

Use of Digital Storytelling and Speech Anxiety of the Grade 10 Students of MinSCAT Calapan City Campus

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ABSTRACT

Storytelling has always been an integral part of teaching. It is an educational instrument used to pass knowledge from one generation to another. Thus, it is still part of education from the past up to the present and maybe even in the future. Adapting to the changes over time, storytelling has been combined with technological advancement, leading to the development of digital storytelling. This study determined the level of effectiveness of digital storytelling in addressing the speech anxiety of the Grade 10 students. Using the quasi-experimental design, the research tested the changes in the level of speech anxiety using the digital and traditional storytelling methods. Using a teacher-structured survey, the level of the students' speech anxiety was pre-determined. After the five teaching sessions, a post evaluation was conducted to determine the effectiveness of either methodology. Results revealed that there was a moderate level of anxiousness among the respondents prior and after the experimentation. However, there was an established significant difference on the speech anxiety of both groups who were exposed to traditional and digital storytelling. Based on the results, an intervention plan was proposed to reduce anxiety through the utilization of storytelling techniques.

Keywords: *Storytelling, digital storytelling, speech anxiety, intervention*

INTRODUCTION

Storytelling has always been an integral part of teaching. It is an educational instrument used to pass knowledge from one generation to another. Thus, it is still part of education from the past up to the present and maybe even in the future. Moreover, storytelling is not just the passing of knowledge, but also, it may improve the speaking of students when it is their turn to deliver the storytelling. According to Rosisiter (2010) storytelling is a form of communication that predates written human history as a means of teaching lessons and passing history down from one generation to another. In addition, narrative storytelling provides the basic structure of how we create meaning out of human's existence and everyday lives.

With the advent of technology, digital storytelling came into the scene. Digital story telling is an embodiment of multimedia production for educational purposes. Therefore, it is becoming part of human lives, and is on the verge of becoming an important part of teaching and learning as well. All of this is facilitated by ready to access hardware, such as digital cameras and scanners together with easy-to-use software. Many educational institutions have already been utilizing digital storytelling as a pedagogical strategy specifically in the field of teaching literature for the past few years.

Digital storytelling can be used to reinforce subject matter, to share an experience or present some new information in a creative and interesting way. It requires various tools to create the story, including a computer. An internet connection, a camera or a video recording tool, a voice recorder or microphone, a music keyboard and a scanner can also be used. These tools can enhance and bring life to a digital story. Considering the way of effective learning, there is a strategy or technique which produce rich-learning environments supported with sophisticated tools and software based on students-centered education. One of the methods that are expected highly is digital storytelling which is practiced actively in abroad countries (Kotluk, Kocakaya, & The, 2017). Digital storytelling is a modern expression of the art of storytelling that relies on the power of the images, music, narration and sound together, thus giving the dimensions and vivid color to characters, situations, experiences and insights (Tubagushidayat, 2013).

Researchers have explored the effectiveness of digital storytelling on the learning competencies of the students. However, much of this investigation focused on reading and listening comprehension. Thus, the body of knowledge on its impact to the speaking skill has been found to be inadequate. While digital storytelling has been found to be effective in enhancing the reading and listening comprehension of learners, it is equally important to have further analysis on the students' speaking competence particularly in terms of eliminating the most significant factor affecting it - anxiety. Speech anxiety is defined as the intense worry and fear that a person experiences when delivering or preparing to speak in a conversation. It is also commonly referred as communication apprehension. This form of anxiety is characterized by having elevated heart rate (Azagra, 2015). Several studies revealed that this form of anxiety hamper the willingness of the learners to actively participate in classroom discussion thereby affecting their overall performance.

In the Philippines, the Department of Education implements the K to 12 Curriculum for learners to master and absorb basic competencies, as reading comprehension, oral language, viewing comprehension, literature, listening comprehension, vocabulary development, writing and composition, and grammar awareness in English language education. The enactment of Republic Act No. 10533 in the Philippines, otherwise known as the Enhanced Basic Education Act of 2013, has paved the way for the introduction of more contextualized and in-depth learning experiences for Filipino students, especially in the area of English Language Arts. Revolutionizing English Language Education in the Philippines, Effective Language Arts and Multiliteracies Curriculum (LAMC) has been developed in the K-12 "to produce graduates who apply the language conventions, principles, strategies and skills" (2013 LAMC) needed in the 21st century. With the introduction of K to 12 Curriculum, second language competencies aimed of preparing students for the increasingly multilingual challenges involved in exchanges of goods and ideas and for effective participation in local, regional and global affairs.

However, as can be observed in a number of educational institutions, oral and written communication in English has remained to be a perennial problem among students. In the school year 2014-2015, the performance of high school students in English in the National Achievement Test marked a mean percentage score of 51.80, which is still far from the 75% MPS target of the Department of Education. Putting this context into account, several studies explored the correlates affecting the students' second language competencies.

In the context of the researcher, there has been an observed moderate to high level of anxiousness among the junior high school students. As personally observed, students perform better in written assessment than their oral performances. The scenario is more rampant among the Grade 10 students who are taking World Literature as their English subject. Grade 10 English requires students to collaboratively and cooperatively work in their performance tasks as they are part of the pedagogical strategies in all Basic Education subjects. Much of these activities require them to speak and explain their analysis of written works but they seemed to be overpowered by their anxiety making them perform unsatisfactorily. In the context given, the speaking competence has therefore been found to be problematic since students' anxiety hinders them from expressing themselves.

Hence in light of these reasons, the researcher decided to work on an experimental investigation on the impact of digital storytelling in eliminating speech anxiety among the Grade 10 students. Since the digital storytelling is a new strategy to the students, its impact will be assessed after the period of experiment. Thus, this research study aims to determine the effect of digital storytelling on the speech anxiety of the students which will eventually lead to their enhanced performances in English.

This study aimed to determine the effect of digital storytelling on the speech anxiety of Grade 10 students. Specifically, it sought to determine the level of speech anxiety of the control group prior to and after exposure to traditional storytelling, as well as the level of speech anxiety of the experimental group prior to and after exposure to digital storytelling. It also examined whether there were significant differences in the speech anxiety levels of the control and experimental groups before and after exposure to the storytelling techniques, including within-group and between-group comparisons. Furthermore, the study aimed to propose an intervention material based on the findings of the analysis.

Theoretical and Conceptual Framework

This study is anchored on brain-based learning theory, behaviorism, and constructivism. Brain-based learning theory emphasizes that effective learning occurs when instructional strategies align with how the brain processes information, promoting meaningful and lasting learning through active engagement and varied approaches. Behaviorism explains that learning is reflected through observable changes in behavior influenced by stimuli, motivation, and reinforcement within the learning environment. It highlights the role of structured instruction and feedback in shaping learners' responses and participation. Constructivism, on the other hand, views learning as an active process where learners construct knowledge through experience, interaction, and collaboration. It emphasizes authentic, learner-centered environments that support critical thinking and deeper understanding. These theories collectively support the use of digital storytelling as it integrates multiple sensory experiences, encourages active participation, and provides meaningful learning contexts that may influence students' speech anxiety and overall learning outcomes.

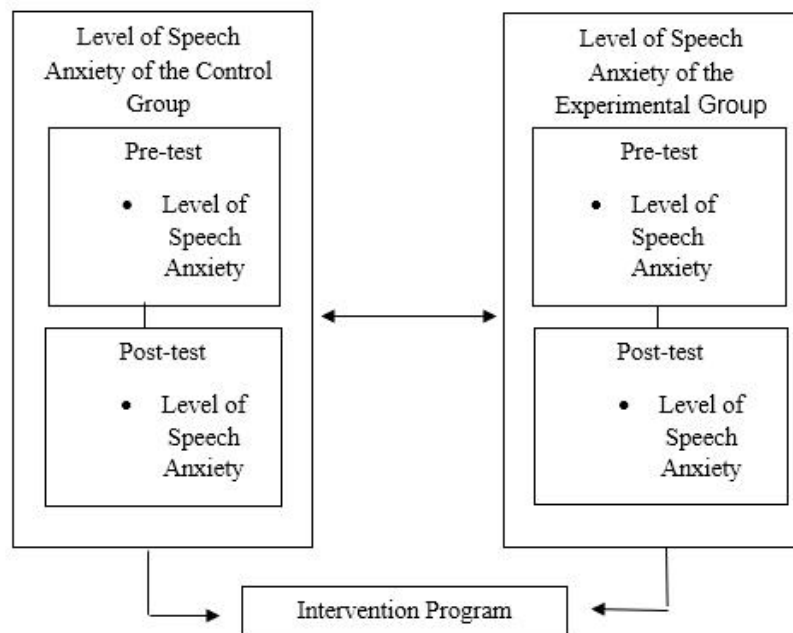


Figure 1. Research Paradigm

Literature Review

Language plays a fundamental role in the learning process, and an effective curriculum must promote both fluency and literacy while fostering lifelong skills and competencies. A well-structured curriculum is not merely a collection of content but a comprehensive plan that guides teaching and learning experiences (Wiggins & McTighe, 2006). However, challenges in curriculum implementation, such as inadequate instructional materials and insufficient teacher training, continue to affect language education both globally and in the Philippine context (UNESCO, 2016; Palattao, 2013).

Digital storytelling has emerged as an innovative pedagogical approach that integrates traditional storytelling with multimedia elements such as audio, images, and video. It is considered a modern expression of storytelling that enhances creativity, engagement, and digital literacy (Lambert, 2009; Robin, 2008). Digital storytelling allows learners to construct and communicate meaning through multiple modes, thereby supporting deeper understanding and self-expression. However, effective implementation requires a strong emphasis on narrative quality rather than overreliance on technological features (Ohler, 2005)

Storytelling, whether traditional or digital, has long been recognized as a powerful instructional tool that enhances language skills, including speaking, reading, listening, and writing. It motivates learners, promotes interaction, and provides meaningful contexts for language use (Wajnryb, 2003; Wright, 1995). Empirical studies have shown that storytelling improves learners' vocabulary, comprehension, and communication skills by encouraging active participation and engagement in the learning process (Yang & Wu, 2012; Hsu, 2010).

In particular, digital storytelling supports the development of 21st-century skills such as critical thinking, collaboration, and creativity. It provides learners with opportunities to actively construct knowledge and present ideas in innovative ways (Goulah, 2007; Reinders, 2010). Research findings indicate that students exposed to digital storytelling demonstrate increased motivation, improved language proficiency, and greater confidence in communication (Castañeda & Rojas-Miesse, 2012; Afrilyasanti & Basthomi, 2011). Nevertheless, its effectiveness largely depends on proper instructional design, learner readiness, and teacher facilitation.

Anxiety is another critical factor that influences language learning, particularly in speaking tasks. High levels of anxiety can hinder learners' ability to process information, participate in class activities, and demonstrate their language skills effectively (Zheng, 2008). Several studies have found a negative relationship between anxiety and academic performance, indicating that increased anxiety levels may lead to decreased learning outcomes (Onyeizugbo, 2010; Chapell et al., 2005). However, moderate levels of anxiety may serve as motivation for learners to perform better (Kahan, 2008).

To address language anxiety, various intervention programs have been developed, including cooperative learning, structured reading programs, and language-focused instructional strategies. These approaches create supportive and interactive learning environments that help reduce anxiety and improve language acquisition (Nagahashi, 2007; Sibieta, 2016). Such interventions highlight the importance of meaningful engagement and learner-centered practices in promoting effective learning

Overall, the reviewed literature suggests that storytelling, particularly digital storytelling, plays a significant role in enhancing language learning and reducing anxiety. However, gaps remain in understanding its specific impact on speech anxiety among learners. Thus, this study aims to examine the effectiveness of digital storytelling as an intervention to reduce speech anxiety and improve students' language learning outcomes.

METHODOLOGY

Research Design

This study employed a quasi-experimental pretest–posttest design to determine the effectiveness of digital storytelling in reducing speech anxiety among Grade 10 students. The dependent variable was measured before and after the intervention without random assignment of participants. The design allowed comparison of pretest and posttest results to assess improvement, although potential influences such as history, maturation, and regression to the mean were considered.

Research Locale

The study was conducted at MinSCAT Laboratory High School, Calapan City, Masipit, Oriental Mindoro.

Respondents of the Study

The grade 10 students of MinSCAT Laboratory High School Calapan City is composed of 39 students. All students in the said section underwent the assigned exposure but only 30 students were selected as respondents. The control group was composed of 15 students while the other 15 students was chosen for the experimental group.

Sampling Technique

The fish bowl random sampling technique was used in the study wherein 30 students of MINS CAT laboratory high school was taken as participants of the study.

Research Instrument

The study used a teacher-structured survey questionnaire to measure student’s anxiety. The instrument is a 25-item questionnaire, which was administered for 60 minutes. The questionnaire was developed using the scale used in the study “A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability” (Yaikhong & Usaha, 2012) as reference.

Scoring and Quantification

The level of speech anxiety was measured using the range with its verbal description as shown below.

Range	Verbal Description
3.50 - 4.00	Overly anxious
2.50 - 3.49	Moderately anxious
1.50-2.49	Slightly anxious
1.00 - 1.49	Not anxious

Validation of the Research Instrument

To ensure the validity of the research instrument, three Master Teachers validated the anxiety scale. Which two master teachers and one doctorate teacher scrutinized the variety of the instrument used.

Data Gathering Procedure

Permission to conduct the study was secured from school authorities. A pretest was administered to both control and experimental groups to assess speech anxiety levels. The control group was taught using traditional storytelling, while the experimental group was exposed to digital storytelling over three sessions. Lessons included selected literary texts, delivered within regular class schedules. After the intervention, a posttest was conducted to measure changes in speech anxiety levels.

Statistical Treatment of Data

Descriptive and inferential statistics were used to analyze the data. Frequency and percentage were employed to describe the distribution of scores, while the arithmetic mean was used to determine the average performance of participants. T-tests for correlated and uncorrelated means were applied to identify significant differences between pretest and posttest results in traditional and digital storytelling approaches.

RESULTS AND DISCUSSION

Speech Anxiety of the Respondents of the Controlled Group Prior to the Exposure to Traditional Storytelling

The results indicate that the control group exhibited a **moderately anxious** level of speech anxiety prior to exposure to traditional storytelling, with an overall mean of **2.98**. The lowest mean score was obtained by item 1 (2.73), while items 5 and 6 recorded the highest means (3.33), all interpreted as moderately anxious. This suggests that learners were able to understand the story but still experienced noticeable levels of anxiety when expressing themselves. The findings reveal that while traditional storytelling remains effective in facilitating comprehension and engagement, its impact on reducing speech anxiety is limited. Learners demonstrated the ability to follow, retell, and respond to the story, indicating adequate understanding. However, observable behaviors such as reliance on reading materials during storytelling suggest that confidence and independent language use were not fully developed. The moderate level of anxiety may be attributed to learners' difficulty in using the English language, particularly in terms of vocabulary and confidence in speaking. Although prior reading helped students prepare and understand the content, it did not fully translate into improved speaking confidence. This implies that comprehension alone does not guarantee reduced speech anxiety. These findings support brain-based learning theory, which emphasizes the need for varied and engaging instructional approaches to enhance learning and retention. While traditional storytelling provides valuable language exposure, it may not sufficiently address learners' affective needs, particularly in reducing anxiety. Similarly, storytelling as a language-learning tool remains effective for comprehension and exposure; however, its impact on confidence and active communication may require more interactive and technology-integrated approaches. Overall, traditional storytelling facilitated understanding and participation but was not fully effective in significantly reducing speech anxiety among learners.

Table 1

Speech Anxiety of the Controlled Group Prior to the Exposure to Traditional Storytelling

Items	Mean	Description
1. I never feel quite sure of myself while I am speaking in English.	2.73	Moderately Anxious
2. I tremble when knowing that I am going to be called to speak in English.	2.80	Moderately Anxious
3. I start to panic when I have to speak in English without a preparation in advance.	2.80	Moderately Anxious
4. In a speaking class, I can get so nervous I forget the things I know.	3.00	Moderately Anxious
5. I feel very self-conscious while speaking in English in front of others.	3.33	Moderately Anxious
6. I get nervous and confused when I am speaking in English.	3.33	Moderately Anxious
7. I am afraid that other students will laugh at me while I am speaking in English.	3.13	Moderately Anxious
8. I get so nervous when the language teacher asks me to speak in English, which I have prepared in advance.	3.00	Moderately Anxious
9. I can feel my heart pounding when I am going to be called.	3.07	Moderately Anxious
10. It worries me to volunteer to be the first to speak in English.	2.93	Moderately Anxious
11. The more speaking tests I have, the more confused I get.	2.80	Moderately Anxious

12.	Certain parts of my body feel very tense and rigid while speaking in English.	2.80	Moderately Anxious
13.	I feel anxious while waiting to speak in English.	2.73	Moderately Anxious
14.	I want to speak less because I feel shy while speaking English.	3.00	Moderately Anxious
15.	I dislike using my voice and my body movements while speaking in English.	2.87	Moderately Anxious
16.	I have trouble to coordinate my movements while speaking in English.	2.67	Moderately Anxious
17.	I find it hard to look at the audience in the eyes while speaking in English.	2.93	Moderately Anxious
18.	I start to stutter whenever I speak in English.	2.93	Moderately Anxious
19.	I keep thinking that other students are better at speaking in English than me	3.20	Moderately Anxious
20.	I always feel that other students speak in English better than I do.	3.20	Moderately Anxious
21.	I am afraid that I will say something thoughtless.	3.07	Moderately Anxious
22.	I cannot complete my ideas alone when speaking.	3.07	Moderately Anxious
23.	I cannot easily express myself in English on the spot.	3.07	Moderately Anxious
24.	When speaking I feel that my classmates cannot understand me.	3.00	Moderately Anxious
25.	I am conscious of my mannerism in speaking in English.	2.93	Moderately Anxious
Overall Mean		2.98	Moderately Anxious

Speech Anxiety of the Experimental Group prior to the exposure to Digital Storytelling

The results show that the experimental group exhibited a moderately anxious level of speech anxiety prior to exposure to digital storytelling, with an overall mean of 2.84. Item 15 obtained the lowest mean (2.47), interpreted as slightly anxious, while item 20 recorded the highest mean (3.20), interpreted as moderately anxious. This indicates that learners generally understood the story but still experienced noticeable levels of anxiety. Although digital storytelling generated enthusiasm and interest due to its engaging and interactive presentation, it did not significantly reduce speech anxiety compared to expectations. Learners were able to follow the story; however, unlike the traditional group, they were not provided with prior reading materials, which may have affected their level of preparedness and confidence in responding. While access to digital resources allowed some learners to preview the story, the lack of structured preparation may have contributed to the slightly higher anxiety levels. The findings suggest that while digital storytelling enhances engagement and motivation, it may not automatically translate into reduced anxiety or improved speaking confidence. Learners still experienced difficulty in expressing themselves in English, possibly due to limited vocabulary and lack of confidence. This supports the idea that effective learning requires not only engaging materials but also structured support and preparation. Consistent with brain-based learning principles, effective instruction should integrate multiple approaches that address both cognitive and affective aspects of learning. While digital storytelling provides rich language exposure and creative opportunities, traditional storytelling may offer more stability and preparedness for learners. Thus, both approaches have value, but their effectiveness may depend on how they are implemented and supported within the learning environment.

Table 2

Speech Anxiety of the Experimental Group Prior to the Exposure to Digital Storytelling

Items	Mean	Description
1. I never feel quite sure of myself while I am speaking in English.	2.87	Moderately Anxious
2. I tremble when knowing that I am going to be called to speak in English.	2.67	Moderately Anxious
3. I start to panic when I have to speak in English without a preparation in advance.	3.00	Moderately Anxious
4. In a speaking class, I can get so nervous I forget the things I know.	3.00	Moderately Anxious
5. I feel very self-conscious while speaking in English in front of others.	2.93	Moderately Anxious
6. I get nervous and confused when I am speaking in English.	2.93	Moderately Anxious
7. I am afraid that other students will laugh at me while I am speaking in English.	2.93	Moderately Anxious
8. I get so nervous when the language teacher asks me to speak in English, which I have prepared in advance.	2.53	Moderately Anxious

9.	I can feel my heart pounding when I am going to be called.	3.07	Moderately Anxious
10.	It worries me to volunteer to be the first to speak in English.	2.87	Moderately Anxious
11.	The more speaking tests I have, the more confused I get.	2.73	Moderately Anxious
12.	Certain parts of my body feel very tense and rigid while speaking in English.	2.80	Moderately Anxious
13.	I feel anxious while waiting to speak in English.	2.73	Moderately Anxious
14.	I want to speak less because I feel shy while speaking English.	2.73	Moderately Anxious
15.	I dislike using my voice and my body movements while speaking in English.	2.47	Slightly Anxious
16.	I have trouble to coordinate my movements while speaking in English.	2.87	Moderately Anxious
17.	I find it hard to look at the audience in the eyes while speaking in English.	2.93	Moderately Anxious
18.	I start to stutter whenever I speak in English.	2.67	Moderately Anxious
19.	I keep thinking that other students are better at speaking in English than me	3.07	Moderately Anxious
20.	I always feel that other students speak in English better than I do.	3.20	Moderately Anxious
21.	I am afraid that I will say something thoughtless.	3.13	Moderately Anxious
22.	I cannot complete my ideas alone when speaking.	2.80	Moderately Anxious
23.	I cannot easily express myself in English on the spot.	2.80	Moderately Anxious
24.	When speaking I feel that my classmates cannot understand me.	2.73	Moderately Anxious
25.	I am conscious of my mannerism in speaking in English.	2.60	Moderately Anxious
Overall Mean		2.84	Moderately Anxious

Speech Anxiety of the Controlled Group after the exposure to Traditional Storytelling

Table 3 shows that the control group's speech anxiety after exposure to traditional storytelling remained moderately anxious, with an overall mean of 2.53, lower than the pretest mean of 2.98. Item 15 recorded the lowest mean (2.13, slightly anxious), while item 4 had the highest (2.93, moderately anxious). This indicates a noticeable reduction in anxiety levels after the intervention. The decrease in mean scores suggests that traditional storytelling contributed to improving students' confidence in speaking. The improvement may be attributed to increased teacher–student interaction, where learners were able to ask questions, seek clarification, and follow explanations at a manageable pace. This interaction enhanced comprehension and allowed learners to participate more actively, leading to reduced anxiety. Despite this improvement, the anxiety level remained within the “moderately anxious” range, indicating that while traditional storytelling was effective, it did not fully eliminate speech anxiety. The findings also suggest that although traditional methods support understanding and retention, they may be less engaging for modern learners who are more inclined toward technology-based learning environments. These results support brain-based learning theory, which emphasizes that learning occurs effectively when instructional strategies align with how the brain processes information. Traditional storytelling, through interaction and guided explanation, supports comprehension; however, integrating more engaging and varied approaches may further enhance learning and reduce anxiety levels.

Table 3

Speech Anxiety of the Controlled Group after the exposure to Traditional Storytelling

Items	Mean	Description
1. I never feel quite sure of myself while I am speaking in English.	2.60	Moderately Anxious
2. I tremble when knowing that I am going to be called to speak in English.	2.47	Slightly Anxious
3. I start to panic when I have to speak in English without a preparation in advance.	2.53	Moderately Anxious
4. In a speaking class, I can get so nervous I forget the things I know.	2.93	Moderately Anxious
5. I feel very self-conscious while speaking in English in front of others.	2.73	Moderately Anxious

6.	I get nervous and confused when I am speaking in English.	2.80	Moderately Anxious
7.	I am afraid that other students will laugh at me while I am speaking in English.	2.67	Moderately Anxious
8.	I get so nervous when the language teacher asks me to speak in English, which I have prepared in advance.	2.60	Moderately Anxious
9.	I can feel my heart pounding when I am going to be called.	2.60	Moderately Anxious
10.	It worries me to volunteer to be the first to speak in English.	2.67	Moderately Anxious
11.	The more speaking tests I have, the more confused I get.	2.33	Slightly Anxious
12.	Certain parts of my body feel very tense and rigid while speaking in English.	2.33	Slightly Anxious
13.	I feel anxious while waiting to speak in English.	2.20	Slightly Anxious
14.	I want to speak less because I feel shy while speaking English.	2.53	Moderately Anxious
15.	I dislike using my voice and my body movements while speaking in English.	2.13	Slightly Anxious
16.	I have trouble to coordinate my movements while speaking in English.	2.53	Moderately Anxious
17.	I find it hard to look at the audience in the eyes while speaking in English.	2.47	Slightly Anxious
18.	I start to stutter whenever I speak in English.	2.33	Slightly Anxious
19.	I keep thinking that other students are better at speaking in English than me	2.60	Moderately Anxious
20.	I always feel that other students speak in English better than I do.	2.53	Moderately Anxious
21.	I am afraid that I will say something thoughtless.	2.53	Moderately Anxious
22.	I cannot complete my ideas alone when speaking.	2.67	Moderately Anxious
23.	I cannot easily express myself in English on the spot.	2.67	Moderately Anxious
24.	When speaking I feel that my classmates cannot understand me.	2.73	Moderately Anxious
25.	I am conscious of my mannerism in speaking in English.	2.13	Slightly Anxious
Overall Mean		2.53	Moderately Anxious

Speech Anxiety of the Experimental Group after the exposure to Digital Storytelling

Table 4 shows that the experimental group's speech anxiety after exposure to digital storytelling remained moderately anxious, with an overall mean of 2.72, slightly lower than the pretest mean of 2.84. Items 7, 8, and 11 recorded the lowest mean (2.40, slightly anxious), while item 4 obtained the highest mean (3.13, moderately anxious). This indicates a modest reduction in anxiety following the intervention. The slight improvement suggests that digital storytelling contributed to increased engagement and interest; however, it did not significantly reduce speech anxiety. While the use of multimedia captured learners' attention and enhanced their interest in the story, comprehension was affected by factors such as the pace of the video and the absence of real-time teacher interaction. The prerecorded format limited opportunities for clarification, which may have contributed to learners' difficulty in fully understanding the content. Despite these limitations, learners gradually adapted to the digital approach. Repeated exposure and accessibility of materials allowed students to revisit the story, improving familiarity and understanding over time. The availability of digital resources also enabled independent learning beyond the classroom, supporting deeper engagement with the content. Compared to traditional storytelling, digital storytelling provided a more engaging and visually stimulating experience, but it required proper structuring and pacing to maximize its effectiveness. The findings suggest that while digital storytelling enhances motivation and immersion, it must be carefully implemented to support comprehension and reduce anxiety. These results align with theories on digital and brain-based learning, which emphasize the integration of multiple sensory experiences to improve focus and retention. Digital storytelling offers significant potential as an instructional tool; however, combining it with guided instruction and interaction may further enhance its effectiveness in reducing speech anxiety and improving learning outcomes.

Table 4
Speech Anxiety of the Experimental Group after the exposure to Digital Storytelling

Items	Mean	Description
1. I never feel quite sure of myself while I am speaking in English.	2.53	Moderately Anxious
2. I tremble when knowing that I am going to be called to speak in English.	2.53	Moderately Anxious
3. I start to panic when I have to speak in English without a preparation in advance.	2.60	Moderately Anxious
4. In a speaking class, I can get so nervous I forget the things I know.	3.13	Moderately Anxious
5. I feel very self-conscious while speaking in English in front of others.	2.93	Moderately Anxious
6. I get nervous and confused when I am speaking in English.	2.87	Moderately Anxious
7. I am afraid that other students will laugh at me while I am speaking in English.	2.40	Slightly Anxious
8. I get so nervous when the language teacher asks me to speak in English, which I have prepared in advance.	2.40	Slightly Anxious
9. I can feel my heart pounding when I am going to be called.	2.80	Moderately Anxious
10. It worries me to volunteer to be the first to speak in English.	2.73	Moderately Anxious
11. The more speaking tests I have, the more confused I get.	2.40	Slightly Anxious
12. Certain parts of my body feel very tense and rigid while speaking in English.	2.53	Moderately Anxious
13. I feel anxious while waiting to speak in English.	2.60	Moderately Anxious
14. I want to speak less because I feel shy while speaking English.	2.80	Moderately Anxious
15. I dislike using my voice and my body movements while speaking in English.	2.67	Moderately Anxious
16. I have trouble to coordinate my movements while speaking in English.	2.73	Moderately Anxious
17. I find it hard to look at the audience in the eyes while speaking in English.	2.87	Moderately Anxious
18. I start to stutter whenever I speak in English.	2.53	Moderately Anxious
19. I keep thinking that other students are better at speaking in English than me	3.00	Moderately Anxious
20. I always feel that other students speak in English better than I do.	2.93	Moderately Anxious
21. I am afraid that I will say something thoughtless.	3.00	Moderately Anxious
22. I cannot complete my ideas alone when speaking.	2.87	Moderately Anxious
23. I cannot easily express myself in English on the spot.	2.93	Moderately Anxious
24. When speaking I feel that my classmates cannot understand me.	2.60	Moderately Anxious
25. I am conscious of my mannerism in speaking in English.	2.67	Moderately Anxious
Overall Mean	2.72	Moderately Anxious

Difference of Speech Anxiety Level between the Control and experimental Groups Prior to being exposed to the storytelling technique

Table 5 shows that the computed t-value (0.73) did not exceed the critical value (2.05) at the 0.05 level of significance with 29 degrees of freedom. This indicates that there is no significant difference between the control and experimental groups in terms of speech anxiety. The findings suggest that both groups exhibited similar levels of anxiety, as both were categorized as moderately anxious. This implies that neither traditional nor digital storytelling produced a significantly different effect on students' speech anxiety. The similarity in results may be attributed to the learners' comparable level of English proficiency, where both groups demonstrated the ability to understand and respond to the stories with only minor difficulties. Additionally, prior exposure to the stories may have influenced the results. Learners were able to familiarize themselves with the plot, anticipate events, and mentally prepare responses even before the actual discussion. This may have minimized the differences between the two approaches, as both groups had already developed a level of understanding and readiness. The findings further suggest that both

traditional and digital storytelling have their own strengths, but neither approach alone is sufficient to significantly reduce speech anxiety. While digital storytelling offers engagement through technology, traditional storytelling provides interaction and guided explanation. However, the presence of prior knowledge and external resources, such as online summaries, may have reduced the distinct impact of each method. These results support brain-based learning theory, which emphasizes the importance of using varied instructional approaches that cater to different learning styles. Both storytelling methods contribute to language development and comprehension, but their effectiveness depends on how they are implemented. Overall, storytelling—whether traditional or digital—remains a valuable tool for enhancing language skills, though its impact on reducing anxiety may require additional instructional support and strategies.

Table 5
Difference of Speech Anxiety Level between the Control and Experimental Groups Prior to being exposed to the Storytelling Technique

Variables Compared	Computed T-Value	Critical T-Value	Result
Pre-test of control group and experimental group	0.73	2.05	Not significant

Difference of Speech Anxiety Level of the Control Group Prior and after being exposed to Traditional Storytelling

Table 6 shows that the computed t-value (3.44) exceeded the critical value (2.05) at the 0.05 level of significance with 29 degrees of freedom. This indicates a significant difference in the speech anxiety levels of the control group before and after exposure to traditional storytelling. The results suggest that traditional storytelling significantly reduced students' speech anxiety. This improvement may be attributed to increased student engagement through the use of handouts, interactive activities, and meaningful participation during the storytelling process. Learners demonstrated greater involvement and responsiveness, indicating improved comfort in expressing themselves. One key factor contributing to this outcome is the high level of teacher–student interaction inherent in traditional storytelling. Students were able to ask questions, seek clarification, and receive explanations at a pace suited to their understanding. This interactive environment enhanced comprehension and gradually reduced anxiety. The findings highlight that traditional storytelling remains an effective instructional approach in improving learners' confidence and understanding. The significant difference between pretest and posttest results confirms its positive impact on reducing speech anxiety and enhancing learning outcomes. These results align with existing studies emphasizing that effective communication and interaction in instructional methods contribute to improved learner confidence and engagement. While modern technologies offer alternative approaches, traditional storytelling continues to provide strong pedagogical value, particularly in fostering understanding and reducing anxiety.

Table 6
Difference of Speech Anxiety Level of the Control Group Prior and after being exposed to Traditional Storytelling

Variables Compared	Computed T-Value	Critical T-Value	Result
Pre-test and post-test of control group	3.44	2.05	Significant

Difference of Speech Anxiety Level of the Experimental Group Prior and after being exposed to Digital Storytelling

Table 7 shows that the computed t-value (1.07) did not exceed the critical value (2.05) at the 0.05 level of significance with 29 degrees of freedom. This indicates that there is no significant difference in

the speech anxiety levels of the experimental group before and after exposure to digital storytelling. The findings suggest that digital storytelling did not significantly reduce students' speech anxiety. Although the approach captured learners' attention and provided an engaging platform, it did not effectively enhance comprehension or confidence in speaking. The prerecorded nature of the storytelling, delivered at a fixed pace, limited opportunities for clarification and interaction, which may have contributed to learners' difficulty in fully understanding the story. Furthermore, variations in learners' interpretation and reliance on multiple digital sources may have led to inconsistencies in understanding the story's plot. While digital storytelling offered accessibility and flexibility, these advantages did not necessarily translate into improved learning outcomes or reduced anxiety. The results indicate that engagement through technology alone is insufficient to significantly influence speech anxiety. Effective learning requires structured guidance, interaction, and pacing that match learners' needs. While digital storytelling has potential as an instructional tool, its effectiveness depends on proper implementation and support. These findings align with studies highlighting that digital storytelling enhances motivation and creativity but may not automatically improve comprehension or reduce anxiety without appropriate instructional strategies. Thus, while digital tools provide innovative opportunities, their impact on learning outcomes remains dependent on how they are integrated into the teaching process.

Table 7
Difference of Speech Anxiety Level of the Experimental Group Prior and after being exposed to Digital Storytelling

Variables Compared	Computed T-Value	Critical T-Value	Result
Pre-test and post-test of experimental group	1.82	2.05	Not significant

Difference of Speech Anxiety Level between the Control and Experimental Groups after being exposed to the Storytelling Technique

Table 8 shows that the computed t-value (**1.07**) did not exceed the critical value (**2.05**) at the 0.05 level of significance with 29 degrees of freedom. This indicates that there is **no significant difference** in the speech anxiety levels between the control and experimental groups after exposure to the storytelling techniques. The findings suggest that both traditional and digital storytelling approaches produced comparable effects on learners' speech anxiety. Although each method offers distinct features—such as interaction in traditional storytelling and multimedia engagement in digital storytelling—neither approach demonstrated a superior impact in reducing anxiety levels. This outcome may be attributed to differences in learners' preferences and learning styles. Some learners benefit from direct teacher interaction and clarification in traditional storytelling, while others prefer the independent and visually engaging nature of digital storytelling. As a result, the effectiveness of each method depends largely on how learners perceive and engage with the storytelling process. Furthermore, while digital storytelling provides opportunities for developing 21st-century skills such as creativity and critical thinking, traditional storytelling remains effective in fostering comprehension through guided instruction. However, the results indicate that the method of delivery alone does not determine learning outcomes. Instead, learners' interest, motivation, and willingness to engage with the story play a crucial role in their understanding and anxiety levels. Overall, both storytelling techniques contribute to learning, but their effectiveness is influenced by learner engagement and individual preferences. This suggests that integrating both approaches may provide a more balanced and effective strategy in addressing diverse learning needs and reducing speech anxiety.

Table 8

Difference of Speech Anxiety Level between the Control and Experimental Groups after being exposed to the Storytelling Technique

Variables Compared	Computed T-Value	Critical T-Value	Result
Post-test of control group and experimental group	1.07	2.05	Not significant

Proposed Intervention Program to Reduce Anxiety

Based from the findings of the study, an intervention program is proposed. This intervention program titled #MyLifeStories is an activity intended for Grade 10 students who have displayed moderate level of speech anxiety. Since the traditional method of storytelling has been found to have a significance among the respondents, this intervention would require them to tell their life experiences in the traditional way. While there was no established significance on the digital storytelling, its relevance to the current context and its potential to support the traditional way of presenting the stories, the digital platforms were also considered in the development of this intervention.

#MyLifeStories is an intervention program where students will be creating video logs (vlogs) of their daily experiences using the traditional storytelling method. The logs shall be composed of four (4) Episodes that shall tackle different aspects of their lives guided by some insights in the plan. In each episode, the student will document their answer on the guide questions while assuming the role of a storyteller. After each video is uploaded, there will be a peer evaluation where two of the classmates will write feedback about the story that the student shared. Each video should have at least two feedbacks and a student should give feedback to at least two videos. The feedback shall be guided by encouraging and positive insights to boost the student's confidence and eventually overcome the speech anxiety. After recording their life stories, it is expected that they will gain the confidence to speak not only in front of the camera but also before an audience.

The intervention program #MyLifeStories shall be implemented using the following guidelines.

Episode 1. My Favorite Poem

For the first episode of the intervention program students will create their vlog/s using the following content guidelines: Recall your favorite poem, characterize the author of the poem, share the contents of the poem in your own words, interpret the meaning of the poem and ask a question. They will answer or create feedback from the content following these feedback guidelines: Answer the question and identify three things that you like about the video and explain why.

Episode 2. The Short Story I can relate most

For the second episode of the intervention program students will create their vlog/s using the following content guidelines: Recall a story that you think is relevant in your own life, Explain the relevance and explain your feeling that such a story exists. They will answer or create feedback from the content following these feedback guidelines: Tell whether the story is relevant or not to you and describe what you felt after watching the video.

Episode 3. My Greatest Accomplishment

For the third episode of the intervention program students will create their vlog/s using the following content guidelines: Describe your present life condition, identify one thing that you consider to be your greatest accomplishment, explain its significance. They will answer or create feedback from the content following these feedback guidelines: Identify the praiseworthy part of the video, describe how you find the shared experience.

Episode 4. The “I” in my vision

For the fourth episode of the intervention program students will create their vlog/s using the following content guidelines: Describe your desired ‘self’ after 10 years, detail your plan on how you can achieve it, and share why you wanted to become that person. They will answer or create feedback from the content following these feedback guidelines: Acknowledge the vision, say three things that you think your classmate should do while achieving the dream.

CONCLUSIONS

Based on the findings, the following conclusions were made.

1. The Grade 10 students of MinSCAT Laboratory High School who were assigned to the control group were moderately anxious signifying that there is still a prevalence of anxiety among the students.
2. The Grade 10 students of MinSCAT Laboratory High School who were assigned to the experimental group were moderately anxious signifying that the prevalence of anxiety across respondents is on similar level.
3. It can be concluded that the speech anxiety among the respondents in control group prior to the exposure to the experimentation possessed the moderate level of anxiety.
4. It can be concluded that the speech anxiety among the respondents in experimental group prior to the exposure to the experimentation have the same level of anxiety as the other group.
5. It can be concluded that the level of anxiety on the control group after becoming exposed to the traditional storytelling is still more applicable in reducing anxiety.
6. It can be concluded that the level of anxiety of the experimental group after becoming exposed to the digital storytelling does not reduce the anxiousness of the students.
7. It can be concluded that the level of speech anxiety between the two groups were not sufficient to impact the anxiety level of the students.
8. There is a need for an intervention program to reduce anxiety in due consideration of the storytelling techniques.
9. Proposed Intervention Program to Reduce Anxiety. The use of intervention program titled #MyLifeStories is needed to reduced anxiety. It is an activity intended for Grade 10 students who have displayed moderate level of speech anxiety. Since the traditional method of storytelling has been found to have a significance among the respondents, this intervention would require them to tell their life experiences in the traditional way. While there was no established significance on the digital storytelling, its relevance to the current context and its potential to support the traditional way of presenting the stories, the digital platforms were also considered in the development of this intervention. #MyLifeStories is an intervention program where students will be creating video logs (vlogs) of their daily experiences using the traditional storytelling method. The logs shall be composed of four (4) Episodes that shall tackle different aspects of their lives guided by some insights in the plan. In each episode, the student will document their answer on the guide questions while assuming the role of a storyteller. After each video is uploaded, there will be a peer evaluation where two of the classmates will write feedback about the story that the student shared. Each video should have at least two feedbacks and a student should give feedback to at least two videos. The feedback shall be guided by encouraging and positive insights to boost the student’s confidence and eventually overcome the speech anxiety. After recording their life stories, it is expected that they will gain the confidence to speak not only in front of the camera but also before an audience.

Recommendations

The following recommendations were derived from the findings of the study.

1. Students should be given their own copies of the story even though they are just going to simply watch and listen.
2. Students should be given ample questions in order to give them a chance to state the knowledge that they have just learned as well as to find out what new words they have gotten from the material viewed.
3. English Teachers should always consider digital storytelling with subtitles included for their lessons if they choose to use digital storytelling.
4. English teacher should always be ready to give some follow up information or any lacking information that students may ask when using digital storytelling. This is because most digital storytelling at concise and brief which is different to the story itself or to a summary.
5. Another research should be done not only to help expand the conclusion made but also to expand the information relating to speech anxiety.
6. Students should be given consideration and alternative learning strategies in understanding the story whole heartedly due to presence of modern technology that takes their attention into the more important things.
7. Students should be allowed to have an e-book copy of the stories since most of the students depend on technology and gadgets and spend most of their time in front of their devices.
8. Teachers should provide an e-book copy or a voice recording of the story for their students for them to be able to read or listen to the story anytime or anywhere.
9. Teachers must apply updated and modern teaching strategies in teaching stories to avoid boredom.
10. Teachers must apply modern strategies and lessen the traditional approach in teaching stories to make story telling more enjoyable and interesting for the students to ensure the learning and retention of students.

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