

The Effect of Using Digital Stories on Developing Language Skills among Kindergarten Children

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Abstract

This study aimed to reveal the effect of using digital stories on developing language skills among kindergarten children. The study relied on the quasi-experimental approach, and the study sample consisted of (44) male and female children from al Rabbah secondary female school in Al Qaser district, in the scholastic year 2023/2024, the study sample divided into an experimental group and a control group. A guide for using the digital story and a note card for the language skills of kindergarten children were constructed. The validity and reliability of the study tools were verified. The results of the study revealed that there is a statistically significant effect at the significance level ($\alpha = 0.05$) of use digital stories to develop language skills among kindergarten children. The researcher recommended designing digital stories that achieve the goals of kindergarten curricula and employing them.

Keywords: Digital Story, Language Skills, Kindergarten Children.

Introduction

Language is one of the most important communication tools between humans, and it is the other side of the thinking process and the basis of the learning process, which has made kindergartens interested in teaching language skills and proposing methods and strategies for learning them. The Arabic language has a special meaning in kindergartens, as it is the language of the Qur'an and the mother tongue of kindergarten children.

Acquiring language skills requires creating an appropriate atmosphere in kindergarten, which is evident in taking advantage of the advanced data of the modern era represented by the use of technology in education, such as language laboratories, computers, the Internet, digital stories, theatre, etc., and developing the classroom and making it a stage for practicing Arabic language skills to emphasize the practical and applied aspect of the language (Al-Sharouf, 2018).

Digital technologies have continued to reshape the educational landscape by opening new opportunities for kindergarten children to develop their language skills while maintaining their motivation during the learning process. Digital storytelling is one strategy that has recently received great attention because it seamlessly integrates multimedia elements such as text, audio-visual materials, and graphics. in a coherent narrative, allowing for successful language acquisition and encouraging higher levels of children's engagement in the teaching and learning process (Barua, 2023).

Stories were told to children orally, then some specific means such as pictures and audio were introduced, and in the eighties of the last century, a new type of story appeared, as the Center of Digital Storytelling CDS was established by Joe Lambert and Dana Atchley in California, where images, films, and audio began to be introduced, allowing the child to use his senses to understand the story and its meaning (Mahdi, 2018).

Stories are part of a child's life, and one can realize the transformation in storytelling and its importance in a child's life by knowing the rates of television and cinema viewing in a child's daily life, as they are modern methods of telling stories. At an early age, children begin to be influenced by storytelling because their parents are the first to Storytellers in their lives, making it impact their later development. The physical and psychological health of children is well established when they experience storytelling at an early age, and another major role of storytelling is the acquisition of language skills, as the story helps children memorize new vocabulary and phrases (Isik, 2016).

Digital storytelling is an innovative method that uses various digital tools, such as images, audio files, videos and interactive features, to create compelling stories - a perfect blend of technology and art that engages children in a creative and informative way while learning a language, these multimedia narratives help them improve critical thinking skills they have and understand the material. The concept of the digital story emphasizes the transformation of the traditional, abstract story into a story that works through an electronic medium that is enhanced with e-learning and multimedia technology, and is used with the images, texts, recorded narrations, and sound effects it contains (Al-Swalha, 2020).

A digital story is a set of sequential events to which a mixture of multimedia is added, including images, sound, text, sound effects, and animated cartoons, to produce a story in an interesting sensory style (Al-Tatri, 2016). The digital story is a purposeful story, as the combination of multimedia with the idea of a narrative story aims to reach a specific goal in teaching a specific subject. Both Al-Dariwish and Abdel Halim (2017) believe that the digital story takes the form of a realistic or fictional prose story based on the organized mixing of images, texts, music backgrounds and voiceover for the purpose of embodying the events and characters of the story in a way that supports the achievement of one or more goals of learning the subject.

The researcher believes that the digital story is a narration of sequential events that may be realistic or imaginary, and through which specific goals are achieved using technological media such as audio, pictures, films, and texts to attract the child's attention by employing more than one sense to track events and imagine characters.

Stories are one of the basic needs of children, and stories are largely related to their cognitive pursuits and dealing with new situations, stories enhance their imaginative world and help them find solutions to their problems. Stories also help children become part of their social environment, and although there are many elements in stories that are far from the reality of the world we live in, they still help them a lot in developing their imagination and imposing limits on their realistic and imaginative cognitive understanding (Gohar, 2017).

Accordingly, it is preferable for curriculum designers in kindergartens to give great importance to telling stories and properly involving them in the educational system, along with the development of technology, the use of digital stories, the involvement of multimedia in them, displaying them on integrated 3D media platforms, etc. Providing the necessary elements to make the story interesting to children and exploit it in education. Most importantly, teachers must encourage children to participate more in story activities and represent them, by providing elements in the story that arouse their interests and experiences to make the content of the digital story more realistic and closer to their understanding. Involving children in digital stories and choosing their content makes they gradually move from sensory education to abstract education (Ahmed, 2020).

Children's feelings are greatly influenced by stories, especially fairy tales, because they help them find different solutions and strategies to overcome the problems they face. One effect of fairy tales is that they help them understand the difference between both good and evil, as they build concrete categories through the characters of villains and heroes. The classification between villains and heroes makes it easier for children to understand the nature of villains and good guys in the early stages, which makes identifying identity much easier at this stage. The child builds some simple associations, such as if he wants to achieve something in his life, he must be like the hero/heroine of the story or that if he does not behave well, the end will always be good (Rahayu & Ferlia, 2022).

Ahmed (2020) concludes that the importance of the digital story in teaching kindergarten children is the rapid change and development of curricula and educational programs in line with development requirements without additional costs, and overcoming all obstacles that prevent presenting scientific material to children in the form of interactive forms, and helps to developing the acquisition of knowledge among children, taking into account their individual differences and enabling them to complete the learning processes in a way that suits their level of progress and according to their own abilities. It provides many diverse learning sources at low costs. It helps the child save time due to the ease of absorbing the educational lessons through it, works to leave a positive impact in various learning situations, makes the theoretical content more understandable and digestible, helps the child retain information for as long as possible, and the digital story increases the atmosphere of interaction between the child and the narrative content. The digital story makes the child part of the lesson, and enhances the sharing of knowledge among children to enhance understanding of the educational lessons, makes the child more realistic while learning and the digital story helps develop creative imagination skills and higher thinking skills.

Digital stories have great flexibility, which is demonstrated by creating endless repetition of words and linguistic patterns. Stories also have a role in acquiring language skills to process various linguistic skills such as listening, speaking, reading, and writing. Digital stories are able to employ various mental skills such as imagination, discrimination, analysis, deduction, and criticism. Rahayu & Ferlia (2022) confirmed that storytelling is one of the methods that can be followed to develop children's language skills. Stories can be told by one or more people, and at the early childhood level, play activities are among the activities that are very popular with children, so combining storytelling activities and play activities can become an innovative way to develop children's language skills, as kindergartener's children have distinctive physical, psychological, social, emotional and moral characteristics. Therefore, kindergarten children need training in learning by providing educational stimuli to aid in physical and spiritual growth and development so that they can enroll in further education and not lose basic opportunities and momentum in their growth and development.

Kindergarten children must acquire listening skills to follow the events of digital stories and acquire linguistic skills to facilitate the processes of understanding, analysis, and criticism basically. Children are very fond of stories, and they greatly enjoy predicting upcoming events that may occur in the next chapters of the story, which indicates cognitive and psychological participation (Isik, 2016).

In general, kindergarten children's language skills are based on four interconnected basic skills: reading, both aloud and silent, writing, listening, and speaking a person who is proficient in the skills of oral and written expression is more capable of influencing others. The speaking skill is represented by the individual's ability to employ linguistic symbols and sounds to convey ideas, feelings, and sensations to convey a communicative message that enables him to acquire positive attitudes when communicating with others. It is a skill closely linked to the listening skill, as the speaking skill comes in second place after listening among the language skills, so it is necessary for the teacher to pay attention to both skills together, as a student who is not good at listening finds it difficult to understand and pronounce, and scholars believe that learning this skill must take precedence over reading and writing skills (Petrilli & Scull, 2011).

The kindergarten stage is the fastest stage of linguistic development for the child in terms of acquisition, expression and understanding. The child's linguistic development represents an important part of his mental development and helps him achieve further cognitive development, as language is closely related to thought. Kindergarten is an educational environment that complements the role of the family in raising the child. Kindergarten affects the child with the potential and interactions it brings, and education in kindergarten cannot be humane unless it takes into account the human needs of children who come from different cultural, social, and economic environments, so that the child's social skills are developed to achieve interaction with others and adapt to them in a changing world. Therefore, kindergartens are concerned with the linguistic development of children by working to develop their linguistic skills (Al-Dadmouni, 2023).

Linguistic skills are the skills of conveying meanings between the sender and the receiver using language to express oneself and convey feelings and sensations, through speaking,

listening, reading, or writing, and the mental processes that accompany them, the content and substance of which are language (Soman, 2019). It is the ability to use linguistic vocabulary to express and speak easily and conveniently, to listen with understanding, to know the similarities and differences between pictures, shapes, and words, and to coordinate eye and hand movements while writing (Al-Masry, 2023).

Thus, language skills are the means of communication, reception and transmission for the child in order to express his needs, understand his surroundings and adapt to them. The language skills of kindergarten children can be explained as follows:

1. **Listening skill:** Researchers have paid attention to the listening skill, by which they mean focused, conscious listening. It is the first basic skill that effort must be taught to ensure the success of the educational process. It is essential, and every child must know its importance and how to develop it (Al-Sayed, 2018).

2. **Speaking skill:** Children use the speaking skill to communicate with others and express their thoughts. This skill requires the child to be able to use the sounds of the language correctly, mastery of formulas, and the ability to formulate the language well in its social context, and the system of composing words (Al-Sharouf, 2018).

3. **Reading skill:** Reading comes in third place in terms of the sequence of linguistic skills. It is the reflective mental process that grows as a complex organization of patterns with higher mental processes. It is an activity that includes patterns of thinking, analysis, reasoning, problem-solving, and evaluation. Reading should be an intellectual activity that includes recognizing letters and words, pronouncing them correctly, understanding and analyzing these symbols, and realizing the ideas they express (Allan, 2019).

4. **Writing skill:** For the child, the skill of writing is a manifestation of sensory-motor synergy, controlling the hand according to a specific mental image, determining the line and method of writing the letter, and as it grows in the child, it becomes a means of self-expression, and communicating ideas, feelings, and sensations to others, in addition to being a field for discovering children's talents (Al-Dadmouni, 2023).

In general, the process of preparing the child to acquire linguistic skills does not take place directly, but through the daily activities that the child practices in kindergarten. This makes kindergartens care about methods that help children develop linguistic skills through interactive educational programs suitable for children and appropriate to the characteristics of their development, the most important of which is digital stories (Al-Masry, 2023).

Study Problem

Language is of great importance in human life, as it is the first tool of human communication and the basis of the learning process. This requires teaching the child the skills of listening, speaking, reading and writing from a young age so that he is highly aware of its components so that he can build on them later to coexist and adapt to the society in which he lives.

However, a number of kindergarten children suffer from difficulty speaking and expressing their needs and do not master the language well, which affects their communication with others, and when they join kindergarten they are unable to keep up with the educational activities inside the kindergarten (Al-Masry, 2023).

The development of language skills among kindergarten children requires an appropriate atmosphere and supportive conditions, which is evident in benefiting from advanced modern-day data represented in the use of technology in education, such as language laboratories, computers, the Internet, and digital stories (Al-Sharrouf, 2018), as the results of Barua's (2023) study confirm that digital stories improve children's participation in language learning, increase motivation to participate and develop critical thinking abilities and speaking skills in front of others.

The researcher also noticed the need for kindergarten children to use technology through digital stories, as interest was focused on employing technology in the primary and secondary stages, and it was not employed adequately in the kindergarten stage. Some kindergarten children are also present in basic or secondary schools, and teachers of kindergarten children may be affected in this regard by school teachers and the tendency to explain and rely on the usual methods used in teaching basic or secondary school students.

This is what made the researcher interested in studying the impact of using digital stories on developing language skills among kindergarten children in Jordan.

Study Questions

The problem of the study revolves around answering the following question:

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average scores of the experimental group and the control group on the observation card for language skills among kindergarten children due to the teaching method used (using the digital story, the regular method)?

Based on the study question, the following hypothesis was formulated:

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic averages of the language skills of kindergarten children in the experimental group and the control group due to the teaching method (using the digital story, the regular method).

Objectives of the Study

The study aims to prepare a guide for using digital stories, employ it in teaching kindergarten children, and measure their impact on developing their language skills.

Significant of the Study

Interest in developing the language skills of kindergarten children is the goal of every society, to ensure that its members adapt to the rapid changes in this era, as language is the means of communication and expression of needs. This study provides a theoretical framework for the use of digital stories and basic linguistic skills among kindergarten children, as previous studies present showing the impact of using technology and digital stories on developing children's language skills.

The results of this study may generate interest in designing digital stories and employing them in teaching kindergarten children and analyzing kindergarten curricula to choose available and appropriate digital stories. The results of this study may increase the motivation of teachers and kindergarten administrations to employ digital stories. In addition, a language skills observation card was created, which can be used to diagnose the level of language skills among kindergarten children.

The Limits of the Study

This study was conducted within the following limits:

Human limits: The study sample was (44) kindergarten children at the KG2 level.

Spatial boundaries: This study was applied in Al-Rabbah Secondary School for Girls, affiliated with the Al-Qasr Education Directorate in Jordan.

Temporal limitations: This study was applied in the first semester of the academic year (2023/2024).

Objective limits: This study was limited to teaching the first unit, "Vegetable," the second unit, "Water," and the third unit, "Earth," from the curriculum developed for kindergarten children in Jordan. This study relied on a guide for using the digital story and a linguistic skills observation card prepared by the researcher.

Study limitations: The results of the study are determined by the nature of the study procedures in terms of the design of the language skills observation card, the extent of its validity and stability, its psychometric properties, and the validity of the guide for using the digital story.

Study Methodology

This study relied on the quasi-experimental approach to reveal the effect of the digital story on developing language skills among kindergarten children by dividing the study individuals into two groups, applying the study tool to the experimental and control groups, and then using the digital story to teach the children in the experimental group only, then re-applying it study tool on the experimental and control groups.

Study Participant

The study population consisted of (44) kindergarten children in the second level (KG2) enrolled in the second semester of the 2023/2024 academic year at Al-Rabbah Secondary School for Girls affiliated with the Al-Qasr Education Directorate, which is a school that includes children from the kindergarten level to the secondary level. This school was chosen intentionally because it has two divisions, one of the kindergarten divisions (KG2), the willingness of the school principal to facilitate the conduct of the study and its proximity to the researcher's work site. The experimental group and the control group were randomly assigned using a lottery, so the choice fell to division (A) to represent the group. The experimental group consisted of (21) male and female children, while group (B) was chosen to represent the control group, which consisted of (23) male and female children.

Study Tool

An observation card was constructed for kindergarten children's linguistic skills, which consisted of (44) items distributed equally among four main skills: listening skill, speaking skill, reading skill, and writing skill, with (11) paragraphs for each main skill, and each paragraph is presented in the observation card. An apparent behavior of linguistic skills can be observed and estimated through a binary grading (cross-out list: yes, no). The teacher and the teacher observe the child's behavior and place a sign (/) opposite each paragraph indicating whether the child has the skill or not.

A card to note the language skills of kindergarten children was constructed after referring to the educational literature that dealt with the language skills of kindergarten children and the standards that sought to reveal their level among kindergarten children, which were mentioned in some studies such as (Al-Dadmouni, 2023), (Allan, 2019), and (Al-Sharouf, 2018) Some items were selected from these standards, and some paragraphs were formulated appropriate to the linguistic characteristics of kindergarten children. The note card in its initial form consisted of (50) items, then its validity and reliability were verified, and it came out in its final form consisting of (44) paragraphs.

Validity of the language skills note card

To verify the veracity of the content of the linguistic skills observation card, it was presented in its initial form, consisting of (50) paragraphs, to (9) arbitrators with specialization and experience from among the faculty members working in Jordanian universities. Some paragraphs of the observation card were modified in light of the arbitrators' recommendations and opinions, as well (5) items were deleted because they are skills specific to basic-stage students, and the items that received an approval rate of (80%) or more were retained.

The Reliability of the Language Skills Note Card

To measure the stability of the linguistic skills observation card, the researcher asked two teachers to apply the observation card and observe the behavior of one of the children in kindergarten at the (KG1) level during their learning, so that the two teachers monitor the child's behavior at the same moment. Then the Holsti equation for the language skills observation card was calculated as follows:

Reliability coefficient = number of times the observations of the first parameter and the second parameter agree x 100% / Number of times agreement + number of times disagreement

The two teachers agreed on (38) items and disagreed on (6) items, and thus the reliability coefficient is $38/(38 + 6) = 0.86$, which is an appropriate reliability coefficient for the purposes of this study.

Guide to using the Digital Story

A guide for using digital stories was built, where digital stories were designed using PowerPoint presentation, and included texts, pictures, films, and sounds. A teaching plan for implementing digital stories was also built. The guide consisted of (30) sessions, covering the lessons of the first unit, "Vegetarian." ", the second unit is "water", and the third unit is "terrestrial". The guide for using the digital story can be explained as follows:

Introduction to the guide: The guide to using the digital story was designed to employ a set of digital stories directed to kindergarten children, so that the kindergarten children's teacher can use the digital story to teach language skills during the teaching of the first unit, "Vegetable," the second unit, "Aquatic," and the third unit, "Earth." By taking advantage of evidence and programs presented in previous studies, such as (Barua, 2023).

The general goal of the guide: The guide for using the digital story aims to achieve the development of language skills among kindergarten children, which are listening, speaking, reading, and writing skills.

Target group: The target group in the guide for using the digital story consists of (21) male and female kindergarten children in the second level (KG2) at Al-Rabbah Secondary School for Girls of the Al-Qasr Education Directorate who are enrolled in the second semester of the 2023/2024 academic year.

Validity Guide to Using the Digital Story

The guide for using the digital story was presented in its initial form to (9) arbitrators with specialization and experience among faculty members working in Jordanian universities, and in light of the arbitrators' recommendations and opinions, some amendments were made to some of the stories and procedures in the plan attached to the guide.

Study Procedures

The researcher followed the following procedures to achieve the objectives of the study:

1. Building the study tool (Linguistic Skills Observation Card) and verifying its validity and reliability.
2. Build a guide for using the digital story and verify its validity.
3. Obtaining official approvals from the Directorate of Palace Education and Al-Rabbah Secondary School for Girls.
4. Random assignment of Division (A) as an experimental group, and Division (B) as a control group using a lottery.
5. Applying the linguistic skills observation card to the experimental group and the control group.
6. Teaching the children in the experimental group the first unit, "Vegetable," the second unit, "Aquatic," and the third unit, "Earth," using the guide for using the digital story, and teaching the children in the control group the same units in the usual way.
7. Re-applying the linguistic skills observation card to the experimental group and the control group.
8. Collect data and conduct appropriate statistical analyses, then extract and interpret the results.

Study Design

The study aimed to reveal the impact of using digital stories on developing language skills among kindergarten children. The current study is considered a quasi-experimental study, and its design can be explained as follows:

EG O1 X O1

CG O1 - O1

Where:

EG: experimental group.

CG: control group.

O1: Linguistic skills observation card (pre, post).

X: Guide to using the digital story.

Statistical Processors

To answer the study questions and test its hypotheses, descriptive statistics (arithmetic means and standard deviations) were used to estimate the level of language skills in the pre-measurement and post-measurement among kindergarten children. Multiple covariance analysis (MANCOVA) and one-sided analysis of covariance (ANCOVA) were used to answer the study question. The size of the effect of using digital stories in developing language skills among kindergarten children was calculated through the use of Eta Square.

Results

The results of the study question were reached, which stated: “Are there statistically significant differences at a significance level ($\alpha \leq 0.05$) between the average scores of the experimental group and the control group on the observation card for language skills among kindergarten children due to the teaching method used (using the digital story, the method (ordinary)?

Arithmetic means and standard deviations were calculated for the kindergarten children in the experimental group and the control group on the language skills observation card in the pre-measurement and the post-measurement, and the results were as shown in Table (1).

Table 1. Arithmetic means and standard deviations for the experimental group and the control group on the linguistic skills observation card in the pre-measurement and the post-measurement

Skills	Group	Number	Pre		Post	
			Mean	SD	Mean	SD
Listening	Experimental	21	2.76	1.18	8.43	1.83
	Control	23	2.74	1.68	5.96	2.34
	Total	21	2.75	1.45	7.14	2.44
Speaking	Experimental	23	2.86	1.24	8.14	2.10
	Control	21	2.78	1.51	6.39	2.27
	Total	23	2.82	1.37	7.23	2.34
Reading	Experimental	21	2.76	1.18	7.71	2.45
	Control	23	2.57	1.31	5.78	1.98
	Total	21	2.66	1.24	6.70	2.40
Writing	Experimental	23	2.71	1.55	8.71	1.82
	Control	21	2.52	1.62	5.70	2.12
	Total	23	2.61	1.57	7.14	2.48

It is clear from Table (1) that there are apparent differences in the arithmetic means and standard deviations among the kindergarten children in the experimental group and the control group in each of the language skills in the pre-measurement.

As can be seen from Table (1), there are differences in the arithmetic means and standard deviations of the kindergarten children in the experimental group and the control group on the linguistic skills in the post-measurement. The arithmetic mean of the kindergarten children in the experimental group in the listening skill in the post-measurement was (8.43), with a standard deviation of (1.83), while the arithmetic mean of the kindergarten children in the control group in listening skill in the post-measurement was (5.96) with a standard deviation of (2.34).

The arithmetic mean of the kindergarten children in the experimental group in the speaking skill in the post-measurement was (8.14) with a standard deviation of (2.10), while the arithmetic mean of the kindergarten children in the control group in the speaking skill in the post-measurement was (6.39) with a standard deviation of (2.27). The arithmetic mean of the kindergarten children in the experimental group in reading skill in the post-measurement was (7.71) with a standard deviation of (2.45), while the arithmetic mean of the kindergarten children in the control group in the reading skill in the post-measurement was (5.78) with a standard deviation of (1.98). While the arithmetic mean of the kindergarten children in the experimental group in the writing skill in the post-measurement was (8.71) with a standard deviation of (1.82), and the arithmetic mean of the kindergarten children in the control group in the writing skill in the post-measurement was (5.70) with a standard deviation of (2.12).

To determine the statistical significance of the differences in the arithmetic means of the kindergarten children in the experimental group and the control group on the language skills observation card, a multiple analysis of variance test (Multivariate Test) was conducted, according to Table (2).

Table 2. Multivariate test for language skills among kindergarten children

Independent Variable	Hotelling's Trace	F value	Sig.
Digital Stoty	0.744	6.507	0.001

It is clear from Table (2) that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic means of the kindergarten children in the experimental group and the control group on the language skills observation card. To find out the source of these differences, a multiple covariance analysis (MANCOVA) was conducted for the post-measurement for the linguistic skills observation card for kindergarten children, as shown in Table (3).

Table 3. Multiple covariance analysis (MANCOVA) of the arithmetic means of language skills among kindergarten children in the post-measurement

Source	Skills	Sum of squares	DF	Mean of squares	P value	Sig.	(η^2) Eta square
Pre	Listening	89.969	5	17.994	4.139	0.004	0.353
	Speaking	74.075	5	14.815	3.483	0.011	0.314
	Reading	71.818	5	14.364	3.113	0.019	0.291
	Writing	106.142	5	21.228	5.072	0.001	0.400
Post	Listening	61.335	1	61.335	14.107	0.001	0.271
	Speaking	28.402	1	28.402	6.677	0.014	0.149
	Reading	35.937	1	35.937	7.788	0.008	0.170
	Writing	97.001	1	97.001	23.177	0.000	0.379
Error	Listening	165.213	38	4.348			
	Speaking	161.652	38	4.254			
	Reading	175.341	38	4.614			
	Writing	159.040	38	4.185			
Total	Listening	255.182	43				
	Speaking	235.727	43				
	Reading	247.159	43				
	Writing	265.182	43				

It is clear from Table (3) that the differences between the performance averages of the two groups are statistically significant, as the “F” value for the listening skill reached (14.107) with a statistical significance of (0.001), and the “F” value for the speaking skill reached (6.677) with a statistical significance of (0.014).), and the “F” value for the reading skill reached (7.788) with a statistical significance of (0.008), and the “F” value for the writing skill reached (23.177) with a statistical significance of (0.000), and all of these values are statistically significant values at the significance level ($\alpha \leq 0.05$).

That is, there are statistically significant differences in the arithmetic averages for all linguistic skills (listening, speaking, reading, and writing) among kindergarten children between the experimental and control groups in the post-application of the linguistic skills observation card due to the use of the digital story, and to knowing which group is in favor of the two groups –

experimental or control - These differences trend; Adjusted arithmetic averages for the language skills of kindergarten children between the experimental group and the control group were extracted as in Table (4).

Table 4. Adjusted arithmetic averages for language skills among kindergarten children

Skills	Group	Adjusted Mean	Standard Error
Listening	Experimental	8.38	0.46
	Control	6.00	0.44
Speaking	Experimental	8.07	0.45
	Control	6.46	0.43
Reading	Experimental	7.65	0.47
	Control	5.84	0.45
Writing	Experimental	8.70	0.45
	Control	5.71	0.43

Table (4) shows that the adjusted arithmetic averages for the linguistic skills of kindergarten children were all in favor of the experimental group, as the adjusted arithmetic averages for the experimental group were higher than the adjusted arithmetic averages for the control group for all linguistic skills among kindergarten children. The adjusted arithmetic average for the listening skill was The kindergarten children in the experimental group had (8.38) with a standard error of (0.46), while the adjusted arithmetic mean of the listening skill of the kindergarten children in the control group was (6.00) with a standard error of (0.44), and the adjusted arithmetic mean of the speaking skill of the kindergarten children in The experimental group (8.07) with a standard error of (0.45). While the adjusted arithmetic mean for the speaking skill of the kindergarten children in the control group was (6.46) with a standard error of (0.43), and the adjusted arithmetic mean for the reading skill of the kindergarten children in the experimental group was (7.65) with a standard error of (0.47), while the average was (7.65) with a standard error of (0.47). The adjusted arithmetic mean for the reading skill of the kindergarten children in the control group was (5.84) with a standard error of (0.45), and the adjusted arithmetic mean for the writing skill of the kindergarten children in the experimental group was (8.70) with a standard error of (0.45), while the adjusted arithmetic mean was (8.70) with a standard error of (0.45). The writing skill of kindergarten children in the control group was (5.71), with a standard error of (0.43).

The size of the effect of using the digital story in developing the language skills of kindergarten children was calculated. The value of the Eta square for listening skill was (0.271), meaning that (27.1%) of the variance in the listening skill of kindergarten children is not due to the use of the digital story.

The value of the Eta square was For the speaking skill (0.149), meaning that (14.9%) of the variance in the speaking skill of the kindergarten children is due not to the use of the digital story, and the Eta square value for the reading skill was (0.170), meaning that (17%) of the variance in the reading skill of the kindergarten children It was not attributed to the use of the digital story, and the value of the Eta square for the writing skill was (0.379), meaning that (37.9%) of the variance in the writing skill of kindergarten children was not due to the use of the digital story.

The mathematical averages and normative deviations of the total degree of the card note card note in the kindergarten children were calculated in the experimental group and the control group in the tribal and post measurement; to reveal the differences in the total class of linguistic skills in kindergarten children, which are as shown in Table (5).

Table 5. The mathematical averages and normative deviations of the total degree of linguistic skills of the experimental group and the control group in the tribal and post measurement

Scale	Group	Number	Pre		Post	
			Mean	SD	Mean	SD
Total degree of linguistic skills	Experimental	21	11.10	3.78	33.00	7.60
	Control	23	10.61	4.30	23.83	6.90
	Total	44	10.84	4.02	28.20	8.53

It is clear from Table (5) that there are differences in the arithmetic means and standard deviations of the kindergarten children in the experimental group and the control group on the language skills card in the pre-measurement. The arithmetic mean of the kindergarten children in the experimental group on the language skills card in the pre-measurement was (11.10) with a standard deviation. Its value is (3.78), while the arithmetic mean of the kindergarten children in the control group on the language skills card in the pre-measurement was (10.61), with a standard deviation of (4.30).

It is also clear from Table (5) that there are differences in the arithmetic means and standard deviations of the kindergarten children in the experimental group and the control group on the language skills card in the post-measurement. The arithmetic mean of the kindergarten children in the experimental group on the language skills card in the post-measurement reached (33.00) with a deviation. A standard deviation of (7.60), while the arithmetic mean of the kindergarten children in the control group on the post-language skills card was (23.83) with a standard deviation of (6.90).

A one-way analysis of variance (ANCOVA) was conducted for the post-application of the language skills card among kindergarten children in the experimental group and the control group to reveal the significance of the differences in the arithmetic means as in Table (6).

Table 6. One-way ANCOVA analysis of the post-application of the language skills card among kindergarten children in the experimental and control groups

Source	Sum of squares	DF	Mean of squares	P value	Sig.	(η^2) Eta square
Pre	2980.291	1	2980.291	58.616	0.000	0.588
Digital Story	880.787	1	880.787	17.323	0.000	0.297
Error	2084.609	41	50.844			
Total	3125.159	43				

It is clear from Table (6) that the “F” value for the total score of language skills among kindergarten children reached (17.323) at a significance level of (0.000), which is a statistically significant value at a significance level of ($\alpha \leq 0.05$), meaning that there is an effect of using the digital story in Developing language skills among kindergarten children at Al-Rabbah Secondary School for Girls, affiliated with the Al-Qasr Education Directorate. It is also clear from the value of the Eta square that the size of the effect of using the digital story in developing language skills reached (29.7%) of the total variance in language skills.

In order to know in favor of which group - experimental or control - the differences in the overall arithmetic averages on the language skills card for kindergarten children are directed; The overall adjusted arithmetic averages for the language skills card between the experimental group and the control group were extracted as in Table (7).

Table 7. Adjusted arithmetic averages for the total score of language skills among kindergarten children

Group	Adjusted Mean	SD
Experimental	32.90	1.56
Control	23.92	1.49

Table (7) shows that the adjusted arithmetic averages for the study individuals on the overall linguistic skills card were in favor of the experimental group, with a difference of (8.98). The adjusted arithmetic average for the experimental group on the overall linguistic skills card was (32.90), while the adjusted arithmetic average for the group was (32.90). Control on the overall language skills card (23.92).

To calculate the size of the effect of using the digital story on the total score of the language skills card for kindergarten children, the Eta square was calculated, and it was (%) of the variance in the total score of the language skills between the experimental group and the control group is due to the use of the digital story.

This result is attributed to the appropriate social atmosphere that digital stories provide in kindergartens, and is in harmony with the advanced data of the modern era, which is the use of technology in all areas of life (Al-Sharrouf, 2018). When the kindergarten children's teacher uses digital stories, she uses the presentation, flips the slides, and issues the various sounds that the child hears, and he develops the ability to distinguish audible sounds, which develops the skill of listening and imitation, which also develops the skill of conversation.

This result is also attributed to the fact that stories are part of a child's life, and through them he can memorize new vocabulary and phrases (Isik, 2016). When preparing a digital story using a presentation, the teacher prepares pictures, movies, written words, and colorful texts accompanying the pictures and movies, and may link some actions to some events. And some characteristics of the characters, which makes the story rich in information, words, and sentences, which requires reading, drawing sometimes, and writing letters and syllables, which makes the digital story an activity that requires employing the child's linguistic skills in a creative way that he likes.

This result is also attributed to the fact that the digital story is a purposeful story (Al-Dariwish & Abdel Halim, 2017). When preparing the story, the goals are determined first, which is to develop the language skills of kindergarten children. These goals make designing the story an educational activity focused on developing vocabulary and the skills of listening, speaking, reading, and writing. Therefore, the use of images, films, sounds, and texts aims to teach the kindergarten child Arabic language skills in a tangible way, and make him employ more than one sense in learning the language, and this is consistent with the developmental characteristics of the kindergarten child.

This result may be due to children's feelings being greatly influenced by stories (Rahayu & Ferlia, 2022); This makes it an opportunity to draw attention, focus on events, and actively participate in the educational activities accompanying the digital story.

The results of this question are similar to the results of the studies of (Al-Dadmouni, 2023; Barua, 2023; Rahayu & Ferlia, 2022; Allan, 2019), which revealed that the digital story has an impact on developing language skills among kindergarten children.

Recommendations

In light of the study results, the researcher recommended the following:

1. Designing digital stories that achieve the goals of kindergarten curricula and using them in their teaching.
2. Designing digital stories according to the developmental characteristics of kindergarten children, concerned with developing their language skills.
3. Using digital stories in various educational activities, including individual and group activities.
4. Training teachers on how to use digital stories to develop language skills among kindergarten children.

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