



The Effect of Using Digital Story on Acquiring Listening Skills in English Language among 5thGrade Female Students

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Abstract- The study aimed to identify the effect of using Digital Story method in acquiring English language listening skills among the 5th grade students. To achieve the objectives of the study, the researcher followed the quasi-experimental approach. The study sample consisted of (50) students, divided into two groups (experimental group, 25 female) and (control group, 25 female students)

The study was prepared as a test of 15 questions, where the validity and reliability of the study tool were conducted. The results showed statistically significant differences at the level of significance ($\alpha = 0.5$) in the students' achievement in English language due to the use of the digital story in acquiring listening skills for the experimental group.

The study recommended: : The necessity of adopting digital story platform as an integral part of the education process in the schools of the Hashemite Kingdom of Jordan when it has many benefits and the various educational resources it provides.

Key words: Digital story, English language, listening skills.

I. INTRODUCTION:

The current era is witnessing amazing and rapid changes in all fields of knowledge, a great technological revolution and a race between different countries in the investment of knowledge, which calls for working to create better learning for students through the development of the educational learning process.

The development of the educational-learning process elements in light of the use of modern technology is a global requirement today. The fact that education is of great importance in serving and developing society, through its contribution in all economic, social, political and cultural aspects to keep pace with the time (Craig and Gunn, 2010).

The spread of technology in various areas of life enhanced its presence and importance, especially in the educational process where it becomes one of the modern teaching tools. Old curricula and regular teaching methods no longer meet the need of development, progress and the increasing amount of knowledge on the one hand, and the need of learners on the other.

The primary goal of education is no longer the transfer of scientific knowledge only, but rather the focus has shifted to provide learners with different skills and developing them in order to help solve problems, predict, conduct experiments, teach themselves on their own, and ensure the continuity of learning (Sawalha, 2016).

Digital stories are among the modern methods that have been used in education and have proven effectiveness and ability to serve the educational process, and this is what many studies have found, such as Zuid (2019), Al-Harbi (2016), and Garrard (2011).

The digital story is defined as: "A teaching strategy through which the researcher or teacher designs stories that include narrating events and short stories that are educationally prepared, and mixing them with multimedia such as pictures, video, animation and sound effects using a computer authoring program." (Al-Harbi, 2016, p. 22).

The digital story was also defined as: A narration of the story about a person or event, made through a video created that combines the scenario of a story with various multimedia components such as: images, video, music, texts and recorded narration, usually with narration. (2014, Ivala; Shehata, 2014; Zawaidi, 2015; Wake, 2012).

Miller (2009) defined it as: "Mixing traditional stories with multiple technological media, including sound, image, and text, which adds excitement, suspense and attractiveness to the subject of the story."

It is clear from the previous definitions that there is a consensus that digital stories are based on the use of multimedia (sound, image, movement) and sometimes texts, while the difference in previous definitions remains in the employment of some or all of these elements, and also there is consensus that digital stories are a revival of the traditional story with a new template that keeps pace with the developments of the current era.

Elements of a digital story:

The digital story consists of seven basic elements mentioned (2018, Yearta), namely:

Point of view: in which the idea of the story and the narrator's point of view are determined.

A dramatic question: It is a question that attracts the attention of the recipients and is answered at the end of the story.

Emotional content: in which the feelings of the recipients are shared through love, pain, humor, and other emotions.

The gift of your voice: It aims to help the recipients understand the events of the story.

The power of the soundtrack: through it, the sounds and music that support or reject the current events in the story and that increase the degree of recipient interaction.

Economy: It enables the inclusion of pictures, drawings, scenes and information necessary for the content of the story.

Pacing: It aims to display the sequence of story events, quickly or slowly, depending on the nature and age of the recipients.

Shehata (2014) added to the basic components of the digital story the following:

Character: The main character and secondary characters must be identified.

The plot: what the learner gains from this story or problem that will be overcome.

Actions: It means the procedures and stages that relate the parts of the story to each other.

The climax: the ideas and information learned from this story or the solutions of the story's problem.

Conclusion: At the end of the story, a summary of events in the story is presented.

Types of digital stories:

Lambert (2007) classified digital stories according to their method of preparation into:

Photo Stories: A set of fixed images and texts, in this type of stories knowing how to use pictures and slides in PowerPoint program would be enough to make a story.

Video Words: a group of pictures or phrases to produce simple and short story.

Presentation: a set of images and texts supported by movement and sound effects, this type is considered one of the most common types of digital stories.

Staging: In this genre, the focus is on feelings and events, in addition to presenting facts.

Video clips: In this type, images, texts and conversations are combined to create a story that revolves around a specific topic and has a specific goal from the narrator's point of view.

The theoretical steps of designing a digital story:

To design and prepare the digital story, a set of important steps must be taken. Al-Tatari (2016) referred to them as follows:

- Analyzing the educational lesson and formulating behavioral goals.

- Collecting educational materials necessary for the educational position.
- Production of educational materials that are not ready-made.
- Drafting the necessary scenario for the story.
- Choose the appropriate authoring program.
- Designing practical interfaces in light of the scenario.
- Evaluating the extent to which the goals are achieved.

Digital story design skills:

The teacher or author must take into account a set of special skills needed to design digital stories, which ensure that digital stories emerge in the best possible way, including what Sayed (2016) mentioned as follows:

- Choosing the appropriate topic that digital story design will revolve around.
- Determine the general purpose of the story to be designed.
- Determine the main and subsidiary ideas of the story.
- Determine the important questions in the story.
- Clarity of voice recorded in the story.
- Use a meaningful soundtrack.
- Image, video and multimedia quality used.
- Economics in details; So that the learner does not get bored.
- Good use of grammar and language in the story.

The theoretical foundations on which the digital story is based:

The use of digital story strategy in teaching is due to Vygotsky's sociocultural theory: Vygotsky noticed that the sensory-kinesthetic treatment that takes place in the first months of a child's life, such as grasping and manual manipulation, is a language in which there is no language, and that chatter and first sounds are intended to attract attention and play, and not subject to sensory processing or thinking, but rather as independent reflexive reactions (Muid&Rohman, 2019).

The sociocultural theory in language development for the learner is based on two basic ideas, and these two ideas are, according to Bodrova& Leong, 2007:

The first: Vygotsky argued that the development of an intellectual or cognitive would be understood in terms of the history and culture that the students endured.

The second: He believes that development depends on a system of signs such as: the symbolism that he invented, culture that helps in thinking, communication, and problem-solving such as languages, a writing system, or a system for culture "exercises".As confirmed by (Lantolph) referred to in (Muid&Rohman, 2019):

The main theoretical understanding presented by Vygotsky is that the higher forms of human mental activity are always and in all cases carried out by symbolic means.

Mediation is understood by (Vygotsky), whether material or symbolic, as providing an auxiliary tool for activities that lead to linking a person to the world of things or to the world of mental behavior. Vygotsky also believes that the basic symbolic mechanism available (to mediate) in the field of mental activity is language of course. Through language, for example, we can direct our attention, or the attention of others to features of importance in the environment, or draw a plan, or announce the necessary steps to solve problems.Issani (2011) summarizes three points related to (Vygotsky) sociocultural theory:

- Social interaction is a means by which meanings are obtained through language, and language are the meanings through which communication between individuals takes place.
- The meaning within language depends on the social environment, for the linguistic reference for individuals goes back to the historical and social events of their environment.
- The purpose of language is the continuation of relationships between members of society, and this form of constructivism focuses on cultural and natural situations of the knowledge process.

The importance of using digital stories in education:

The use of digital story in the teaching process is of great importance for the teacher, the learner, and other elements of education. Al-Adawi (2015) and (Al-Harbi (2016) stated that using digital stories in education leads to a number of benefits, including:

- It improves the understanding of the learners.
- Gives an opportunity for the learner's imagination to analyze and interpret the events of the story.
- Keep boredom away from learners.
- Employs all the senses of the learners.
- Makes information transmission process easy.
- Adds fun and entertainment to the teaching and learning process.
- Learners acquire the skills of criticism, dialogue and analysis.

Salmon (2006) states: That employing digital stories in the educational process is of importance for the teacher and the learner, and other elements of the educational situation, including:

- Improve student learning outcomes by using new technologies as tools for writing, thinking and teaching.
- Motivating students to participate in educational tasks.
- Digital storytelling promotes awareness of technology and its advantages.
- Working on proper planning to save time and effort.
- Provides an opportunity to develop literacy and participation skills through working in groups.
- Digital story creation provides an opportunity to develop the oral side and improve listening, reading and writing skills.
- To develop speaking skills related to fluency, pronunciation and grammar.

Abdel-Momen, (2018) added, that digital story makes learners active and interactive during the presentation of the digital story, as it raises their attention and attracts them towards the topic and allows them to think, imagine and propose solutions to the problem mentioned in the story. Also makes the learner the focus of the educational process, through which they can apply project-based learning, motivate learners to think deeply about what they are learning, and allow them to actively involved by participating and expressing their opinions about it, such as verbal communication, conversation, listening, critical analysis skills and synthesis of ideas.

Through the previous presentation, it is clear that using digital story in the educational process is of great importance in developing various skills such as speaking, writing, listening, reading and other. This confirms the importance of employing and benefiting from it in the educational process, especially in teaching English language, for English language at the present time is one of the most important contemporary languages. Therefore, its learning and proficiency has become one of the urgent needs required by the circumstances of the times in which we live. The importance of English language can be attributed to four main factors, as Hassan (1991) points out, and these factors are:

- The large number of native speakers of English language, more than three hundred million people.
- The use of English language is spread across vast geographical areas of the world, where there are a 1.5 B speakers who live in regions where English language is the original or second language.
- That English is the language of science and technology, given the large number of what is written and published in English in the world compared to what is written and published in other languages.
- English is the official language of the United States of America, whose economic and political influence all countries of the world.

The researcher believes that the importance of English language and the great role it plays today, calls on governments, represented by the ministries of education in all countries, to pay attention to teaching it in a good manner that achieves the set goals, in order to prepare a new generation that is aware and able to communicate with others and to exchange scientific and technical expertise, so they can keep pace with the scientific and cultural progress in various fields of life.

while the developed countries were among the first to be interested in teaching English language, in recognition of the important role that this language plays in today's world as the language of science, technology, economics and politics, in Jordan in particular there is a great necessity of teaching it to children in the basic stage as they are the core of the new generation who holds high hopes for the future.

The primary stage, or the elementary stage, is the basic basis for the educational ladder in any society, as it is the primary starting point for developing and building students' capabilities. The developed countries paid attention to this stage, supported them with all the various and varied possibilities and means, in order to enable them to effectively exercise their constructive and developmental role (Al-Mutairi, 2008).

Interest in the educational learning process today, especially for elementary school students, requires breaking the deadlock in providing lessons to them, to make the educational process more dynamic and active, by following appropriate methods and strategies, the most important and best of which are what is known as the digital story, which is considered one of the most beautiful strategies that attract students to the lesson in an interesting and enjoyable manner, it increases their listening and speaking skills by providing lessons in a simple way and stimulating their mental activity.

It is in line with their characteristics as children, satisfies their motivations and needs, relieves their tensions, and returns them to a state of psychological balance, thus understanding and assimilating the academic material, which is one of the main goals of the educational process (Hamza, 2014). Based on the recommendations of some studies on the importance of using digital story in teaching, and moving away from the use of traditional methods used in schools that lead to learners' aversion to the subject matter and weakening their motivation towards it, such as Zuwaid's (2019); Al-Harbi's (2016), and Garrard's study (2011).

Through the foregoing of the importance of the digital story in teaching and the importance of the primary school stage, and through the experience of the researcher in teaching English for several years, it can be said that there is a deficiency related to students' achievement of English language and listening skills, which may not be due to the difficulty of the subject, but to the method used to communicate. Accordingly, this study aims to find out the effect of using a digital story on acquiring listening skills in English language among 5th grade female students.

The study Problem:

The study problem is represented in the following main question: "What is the effect of using a digital story on acquiring listening skills in English language among 5th grade female students?"

From the study problem, the following question may be divided:

Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the members of the experimental group and the control group in the acquisition of listening skills in English language among 5th grade students in the post-measurement due to the use of the digital story?

Objectives of the study:

Knowing the effect of using digital story on acquiring listening skills in English language among 5th grade female students?

Knowing whether there are statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the members of the experimental group and the control group in the acquisition of listening skills in English language among the 5th grade students in the post-measurement due to the use of the digital story?

Importance of the study:

The importance of this current study is reflected in the following:

- This study may be useful in increasing the primary school teachers' awareness of the importance of employing digital story in English language.
- It may open the way for researchers to conduct more studies using the digital story in English language course.

- It is one of the first studies that dealt with digital story in English language course (within the limits of the researcher's knowledge).
- It may benefit English language curriculum planners and those involved in developing it in the basic stage by knowing the strengths and weaknesses of students' acquisition of English language skills.

Terminology of study:

Listening skills: (defined procedurally) as: the ability of female students of the fifth grade to understand the vocabulary set, patterns of sentences and structures, ideas, concepts, and spoken linguistic symbols, understanding the meaning of those symbols, and understanding the message contained in the symbols and spoken speech, by studying English with a digital story.

The effect of using digital story: the degree to which female students of the fifth grade gain basic skills in acquiring English language listening skills through their study of the unit prescribed in English language course by means of digital story, and it is measured by the degree that the student obtains in the test prepared for that.

Digital story (procedurally defined as): a novel or a story that mixes cartoons, animation, sound, text and video in the units contained in the fifth grade English language book, to narrate an educational story in a literary way, develop listening skills, and increase the achievement of fifth grade students in English Language.

Female students of the fifth grade, who study English language in Petra District in the academic year (2020-2021).

The ordinary method: the method based on direct teaching, presentation of book examples, and implementation of activities. It is the normal method on which teaching is based in most schools according to the teacher's guide.

Study limitations:

Temporal limits:

This study was applied in Petra District Directorate schools in the second semester of the academic year (2020-2021).

Spatial limits:

The study was applied to a sample of (50 students) from the of Petra District Directorate schools - Jordan.

The results of the study were limited to the validity and reliability of the measuring instrument used in the study, which the researcher prepared.

Previous studies:

Garrard (2011) conducted a study aimed at investigating the effectiveness of digital stories as a tool for learning English language, conducted as a case study on a group of sixth grade students in the southwest of Ireland, and used the descriptive approach. The study sample consisted of (22) students selected randomly, the results showed that the use of digital stories had a positive effect on students' learning of English as an additional language.

Al-Harbi (2016) aimed to identify the effectiveness of digital stories in developing critical listening skills in English language course for high school students in Riyadh of Saudi Arabia, the study sample reached (44) female students of the first secondary grade, which was divided into two groups : experimental group that used digital story and control group studied in the traditional way, the results showed that there were statistically significant differences between the mean scores of the experimental and control group students, in favor of the experimental group in the post application of the critical listening test.

Al-Bahey and Al-Olayan (2017) conducted a study aimed at knowing the effectiveness of digital stories in teaching English language course on developing listening skills for fourth-grade primary students in Riyadh. The study sample reached (37) students, divided into two groups, one of which is the experimental group that studied using digital stories, and the other is the control group that studied in the ordinary way. The results showed statistically significant differences at ($\alpha \leq 0.05$) between the mean

scores of the experimental group students and the scores of the control group students in the post application of the listening test in favor of the experimental group.

Zuwaid (2019) conducted a study aimed at investigating the impact of the storytelling strategy on developing the skills of speaking and listening in English language among students of the Jordan Academy for Maritime Studies. The semi-experimental approach was used, and the study sample consisted of (75) students who were divided into two groups in an intentional way. The first is experimental where was taught through the storytelling strategy and the second control was taught in the ordinary way, and pre and post tests were built for speaking and listening skills, the results showed that the storytelling strategy has an effective effect on developing the linguistic vocabulary and improving the students' speaking skills, and it showed statistically significant differences between the grades averages of experimental and control group.

Through the previous review of the studies that dealt with the topic of digital story, the following points can be clarified:

- This study is similar to previous studies such as Zuwaid study (2019), Al-Harbi study (2016) and Garrard 2011 study, in studying the effect of using digital story on various variables in English language.
- This study was distinguished from previous studies in studying the effect of using digital story on listening skills in English language among fifth grade female students in Petra District, which may be considered the first study within the limits of the researcher's knowledge.

II. METHOD AND PROCEDURES:

Study methodology

The quasi-experimental method was used for its relevance to the topic of the current study.

Study population:

The study community consisted of (415) female students, who are the number of female students in all female schools in Petra District Directorate.

Study sample:

The study sample reached (50) students, divided randomly into two groups: a control group and an experimental group, where the experimental group was taught using the digital story, while the control group was taught in the ordinary way.

Study tools

The following tools were used to conduct the study:

- The digital story
- Achievement test of listening skill.

Digital story design and production:

The researcher prepared and designed a digital story, using unit 4 of the 5th grade English language book, and the objectives associated with this unit,

The standards for designing and producing this digital story were defined and the processing programs that could be used in preparing the story were defined also to start the production process.

The process of development and production of the digital story under current study included the following:

First stage: the images, texts and sounds that express the part to be produced were collected.

Second stage: the digital story was developed according to the experimental processors of the current study, using the movie maker program.

Third stage: in which the template of the story was ascertained in its final form, purpose and goal for which the digital story under study was designed.

Study test:

The relative importance of each topic of the curriculum was determined by the number of pages and classes, as well the relative importance of the educational objectives was determined, then a table of indicators was constructed for the test, and the number of questions at each level was determined in proportion to the educational content of the selected unit, so that the test is in the form of multiple choice according to the cognitive levels to be measured (true or false).

In light of the above, the test was prepared from (15) questions related to listening skills, and the test vocabulary contained the most important concepts, generalizations and skills mentioned in the fourth unit of English language book for the 5th grade. The researcher designed the test so that the choice consists of multiple choice, (true or false). The following table explains this:

Table No. (1)
Distribution of test vocabulary for the English language, unit 4

M	context		Number of Questions
1	Digital Story	Content	4
		Nabataeans	4
		Jordan and Independence Day	4
		Jordanian landmarks	3
Total			15

Validity Test:

1. Outward validity

The validation of the test was performed by presenting it to a group of judges, in light of their proposals, the test was modified and some questions were reformulated, until the test reached the final form, and was applied to the study sample students.

2. Validity of construction (internal validity)

The researcher applied the test on a sample of the fifth grade students to calculate the difficulty factors and discrimination coefficients to know that the achievement test has the ability to distinguish between high and low levels, which means that it has a high degree of validity.

3. reliability of the test:

The test was applied to a neutral sample other than the study sample of (30) students. After monitoring the grades, the reliability factor was calculated on the test after it was applied again to the same sample after two weeks, the Pearson correlation coefficient was calculated, then the internal consistency factor of the test was extracted, as shown in the following table:

Table (2)
Correlation coefficient test (Pearson) to test listening and speaking skills

Axis	Correlation value	Sig.
Listening skills	0.691	0.00**

Table (2) data indicate that the values of the correlation coefficients between test and retest skills were all less than the statistically acceptable error (0.01), which is statistically significant, as the value of the correlation between the responses of the study sample in the test and retesting for listening skills was (0.691).), which indicates the stability of the test.

Study procedures:

The study was carried out according to the following procedures:

First: The method of teaching in the digital story method:

The teaching was done in the digital story method according to the following:

1. Introduction: Preparing students for the digital story, by briefly presenting the general idea of the topic of the story.
2. Presenting the story: by presenting the digital story to the students, and creating calm atmosphere in order to follow and listen to the story.
3. Follow-up: done by making sure that the students follow and listen to the story well and with interest.
4. Calendar: Providing students with the opportunity to express their views regarding clarity of sound and image, and the appropriateness of expressive movements contained in the story, to ask questions related to the lesson on the digital story, and to obtain answers.

Second: The parity test of the two groups (experimental and control).

Aiming to verify parity of groups in pre-achievement, the mean scores listening skills in English test of the study sample were calculated for the control and experimental groups, and the differences between these averages were measured.

It was found that there were no statistically significant differences at the level of ($\alpha \leq 0.05$) in all listening skills in the pre-test of the experimental and control groups, which indicates that the control and experimental groups are equal in listening skills before applying the digital story method.

Third: The pre-test was applied on March, 7th, 2021, and the post test was applied on March, 18th, 2021.

Statistical treatment:

- Descriptive statistics were used for arithmetic means.
- Pearson correlation test to ensure the internal consistency (stability) of the study instrument.
- T-test for differences in the pre and post-performance of the experimental study group.

III. RESULTS OF THE STUDY QUESTIONS:

To answer the study's main question, which states: "What is the effect of using digital story on acquiring listening skills in English language among 5th grade female students?" The arithmetic means and standard deviations were extracted, as shown in Table (3):

Table (3)
Effect of using digital story on acquiring listening skills in English language among 5th grade female students.

	Group	No.	AM	SD
Listening skills	control	25	22.58	2.97
	experimental	25	29.2	2.11

table 3 shows that there are differences in the average test scores of the students between the control and experimental groups according to the use of digital story in listening skills, as the arithmetic mean of the control group was (22.58) with a standard deviation (2.97), while the arithmetic mean of the experimental group was (29.2) Standard deviation (2.11).

The results of the second question, which states "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the members of the experimental group and the control group in the acquisition of listening skills in English language among the 5th grade students in the post-measurement due to the use of digital story?"

(To ensure that there are statistically significant differences, an independent samples t-test was used, and the results were as follows:

Table (4)
T-test for independent samples to estimate the differences in the mean achievement of the students of the experimental and control groups regarding the post-test of listening skills according to the use of digital story.

Listening Skills	Group	No.	Achievement Average	T Value	Sig	Effect Size
Memorizing	Control	25	6.21	17.55	0.000	0.258
	Experimental	25	7.81			

Comprehension	Control	25	6.11	13.23	0.000	0.275
	Experimental	25	7.79			
Follow-Up	Control	25	5.66	12.56	0.000	0.369
	Experimental	25	7.75			
Interaction	Control	25	4.60	16.77	0.000	0.272
	Experimental	25	5.85			
Total	Control	25	22.58	18.54	0.000	0.293
	Experimental	25	29.2			

table 4 shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in all the averages of the test scores related to listening skills, as the averages of students' achievement on listening skills increased from (22.58) for the control group to (29.20) for the experimental group after applying the digital story, and the size of the effect was high (25.8%).

By looking at the average achievement of the members of the experimental and control study groups on the post-test with regard to the skill of (memorizing), the arithmetic mean of the experimental group was (7.81), while the average achievement of the control group on the post test was (6.21), and this indicates the presence of an effect of using digital story on the acquisition of the skill of (memorizing) in English language of the 5th grade female students. the value of the effect size of (0.258), the effect size of using digital story on the acquisition of memorizing skill occurred within high effect size, as the calculated value is greater than (0.14). In other words, (25.8%) of the improvement in the high post-test achievement of the experimental group students regarding (memorizing) skill is attributable to the use of digital story.

With regard to the difference in the average achievement of students on (comprehension), the difference is due to the average achievement of the experimental group students, which amounted to (7.79), while the average achievement of the control group on the post test was (6.11),

Looking at this statistically significant difference, we infer the existence of an effect of using digital story on acquiring (comprehension) skill in English language among the 5th grade female students.

the value of the effect size of (0.275), indicates that the size of the impact of using digital story on acquiring (comprehension) skill in English language among 5th grade students, within the high effect size as the calculated value is greater than (0.14). In other words, (27.5%) of the improvement in high achievement of the experimental group students in the post test in (comprehension) is attributable to the use of digital story.

As for the differences in the average achievement of the students on (follow-up) skill, the difference is due to the average achievement of the experimental group students, which amounted to (7.75), while the average achievement of the control group on the post-test was (5.66). Statistically, there is an effect of using digital story on acquiring (follow-up) skill in English language among the 5th grade female students. The value of the effect size of (0.369), indicates that the size of the effect of using digital story on acquiring (follow-up) skill in English language among 5th grade students was within the size of high effect, as the calculated value is greater than (0.14), in other words that (36.9%) of the improvement in high achievement of the experimental group students in the post test in (follow-up) skill is due to the use of digital story.

As for the differences in the average achievement of the students on (interaction), we find that the difference is due to the average achievement of the experimental group students, which amounted to (5.85), while the average achievement of the control group on the post test was (4.60). Given this statistically significant difference, there is an effect of using digital story on acquiring (interaction) in English language among the 5th grade female students. Looking at the value of the effect size of (0.272), we deduce that the size of the effect of using digital story on acquiring (interaction) skill in English language among 5th grade students, came within the high effect size as the calculated value is greater than (0.14), in other words that (27.2%) of the improvement in the high achievement of the experimental group students in the post test in (interaction) is attributable to the use of digital story.

From the above analysis of the differences in the mean scores of the students on the achievement test of listening skills, it can be said that there are statistically significant differences at the level of significance ($\alpha = 0.05$) between the mean scores of the members of the experimental group and the control group in the acquisition of listening skills in English language among the 5th grade students in basic education. Telemetry attributed to the use of digital story.

This result is in agreement with the results of Garrard (2011) study, which showed that the use of digital stories has a positive effect on students in learning English as an additional language.

It also agreed with Al-Harbi (2016) study that showed statistically significant differences between the mean scores of the experimental and control group students, in favor of the experimental group in the post application of the test of critical listening skills.

This result is also in agreement with the result of Al-Buhay and Al-Alyan (2017) study, which showed the existence of a positive and statistically significant effect of applying digital story on listening skills. Also agreed with Zuweid's(2019), that the strategy of storytelling has an effective impact on developing and improving linguistic vocabulary and students' speaking skills.

IV. RECOMMENDATIONS

From the results of the study, the researcher recommends the following:

- Holding training courses for teachers on how to design digital stories because of their importance in teaching.

Encouraging English language teachers to apply digital story in teaching.

- The need to pay attention to providing the necessary classroom environment to apply digital story in teaching.

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