feel more interested and reduce stress during the learning process. In particular, digital tools provide many forms of multimedia, such as video, audio and images, enriching the learning experience. Ultimately, with the right preparation and training, teachers can leverage this technology to create effective learning activities and more accurately assess learning progress, thereby increasing their confidence in using this tool in the classroom.

Confidence in the ability to use digital storytelling as a teaching tool in the English classroom is rated quite well with a score of 4.17 thanks to several main reasons. First of all, digital storytelling technology offers the ability to create more vivid and engaging lessons, making it easier for students to connect with the content and maintain their attention. Furthermore, this method supports personalization of learning, allowing teachers to tailor content to each student's needs and interests. The high interactivity and game elements in digital storytelling also help students feel more interested and reduce stress during the learning process. In particular, digital tools provide.

Using digital storytelling improves students' English skills, including reading, writing, listening and speaking, and is rated second with a score of 4.19 for several important reasons. First, digital storytelling provides multimedia resources such as videos, audio and images, which help students improve their listening skills and understand intonation and context in communication. Second, participating in storytelling projects encourages students to write creatively and organize their ideas, thereby improving their writing skills. Third, listening to and creating digital stories requires students to pay attention to details and sentence structure, which helps them improve their reading comprehension and text analysis. Finally, the interactivity in digital storytelling activities encourages students to practice speaking and communicating in a dynamic environment, improving their confidence and fluency in using English. These factors combined make digital storytelling a powerful tool in the comprehensive development of students' language skills.

Digital storytelling was rated highest with a score of 4.21 as an effective way to incorporate multimedia elements into English language teaching. This method integrates images, audio and video, helping to make lessons more vivid and engaging. Images help students clearly visualize the content and context of the story, while audio and video provide real-life examples of pronunciation and intonation. Combining these elements not only creates a multi-sensory learning experience but also supports long-term understanding and retention of information. In addition, the richness of multimedia makes it easier for students to access grammar and vocabulary concepts in real-life situations, improving their ability to apply knowledge in practice. At the same time, digital elements

also provide opportunities for students to engage in interactive activities and receive immediate feedback, thereby improving engagement and motivation.

Table 9. Agreement rate of survey issues for Perception factor

Observed variables	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Digital storytelling significantly enhances students' engagement in English language lessons.	0.00%	0.00%	7.50%	69.80%	22.60%
Using digital storytelling improves students' English language skills, including reading, writing, listening, and speaking.	0.00%	0.00%	7.50%	66.00%	26.40%
Digital storytelling helps students develop better critical thinking and creativity skills.	0.00%	0.00%	15.10%	67.90%	17.00%
Incorporating digital storytelling into English lessons makes the learning process more enjoyable for students.	0.00%	0.00%	9.40%	66.00%	24.50%
Digital storytelling provides an effective way to incorporate multimedia elements (such as images, audio, and video into English teaching).	0.00%	0.00%	5.70%	67.90%	26.40%
I feel confident in my ability to use digital storytelling as a teaching tool in my English classroom.	0.00%	0.00%	17.00%	49.10%	34.00%
The use of digital storytelling in teaching English promotes collaboration and teamwork among students.	0.00%	0.00%	13.20%	56.60%	30.20%

Table 10. Descriptive statistics of observed variables of Attitude

Observed variables	Medium	Standard deviation
I feel excited about the possibilities that digital storytelling brings to my English lessons.	4.28	.60
I feel that digital storytelling makes my teaching more effective and impactful.	4.23	.61
I feel confident in my ability to create and implement digital stories in my English curriculum.	4.32	.58
I feel that digital storytelling allows me to better connect with my students.	4.30	.61
I feel that using digital storytelling helps me address diverse learning styles in my classroom	4.26	.56
I feel supported by my school or institution in using digital storytelling as a teaching tool.	4.28	.69
I feel that the time and effort required to create digital stories are justified by the benefits they bring to my English teaching.	4.30	.70

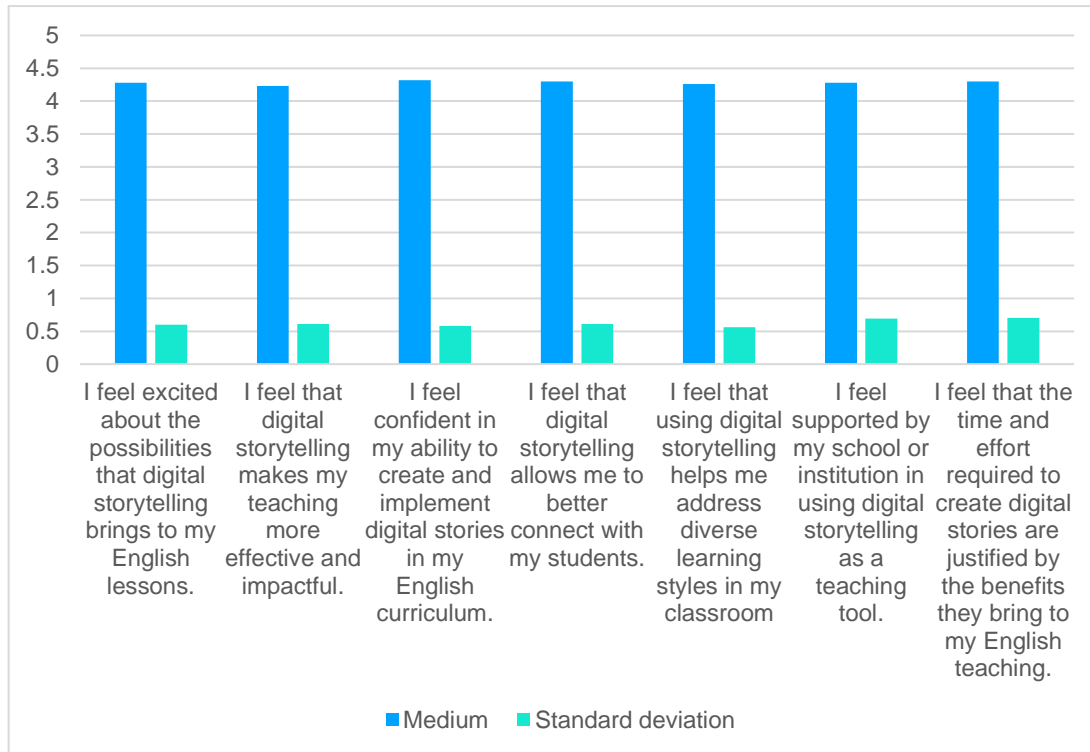


Figure 2. Descriptive statistics of observed variables of Perception

The lowest rating for digital storytelling is 4.23, despite a 90.6% agreement. One of the reasons may be the lack of training and guidance for teachers on how to make the most of digital technologies. Many teachers may feel less confident in adopting new technologies due to lack of experience or familiarity with digital tools. In addition, the cost of investing in the necessary technology and equipment can be a major obstacle, especially for schools with limited budgets. In addition, not all students have access to technology devices and stable internet connections, leading to inequities in the learning experience. Inconsistencies in the quality of technology and technical support may also affect the effectiveness of this approach. Finally, although digital technology has great potential, if not implemented properly, it may not achieve the desired effects, reducing its impact on teaching. These factors contribute to the low rating despite the high teacher acceptance.

Using digital storytelling to help me address diverse learning styles in my classroom was rated low at 4.26, despite its apparent potential. One major reason may be a lack of understanding and training on how to apply this technology to accommodate different learning styles. Many teachers may have difficulty adapting digital storytelling content to meet the needs of individual students, such as students who learn best through visuals, audio, or text. Additionally, digital technology may sometimes not be flexible enough to fully accommodate all learning styles, especially for students with special needs or unusual learning styles. Another factor is the lack of personalization of digital content and tools to accommodate the diversity of students in the classroom. Cost and limited availability of technology may also create uneven adoption of digital storytelling. Furthermore, not all students are comfortable with new technologies or are able to learn effectively from digital tools. These factors may lead to underestimating the ability of digital storytelling to address diverse learning styles, despite its potential to provide creative solutions to teaching.

Excitement about the possibilities that digital storytelling brings to my English lessons is rated higher than other factors on the scale at 4.28, mainly for a few important reasons. First, digital storytelling creates dynamic and engaging lessons, increasing student engagement and motivation. Elements such as images, audio, and video help bring lesson content to life, attract attention, and make information easily accessible to students. Second, the ability to personalize content and activities in digital storytelling allows teachers to tailor lessons to students'

interests and needs, thereby improving learning effectiveness. Third, using new technology in the classroom helps develop students' technology skills, while preparing them for future learning needs. In addition, digital storytelling technology provides diverse tools for students to practice language skills in real-life situations, which not only makes learning more interesting but also improves students' language ability. Finally, the ability to create interactive and collaborative activities in the classroom through digital storytelling helps promote teamwork and communication among students. These factors contribute to increased excitement and appreciation for digital storytelling in English language teaching.

I feel supported by my school or organization in using digital storytelling as a teaching tool, which is rated quite high at 4.28 points, mainly for several important reasons. First, the support from my school usually includes providing necessary training and guidance for teachers, helping me to become familiar with and effectively apply new technologies. Second, the provision of advanced equipment and technology such as computers, projectors, and digital storytelling software from the educational organization helps reduce cost barriers and ensures that all teachers can use this tool smoothly. In addition, the school often provides resources and technical support to solve problems that arise during use, facilitating the integration of digital storytelling into the lesson. Encouragement and recognition from the school board and colleagues also contribute to increasing my motivation and confidence in applying this method. Finally, hosting workshops, meetings, and experience-sharing programs on digital storytelling creates a learning and support community that helps me improve my skills and maximize the potential of this tool. Together, these elements create a strong supportive environment, increasing satisfaction and appreciation for the support in using digital storytelling.

Table 11. Agreement rate of survey issues for Attitude factor

Observed variables	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Digital storytelling significantly enhances students' engagement in English language lessons.	0.00%	0.00%	7.50%	56.60%	35.80%
Using digital storytelling improves students' English language skills, including reading, writing, listening, and speaking.	0.00%	0.00%	9.40%	58.50%	32.10%
Digital storytelling helps students develop better critical thinking and creativity skills.	0.00%	0.00%	5.70%	56.60%	37.70%
Incorporating digital storytelling into English lessons makes the learning process more enjoyable for students.	0.00%	0.00%	7.50%	54.70%	37.70%
Digital storytelling provides an effective way to incorporate multimedia elements (such as images, audio, and video) into English teaching.	0.00%	0.00%	5.70%	62.30%	32.10%
I feel confident in my ability to use digital storytelling as a teaching tool in my English classroom.	0.00%	0.00%	13.20%	45.30%	41.50%
The use of digital storytelling in teaching English promotes collaboration and teamwork among students.	0.00%	0.00%	13.20%	43.40%	43.40%

I feel that digital storytelling allows me to be better connect with my students, which is rated relatively good at 4.30. Digital technology provides the ability to create dynamic and engaging lessons, allowing me to communicate more effectively with my students through images, audio, and videos. These multimedia elements not only make the lesson content more interesting, but also make it easier for students to access and understand grammar and vocabulary concepts. Using digital technology also allows me to personalize the lesson content to suit the interests and needs of each student, thereby creating a deeper connection. Furthermore, interactive activities and group projects in digital storytelling encourage students to actively participate and communicate, giving me the opportunity to better understand the issues and perspectives of my students. This combination

not only increases engagement and motivation for learning, but also helps me build better relationships with students, making teaching more effective.

The reason why the time and effort spent on creating digital stories is highly appreciated with a score of 4.30 is because of the clear benefits they bring to English language teaching. Investing time in designing and producing digital stories helps me create vivid and engaging lessons, which attracts students' attention and increases their participation in the classroom. The effort spent on integrating multimedia elements such as images, audio, and videos helps explain grammar and vocabulary concepts in a more visual and understandable way, thereby improving learning effectiveness. Furthermore, creating digital stories allows me to personalize content to suit each student's needs and interests, facilitating more flexible and effective learning. Although this requires a significant investment of time and effort, the end results, such as improved language skills and active student engagement, prove that the efforts are worthwhile. The success and positive feedback from students also demonstrate that the effort has long-term and sustainable benefits in English language teaching.

The feeling of confidence in my ability to create and implement digital stories in my English curriculum was rated highest at 4.32 points for several important reasons. First, having a solid foundation of knowledge and skills in technology helps me to effectively implement digital storytelling projects. Familiarity with the necessary tools and software helps me design digital stories in a professional and engaging way. Second, I received adequate training and support from my school, which gave me more confidence in applying technology in my teaching. Additionally, the positive feedback from students about the digital storytelling lessons reinforced my confidence in this method, as I clearly saw improvements in their engagement and learning. Furthermore, the creativity and flexibility in integrating multimedia elements helped me create learning activities that were interesting and tailored to the needs of my students. Ultimately, the success of implementing digital stories and the positive results from the class confirmed that my efforts were worthwhile, thereby increasing my confidence and appreciation for this ability.

Table 12. Descriptive statistics of observed variables of Frequency

Observed variables	Medium	Standard deviation
I regularly incorporate digital storytelling into my English lessons.	3.32	1.12
I actively seek out new digital storytelling resources and tools to enhance my teaching.	3.36	1.11
I allocate specific time during my lessons for students to create their own digital stories.	3.17	1.16
I use digital storytelling to assess my students' comprehension and language skills.	3.09	1.24
I collaborate with other teachers to develop and share digital storytelling projects.	3.30	1.22
I encourage students to use digital storytelling as a method to present their assignments and projects.	3.36	1.15
I participate in professional development opportunities to improve my skills in digital storytelling	3.08	1.27

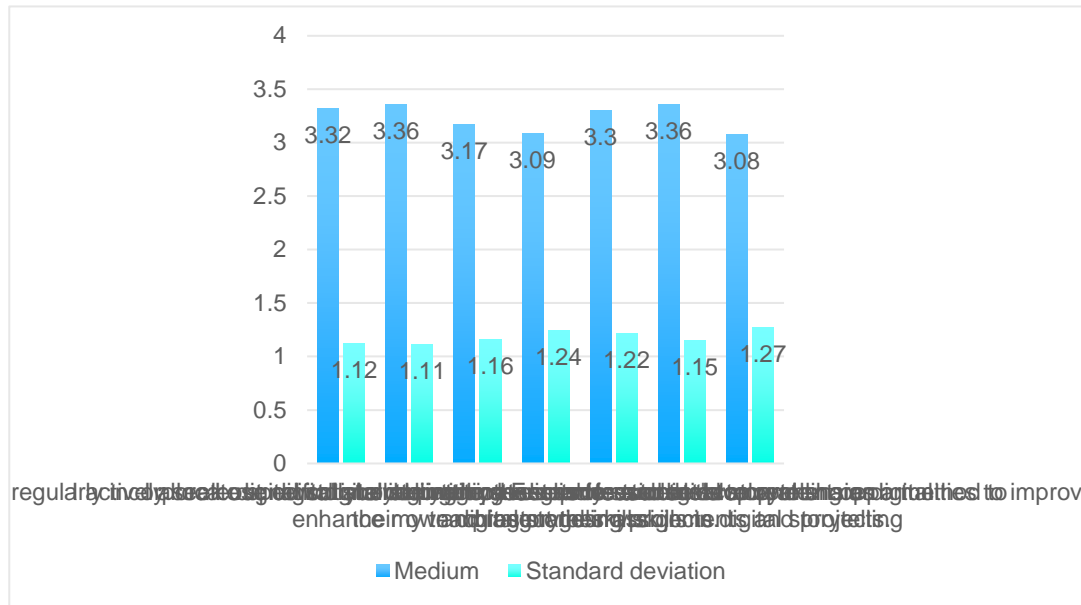


Figure 3. Descriptive statistics of observed variables of Frequency

Using digital storytelling to assess students' comprehension and language skills was rated low with a score of 3.09, mainly for several notable reasons. First, the application of digital technology in assessment may require a large investment of time and resources to design appropriate assessment tools, which may make many teachers feel inadequate or unmotivated to implement. Second, some digital storytelling tools may lack clear assessment criteria and accurate measurement of language ability, leading to inconsistent or inaccurate assessment results. In addition, lack of experience and training in using technology for assessment may reduce the effectiveness of this method. In addition, not all students feel comfortable participating in digital storytelling activities, which may affect the accuracy of the assessment. Finally, a lack of consensus and support from education administrators about the value and methods of digital assessment may also limit its widespread adoption and application. These factors contribute to the underestimation of the effectiveness of using digital storytelling to assess student comprehension and language skills.

Setting aside specific time in class for students to create their own digital stories was rated low at 3.17 points, mainly for a few important reasons. First, it requires a significant amount of learning time, which many teachers may find difficult to arrange due to their already tightly scheduled learning schedules. Second, a lack of support and training on how to guide students in creating digital stories can leave teachers feeling unconfident or unsure of where to start. Additionally, managing and assessing students' digital products can be time-consuming and laborious, which can increase the workload for teachers. Additionally, not all students have the resources or access to the necessary technology, leading to uneven implementation of projects. Finally, the lack of clear and specific assessment criteria for digital products may also undermine the value of this activity in assessing students' creativity and language skills. These factors contribute to the underestimation of the value of spending time with students creating digital stories in the classroom.

Table 13. Responses for Frequency factor

Observed variables	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I regularly incorporate digital storytelling into my English lessons.	13.20%	5.70%	22.60%	52.80%	5.70%
I actively seek out new digital storytelling resources and tools to enhance my teaching.	9.40%	11.30%	22.60%	47.20%	9.40%

I allocate specific time during my lessons for students to create their own digital stories.	15.10%	7.50%	28.30%	43.40%	5.70%
I use digital storytelling to assess my students' comprehension and language skills.	18.90%	9.40%	20.80%	45.30%	5.70%
I collaborate with other teachers to develop and share digital storytelling projects.	15.10%	7.50%	18.90%	49.10%	9.40%
I encourage students to use digital storytelling as a method to present their assignments and projects.	11.30%	5.70%	32.10%	37.70%	13.20%
I participate in professional development opportunities to improve my skills in digital storytelling	17.00%	13.20%	26.40%	32.10%	11.30%

Collaborating with other teachers to develop and share digital storytelling projects is highly rated with a score of 3.30 for several key reasons. First, collaboration helps generate more creative and diverse ideas, thanks to the combination of different teaching methods and expertise of each teacher. Second, sharing experiences and resources among colleagues saves time and effort, while improving the quality of digital storytelling projects. Collaboration also creates opportunities for teachers to learn and improve their personal skills from each other, which helps improve teaching effectiveness. Additionally, collaborating with other teachers often leads to the creation of rich interdisciplinary projects that connect skills and knowledge from different fields. Finally, collaboration in project development not only enriches learning content but also creates a positive and supportive learning community, contributing to the overall success of the curriculum. These factors make collaborating with other teachers in developing and sharing digital storytelling projects worthwhile and impactful, although the 3.30 rating suggests that there are still challenges and room for improvement.

The reasons for regularly incorporating digital storytelling into their English lessons were rated highly with 3.32 points for several important factors. Firstly, digital storytelling helps create lively and engaging lessons, making the content more understandable and interesting for students. The integration of multimedia elements such as images, sounds and videos not only attracts attention but also supports learning in many different ways. Secondly, this method encourages active participation from students, thereby enhancing interaction and communication in the classroom. In addition, digital storytelling allows for personalization of lesson content, suitable for the needs and interests of each student, helping to improve learning efficiency. The flexibility in using technology also creates opportunities for teachers to be more creative in designing lessons. Finally, regularly incorporating digital storytelling allows teachers to build a modern and up-to-date teaching method that meets global educational trends. While the 3.32 rating indicates a high appreciation of the benefits of this method, there are still challenges and difficulties in maintaining and implementing this method consistently and effectively.

The reason for proactively seeking new digital storytelling resources and tools to enhance my teaching ability is highly rated with a score of 3.36, mainly due to several important factors. Firstly, seeking and applying new resources helps me update and improve my teaching methods, ensuring that the lessons are always fresh and relevant to modern educational trends. Secondly, exploring new digital storytelling tools provides more variety and creativity in lesson design, thereby increasing the appeal and effectiveness of the class. Additionally, being proactive in seeking new resources and tools allows me to quickly respond to student needs and feedback, creating a more flexible and adaptive learning environment. However, a score of 3.36 points indicates that there are still some challenges, such as the time and effort required to find and familiarize with new tools, as well as a lack of institutional support in providing training and appropriate tools. In addition, not all resources are of high quality or appropriate to classroom needs, which may affect the effectiveness of adopting new technology. These factors highlight the need for careful consideration and evaluation before integrating new digital storytelling tools into the curriculum.

The reasons for encouraging students to use digital storytelling to present their assignments and projects were highly rated with a score of 3.36 for several key factors. First of all, the use of digital storytelling allows students to express their creativity and personalization in presenting content, which not only makes the assignment more interesting but also helps students develop critical thinking and problem-solving skills. Second, this method

helps students improve their technology and communication skills, as they have to learn how to use digital tools to create engaging and understandable projects. In addition, the application of digital storytelling in project presentation helps to increase students' confidence, as they can express their ideas in a visual and engaging way. In addition, the integration of technology into learning also provides opportunities for students to practice language skills in real-life contexts, improving their writing, speaking, and listening skills. However, the 3.36 rating indicates that there are still some challenges, such as a lack of technology or skills, that may reduce the ability to implement and apply this approach evenly. These factors suggest that, despite its many benefits, encouraging students to use digital storytelling also needs to be supported and adjusted to optimize learning outcomes.

Responses from interview questions are as follows

Question 1: What do you think about using digital storytelling in teaching the writing skill for your students?

Ms. Ann

"I believe digital storytelling is a fantastic tool for teaching writing skills. It allows students to engage with the material in a creative and interactive way. By incorporating multimedia elements, students can explore different narrative techniques and learn how to enhance their stories with visuals and audio. This not only makes the writing process more enjoyable but also helps students develop a deeper understanding of story structure, character development, and thematic elements. Additionally, it encourages collaboration and communication among students, which are essential skills in today's digital world."

Mr. Jason

"Digital storytelling offers a modern approach to writing that resonates well with today's tech-savvy students. It provides an excellent platform for students to express their ideas and creativity. By integrating digital tools, students can experiment with different storytelling formats, such as podcasts, videos, and interactive ebooks. This variety keeps students engaged and motivated to write. Moreover, the process of planning, scripting, and editing a digital story reinforces traditional writing skills, such as organization, coherence, and clarity. It also helps students develop digital literacy skills, which are increasingly important in the 21st century."

Mrs. Kelly Huang

"Incorporating digital storytelling in writing instruction can significantly enhance students' engagement and motivation. It allows students to see the immediate impact of their writing through multimedia elements, making the writing process more tangible and rewarding. Digital storytelling also supports differentiated instruction, as it can be adapted to various learning styles and abilities. For instance, students who struggle with traditional writing might find digital storytelling more accessible and enjoyable. Additionally, the collaborative nature of digital storytelling projects fosters teamwork and communication skills, which are valuable beyond the classroom."

Mr. Simon Hsu

"I find digital storytelling to be an effective way to teach writing because it combines traditional literacy with digital literacy. Students are not only writing but also thinking critically about how to convey their message through various media. This approach helps them understand the importance of audience and purpose in writing. Moreover, digital storytelling can make abstract concepts more concrete, helping students to grasp complex ideas through visual and auditory elements. It also allows for immediate feedback and revision, which are crucial for improving writing skills. Overall, it makes learning more dynamic and interactive."

Ms. Garcia

"Digital storytelling is a powerful tool for enhancing writing skills. It provides students with an opportunity to tell their stories in a way that is meaningful to them, using tools that they are familiar with. This can increase their motivation and investment in the writing process. Furthermore, digital storytelling projects often require students to collaborate, plan, and organize their ideas, which helps develop their critical thinking and problem-solving skills. By combining text with images, sound, and video, students learn to create cohesive and compelling narratives. This holistic approach not only improves their writing but also prepares them for the digital age."

Question 2: What are the activities you use to apply digital storytelling in teaching the writing skill?

Ms. Johnson

"To apply digital storytelling in teaching writing, I often start with storyboarding activities. Students outline their stories using visual aids, which helps them organize their thoughts and plan the narrative structure. We then use digital tools like video editing software or presentation apps to bring their stories to life. I also incorporate peer review sessions where students can share their digital stories and provide feedback to each other. This not only enhances their writing skills but also improves their critical thinking and collaborative abilities."

Mr. Tim Chen

"I use a variety of activities to incorporate digital storytelling in my writing lessons. One favorite is creating digital autobiographies. Students use photos, videos, and audio recordings to tell their own life stories, which makes the writing process personal and engaging. We also work on group projects where students create digital stories based on historical events or literary works. These activities require students to conduct research, write scripts, and produce their final projects using digital tools, which enhances their writing and digital literacy skills simultaneously."

Mrs. Lee

"In my classroom, I integrate digital storytelling through activities like digital book reports. Students select a book they have read, write a summary, and then create a digital presentation using images, video clips, and voiceovers. This helps them practice summarizing and analyzing texts while engaging with digital media. Another activity is creating interactive ebooks, where students write original stories and enhance them with multimedia elements. These projects allow students to explore different genres and writing styles, all while developing their technical skills."

Mr. Jason

"One effective activity I use is having students create digital story maps. They choose a story they have read or one they have written and create a digital map that illustrates the story's setting and plot. This helps students understand narrative structure and the importance of setting in storytelling. I also assign multimedia research projects where students write reports and present their findings using digital tools like infographics, videos, and podcasts. These activities not only improve their writing but also teach them how to present information in various formats."

Ms. Garcia

"I incorporate digital storytelling by assigning students to create video diaries. They write daily or weekly reflections on a particular topic and then present these reflections through short videos. This activity encourages regular writing practice and allows students to explore different modes of expression. Another activity I enjoy is collaborative digital storytelling. Students work in groups to write a story and then use digital tools to create an animated or live-action version of their narrative. This promotes teamwork and helps students understand the collaborative nature of the writing and editing process."

Question 3: What is the most significant challenge and benefits when you apply digital storytelling?

Ms. White

"The most significant challenge with digital storytelling is ensuring that all students have access to the necessary technology and digital literacy skills. Some students might struggle with using the software or lack access to devices and the internet at home. However, the benefits are substantial. Digital storytelling engages students in a multi-sensory learning experience, making writing more enjoyable and relevant. It helps students develop not only their writing skills but also their creativity, critical thinking, and ability to work collaboratively. These skills are essential in today's digital age."

Mr. Tony Lin

"One of the biggest challenges is the steep learning curve associated with new digital tools and software. Both teachers and students need time to become proficient with these technologies, which can be time-consuming. Despite this, the benefits are undeniable. Digital storytelling allows students to express themselves in diverse ways, catering to different learning styles. It fosters a deeper connection

Using Digital Storytelling to Improve Writing Skills in Efl Classrooms: The Perception from Teachers of Taipei School In Ho Chi Minh City, Vietnam

to the material and encourages students to take ownership of their learning. The process of creating a digital story also enhances students' technical skills, preparing them for future academic and professional endeavors."

Mrs. Lee

"The main challenge I face is the amount of time required to plan and execute digital storytelling projects. Coordinating the use of technology and ensuring that students stay on task can be demanding. However, the benefits far outweigh the challenges. Digital storytelling makes learning more interactive and engaging, which helps improve students' motivation and interest in writing. It also allows for differentiated instruction, as students can work at their own pace and use different media to express their ideas. Additionally, the collaborative nature of these projects helps build a strong classroom community."

Mrs. Ann

"Managing technical issues is a significant challenge when implementing digital storytelling. Software glitches, device compatibility, and internet connectivity problems can disrupt the flow of lessons. On the other hand, digital storytelling provides numerous benefits. It enhances students' engagement and motivation by allowing them to create and share their own stories. This process not only improves their writing skills but also boosts their confidence. Furthermore, digital storytelling helps students develop essential skills such as critical thinking, creativity, and digital literacy, which are crucial in the modern world."

Ms. Peony

"One of the most significant challenges is balancing the technical aspects with the core writing instruction. Sometimes, the focus can shift too much towards the digital tools rather than the writing itself. However, the benefits are immense. Digital storytelling fosters a sense of ownership and pride in students as they create and publish their work. It allows them to experiment with different narrative forms and media, which can enhance their understanding of storytelling. Additionally, it provides opportunities for collaboration and feedback, which are vital for improving writing skills and fostering a supportive learning environment."

CONCLUSION

Based on the study findings, it may be concluded that using digital storytelling method has brought many positive effects.

The use of digital storytelling in teaching EFL at Taipei School in Ho Chi Minh City has garnered a predominantly positive perception from teachers. This research highlights several key benefits as observed by the educators involved.

Firstly, digital storytelling has been identified as a highly engaging teaching method that actively involves students in the learning process. Teachers have noted that the interactive nature of digital tools captures students' attention more effectively than traditional methods. This increased engagement is crucial in maintaining student interest and motivation, which are essential for language acquisition and skill development.

Secondly, the incorporation of multimedia elements in storytelling has been particularly effective in enhancing students' creativity and critical thinking skills. Teachers observed that students are more inclined to explore and express their ideas when they can use a variety of digital media, such as images, videos, and audio. This multimedia approach not only makes learning more enjoyable but also helps students grasp complex writing concepts more easily by providing visual and auditory context.

Moreover, digital storytelling has proven to be a powerful tool in improving students' narrative skills and fluency in English. The process of creating and sharing digital stories requires students to organize their thoughts, develop coherent narratives, and practice their writing skills in a meaningful context. Teachers have found that this method encourages students to be more expressive and confident in their use of English.

RECOMMENDATIONS

For the School: The school should invest in upgrading technological resources and provide training programs for teachers to become proficient in using digital storytelling tools. Establishing a dedicated support team for technical issues and creating a repository of digital storytelling resources can also help alleviate some of the

challenges faced by teachers. Additionally, the school could incorporate digital storytelling into the curriculum more systematically, ensuring that both teachers and students have clear guidelines and support.

For Teachers: To effectively utilize digital storytelling for improving writing skills in EFL classrooms at Taipei School in Ho Chi Minh City, teachers should consider the following recommendations:

- **Professional Development:** Regularly provide training sessions to enhance teachers' proficiency with digital tools and storytelling techniques. This will help educators stay updated with the latest technological advancements and teaching methodologies.
- **Equitable Technology Access:** Ensure all students have access to the necessary digital resources. This could include providing devices, improving internet access, and setting up school-based computer labs.
- **Clear Assessment Criteria:** Develop detailed rubrics for evaluating digital storytelling projects. This ensures a balanced focus on both creative expression and writing skill development.
- **Collaborative Learning:** Encourage group projects to leverage peer learning. Collaboration can help students with varying levels of technological skills support each other.
- **Curriculum Integration:** Align digital storytelling activities with curriculum goals to ensure essential writing skills are effectively taught while keeping students engaged and motivated.
- **Student-Centered Approach:** Tailor digital storytelling projects to student interests and experiences to make learning more relevant and engaging. This approach can increase student motivation and investment in their work.
- **Continuous Feedback:** Provide ongoing feedback throughout the digital storytelling process. Constructive feedback helps students refine their work and understand their strengths and areas for improvement.
- **Parental Involvement:** Engage parents by informing them about digital storytelling projects and encouraging their support at home. Parental involvement can provide additional motivation and resources for students.

For Students: To maximize the benefits of digital storytelling for improving writing skills, students at Taipei School in Ho Chi Minh City should consider the following recommendations:

- **Familiarize with Technology:** Take the initiative to learn and practice using digital tools and platforms. Familiarity with these technologies will enhance the quality of digital storytelling projects and make the process more enjoyable.
- **Engage in Planning:** Invest time in planning and organizing your digital story before starting. Create an outline, storyboard, or script to ensure a coherent and well-structured narrative.
- **Leverage Multimedia Creatively:** Use multimedia elements—such as images, audio, and video to enrich your storytelling. Ensure these elements complement and enhance your written content rather than distract from it.
- **Seek Feedback:** Regularly seek feedback from peers and teachers during the storytelling process. Constructive criticism can help you improve your writing and storytelling skills.
- **Revise and Edit:** Allocate time for revising and editing your digital story. Focus on refining both the writing and multimedia components to create a polished final product.
- **Balance Creativity and Structure:** While creativity is important, ensure your digital story maintains a clear structure and logical flow. Strive for a balance between creative expression and effective communication of ideas.
- **Practice Time Management:** Manage your time effectively to avoid last-minute rushes. Break the project into manageable tasks and set deadlines for each stage of the digital storytelling process.
- **Collaborate with Peers:** Engage in collaborative projects where possible. Working with classmates can provide new perspectives, ideas, and technical skills that enhance the quality of your digital storytelling.

FURTHER RESEARCH

This study has certain limitations that should be addressed in future research. Firstly, the duration of the study is relatively short, with only five months allocated for the entire research process. Secondly, the research is confined to a single institution, Taipei School in Ho Chi Minh City, which may limit the generalizability of the findings. Thirdly, the sample size is relatively small, consisting of only 66 native teachers, which may not fully represent the diverse perspectives and experiences of educators in similar contexts. Lastly, the study focuses exclusively on teachers, leaving out the perceptions and experiences of students, which could provide a more comprehensive understanding of the impact of digital storytelling on writing skills. Hope that the future research should consider longer study durations, larger and more diverse samples, and include both teachers and students and also in Vietnam schools to provide a more holistic view of the effectiveness of digital storytelling in EFL classrooms.

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