

G. YAKIYAYEVA¹✉, S.DZHAMALOVA¹, B. ABDULKHAKOV²

¹International University of Tourism and Hospitality

(Kazakhstan, Turkistan), e-mail: gyakiyayeva@gmail.com

²Yassawi International Kazakh-Turkish University, (Kazakhstan, Turkistan)

ENHANCING ENGLISH ACQUISITION AMONG FUTURE TOURISM SPECIALISTS THROUGH THE USE OF DIGITAL-STORYTELLING APPROACH

Abstract. *The present article explores the application of digital-storytelling technology in language teaching focusing on its potential to improve student engagement, motivation and learning outcomes. The integration of digital-storytelling into the language learning context has attracted substantial attention in the educational field due to its authenticity and ability to engage digital-native learners in effective language acquisition and to make language learning more human, contextual and motivating. By incorporating the learner-centred and impactful digital storytelling approach into the educational process, teachers can revolutionize conventional language learning techniques into interactive and captivating experiences. This paper examines the theoretical underpinnings of digital storytelling, its implementation in language instruction, and its effects academic outcomes of future tourism specialists. The findings of the study indicate that digital storytelling technology can serve as an effective tool for fostering a more imaginative and genuine learning atmosphere, ultimately enhancing language acquisition of future tourism specialists.*

Keywords: *digital-storytelling, engagement, authenticity, learning environment, language acquisition.*

Introduction

The rise of digital technologies presents an opportunity to enhance language learning through more flexible, engaging and personalized approaches [1]. Digital storytelling (DST) is one of such innovative methods that utilize both audio and video multimodal resources to enrich language teaching and learning. The integration of digital storytelling into pedagogical strategies has become increasingly relevant [2] in response to the need to equip “digital natives” – a term introduced by Prensky [3] to describe learners exposed to digital technologies from an early age – with critical digital competencies. However, subsequent research has problematized this concept, arguing that technological exposure does not automatically translate into advanced digital competence. Therefore, rather than assuming inherent digital proficiency, this study approaches learners as individuals who require structured pedagogical support to develop meaningful and transferable digital skills.

*Бізге дұрыс сілтеме жасаңыз: Yakiyayeva G., Dzhamalova S., Abdulkhakov B. Enhancing English Acquisition among Future Tourism Specialists Through the Use of Digital-Storytelling Approach // Bulletin of the International university of Tourism and Hospitality. –2026. – No1(11). –Б. 244–255. <https://www.doi.org/10.62867/3007-0848.2026-1.17>

*Cite us correctly: Yakiyayeva G., Dzhamalova S., Abdulkhakov B. Enhancing English Acquisition among Future Tourism Specialists Through the Use of Digital-Storytelling Approach // Bulletin of the International university of Tourism and Hospitality. –2026. – No1(11). –Б. 244–255. <https://www.doi.org/10.62867/3007-0848.2026-1.17>

Known as a cutting-edge technology in the language instruction, digital-storytelling is strategically applied to boost learners' academic achievements, particularly in enhancing language proficiency by sparking student interest and encouraging active participation through real-life interaction, collaboration and communication. Nassim emphasizes this aspect of the technology by documenting how learners cultivate their reading, writing, and creative activities via active participation in the technical and collaborative processes of story creation [4]. DST does not only offer an authentic digital language learning experience, but also presents unique opportunity to form English speaking skills and creativity.

A substantial body of literature on DST highlights the advantageous impact across various dimensions including language literacy and learning motivation [5; 6; 7; 8; 9]. All these studies focus on the effectiveness of DST on the enhancement of digital literacy and competence of language learners. However, in our case, we would like to integrate DST and examine its advantages for tourism specialty learners characterized by lower language acquisition and motivation and to develop learners' language and digital skills that are crucial for their roles in the future profession.

In the study, we emphasize the importance of DST skills from the point of view of tourism specialty learners. Therefore, the research was conducted according to the guidelines of Activity Theory, which is based on two elements of DST activity: the object and the outcome. It focuses on the enhancement of English language and digital skills by tourism specialty learners, which refers to the object of the research. Moreover, it delves into the outcome emerging from participants' reflective insights. In alignment with the aim of the study, the following three questions were proposed:

1. How is it possible to effectively use DST to enhance tourism specialty learners' language proficiency?
2. How do tourism specialty learners perceive the improvements of language and digital skills from DST?
3. What advantages and challenges did students identify?

Literature review

Digital storytelling (DST) has emerged as a central focus in numerous studies across various educational fields. Many studies have revealed that digital storytelling in fact goes far beyond the capability and functionality of traditional storytelling by generating and bringing in the learners' concentration, interests and motivation; facilitating collaboration, group work and idea organization; assisting learners in comprehending sophisticated learning material; and presenting information in a meaningful and versatile manner. DST also supports learners in recapturing, improving, intensifying, and extending their creativity during the learning process. Furthermore, it enhances learners' creative and effective writing skills, as it allows learners to visualize their texts, resulting in deeper perception and more authentic personal learning experience.

However, although the literature consistently reports positive pedagogical outcomes, much of the existing research tends to emphasize general benefits of DST without critically examining contextual differences across disciplines or learner populations. Many studies focus on overall language development or digital competence, while fewer investigate how DST functions in specific professional or vocational domains. This indicates the need for a more differentiated understanding of DST's effectiveness in specialized educational contexts.

The study "The power of digital storytelling to support teaching and learning" by Bernard R. Robin explores how DST can be integrated into teaching and learning activities, provides

recommendations and guidelines for educators implementing digital storytelling as an instructional tool [10]. The work offers a strong conceptual and pedagogical foundation; however, it primarily presents a broad instructional framework rather than empirical evidence drawn from a specific disciplinary context.

Similarly, Baohua Yu and Wanqing Wang, in “Using digital storytelling to promote language learning, digital skills and digital collaboration among English pre-service teachers”, investigate the interconnected elements in DST activities and explore the perceived outcomes [11]. Their study involved twenty-eight English pre-service teachers from two universities in Hong Kong who participated in storytelling production and completed a survey. The findings highlight the role of collaboration in fostering expansive learning and transforming learning contradictions. While the study provides valuable insights into language, digital, and collaborative competence development, it focuses on teacher education rather than learners preparing for profession-specific communication contexts.

Another study, “Digital storytelling as a communicative language teaching-based method in EFL classrooms” by Haifa Mohammed Al-Amri, examines the effectiveness of DST in improving students’ communicative competence [12]. The research involved 32 tenth-grade students who collaboratively created five stories over 12 weeks. The results indicated favorable student perceptions, particularly regarding increased classroom communication opportunities. Although this study demonstrates the communicative value of DST in secondary education, it does not address its application in higher education or vocationally oriented programs.

In addition, Hamzeh Moradi and Hefang Chen provide a systematic review of the implementation of digital storytelling to enhance academic achievement in language education [13]. Their review confirms the pedagogical relevance and growing importance of DST in fostering language learning outcomes. Nevertheless, as with many systematic reviews, the conclusions remain generalized and do not specify how DST may operate within narrowly defined professional training contexts.

Overall, the reviewed literature confirms the positive impact of DST integration into language curricula, particularly in enhancing learner motivation, engagement, collaboration, and development of the four language skills through personalized and meaningful learning experiences. However, a critical gap remains. Existing studies predominantly examine general EFL settings, teacher training programs, or secondary education contexts. There is limited empirical research investigating the effectiveness of DST in improving language acquisition among students of tourism specialties, whose learning needs are closely connected to authentic professional communication scenarios.

Therefore, this study seeks to address this gap by providing an experimental investigation of the educational efficacy of DST in a tourism-oriented language learning context. Unlike previous research that emphasizes general language development or digital competence, the present work focuses specifically on tourism specialty learners and examines how DST influences their concentration, motivation, interest, engagement, and acquisition of professionally relevant language skills within an authentic learning environment. In doing so, the study contributes to a more context-sensitive understanding of DST implementation in vocational higher education.

Methodology

Research design

This study employed a quasi-experimental mixed methods design using a one group pre-test/

post-test structure supplemented by qualitative inquiry. The quantitative component measured changes in English language proficiency and learner motivation following a ten-week Digital-Storytelling (DST) intervention. The qualitative component explored students' perceptions, engagement processes, and emerging patterns of language use.

The mixed methods design followed a convergent parallel model, in which quantitative and qualitative data were collected concurrently during the intervention period, analyzed separately, and integrated at the interpretation stage. This design enabled triangulation and strengthened interpretive validity.

While the absence of the control group limits causal inference, the design was selected due to institutional constraints that prevented random group assignment. This study therefore emphasizes measured improvement rather than definitive causal attribution.

Participants and sampling

The sample consisted of 28 first-year students (17-18 years old) enrolled in Sports Tourism program at International University of Tourism and Hospitality. The group represented an intact classroom cohort.

Admission criteria for the program prioritize creative aptitude over English language proficiency. As a result, students entered the university with lower-than-average English competence compared to other academic programs.

Although the sample size is relatively small, it reflects the total accessible population within the program. A post-hoc power analysis ($\alpha = .05$, two-tailed) indicated that with $n=28$, the study had sufficient power ($>.80$) to detect large effect sizes ($d \geq 0.80$), which were observed in results.

Instruments

1. English language proficiency test

The proficiency test was aligned with CEFR descriptors at A2-B1 level and consisted of 30 vocabulary items, 25 grammatical items and one structured speaking task (3-4 minutes).

The written components included multiple-choice and cloze items. Speaking tasks were evaluated using authentic fluency, lexical range and grammatical control.

Content Validity

The test blueprint was reviewed by two experienced EFL instructors with over ten years of teaching experience. Minor adjustments were made to ensure alignment with curricular objectives.

Pilot Testing

The instrument was piloted with 22 students from a previous cohort to assess clarity, timing, and item discrimination. Based on pilot results, three vocabulary items were revised for ambiguity.

Reliability

Internal consistency reliability (Cronbach's alpha) was:

1. Vocabulary: $\alpha = 0.82$
2. Grammar: $\alpha = 0.79$

Speaking performance was evaluated independently by two trained raters. Inter-rater reliability (Cohen's $k=0.81$) indicated strong agreement.

2. Motivation and Engagement Questionnaire

The questionnaire consisted of 20-Likert-scale items (1=strongly disagree to 5 = strongly agree) organized into four subscales:

- Interest and enjoyment;
- Self-confidence;

- Participation;
- Perceived digital competence.

Items were adapted from previously validated engagement instruments and modified for the DST context. A pilot administration confirmed clarity and readability.

Overall internal consistency was strong ($\alpha = 0.87$). Subscale reliability ranged between $\alpha = 0.76$ to $\alpha = 0.84$, exceeding the commonly accepted threshold of 0.70.

3. Qualitative Data Collection Tools

To capture in-depth insights into students' experiences, perceptions, and engagement during the Digital Storytelling (DST) intervention, multiple qualitative instruments were employed:

1. Weekly reflective journals:

Students maintained structured journals throughout the ten-week intervention. Prompts were designed to encourage self-reflection on learning processes, perceived challenges, language use, collaboration experiences, and the development of digital competencies. This longitudinal approach allowed for monitoring changes in attitudes, motivation, and engagement over time.

2. Semi-Structures focus group interviews:

A subset of six participants was selected for in-depth focus group interviews conducted post-intervention. The semi-structured format enabled researchers to explore emerging themes for the journals while allowing flexibility to probe unexpected insights. This method provided rich qualitative data on learners perceived benefits, difficulties, and suggestions for improving DST activities.

3. Teacher Observation Checklists:

Instructors systematically recorded students' behaviors, participation patterns, collaboration dynamics, and language use during DST sessions. Checklists focused on key indicators of engagement, communicative output, and application of digital tools.

4. Field Notes

Detailed field notes were taken during all intervention sessions to document classroom interactions, contextual factors, and spontaneous events that could influence outcomes. These notes were used to contextualize and triangulate findings from journals, interviews, and checklists.

To enhance credibility and reduce potential bias, all interview questions and journal prompts were reviewed by an external academic colleague with expertise in applied linguistics and educational research, this peer review ensured clarity, relevance, and alignment with the study's research objectives.

Preparation phase (Week 0)

In the first week, the teacher-researcher conducted training in the use of DST platforms such as Book Creator and Adobe Spark. He carefully aligned DST tasks with curricular objectives and developed tasks for the assessment of both language output and digital storytelling competence.

Students were introduced to the concept of digital storytelling through classroom orientation. Along with technical tutorial on the use of chosen platforms, the session contained demonstrations of stories created by past students. Learners were strategically grouped to support peer-assisted learning and promote meaningful use of English throughout collaboration.

Prior to data collection, informed consent was obtained from all participants with assurance provided regarding the confidentiality of their responses and the exclusion of personal identifiers. Following this, students completed a baseline diagnostic test assessing vocabulary, grammar and speaking proficiency as well as a pre-intervention questionnaire on motivation and engagement.

Implementation week (Week 1-9)

Over the next nine weeks we integrated DST assignments into the regular English curriculum. Weekly lessons followed thematic units relevant to tourism studies (e.g. “World tourism”, “Jobs in Tourism”, “Visitor centres”, “Package Tours”, “Nature Tourism”), and each unit finished with a DST task.

Each DST project included the following stages:

1. Planning: Students collaboratively developed story ideas and created scripts in English.
2. Production: Learners recorded narration, selected visual and audio elements, and assembled digital stories.
3. Presentation: Finalized stories were shared in class and uploaded to Google Classroom.
4. Feedback: Students took part in peer reviews and received structures feedback from the instructor.

Throughout the process, students completed reflective journals weekly, where they responded to prompts about their learning experience and self-assessed process. Teachers monitored individual and group participation using observation checklists, focusing on their English use, collaboration and engagement with technology. Field notes captured emerging patterns in classroom interaction, shifts in student confidence and unexpected challenges.

Post- Intervention Phase (Week 10)

In the final week, students completed the post-test that mirrored the initial diagnostic in both structure and difficulty. In addition, the motivational questionnaire was re-administered to evaluate any alterations in students’ attitudes.

Furthermore, a focus-group interview was carried out with a representative sample of students to gain deeper insights into the effectiveness of DST and to collect participant feedback and recommendations. All qualitative materials, including reflective journals, observation notes and interview transcripts were collected for a comprehensive analysis.

This phased approach facilitated the structured and meaningful integration of DST into the English classroom, while supporting comprehensive data collection to evaluate its impact on language learning and student engagement.

1.1 Data analysis

The study employed a mixed-methods approach to analyze both academic outcomes and affective responses of students to digital storytelling.

Quantitative Analysis

The pre and post-tests were analyzed utilizing paired sample t-tests to identify whether changes in English proficiency (vocabulary, grammar, and speaking) were statistically significant. Descriptive statistics, including means and standard deviations, were applied to summarize score changes across the three language areas.

Likewise, responses from the motivation questionnaire were coded and averaged by category as interest, enjoyment, self-confidence, participation. A comparative analysis of pre- and post-intervention scores was conducted to assess motivational change.

Paired-sample t-tests were conducted using a significance level of $p < .05$.

Assumptions of normality were examined using Shapiro-Wilk tests and inspection of Q – Q plots. No significant deviations from normality were detected ($p > .05$).

Effect sizes were calculated using Cohen’s d for dependent samples:

$$M_{\text{post}} - M_{\text{pre}}$$

$$d = \frac{\text{Mean Difference}}{\text{SD}_{\text{pooled}}}$$

SD_{pooled}

Effect sizes were interpreted according to conventional benchmarks:

- 0.20 = small
- 0.50 = medium
- 0.80 = large

Ninety-five percent confidence intervals were computed to estimate precision of mean differences.

Qualitative Analysis

A thematic analysis was conducted on reflective journals, field notes, and interview transcripts. Data were first initially open-coded and then grouped into broader themes, including (1) learner autonomy, (2) digital confidence, (3) communicative risk-taking, and (4) emotional responses to DST tasks. Keywords, repeated phases, and narrative tone were analyzed to determine learner sentiment and evolving attitudes.

Observational data were used to validate self-reported increases in engagement. Weekly participation rates, peer interaction frequency, and language output during DST sessions were tracked and compared across the intervention timeline.

The integration of qualitative and quantitative findings allowed for a rich, multi-dimensional interpretation on DST's impact on language acquisition and learner motivation.

Results and discussion

This section presents quantitative and qualitative findings in alignment with the three research questions. Statistical outcomes are reported with full transparency, followed by integrated interpretation supported by qualitative evidence.

RQ1: How is it possible to effectively use DST to enhance tourism specialty learners' language proficiency?

We integrated DST through weekly narrative tasks that required students to apply English in creative, personally meaningful contexts. Observational data and field notes showed a clear progression in student engagement and language use. By Week 4 of the intervention, a significant increase in the classroom participation was observed, with over 85% of students actively contributing to group discussions and oral presentations – up from approximately 60% in the first week.

Students demonstrated growing autonomy in their language learning, with many initiating peer feedback and revising their stories independently. Qualitative feedback revealed that students felt more connected to the learning process, citing the opportunity to “tell their own stories” and “express real emotions” as key motivators. This emotional connection contributed to increased willingness to use English spontaneously during classroom activities.

Quantitative results

Paired-sample t-tests conducted to compare pre- and post-intervention scores across vocabulary, grammar, and speaking fluency (Table 1). Assumptions of normality were satisfied (Shapiro-Wilk, $p > .05$).

Table 1 – Pre- and Post-Test Results with statistical indicators (n=28, df=27)

| Skill area | Pre-Test mean (SD) | Post-Test mean (SD) | Mean Gain | <i>t</i> | <i>p</i> | Cohen’s <i>d</i> | 95% CI of Mean difference |
|-------------------------|---------------------------|----------------------------|------------------|-----------------|-----------------|-------------------------|----------------------------------|
| Vocabulary | 46.3 (8.4) | 61.5 (7.9) | +15.2 | 8.74 | < .001 | 1.65 | [11.6, 18.8] |
| Grammar | 48.1 (7.3) | 58.9 (6.8) | +10.8 | 6.91 | < .001 | 1.30 | [7.6, 14.0] |
| Speaking Fluency | 43.7 (9.1) | 60.2 (8.7) | +16.5 | 9.12 | < .001 | 1.72 | [12.7, 20.3] |

All three skill areas demonstrated statistically significant improvement at $p < .001$. Effect sizes were large ($d > 0.80$), indicating substantial practical significance according to Cohen’s benchmarks. The largest effect was observed in speaking fluency ($d = 1.72$), followed by vocabulary ($d = 1.65$).

The magnitude of gains suggests that DST tasks may have provided frequent, meaningful opportunities for contextualized language use, particularly in spoken production. The strong improvement in speaking aligns with prior empirical findings in communicative DST-based interventions conducted in secondary and teacher-education contexts, where oral confidence and fluency were among the most frequently reported gains.

Previous quantitative studies investigating DST in EFL context have typically reported statistically significant improvements in speaking performance and learner motivation, often with medium to large effect sizes (e.g., Fu et al. 2022; Hava, 2021). However, many of these investigations were conducted in secondary education or teacher-training contexts and frequently relied on self-reported competence measures in addition to test-based outcomes. In comparison, the present study demonstrates large effect sizes ($d = 1.30-1.72$) based exclusively on standardized pre- and post-test proficiency measures within a vocational higher education setting. The magnitude of these effects suggests that DST may yield particularly strong gains when tasks are aligned with professionally relevant communication scenarios, such as tourism-oriented themes.

However, unlike many prior studies that relied primarily on perception data, the present study provides quantified proficiency gains with large effect sizes in vocational higher education context. This extends existing literature by demonstrating that similar improvements may occur among tourism specialty students by initially low proficiency.

Nevertheless, due to the absence of a comparison group, improvements cannot be attributed exclusively to the DST intervention. Regular curriculum exposure, test familiarity, or natural language development over the academic term may have partially contributed to score increases.

RQ2: How do tourism specialty learners perceive the improvement of language and digital skills from DST?

Quantitative motivation outcomes

Paired-sample t-tests revealed statistically significant increases across motivational dimensions:

| Dimensions | <i>t</i> (27) | <i>p</i> | Cohen's <i>d</i> |
|---------------------------------|----------------------|-----------------|-------------------------|
| Interest & Enjoyment | 5.62 | < .001 | 1.06 |
| Self-Confidence | 6.03 | < .001 | 1.14 |
| Participation | 5.11 | < .001 | 0.97 |
| Digital Competence | 6.47 | < .001 | 1.22 |

All subscales demonstrated large effects sizes ($d \approx 1.0$), indicating strong practical impact.

Qualitative corroboration

Thematic analysis revealed four dominant themes:

1. Increased communicative risk-taking;
2. Growth in digital confidence;
3. Enhanced learner autonomy
4. Emotional engagement with learning content.

Students frequently described DST as reducing performance anxiety during speaking tasks. Reflective journals indicated that the ability to rehearse narration before final submission increased perceived control over language production.

Observation data supported these perceptions: classroom participation rates increased from approximately 60% active contribution in week 1 to over 85% by Week 4, stabilizing at that level throughout the intervention.

These findings are consistent with prior DST research emphasizing motivational enhancement. While prior research commonly reports significant motivational gains, effect sizes are not always systematically calculated or reported. In the present study, motivational dimensions demonstrated large effects ($d \approx 1.0$), indicating not only statistical, but also practical significance. The convergence of strong motivational or proficiency gains supports the interpretation that affective engagement may function as a mediating variable in language development within DST-based instruction. However, the present study contributes additional evidence by linking statistically significant motivational gains with measurable proficiency improvement within tourism-oriented curriculum.

While prior research commonly reports significant motivational gains, effect sizes are not always systematically calculated or reported. In the present study, motivational dimensions demonstrated large effects ($d \approx 1.0$), indicating not only statistical but also practical significance. The convergence of strong motivational and proficiency gains supports the interpretation that affective engagement may function as a mediating variable in language development within DST-based instruction. However, the present study contributes additional evidence by linking statistically significant motivational gains with measurable proficiency improvement within a tourism-oriented curriculum.

The integration of professional themes (e.g., tourism scenarios) may have strengthened task authenticity, which has been identified in previous research as a critical factor in learner engagement.

RQ3: What advantages and challenges did students identify?

The reported advantages were consistently emphasized by the students. Participants indicated that engagement in the activity contributed to a measurable increase in their self-confidence when speaking English. They also reported that the process provided meaningful opportunities for creative self-expression, enabling them to articulate ideas in original and personally relevant ways. Furthermore, students observed improvements in collaboration and peer-assisted learning, noting

enhanced interaction and mutual support within group contexts. Finally, the activity facilitated the development of transferable digital competencies, which students recognized as applicable to broader academic and professional settings.

The co-occurrence of linguistic and digital development reflects the meditational function of technological tools described in Activity Theory. DST appeared to operate as a structured activity system linking tools, social interaction, and professional content.

Despite generally positive evaluations, several students reported experiencing certain challenges. A number of participants encountered initial technological difficulties, particularly during the early stages of engagement with digital tools and platforms. Additionally, time management emerged as a recurring concern, as students reported difficulties in allocating sufficient time to complete tasks effectively. Some respondents also noted instances of uneven contribution within groups, indicating disparities in participation and workload distribution among team members.

These findings suggest that effective DST implementation requires structured scaffolding and clearly defined collaborative roles.

When quantitative and qualitative findings are considered together, the data suggest that DST was associated with substantial language gains and motivational growth within this cohort. The large effect sizes observed across proficiency and motivation measures indicate meaningful educational impact.

However, methodological limitations require causal interpretation:

- The quasi-experimental design limits causal claims.
- The small sample size reduces generalizability.
- The intervention duration (10 weeks) restricts long-term inference.

Therefore, while the evidence suggests that DST may be an effective pedagogical strategy for vocational tourism students with low initial proficiency, further controlled research is necessary to confirm causal mechanisms and sustainability of gains.

Conclusion

This study investigated the impact of Digital Storytelling on English language proficiency and learner motivation among first-year Sports Tourism students. Statistically significant improvements were observed in vocabulary, grammar, and speaking fluency, accompanied by measurable increases in motivation and self-confidence.

While effect sizes were substantial, conclusions must be interpreted within the limitations of a quasi-experimental single group design. The findings suggest that DST represents a promising pedagogical strategy for vocational higher education contexts characterized by low initial proficiency and motivation.

Rather than positioning DST as a universally “transformational” pedagogy, the present results indicate that it can be an effective meditational tool when carefully structured, scaffolded, and aligned with professional learning objectives.

Future studies incorporating control groups, longitudinal tracking, and cross-institutional samples are necessary to confirm the robustness and sustainability of these effects.

BIBLIOGRAPHY/REFERENCES

1. Akeshova M., Duisebaeva G., Nyshanova S. Enhancing tourism specialists' English proficiency through digital technologies: an experimental study // *Bulletin of the IUTH*. – 2025. –

Vol. 1, No. 7. – P. 31–40.

2. Singh M.N. Inroad of digital technology in education: Age of digital classroom // Higher Education for the Future. – 2021. – Vol. 8, No. 1. – P. 20–30.

3. Prensky M. Digital natives, digital immigrants. Part 1 // On the Horizon. – 2001. – Vol. 9, No. 5. – P. 1–6.

4. Nassim S. Digital storytelling: An active learning tool for improving students' language skills // PUPIL: International Journal of Teaching, Education and Learning. – 2018. – Vol. 2, No. 1. – P. 14–27.

5. Anderson J., Chung Y.C., Macleroy V. Creative and critical approaches to language learning and digital technology: Findings from a multilingual digital storytelling project // Language Education. – 2018. – Vol. 32, No. 2. – P. 195–211.

6. Fu J.S., Yang S.H., Yeh H.C. Exploring the impacts of digital storytelling on English as a foreign language learners' speaking competence // Journal of Research on Technology in Education. – 2022. – Vol. 54, No. 5. – P. 679–694.

7. Hava K. Exploring the role of digital storytelling in student motivation and satisfaction in EFL education // Computer Assisted Language Learning. – 2021. – Vol. 34, No. 7. – P. 958–978.

8. Nair V., Yunus M.M. A systematic review of digital storytelling in improving speaking skills // Sustainability. – 2021. – Vol. 13, No. 17. – P. 1–15.

9. Nishioka H. Analyzing language development in a collaborative digital storytelling project: Sociocultural perspectives // System. – 2016. – Vol. 62. – P. 39–52.

10. Bernard R.R. The power of digital storytelling to support teaching and learning // Digital Education Review. – 2016. – No. 30. – P. 17–29.

11. Yu B., Wang W. Using digital storytelling to promote language learning, digital skills and digital collaboration among English pre-service teachers // System. – 2025. – Vol. 129. – P. 1–14.

12. Al-Amri H.M. Digital storytelling as a communicative language teaching-based method in the EFL classroom // Arab World English Journal. – 2020. – Vol. 11. – P. 270–281.

13. Hamzeh M., Chang H. Digital storytelling in language education // Behavioral Sciences. – 2019. – Vol. 9, No. 12. – P. 147.

| | |
|---|---|
| <p>G. YAKIYAYEVA Senior-teacher International University of Tourism and Hospitality (Kazakhstan, Turkestan) email: gyakiyayeva@gmail.com</p> | <p>S. DZHAMALOVA Master of Pedagogical Sciences, Senior- teacher, International University of Tourism and Hospitality, (Kazakhstan, Turkestan) email: ezhik546@bk.ru</p> |
| <p>B. ABDULKHAKOV Master of Philology, Yassawi International Kazakh-Turkish University (Turkestan, Kazakhstan) email: batirbay@mail.ru</p> | <p><i>Received 02.05.2025</i> <i>Received in revised form 01.03.2026</i> <i>Accepted for publication 30.03.2026</i></p> |

Г. ЯКИЯЕВА¹✉, С.ДЖАМАЛОВА¹, Б. АБДУЛХАКОВ²

¹Халықаралық туризм және қонақжайлылық университеті
(Қазақстан, Түркістан), email: gyakiyayeva@gmail.com

²Қ.А.Ясауи атындағы Халықаралық қазақ-түрік университетіб (Қазақстан, Түркістан)

**БОЛАШАҚ ТУРИЗМ МАМАНДАРЫНЫҢ АҒЫЛШЫН ТІЛІН МЕҢГЕРУІН
САНДЫҚ ӘНГІМЕЛЕУ ТӘСІЛІН ҚОЛДАНУ АРҚЫЛЫ ЖАҚСARTУ**

Аңдатпа. Бұл мақалада тілді оқытуда сандық әңгімелеу технологиясын қолдану қарастырылады, оның оқушылардың қызығушылығын, мотивациясын және оқу нәтижелерін жақсарту әлеуетіне назар аударылады. Цифрлық әңгімелеуді тілді оқыту контекстіне интеграциялау білім беру саласында оның шынайылығы мен сандық тілді үйренушілерді тиімді тілді меңгеруге тарту және тілді оқытуды адамгершілікке, контекстік және мотивациялық ету қабілетіне байланысты үлкен назар аударды. Оқыту процесінде оқушыға бағытталған, қызықты және қуатты сандық әңгімелеу әдісін қолдану арқылы педагогтар дәстүрлі тілді оқыту әдістерін динамикалық және қызықты тәжірибеге айналдыра алады. Бұл зерттеу сандық әңгімелеудің теориялық негіздерін, оның тілді оқытудағы қолданылуын және болашақ туризм мамандарының академиялық нәтижелеріне әсерін қарастырады. Зерттеу нәтижелері сандық әңгімелеу технологиясы болашақ туризм мамандарының тілді меңгеруін жақсартып, шынайы оқу атмосферасын қалыптастырудың тиімді құралы бола алатынын көрсетеді.

Кілт сөздер: сандық әңгімелеу, қатысу, шынайылық, оқу ортасы, тілді меңгеру.

Г.ЯКИЯЕВА¹✉, С. ДЖАМАЛОВА¹, Б. АБДУЛХАКОВ²

¹Международный университет туризма и гостеприимства
(Казахстан, Туркестан), e-mail: gyakiyayeva@gmail.com

²Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави
(Казахстан, Туркестан)

**ПОВЫШЕНИЯ УРОВНЯ ВЛАДЕНИЯ АНГЛИЙСКИМ ЯЗЫКОМ СРЕДИ
БУДУЩИХ СПЕЦИАЛИСТОВ В СФЕРЕ ТУРИЗМА ПОСРЕДСТВОМ
ИСПОЛЬЗОВАНИЯ ПОДХОДА ЦИФРОВОГО СТОРИТЕЛЛИНГА**

Аннотация. В данной статье рассматривается применение технологии цифрового сторителлинга в преподавании языка с акцентом на её потенциал для повышения вовлечённости, мотивации и результатов обучения. Интеграция цифрового сторителлинга в контекст изучения языка привлекла значительное внимание в сфере образования благодаря его аутентичности и способности вовлекать учащихся, для которых цифровые технологии являются носителями языка, в эффективное усвоение языка и делать обучение более человечным, контекстуальным и мотивирующим. Используя в учебном процессе интерактивный, вовлекающий и мощный метод цифрового сторителлинга, ориентированный на обучающегося, преподаватели могут превратить традиционные методы изучения языка в динамичный и увлекательный опыт. В данном исследовании рассматриваются теоретические основы цифрового сторителлинга, его применение в преподавании языка и его влияние на академические результаты будущих специалистов в сфере туризма. Результаты исследования показывают, что технология цифрового сторителлинга может служить эффективным инструментом для создания более творческой и искренней атмосферы обучения, в конечном итоге способствует усвоению языка будущими специалистами в сфере туризма.

Ключевые слова: цифровое сторителлинг, вовлечённость, аутентичность, учебная среда, усвоение языка.