

THE IMPACT OF PROJECT-BASED DIGITAL STORYTELLING ON ENHANCING EFL ORACY SKILLS AND MOTIVATION OF SAUDI UNIVERSITY STUDENTS

Khaled Elkotb Mahmoud Elshehawy

Abstract

This study investigated the impact of project-based subtitled digital storytelling on enhancing EFL oracy skills (listening and speaking) and motivation of EFL Saudi University students. Forty-level two students, majoring English language at the University College of Taymaa, Saudi Arabia, were assigned and randomly distributed into two equivalent groups: experimental and control. The study adopted the quasi-experimental design and the qualitative interpretation. The instruments were EFL oracy checklist, EFL oracy test, EFL motivation questionnaire, and team-peer evaluation digital storytelling scoring rubric. t-test for independent samples and the effect size technique were employed to measure the differences between the means of the two groups. The findings indicated that there were statistically significant differences in the mean scores of the pre/post EFL oracy test and pre/post administration of the motivation questionnaire in favor of the experimental group. Moreover, interpreting the data qualitatively, encouraged the participants of the treatment in improving their EFL oracy skills and enhancing their motivation. Thus, this research is recommended in other areas like reading and writing.

Key words: EFL oracy skills, EFL motivation, projects, digital storytelling, subtitles.

مخلص:

بحثت الدراسة الحالية تأثير القصص الرقمية القائمة على المشروع في تعزيز مهارات الشفاهية والدافعية في اللغة الإنجليزية كلفة أجنبية لدى طلاب الجامعة السعوديين. اشتملت عينة الدراسة على أربعين طالبا، تخصص اللغة الإنجليزية من طلاب الكلية الجامعية بتيما بالملكة العربية السعودية، ووزعت عشوائيا إلى مجموعتين متساويتين: تجريبية وضابطة. تبنت الدراسة التصميم شبه التجريبي بالإضافة إلى التفسير النوعي. تكونت أدوات الدراسة من: قائمه مرجعية لمهارات الشفاهية في اللغة الانجليزية كلفة أجنبية , اختبار شفاهية, مقياس دافعية, مفتاح تصحيح القصص الرقمية القائم على تقييم الأقران. تم استخدام اختبار t للعينات المستقلة وتقنية حجم التأثير لقياس الفروق بين وسائط المجموعتين. أظهرت النتائج وجود فروق ذات دلالة إحصائية في متوسط درجات اختبار الشفاهية القبلي/ البعدي وتطبيق مقياس الدافعية القبلي/ البعدي لصالح المجموعة التجريبية. وعلاوة على ذلك، كشف تفسير البيانات نوعيا أن عينة الدراسة أكدوا فعالية برنامج الدراسة في تحسين مهارات الشفاهية لديهم وتعزيز دافعتهم نحو برنامج الدراسة ومهارات الشفاهية. وبالتالي يوصى بهذا البحث في مجالات أخرى مثل القراءة والكتابة.

Introduction

Students often prefer instead of sitting in a class taking lessons to learning by doing, i.e. hands on tasks, which could be nourished for example, in project-based instruction. Moreover, they mostly get bored when they study in courses, but they do not when they watch movies or hear and/or tell stories. Why then EFL instructors do not allow learners to learn for example, through English subtitled movies and digital storytelling? If allowed, what would be the impact of these types of learning on the English language skills,

particularly, listening and speaking (oracy skills)? Subsequently, the following question may be asked, what then would motivate students to learn English language especially, oracy skills? Hence, what is oracy?

The term oracy has been devised as a kind of parallelism for the term literacy in order to illustrate its importance in the process of teaching English language. Wilkinson, in his book *Spoken English* (Wilkinson, Davies and Atkinson, 1965) cited in Malherbe (1995, p.6) coined the term oracy. At that time, classroom work

was dominated by reading and writing i.e. literacy. Consequently, many educationists felt the need to establish a parallel approach, encompassing listening and speaking and speaking skills are integrated.

Integration between the two main EFL oracy skills (listening and speaking) take several forms, as they are the core of acquiring communicative language competences (e.g. phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence) in language learning. For example, the speaker needs the listener because speaking is rarely carried out in isolation as indicated by Redmond and Vrchota (2007, p.120) that , “speakers are at the mercy of listeners.” Besides, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling and reaction to the speakers. Therefore, listening will not occur in isolation; in other words there must be a speech to listen to.

In the field of TEFL, teaching listening and speaking for English language learners is quite complicated and it needs good educational instruments. Graham (2006) contends that students often complain that listening and speaking are their susceptible spots. This is because mastering these two skills is not easy, especially, for those living in countries where English is not their first language. Therefore, students are always looking for good educational tools to help them improve their EFL oracy skills and arouse their motivation while learning. Project-based instruction approach is one of these educational tools as stated by many researches (e.g. Brinton, 2003; Brown, 2001; Eyring, 2001) .

There are a number of definitions for project-based instruction (PBI) and all of them clarify its importance in the educational process. For example, it is an authentic learning model or strategy in

which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Westwood, 2008). Moreover, PBI has a number of merits in teaching English as a foreign or second language. For example, some researchers (e.g. Candlin, et al.,1988; Haas, 2000) claim that PBI is beneficial for L2 (EFL/ESL) education as it provides the learners with the chance to improve their accuracy, fluency, communicative competence and abilities in the target language by interacting and communicating with one another and with native speakers in real contexts.

Numerous studies highlighted from different perspectives the advantages of using PBI in the L2 (ESL/EFL) learning process. Some studies (e.g. Sarlak, 2016; Farouck, 2016) concentrated on the efficient role of PBI in developing the students' EFL speaking and communicative skills. In addition, other studies (e.g. Gardner, 1995) highlighted the impact of PBI in developing the students' listening skills. Furthermore, some of them (e.g. Kavlu, 2016) focused on one skill, reading skill or writing skill (e.g. Sadeghi, et al., 2016). Besides, others (e.g. Poonpon, 2008) dealt with the four skills all together. After this short review of the PBI approach literature, the question that arises here is what are the components of the projects of the current study?

In the current research, the proposed projects consisted of two of the most highly motivating educational instruments, namely, English language subtitles, particularly, the bimodal one and the digital storytelling. Subtitles are defined as the printed translation or the textual versions of the dialogue in films and television programs that one can read at the bottom of the screen when one is watching a foreign film (Canning-Wilson & Wallace, 2000). Zanon (2006) cited in Rokni and Ataee (2014,p.716) distinguished three types of subtitling as

follows: (1) Bimodal subtitling: From English dialogues to English subtitles and that type is followed in the present research; (2) Standard subtitling: From English dialogues to subtitles in the learners' mother tongue, and (3) Reversed subtitling: From dialogues in the learners' mother tongue to English subtitles.

Reviewing the previous studies that investigated the impact of using L2 subtitles in the field of L2 (ESL/EFL) instruction, revealed that various studies have been conducted to facilitate the acquisition of the four language skills either receptive (listening and reading) or productive (speaking and writing). For example, Rokni and Atae (2014) examined the impact of subtitles on enhancing the learners' oral production skills. Moreover, Nasab and Motlagh (2017) highlighted the efficient role of subtitles in improving and increasing the learners' vocabulary recognition and comprehension. In addition, Wang (2014) demonstrated the significance of the subtitles in enhancing the learners' listening skills.

Concerning the second component of the PBI, digital storytelling (DS) can be considered a pedagogical instrument for L2 instructors to work on different areas of language in order to generate students' interest and motivation (Masats, et al., 2009; Hottmann, et al., 2010). As indicated by Michalski, Hodges, and Banister (2005,p.2) that DST " involves telling stories using multimedia technologies, providing a format for students to put their thoughts together, visually, aurally, and kinesthetically ". Concerning the process of creating DS, Masats, et al. (2009) state that the learner can use software programs such as Camtasia Studio 8/7, iPhoto, iMovie, Power Point or Windows Movie Maker.

Several studies based on the benefits of DS in these educational environments have been conducted. These studies

employed DS in the L2 (ESL/EFL) from different point of views. For example, Rokni and Qarajeh (2014) highlighted the importance of the DS in improving the oral skills of the L2 (ESL/EFL) learners. Furthermore, Tahriri (2015) demonstrated the positive impact of using DS on developing EFL oracy skills and motivation of the Iranain EFL students. Moreover, Xie (2016) demonstrated the influence of DS in improving the EFL motivation and efficiency in EFL learning of one of the EFL Chinese University students .

From the above discussion, it could be concluded that PBI approach with its two components-English subtitles and digital storytelling- settled in the present research are all motivating teaching approaches in the field of TEFL. Whereas EFL Saudi learners get bored so quickly, learning in motivating circumstances is very beneficial for them. Hence , it could be stated that the proposed program of this study is expected to be suitable for the nature of the EFL Saudi learners, particularly, the University students.

The data to show the problem of this study have been gathered from different sources:1)The pilot study which was conducted on the Saudi students: The oracy test and the motivation questionnaire, and 2) From the researcher's experience.

Pilot Study

To investigate the level of the oracy skills of the second level students at University College of Taymaa, University of Tabuk , Saudi Arabia, Department of Languages and Translation, a pilot study was conducted. A random sample of 20 students out of 40 students was selected to sit for an EFL oracy test. The test was based on the University students' textbook: *New Head Way Plus-Pre Intermediate*. It was designed by the researcher and validated by 6 EFL lecturers at the University of Tabuk. It consisted of ten-

interview questions for each student to measure students' speaking skills using speaking checklist and a listening

comprehension test to measure their listening comprehension. The results were as below:

Table (1): Speaking Checklist Results

Domain	Poor	Below Average	Very Good	Excellent	Students' total number
Fluency	10	5	5	-	20
	50%	25%	25%	0%	
Accuracy	11	9	-	-	20
	55%	45%	0%	0%	
Vocabulary	5	10	5		20
	25%	50%	25%	0%	
Confidence & Ability to Communication	8	7	5		20
	40%	35%	25%	0%	

The interpretation of table (1) shows the weakness of students in the speaking skills. Fluency: (10 students, poor, 50%); (5 students, below average, 25%); (5 students, very good, 25%); (zero students, excellent, 0%). Accuracy (11 students, poor, 55%); (9 students, below average, 45%); (zero students, very good, 0%); (zero students, excellent, 0%). Vocabulary: (5 students, poor, 25%); (10

students, below average, 50%); (5 students, very good, 25%); (zero students, excellent, 0%). Confidence and ability to communication (8 students, poor, 40%); (7 students, below average, 35%); (5 students, very good, 25%); (zero students, excellent, 0%). Concerning the listening skills, table (2) below illustrates the results.

Table (2): Students' Mean Score on the LCT

Skills	Total Scores	Mean	SD	(M) Ratio%
Listening comprehension Test (LCT)	12	5.4	1.2	%64.8

Results in table (2) indicate that the mean score of the participants is 5.4 (64.8%) which indicates that students need improvement in listening comprehension skills. The listening comprehension test total mark was 12. Whereas 8 students obtained 4 marks (33%). Moreover, 8 students obtained 6 marks (50%) and 4 students obtained 7 marks (58%). The interpretation of these results is a clear evidence on the students' poor level concerning EFL oracy skills.

Regarding students' motivation towards EFL oracy skills, through conducting an unstructured interview with the students (20 students), they stated different responses. As for the mistakes in speaking English, the students had a mix of reactions. Ten students affirmed that

they became very nervous when they tried to speak in English. Another group (7 students) of participants stated that their limited knowledge of English causes them to make mistakes. Moreover, 3 students expressed their dislike of speaking English and listening to tape scripts. As well as, 4 students agreed that they felt shy when speaking English. All students (20 students, 100%) confirmed that lack of vocabulary, less exposure in real life English and less access to practice in English were the main causes of their mistakes in their spoken English.

In addition, the researcher's experience as a lecturer of English at the University of Tabuk, Taymaa Campus, Saudi Arabia for more than 4 years remarked the students' unsatisfactory

performance in the EFL oracy skills. He also felt their unwillingness to participate in discussing in class due to their shyness and inability to talk fluently and/or accurately. Hence, he believed that implementing project-based subtitled digital stories treatment would reinforce the students' oracy skills and motivate them.

Statement of the Problem

Based on the results of the pilot study, the review of literature and the researcher's experience, the problem of the study is stated as follows: The EFL oracy skills and motivation of the Saudi University students need to be enhanced. Thus, this study investigated the impact of the project-based subtitled digital storytelling treatment on improving EFL oracy skills and motivation of the Saudi University students .

Questions of the Study

The present study answered the following main question:

What is the impact of project-based subtitled digital storytelling treatment on enhancing EFL oracy skills and motivation of Saudi University students?

The main question was answered by the following sub- questions:

- 1-What are the EFL oracy skills needed for the Saudi University students?
- 2-What is the impact of project-based subtitled digital storytelling treatment on enhancing the EFL listening skills for the Saudi University students?
- 3- What is the impact of project-based subtitled digital storytelling treatment on enhancing the EFL speaking skills for the Saudi University students?
- 4- What is the impact of project-based subtitled digital storytelling treatment on enhancing the EFL motivation of the Saudi University students?

Purpose of the study

The present study aimed at measuring the impact of project-based subtitled digital storytelling treatment on enhancing

EFL oracy skills and motivation of Saudi University students.

Significance of the Study

The present study is significant for a wide-range of audience as follows:

-Instructors: It is relevant to EFL tutors and teachers because implementing new pedagogical practices may result in effective outcomes for their students.

-Students: Implementing project-based subtitled digital storytelling treatment may provide a means for reviving students' interest and giving them opportunities to talk and make English more accessible and enjoyable. Thus, increased level of achievement over time may be obtained.

-Planners: It may assist researchers and raise the awareness of curriculum designers to plan new curricula making use of the proposed program of the present study for different levels and different disciplines.

Delimitations of the Study

The study was applied within the following delimitations:

- 1.The participants of the study included the students of the Department of Languages and Translation , Second Level, at the University of Tabuk, Taymaa Campus, only male students aged 18 to 23.
- 2.The study was carried out in the second term of the academic year 2015\2016.
- 3.The study was restricted to the applied tools i.e. EFL oracy checklist, EFL oracy test, EFL motivation questionnaire and the Team-peer evaluation digital storytelling scoring rubric.
- 4.The study was conducted encompassing EFL oracy skills which are listening and speaking including their sub skills of the four language competences of phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence in addition to the motivation variable.

5. The study was conducted utilizing the project-based subtitled digital storytelling treatment.

Hypotheses of the Study

- 1- There is a statistically significant difference between the mean scores of the control group and that of the experimental group on the post administration of the EFL listening test in favor of the experimental group.
- 2- There is a statistically significant difference between the mean scores of the pre- and post-administration of the EFL listening test of the experimental group in favor of the post-test.
- 3- There is a statistically significant difference between the mean scores of the control group and that of the experimental group on the post administration of the EFL speaking test in favor of the experimental group.
- 4- There is a statistically significant difference between the mean scores of the pre- and post-application of the EFL speaking test of the experimental group in favor of the post-test.
- 5- There is a statistically significant difference between the mean scores of the control group and that of the experimental group on the post administration of the EFL motivation scale in favor of the experimental group.
- 6- There is a statistically significant difference between the mean scores of the pre- and post-application of the EFL motivation scale of the experimental group in favor of the post-test.

Methodology of the Study

Participants of the Study

From University College of Taymaa, Department of Languages and Translation, University of Tabuk, Saudi Arabia, 40 male students from the second academic level in the academic year 2015/2016, second term, were selected to be the

participants of the study. Their ages were from 18 to 21.

Design of the Study

The current study adopted the quasi - experimental design. Two equivalent groups were formed, an experimental group (20 students) and a control one (20 students). The participants were randomly assigned to be either the experimental group or the control group. Furthermore, it included a qualitative interpretation to calculate the results and discuss the findings.

Instruments of the Study

The following instruments were designed and validated by the jurors to be used in the current research:

1. EFL Oracy Checklist: It worked as a guide for the study participants to identify the required oracy skills that they need to know and get familiar with. (Designed by the researcher)
2. EFL Oracy Test: It was designed by the researcher and aimed at measuring the impact of project-based subtitled digital stories intervention on the participants' achievement in their EFL oracy skills. (Designed by the researcher)
3. EFL Motivation Questionnaire : It was prepared to measure the impact of the project-based subtitled digital storytelling treatment on enhancing students' motivation towards EFL oracy skills and the subtitled digital storytelling projects. (Designed by the researcher)
4. Team-Peer Evaluation Digital Storytelling Scoring Rubric: It was prepared to assist the students of the experimental group to evaluate and get feedback on their subtitled digital storytelling products from their peers. (Designed by the researcher)

Procedures of the study

The literature and the previous studies related to EFL oracy skills, EFL motivation, project-based instruction

approach, bimodal subtitles and digital storytelling were reviewed. The oracy lessons in the University of Tabuk EFL Course (*New Headway Plus, Pre-Intermediate*) and the required oracy skills according to the University course specification were identified.

Based on this review and the researcher's work experience (English language lecturer at University of Tabuk), an EFL oracy checklist was developed. It consisted of four language competences and their sub-skills (phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence). These language competences represent the two main EFL oracy skills, namely, listening and speaking. Then, the jurors evaluated the oracy checklist content by deciding if they agree or disagree on the domains and their indicators. After validating, it worked as a guide for the study participants to identify the required oracy skills that they need to know and get familiar with throughout the program. Next, the bimodal subtitled videos needed for the treatment and the proposed program handout booklet were designed.

After that, the study instruments were designed. The content of the instruments was validated by 12 EFL Faculty teaching staff. Their feedback and recommendations were considered. Then, the reliability of the instruments was achieved through coefficient of *Cronbach Alpha* for internal consistency using the SPSS program. EFL oracy test reliability was found to be .821 and the EFL motivation questionnaire reliability was .814. Then, the pre-EFL oracy test and EFL motivation questionnaire were administered to both the experimental group and the control one in the first week of the second term of the academic year 2015/2016 to identify the students' level of EFL oracy skills and their motivation towards EFL oracy skills and bimodal

subtitled digital storytelling projects before the experiment.

Concerning the treatment, the experimental group students watched ten English bimodal subtitled videos based on the content of the University of Tabuk EFL textbook (*New Headway Plus, Pre-Intermediate*) themes. According to the themes of the University EFL textbook, some lectures had one bimodal subtitled video, other lectures had two videos. Each unit in the textbook contained one main oracy skills lesson with certain language competences (i.e. phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence) under the title of "Listening and Speaking". The duration of the videos was the same duration of the tape scripts in the text book oracy skills lesson.

There were ten sessions in ten weeks, one session per week, which was the same number of sessions and weeks of the University traditional textbook. Each session continued for two hours which was the same time of the University traditional lecture. In each session students were divided into four teams. After watching the subtitled videos, students were asked to create subtitled digital stories based on the content of the videos. They obtained feedback from their peers and the researcher using the team-peer evaluation digital storytelling scoring rubric. They were also asked to create subtitled digital stories as homework assignments to be evaluated before the beginning of the new session. Teams' products were kept for evaluation and rewarding the winner team by the lecturer when presenting the Theatre Day at the end of the experiment.

At the end of the second term, the post-EFL oracy test and the post-application of the EFL motivation questionnaire were administered to both groups to reveal the difference in the students' EFL oracy skills and in their motivation towards EFL oracy skills and

bimodal subtitled digital storytelling projects, consequently measuring the impact of the proposed project-based bimodal subtitled digital stories treatment in enhancing their EFL oracy skills and motivation. Data were collected and analyzed quantitatively and qualitatively.

Results and Discussion

Testing the main hypothesis, the first hypothesis and the third hypothesis

Table (3): Results of the T-Test of the EG and CG on the Post –EOT

Group	N	Mean	Std. Deviation	df	t-Value	Sig. value	P
Experimental	20	31.40	3.761	38	9.468	0.000	0.01
Control	20	21.15	3.048				

Results depicted in table (3) report the means and standard deviations of both EG and CG on the post EFL oracy skills (listening and speaking) test. The mean score of the EG was (31.40) with a standard deviation of (3.761), the mean score of the CG was (21.15) with a standard deviation of (3.048). This means that the statistical significant between the two groups is in favor of the experimental group. This is obvious as the *t* value (9.468) is statistically significant at the level (.01) favoring the EG. This means that the EG has significantly achieved a higher level of

To compare between the experimental group (EG) and the control group (CG) post-level of their EFL oracy skills after studying the proposed program (Project-based subtitled digital stories), a t-test for independent samples was used to determine any difference between the two groups' mean scores on the post-test. These findings are presented in table (3).

EFL oracy skills than the CG after applying the treatment. Thus, the main research hypothesis for this study which is: There is a statistically significant difference between the mean score of the EG and that of the CG on the post-EFL oracy skills at level (.01) favoring the EG is verified and accepted.

To be more precise, the researcher used the t-test for independent samples to calculate the (t) value for each skill of the EFL oracy skills (listening and speaking) for the EG and the CG after the treatment. This is evident in table (4).

Table (4): t-Value of the EG and the CG over Listening and Speaking Sub-Skills on the Post EFL Oracy Test

Listening & Speaking Sub-Skills	Group	N	M	S.D.	df	t. Value	Sig. Value	P
Phonological Knowledge	EG	20	5.65	.489	38	5.126	0.000	0.01
	CG	20	4.55	.826				
Grammatical Competence	EG	20	3.85	.875	38	4.841	0.000	0.01
	CG	20	2.50	.889				
Pragmatic Competence	EG	20	3.15	.813	38	5.447	0.000	0.01
	CG	20	2.05	.394				
Sociolinguistic Competence	EG	20	2.80	.696	38	5.294	0.000	0.01
	CG	20	1.75	.550				
Fluency	EG	20	3.00	.649	38	6.990	0.000	0.01
	CG	20	1.80	.410				
Accuracy	EG	20	3.15	.671	38	6.631	0.000	0.01
	CG	20	1.80	.616				
Active Listening	EG	20	3.15	.489	38	5.824	0.000	0.01
	CG	20	2.10	.641				
Responding and Comprehension	EG	20	3.30	.657	38	6.296	0.000	0.01
	CG	20	2.00	.649				
Confidence and Performance Skills	EG	20	3.40	.598	38	7.139	0.000	0.01
	CG	20	2.10	.553				

It is seen in table (4) that the (t) value (5.126, 4.841, 5.447, 5.294 ,6.990 ,6.631, 5.824, 6.296,7.139) in each listening and speaking sub-skill respectively is statistically significant at the level (0.01) favoring the EG. In other terms, the EG outperformed the CG in their achievement in each listening and speaking sub-skill after the treatment. The significant differences between the EG and the CG sustain the effectiveness of the project-based subtitled digital stories on

improving students' listening and speaking sub-skills in favor of the experimental group. Hence, the first and the third hypotheses of the study are verified.

To calculate the effect size of the project-based subtitled digital stories on the students' achievement level through the post EFL oracy test application of the experimental group and the control group, the researcher calculated the values of Eta square " η^2 " and Cohen's "d" as indicated in table (5).

Table (5) : "T" Value, Eta Square " η^2 " and Cohen's" d" for Each EOT Domain of the Post Test of the EG and CG and the Effect Size of the Treatment

Independent Variable	EFL Oracy Test Domains	T. Value	η^2	D	Effect Size
	Phonological Knowledge	5.126	.409	1.620	Large
	Grammatical Competence	4.841	.381	1.530	Large
	Pragmatic Competence	5.447	.438	1.721	Large
	Sociolinguistic Competence	5.294	.424	1.673	Large
Project-based Subtitled Digital Stories	Total of Part I	8.649	.663	2.734	Large
	Fluency	6.990	.562	2.210	Large
	Accuracy	6.631	.536	2.095	Large
	Active Listening	5.824	.472	1.841	Large
	Responding and Comprehension	6.296	.511	1.990	Large
	Confidence and Performance skills	7.139	.573	2.257	Large
	Total of Part II	9.085	.685	2.872	Large
	Total of Oracy Test	9.468.	.702	2.994	Large

Table (5) illustrates and reflects the large effect size of the project-based subtitled digital stories treatment on each of the EFL oracy skills and the total degree of the test of the experimental group students. In other words, the project-based subtitled digital stories treatment had a large effect in improving the EFL oracy skills (listening and speaking sub-skills) of the experimental group. Consequently, this confirms the

acceptance and the verification of the main hypothesis, the first hypothesis and the third hypothesis.

Testing the Second and Fourth Hypotheses

To indicate the significance level of the difference in the mean scores of the EG in the pre-and post- test of the EFL oracy test , a t-test for independent variables was used. Table (6) shows the results:

Table (6): Results of T-Test of EG on the Pre-Post Administration of the EFL Oracy Test

Group	Applied	N	Mean	S.D.	df	t. Value	Sig. Value	P
Experimental	Pre	20	17.25	3.754	38	-11.908	0.000	0.01
	Post	20	31.40	3.761				

The result of the t-test demonstrates that the estimated t-value (11.908) is significant at (0.01) level. This means that there is a statistically significant difference at (0.01) level with df=(38) between the mean scores of the experimental group students on the pre and post-application of the EFL oracy test in favor of the post one. This means that the project-based subtitled

digital stories treatment was effective in developing EFL Saudi University students' EFL oracy skills.

To be more accurate, t-value is estimated for every EFL oracy skills (listening and speaking sub-skills) for the experimental group before and after the treatment. Table (7) demonstrates the findings.

Table (7): t-Value of the EG over Listening and Speaking Sub-Skills on the Pre- and Post-EFL Oracy Test

Listening and Speaking Sub-Skills	EG	N	Mean	S.D.	df	t-Value	Sig. Value	P
Phonological Knowledge	Pre	20	4.70	.979	38	3.883	0.000	0.01
	Post	20	5.65	.489				
Grammatical Competence	Pre	20	2.25	1.164	38	4.913	0.000	0.01
	Post	20	3.85	.875				
Pragmatic Competence	Pre	20	1.25	.550	38	8.658	0.000	0.01
	Post	20	3.15	.813				
Sociolinguistic Competence	Pre	20	1.25	.550	38	7.815	0.000	0.01
	Post	20	2.80	.696				
Fluency	Pre	20	1.50	.513	38	8.8110	0.000	0.01
	Post	20	3.00	.649				
Accuracy	Pre	20	1.50	.688	38	7.678	0.000	0.01
	Post	20	3.15	.671				
Active Listening	Pre	20	1.80	.616	38	7.677	0.000	0.01
	Post	20	3.15	.489				
Responding and Comprehension	Pre	20	1.65	.671	38	7.859	0.000	0.01
	Post	20	3.30	.657				
Confidence and Performance Skills	Pre	20	1.70	.657	38	8.556	0.000	0.01
	Post	20	3.40	.598				

Results from table (7) illustrate that the estimated t-value (3.883, 4.913, 8.658, 7.815, 8.8110, 7.678, 7.677, 7.859, 8.556) in each of the listening and speaking sub-skills respectively is significant at 0.01 level. This reflects the statistically significant differences between the mean scores of the pre-post administration in every listening and speaking sub-skill of the EFL oracy test of the experimental group in favor of the post-test. This means

that using project-based subtitled digital stories treatment is very effective in improving the experimental group students' EFL oracy skills (listening and speaking sub-skills). Hence, the second and the fourth hypotheses are verified.

To calculate the effect size of the project-based subtitled digital stories on the pre-posttest of the experimental group, the researcher used Eta square " η^2 " and Cohen's "d". Table (8) outlines the results.

Table(8): Effect Size of Project-Based Subtitled Digital Stories in Pre-and the Post Test Application on the EG

Independent Variable	EFL Oracy Test Domains	t. Value	η^2	D	Effect Size
	Phonological Knowledge	3.883	.284	1.227	Large
	Grammatical Competence	4.913	.388	1.553	Large
	Pragmatic Competence	8.658	.664	2.737	Large
	Sociolinguistic Competence	7.815	.616	2.471	Large
Project-Based Subtitled Digital Stories	Total of part 1	10.509	.744	3.323	Large
	Fluency	8.110	.634	2.564	Large
	Accuracy	7.678	.608	2.428	Large
	Active Listening	7.671	.608	2.427	Large
	Responding and Comprehension	7.859	.619	2.484	Large
	Confidence and performance skills	8.556	.658	2.706	Large
	Total of part 11	10.806	.754	3.416	Large
	Total of Oracy Test	11.908	.789	3.765	Large

Table (8) indicates that there is a large effect size of each item and the total degrees of the EFL oracy test. This means that the project-based subtitled digital stories treatment had a large effect and developed the EFL oracy skills (listening and speaking) of the experimental group. Hence, it could be guaranteed that the project-based subtitled digital storytelling approach had a significant effect on enhancing EFL Saudi University students' EFL oracy skills. Accordingly, this

confirms the verification and acceptance of the second and the fourth hypotheses.

Testing the Fifth Hypothesis

The researcher used t-test for independent samples to determine the statistical significance level of the differences in the mean scores and standard deviations of the EG and the CG on the post-administration of the EFL motivation questionnaire (EMQ). Table (9) demonstrates the results.

Table (9): Total Average Score Differences Between EG and CG in the Post Application of the EMQ

Domain	Group	N	Mean	S.D.	Df	T.Value	Sig. value	P
Motivation Towards EFL Oracy skills (Listening and Speaking)	EG	20	52.62	1.565	38	31.227	0.000	0.01
	CG	20	31.55	2.585				
Motivation Towards Project-Based Subtitled Digital Stories	EG	20	51.45	2.373	38	30.293	0.000	0.01
	CG	20	51.45	2.373				
Questionnaire Total Degree	EG	20	104.10	3.684	38	33.919	0.000	0.01
	CG	20	61.80	4.188				

Table (9) indicates the (t) computed value, (33.919), and the significant differences at the level (0.01) between the experimental group and the control one concerning the total degree of the EFL motivation questionnaire in favor of the experimental group. In addition, there are significant differences between the means of the EG (104.10) and the CG (61.80) in favor of the experimental group. There are also significant differences between the standard deviations of the EG (3.684) and the CG (4.188) in favor of the experimental group. These results confirm

Table (10): Effect Size of the EG and CG Post Application of the EMQ Domains and Total Score

Independent Variable	Domains of EMQ	T. Value	η^2	D	Effect Size
	Motivation Towards EFL Oracy Skills (Listening and Speaking)	31.227	0.962	9.860	Large
Project-Based Subtitled Digital Stories	Motivation Towards Project- Based Subtitled Digital Stories Treatment.	30.293	0.960	9.578	Large
	Total Degree of the Questionnaire	33.919	0.968	10.707	Large

Table (10) shows the results of EFL Saudi University students' motivation towards EFL oracy skills as follows: " t " value was (31.227) , " η^2 " equaled (0.962) and " d " equaled (9.860). This means that the project-based subtitled digital stories treatment had a large effect on enhancing students' motivation towards EFL oracy skills. In addition, the table illustrates the results of the students' motivation towards the effectiveness of project-based subtitled digital stories treatment as follows: " t " value was (30.293) , " η^2 " equaled (0.960) and " d " equaled (9.578). This means that project-based subtitled digital stories treatment had a large effect as students' motivation enhanced towards it.

Besides, table (10) indicates the results of the total degree of the questionnaire as follows : "t" value

the effectiveness of the project-based subtitled digital stories treatment on enhancing the EFL Saudi University students' motivation towards EFL oracy skills and project-based subtitled digital stories treatment. Consequently, the fifth hypothesis of the study is verified and accepted.

To calculate the effect size of each domain and the total score of the EG and CG post application of the EFL motivation questionnaire, the researcher used Eta square " η^2 " and Cohen's " d ". Table (10) demonstrates the results.

(33.919), " η^2 "(0.968) and " d " (10.707). This means that the project-based subtitled digital stories treatment had a large effect on enhancing the experimental group students' motivation towards EFL oracy skills and project-based subtitled digital stories treatment as indicated by the total score of the EFL motivation questionnaire. Thus, this proves and verifies the fifth hypothesis of the study as well .

Testing the Sixth Hypothesis

To determine the significance level of the differences in the mean scores of the experimental group in the pre-and post-application of the EMQ , t-test for independent samples was used . Table (11) demonstrates the results.

Table (11): Total Average Score Differences Between EG Pre-Post Application of the EMQ

Domain	EG	N	Mean	S.D.	df	t.Value	Sig. Value	P
Motivation Towards EFL Oracy Skills (Listening and Speaking)	Pre	20	30.70	3.230	38	26.734	0.000	0.01
	Post	20	52.60	1.729				
Motivation Towards Project- Based Subtitled Digital Stories Treatment.	Pre	20	26.15	3.200	38	28.391	0.000	0.01
	Post	20	51.60	2.415				
Total Degree of Questionnaire	Pre	20	56.85	5.733	38	30.602	0.000	0.01
	Post	20	104.20	3.874				

It is apparent from table (11) that the (t) computed value (30.602) of the total degree of the questionnaire indicates that there are significant differences at (0.01) between the experimental group students on the pre and post-applications of the EFL motivation questionnaire in favor of the post one. Moreover, there are significant differences between the means of both pre EG (56.85) and post EG (104.20) applications in favor of the EG post application. Furthermore, there are significant differences between the standard deviation of both pre EG (5.733) and post EG (3.874) applications in favor

of the EG post application. These results assure the effectiveness of the project-based subtitled digital stories treatment on developing the experimental group students' motivation towards EFL oracy skills and the project-based subtitled digital stories treatment. Thus, the sixth hypothesis of the study is accepted.

To calculate the effect size of each domain and the total score of the experimental group pre-and post-application of the EFL motivation questionnaire, the researcher used Eta square " η^2 " and Cohen's "d". Table (12) illustrates the results.

Table (12): Effect Size of the EG Pre-and Post- Application of the EMQ Domains and Total Score

Independent Variable	Domains of EMQ	T. Value	η^2	D	Effect Size
Project-Based Subtitled Digital Stories	Motivation Towards EFL Oracy Skills (Listening and Speaking)	26.734	0.950	8.453	Large
	Motivation Towards Project-Based Subtitled Digital Stories Treatment	28.391	0.955	8.977	Large
	Total Degree of the Questionnaire	30.602	0.961	9.677	Large

Table (12) demonstrates the results of the effect size of the experimental group pre-and post-application of the EMQ. It is

clear that "t" values ((26.734), (28.391), (30.602)), " η^2 " values ((0.950), (0.955), (0.961)) and "d" values ((8.453), (

8.977), (9.677)) of the three domains of the EMQ respectively indicate that the project-based subtitled digital stories treatment had a large effect on enhancing the experimental group students' motivation towards EFL oracy skills and project-based subtitled digital stories treatment. Consequently, this proves the verification and acceptance of the sixth research hypothesis as well.

Based on the results of t-test for independent samples and the effect size demonstrated in the above tables, the hypotheses of the study are statistically verified and accepted . Concerning the qualitative results of the study, they are interpreted, according to the experimental group students' comments on the statements of the EFL questionnaire motivation and how they benefited or not from the project-based subtitled digital stories treatment. The majority of the 20 participants of the experimental group students were motivated to conduct the project-based subtitled digital stories treatment, regardless of the very few problems the respondents expressed in their comments. Besides, all the participants reported that after the treatment, they felt improvement in their oracy skills. Consequently, their willingness and motivation during the treatment and after it increased. Furthermore, the clear and systematic procedures of the program as indicated by one of the participants contributed to sustaining the participants' feeling of success and to their awareness of the effectiveness of the good experience they were passing through in developing their EFL oracy skills.

Conclusion

According to the obtained results of the current study, it was concluded that the project-based subtitled digital stories treatment was effective for two reasons. The first reason, there was a correlation between the present study results and those

of the previous studies. The second reason, the present study provided evidence on the effectiveness of using project-based subtitled digital storytelling treatment in enhancing EFL university students' EFL oracy skills and EFL motivation.

Concerning the first reason, the results of the present study are joined and added to the validity of other studies .The review of these previous studies made it clear that there is a research gap as there is a dearth in the studies that investigated the impact of project-based instruction approach, digital storytelling and bimodal subtitled videos on enhancing EFL oracy skills and EFL motivation. In addition, there are no studies that used the three instructing techniques together within the L2 (ESL/EFL) context. Based on these research gaps, the current research acquires its significance in the field of TEFL instruction as it fills these gaps by investigating the impact of project-based subtitled digital stories treatment on the EFL Saudi University students' EFL oracy skills and motivation .

Pertaining to the second reason, the results of the study provided strong evidence on the fruitfulness of the treatment in several forms. Firstly, the project-based subtitled digital stories treatment led to higher achievement in the participants' EFL oracy skills, particularly, the four language competences of phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence. Besides, the treatment resulted in the enhancement of the participants' motivation towards EFL oracy skills and the project-based subtitled digital storytelling treatment.

Secondly, project-based subtitled digital stories treatment provided the respondents with a substantial opportunity to learn in an authentic and real situations life- like environment, to learn how to design, carry out, and evaluate a project that required sustained effort over a

significant period of time. Additionally, this treatment raised the degree of competition among the teams of students (four teams). The teams entered into a friendly competition with other teams during creating their digital products and exerted effort to be the winning team on the Theatre Day.

Finally, this treatment enabled the participants to play several roles during the lectures such as thinkers, problem-solvers, leaders, spokespersons, and researchers. These roles assisted the participants to develop their EFL oracy skills as most of the discussions between the teams were in English. Moreover, it transferred instruction from "instructor telling" to "students doing". All these characteristics of the project-based subtitled digital stories treatment enabled the participants to acquire the 21st Century skills such as collaboration with others ; hands on-learning or learning by doing; applying technology in learning; making decisions; taking initiatives and working autonomously to build their knowledge.

Recommendations of the Study

In light of the results and conclusion of the present study, the following recommendations are offered to the different parties interested in TEFL :

- 1- EFL instructors are recommended to cope with the modern trends in instructing EFL as they are prerequisites for the 21st Century instruction .
- 2- Project-based subtitled digital stories treatment is strongly recommended for EFL instructors to instruct EFL oracy skills, particularly, the four language competences of phonological knowledge, grammatical competence, pragmatic competence and sociolinguistic competence. This is because it is very motivating instructing technique.
- 3- The choice of the subtitled digital storytelling projects should be

appropriate to the students' needs and experiences to make the lecture atmosphere enjoyable , motivating and interesting.

- 4- The EFL curriculum should be enriched with these types of projects as they enhance the EFL students' use of English inside and outside the lecture room. Moreover, they expose them to authentic and real life situations when instructing EFL oracy skills and other language areas.
- 5-The subtitled digital storytelling projects instructing technique is recommended to be used as a medium of instruction in teaching reading and writing.
- 6- It is recommended to hold training courses to the EFL instructors to train them on how to use and evaluate the project-based instruction approach effectively within their EFL classes.
- 7- Peer evaluation and authentic assessment should be added to formative and summative ones within the TEFL context in the University of Tabuk and other educational settings.
- 8-The notion that creating projects within the EFL educational context is wasting-time activities on the part of some instructors and students should be discarded. As they should be aware of the merits of projects (e.g. cooperative learning, critical thinking, experiential learning, creativity, technological skills, making sense of learning,etc) which are very essential in teaching different areas of TEFL.

Suggestions for Further Research

Based on the study findings and its recommendations, the following research ideas can be considered for future research:

- 1- Future research could use the same treatment to develop other English language skills such as writing and reading , for EFL Saudi University students or others.

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- 2- It could be fruitful, if future research investigated the impact of the project-based subtitled digital stories treatment on understanding the items and techniques of literary texts such as novel or drama for the students of Department of Languages and Translation with the University of Tabuk or elsewhere.
 - 3- Future research could investigate the perceptions of EFL instructors at different educational stages (e.g. university level, secondary level.....etc) concerning the application of the project-based subtitled digital stories treatment within their EFL classrooms.
 - 4- Future research could focus on the effect of holding training project-based instruction courses to the EFL instructors at the different educational levels to increase their awareness on how to use and evaluate this instructing approach effectively within their EFL classes.
 - 6- It could be useful for the educational process, if future research considered the impact of applying project-based instruction approach on acquiring the EFL students at the different educational levels the 21st Century skills (e.g. cooperative learning, hands-on learning, reflective learning, technological skills, autonomous learning.....etc) .
 - 7- It would be a good idea, if future research investigated the interdependence between EFL oracy skills and EFL literacy skills when using project-based subtitled digital storytelling treatment .

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