

## Turkish Teachers' Views Regarding the Use of Digital Story Telling in Turkish Lessons

Bahar Doğan Kahtali<sup>1</sup>, Gülşah Gençer\*

<sup>1</sup>*Inönü University, Faculty of Education, Malatya, Turkey*

<sup>2</sup>*Ministry of National Education, Malatya Provincial Directorate of National Education, Malatya, Turkey*

**Corresponding author:** Gülşah Gençer, E-mail: gulsah.krtl@gmail.com

### ARTICLE INFO

#### Article history

Received: February 02, 2021

Accepted: April 18, 2021

Published: April 30, 2021

Volume: 9 Issue: 2

Conflicts of interest: None

Funding: None

### ABSTRACT

With some innovations brought by the age of technology and science, storytelling has also gained different dimensions. Digital storytelling has emerged with the addition of elements such as sound, video, image, effect and music to traditional storytelling and sharing these stories on digital media. In this study, it was aimed to determine the views of Turkish teachers about using digital storytelling in Turkish lessons. Case study, one of the qualitative research methods, was used in the study. The participants of the study consisted of 20 Turkish teachers who were determined through easily accessible situation sampling, one of purposeful sampling methods. The "Semi-Structured Interview Form" developed by the researchers was used to determine the teachers' views on using digital storytelling in their lessons. Teachers' views were analyzed through content analysis. As a result of the research, it was seen that most of the teachers did not have detailed knowledge about digital storytelling. It was determined that the digital literacy skills of teachers were not at the desired level. Teachers stated that they consider digital storytelling as a suitable teaching tool to be used in Turkish lessons, digital storytelling is an effective learning tool and that can support the development of the four basic language skills, especially listening and writing skills.

**Key words:** Turkish Teacher, Turkish Lesson, Digital Storytelling, Teachers' Opinions

### INTRODUCTION

With the participation of modern technology in education, storytelling has gained a different dimension, and stories have been enriched with various software, computer programs and mobile applications. Via these applications, rather than being just a verbal narration, storytelling has become a narration in which rich visual and auditory elements are used utilizing multiple media (Wang & Zhan, 2010). Digital storytelling can be expressed as short videos that combine traditional storytelling with multimedia elements such as text, visual, audio, music and video (Alismail, 2015). With the integration of developing technology into education life, more suitable conditions have emerged for the use of digital storytelling in lessons. Through Fatih Project which was initiated in Turkey in 2010, the installation of interactive whiteboards in classrooms was accomplished, which increased the use of technological equipment in lessons and facilitated the transfer of multimedia activities to the classrooms. Thus, opportunities for using digital storytelling as a learning tool in learning and transferring information have increased (Demirer, 2013). According to Sarıtepeci (2017), in learning process, digital storytelling related to the subject can be prepared by the teacher in order to make the topic more understandable, to summarize, and to make discussions easier

regarding the topic or for teaching a new topic; on the other hand a current story can also be used. In addition, according to Robin (2008), digital stories can be used as teaching material to present a certain content, to learn certain information or to portray a dream. Digital storytelling is a popular pedagogical tool used by teachers working in different disciplines for students of all ages, educational backgrounds, and ethnic backgrounds (Rossiter & Garcia, 2010). According to Robin (2016), digital storytelling has an important role in students' providing permanent learning, canalizing and reflecting what they have learned. "For this reason, the use of digital storytelling in education activates students, supports teacher-student interaction, and provides an educational opportunity addressing all senses. In addition, it has a direct positive effect on students' reading, writing, listening and speaking skills" (Kurudayı & Bal, 2014, pp. 78-79). Moradi and Chen (2019) also stated that digital storytelling has an important potential and expressed this potential as the use of digital storytelling as an effective educational model presently. It is thought that utilizing such an effective and important teaching tool in first language teaching will also provide benefit for students in various subjects. Since it is now a period in which technological developments are in rapid acceleration and the speed of generating knowledge is increasing, it has become necessary to benefit from technology supported teaching

tools in the process of learning, teaching and information transfer. In this context, digital storytelling that enables both teacher and learner participation is an exemplary form of technology integration (Dockter et al., 2010). In the studies conducted formerly, it was emphasized that digital storytelling was effective in the acquisition and development of various 21<sup>st</sup> century competencies such as problem solving, creativity, critical thinking and literacy of information technologies, effective and proper use of basic language skills, as well as having an effective structure in providing permanent learning (Saritepeci, 2017; Robin, 2016; Kurudayıoğlu & Bal, 2014). According to İnceelli (2005), instead of printed texts, methods in which enriched texts that include literacy skills of the age are applied in learning language skills are gaining importance. The enrichment of these texts is enabled by technological opportunities. Digital storytelling enables traditional stories to be enriched and presented more effectively in digital environments as İnceelli (2005) stated. Sadik (2008) states that digital storytelling studies increase students' reading, writing, speaking, listening and comprehension skills. In addition, Kurudayıoğlu and Bal (2014) state that digital storytelling studies create an active classroom environment, support students' language education, and are effective in correcting language mistakes and errors that prevent speech. It is also thought that in Turkish lessons using digital storytelling, which is such an effective learning-teaching tool, will also affect the academic success of students and their level of effective and correct use of language skills. Dayan and Girmen (2018) also stated that digital storytelling improved students' spelling and punctuation knowledge and that students could write more regular texts because they created multi form texts. When the literature was scanned, a few studies that were published in Turkey and abroad regarding the use of digital storytelling in lessons were encountered (Cigerci & Gültekin, 2019; Eroğlu, 2020; Lucarevski, 2018; Yılmaz et al., 2017). However, no study was found in the literature regarding teachers' views on digital storytelling.

### Objective and Research Questions

In this direction, the starting point of this study is to know the views of Turkish teachers regarding the subject and to create an awareness of the subject by discussing the benefits of using digital storytelling with students in their lessons. The aim of the research is to determine the teachers' views regarding the use of digital storytelling in Turkish lessons. For this purpose, answers to the following questions were searched:

1. What are the views of Turkish teachers regarding digital storytelling?
2. What are the views of Turkish teachers regarding the contribution of digital storytelling to the development of the four basic language skills?
3. What are the views of Turkish teachers regarding digital storytelling as a teaching method?
4. What are the views of Turkish teachers regarding the use of digital storytelling in their lessons?

## METHOD

### Design

In order to determine the views of Turkish teachers regarding the use of digital storytelling in Turkish lessons, case study design, which enables gathering detailed and in-depth information about a situation with multiple sources of information and to describe the situation in the finest detail, was used. In this design, the cause and effect relationships among variables are reflected in detail by taking a section from the current situation without generalization (Creswell, 2012).

### Participants

Participants of the research were determined via convenience sampling, which is one of the purposeful sampling methods (Yıldırım & Şimşek, 2013). Participants consist of 12 (60%) female and 8 male (40%) totally 20 Turkish language teachers who work in a province located in eastern of Turkey in 2020-2021 academic year.

### Data Gathering Tools

In this research, "Semi-Structured Interview Form" was used to determine the views of Turkish teachers regarding the use of digital storytelling in Turkish lessons. With the semi-structured interview form prepared by the researchers, it was aimed to obtain direct and further information from the participants, to increase the possibility of noticing the unreal expressions in their answers, to instantly clarify the unclear points during the interview, and to make sense of what was said with the interviewer's tone of voice, gestures and willingness to answer the questions (Karasar, 2016). In the preparation of this form, 15 open-ended interview questions were created in relation to the relevant literature. In order to ensure the content validity of this form, which was used in the research, the forms were firstly presented to two experts in the field of measurement and evaluation and also to three experts, who had studies regarding the subject in Turkish education. The opinions of field experts regarding the limitation of the subjects were taken into consideration. In order to check the questions in the form in terms of understandability and applicability, a trial was conducted with a group of three people at the same level, except for the participants of the study, following the voluntary principle, and no problem was encountered regarding the forms at the end of the trial. After these stages, the forms were finalized. The Appendix presents the list of interview questions.

During the interviews, first of all, the consent form was sent to the interviewees regarding their voluntary participation in the study and they were asked to sign the form and return it. Then, the teachers were contacted and a suitable date was determined for the interviews. During the interview, the teachers were informed in line with the objectives of the interview. The questions of the interviewees that were not included in the interview form were answered by the researchers during the interview. Interviews were conducted via WhatsApp video call and Zoom applications and also two interviewees were interviewed via phone calls. These interviews were recorded

taking the permission of the participants. The questions in the interview form focused on how the use of digital storytelling by teachers affected students' listening, speaking, reading and writing skills. Due to ethical rules, the names of the interviewees were not included, and they were given a code name (Participant: P1, P2, P3...).

### Analysis of the Data

The data obtained via semi-structured interview form was analyzed by content analysis in the research. Content analysis; is a data analysis technique that aims to systematically present some unclear inferences from the messages intended to be conveyed in a clear text in order to indicate social reality (Gökçe, 2019). The first step of content analysis is coding the data. Codes are tags and identities used to assign units of meaning to descriptive information, which is based on interpretation and collected in a study (Miles & Huberman, 2019). After coding, the data was categorized by the researchers, and then the related categories were combined to create themes. Then, the data was defined by organizing according to codes and themes. The findings were presented within the framework of themes and supported by direct quotations.

### Validity and Reliability

During the analysis of the research data, five interviews that were randomly selected were coded by two other researchers than the researchers. The reliability of the study was verified by taking the views of these two researchers during the analysis of the study data, interpreting the categories, and finding common themes. In addition, edited version of the study was reviewed by field experts and their opinions were taken.

## FINDINGS

The findings obtained as a result of determining the teachers' views regarding the use of digital storytelling in Turkish lessons are given below.

### Teachers' Views Regarding Digital Storytelling

The teachers were asked whether they had heard of digital storytelling before and if they had any ideas regarding what digital storytelling was. They stated that the difference of digital storytelling from traditional storytelling is that it is prepared with multimedia tools and presented in digital environments:

*Digital storytelling is to produce the script of a story using different multimedia formats such as audio, picture, music and video. [P1]*

*Digital storytelling consists of the combination of traditional storytelling and technology. The storyteller conveys the story to audience with the help of multimedia tools. In this process, it can appeal to different senses of listener by making use of colorful, graphic, vocal, video and interactive tools. [P4]*

Three teachers stated that they had no idea about what digital storytelling was. They stated that they had not heard

of such a concept before, but they presumed that it was a storytelling technique using technological tools:

*I don't know what digital storytelling is. However, I think it can be narrating stories using technological tools. [P7]*

*Although digital storytelling is a term that I don't know, I guess it is telling stories using technological tools. It may have emerged with the introduction of technology into education life. [P8]*

*Although it is a subject that I do not know, according to my slight knowledge and opinion I can say that it is the adaptation of storytelling to developing technology as a result of our age. [P20]*

One of the teachers stated that she/he knew what digital storytelling was, but misidentified digital storytelling:

*It is a form of narration in which more than one story is presented at the same time. [P5]*

According to the views of the teachers, who participated in the research, digital storytelling is a teaching material that is generally used to improve listening skills and diversifies the teaching process.

*We can say that it is a teaching material that we use more actively in education and training activities with the Education Information Network (EBA) system, which is created on digital platforms that we usually use in listening activities and provided by multimedia tools. [P13]*

*Digital storytelling is a material that diversifies the educational environment that teachers can use at every level. [P16]*

Digital storytelling is used for the purposes of telling personal stories, presenting traditional storytelling by supporting it with digital infrastructure and conveying information about a topic. However, when teachers' views were asked regarding what digital storytelling was, it was seen that almost all ( $f=19$ ) the teachers regarded digital storytelling as the digital form of traditional storytelling. Only one teacher stated that digital storytelling can also be used to convey information while lecturing a subject:

*Unlike traditional narratives, using various technological tools, it is telling stories and transferring information on a particular subject. [P18]*

Considering the views of teachers regarding the elements of digital storytelling and the digital storytelling process, it was seen that they generally did not have correct information about the elements. It was seen that they evaluated the use of multimedia tools as a digital story element:

*Digital storytelling consists of different elements: Subject, sound, use of music, speed, visual-content harmony. [P1]*

*The elements of digital storytelling are storytellers and listeners. [P10]*

*I don't have a clear idea. It can be related to concepts such as media, communication. [P12]*

*I think they are narrators, listeners and technological tools. [P18]*

Only one of the teachers stated that s/he knew the elements of digital storytelling:

Most of the teachers stated that the digital story creation process is a process that requires expertise and they do not have sufficient knowledge regarding this subject:

*I think that digital storytelling is an activity that requires expertise and should be implemented after certain training, but I do not have any knowledge on digital storytelling other than the thoughts I stated in the first question. [P15]*

*In the process of creating digital stories, the subject should be narrated briefly. Students should be informed about this subject. The stories should be interesting. It should last in a time that does not bore the students. [P18]*

When the teachers were asked whether they would think of taking a digital storytelling training or not, the majority stated that they considered this situation as a deficiency and that it was a necessity to keep up with technology because they lived in a digital age. The opinions of the teachers who stated that they would happily attend if in-service training and seminars were given regarding this subject are given below:

*If I have the opportunity, why not. Because I think a teacher should always follow the developing age and keep up with it. [P5]*

*Yes I would like to. Because the digital environment can handle what is meant to be explained more comprehensively in a shorter time through multiple stimuli. [P7]*

*I would love to get an education regarding this field. The story writing is one of the cornerstones of our lesson. In Turkish lessons, we carry out the basic skills we want to teach students especially by reading and listening text types. In fact, we try to acquire all skills, including grammar in Turkish lessons, based on texts, together with constructive education. Undoubtedly one of the most important texts is stories. Stories, which is the most easily understood genre for children is an important part of our lessons. Since technology age children are frequently exposed to multiple stimuli since the moment they were born, they will undoubtedly be more interested in listening or watching a story instead of just reading. I would love to study in this field in order to be more beneficial to my students. [P8]*

As it is known, digital storytelling is not a teaching method that requires only good use of technological tools. Digital competence is just one of the elements of this teaching tool. Some teachers, who considered themselves competent in digital competence, stated that they did not think of taking any training at the moment. According to these teachers, using digital tools well is enough to use digital storytelling:

*I do not have such a plan for now. Even though I think I am good at using digital platforms, I can get training on this subject in the future. [P11]*

*I do not have such a thought for now. [P12]*

### **Teachers' Views Regarding the Contribution of Digital Storytelling to the Development of Language Skills**

Turkish teachers' views were elicited regarding the contribution of digital storytelling to the development of four basic language skills.

Considering the views of Turkish teachers regarding listening/ monitoring digital storytelling, it was seen that most of the teachers stated that this teaching method could improve students' listening/ monitoring skills and affect students positively. According to teachers' views, digital storytelling can provide a more effective and enjoyable listening/watching process and increase students' motivation by increasing their attention span:

*I think using digital storytelling in Turkish lesson contributes to students' listening/watching skills. Because including visual elements in lessons stimulates the student and increases motivation. Thus, the student knows the purpose of listening. It will be easier to comprehend the main idea in the text. [P1]*

*Yes, it does provide. They will listen carefully. In addition, the teacher will have a good command of the subject because of preparation. Considering that students use audio book applications, listening skills will improve as they will be more relevant and compatible with digital materials. [P6]*

*I think using digital storytelling in Turkish lesson contributes to students' listening/watching skills. Because including visual elements in lessons stimulates the student and increases motivation. Thus, the student knows the purpose of listening. It will be easier to comprehend the main idea in the text. [P9]*

*It provides. Supported by activities regarding this subject, students will strengthen their ability to understand a subject they hear and listen. It will become an important skill that children will use all of their life. [P11]*

*Considering listening/watching texts, using and processing technological tools in this field will provide students' perception to be at a high level and the duration of participation in the lesson to be longer. [P18]*

Teachers' views regarding the contribution of digital storytelling to students' speaking skills were taken. Most of the teachers stated that this teaching method could improve students' speaking skills. The teachers stated that the students used their speaking skills effectively during the dubbing stage while creating their own stories, and that they could notice and correct the deficiencies in their speaking skills when they listened to these recordings. According to the teachers, students improve their speaking skills during dubbing the stories:

*I think using digital storytelling in Turkish lesson improves students' speaking skills. The language used in dubbing part of the story is an example for the student.*

*The emphasis, intonation, articulation, and the correct pronunciation of the words in the text take place in student's mind. While the children are talking, they produce their own expressions according to these schemes coded in their mind. [P1]*

*It provides. The argument that each tool that develops listening skill also improves speaking skill has been proven by the physiological and cognitive processes between listening and speaking. So, digital storytelling will also increase speaking skills through listening skills. [P2]*

*Yes, the teachers who will use digital storytelling method pay attention to their speech and in this way the student encounters appropriate speaking examples. In addition, when the students prepare a digital story in this way, they can evaluate their own speech through audio recording.* [P3]

*Considering the text they listen to, it can also contribute to speaking skills with activities such as discussing about a text, continuing the story and guessing.* [P4]

*Students who cannot express themselves by speaking will be able to express themselves more comfortably with digital storytelling method. This will contribute to the development of their speaking skills.* [P18]

Some teachers also stated that digital storytelling will affect students' speaking skills indirectly and will not make a significant contribution directly:

*I think it will affect listening directly and speaking indirectly. I suppose that by creating an environment of commentary and discussion on the story listened to, students will also improve their speaking skills.* [P17]

*In this technique, as the student will be in the listener/audience position and remain passive, contributing to the development of speaking skills will be limited only to the correct pronunciations that student hears in the story.* [P19]

Teachers' opinions were taken regarding the contribution of digital storytelling to the development of students' reading skills. While some of the teachers stated that digital storytelling contributed to reading skills of the students, some were indecisive or stated that they could not express an opinion about this issue. Teachers, who think that it will contribute to reading skill, stated that this teaching method will contribute to reading skill provided that it is used appropriately and with their decision:

*We all use the type of reading that we call screen reading in daily life, now the internet pages of newspapers are used instead of printed newspapers. EBooks are sold. For this reason, students probably use printed books only at school.* [P6]

*If the student can be included in digital story creation process, I think it can contribute greatly to reading skills. The children will read the story they will dub over and over again, they will study the text and try to read it effectively. This will improve reading skills. If they attend this process only as a listener, they could do more harm than good to their reading skill. The student may prefer to listen to each story instead of reading it.* [P11]

*It contributes to understanding what students read in digital media. Considering that screen literacy has gained importance in recent years, it has a positive effect.* [P16]

Some of the teachers stated that they were indecisive about the contribution of digital storytelling to reading skills:

*This is secondary because there are more listener agents. However, if the voice elements in the story are to be recorded by the students, it may contribute during the rehearsal of the text.* [P7]

A teacher stated that digital storytelling would negatively affect reading skills:

*As the children of the Internet age grow up with a culture of watching instead of reading, this technique will support their habits and negatively affect their development of reading skills.* [P19]

Teachers' views were taken regarding the contribution of digital storytelling to the development of students' writing skills. While some of the teachers stated that digital storytelling improved writing skills, some of them could not express an opinion regarding the subject. Some teachers also stated that it would not make any contribution.

*The student who has an increased interest in the lesson participates in writing activities. In addition, preparing a presentation text, if they prepare it on their own, it will improve their writing skill.* [P6]

*It contributes to note-taking skills while listening. After listening to the text, they can develop the ability to write a text with activities such as writing summary, writing answers to the questions about the text and while listening to the text they can develop the abilities of filling blank places and drawing a story map.* [P8]

*It definitely contributes. I think it is particularly effective in creative writing activities. It also contributes to children's skills of producing, self-awareness and self-expression. As it directly affects the writing skill, individuals are active and their mental skills are affected during the digital storytelling process.* [P16]

*The precondition for writing skill is an advanced reading skill. Since this technique will affect the development of reading skill negatively, I do not think it will make a positive contribution to the writing skill as well. Writing activities to be done after digital story will be in the form of writing a summary of what the students watched/ listened to. This is not an original writing exercise either.* [P19]

### Teachers' Views Regarding Digital Storytelling as a Teaching Method

Turkish teachers' views were taken regarding digital storytelling as a teaching method. Most of the teachers stated that such digital teaching methods are quite effective due to the technology age. According to teachers' opinions, integration of technology into education is essential and digital storytelling is an effective teaching method as it will provide classroom effectiveness and permanent learning in this sense. The opinions of the teachers in this direction are given below:

*Yes, today education and training benefit more from technological devices. The technology used in all areas of education combined with storytelling will provide students with a permanent and constructive teaching method.* [P2]

*I think it is an effective method. Because, nowadays students prefer learning from digital environments rather than school.* [P7]

*I think it is an effective teaching method because it has a rich content.* [P9]

*Yes. It is an effective and useful method because it addresses different senses of the student at the same time.* [P11]

*It is a highly effective method. First of all, it addresses all basic language skills and contributes to the development of these skills. Also, the use of technology is indispensable for the education in our age. [P13]*

*Considering how widespread technology is and it exists in every level of society, this method is an effective method to keep up with the time. [P17]*

Considering the views regarding whether digital storytelling is effective as a teaching method or not, it was seen that only one teacher stated that digital storytelling was not an effective method because it would leave the student in a passive position:

*No. Because, it causes the student to remain passive in learning process. [P19]*

### **Teachers' Views Regarding the Use of Digital Storytelling in Their Lessons**

Teachers' views were taken regarding the use of digital storytelling in their lessons. Considering these views, teachers find it appropriate to use this teaching method in Turkish lessons. The opinions of the teachers in this direction are given below:

*Digital storytelling application is not a suitable teaching method to be used in Turkish lessons, but it is a teaching method that should definitely be applied in Turkish lessons. In line with the ultimate goal of Turkish course, we aim to develop four basic language skills that are dominant in our language. Do you think we can find another method that is so collective in order to develop these four basic language skills? [P13]*

*I can say that it is one of the most convenient methods. It can be used actively in visual reading and visual presentation activities, especially in listening activities. The most important reason for this is that it is economic and it addresses many senses. [P14]*

*Digital storytelling can be used as a teaching method as it coincide with four basic language skills of listening and watching, writing, reading and speaking. Especially, digital storytelling is a method most suitable for writing skill area. Listening to stories contributes to our ability to listen, while also contributing to our speaking skills in terms of correct pronunciation of sounds. Therefore, it is a method that should be used in Turkish lessons. [P16]*

*I think it is definitely a method we can use actively. I think it can attract the attention of students, especially in listening/watching texts or in the context of establishing intertextuality. [P17]*

One teacher stated that whether digital storytelling is a suitable method to be used in Turkish lessons depends on appropriate and effective use of it:

*As I mentioned before, there are pros and cons of using this technique. Striking the balance between restricting children's imagination and increasing their interest in the lesson is a responsibility that the teacher has to bear taking into account the general situation of children. [P19]*

### **DISCUSSION AND CONCLUSION**

The rapid development of technology in the 21<sup>st</sup> century has made it necessary to integrate the benefits of the digital world into education. Digital teaching tools, methods and techniques are effective in that they address many senses of students and draw their attention. In this context, using digital storytelling in Turkish lessons is also valuable in terms of transferring the acquisitions to students, ensuring permanent learning and making the teaching process more enjoyable. However, effective use of such teaching methods in lessons is possible with the digital competence of teachers. In this study, teachers' views regarding digital storytelling were determined. Although most of the teachers do not have complete information about what digital storytelling is, they presumed that traditional storytelling is supported by digital infrastructure. It was determined that the digital literacy skills of teachers were not at the desired level.

Teachers expressed their opinions about the effect of digital storytelling on listening skill. The 20 teachers who participated in the interview stated that digital storytelling is directly related to listening skill and that it directly affects listening skill. Teachers stated that digital storytelling can contribute significantly to the development of listening skills. In this context, the result of the research is similar to the study of Türe Köse (2019) who also researched the effect of digital storytelling on listening skills and found that this method developed students' selective, discriminative, empathic, creative, critical and effective listening skills.

In their study on the effect of digital story telling on attitudes towards listening, Cigerci and Gültekin (2019) also found that digital story telling provides a positive change in students' attitudes towards listening. In addition, as they observed in their interviews with students and teachers, that students' attitudes towards Turkish lesson and listening improved positively thanks to activities based on digital story telling.

When the teachers' views regarding the contribution of digital storytelling to the development of speaking skills were examined, they stated that this teaching method improved the speaking skills of the students in a reflective way. In this context, the study is similar to the work of Tatlı and Aksoy (2017), who observed that the use of digital storytelling positively affects the permanence of the lessons and encourages the students who do not like to make presentations in the classroom to express themselves more easily and comfortably. In addition, the use of digital stories in speaking education was found to be fun and motivating by students.

Teachers stated that digital storytelling affects students' reading skills indirectly. Considering that four basic language skills affect one another, it is similar to the study of Yılmaz et al. (2017). According to the study of these researchers, it is possible to teach Turkish effectively with digital storytelling. As they reported, it can be stated that digital storytelling, which is based on the use of stories in secondary school Turkish textbook by transforming them into digital stories, has positive results on reading and writing skills of students, and the views of the students and teachers about this new application are also positive.

Teachers stated that digital storytelling positively affected students' writing skills. Eroğlu (2020) also examined the effect of digital storytelling on the writing skills of students in the study on Using Digital Storytelling in Secondary School 7<sup>th</sup> Grade Turkish Lesson, and as a result, a significant difference was found in favor of the posttest among students' attitude towards story writing, story writing anxiety and digital literacy scores. This supports teachers' views that digital storytelling improves students' writing skills. In their study Kurudayı and Bal (2014) stated that digital storytelling was effective in conveying four basic language skills. In Baki's (2019) study on the effect of digital stories on the development of Turkish teacher candidates' creative writing skills, a significant difference was determined on the Turkish teacher candidates' originality of ideas, fluency of thoughts, flexibility of thoughts, word richness, sentence structure, organization, writing style and grammar are a post-test in the development of creative writing skills. In addition, it was determined that Turkish teacher candidates' digital story creation skills were generally at a good level and digital stories improved their creative writing skills. Considering the views of teachers regarding the use of digital storytelling in Turkish lessons, it was seen that they found that using this method is quite suitable in Turkish lessons. This result is similar to that of Özerbaş and Öztürk (2017) who reported that using digital storytelling in Turkish lessons increases the academic success and motivation of students and enables them to learn permanently. In this context, it is thought that the use of digital storytelling in Turkish lessons as a requirement of the digital age will directly affect the development of comprehension and expression skills. For this reason, it is necessary to increase the digital competencies of teachers and to make institutions suitable for using digital teaching methods. Considering the fact that the children, who are called Z generation, spend time in front of the screen all the time and have a good command of digital tools have made it compulsory to use such teaching methods and techniques in lessons. It is thought that a more effective teaching will be provided when the individual and institutional obstacles to the use of digital stories in lessons are removed.

Teachers were also asked questions about whether it is effective to use digital storytelling in their lessons or not. However, since most of the teachers stated that they did not use digital storytelling in their classes, this question could not be addressed in the current study. Most of the teachers stated that they had not heard of digital storytelling before and that they answered this question by guessing.

According to the findings, the following recommendations can be made for the use of digital storytelling in Turkish lessons:

- In this study, teachers' views were taken regarding digital storytelling. The same study can be done to determine students' views.
- In-service training, seminars and courses can be provided to teachers on digital storytelling.
- Digital storytelling can be included as course content in the Information Technologies course at universities.

- Schools can provide the necessary digital infrastructure suitable for using digital storytelling in lessons.

## REFERENCES

- Alismail, H. A. (2015). Integrate Digital Storytelling In Education. *Journal of Education and Practice* 6(9), 126-129.
- Baki, Y. (2019). Türkçe Öğretmeni Adaylarının Yaratıcı Yazma Becerilerinin Geliştirilmesinde Dijital Öykülerin Etkisi. *Journal of Mother Tongue Education*, 7(4), 964-995.
- Çiğerci, M. F. & Gültekin, M. (2019). Dijital Hikâyelerin Dinlemeye Yönelik Tutuma Etkisi. *Harran Education Journal*, 4(2), 45-73.
- Creswell, J. W. & Plano Clark, V. L. (2014). *Karma yöntem araştırmaları: Tasarımı ve yürütülmesi* (Çev. Ed. Y. Dede ve S. B. Demir). Ankara: Anı Yayıncılık.
- Dayan, G. & Girmen, P. (2018). Türkçe Eğitimi Yazma Sürecinde Dijital Öyküleme. *Eğitimde Nitel Araştırmalar Dergisi* 6(3), 207-228. <http://dx.doi.org/10.14689/issn.2148-2624.1>
- Demirer, V. (2013). *İlköğretimde e-öyküleme kullanımı ve etkileri*. (Yayımlanmamış Doktora Tezi). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Dockter, J., Haug, D. & Lewis, C. (2010). Redefining Rigor: Critical Engagement, Digital Media, and the New English/Language Arts. *Journal of Adolescent & Adult Literacy* 53(5), 418-421.
- Eroğlu, A. (2020). *Ortaokul 7. sınıf türkçe dersinde dijital hikâye anlatımının kullanılması*. (Yayımlanmamış Doktora Tezi). Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.
- Gökçe, O. (2019). *Klasik ve Nitel İçerik Analizi; Felsefe, Yöntem, Uygulama*. Konya: Çizgi Kitabevi.
- İnceelli, A. (2005). Dijital Hikâye Anlatımının Bileşenleri. *The Turkish Online Journal of Educational Technology*, 4(3), 132-142.
- Karasar, N. (2016). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Kurudayıoğlu, M. & Bal, M. (2014). Ana Dili Eğitiminde Dijital Hikâye Anlatımlarının Kullanımı. *Sakarya University Journal of Education Faculty*, (28), 74-95.
- Lucarevschi, C. R. (2016). The role of storytelling in language learning: A literature review. *Working Papers of Linguistics Circle of the University of Victoria*, 26 (1), 24-44.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.
- Moradi, H. & Chen, H. (2019). Digital Storytelling in Language Education. *Behavioral Sciences Journal*, 9(147), 1-9.
- Özerbaş, M. A. & Öztürk, Y. (2017). Türkçe Dersinde Dijital Hikâye Kullanımının Akademik Başarı, Motivasyon ve Kalıcılık Üzerinde Etkisi. *Türk Bilim Araştırma Vakfı*, 10(2), 102-110.
- Robin, Bernard R. (2008) Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom. *Theory into Practice*, 47(3), 220-228.
- Rossiter, M. & Garcia, P. A. (2010). Digital Storytelling: A New Player on the Narrative Field. *New Directions for Adult and Continuing Education*, 126, 37-48.

- Sadik, A. (2008). Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning. *Educational Technology Research and Development*, 56, 487-506.
- Saritepeci, M. (2017). Ortaokul Düzeyinde Dijital Hikâye Anlatımının Yansıtıcı Düşünme Becerisi Üzerindeki Etkisinin İncelenmesine Yönelik Deneysel Bir Çalışma. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 1367-1384.
- Tatlı, Z. & Aksoy, D. (2017). Yabancı Dil Konuşma Eğitiminde Dijital Öykü Kullanımı. *Marmara University Atatürk Education Faculty Journal of Educational Sciences*, 45, 137-152.
- Türe Köse, H. B. (2019). *Okul öncesi dönem çocuklarında dijital hikâye anlatımının dinleme becerilerine etkisi*. (Yayımlanmamış Yüksek Lisans Tezi). Kütahya Dumlupınar Üniversitesi Eğitim Bilimleri Enstitüsü, Kütahya.
- Wang, S. & Zhan, H. (2010). Enhancing Teaching and Learning with Digital Storytelling. *Information and Communication Technology Education*, 6(2), 76-87.
- Yıldırım, A. & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınevi.
- Yılmaz, Y., Üstündağ, M.T., & Güneş, E. (2017). Öğretim Materyali Olarak Dijital Hikâye Geliştirme Aşamalarının ve Araçlarının İncelenmesi. *Abant İzzet Baysal University Journal of Faculty of Education*, 17(3), 1621-1640.

## APPENDIX

### Semi-Structured Interview Questions

1. What do you think digital storytelling is? Please explain.
2. What are the elements of digital storytelling?
3. What do you know about digital story making process?
4. Would you like to use digital storytelling in your lessons? Why?
5. Do you think you have the necessary digital infrastructure to use digital storytelling? Please explain.
6. Do you think the institution you work for has the necessary digital environment suitable for using this teaching method?
7. Would you consider getting training in digital storytelling? Why?
8. Do you think digital storytelling is a suitable teaching method to be used in Turkish lessons? Why?
9. Do you think using digital storytelling in Turkish lessons contributes to students' listening/watching skills? Please explain.
10. Do you think using digital storytelling in Turkish lessons contributes to students' speaking skills? Please explain.
11. Do you think using digital storytelling in Turkish lessons contributes to students' reading skills? Please explain.
12. Do you think using digital storytelling in Turkish lessons contributes to students' writing skills? Please explain.
13. Do you think digital storytelling is an effective teaching method? Why?
14. If you are using digital storytelling in your lessons, what kind of difficulties did you encounter during application?
15. If you have any opinions or recommendations you want to express, you can write below. Thank you for your contribution.