

## The Effect of Using Digital Storytelling in Teaching English on Writing Skills among First Year Preparatory Stage Students

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### Abstract

The aim of the present study was to investigate the effect of using digital storytelling in teaching English on writing skills among first year preparatory stage students. It adopted the pre, posttest quasi-experimental design. The participants were first year preparatory stage students (n=64). They were randomly divided into two groups: an experimental group (n=32) and a control group (n=32). The researcher designed a pre-post Writing Skills Test which was validated. She administered it to the two groups before the experiment for equivalence in their writing skills. She also designed a Writing Skills Rubric to be used by the raters for scoring the control group's and the experimental group's pre and post Writing Skills Test. The experimental group received instruction by using digital storytelling, while the control group received normal instruction. The experiment lasted for four weeks during the first term of the school year 2018/2019. The Writing Skills test was post administered to the two groups. The results revealed that using digital storytelling in teaching the experimental group had a positive effect on their writing skills. Some recommendations and suggestions for further research were provided.

**Key Words:** Digital Storytelling, Writing Skills

## المستخلص

أثر استخدام سرد القصة الإلكتروني في تدريس اللغة الإنجليزية على مهارات الكتابة  
لطلاب الصف الأول بالمرحلة الإعدادية

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هدفت هذه الدراسة إلى بحث أثر استخدام سرد القصة الإلكتروني في تدريس اللغة الإنجليزية على مهارات الكتابة لطلاب الصف الأول بالمرحلة الإعدادية . استخدمت الدراسة المنهج شبه التجريبي ذى المجموعتين الضابطة والتجريبية حيث تكونت كل مجموعة من (٣٢) طالبا وطالبة من طلاب الصف الأول بالمرحلة الإعدادية . و للتأكد من تكافؤ المجموعتين فى مهارات الكتابة قبل اجراء التجربة قامت الباحثة بتطبيق اختبار مهارات كتابة قبلى لهما . وتم اختيار وحدة تجريبية من وحدات الكتاب المدرسى لمادة اللغة الإنجليزية لتدرس باستخدام سرد القصة الإلكتروني وذلك للمجموعة التجريبية, أما المجموعة الضابطة فدرست نفس الوحدة كما هى بالطريقة المعتادة. وبعد الإنتهاء من التجربة التى استمرت لمدة أربعة أسابيع من الفصل الدراسى الأول للعام الدراسى ٢٠١٨ / ٢٠١٩ م , تم تطبيق اختبار مهارات الكتابة بعديا لكل من المجموعتين الضابطة و التجريبية. تم جمع البيانات ومعالجتها إحصائيا وجاءت النتائج مؤكدة على وجود أثر إيجابى كبير لاستخدام سرد القصة الإلكتروني على مهارات الكتابة للمجموعة التجريبية كما تم اضافة بعض التوصيات والمقترحات البحثية.

**الكلمات المفتاحية:** سرد القصة الإلكتروني, مهارات الكتابة

## Introduction

Writing skills represent a critical and crucial issue in mastering English language. People of different walks of life communicate in different written formats on a regular basis to negotiate over a price, enroll to education institute, maintain a social relationship, apply for a

job, advertise products and services, deliver speech and convey feelings, attitudes and believes. Writing is an important skill for English language learners as it is the skill that most probably all students should take care of because the exam depends mainly on writing ability (Ahmed, 2015).

Writing is an active skill through which students learn to write in a foreign language. It is an individual process which requires thinking strategies that allow individuals to express themselves competently in the other language. It is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar ( Erkan& Saban, 2011).

Elbalshy (2016) stated some sub-skills of writing skills as providing enough details and examples to make ideas understandable, setting some transitional words, communicating the ideas and the purpose of writing clearly to the reader, using appropriate words that convey the meaning correctly and clearly, setting the beginning, middle and end of the paragraph or letter definitely and using logical transitions for ensuring smooth flow of ideas and logical sequence of sentence or ideas.

Furthermore, writing is a major cognitive challenge that requires a coordinated implementation of a large set of mental processes that must be performed in a simultaneous and recursive manner. It also requires formulating personal opinions or ideas and then translating them into written symbols that represent words used in oral language. Because this process is very demanding on both an emotional and intellectual level, both teachers and learners agree that writing in English presents many challenges for them (Falconer, 2010).

Jakes (2006) reported that educational environments must be adapted to meet the demands of the 21st century. These 21<sup>st</sup> century skills include: digital literacy, inventive thinking, effective communication and high productivity. Haroun (2012) mentioned that educational technology can develop the 21st century skills, which is a primary reason why integration of technology in education has become a major area of interest over the last decade.

A digital story can be viewed as a merger between traditional storytelling and the use of multimedia technology. It has increased the

use of technology in the classroom to help students in contrasting their own knowledge and ideas to present and share them more effectively (Norman, [2011](#)). Digital storytelling helps students develop their creativity to solve important problems in innovative ways (Ohler, 2008). He referred that utilizing digital storytelling not only help students bridge the disconnect between the high-tech world outside school and the traditionally low-tech school setting, but also provides a number of benefits to students that could not be as well achieved through traditional storytelling. These benefits include increasing motivation in students and allowing for personalization of the learning experience.

### **Background of the Problem**

The researcher worked as an English as a Foreign Language (EFL) teacher in Aswan Governorate, she noticed that many first year preparatory stage students suffer from weaknesses in their writing skills as they lacked expressing themselves correctly in a written way. Writing was not given enough time and attention while teaching English to first year preparatory stage students. To be sure of the existence of the problem of writing skills weaknesses among first year preparatory stage students, the researcher surveyed a number of studies that investigated writing skills among first year preparatory stage students. Many researchers such as Ahmed (2015), Ebrahim (2015), and Elbalsky (2016) carried out studies on preparatory stage students' writing skills because they suffered from weaknesses in writing. Students' writing weaknesses were represented in their inability to write correctly without mistakes, use suitable idioms and expressions, and write united and relevant paragraphs. The researcher also tested a group of (45) first year preparatory stage students at an official language school at Kom Ombo by using the writing skills test designed by Al-Taieb, (2010). She selected this test because it is valid, reliable and appropriate for the pilot study sample of this study. The results in this test showed that 60% of the pilot sample was not able to write a clear and relevant content. Their paragraphs contained some mistakes in grammar and word spelling. They mentioned that they can write some information which they memorize for passing writing tests, but can not write from their own thinking.

## **Statement of the problem**

The results of the pilot study conducted on first year preparatory stage students revealed that most of them have weaknesses in writing skills. In an attempt to overcome this problem, the researcher conducted the present study to investigate the effect of using digital storytelling in teaching English on writing skills among first year preparatory stage students.

## **Questions of the study**

- (1) What are the writing sub-skills necessary for first year preparatory stage students to develop?
- (2) What is the form of the experimental unit based on using digital storytelling in teaching English to the experimental group?
- (3) What is the effect of using digital storytelling on writing skills among the experimental group?

## **Definitions of Terms**

### **Digital Storytelling**

Alshrari (2015, p.6) defined digital storytelling as "the use of digital tools and techniques (both online and offline) to tell stories. It is among the novel and exhilarating instruments which can be used in classroom for educational purposes. "

The researcher operationally defined digital storytelling as a technological application with a material that is combined with various types of multimedia, including attractive pictures, audio tracks, and video clips. It can be displayed on computers or saved on CDs.

### **Writing Skills**

Writing skills were defined by Ebrahim (2015, p.7) as "the production of written English paragraphs with acceptable ideas (supported details, relevant, organized, and coherent) and correctness (grammar, spelling, word choice, and punctuation)."

Writing skills was operationally defined by the researcher as a skill that allows students to put their feelings and ideas on paper, to organize their beliefs into convincing argument and to convey the meaning through a well-constructed text.

### **Significance of the study**

The current study is significant to first year preparatory stage students because it helps them determine the writing skills necessary for them. It is also significant to EFL teachers because it encourages them to apply digital storytelling at writing classrooms. Moreover, curriculum designers and developers can benefit from the suggested framework of the experimental unit in planning and designing the curriculum of first year preparatory stage based on using digital storytelling.

### **Delimitations of the study**

- (1) Mahmoud El Qahmouri Official Language School at Kom Ombo, Aswan Governorate.
- (2) Sixty-four first year preparatory stage students.
- (3) "Shops and Shopping" unit that is one of the units of English language curriculum at the first year preparatory stage.
- (4) Some digital stories that were prepared by the researcher to be presented to the experimental group.
- (5) The first term of the school year 2018/2019.

### **Hypotheses of the study**

- (1) There is a statistically significant difference between the mean scores of the experimental group and the control group on the post writing skills test in favor of the experimental group.
- (2) There is a statistically significant difference between the mean scores of the experimental group on the pre and post writing skills test in favor of the post test.

### **Review of Related Literature**

Writing is one of the main four language skills in any languages. It is an essential component of classroom activities because it reinforces grammatical structures and vocabulary. Additionally, it helps students

express themselves and provide their ideas without being pressured by face-to-face interaction. It shows a student's language proficiency and allows teacher to follow a student's writing performance and achievement for assessment and evaluation (Al-Saleem, 2008).

Digital stories not only reflect each student's understanding of the subject, but also allow collaboration, which can encourage collaborative skills and creativity. Digital storytelling integrates technology with learning, facilitates an emotional connection to the content, and allows for the sharing of that content. It addresses the need by giving students opportunities to interact and brainstorm through the creative process. Therefore, there are variety of reasons of using digital storytelling in classroom such as; motivates students and involves them in the writing process ,helps improve writing skills by having students learn to write with a concise point of view (Boase, 2008; Kieler, 2010).

Ebrahim (2015) conducted a study aimed to investigate the effect of a program based on English digital stories on second-year preparatory pupils' writing performance and reflective thinking. Two writing performance tests (pretest and posttest) as well as a reflective thinking test were prepared by the researcher. The results recommended that digital stories should be used in teaching writing at the prep stage, pupils should be given enough opportunities to use modern technology in their learning, teachers should encourage pupils to take part in the evaluation of their writing performance. They should give pupils writing activities.

Foley (2013) investigated the effectiveness of digital storytelling as a medium of writing instruction. The study was conducted on Second-grade primary students and focused on how the students were influenced through core standards of writing as well as how they were affected through teacher's instructional approaches. The students were asked to produce digital stories based on personal narratives by using Movie Maker software. The study concluded that digital storytelling developed students' identities as creative writers by effectively engaging them in writing process. It also required the teachers to incorporate digital storytelling at primary grade classrooms.

According to Menezes (2012) "Storybird" is an online platform used in developing writing and storytelling among young EFL learners. "Storybird" is an extremely engaging collaborative story writing website that embodies three ideas creating, reading and sharing. It is also a collaborative storytelling tool that allows students to focus more on the content of their writing rather than drawing pictures. Students are provided with the pictures and free collections of art. They just have to add the words to write stories. Once the art is chosen, students are able to build their story by dragging and dropping pictures and creating/writing a story to match the pictures chosen. Findings showed that young EFL learners used "Storybird" to build stories relevant to their age.

### **Importance of Writing**

Writing is a crucial language skill that enables people to express their feelings and thoughts. They use it to define themselves, clarify their knowledge and their ideas, to understand the problems that may face them as well as to find solutions for such problems. Being so, writing is a means of self-actualization. What people learn about themselves and develop within themselves through writing can help them realize their individual potential and to achieve potential goals (Graham, Harris & Mason, 2005).

Writing is considered one of the most important skills that EFL students need to develop. Therefore, command of good writing is increasingly seen as vital to equip learners for success in the 21st century because the ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing (Ebrahim, 2015). Moreover, it represents an essential language skill that enhances language acquisition as learners experiment with words, sentences to communicate their ideas effectively and to reinforce grammar and vocabulary they are learning in class (Mahrous, 2017, p.21).

### **History of Digital storytelling**

The advancement in technology has changed the way people live and interact together. The reliance on computer-based resources has positively contributed towards the fields of education (Gulek

&Demirtas, 2005). Since computer technology was found in all learning stages, research had suggested that integration of technology can improve and enhance students' performance, motivation, and achievement (Cope & Kalantzis, 2000).

Although storytelling is not new, the idea of digital storytelling is new. Digital storytelling is the practice of combining narrative with digital content, including images, sounds and video to create a short movie, typically with a strong emotional component. In 1980s, the term 'digital storytelling' was coined by Dana Atchley. In early 1990s, Atchley with Joe Lambert and other media artists, designers, and storytellers created the Center for Digital Storytelling in Berkeley, California, which is the international leader in promoting digital storytelling through workshops, consulting, and collaborations. Over the last few years, digital storytelling has found quick entry into all levels of pedagogy and has been considered as a powerful teaching and learning tool that integrates the newest technology in the classroom to engage both teachers and students (Lewin, 2011; Malita, 2010; Miller, 2013; Robin, 2008; Rule, 2010; Sadik, 2008).

### **Importance of Using Digital Storytelling at writing Classrooms**

Porter (2009) stated that digital storytelling builds 21<sup>st</sup> Century Skills. Creating digital stories provides us with important opportunities to practice and master a number of specific 21st-century skills which can be shown as follows:

- **Creativity and Inventive Thinking:** creating multi-sensory experiences for others.
- **Multiple Intelligences and Learning Styles:** addressing not only the opportunity for students to use their preferred mode of learning and thinking, but also enabling them to practice the effective use of all modalities.
- **Higher-order Thinking Skills:** going beyond existing information to add personal meaning and understanding.
- **Information (Media) literacy:** thinking, reading, writing and designing effective media information.
- **Visual Literacy:** using images to show, not tell, the narrative story.

- **Effective Communication:** reading and writing information beyond words.
- **Teamwork and Collaboration:** growing skills through practiced opportunities to coproduce group projects.
- **Enduring Understandings:** by telling the story of what you know and understand for others, authors deepen their own self-meaning of the topic.

### Steps of Using Digital Storytelling

Digital storytelling consists of four phases: preproduction; production; postproduction; and distribution (Yang & Wu, 2012). Preproduction includes five steps :a) posing questions in authentic scenarios, b) exploring topical information, c) writing the script and eliciting peer review, d) performing oral storytelling, and e) designing a story map and storyboard. At the beginning of class, the instructor poses certain questions about a topic based on contexts or experiences related to the students' lives and interests in order to encourage participants to consider alternatives and decide upon a topic. Next, students research the topic for information to write scripts which reflect a logical story or sequence of events. After completing the scripts, they question each other, engaging in peer critiquing or coaching. Students first practice telling their stories in a traditional manner, which aids in the discovery of details essential to their stories. Afterward, a story map is designed to illustrate the main components of the story and their relationship to the overall narrative. For instructors, story mapping provides a basis for immediate assessment of students' stories and provides feedback on how to improve weaker elements of their stories. In addition, students represent their stories in a storyboard format, arranging the sequence of scenes, effects, and other digital components. Each task in this pre-production phase is paper-based, requiring focus on the content rather than multimedia elements. Writing scripts and story treatments is a key process for creating digital stories since the final product is media-based. During the production phase, students prepare multimedia elements and record their own voices. Then, in the post-production phase, the content is arranged and edited into a digital story. During the

distribution phase, students share their comments and digital stories with others. The dynamic process of creating digital stories develops a deeper connection with the subject matter being learned as well as relevant extra-curricular experiences.

### **Challenges of Using Digital Storytelling at Writing Classrooms**

Setyariny (2011) pointed out some obstacles faced by teachers in implementing digital storytelling in their teaching; a large number of students is a challenge to the teacher's ability to manage the class well. Students seem reluctant to concentrate and follow the teacher's instruction. Students' diversity is another challenge because the teacher needs to understand their individual characteristics. Teachers need time to prepare the story, media, and classroom activities. In addition, the time allotment is not sufficient to fully implement the digital storytelling based on learning objectives.

Ismail (2017) stated that many people find that piecing together a coherent narrative is considerably more difficult than they thought, and students not comfortable producing original work are likely to find themselves simply modeling their efforts on digital stories they have come across. Moreover, the multimedia technologies used in digital stories can be extensive, requiring considerable support and storage space for programs or institutions. Teachers also might find digital stories difficult to assess, particularly because they integrate skills from a range of disciplines, from the creative to the purely technical. Teachers and students both need to be aware of intellectual property issues that arise if digital stories include copyrighted images, music, video or text.

### **Digital Storytelling and Writing Skills**

Digital storytelling is a process that blends media to enrich and enhance the written or spoken word. It may have a narration overlay and a music background and may combine images, audio, and video to tell a story or make a factual presentation. Digital stories are most often transferred into an 8- to 10-minute video so that they can be viewed over and over. They can be stored online and shared from a distance with any audience at any time and place. The presentation

element of the digital story is an essential component of the process and the product (Frazel, 2010; Miller, 2004).

Abdel-Hack and Helwa (2010) examined the effectiveness of using digital storytelling and weblogs instruction in enhancing EFL narrative writing and critical thinking skills among EFL majors at Faculty of Education. The design of the research is one group pre, posttest. The sample of the research consisted of forty- third year EFL majors, at Faculty of Education, Benha University. The participants were engaged in certain activities such as storytelling and journal writing. The results research revealed that EFL narrative writing and critical thinking skills were developed as a result of teaching through integrating digital storytelling instruction and weblogs.

Yamacy and Ulusoy (2016) also investigated the effects of digital storytelling in improving the writing skills of third grade students enrolled in rural primary schools in Turkey. The writing performance of the students were measured before and after the teaching procedures of digital storytelling. Then, the process of narrative writing with digital storytelling was profoundly and carefully explored through observation and field notes, interviews, audio and video records, student diaries, documents, and student products. The results indicated that digital storytelling enhanced students' ideas, organization, word choice, sentence fluency, and conventions in terms of writing quality. Similarly, the digital storytelling improved story elements and word counts in stories. The digital storytelling also created learning community by improving interactions among students in the classroom, and increased their motivation to write.

## Research Design

### Participants

The participants of the present study were (64) first year preparatory stage students at Mahmoud El Qahmouri Official Language School, Kom Ombo, Aswan Governorate during the first semester of the school year 2018-2019. They had the same experience in learning English. They did not have any experience with learning English by using digital storytelling. The participants formed two classes which

were randomly distributed into two groups: an experimental group and a control one. To be sure that the two groups were equivalent in writing skills before conducting the experiment, the researcher pre tested them by using the pre writing skills test.

**Table (1): The t- value of the difference of the means between the experimental group and the control group on the pre writing skills test**

Group	N	Mean	S.D	Calculated t-value	Level of Sig.
Experimental	32	5.94	1.27	1.70	Not Significant
Control	32	6.57	1.63		

The results on table (1) show that there was no statistically significant difference between the mean scores of the experimental group and the control group on the pre writing skills test. This suggests that the two groups were equivalent in their writing skills before carrying out the experiment.

### Design of the Study

The present study followed the quasi-experimental pre, posttest quasi-experimental design. It investigated the effect of using digital storytelling on writing skills of first year preparatory stage students. The experimental group and the control group were pre and post tested by using the writing skills test before and after the experiment.

### Instruments

#### The Writing Skills Checklist (Available upon request from the researcher)

The researcher prepared a writing skills checklist to identify the writing sub-skills necessary for first year preparatory stage students to develop. The writing skills checklist was divided into five main skills (grammatical skills, vocabulary skills, organization skills, content skills and mechanics of writing skills). She prepared an initial form of the writing skills checklist and submitted it to a panel of jury professors at Curriculum and Instruction Department at some faculties

of Education in Egypt. They were requested to give their opinions on the writing checklist. She modified the writing checklist according to the opinions of the jury members. Thus, the final form of the writing skills checklist for first year preparatory stage students was made.

### **The Writing Skills Test (Available upon request from the researcher)**

The purpose of this test was to be used as a pre,post test to assess the participants' writing skills before and after the experiment. It was also used to measure the effect of using digital storytelling in teaching English on the writing skills of the experimental group. The writing skills test consisted of four parts; each part was specified to measure one of the writing skills (grammatical skills, vocabulary skills, organization skills, content skills, and mechanics skills). The researcher did not specify a particular question about the mechanics of writing skills as she wanted students to use these skills in each part of the test.

The writing skills test was presented to the same jury members. They were asked to express their opinions on the writing skills test. The jury agreed on the test items. There were no modifications on the test items, but there were some modifications concerning test instructions, and they all were taken into consideration. The writing skills test was administered to a pilot sample of (45) students other than those assigned to the study participants. The pilot study was conducted to determine the test time, validity and reliability. The time needed for the participants to answer the test was (45) minutes. They were as follows: (40) minutes for answering the test and (5) minutes for clarifying the test instructions.

The validity coefficient of the writing skills test was calculated by using the square root of the reliability coefficient. Based on that, the test validity coefficient was (.97) which is considered acceptable. Therefore, the writing skills test is valid for the present study. The researcher used the test/retest method to check the reliability of the test. The Pearson correlation was (.96) which is statistically significant at the level of (0.01). Thus, the writing skills test proved to be reliable. The writing skills test was modified according to the jury members' opinions. Test validity and reliability were verified. Thus, the writing

test in its final form was ready to be applied to the participants of the study.

### **The Writing Skills Rubric (Available upon request from the researcher)**

The rubric prepared by the researcher was constructed to assess the control and the experimental group's writing skills on the pre and post writing skills test. It consisted of five parts. Part one was devoted to grammatical skills, part two was devoted to vocabulary skills, part three was devoted to organization skills, part four was devoted to content skills and part five was devoted to mechanics of writing skills. To insure the validity of the writing skills rubric, the researcher submitted it to the same jury members. They were asked to comment on the suitability of each level of performance to writing skill. The rubric was modified according to the jury members' comments and suggestions.

### **Materials (Available upon request from the researcher)**

The researcher prepared an initial form of the framework designed by using digital storytelling in teaching English to the experimental group. It was presented to the same jury members. They were asked to give their opinions on the framework objectives, content, activities, evaluation, and duration. The researcher collected the opinions and suggestions of the jury members. They suggested determining and using the suitable activities for each sub-skill accurately. It was modified according to the jury members' suggestions.

### **Aims**

The experimental unit designed by using digital storytelling aimed to:

- help students write freely.
- encourage students to write English in expressing their own ideas.
- write some relevant, cohesive and coherent paragraphs.

### **Description**

The experimental unit was a reformulation of Unit (7) from first year preparatory stage Students' Book (New Hello). The unit consisted of

seven sessions. The first two sessions were devoted as introductory sessions. The remained sessions were used to teach the lessons of the experimental unit by using digital storytelling.

### **Duration**

The experimental unit was implemented during the first semester of the school year 2018/2019. It lasted for (4) weeks; 7 sessions in one lesson (45 minutes), except for the two introductory sessions were in two periods (180 minutes).

### **Activities**

The activities were as the follows:

- Writing a list of the vocabulary that was mentioned in each session.
- Information gap activities.
- Discussing the given pictures and writing a description for each picture.
- Writing paragraphs, paraphrasing and playing games.

### **Materials**

The researcher prepared printed materials for the purpose of introducing the topics of the experimental unit.

### **Teaching Aids**

White board, data show for displaying digital stories, Power Point presentations, pictures, and realia.

### **Procedures**

The unit was presented to the experimental group through three stages:

#### **(1) The Orientation Stage**

Before teaching the experimental unit, the researcher prepared some materials to be used during the unit. In addition, she prepared the laboratory to help the experimental group learn the unit by using digital storytelling. Then, two introductory sessions were held to make sure that students became familiar with how to learn the unit using

digital storytelling and speaking and writing skills. After the orientation sessions, the atmosphere was so interesting to practice the unit by using digital storytelling which had changed and affected the students' interaction during the rest of the sessions.

## (2) The Implementation Stage

In this stage, the researcher followed some steps as follows:

- **Warm up:** The researcher began with attracting students' attention by asking them some questions related to the lesson to help students get interested and engaged with the lesson.
- **Presentation:** In this stage, the researcher discussed with the experimental group the topic of the digital stories. Then, she began brainstorm a list of the shops they already know. She told students that they are going to find out more about shops and shopping.

## (3) Evaluation stage

The researcher evaluated the experimental group during the implementation of the unit. Therefore, students studied the unit using digital storytelling which provided many different situations and activities that encouraged them to produce new ideas. Students finally played these roles practicing some writing skills. After preparing each aspect of the experimental unit, it became ready to be applied in its executive form

## Results of the study

### Results Related to the First Hypothesis

The first hypothesis stated that there is a statistically significant difference between the mean scores of the experimental group and the control group on the post writing skills test in favor of the experimental group. The t-test was used to examine the difference between the experimental group and the control group on the post writing skills test.

**Table (2): The t -value of the difference between the mean scores of the experimental group and the control group on the post - writing skills test**

Group	N	Mean	S.D	Calculated t-value	Level of Sig.
<b>Experimental</b>	32	13.31	1.31	10.77	(0.01)
<b>Control</b>	32	7.66	2.61		

Table(2) shows that, the mean score of the experimental group on the post writing skills test was ( 13.31) with a standard deviation of (1.31) whereas the mean score of the control group on the post writing skills test was ( 7.66) with a standard deviation of (2.61). It is also showed that the t-value was (10.77). It was at the level of (0.01). This revealed that the difference between the experimental group and the control group on the post writing skills test was statistically significant. Hence, the first hypothesis was accepted.

**Figure (1): Differences between the mean scores of the experimental group and control group on the post-writing skills test**

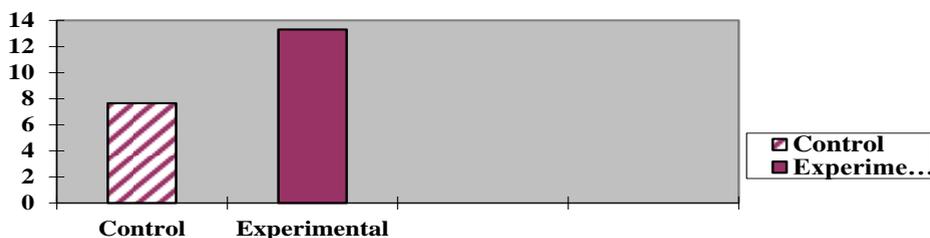


Figure (1) confirms that the experimental group's mean score is higher than the mean score of the control group on the post writing skills test.

## Results Related to the Second Hypothesis

The second hypothesis stated that there is a statistically significant difference between the mean scores of the experimental group on the pre and post writing skills test in favor of the post test. The t-test was used to examine the difference between the experimental group on the pre and post writing skills test.

**Table (3): The t- value of the difference between the mean scores of the experimental group on the pre and post writing skills test**

Test	N	Mean	S.D	Calculated t-value	Level of Sig.
Pre	32	5.94	1.27	22.55	(0.01)
Post	32	13.31	1.31		

Table (3) shows that the mean score of the experimental group on the pre writing skills test was (5.94) with a standard deviation of (1.27) whereas the mean score of them on the post writing skills test was (13.31) with a standard deviation of (2.61). It is also showed that the t-value was (1.31). It was at the level of (0.01). This revealed that the difference between the experimental group on the pre and post writing skills test was statistically significant. Hence, the second hypothesis was accepted.

**Figure (2): Differences between the mean scores of the Experimental group on the pre -and post -writing skills test**

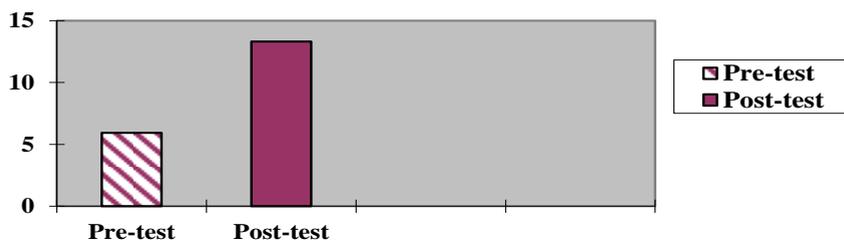


Figure (2) confirms that the experimental group's mean score on the pre writing skills test is higher than their mean score on the post writing skills test.

## The Effect Size of Using Digital Storytelling on writing Skills

In order to determine the effect size of using digital storytelling on writing skills necessary for first year preparatory stage, the researcher used the following formula:

$$\eta^2 = \frac{(t)^2}{(t)^2 + \text{degrees of freedom}}$$

Where:

$\eta^2$ : Effect size, and T: t-value

The criteria to which the effect size is judged are:

Value of ( $\eta^2$ ) 0.2 = small effect size.

Value of ( $\eta^2$ ) 0.5 = medium effect size.

Value of ( $\eta^2$ ) 0.8 = large effect size.

**Table (4): The effect size of the experimental unit designed by using digital storytelling on writing skills necessary for first year preparatory stage students**

Skill	Effect size
• Writing skills	.94 Large
(1) Grammatical skills	.89 Large
(2) Vocabulary skills	.88 Large
(3) Organization skills	.85 Large
(4) Content skills	.80 Large
(5) Mechanics of writing skills	.85 Large

Thus, the hypotheses of the present study were verified. The results showed that the effect size was large in general and in each skill of the writing skills. This means that using digital storytelling in teaching English has a positive effect on the writing skills of first year preparatory stage.

### **Discussion of the study Results**

The present study was conducted to investigate the effect of using digital storytelling in teaching English on writing skills among first year preparatory stage students. The results of the study revealed that the experimental unit designed by using digital storytelling resulted in developing the experimental group's writing skills. The findings of the present study confirmed the results obtained by Tolba (2016) who examined the effect of digital storytelling on preparatory stage pupils' speaking skills and their motivation towards EFL. The findings of this study indicated that digital storytelling had a positive impact on improving preparatory stage pupils' speaking and motivation. This proves the importance of digital storytelling and its use in English language teaching and enhancing the motivation towards it.

The results of the present study are in agreement with the results of Mohamed (2017) who investigated the effect of using interactive digital storytelling on developing some listening comprehension skills for preschool children. The findings showed that interactive digital storytelling is an effective material to develop listening comprehension skills in the foreign language. Thus, using digital storytelling provides an interactive multimedia environment which enables students to develop their language skills. Furthermore, the results of the present study confirm the results of Ismail (2017) who proved the effectiveness of using digital storytelling strategy in developing EFL critical reading skills among prep school students. She concluded that digital storytelling is one of the entertaining teaching techniques that can be used with learners in order to develop their critical reading skills. Thus, digital storytelling can be used as a learning strategy which enhances English language acquisition.

In fact, the remarkable high gains obtained by the experimental group on the post writing skills test may be attributed to the following reasons:

- The content of the digital storytelling is carefully selected. It includes a life topic which is shops and shopping that enables students to practice writing skills in different situations.
- The digital storytelling in the experimental unit also includes different types of activities. Students worked individually, in pairs and in small groups to do these activities.
- The experimental unit used different situations and materials with selected colorful pictures, suitable audios and videos which had a positive effect on students' understanding
- The varied types of evaluation questions given to the experimental group by the end of each session were carefully chosen to address the writing skills of different types and different levels of difficulty.

Some exercises were given in the present study to the experimental group and they encouraged them to write. On the other hand, mixing audio with visual aids motivated the experimental group and helped them use multi-senses which finally led to a better understanding to the digital storytelling. So, the experimental group developed their writing skills.

## Conclusion

The results of the present study showed that using digital storytelling could be beneficial for the experimental group. The results also showed that the experimental unit designed by using digital storytelling had a large effect size on the experimental group's writing skills. Finally, while teaching the digital stories, the researcher faced some challenges which all proved that the problem of the present study is a real one. The following were some of these challenges and how the researcher faced them:

- (1) At the beginning, the experimental group asked many questions about the benefits of participating in the present study. The researcher presented some different activities in which they

practiced some writing skills during learning the digital storytelling. Then, students realized the outcomes and benefits of the present study.

- (2) The time of the activities was another challenge; some activities required more time than the time assigned for the sessions. The researcher provided students with some sheets as tasks and asked them to complete at home. Then, she discussed their answers.
- (3) The students were not also interested because they were worried about how would they revise at home having the digital stories with them. This was solved when the researcher told them that, after each session, they would be given hard and soft copies of the digital stories.

### **Recommendations**

In the light of the results of the present study, the following recommendations are made:

- (1) Designers of English curriculum have to make English syllabus based on digital storytelling to promote teaching writing skills. Besides, there should be more activities that enable students to share, practice and produce.
- (2) Supervisors and teacher- trainers should give training courses to In-service teachers of English on writing skills and its importance in learning English language. They also should give training courses to teachers to increase their awareness of digital storytelling significance and the necessity of using it in English language teaching.
- (3) Teachers of English at the preparatory stage are recommended to move from the traditional method in teaching writing skills to the use of digital storytelling that can help students be active learners and create a new learning environment which can lead them develop their writing skills.

### **Suggestions for further research**

Based on the results of the present study, some suggestions for further research are presented to investigate the following:

- (1) the effect of using digital digital storytelling in teaching English on other language skills that are not dealt with in the present study.

- (2) the effect of using digital storytelling in teaching English on writing skills among primary stage students.
- (3) the effect of using digital storytelling in teaching English on students' attitudes towards language skills .
- (4) the effect of using other modern techniques in teaching English on writing skills among first year preparatory stage students.

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