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"The use of digital storytelling can lead to development of higher thinking skills, it can increase the motivation of learners and it can motivate EFL teachers. It is important to use digital storytelling as a tool in EFL classrooms because it provides opportunities for learners to develop their skills and to learn more." In this study a lot of people with different educational backgrounds and teaching levels were interviewed, as the aim was to have the widest demographic representation to best understand the impact of digital storytelling technique. It was important that the interviewees include students with English for Specific Purposes (ESP) qualifications, who had no prior knowledge of using digital storytelling technique. Qualitative data are collected from these teachers, because teachers' beliefs and thoughts about the use of this technique are important in understanding how it contributes to teaching and learning. It is important to use digital storytelling to facilitate learning in EFL classrooms. Among the most important concerns in digital storytelling, data analysis and modeling are the most common and have their own specific literatures. These are particularly important in digital media and education, but have not been fully integrated in the digital storytelling process. The second part of this paper will provide a review of the existing literatures in literature on digital data analysis and modeling. The focus is on the three major genres in digital storytelling: narrative, presentation, and journalism. The third and final part of this paper provides an empirical investigation in a digital storytelling undergraduate course (by using qualitative techniques), which aimed at answering the question, How can you integrate data analysis and modeling in narrative digital storytelling and related practice? In addition, this paper introduced an experimental framework to integrate digital data analysis and modeling in digital storytelling and related practice.

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in terms of model assessment, we look at inter/intra-rater

agreement between (i) three experienced coders using a quantitative approach, and (ii) three trained coders who applied a qualitative approach that were used in other studies of digital storytelling. This interactive model describes in details the digital storytelling process and explores the key steps of storytelling in relation to the respective elements of a story, such as plot, character, situation, and setting. It is also comprised of a discussion of the specific skills and attitudes that are needed for storytelling in a digital environment. Learning objectives and expected outcomes are also provided. It is a modeling exercise that can be used by storytelling instructors to develop an appropriate story structure and validate the storytelling process by using digital tools. During the winter semester a short story was selected from the following books of the spring semester: The Nightingale by Viktor Herman, The Frog Prince by Hans Christian Andersen and The Journey by Antoine de Saint-Exupery. This short story was chosen by 5 graduate students from 1st-year English course at the University of Shahid Beheshti during the winter semester. In order to make the course independent from the factor of teacher's choice, the students were asked to choose 2 of the above-mentioned books among the participants of the course to be presented to the class through workshops. On the other hand, all learners participated in a workshop for a total of six hours (30 min/h) in which the concepts of the business scenario were explained and the objectives were discussed for both session and the third one. In each of the two sessions, the learners were divided into groups of ten students each and for each group, a group of twelve volunteers were selected. The method of group discussion was chosen for the communication among learners, because the group discussion is an effective method to obtain a common vocabulary. In the third session, the learners who were selected from each group were gathered and the emphasis was on the communication among the learners in small groups. The students were asked to read the short story or they read their assigned books and to discuss them in groups of six students in the given time. The students were asked to focus on the theme of

the short story, their main comments, and an essay that was written in Persian was evaluated. The degree of the theme and the main theme was considered as the learners' achievement. 5ec8ef588b