



## **The effect of digital storytelling on reinforcing reading and listening skills through video for EFL young learners at basic education in Sudanese schools, grade seven supervised**

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### **Abstract**

This study aimed at exploring the effect of using video to reinforce reading and listening skills of EFL young learners of grade seven in Khartoum North. The researcher used video to teach digital storytelling inside the classroom. The sample of this study included two groups: control group and has sat for pre-test while the experimental group sat for the post-test. The researcher used (Lucky Number) & (Lost ship) as teaching materials to digital storytelling. The duration of implementing the experiment of teaching digital storytelling lasted for twelve hours for two months. The purpose of designing the test is to reveal and assess the results of teaching storytelling that there are significant differences between the pre and post tests of teaching storytelling through video and through traditional methods. The researcher used SPSS to analyze the data collected. The findings of this paper showed that the use of the video and internet as an instructional method of digital storytelling was considered as the most effective tool in EFL young learners' reading and listening skills. The researcher recommended that teachers in both stages at basic and higher secondary schools should use modern technological tools as the means of teaching processes. Storytelling at basic schools should have to be activated inside the classroom because it improves learners' motivations and aptitude. Traditional methods should be discarded in teaching process.

**Keywords:** digital storytelling, reading text and listening skill

### **Introduction**

Technological developments such as personal Computer, I Phone, Smartphone, and Laptop have a powerful effect on the lifestyle of people and literacy world. All these developments emerge in this world of information century (Mishan, 2005). Nowadays, learners tend to rely significantly on the computer, laptop, Smartphone, and I pad based resources (such as writing emails, sending free E -cards, watching online videos and YouTube). Besides, they download a great deal of information as sources that could be beneficial in the learning process. Therefore, this sort of technology is more efficient and effective in terms of language learning. So, as the learner stores information in "a flash device" this would be useful when there's no access to the internet. Therefore, the learner can use this device offline. The key point, all reading news online, transmitting an instant message, reading newspapers, short stories, storytelling, sending pictures, and access to pdf comprehension topics will be applied when dealing with technology.

The remarkable development in technological tools and online services led to opportunities to teach and learn storytelling through practical methods and authentic materials. Today, online services and computer technology are integrated into almost every aspect of life in education, virtual classes are held, and textbooks are accompanied by a flash. There are numerous websites e.g. (ESLPOD, My English club) available for independent self-study specifically for young learners and beginners. These websites if appropriately selected and organized can be very beneficial to develop all four skills and proficiency level in an enjoyable and funny way.

Nowadays, pupils must be involved in both literary text and multimedia which can reinforce the learner's level into four skills through understanding and creating by using their multisensory abilities. Many studies (e.g., Cope & Kalantzis,

2000) suggest that the integration of technology can develop pupils' performance, enhance motivation, and promote teaching and learning process. In such contexts, authentic language, culture, linguistic and paralinguistic features such as body language, prosody, and gestures can be introduced in the classroom.

### **Technological assisted tools for language learning**

Technological devices are very well-known, crucial and applicable nowadays. They can be defined as formal and informal contexts through modern technological tools in teaching/ learning process. In this method, young learners and teachers are involved in different drills in reading and writing exercises. Therefore, this method integrates all four fundamental skills: listening, reading, writing, and speaking. On the other hand, technological tools that enhances the pupils' enthusiasm and motivation in the learning/ teaching process. It comprises a combination of learners, language, and text of storytelling. Additionally, technological tools are regarded as the most recent methods of teaching storytelling. They are also believed to act as a model for teaching young learners.

There are many numbers of researches and studies ensured the necessity of using technological tools in digital storytelling.

The abundant and affordability of using technological tools in language teaching nowadays led to the development and performance of the teaching process. Some factors such as good theoretical support, having valid design describing both the benefits of using technological tools especially online services such as video (YouTube) can be connected with internet-based instruction (IBI) with the real-life environments and are all crucial in learning/ teaching process and they are good infinite sources materials (Cope & Kalantzis, 2000).

The reading skill has been a principal focus for many years according to (Chastain, 1988) views that the goal of reading skill is to identify learners with the importance of reading storytelling. It is a keyword for knowing other branches of language in a comprehensive way. Also reading for the sake of word meaning or to create the writer's meaning even the words or patterns endings do not have a direct meaning. Pupils could control the rated speed of reading ability by listening to video continuously.

Using computer technology and internet services online or through downloading material is a great help for teaching young learners. Hayatic (2005) states in his article "Computer and language Teaching" the benefits of using computers in language learning, for example, developing of reading competence, grammar, structure, giving learners' confidence, freedom, testing learners' knowledge, self-evaluation, more in touch with language in various positions, problem solving activities towards authenticity and automaticity in the area of digital stories the field of the language and literature in a wide scope or sphere..etc

Technological tools through computer or laptop and internet services in www.com can be used by both teachers and authorities as a practical and beneficial tool to promote teaching/ learning process. Chen, Belkada and Okamoto(2004) in their article (How a web-based course facilities Acquisition of English for Academic purpose" agree that technological innovation enhances changes in language teaching as in digital storytelling as a lively example, therefore, facilitate learning through video with computer online or offline when there is a download activity and encourage students self-learning, they are ultimately in the hands of course writers who must technological devices them creatively to maximize students' language learning experience and to increase language acquisition for communicative purposes for the goal of mastering reading competence in digital storytelling to be a bridge to master a language in a wide scope.

There is a great deal of literature based on the potential of using technological tools and using the computer for language teaching digital storytelling. Dunnbel (1990), for instance, mentioned the possibilities of computer services through www.com as a tool for increasing language learners': (1) self-esteem, (2) vocational preparedness, (3) language proficiency and (4) overall academic skills. Armstrong and Yetter, Vassot (1994) and many others explored the advantages of multimedia, internet, language technology and the various forms of distance education.

Ehsani and Knodt (1998) emphasize the role of the computer and internet services especially speech technology (oral skill of digital storytelling) for improving learners' speaking ability. Technological tools in combination with a conferencing system are effective tools for organizing a goal-directed writing and reading instructions.

Internet and computer in a comprehensive method help in language learning and pedagogical process which relates to the use of technological tools specifically computer, laptop, and modern technological devices all are they perfect and effective tools in the hands of experienced teachers as well as satisfactory for pupils' academic wishes since they create motivation and enthusiasm being for learners.

### **Online or Memory of storing Information –Based Instruction**

Nowadays, many internet-based and online instructions and

courses are accessible. A huge number of learners interested in such instructions, (Bryan &Hergesheimer, 2007). Even distance education has grown fast in recent years. Until now the advantages of using the internet and online instruction have many dimensional aspects besides for academic purposes.

On one hand, Clarh (1985) views that the media do not influence learning. On the other hand, Liu (2005,) argues that pedagogical process and technological influence learning by 4interacting with the individual's cognitive and social processes for building knowledge.

With online instruction, the learner is separated from the teacher and connected with the computer ...etc. Besides, online data from Google are necessary for the teacher who acts as a guided and facilitator.

Nowadays, more institutions and offer online courses, or programs to their pupils to satisfy and meet various learners' needs. Online instructions, as an integral part of the teaching and learning process in all educational stages, are typically conducted in a classroom setting.

Kearsly (1995) states that there are many benefits of online teaching that include increasing pupil satisfaction, better examinations marks, results, and a higher level of critical thinking. Others in addition to Kearsly cite benefits of internet-based instructions such as user-friendliness and self-paced learning.

The advancement of using the internet and online teaching has created new ways of learning and teaching English as a foreign and second language (EFL/ESL).

Moreover, the internet is a better source of knowledge and considers as an authentic material and reliable source.

### **Statement of the problem**

The researcher was identified young learners had difficulties in reading and listening skills through traditional methods. So, teaching through video is one of the most effective and motivational tools in language education. This study aims at investigating factors that reinforce reading and listening skills for young learners through YouTube.

### **The significance of the study**

The significance of this paper is to identify factors that reinforce reading and listening skills through YouTube (modern technological tools).This paper concentrates on how to achieve effective teaching with technology. The importance of this paper is to avoid the traditional methods in teaching storytelling and creates effective teaching environment by using modern technological devices (Laptop Projector).Those devices use inside the classroom.

### **Objectives of this study**

This paper attempts to achieve the following objectives:

- To identify factors that improves young learners' reading ability through video.
- To enhance young learners' listening through video.

The purpose of this study was to improve Sudanese young learners in both reading and listening skills. In this regard, one of the most important techniques for enhancing teaching and learning processes of teaching storytelling through video. Using digital storytelling online or downloading materials that are needed in the learning processes such as audiovisual on flash, and CD. These tools are the meaningful and playful contexts for young learners. The purpose beyond using this type of technology is to make reading skill more effective,

purposeful, and successful. The use of reading storytelling serves several purposes; students are given enough time and chances to develop a clear picture of information provided in reading. Moreover, listening is a prior skill of all other skills. It is considered is a vital skill that enhances young learners to improve their competence. The researcher viewed that using technology in teaching storytelling is very crucial in teaching/ learning processes.

**Methodology**

The researcher used an experimental approach to determine that factors that reinforce young learners' reading and listening skills through digital devices. This paper implemented two steps procedures: Data collection and data analysis. Data were gathered from young learners through test. The test targets the two groups. Pre-test designed for control group while; post-test for experimental group.

**Subjects**

The population of this paper was the pupils at basic governmental schools in Khartoum North class seven. The schools are: AL-Zikyab basic school for girls and Elizba basic school for boys.

**Test**

The researcher designed test that includes three types of

questions. Question one is multiple choice a, b or c, the second question is to fill the gaps with appropriate form and the third question put true (T) or false (F).

**Materials of Teaching**

The researcher used two types of storytelling (Lostship & Lucky Number) as a tool of teaching method in a period of two months. The duration of teaching the two stories about twelve hours.

**Statistical analysis**

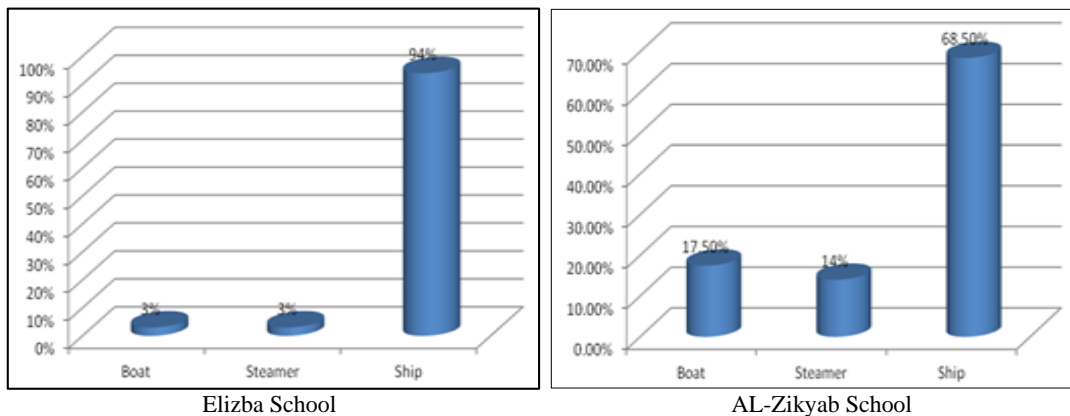
**Statistical methods used**

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

1. Frequency distribution of the answers.
2. Percentages.
3. Charts.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences. This study targets two basic schools at Khartoum North: AL-Zikyab Basic Schools & Elizba model School for boys.

In Elizba Model Basic School for boys the researcher uses modern technological tools in teaching storytelling. In AL-Zikyab Basic School for girls the researcher uses traditional tools.



**Fig 1**

**Table 1**

Elizba School			AL-Zikyab School		
Answer	Frequency	Percent	Answer	Frequency	Percent
Boat	3	3%	Boat	20	17.5%
Steamer	8	14%	Steamer	8	14%
Ship	39	94%	Ship	39	68.5%
Total	57	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

From table (1) and figure (1) we note that the answer of most of the individuals study is (Ship) by frequency (31) with percent (94%) while at AL-Zikyab we note that the answer of

the most individuals study is (ship) by frequency (39) with percent (68.5%).

**1. We are going to be in.....soon**

**Table 2**

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
Florida	32	97%	Florida	27	47.5%
Total	33	100%	New York	20	35%
			Washington	10	17.5%
			Total	57	100%

Source: by the researcher using SPSS 2018

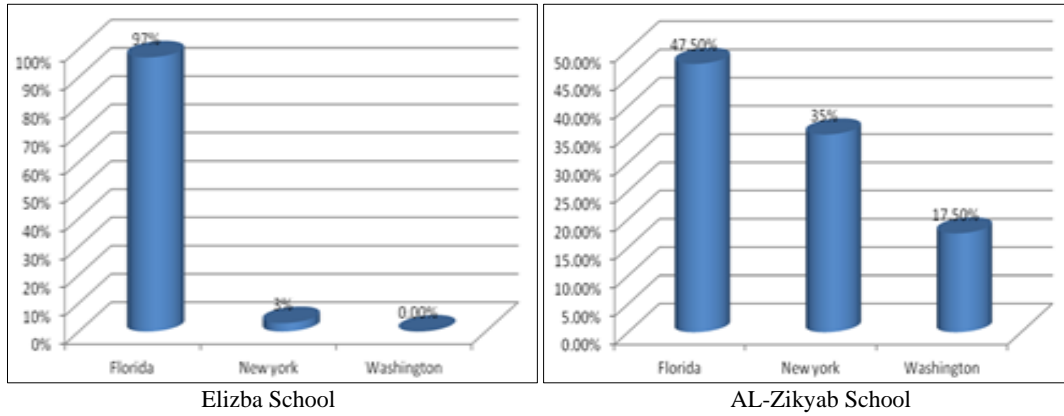


Fig 2

From table (2) and figure (2) we note that the answer at Elizba Basic School for boys of most of the individuals study is (Florida) by frequency (32) with percent (97%) while at AL-

Zikyab the answer about (Florida) by frequency (27) with percent (47.5%)

2. The captain writes on the.....every day

Table 3

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
Blackboard	31	94%	Blackboard	10	17.6%
Logbook	1	3%	Logbook	29	50.8%
Paper	1	3%	Paper	18	31.6%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

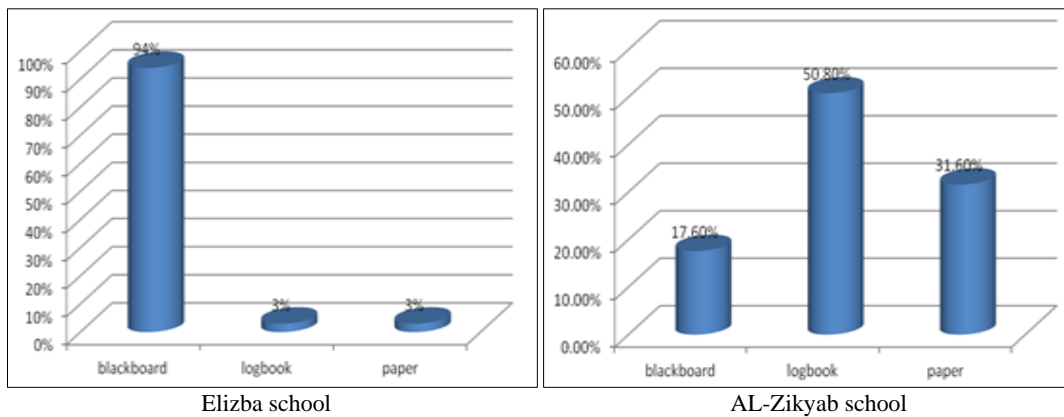


Fig 3

From table (3) and figure (3) we note that the answer of most of the individuals study is (blackboard) by frequency (31) with percent (94%) this percentages at Elizba Schools while at AL-Zikyab for girls the researcher observes that the answer of individual study is (blackboard) by frequency (10) with

percent (17.6%) also at AL-Zikyab school the answer of most individuals to the word (logbook paper) by frequency (3) and percent (3%). In Elizba school answer of participants to the word (logbook) by frequency (29) with percent (50.5%).

3. Now the captain and his men are on.....

Table 4

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
Edge	1	3%	Edge	20	35%
Land	1	3%	Land	10	17.5%
Deck	31	94%	Deck	27	47.5%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

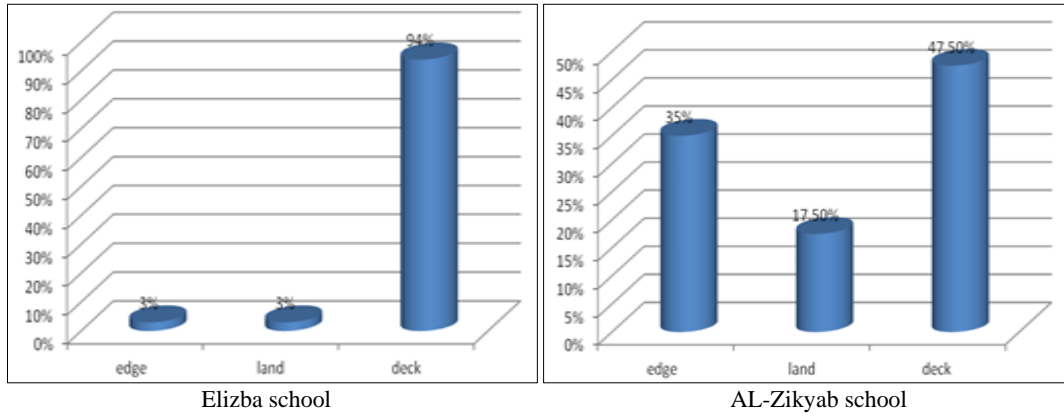


Fig 4

From table (4) and figure (4) we note that the answer of most of the individuals study is (deck) by frequency (31) with

percent (94%) and the word (land & edge) by frequency (1) with percent (3%)

**4. The captain gets into small boat. How many men with him?**

Table 5

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
True.	27	81.8%	True.	9	15.7%
False.	6	18.2%	False.	48	84.3%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

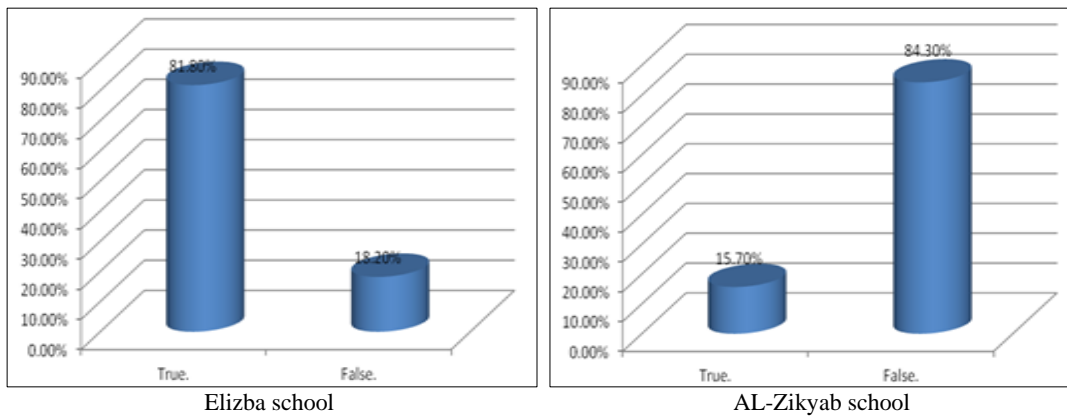


Fig 5

From table (5) and figure (5) we note that the answer of most of the individuals study is (two) by frequency (27) with percent (81.8%) also answer (One) and (three) by the same frequency (3) with same percent (1.9%) these percentages at

Elizba model school for boys. In AL-Zikyab school the answer (two) by frequency (45) with percent (78.9%), answer (one) by frequency (10) with percent (17.6%) and answer (three) by frequency (2) with percent(3.5%).

**Q2: Put the following on appropriate form:**

**1. The weather is..... The wind is blowing the ship.**

Table 6

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
True.	24	72.7%	True.	10	17.5%
False.	9	27.3%	False.	47	82.5%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

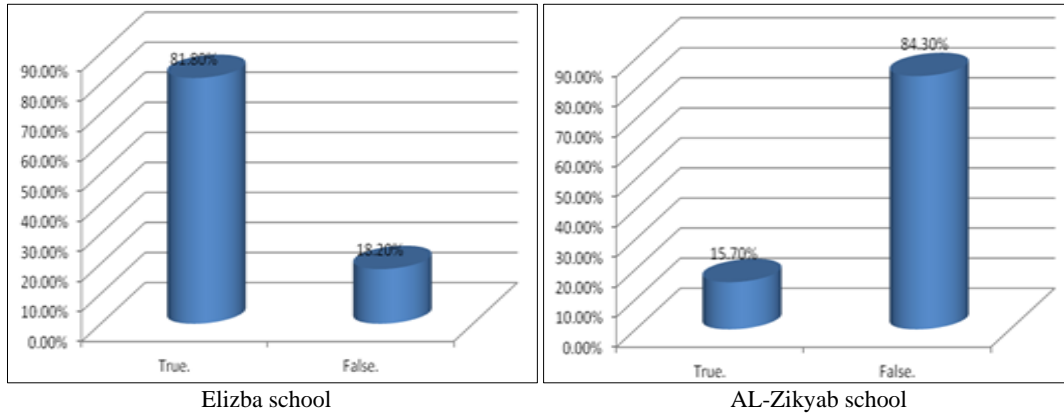


Fig 6

From table (6) and figure (6) we note that the answer of most of the individuals study is (True) by frequency (27) with percent (81.8%)at Elizba Model Basic School while, the

answer is (False) by frequency (6) with percent (18.2%)at AL-Zikyab Basic School.

**2. This is the captain of the ship. He is in his.....**

Table 7

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
True.	24	72.7%	True.	10	17.5%
False.	9	27.3%	False.	47	82.5%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

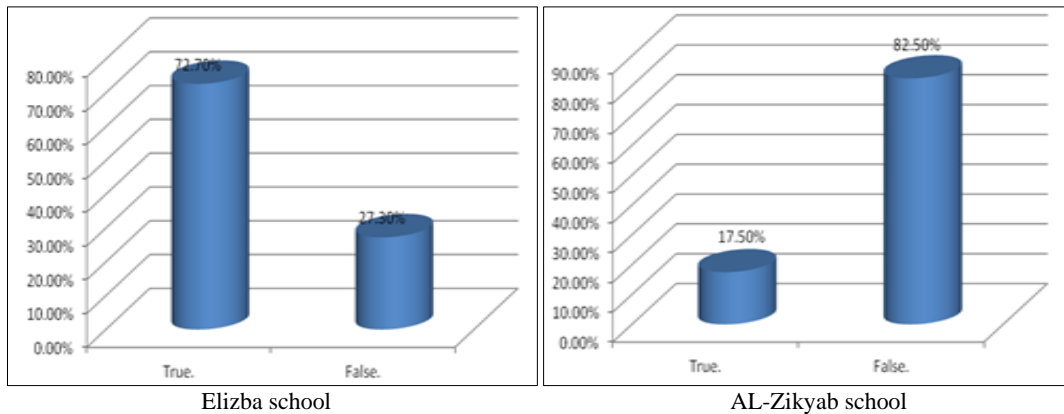


Fig 7

From table (7) and figure (7) we observe that the answer of most of the individuals study is (True) by frequency (24) with percent (72.7%) while the answer is (False) by frequency (9)

with percent (27.3%)at AL-Zikyab school for girls while the criteria is promoted highly at Elizba because of using technological tools at teaching storytelling.

**3. Captain! There's a.....ship near us. Can you come on deck.**

Table 8

Elizba school			AL-Zikyab school		
Answer	Frequency	percent	Answer	Frequency	Percent
True.	29	87.8%	True.	14	24.5%
False.	4	12.2%	False.	43	75.5%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

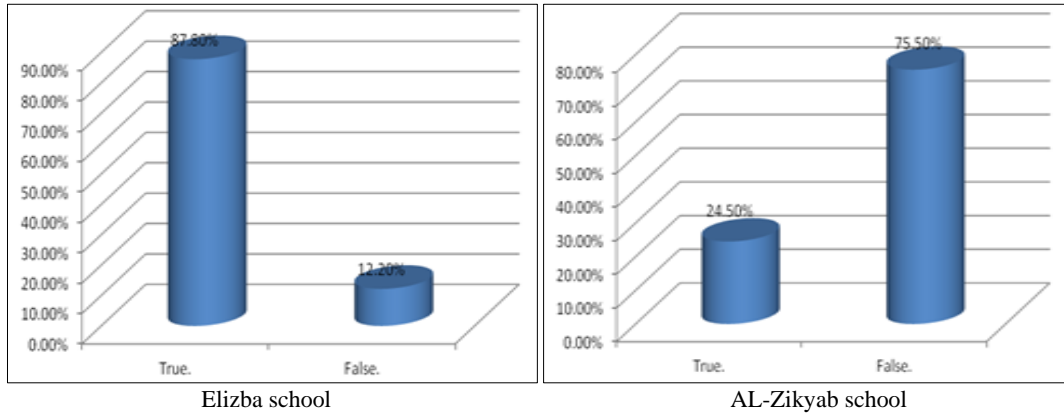


Fig 8

From table (8) and figure (8) we find out that the answer of most of the individuals study is (True) by frequency (29) with percent (87.8%) while the answer is (False) by frequency (4)

with percent (12.2%) at Elizba model school. In AL-Zikyab School the scoring rate is so low because of the absence of using technological methods.

**4. There's no name on the ship. There are no.....on deck**

Table 9

Elizba school			AL-Zikyab school		
Answer	Frequency	Percent	Answer	Frequency	Percent
True.	25	75.7%	True.	10	17.5%
False.	8	24.3%	False.	47	82.5%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

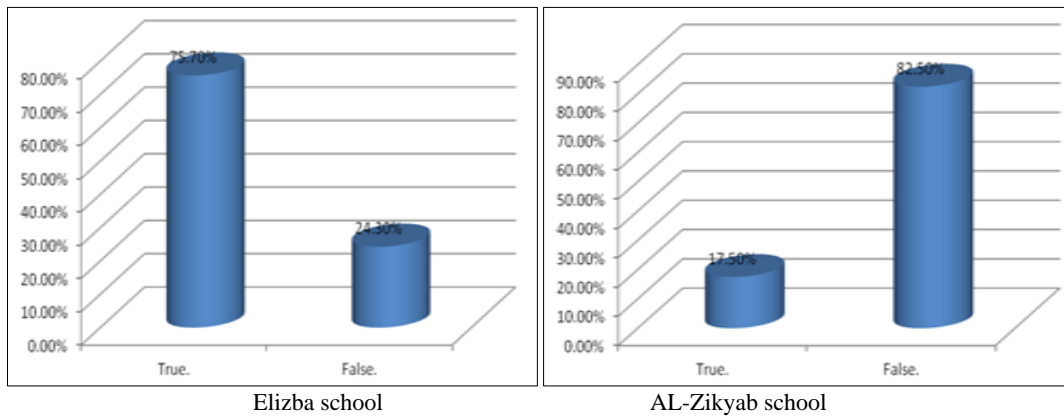


Fig 9

From table (9) and figure (9) we note that the answer of most of the individuals study is (True) by frequency (25) with percent (75.7%) while the answer is (False) by frequency (8) with percent (24.3%) this at Elizba model basic school. In AL-Zikyab basic school (True) answer only by frequency

(10) with percent (17.5%) and the (False) answer by frequency (47) with percent (82.5%) this indicates lower scoring results because of the non-existence of technology as a tool of teaching process.

**5. There is a.....in the ashtray**

Table 10

Elizba school			AL-Zikyab school		
Answer	Frequency	percent	Answer	Frequency	Percent
True	27	81.8%	True.	8	14%
False	6	18.2%	False.	49	86%
Total	33	100%	Total	57	100%

Source: prepared by researcher, using SPSS, 2018

Table 11: t-test result showing group means of the control and experiment group of the (pre & posttests).

Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Pre-test	6.81	3.610	8.103	41	0.000	Significant
Post-test	12.21	2.709				

## Results Discussion

The value of (T) test is calculated to signify the differences between the numbers of individuals of the study for the Hypothesis is (8.103) with significant value (0.000) which is lower than the level of significant value (0.05%). These refer to the existence of significant statistically for the post-test. There were two hypotheses. The first hypothesis was there were significant factors that positively affect teaching storytelling to improve reading skill through video according to statistical analysis. In the second hypothesis teaching storytelling reinforces listening skill through video. The researcher found that there were significant factors affect positively for teaching storytelling through modern technological tools. Also researcher observed that the absence of modern technological tools is the main reason to reduce pupils' reading and listening skills as the result of statistical analysis. So, traditional methods are not appropriate method inside the classroom. It's boring and less motivations towards young learners.

## Conclusion

There is significant factors affect teaching storytelling through modern technological methods. This study focuses on improving and reinforcing teaching storytelling through technology and avoids using traditional methods inside the classroom. It mainly concentrates on improving listening and reading skills.

## Recommendations

**There are kinds of recommendations based on the findings of this study**

1. Teachers in both stages Basic and Higher secondary schools should have to use modern technological tools as the mean of teaching processes.
2. Storytelling at basic schools should be activated since it creates motivations and aptitude towards young learners.
3. Teaching storytelling through traditional methods at Basic education should be removed since it creates boredom.
4. Teachers should be well-trained how to use technology properly in teaching processes.

## Suggestions for further studies

**The researcher suggests the following studies**

1. The effects of using modern technological tools on enhancing reading skill at basic school, class five and six.
2. Teaching new words through drawing with power point at grade four and five.
3. SMILE curriculum should be taught through technology.
4. Using PowerPoint on enhancing young learners' handwriting.

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