

EXPLORING PRE-SERVICE TEACHERS' PERCEPTIONS OF DIGITAL STORYTELLING IN EFL CLASSES USING THE TAM FRAMEWORK

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Abstract: The rapid technological advancements of the 21st century have transformed education, necessitating the integration of digital tools in teaching. One such tool, digital storytelling, has emerged as an effective strategy for fostering engagement, creativity, and linguistic development in English as a Foreign Language (EFL) classrooms. Despite its recognized benefits, pre-service teachers' perceptions and willingness to adopt digital storytelling remain underexplored. This study investigates pre-service teachers' perceptions of digital storytelling in EFL instruction using the Technology Acceptance Model (TAM), focusing on their perceived usefulness, perceived ease of use, and behavioral intention toward digital storytelling as a future teaching tool. A qualitative case study approach was employed, involving 28 pre-service English teachers who engaged in a digital storytelling project. Data were collected through questionnaires and classroom observations and analyzed using Nvivo software. The findings indicate that pre-service teachers recognize digital storytelling as an engaging, practical, and effective strategy for enhancing digital literacy, vocabulary acquisition, and speaking skills. However, they also face challenges related to technology literacy, creative content development, and time constraints. Despite these obstacles, the majority expressed a strong intention to integrate digital storytelling into their future classrooms, provided they receive adequate training and institutional support. This study contributes to teacher education, technology integration, and EFL pedagogy by providing insights into how pre-service teachers perceive and accept digital storytelling. It offers recommendations for teacher training programs, educational policymakers, and curriculum developers to enhance the integration of digital storytelling in language education. Future research should explore longitudinal studies and cross-cultural comparisons to further understand the dynamics of technology adoption in teacher education.

Keywords: Digital storytelling; EFL instruction; pre-service teachers; Technology Acceptance Model (TAM); digital literacy; teacher education; language pedagogy; technology integration; speaking skills; teaching strategies

INTRODUCTION

The rapid technological advancements of the 21st century have transformed numerous aspects of human life, including education. The integration of technology in teaching and learning processes has become an essential strategy for preparing students to meet the demands of the digital era. Traditional teacher-centered instructional methods are gradually being replaced by student-centered approaches that emphasize creativity, engagement, and critical thinking (Dilekçi & Karatay, 2023; Varas et al., 2023). This transformation has led educators to seek innovative strategies that foster 21st-century skills, including digital literacy, problem-solving, communication, and collaboration. One such innovative strategy that

has gained significant attention in recent years is digital storytelling, which provides a unique way for students to construct meaning, express their creativity, and develop their linguistic and technological competencies.

Digital storytelling enables students to combine various multimedia elements, such as images, audio, video, and text, to create compelling narratives (Liang & Hwang, 2023; Yang et al., 2022). Unlike traditional storytelling, digital storytelling leverages digital tools to enhance students' ability to convey experiences and ideas in an interactive and engaging manner. Through this process, students actively engage with learning materials, improving their comprehension, motivation, and academic performance (Robin &

McNeil, 2012; Tecedor, 2024; Vice et al., 2024). Digital storytelling has been widely used in English as a Foreign Language (EFL) classrooms, helping students develop linguistic skills, boost self-confidence, and improve oral and written communication. However, despite its effectiveness, many pre-service teachers remain unfamiliar with digital storytelling and its implementation in classroom settings, necessitating further research on their perceptions and acceptance of this teaching strategy.

Numerous studies have demonstrated that digital storytelling is an effective tool for increasing student engagement, creativity, and academic achievement (Abimbade et al., 2023; Anderson et al., 2018; Göçen Kabaran & Duman, 2021; Zhussupova & Shadiev, 2023). Unlike passive learning methods, digital storytelling encourages students to actively participate in their learning journey, enhancing both cognitive and affective learning outcomes. It also helps students develop higher-order thinking skills by requiring them to analyze, organize, and synthesize information while creating their narratives.

While digital storytelling has been widely studied in student learning, research on pre-service teachers' perceptions and training in digital storytelling remains limited. Studies have shown that pre-service teachers need exposure to digital storytelling to fully understand its pedagogical potential (Drajati et al., 2021; Kocaman-Karoglu, 2016; Tanrikulu, 2021; Tiba et al., 2015). However, many teacher training programs do not sufficiently incorporate digital storytelling, leaving pre-service teachers without the necessary skills to implement it effectively in their future classrooms.

Despite its advantages, digital storytelling poses challenges that hinder its widespread adoption in classrooms. Lack of digital competence, time constraints, and inadequate institutional support are common barriers that discourage teachers from integrating digital storytelling into their instructional practices (Al-Abdullatif, 2022; Özüdoğru & Çakir, 2020; Yuliani & Hartanto, 2022). Many pre-service teachers express concerns regarding their technical proficiency, availability of resources, and the feasibility of integrating digital storytelling into the curriculum.

The constructivist learning theory, which emphasizes active learning and knowledge construction through experiences, provides a strong foundation for integrating digital storytelling into education (Robin, 2008; Sulistianingsih et al., 2022). This approach

encourages students to explore, experiment, and create knowledge based on personal experiences, making digital storytelling a suitable instructional method for fostering critical thinking, collaboration, and problem-solving.

To understand pre-service teachers' behavioral intentions and acceptance of digital storytelling, it is essential to apply a theoretical framework that explains technology adoption. The Technology Acceptance Model (TAM) developed by Davis (1989) is a widely used framework for analyzing how individuals perceive and adopt new technologies. TAM suggests that two primary factors influence technology adoption: perceived usefulness (PU) and perceived ease of use (PEOU).

Research indicates that teachers are more likely to adopt digital storytelling if they perceive it as beneficial for student learning (Davis, 1989). When teachers recognize the value of digital storytelling in enhancing student engagement, comprehension, and creativity, they are more inclined to integrate it into their teaching practices (Drajati et al., 2021; Tanrikulu, 2021).

Another crucial factor influencing teachers' acceptance of digital storytelling is their perception of how easy it is to use and implement (Davis, 1989). Studies suggest that teachers who find digital storytelling user-friendly and accessible are more likely to integrate it into their classrooms (Hava, 2019; Parsazadeh et al., 2021). However, if they perceive it as complex and time-consuming, they may be reluctant to adopt it.

While several studies have explored pre-service teachers' perceptions of digital storytelling, there is limited research on their actual behavioral intention to use it in future classrooms. Factors such as prior experience with technology, institutional support, and perceived usefulness significantly influence pre-service teachers' willingness to adopt digital storytelling (Al-Abdullatif, 2022; Özüdoğru & Çakir, 2020).

Although previous research has examined digital storytelling's impact on students and pre-service teachers, few studies have applied TAM to analyze pre-service teachers' acceptance and behavioral intention toward digital storytelling. This study aims to fill this gap by using the TAM framework to assess how perceived usefulness, perceived ease of use, and behavioral intention influence pre-service teachers' adoption of digital storytelling in EFL classrooms.

TAM was founded on the theory of reasoned behavior, presented by Fishbein and Ajzen in 1975, to explore the reasons for demonstrating human behavior. (Davis, 1989) Has started investigating

the variables influencing people's acceptance of information technologies. TAM was first suggested in 1989 and has since been updated and

extended as TAM-2 (Venkatesh & Davis, 2000) and TAM-3 (Venkatesh & Bala, 2008).

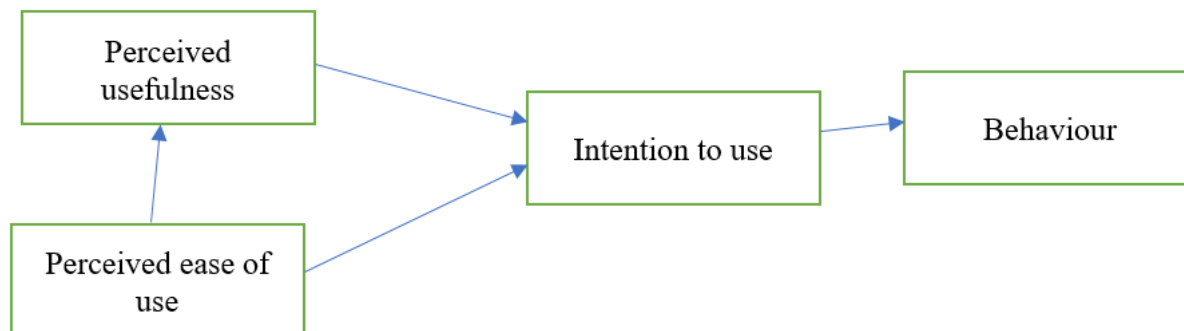


Figure 1. *Technology acceptance model (Venkatesh & Davis, 2000)*

Despite the growing body of research on digital storytelling, there remains a lack of studies examining pre-service teachers' acceptance and behavioral intention toward its implementation in future classrooms. Many existing studies focus on digital storytelling's impact on student learning, but fewer explore pre-service teachers' perceptions, challenges, and willingness to integrate it into their teaching. Additionally, while TAM has been widely applied to other educational technologies, its application to digital storytelling in EFL contexts remains underexplored.

To address this research gap, this study seeks to answer the following research questions: (1) How do pre-service teachers perceive the use of digital storytelling? (2) How do pre-service teachers perceive the ease of digital storytelling? (3) What is the pre-service teachers' acceptance of digital storytelling in their future classrooms?

This study makes a significant contribution to the fields of teacher education, technology integration, and EFL instruction by providing a comprehensive understanding of pre-service teachers' perceptions and acceptance of digital storytelling. As technology continues to evolve, educators must adapt to new instructional strategies that enhance student engagement and learning outcomes. Digital storytelling, as an innovative pedagogical tool, has the potential to transform EFL instruction by fostering creativity, communication, and critical thinking. However, for this approach to be effectively implemented, pre-service teachers must first recognize its usefulness, ease of use, and applicability in real-world classroom settings. By examining these factors, this study provides a deeper understanding of the factors influencing technology adoption in teacher education.

One of the primary implications of this study is its relevance to teacher training programs. The findings can inform the development of training

modules and instructional strategies that introduce pre-service teachers to digital storytelling as a viable teaching tool. By incorporating digital storytelling into teacher education curricula, educator preparation programs can equip future teachers with the necessary digital competencies to create dynamic, student-centered learning environments.

METHOD

This study aims to investigate pre-service teachers' perspectives on digital storytelling within the TAM framework. To this end, a qualitative case study was chosen as the research design. A case study is a qualitative research method that investigates a research problem through one or more cases within a confined framework. (Cresswell, 2014). The problems explored in this paper are limited to a single topic or issue, as are the cases selected to answer them. The case chosen for this study involved pre-service teachers creating digital stories based on local folklore. This prospective teacher activity takes place in the ELT class's ICT course. The issue at hand in this study is pre-service teachers' perceptions of digital storytelling. Open questions raised in the TAM framework and observation notes taken during the investigation are two kinds of research data.

This study recruited 28 students as participants. They were selected using maximum variation sampling because this type of strategy is suitable for research that aims to gather a variety of points of view from participants. All pre-service teachers participating in digital storytelling creation taught in ICT in ELT course are engaged in this project as a condition of this strategy. Of the 28 participants, 19 (68%) were female and 9 (32%) were male students. Three of the participants (11%) stated that they had an outstanding technology literacy level, 19 of them (68%) stated that they had a good

literacy level, and 6 of them (22%) had a fair technology literacy level.

This research used a digital story project as a teaching strategy, and the activities were conducted in the ICT in ELT course. This course was presented once a week for a total of 100 minutes. For one semester, the pre-service teachers participated in the digital storytelling project, and the researcher accompanied this activity, the instructor in charge of the course. They learned to create digital storytelling in groups throughout this one semester. The instructor guided the course sessions in the classroom. At the beginning of the meeting, this prospective teacher was taught about digital storytelling, its benefits, and how to create it. Examples of digital storytelling created by their seniors were also exhibited to give them an insight into what they would produce. The following meetings were full of discussions; they presented the development of creating digital storytelling, starting with the preparation of the elements that comprise digital storytelling, such as screenplays, pictures, voice, sound, music, animation, and video, as well as the apps employed. The stories chosen for production were local and originated from their area. The produced stories were presented in classroom sessions with the instructor participating in the project.

Data from this study were collected through a questionnaire using open questions. The questions used in this questionnaire were developed by the researcher and validated by experts to investigate prospective teacher acceptance levels of digital storytelling strategies and technologies. The questions in the questionnaire were based on the TAM framework. In this regard, the factors in the TAM, such as perceived usefulness, perceived ease of use, and intention, were investigated through this questionnaire. Therefore, the following questions were asked of the participants: (1) Do you think the digital storytelling process is useful for students? Why? (perceived usefulness) (2) What do you think about the difficulties of the digital story creation process? In which phase were you most challenged? Why? (perceived ease of use) (3) Do you think you will use the digital storytelling process in future classes? Why? (intention)

The pre-service teachers' responses were collected using the online form. Triangulation data was done to validate the data. This study employed observation notes that refer to the TAM framework. The pre-service teachers' activities during the implementation of digital storytelling in the classroom were monitored and recorded. While

observing their activities, the notes also recorded the stages where they faced fun and challenges. The observation notes were then used to triangulate the data from open-ended questions and determine the research context. The open-ended questions were distributed to participants after digital storytelling as a teaching strategy was implemented in the classroom. The participants were previously informed about the intended use of the questions asked. In addition, they were informed that participation was voluntary. The open-ended questions were answered through an online form, and the pre-service teachers, as participants, had to complete their responses for around 60 minutes.

This study refers to Creswell's (2014) data analysis theory. He said that qualitative data was evaluated through three stages: (1) data organization, (2) data reduction by coding, and (3) data presentation through tables and discussion. The first stage was done by collecting data from the form and giving the respondent a pseudonym. In the second stage, the coding of the data segments was compared and contrasted in terms of similarities and differences using a constant comparative approach. Data segments were encoded using hybrid names. Participants' responses were then extracted into data segments named using the TAM model. Codes that had been extracted from the responses of each participant, as well as between participants, were then compared. In the next stage, the third stage, the code and ideas obtained were presented in tables and figures and then discussed according to context. The three stages were spiral and interconnected.

The findings were validated using the guidelines established by (Erlandson, 1993). First and foremost, the researcher is sufficiently involved in the study's setting to gain insight into it and effectively create rapport with the participants. The researcher triangulated participants' replies to open-ended questions with observational notes obtained during the digital storytelling exercise. To eliminate researcher bias, other researchers analyzed the acquired data, and the outcomes from both analyses were negotiated to reach an agreement. A comprehensive description of the extracted code and themes in context ensures transferability. Finally, the researcher reflects on the research problems through data collection and analysis.

RESULTS AND DISCUSSION

This study found three main categories that refer to the TAM model: perceived ease of use, usefulness,

and intended use. The frequency of extracted codes was displayed in each major category, and findings were obtained from the extraction of participant responses and the observational notes. According to the findings of this study, pre-service teachers thought creating digital storytelling was simple. Even if it was simple for them to state, various factors hampered their efforts to create digital storytelling.

Furthermore, this study reveals the most difficult stage in creating digital storytelling. This analysis was done to develop practical guidelines

Table 1. *Pre-service teachers' point of view related to digital storytelling perceived usage*

Subject Matters	n
Pre-production	
Selection of the appropriate apps	13
Generate ideas	9
Technology literacy	6
Production	
Break down the ideas into scenarios	18
Generate the specific pictures using AI websites	12
Editing video	21
Pronounce the words	15
Vocabulary	4

Table 1 explains that selecting appropriate applications was the most important matter in pre-production. At the same time, editing became the most challenging matter in the production phase. Some pre-service teachers said that even though they knew some applications to create a video, mostly they seldom used them. They often use the easiest apps to post their video, which usually has a short duration, such as reels on Instagram and TikTok. Those applications, such as Instagram and TikTok, had an instant menu to create a video. Still, it was too short and could not be used to create a longer, more complicated video, such as digital storytelling. This research also revealed that pre-service teachers had difficulties selecting stories for digital storytelling from the entire observation process and the participants' responses during the pre-production stage. Everybody in the group had his ideas about the stories, and they had to learn to negotiate since creating a digital storytelling project was done in groups. Another matter mentioned by pre-service teachers was technology literacy. They faced difficulties dealing with technology, especially in video creation.

The prospective teacher's challenge in the selection of the appropriate apps and generating ideas stated as follows:

"The pre-production section found it difficult to determine the theme of the legendary story to

for the ease of use of digital storytelling and matters requiring users' special attention in the future. The first part will discuss pre-service teachers' acceptance of digital storytelling as a teaching strategy for future EFL classrooms based on the TAM approach perceived of use.

Perceived ease of use

This study's analysis revealed various challenges, further classified into two major categories: pre-production and production.

create a digital story, then with what application to edit a digital storytelling video confusing me." (PT11)

Another statement from the prospective teacher challenge about his challenge in generating ideas was as follows:

"In my opinion, creating an interesting and original story concept can be a challenge. It takes creativity to come up with ideas that can captivate the audience, and this is certainly not easy for me." (PT2)

The statement that represented the prospective teacher's difficulty with technology literacy was as follows:

"During the pre-production phase, for me what makes it difficult or makes it more challenging is the use of AI or the website. It was a bit difficult to understand how to use the website properly." (PT12)

Challenges faced by pre-service teachers in the production phase mostly involve editing videos. Some stated it was not easy to synchronize the images, music, voice, and running text so that it became a good video. They also said that creating images based on their characters using AI needed detailed prompts; this act required great patience

and high creativity. Those preservice teachers' statements are as follows:

“Creating animation required precision in every aspect, from character movements to scene arrangement. This was time-consuming and needed hard work since I had to develop my skills in using animation software and mastering different animation editing techniques so that what I created was suited to my imagination.” (PT4)

“I was quite challenged in managing synchronous adjustment of the sounds and visuals.” (PT6)

The pre-service teachers' challenge related to generating the specific pictures using AI websites and editing during the observation in the production phase was expressed as follows:

“It was very tough to voice the character based on their personality and the surrounding environment. I also think finding references for the images for digital storytelling was difficult. I was forced to draw the images manually because AI apps are inconsistent and need detailed prompts.” (PT21).

Breaking down the ideas into scenarios was another challenge pre-service teachers stated. One of the statements was as follows:

“Writing a good and interesting screenplay could be a challenge. Having a cohesive storyline,

strong characters, and interesting dialogue required deep thought and creativity.” (PT18)

Other challenges found during the observation in the production phase were pronunciation and lack of vocabulary. They struggled to speak English because of their lack of vocabulary and difficulty pronouncing unfamiliar words. Their statements were as follows:

“I had difficulty adjusting my tone of voice, and I also had a problem pronouncing certain words; hmm, I meant unfamiliar words to the situation in the dialogue section. I repeatedly made mistakes in reading sentences, having to repeat the recording from the beginning.” (PT13)

“During the production phase, developing strong concepts and scenarios required creative thinking and careful planning. In turning a scenario into an interesting dialogue, I needed the right sentences so the audience could capture the idea. Creating dialogue in English was not as easy as in Indonesian. Translating it into proper English was difficult, so the meaning did not change, and it remains interesting.” (PT9)

Perceived usefulness

This research revealed findings related to pre-service teachers' perceptions of usefulness. As described in Table 2, we found three sub-themes: knowledge and skills, motivation, and engagement.

Table 2. Perceived usefulness of pre-service teachers' perceptions

Themes	n
Knowledge and Skills	
Improvement of technology literacy	24
Improvement of speaking	15
Enrichment of vocabulary	8
Creative thinking	19
Problem-solving	12
Cultural awareness	5
Motivation	
Entertain	26
Improvement of curiosity	21
Improvement of persistence	17
Engagement	
Active participation	13
Improvement of self-efficacy	15
Taking responsibility	17

According to pre-service teachers, digital storytelling was perceived as more useful in contributing to their knowledge and skills. They believed that digital storytelling support their improvements in technology literacy and

creativity. Their statements about digital storytelling's contribution to technology literacy and creativity were as follows:

“I need to use the web/application correctly to provide the audience with a smooth and cohesive experience. It started with me arranging the background sound and visuals so that the digital storytelling creation could be integrated well. Therefore, synchronization of all elements was important. Apart from that, it was also important to pay attention to the duration of digital storytelling during the production phase while you had so many to tell about the stories. So, I think digital storytelling created this time pushed me to level up my technology literacy and creativity.” (PT15)

“I learned to use various digital tools and technologies to create and share stories. I also learned to analyze information, solve problems, and make decisions as I created digital stories. Expressing your thoughts uniquely and innovatively through digital stories was fun, and I felt like my digital literacy and creativity had improved.” (PT20)

Creating digital storytelling requires synchronizing several components, including digital images, sound, and music. When making videos, they not only prepare an interesting story but also have to provide voiceovers. According to pre-service teachers, creating digital storytelling in English certainly supported them practice their speaking skills and enriching their vocabulary. Pre-service teachers’ statements about the perceived usefulness of digital storytelling to their speaking skills and vocabulary enrichment were as follows:

“In my opinion, communication skills, to convey stories effectively to the audience, were very important in making digital storytelling; in terms of making videos using English, this project improved my speaking skills in English, and my vocabulary increased. (PT8)

During the observation period, pre-service teachers also stated that the creation of digital storytelling contributed to their problem-solving and cultural awareness of knowledge and skills. Their statements were as follows:

“In the production phase, what made it quite difficult was when arranging the images or scenes according to the ongoing dialog. Organizing the video so that it looked interesting and also, when switching scenes, looked very smooth. Finding a back sound was also difficult because I needed to find a sound that suited the theme and story created. I think that digital storytelling contributed to developing my creative thinking and problem-solving skills.” (PT11)

“When we were in the pre-production phase, my friends and I read much literature, especially local tales native to Indonesian culture. From here, we learned about different cultures and perspectives through digital stories from the archipelago. (PT16)

They also believed that motivation and engagement with digital storytelling would positively impact their knowledge and skills. Statements of the pre-service teachers summarized these findings as follows:

“With practice and patience, I believed this difficulty could be overcome. My curiosity aroused me to find the appropriate apps, draw animated images using AI, and sync all the components to create good digital stories. I was happy since I finally succeeded in creating stunning animated works. I also think using attractive and creative visual design would enrich the audience's experience in enjoying digital stories.” (PT5)

“I believed digital storytelling had enhanced my learning motivation by giving me a creative tool to express myself and make learning fun. The personalized storytelling feature boosted my sense of personal responsibility and active participation in the learning process.” (PT3)

Intention to use

Pre-service teachers' intentions to use digital storytelling affect the use of digital storytelling when they teach in the classroom in the future; it also impacts the probability of demonstrating actual behavior to use, which would also be high. (Davis, 1989) As shown in Table 3, Most pre-service teachers said they intended to use digital storytelling because of its perceived ease of use and usefulness.

Table 3. *Pre-service teachers' intention to use perception*

Intention to Use	n
Yes	25
No.	3

The experience during digital storytelling led them to use digital storytelling so that their future students could have the same experience they had. A statement that supports this finding is as follows:

“I would consider using the digital storytelling process in the classroom for many reasons. First, digital storytelling is an effective way to spark student interest and engagement in a fun way. Additionally, digital storytelling also supports

the development of creativity, visual literacy, and problem-solving skills. Students will have the opportunity to express themselves through various digital media and learn about the influence of narrative in communication. Lastly, by utilizing technology, I can help students become more skilled in using digital tools, which is an important skill in today's digital era. Considering these benefits, I believe that digital storytelling can be a powerful tool for improving trending skills, and I will consider using it in the classroom in the future.” (PT5)

a few said they would not use it in the future. They thought that digital storytelling was not easy to implement and was time-consuming. One of their statements was as follows:

“Creating animation requires a large investment of time and energy, as careful attention is essential in crafting each scene and character. Creating digital stories takes up my time, while there are many assignments from other courses. I do not think I will use it to teach in class when I become a teacher.” (PT10)

Even most pre-service teachers intend to use digital storytelling in their future classrooms. Still,

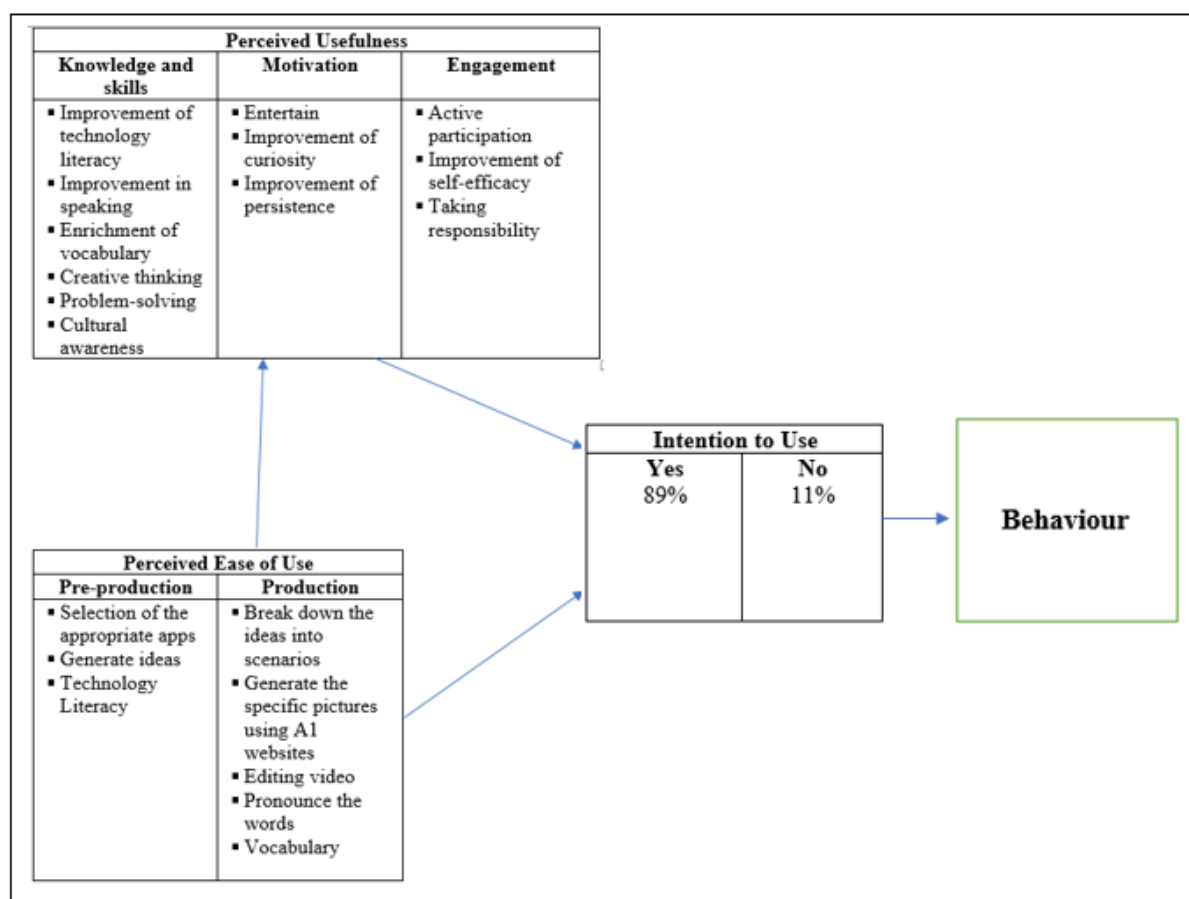


Figure 2. *Framework of perceived usefulness, ease of use, and intention to use in relation to behavior*

Creating tools and technologies for meaningful and inclusive digital storytelling during challenging times is a demanding and intricate process, yet it offers significant potential as a powerful approach to navigating the complexities of the difficult times we encounter (Sylla et al., 2022). Producing digital storytelling in English was tough for them because English was their foreign language. This language constraint was later addressed by creating an Indonesian script and translating it using an application like Google Translate. They presented their scripts in class after

creating them in English through group discussions and receiving feedback from classmates and teachers. These collaborative activities and assessment have significant impacts on producing better learning outcomes (Taufiqulloh et al., 2024).

The most common issue encountered throughout the production process was the selection of photos, animation, music, and software that would be used to create the digital narrative. Digital storytelling involves students combining different modes, including written text, visuals, and audio, to create their own multimodal

representations (Liu & Liu, 2013). Concerning this issue, instructors in the early stages have displayed digital storytelling movies created by their seniors so that they have a basic understanding of the aspects required for digital storytelling. The difficulty was deciding on a digital storytelling video creator application, a sketching application, a background music selection, and a voice-over recording application. To address this, lectures and class discussions assist pre-service teachers in making the best options for their needs. In general, this difficulty was mainly concerned with the selection and usage of media.

Data analysis concerning the usefulness of digital storytelling identified three sub-themes related to the benefits of digital storytelling: knowledge and skills, engagement, and motivation. Pre-service teachers claimed that digital storytelling helped them improve their knowledge and skills. They also claimed that engaging in digital storytelling developed their digital literacy. Using digital platforms, students can share stories, emphasize meaning-making, collaboration, and the elevation of marginalized narratives (Schmier, 2021) to develop their technology and digital literacy skills (Frydenberg & Andone, 2016). These findings align with the previous studies, which stated that digital storytelling improved students' digital literacy. (Drajati et al., 2021; Izgi-Onbasili et al., 2022). Aside from that, they believed that expressing their creative thoughts and turning them into digital storytelling also stimulated their creativity. They also stated that their vocabulary and speaking skills improved while they experienced digital storytelling creation. The speaking enhancement, in particular, through digital storytelling were also investigated in some previous studies. The findings supported the previous studies that claimed digital storytelling improved students' speaking achievement in particular (Sulistianingsih et al., 2022 (Encalada & Sarmiento, 2019; Mohamed Salama Eissa, 2019; Noviya, 2019; Nurzaman et al., 2020)). They believe these things would benefit their students in the future.

The participants, pre-service teachers, in this case, agreed that digital storytelling would help their students in the future. This advantage derived mostly from their personal experiences. They also stated that they were satisfied and entertained when creating digital storytelling. Digital story telling gives the contribution to students in developing different learning styles and making the process of learning more interesting and enjoyable (Elyani et

al., 2022). The crucial thing that becomes the main factor in predicting the use of digital storytelling by pre-service teachers in their future classrooms is whether they intend to use it or not. This study's results proved that most pre-teachers intended to use digital storytelling in their classrooms in the future because they considered it useful and easy to use.

CONCLUSION

This study investigated pre-service teachers' perceptions, acceptance, and behavioral intentions toward digital storytelling in EFL instruction using the Technology Acceptance Model (TAM). The findings reveal that pre-service teachers generally acknowledge the pedagogical value of digital storytelling, citing its effectiveness in enhancing digital literacy, creativity, and language proficiency. Many participants found digital storytelling to be a practical and engaging teaching tool, as it encourages student-centered learning, problem-solving, and multimedia integration.

Despite these benefits, challenges such as technological competence, time constraints, and resource accessibility were identified as barriers to implementation. Some pre-service teachers expressed concerns about their ability to effectively use digital tools and develop engaging digital narratives within a limited timeframe. These challenges highlight the need for structured training programs and institutional support to facilitate the seamless adoption of digital storytelling in future classrooms.

This study contributes to teacher education and technology integration by providing empirical evidence on the applicability of digital storytelling in EFL instruction. The findings suggest that teacher training programs should incorporate digital storytelling workshops to equip pre-service teachers with the necessary technical skills and pedagogical strategies. Furthermore, educational policymakers and curriculum developers should consider integrating digital storytelling as a core component of teacher education programs to foster innovation in language instruction.

Moving forward, future research should explore the long-term impact of digital storytelling on both teachers and students, investigate cross-cultural perspectives on digital storytelling adoption, and examine the effectiveness of various digital storytelling tools and platforms in different educational settings. By addressing these areas, scholars and practitioners can further enhance the integration of digital storytelling as a transformative teaching strategy in EFL education.

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