

The Effect of English Education with Digital Stories on Self-Efficacy, Achievement, and Opinions of Foreign National Teacher Candidates*

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Abstract

This study aims to determine the effects of English as a foreign language education (EFL) designed using digital stories on the self-efficacy and achievement of foreign national teacher candidates and to reveal the educational experiences of prospective teachers with digital stories. To realize this purpose, a mixed pattern approach has been adopted. The research was conducted with 30 foreign national teacher candidates in the 2021-2022 academic year. Digital stories have been developed for education faculties by the teaching of EFL. Digital story training was applied online for ten weeks as a two-hour lesson. The research data were collected through a Self-Efficacy Scale, an Achievement Test, and Interview Questions for Teaching English with Digital Stories. It was determined that English education with digital stories increased the self-efficacy and achievement of the participants after the training compared to the pre-training. In addition, participants' awareness of digital stories increased; they described education as fun, economical, and instructive and thought positively in general. Accordingly, it is recommended to prefer English education with digital stories when it is desired to develop self-efficacy, achievement, and digital story experiences.

Keywords: Foreign language education, Teacher training, Educational technology, Self-efficacy, Achievement, Digital Storytelling.

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Dijital Hikayelerle İngilizce Eğitiminin Yabancı Uyruklu Öğretmen Adaylarının Öz-yeterlik, Başarı ve Görüşlerine Etkisi*

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Öz

Bu çalışma, dijital hikâyeler kullanılarak tasarlanan yabancı dil olarak İngilizce eğitiminin yabancı uyruklu öğretmen adaylarının öz-yeterlikleri ve başarıları üzerindeki etkilerini belirlemeyi ve öğretmen adaylarının dijital hikâyelerle eğitim deneyimlerini ortaya çıkarmayı amaçlamaktadır. Bu amacı gerçekleştirmek için karma desen anlayışı benimsenmiştir. Araştırma 2021-2022 eğitim öğretim yılında 30 yabancı uyruklu öğretmen adayı ile gerçekleştirilmiştir. Dijital hikayeler, eğitim fakülteleri için yabancı dil olarak İngilizce eğitime uygun olarak geliştirilmiştir. Dijital hikâye eğitimi iki saatlik ders şeklinde on hafta boyunca çevrimiçi olarak uygulanmıştır. Araştırmanın verileri bir Öz-yeterlik Ölçeği, bir Başarı Testi ve Dijital Hikayelerle İngilizce Öğretimi Mülakat Soruları aracılığıyla toplanmıştır. Dijital hikayelerle İngilizce eğitiminin eğitim öncesine göre eğitim sonrasında katılımcıların öz-yeterliklerini ve başarılarını artırdığı tespit edilmiştir. Ayrıca katılımcıların dijital hikayelere yönelik farkındalıklarının arttığı; eğitimi eğlenceli, ekonomik ve öğretici olarak nitelendirdiği ve genel olarak olumlu düşündüklerini belirtmişlerdir. Buna göre, öz-yeterlik, başarı ve dijital hikâye deneyimleri geliştirilmek istendiğinde dijital hikayelerle İngilizce eğitiminin tercih edilmesi önerilmektedir.

Anahtar Sözcükler: Yabancı dil eğitimi, Öğretmen eğitimi, Eğitim teknolojisi, Öz yeterlilik, Başarı, Dijital hikâye anlatımı.

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Introduction

Students who go to a different country as exchange students for all or part of their education period are defined as “foreign national students” (OECD, 2013). In other words, foreign national students aim to be successful by leaving their mother country where they were born or raised to benefit from the host country's education system. Foreign national students who want success must adapt to the host country's education system (Ak, 2020). However, in the adaptation process, obstacles are encountered, such as language, income, gender, communication, mutual relations, and related concerns. Language stands out as a decisive factor in overcoming these difficulties and gaining achievement in education. Several factors are influential in the learning of a language by students. Among these factors, achievement and self-efficacy are considered necessary, as well as the methods adopted in the learning process (Sungur et al., 2016).

Self-efficacy can be explained as the belief in one's potential to bring learning and behavior to a sufficient level (Azar, 2010). Individuals can obtain information about their self-efficacy from their experiences, physical and emotional states, observations, and verbal persuasion studies. Experiences are the situations in which the success or failure of the individual while performing a specific job or task in the past affects the expectations of success in similar problems in the future. For example, an individual who achieved easy achievements in the past may lose courage when he fails (Aydede, 2009). Studies indicate a positive relationship between individuals' self-efficacy and achievement and that achievement also increases as self-efficacy increases. From this point of view, self-efficacy becomes an essential factor in predicting student achievement in EFL (Azar, 2010).

Achievement is one of the significant indicators of whether the objectives targeted by a learning process have been realized and, if so, to what extent they have been achieved. Like any other factor in educational sciences, achievement is among the variables that cannot be fully controlled. Although many researchers have studied achievement for years, making a complete list of the factors affecting it is impossible. This ambiguity, which seems complicated at first, is also helpful because it allows the prediction of many active sub-factors in the learning processes (Aljaraidh, 2020). Achievement has always been essential in educational research, considering the education system primarily focuses on achievement. The achievement has also been significant for EFL, and many educators have attempted to increase student achievement by implementing various learning practices (Altay et al., 2022).

Learning methods that are thought to be effective on both achievement and self-efficacy have been used in many learning processes, including EFL processes. Technology has also been used to a great extent in improving education. One of the most popular educational technology applications in recent years is using digital stories in learning processes. In general, a digital story is defined as a product used in the transfer of historical events and personal stories, primarily fictionalized in a computer environment, consisting of many elements such as voiceover, graphics, text, music, and, in this context, created mainly by using multimedia tools, but in which creativity, aesthetics, and art are used (Sawyer & Wills, 2011). Digital storytelling came into being due to combining traditional storytelling with technology, with the increasing use of digital media tools in education and training to make learning effective and permanent, depending on the rapidly developing technology (Robin, 2006).

According to related literature, language is an essential tool that enables communication between people, and the mother tongue is insufficient for people's professional, cultural, and social development (Sungur et al., 2016). However, limiting factors such as cultural differences, adaptation problems, and anxiety negatively affect language learning (Ak, 2020). Foreign national students are more affected by these limiting factors that hinder language learning (Hava, 2021). On the other hand, learning tools developed using educational technologies reduce the barriers to language learning. One of the learning tools developed using educational technology is digital storytelling. However, there are a limited number of studies investigating the effects of digital story applications in language teaching of foreign national students on self-efficacy and achievement (Tanrikulu, 2022). This study aimed to investigate the digital storytelling experiences and the effect of digital story-based EFL education on foreign national teacher candidates' self-efficacy and academic achievement.

Method

Research Design

The study adopted a mixed design. The quantitative dimension of the study was carried out in a pre-experimental one-group pretest-posttest research style, and the effects of digital storytelling practices on English language self-efficacy and academic achievement were revealed. The qualitative dimension of the study was carried out in a case study style and tried to determine the pre-service teachers' opinions about the developed digital story applications. (McMillan & Schumacher, 2001).

Participants

The participants were recruited for a project supported under a 2209A University Students Research Projects Support Program. Since the project aims to provide digital storytelling-based EFL education for foreign national teacher candidates studying at the Western Black Sea Region universities, they were allowed to apply by filling out the online application form. A total of 117 applications were received from foreign national teacher candidates studying at the education faculties in Bartın, Bolu, Ereğli, Kastamonu, and Düzce for participation. While recruiting the participants, it was considered that equal numbers of all faculties and equal distribution of gender were ensured. Accordingly, six teacher candidates (three female and three males) were determined from each faculty, and 30 teacher candidates were identified as participants. Participants study science, primary school mathematics, psychological counseling and guidance, special education, social studies, and classroom teaching programs. They were voluntarily included in the study and filled out the Participant Consent Form before the data collection process. It has been assumed that teacher candidates have the necessary competence to participate in the digital story education that will be developed since they continue their courses through distance education during the pandemic process.

Digital Story Development Process

Digital story applications were developed for the participants to learn EFL during the study process. While determining the scope of digital stories, the contents of EFL I and II courses in the lesson plans defined by the Council of Higher Education (CoHE) Education and Training Department were considered (CoHE, 2018). CoHE stated that a teaching process should be designed based on the events encountered in situations, such as introducing a place, event, or person, making directions, or cooking recipes based on the grammatical patterns of EFL courses. For this reason, the prepared digital stories are designed to cover the specified topics.

Ten digital story modules were developed considering EFL I and II course definitions. While developing the modules, Audacity was used for creating the audio files, Photoshop for the image editing, Easy Video for the video editing, and Pixton for the digital story creation. Developed modules and their contents are summarized in Table 1.

Table 1

Module topics and scopes

Module	Topic	Context
1. Getting to know you	Present continuous tense	Introduce yourself
2. Describing people		Introducing a celebrity
3. Asking for and giving direction	Simple present tense	Giving directions
4. Making a recipe		Making a recipe
5. Using vehicles to transport	Past tense	Using transportation
6. Shopping		Shopping at the market
7. Poster making	Future tense	Preparing a poster
8. Talking about the weather		Weather forecast
9. Short writing	Modals	Short writing
10. Filling a form		To fill out a form

Each module includes questions for understanding the story and exercises related to the subject and the digital story. The designed modules were examined by three instructors who are experts in the field of EFL. Experts were asked to evaluate the subject and scope of the modules and their suitability for the level. After the arrangements were made in line with the expert opinions, the modules were piloted with three teacher candidates who were not participants. In line with the exposed experiences during the pilot implementation, the modules were finalized and usable in the study. Some images from digital stories are shown in Figure 1.



Figure 1 Scenes from digital stories of different modules

Data Collection Tools

The study data were collected using the Self-Efficacy Scale for the English Language, the English Language Achievement Test for Teacher Candidates, and the English Language Teaching Interview Questions with Digital Stories.

Self-Efficacy Scale for the English Language

The scale developed by Hancı Yanar (2008) was used to determine the self-efficacy of the participants (Appendix 1). The scale was prepared as a five-point Likert type. Participants answered the propositions on the scale by stating their level of agreement. There are 34 propositions on the scale, eight in the sub-dimensions of reading, writing, and listening, and six of which are speaking. The Cronbach alpha reliability value calculated within the scope of the scale study was found to be 0.987. It was filled by the participants in an average of 25 minutes before and after the English education with digital stories.

English Language Achievement Test for Teacher Candidates

The test was used to determine the effect of digital stories on teacher candidates' English Language achievement. There are 20 multiple-choice questions in the test. The questions were prepared in a multiple-choice style with five options. The test content included present continuous, present simple, past, and future tenses and modal verbs based on the scope of EFL I and II courses determined by CoHE. While preparing the test questions, 25 draft questions were first designed. These questions were examined by three faculty members who are experts in teaching EFL regarding subject coverage and suitability for education level. In line with the examination, some corrections were made regarding word selection and grammatical structure in some questions. Then, the pilot application of the draft test, prepared with the participation of 100 teacher candidates who were not included in the participants, was conducted. The distinctiveness and strength values calculated for the items remaining in the test as a result of the item analysis applied to the data obtained from the pilot application are presented in Table 2.

Table 2*Item analysis results of achievement test items*

Question	Difficulty	Discrimination	Question	Difficulty	Discrimination
1	0.62	0.44	11	0.50	0.92
2	0.56	0.48	12	0.60	0.80
3	0.48	0.96	13	0.54	0.76
4	0.60	0.72	14	0.22	0.36
5	0.56	0.32	15	0.62	0.60
6	0.52	0.80	16	0.62	0.60
7	0.76	0.48	17	0.24	0.32
8	0.74	0.44	18	0.32	0.32
9	0.68	0.48	19	0.28	0.40
10	0.60	0.72	20	0.56	0.64

In addition, the calculated Cronbach alpha reliability value was found to be 0.752. Thus, an achievement test was developed for teacher candidates with sufficient validity and reliability for the study (Appendix 2). The participants completed the test in an average of 25 minutes before and after the English language education with digital stories.

English Language Teaching Interview Questions with Digital Stories

In the study, the opinions of participant teacher candidates about digital story education were determined with semi-structured interview questions. During the study, semi-structured interviews were conducted with ten randomly selected participants to assess their opinions based on their experiences with digital stories and English language education. During the interviews, the participants were asked questions about their English learning experiences, the benefits of English education with digital stories, the features they liked, the difficulties or limitations they experienced during the education, and the features they wanted to be changed (Appendix 3). The prepared questions were tested by making a pilot application with three teacher candidates who were not included in the participant group. In addition to the data and experiences obtained during the pilot application, the questions were finalized by taking the opinions of the three expert lecturers in EFL education. Thus, the interview questions were made ready for implementation. The interviews, which were held after the English training with digital stories, lasted an average of 30 minutes.

Implementation

Before the implementation, permission was obtained from the Bartın University Social and Human Sciences Ethics Committee. The study was implemented in three main stages during the 2021-2022 academic year. In the first stage, the participants were given a Self-Efficacy Scale and an Achievement Test before the English education with digital stories. The scale and the test were made available to the participants online. Thus, the self-efficacy and achievements of the participants were determined two weeks before the application.

In the second stage, the digital stories were made available to the participants on the website www.gelecekegitim.org. Digital stories have always been accessible to participants. Participants could access the website with digital stories on their PC, laptop, tablet, or smartphone whenever they wished, regardless of the place. They could listen to the stories, watch them, and do related studies. Moreover, each module includes worksheets with questions to increase intelligibility and practice. In addition to the participants' lessons, an online lesson was held over the Zoom program, consisting of at least 40 minutes one day a week. The lessons the project team conducted gave information about the story, subject, and scope. Then, the story in the relevant module of that week was watched with audio and video. Participant feedback on the story was received. Then, questions about the intelligibility of the story were tried to be answered by the participants. Finally, the practice questions about the module's subject were responded to. Thus, one module per week and ten modules in ten weeks were completed.

The third stage was carried out two weeks after the end of the English education with digital stories. Before the training, the participants filled out the Self-Efficacy Scale and the Achievement Tests at this stage. In addition, semi-structured interviews were conducted with 10 participants by asking the interview questions.

Data Analysis

Content analysis was conducted on the qualitative data obtained through the English Language Teaching Interview Questions with Digital Stories. Coding was done around the themes and categories. The pre-themes and categories created were reviewed in line with the data obtained and organized by following the inductive analytical processes defined by Frankel and Wallen (2000). The successive categorization and validation studies continued until the data were sufficiently reduced and organized with the help of English education experts experienced in assessment and evaluation. The qualitative findings obtained were supported by participant statements and presented under the subject headings.

The data obtained through the self-efficacy scale and the achievement test for teacher candidates were analyzed with a statistical package program. The change in the participants' achievement was determined after analyzing the test items and after the application compared to the pre-application. Then, in addition to descriptive statistical studies based on the level of participation of the participants in each statement in the scale, comparative statistical analysis studies were conducted to determine the sub-dimensions of the scale and the change after the application compared to the pre-implementation. Quantitative findings are summarized in tables in the findings (McMillan & Schumacher, 2001).

Findings

The findings obtained by analyzing the data collected using the data collection tools of the study are presented under the headings.

Findings Obtained Through the Self-Efficacy Scale for the English Language

Determining the self-efficacy of the participants before the application, determining the self-efficacy they had after the application, and the change in their self-efficacy after the application compared to the pre-application were examined through the Self-Efficacy Scale for the English Language. The findings that emerged from examining the change in self-efficacy and the administration of the scale before and after the application are presented in Table 3.

Table 3

Comparison of self-efficacy before and after the implementation

Dimensions	Test	N	Mean	S.D.	t	df	p																																												
Reading	Pre	30	20,133	4,995	-6,486	58	0,000																																												
	Post	30	29,233	5,841				Writing	Pre	30	22,133	6,601	-7,137	58	0,000	Post	30	35,200	7,549	Listening	Pre	30	21,967	6,557	-7,252	53,513	0,000	Post	30	36,533	8,835	Speaking	Pre	30	13,233	4,321	-6,427	58	0,000	Post	30	21,333	5,384	Total	Pre	30	77,467	21,203	-7,431	58	0,000
Writing	Pre	30	22,133	6,601	-7,137	58	0,000																																												
	Post	30	35,200	7,549				Listening	Pre	30	21,967	6,557	-7,252	53,513	0,000	Post	30	36,533	8,835	Speaking	Pre	30	13,233	4,321	-6,427	58	0,000	Post	30	21,333	5,384	Total	Pre	30	77,467	21,203	-7,431	58	0,000	Post	30	122,433	25,477								
Listening	Pre	30	21,967	6,557	-7,252	53,513	0,000																																												
	Post	30	36,533	8,835				Speaking	Pre	30	13,233	4,321	-6,427	58	0,000	Post	30	21,333	5,384	Total	Pre	30	77,467	21,203	-7,431	58	0,000	Post	30	122,433	25,477																				
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	Post	30	122,433	25,477																																															

It is seen that there is a statistically significant difference in each sub-dimension and total after the application compared to the pre-application. In addition, when the average values are considered, it is seen that the self-efficacy in the reading sub-dimension was 20.133 before and 29.233 after the application. Similarly, while the self-efficacy in the writing sub-dimension was 22.133 before the application, it was determined to be 35.200 after the application. While the self-efficacy in the listening sub-dimension was 21,967 before the application, it was determined that it was 36,533 after the application. While the self-efficacy in the speaking sub-dimension was 13,233 before the application, it was seen to be 21,333 after the application. Finally, while the total self-efficacy was 77,467 before the

application, it was found to be 122,433 after the application. As a result, it was determined that the statistically significant difference among four sub-dimensions and self-efficacy in total favored the post-application. In other words, English language education with digital stories caused an increase in the self-efficacy of the participants after the application compared to before the application.

Findings Obtained Through the English Language Achievement Test for Teacher Candidates

Determining the achievement of the participants before the application and after the application to identify any possible change in the achievement after the application compared to the pre-application were examined through the English Language Achievement Test for Teacher Candidates. The findings that emerged as a result of examining the change in achievement, as well as the application of the test before and after the application, are presented in Table 4.

Table 4

Comparison of achievement before and after implementation

Dimensions	Test	N	Mean	S.D.	t	df	p
Total	Pre	29	8,552	3,007	-7,227	58	0,000
	Post	31	14,387	3,232			

It is seen that there is a statistically significant difference after the implementation compared to the pre-implementation when the data obtained from the test is taken into consideration. In addition, when the average values are considered, it is seen that while the total achievement was 8.552 before the implementation, it was 14,387 after the implementation. As a result, it was determined that the statistically significant difference in real achievement favored the post-implementation. In other words, English language education with digital stories caused an increase in the achievement of the participants after the implementation compared to before the implementation.

Findings Obtained Through the English Language Teaching Interview Questions with Digital Stories

The findings obtained from the interviews with ten teacher candidates determined among the participants were presented in tables by the question titles. First of all, the participants in the interview were asked, “What is digital storytelling? Can you describe it in your own words?” question was posed. The codes created by examining the answers to the question are shown in Table 5.

Table 5

Views on the definition of digital storytelling

Code	N
The use of computers in storytelling	9
Adding audio and video to stories	4
It is a form of teaching	3

It is seen that the interviewees define digital storytelling at the highest rate as “Using computers in storytelling”. Secondly, it was determined that the interviewees defined “Adding sound and image to stories”. Finally, it is understood that the interviewees define digital stories as “a form of teaching”.

“What comes to your mind when you say English education with digital stories?” question was posed to participants. The codes created are shown in Table 6.

Table 6

Views on English education with digital stories

Code	N
The use of digital stories in English language teaching	7
It is a method used in distance education.	2
Teaching the English language with real-life events	1

It is seen that the interviewees define English language education with digital stories as the "Use of digital stories in English education" at the highest rate. Secondly, it was determined that the interviewees defined "a method used in distance education". Finally, it is understood that the interviewees describe English language education with digital stories as "Teaching English with real-life events".

The participants were asked, "Do you think English education with digital stories is beneficial?" question. The codes created are shown in Table 7.

Table 7

Views on the benefits of learning the English language with digital stories

Code	N
I learned with fun	8
I had the opportunity to practice English	7
Improved my English knowledge	5
I met new friends	1

The most beneficial aspect of English language education with digital stories among the interviewees is "I learned with fun". Secondly, it was determined that the interviewees expressed the phrase "I had the opportunity to practice English". Third, it was determined that the interviewees expressed their opinion as "I have increased my English knowledge". Finally, it is understood that the interviewees included the expression "I met new friends" among the benefits of English education with digital stories.

To the participants, "Did you have any difficulties in English education with digital stories?" question was posed. The codes created are shown in Table 8.

Table 8

Views on the difficulties experienced in English education with digital stories

Code	N
Yes, I did	7
Internet connection	6
Some subjects were difficult	2
I had a hard time doing the exercises	3
Weekend hours	1
No, I did not	3

Over half of the interviewees mentioned a problem experienced in English language education with digital stories. Still, some interviewees stated that they did not experience any difficulties. It is seen that the most common problem experienced by the interviewees in English language education with digital stories is "Internet connection". Secondly, it was determined that the interviewees said, "Some of the subjects were difficult". Third, it was determined that the interviewees expressed their opinion as "I had difficulty doing the exercises". Finally, it is understood that the interviewees included the expression "Class hours are on weekends" among the limitations of English education with digital stories.

"Would you like to apply digital stories in other lessons?" question is asked to the participants. The codes created are shown in Table 9.

Table 9*Views on the implementation of digital stories in other lessons*

Code	N
Yes, I would	8
I believe it will be useful	5
I believe it will be fun	3
Appeals to multiple senses	1
No, I do not want to	2
Internet problem	1
Not suitable for all courses	1

Over half of the interviewees had favorable opinions about implementing digital stories in other lessons. Still, some had negative opinions. It is seen that the interviewees said their positive views on the application of digital stories in other lessons as "I believe it will be useful" at the highest rate. Secondly, it was determined that the interviewees expressed the phrase "I believe it will be fun". Third, it was determined that the interviewees expressed a favorable opinion as "It appeals to more than one sense organ". On the other hand, it was determined that one of the interviewees had negative views about the application of digital stories in other lessons, stating that "Internet problem" and "It is not suitable for every lesson".

"Will you use digital stories in your future lessons? Why?" question was posed to participants. The codes created are shown in Table 10.

Table 10*Views on the use of digital stories in future lessons*

Code	N
Yes, I use	8
Increases motivation	5
It has an educational effect	4
It can be used in distance education	2
It is economical	1
It provides a different environment	1
No, I do not use	2
Difficult to prepare	1
Difficult to apply in the classroom	1

Over half of the interviewees stated they had positive views on using digital stories in future lessons. Still, some had negative opinions. It is seen that the interviewees said their positive views on the use of digital stories in future lessons "Increases motivation" at the highest rate. Secondly, it was determined that the interviewees expressed the phrase "It has an educational effect". Third, it was determined that the interviewees gave a positive opinion: "It can be used in distance education". Finally, it was found that one of the interviewees expressed positive views such as "It is economical" and "It provides a different environment". On the other hand, it was determined that one of the interviewees expressed opposing views on applying digital stories in future lessons, stating that "It is difficult to prepare" and "It is difficult to apply in the classroom".

Discussion, Conclusion, and Recommendations

The study aimed to provide English language education with digital stories with the participation of foreign national teacher candidates and to reveal the reflections of the education on the participants' self-efficacy, achievement and views about education. The findings reveal increased participants' self-efficacy after using English language education with digital stories compared to before the application. The increase draws attention to the increase in the sub-dimensions of reading, listening, writing, and speaking, as well as the overall scale. Studies investigating the effects of educational activities on self-efficacy reported that the participants' self-efficacy increased (Belda-Medina, 2022). English language education with digital stories was prepared easily and understandably; being an additional training to existing EFL courses and accessible online at any time positively affected the participants' self-efficacy. In addition, the fact that the teacher candidates who participated in the training were selected from among the teacher candidates studying at five different universities within the scope of a project positively affected their belief that they could improve their English (Goetze & Driver, 2022). In addition, English language education with digital stories is designed to allow students to improve their listening, reading, writing, and speaking skills. Considering all these, there has been improvement in the participants' general self-efficacy and skill areas.

In the study, the change in the achievement of the participants who received English language education with digital stories was determined after the implementation compared to the pre-implementation. The researchers developed the English Language Achievement Test for Teacher Candidates and revealed that the participants' achievement increased after the implementation compared to the pre-implementation. In studies investigating the effects of educational activities on achievement, it has been reported that an increase in the achievement of the participants was observed (Moiseenko, 2022). In digital story education, firstly, the pre-learning was activated, then listening to and watching the digital stories, even being readable as a comic book, short information about the subject, exercises, and homework were influential in the achievement of the participants.

The views of the participants who received English language education with digital stories were also revealed through interviews conducted within the scope of the study. The interviews revealed that the participants' awareness of digital stories caused them to define digital stories as a teaching method that can be used in English language education and other courses. Participants found the digital stories entertaining, practical, informative, and helpful in making friends. However, the participants stated that they had problems with an internet connection, subject difficulty, practice difficulty, and lesson hours during the training with digital stories. Most participants said they would use digital stories in their future lessons to increase motivation, be compatible with distance education, and be economical. However, very few participants stated that they would not use digital stories in their future lessons due to the difficulty of preparing and applying them in the classroom. In studies conducted to determine the effects of training given with digital stories on the opinions of the participants, it was found that the awareness of the participants increased, the participants began to see digital stories as a teaching tool, and they led to positive thoughts such as motivating, entertaining and instructive about digital stories (Okumus, 2020; Tanrikulu, 2022). It is seen that the participant views that emerged in this study are due to the features such as the participant level of the distance education given using digital stories, its ability to help the lessons, and the fact that the participants talk about the events that they may encounter in real life.

As a result, it was determined that English language education with digital stories increased the participants' self-efficacy and achievement and caused them to develop opinions by providing educational experiences with digital stories. Because the participants are foreign nationals, the digital stories are prepared according to the content determined by CoHE, they are made with distance education, and the participant's views increase the study's originality. Future studies need to determine the effects of digital stories if English language education is adapted to EFL programs or harmonized with courses at primary, secondary, and high school levels. In addition, it is thought that determining the effects of English language education with digital stories on different variables such as attitude towards the lesson, vocabulary, and word patterns, besides self-efficacy, achievement, and participant views, will make significant contributions to the field.

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Appendixes

Appendix 1: Sample Items of the Self-Efficacy Scale for the English Language

- I can understand when I read a text written in English.
- I need help doing the given activities related to writing in English
- I can extract the main idea of the English speakers I listen to.
- I can meet my daily needs by using English.

Appendix 2: Sample Items of the English Language Achievement Test for Teacher Candidates

17. Which of the following is the sentence in a paragraph in which the main idea is reworded?

Concluding sentence

Supporting sentences

Topic sentence.

Detailed sentences

Discussion sentence

20. Tim is an education researcher and plans to do research with middle school students. Since he is planning to search with students, he needs to ask for the permission of parents and students.

Which of the below forms does Tim need to prepare to get permission from parents and students?

Information form

Contact form

Consent form

Registration form

Application form

Appendix 3: The English Language Teaching Interview Questions with Digital Stories

1. What is digital storytelling? Can you describe it in your own words?
2. What comes to mind when you think of English education with digital stories?
3. Do you think English education with digital stories is practical?
4. Did you have any difficulties in learning English with digital stories?
5. Would the digital stories be applied in other lessons?
6. Will you use digital stories in your future lessons? Why?

