



Sudan University of Science and Technology

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Merits of Digital Storytelling for Enhancing Reading Skill at the Basic Level

**(A case Study of Grade 7th Studying English as a
Foreign Language)**

مزايا رواية القصص الرقمية لتعزيز مهارة القراءة في مرحلة الأساس
(دراسة حالة: الصف السابع لدراسة اللغة الإنجليزية لغة أجنبية)

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Language Teaching**

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Dedication

To those who search for lasting peace, tolerance, and mutual respect. Let's inspire our kids with warm feelings to think about themselves, others and the small world in which they live.

This study is dedicated to my parents, my wife, my brothers, my sisters, my daughters Tawsol, Gotoof and to my sons: Mohammed, Abu-Bakr, Omer and El-Amin. My deepest gratitude is to my close brother Abdelgadir El-Amin who supported me spiritually and financially to complete this study.

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Abstract

This study aimed to examine and investigate Digital Storytelling to improve young learners' English as a Foreign Language "EFL" in reading skill. The population of this study was pupils of the seventh class at basic education schools in Khartoum North. The sample of the study was four governmental schools in Khartoum North locality. To achieve the aims of this study, the researcher used descriptive and experimental methods to collect data. The tools applied involved pre- post tests for control group and for experimental group. The second tool which was implemented to collect data from participants was an observation checklist. The researcher used SPSS to analyze the collected data in the study. After data has been analyzed, the study has come up with a number of findings: first, using digital storytelling in EFL classroom develops pupils' reading ability through YouTube. Second, there is a significant statistical correlation between digital storytelling and reading ability for young learners. Third, storytelling develops pupils' awareness of foreign culture through facebook; fourth digital storytelling enriches pupils' vocabulary through power point. In this thesis there are some recommendations and suggestions for future studies.

مستخلص البحث

هدفت هذه الدراسة لتقصي أثر رواية القصص في تعزيز مهارة القراءة لتلاميذ مرحلة الأساس لتدريس اللغة الإنجليزية باعتبارها لغة أجنبية باستخدام التكنولوجيا. سعت هذه الدراسة لتحسين هدفت هذه الدراسة لتقصي أثر رواية القصص الرقمي في تعزيز مهارة القراءة لتلاميذ مرحلة الأساس الصف السابع لتدريس اللغة الإنجليزية لغة أجنبية باستخدام التكنولوجيا. سعت هذه الدراسة لتحسين مهارة القراءة من خلال القصص الرقمي بالتقنية الحديثة. استهدفت هذه الدراسة تلاميذ الصف السابع بمدارس تعليم مرحلة الأساس بمحلية الخرطوم بحرى. علماً بأن عينة الدراسة ممثلة في أربعة مدارس حكومية بمحلية الخرطوم بحرى. لتحقيق أهداف الدراسة استخدم الباحث الطريقة الوصفية والتجريبية لجمع بيانات الأفراد المستجيبين. الأداة التي استخدمت في المجموعة الضابطة والمجموعة التجريبية هي الإختبار القبلي والبعدي. وهناك أداة أخرى استخدمت لجمع البيانات من الأفراد المستجيبين هي طريقة الملاحظة. استخدم الباحث في المجموعة الضابطة الطريقة التقليدية بينما استخدم في المجموعة التجريبية الطريقة الحديثة في تدريس القصة الرقمي لتحسين مهارة القراءة. كما استخدم الباحث الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات موضوع الدراسة ومن ثم تم تحليل البيانات وتوصلت الدراسة إلى مجموعة من النتائج: أولاً وُجد أن استخدام القصص الرقمي لتدريس اللغة الإنجليزية لغة أجنبية بداخل الفصل يطور أداء التلاميذ في مهارة القراءة باستخدام اليوتيوب، ثانياً هنالك ارتباط مهم بين رواية القصص الرقمي ومهارة القراءة لدى التلاميذ، ثالثاً كما أن رواية القصص الرقمي تطور إدراك التلاميذ بالثقافة الأجنبية بالاستعانة بالفيس بوك، رابعاً كذلك القصص الرقمي تُثرى مفردات التلاميذ باستخدام طريقة العرض "البور بوينت". تحوى هذه الأطروحة بعض التوصيات والمقترحات للدراسات المستقبلية

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview

Storytelling is very important inside the classroom where pupils need to improve their reading skill. It is an opportunity for pupils to be creative and at the same time to raise interest in the target language. Woodhouse (2008) views numerous advantages which can be gained through reading stories. Forexample; students can benefit from storytelling as a positive model, and develop the sense of the language as a social tool. Storytelling enhances imagination and emphasizes concentration and creates eagerness for frequent reading. In addition to that, it can be used through technological tools which are considered the main channels of pedagogical processes. Rokhayani (2010) explained that storytelling increases pupils' motivation to grasp the meaning of new English words when they start English lessons. YouTube is a crucial tool for pupils' motivation and has positive sides towards pupils' aptitude. Therefore, reading storytelling through YouTube is considered as the most successful step in the learning process.

Furthermore, it can enrich pupils' learning experiences, raise motivation, considered as fun, creates positive attitudes towards foreign language learners. Using storytelling enriches cultural knowledge for pupils and equips them with linguistic competence since it works as a motivating material that opens their mind to an interpretation.

Reading storytelling requires more attention, it offers a fictional sense and links them to an interesting world experiences. It helps students to have critical thinking skills, reduces pupils' anxiety and helps them feel more relaxed. It is good for multicultural contexts because it exposes them through the channel of English language which is considered as a universal language. On the other hand, storytelling is motivating, fun and can help develop positive attitudes towards the foreign language and language learning. It can create a desire to continue learning. Storytelling exercises pupils' imagination.

Listening to stories in class helps share social experiences and they are enjoyable. It can build up Child's confidence and encourage social and emotional development. Students enjoy listening to stories over and over again. This frequent repetition allows an easy understanding for language in a comprehensive scope. Storytelling is the original form of teaching on enhancing students' reading skill.

Furthermore, storytelling has power which can bring the young learners into a world of imagination and draw a colorful picture with many interesting characters in the story. Storytelling is one of the most useful techniques to attract young learners in learning process effectively. Telling stories have a good chance for young learners to discover experience of real life and the language learning experience together. Storytelling is a kind of teaching method which can help the young learners to have knowledge, literacy, imagination, creation and critical thinking. Therefore, storytelling would be very useful to teach foreign language for young learners (Hobbs,2006).

Most of children love stories. Stories use an approach to language learning that emphasizes children's involvement with the use of foreign language. Young learners also learn language unconsciously so teachers should formulate activities that will foster this kind of acquisition. Teachers can use stories to help children practice their reading skill. Storytelling becomes an effective technique for teaching English to early foreign language classes. Story creates a safe space for young learners and provides listening experiences with fun activities. People in all times and places have told stories. Storytelling is apart in our life. Everyone has a story to tell. We need to spend life time in learning the art and technique of storytelling. Preferring our style and performance something as ordinary as the events of the day is an old jokes, some traditional stories we heard as children. Storytelling is an art in which the narrator conveys a message, truths, information knowledge or wisdom to an audience in an entertaining way (Jocson, 2016).

Moreover, listening to storytelling engage children's thinking capacity which need to provide detailed image of the event or episode of the actions, to enhance motivations and the feelings of pupils. Following story with silence is important, to give a pause after each story. It is vital for reflecting the images, ideas, and emotions to integrate the events of the story. Pupils follow the story attentively .Therefore, their attention develops their thinking skill. Moreover, storytelling develops social relationship among pupils. They connect and reinforce each other; they are a part of what it means to be human. Even so, teachers work together for a long time without understanding just how much these life-stories are shaping perceptions and beliefs, nor how they are grounding practice. The full impact of lively stories affects thinking, feelings and actions. In other word, storytelling was found to be a valuable tool to motivate students. Storytelling makes them listen and engage in the content of the lesson. Storytelling makes them improve reading skill. So, teachers become artists on the art of telling stories.

Zips (1995) stresses the necessity of storytelling which have more advantages for both teacher and learner. In addition to that storytelling are considered as a pedagogical learning processes across history. Tellers come from all sectors and told purposeful and functional stories that served sensitive issues and educational ones.

1.1 Statement of the problem

The researcher observes that from his experience in teaching at Sudanese Basic level Students are weak in reading. The scarcity of using storytelling through modern technological tools at the basic level is one of the problems. The absence of storytelling inside the classroom is one of the main causes of the deterioration of the English language for the majority of students.

Teachers at basic level focus on grammar which makes a language like mathematical equations. It causes boredom to pupils and makes them lose the value and the sense of the language. Technological devices are hardly used supplementary reading material to enrich the syllabus. The traditional methods and methodologies of teaching reading skills did not solve this problem.

On the other hand, teachers are not well qualified in how to deal with modern technology in teaching storytelling due to their poor knowledge with soft ware program. So, the majority of teachers only adopted poor and traditional methods in teaching processes. The non-existence of storytelling inside the classroom considered as the main reason behind the decreasing students' reading ability. As a result of the non-existence of storytelling students are weak in reading ability as well as having poor vocabulary. This reduces pupils' understanding of written texts. The non existence also of modern technological tools in teaching and learning processes towards storytelling inside the classroom is one of the essential problems and negatively affects students' knowledge of Language. So, adopting technology inside the classroom is needed since the revolution of technology. Storytelling plays crucial role on enhancing students' reading fluency. Technology in the classroom is considered one of the solutions to the problem so as to facilitate pedagogical processes. Storytelling helps students to be fluent in reading skill based on YouTube, and it means that when the learner follows and listens to the story through YouTube he /she can improve listening and reading skills storytelling enriches students' vocabulary through PowerPoint. Power Point has good animation, sound, picture and the word itself has different types of writing. So, this method of teaching with unfamiliar words attract students' attention, follow-up the lesson attentively and creates a kind of motivation towards students. Using technology inside the classroom eliminates

monotony among young learners. Teaching storytelling is based on Facebook which introduces universal culture into the classroom. Therefore, many information will be brought into classroom easily.

1.2 Objectives of the study

The questions of this study are as follows:

- 1- To explore advantages of using storytelling that enhances pupils' reading skill through YouTube.
- 2- To investigate the benefits of using storytelling as a vital source that enriches pupils' vocabulary through power point.
- 3- To introduce about universal culture into the classroom through Facebook.

1.3 Questions of the study

The questions of this study are as follows:

- 1- To what extent does the use of storytelling enhance pupils' reading skill through YouTube?
- 2- How is the use of storytelling enriching pupils' vocabulary through PowerPoint?
- 3- What does storytelling bring about universal culture into the classroom through Facebook?

1.4 Hypotheses of the study

The hypotheses of this study are as follows:

- 1- The use of storytelling enhances pupils' reading skill through YouTube.
- 2- Storytelling through power point enriches pupils' vocabulary.
- 3- Using storytelling through Facebook brings culture into the classroom.

1.5 Methodology of the study

A descriptive and experimental methodology is adopted in this study .The researcher uses a combination of a qualitative and a quantitative approaches to analyze the collected data. The researcher used an observation checklist and pre-post test as tools to collect data.

1.6 The significance of the study

The outcomes of this study will be for the benefit of teachers, learners,

syllabus designers, and decision-makers to know about the importance of using technology inside the classroom. They consequently find possible remedies to raise the fundamental procedure of storytelling as a tool which contributes to maximum benefits of language in wider dimensions.

In addition to that, it helps pupils to be competent in a language in general and enhances their fluency and reading in particular. It also widens the pupils' universal culture through modern technological tools.

1.7 The limitations of the study

The study is limited to investigating the effective role and merits of storytelling on enhancing pupils' reading ability of EFL students at basic education through technology. Storytelling raises English standard, widens pupils' awareness, students' motivation, and removes anxiety among young learners. This study will be conducted at Sudanese governmental schools in the academic year 2016-2019.

CHAPTER TWO

Literature Review

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter consists of two parts: part one reviews the literature relevant to the research topic such as historical background of storytelling, sources of storytelling, elements of storytelling, storytelling that enhances reading ability, the use of storytelling as a teaching method, benefits of storytelling, storytelling and language acquisition, digital storytelling, merits of digital storytelling, digital storytelling as instructional effective tool for teachers, storytelling and writing skill, using technology inside the classroom, children of technological revolution, the use of technology to support reading skill, challenges of using technology inside the classroom, and storytelling in social media(YouTube, Face book, PowerPoint). Part two discusses and reviews previous studies and related to the research topic.

2.1 Historical background

Oral stories and storytelling are as old as the foundation of the universe. It has origins of the mankind culture. In terms of storytelling we are all considered as one community Livo & Rietz (1986). Livo et al (1966) state that storytelling is an art. A storyteller transfers both conceptual and emotional perspectives to the listeners; through the use of verbal world, body language, sign and facial expressions. The storyteller looks like an actor in order to send his message successfully. Ellis and Brewster (2014) explain that storytelling is a power that should be remembered. Pellowski (1977) points out that storytelling found in different religions, cultures, beliefs, and civilizations. Oral storytelling can be transferred into the form of written words through the development of writing. Zips (2004) states that storytelling is done at school to overcome boredom and depression. Storytelling is one of the best learning processes. Melani, (2004) figures out that storytelling removes anxiety, boring; reconstruct lovely relationship

among pupils and teachers. Leshil (2011) states that digital storytelling is the most modern way of telling stories digitally with auditory cues, images, audio visual with situational experiences.

Bull&Kajder (2004) view that digital storytelling includes series of images combined with narrated sound track to narrate. Mello (2001) states that storytelling is used for encouraging and engaging pupils' response to their lessons. Furthermore, digital storytelling consists of many uses of multimedia. (The maximum use of pupils towards those media through smart phones, laptops, ipads , with different social media like YouTube, video, twitter, instgram, facebook...etc). Hobbs (2006) states that storytelling is the source of enjoyment, fun, motivation towards pupils.

The continuous use of digital devices is considered as the backbone in the educational process. These devices facilitate learning processes. Digital storytelling shows as a deep reflective learning device and self-representation of its creation Ngugen (2002), Rulla, Abbatt &Polman, 2008, Nelson Hull (2008).According to Robin (2008) digital storytelling on pedagogical process of creating short stories. They let pupils and educators enhance their knowledge in gathering and problem-solving skills. They facilitate pupils work in co-operative way.

Rainis&Isbell (1994), state that storytelling expands mental ability of pupils and supports the social side for them. In the Glorious Quran the purpose of storytelling is to teach the Muslims to guide people to the correct way by good behaviors to listen attentively to the Messengers and Prophets' orders and advice. The Our'anic stories are brought in different ways such as informing, warnings, optimistic, and pessimistic news. One lively example of the bad news the ruined cities like the nation of prophet Hood peace be-upon him(p.b.u.h), and the nation of Noah peace be-upon him which was destroyed by flood. There are many stories in Quran like the story of the prophet Musa with Pharaoh, Joseph with his brothers...etc. So, the stories were narrated since an ancient time and nations and the purpose behind narrating them for remembering, and giving lessons.

Digital storytelling is the practice of combining images with the voice sound Bill&Kajder, Robin 2008;Sadik (2008).There are seven categories of effective digital storytelling :point of view, dramatic, question, emotional content, economy, pacing the gift of the voice and accompanying soundtrack Bull &Kajder(2004).

1- Point of view: the main point of or specific realization that student to communicate with story.

2- Dramatic question: the key question that will be answered at the end of the story and keep the audience members' attention.

3- Emotional content: writing will take hold of audience emotionally.

4- The gift voice, the narration of the text, including emotion and inflections that give greater meaning to the story and help the audience's understanding.

5- Sound track: selected sounds will add farther emotional responses to the scene of story.

6- Economy: many stories can be illustrated effectively with small number of images or videos.

7- Pacing: the rhythm of story and how slowly or quickly Lambert (2007).

On the other hand, digital storytelling combines the art of telling stories with mixture of digital media including text, pictures, recorded videos and audio narration. These media are called software and to tell story that usually resolves around specific theme or topic and other contains particular point of view. Most of digital stories are relatively short with the length of between 2 and 10 minutes, and are saved in digital format Robin, (2006)

Digital storytelling has grown in popularity and currently is being practiced in many locations, including schools, libraries, community centers museums, medical or nursing schools, business and more. In educational settings, teachers and learners from kindergarten to primary or basic schools

are creating digital stories on every topic imaginable, from art to zoology, and with practitioners to cross globe creating digital stories to integrate technology into the classroom, facilitate discussion and increase social presence (Robin, 2011).

Digital storytelling can be a powerful pedagogical tool for learners at all ages and grade levels that are tasked with creating their own stories. Digital storytelling creates motivation towards learners, storytelling develops communication skills by learning to organize their ideas, opinions and construct narratives, students share their work with their peers may also gain valuable experiences in studying digital storytelling. Moreover, digital storytelling can promote gains in emotional intelligence, collaboration and social learning (Jenkins, 2011).Digital storytelling allows learners to evaluate the reality that surrounds them and produce their own information of it (Gregon, 2014).

Robin (2008) views that students are able to create their own digital stories, they gain valuable skills and literacy designated by the partnership for the 21st century skills. These technological development are shown in the following table

Table (2.1)

1.Digital literacy	The ability to communicate with an ever-expanding gathers information, and self-help.
2.Golobal literacy	The capacities to read, interpret, respond, and contextualize messages from perspective.
3.Technology literacy	The ability to use computers and other technology to improve learning, productivity and performance.
4. Visual literacy	The ability to understand, produce and communicate through visual images.
5.Information literacy	The ability to find, evaluate and synthesize information.

There are a number of positive sides of digital storytelling towards pupils that could not be as well as achieved through traditional storytelling Ohler, 2008, Ware&Chauer (2005).These positive sides include increasing motivation for pupils and writers and allowing for personalization of learning experiences Pupils' aspects of language. Ohler (2008) states that the use of real media in digital storytelling, therefore, opportunities to engage in problem solving and get greater competence with technology through practice and experimentation Kajder, 2004; Robin, 2008, Ware(2006).

Sadik et al(2008) states that digital storytelling encourages pupils to organize and express their ideas and knowledge in an individual and meaningful way. Hull (2008) views that numerous opportunities to add unique dimension that allows to show pupils understanding of the world in the new manner and their sense of humor. Digital storytelling may help English language learners to develop their language skills. Digital stories utilize spoken narrative and thus pupils get to hear how writing sounds because they are able to record and listen to it as many times as they wish.

Ohler et al(2008) states that due to their interplay between writing, speaking, reading and listening to digital storytelling has great potential to help learners to learn language. Furthermore, digital storytelling offers opportunities to practice these essential skills. Researchers who have observed pupils working with digital storytelling report high engagement in various types of problem-solving and the decision-making Chung, 2007; Sadik (2008). In addition to the problem-solving related to the actual story, digital storytelling allows pupils to practice this skill in the context technology. Therefore, learners become more effective users through this medium and become more confident. Studies show that learners develop their technical skills through both technical stage and translation ideas and resources to digital storytelling format (Sadik et al, 2008).

Ohler (2006) views that genuine effort is imperative is planning, sequencing and motivating of any technology related activity to realize the outcome of successful learning. Digital storytelling can be highly motivated for many learners. Ware et al(2006) states that children have stories to tell, and recognize that all of them have stories to retell , and that multiple venues for producing these stories need to be valued by teachers and the classroom contexts in which stories are produced and shared. Ohler et al (2008) views that there are many ways in which pupil worked and might be shared within the classroom and contributed to performance options. The motivational nature of digital storytelling is recently further enhanced when students know that they will be shared their stories. Britch et al(1995) say that using story in teaching creates students' sense, develops reading and writing, enhances literature and reflection, fits whole language curriculum, makes sense of the world around students and develops students' imagination. Moon et al(2010) state that using storytelling presents culture and life history in the process of teaching and learning, develops critical thinking, develops creative writing, stimulates students' interest and enriches teaching.

With the necessity of storytelling, there is attention with technology integration. Technology should come in harmony part of classroom's duties as valuable tool in the classroom. Pilter (2006) states that pupils in technological tool enrich the environment on positive influence to achieve the ultimate goal, implementation in educational processes. Therefore, storytelling grows motivation to learn through technological tools, encourages co-operative learning and widens scope of knowledge among pupils. Therefore, young learners have a will and desire to think literacy text critically and it is a way of solving-problem strategies.

In addition to creating detailed implementation plan for digital storytelling, teachers should be awarded that could face any difficulties during this process and take necessary steps to ensure success for teachers as well as learners. Cuban (1986) states that educators have traditionally been hesitant to integrate new technologies into their classroom. One expert suggests starting with PowerPoint or the Apple equivalent of keynotes as these programs are user-friendly. Technology may try utilizing which ever movie-making software is included, as part of the school computers basic software package). Additionally teachers may want to access as canner for the purpose of scanning images to utilize in the stories a microphone for clear narration and animation software.(Ohler et al,2004).

Telling stories or narrating is human being's nature. Fisher (1984) proposes an assumption that humans are rhetorical; he does not regard the traditional point of new. He says that narration is tool used by human beings to express their ideas, persuade others to accept their ideas and to understand the world. Joyce (1999) states that education is the process of continuous teaching to help pupils to acquire information, ideas, skills, values, ways of thinking and expressing themselves, and most importantly, to teach them how to learn. Ma,(1994) believes that storytelling is an efficient in teaching for young children. He says that storytelling is a positive teaching strategy. Andrew (2009) identifies four instructional

methods that related to storytelling: case-based, narrative-based, scenario-based and problem-based instruction.

2.2 Technological Tools to Support Reading Skill Development

Many authors relate their experiences in researching the effectiveness of “talking books” as specific example of technological tool that supports reading skill development when using "talking books" learners are not able to read well in order to access the text. Many students' texts books are difficult to read because of the long sentences and extensive vocabulary. So, a learning disabled student would not be able to read and understand the context of the book, Rusch, Conley, & McCaughrin, (1993) state that talking books aided in developing children's skills in decoding print media. Learners deal with print interactions with the talking book taking the place of the skilled reader. Beker (2000) suggests that for children with learning difficulties talking books stimulates because of sound, animation and gives opportunity for children to be in control. As well as examine how students interact individually with support features of provided on electronic texts, there is a need for further research into the incorporation of electronic text into specific classroom contexts. Coley (1997) views that the implementation of technological tools in the classroom is highly dependent on the quality of the implementation of the instructional design. The researcher views that the use of modern technological tools in the classroom is crucial since this time of globalization.

2.3 Using Stories in Teaching English to Young Learners

Ytreberg (1990) views some characteristics for language development are: They can tell the difference between fact and fiction, their basic concepts are formed .They have decided views of the world. They ask questions all the time, they rely on the spoken world as well as the physical world to convey and understand meaning. They are able to make decisions about their own learning. They have definite views about they liked and do not like doing. They have developed sense of fairness about what happens in

the classroom. They are able to work with others and learn from others. Ellis & Brewstwer (1991) state that some points regarding benefits of storytelling

1. Stories are motivating and have fun; they create a deep interest and will be a useful in teaching/ learning processes.
2. listening to stories is a shared social experience; it provokes shared response of laughter, sadness, excitement and anticipation.
3. Stories exercise the imagination; children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations.
4. Listening to stories allows the teacher to introduce or revise new vocabulary and sentence structures exposing the children to language.
5. Stories are useful tool in linking fantasy and the imagination with the child's real world; they provide away of enabling children to make sense of their everyday life.
6. Stories help students of all levels to understand literature, they carry ideological messages.
7. Children books offer universal truths, moral appeals to one generation after another.

There are many available sources of stories: books, magazines, and newspapers. In the late 19th century printed magazines and journals became common and published. Nowadays, storytelling is often published in collections called anthologies Ronald Roe (2009). Storytellers prefer to use children's stories that suit their ages. The stories for children are available in various formats (hard cover, paperback, and audio, MP3 books, soft and hard.

Fog,(2001) states that stories tend to have major features, message, conflict, characters, plot, setting and theme. Firstly, the messages have to come across clearly, otherwise, there is no reason to tell story. The story usually includes with an ideological or moral messages and that is the main function throughout the story. Secondly, conflict can be defined as the driving force of good story. Simply, if there is no conflict there is no story. The events of the story should be in harmony with each other. The third major feature is the character. The classical fairy tale consists of a fixed structure where each character actor has specific role, and each person supplements the others and forms an active part of the story Fog et al (2001).Finally, the plot is divided into three parts: beginning, middle and ending. In the beginning the scene is set. Then, the progression creates the conflict. The conflict escalates but finally dramatization, leaving to the end of the story.

Frye (1957) identifies four basic plots: comedy, romance, tragedy and satire. He states that romantic plots tend to consist of a series of episodes in which that major protagonist experiences challenges through a series struggles emerges victories (Gergen, 1988).

It is the most notable in the work of Egan (1986, 1997, and 2005) who proposes that teachers approach unit of teaching as story should be told. He builds his argument on the children's situations is the most powerful and energetic learning tools.Sorytelling can be told or written by pupils. It can be read or listened to. Through storytelling pupils can practice all four skills.Recptive skills and productive skills. Pupils can listen to storytelling in different shapes. They listen to storytelling via their teachers, or through native speakers in video or in a tape...etc Wanjoryb (2005) views that pupils' retell the episodes of storytelling enhances fluency and accuracy through hearing or reading. The material can be brought by their instructors or themselves. The positive of reading storytelling pupils can focus on grammar inductively, developing communication and acquire new vocabulary Wright (2008). Therefore, listening to storytelling promotes the

ability of listening to storytelling develops pronunciation in correct ways. Following storytelling extends narrative, rewrite or retell lyrics and the rhyme that should have to use in literacy language (Wanjry, 2005).

2.4 Storytelling to improve students' critical thinking

Critical thinking is a crucial skill for children as the future of human resources. Children as a human generation should be able to think critically and build knowledge as the fundamental construction. This means that children should be able to analyze into several sights for problem solving. Puzzle story can be an aid for critical thinking scaffolding. Children organize the stories selection based on their own imagination. Teacher provides children with an example of starting direction while the rest and the end of the stories are organized by children as an active story organizer and story teller. This way provides them a hook for creative thinking. Puzzle stories can help children to think creatively and analyze the situation and problem in the several alternatives direction

In the traditional story reading lesson, students are always asked to do an event sequencing activity after they finish reading the entire story. As students are familiar with the contents of story, they simply use a literal explicit level of comprehension to put the events which are presented in simple sentences in their right order. For some advanced practice students would be asked to explain how these events are arranged with their linguistic knowledge such as referring to cohesive devices and identifying the key words as signposts in the text (Hedge ,2000).

To further develop students' critical thinking skill in story reading, teachers can guide students to understand the concept of story, i.e. the setting of the story, the major characters, an action that starts the story, the problem emerged and the solutions. Such elements of defining stories may strengthen students' comprehension of stories. However, how can teachers realize that their students are able to use those story elements to predict the development of the story and make inferences about characters and events? One possible way is to adopt the Scrambled Story strategy.

Early childhood is a critical age in human development. The future of human resources depends on the quality of the children as national assets. Children are future generations, they will take a part in the pivotal sectors or they will become the leaders in society. For that reason, it is very important to prepare children with an ability to be critical and becoming good problem solvers. Children should be able think critically and analytically and criticize to the environment. The skill of critical thinking is crucial for adult and the early age is an initial phase in building this skill. Critical thinking plays an important role for human in order to get successful in career and in socialization. It can be seen that a criticize child will ask a lot of questions to all the things surrounding. Therefore, teachers and parents should be able to provide a hook to stimulate children to be critical and analytical. Critical thinking began in the early ages or the ages of the children before they start studying at school. If children have ability to be analytic, they can view the nature as the scientific creation that is created by the great creature and the universe is a part of nature that cannot be created by human. The critical and analytic children like to ask questions to all the things they find in environment. It may be a lot of questions come to critical children's mind. Adults should be available to stimulate children to be critical and build the concept and become more analytic in problem solving because critical and analytical skills are necessary for children's maturity process. Critical thinking refers to a problem solving activity that involves the mental process Steiberg as cited in Lippman (1987). Moreover, Willingham (2008) states that critical thinking is a necessary skill that need regular practice. Practice and background knowledge are important elements to organize a logical problem solving. Furthermore, Murphy (2014) claims that children are motivated to create an abstract thinking and the topic of being discussed in text material or books, this way is an aid to build their early concept and comprehension of the subject matter

In addition Lipman (1991) as cited in Murphy et al (2014) state that critical thinking is a relevancy and consistency in providing judgment, criteria based on self-corrections and sensitive to the current situation.

Furthermore, Atkinson (1997) describes notion of human cognitive learning is in the experiential context of the real world of the high context, the critical and complex cognitive skills are conceptualized. Children learn and develop their cognitive knowledge through the real context and experiences. The concept of object concrete and abstract learn naturally in life. Children gain knowledge from the basic to the complex by playing and experiencing objects in nature. The experiences can be fundamental factors of becoming critical and analytic children.

Schools and kindergarten must have an effective way to provide young age children to be critical. This skill is very important to help children to develop the ways of thinking and problems solving. Story telling is one of the strategy that can be implemented to develop children's critical thinking. Through Stores telling, teachers can create some activities which can trigger children to think critically. Of course the activities should be done based on the children's mood while playing or acting. This research is conducted to answer a question to what extent a puzzle story telling build children's critical thinking. Story will not only be used as a strategy that can attract the children attention and passion in learning, but it will also be implemented to build their critical thinking. The children will get involved in the creating and arranging a story by solving some puzzles provided in the story. The result of the research can be a valuable input for kindergarten teachers and early childhood education practitioners to implement puzzle stories for constructing children's critical thinking.

Children like to listen to a story. Usually parents tell a story to their children before they go to bed. Story is important to build children imagination such as imaging animals, scenery, cities, or landscapes. Children can understand the meaning of utterances by telling and listening to stories. Through speaker's intonation, children can figure out the meaning or image of something. Ochs et al (1992) describe that a story has three dimensions; temporal which provides the figure situation, from past, present to future, configurationally dimension or the order of the information

structure, grammar, vocabularies, intonation and the quality of the speakers' voice and problem solving dimension relates to the causal connection to the narrative event. The structure of the stories contain the linguistic elements such as how the sentences arranged in acceptable structure (grammar), word choice (vocabularies or lexical items), and the presentation with the intonation, tempo and voice quality. It can be argued that story telling is a good practice for children's linguistics proficiency.

Furthermore, children will be interested to listen to story and it is also crucial to build their imagination as well as to activate their brain to work. Saxe, Gabrieli and Scholz (2009) pointed out that storytelling could activate the brain region in mental section in describing characters, desires, thought, hopes, and good belief more than describing physical section such as telling and explaining objects in older children. However, younger children indicated that storytelling affected their left and right brain in both mental and physical section. It can be argued that storytelling affects children's brain and stimulate left brain and right brain function more to young children compared to older children. Storytelling is also beneficial for building children's perception on moral standard. By telling certain stories adult can teach children about politeness, respect, and other moral values. Stories also provide children the discourse of the language skills and provide them the reality and the knowledge of the world (Schneider & Hayward, 2010). Miller et al (1997) found in their research that both Chinese family and American family used personal storytelling to teach moral and social standard as well as building children's critical analysis. The research showed that Chinese family used more frequently personal types of storytelling compared to the American family. The literature reviews above underpin that story telling is a method that can be used to develop children's intelligence and critical thinking and also a good way to impart moral, and ethics, and good behavior.

Shen and Malek (2010) has designed digital puzzle tale for storytelling. The researchers found that digital puzzle tales can be an

interaction tool. The result of the implementation of puzzle tales indicated that puzzle tales had a low level in mental demand, physical demand, temporal, effort and stress but high in performance. Then, Shen and Malek (2010) evaluated the use of puzzle tales for storytelling to 10 subjects. The result in qualitative

Analysis shows that puzzle tales provide an interactive story telling for the users where the users have fun and enjoy the stories.

Moreover, Mercer (2002) in his research found that children improve their problem solving after arranging the puzzle words and communicating the meaning of puzzles to others. Children make meaning from their conversation and stories following the sequence of puzzles and this build their communicative intelligence and problem solving.

There are some research has been conducted in storytelling and the implication to develop children's brain and developing children's behavior, ethics and moral Shen & Malek (2010) and a word puzzl andMerce (2002). However, there is less research investigates the implementation of stories puzzle for constructing children's critical thinking. This research gap has been taken as my field of study.

The researcher has an attempt to investigate the implementation of puzzle stories for children in difference discourse and setting. The study used puzzle stories is in the form of printed master pieces not in a digital version. The puzzle stories used as a media to train and construct children's linguistic critical thinking.

2.4.1 Teacher's Role in Using storytelling

Davies(2005) states that storytelling ensures a continuation of children's learning development, as it can be a helpful tool while explaining problematic issues and making them more comprehensive, by picking up an innovative point of view and considering the issue from different perspective.Carig (2001) states that "linguistically and culturally diverse classroom requires teachers understand the different ways of telling a good

story besides the traditional, time-sequenced school story and format. Having opportunities to explore all narrative forms, while learning the rules associated with each, allows children with different storytelling history to support one another's path to literacy. It is important for the teacher to devote each day to practice the story before presenting it in front of the class, for this reason reading story several times so as to remember its characters better is available. It is wise to practice the story by reading it aloud. It was also noted that reading story from a book, slowly and loudly, before going to sleep influences better memorization. Hu & Commeyras (2008) state that pictures increase comprehension of the story. Zaro & Sarberri (1995) state flashcards, pictures, drawings on the board, cut-out figures masks, puppets; real objects provide children with visual support. Flately & Rutland (1986) views that picture books support emergent literacy skills as well as offer variety of topics. Robberts & Pennsylvania (1989) view that children require variety of activities and drills that help them release their energy. Incidentally, the investigation revealed that reading story aloud and timing it before presenting children advanced the organization of a whole lesson. Greene, (1996) states that "good timing makes the difference between the neophyte and the accomplished storyteller". The function beyond narrating stories in the classroom to find out whether learners have practiced storytelling, the teacher increases confidence in reading aloud and storytelling activities, undoubtedly the positives of storytelling technique in EFL classroom broadens children's imagination. The role of the teacher inside the classroom as if an orchestra leader, and like an actor.

On the other hand, people have in general many different roles. Everybody plays apart in a society. A teacher's role is very significant and should be in a high level. Teacher is often the first person who gives children new information about foreign language. According to many practical methodological books then teacher can change various role. An excellent teacher follows eclectic approach. Teacher chooses approach suits with learners' aptitude, desire and their mentality.

2.4.2 Teacher Provides Oral Interaction Meaning

Technology is the backbone of educational process especially for young learners since it is a motivational tool. It depends in our existing scheme, product of memories and past experience, unique each of us, and this leads pupils to interact positively in the classroom. Using images in English class can discover the area of learners' issues. Then, images are very expressive pupils comment and say that "like or I dislike" in a particular photograph or scene privately in Facebook, at that time pupils send their comments. Then, admirers give the feedback and say "like" and non-admirers say "I do not like". Teachers neglect a valuable tool of motivation towards learners through current technology. Face book is an effective tool for young learners.

2.4.3 Children of Technological Revolution

Technological tools, especially personal computers are providing great access to all students. Blamires (1999) claims that technological tools could help overcome skill level barriers to the learning. Herman & Baker (1996) view that software is a motivational learning process inside the classroom. Students are very familiar with how to use computers, which means students are more engaged when using these technology tools. Therefore, motivations and engagement are frequently identified as the major benefits of using technological tools to support literacy learning Andrew (2005). A common view is that in using computers, students are engaged and motivated by a reviewing the text through technological tools. So, technological tools are available everywhere in our society and a part of our everyday life. Hence, the use of technological tools in teaching and learning experiences directly relates to the real life of students. Vankraayenoored (2002) states that students with learning difficulties in particular become disengaged of the classroom teaching do not connect with their life. Teaching through computers make students interest with topics lively and motivate them effectively. At the same time, since technological tools, especially personal computers and internet access are becoming a part of

students' everyday life (Beker, 2000). So, other tools like pen or pencil are not extrinsic motivational reward.

2.4.4 Students Learning with Technology

Computers are being used, in a part, to enable teachers to improve the curriculum and enhance student learning. Remze et al (1993) suggests that technology in the classroom could provide authentic learning opportunities to improve aptitude for learning process. Teachers can draw on technology applications to stimulate real-world situations and create actual environments for experiments so students can carry out authentic tasks, they can explore new terrains to meet people of different cultures, and use variety of different tools to gather information and solve the problems Means, et al (2000). Technology brings about changes to the classroom roles especially as it allows students to become more-self-reliant. Students may use peer coaching, and teachers may function more as facilitators rather than lecturers Means (1997). Students are allowed to work on their own, at their own pace, when working on computer projects. Students are not afraid of to fail when their failure is personal instead of in a large classroom discussion. In other words, teachers begin teaming and working across disciplines. Teachers and students start to show mastery of technology and to integrate with the lessons or projects. Both teachers and students are motivated to team with others while analyzing and solving real world problems with the use of carefully planned projects. So, the use of technology in the classroom is in priority. When it uses as an integrated tool with the curriculum, technology can make a difference in education. Sandhotz, et al (1997) states some points about the importance of using technology in the classroom as:

- a- Technology need to be used to support collaboration in the classroom or to access the information.
- b- Could also be used to express and represent the thoughts and ideas of students.

- c- Need to be used with authentic forms of assessment to be valuable to students and teachers in the classroom.

2.4.5 Storytelling and Motivation

Storytelling is one of the most motivational tools and instructional methods Creswell (1997). In the simple behaviorist way; this can be done by using storytelling as reward for learning tools. Besides, the motivational function of storytelling in educational contexts and technological tools. Storytelling can be used to give learning content a specific form that is easy to understand and memorize. Humans tend to organize their knowledge in the form of stories Bruner(2002). Activities and drills increase learners' motivation, Pias (2001) views that such activities may be intrinsically motivating for people that attribute a high valuable to the achievement. On the other hand, motivation itself is a psychological term so; it plays an essential role to make possible remedies towards learners' psychological side. There are two types of motivation intrinsic and extrinsic motivation. The intrinsic and extrinsic theory differentiates between internal and external reasons to explain why children read. For example, if a child chooses to read and because of that she/he finds reading inherently interesting or enjoyable, this regarded as internal reason as intrinsic commonly known as intrinsic motivation. However, if a child reads to get better grades or to gain recognition or praise from their parents , then this regard as an external reason (commonly known as extrinsic motivation).

Table (2. 2)

Intrinsic reading motivation	Extrinsic reading motivation
Curiosity: A child's desire to learn more or new things through reading.	Competition: A child's desire to outperform others in reading.
Involvement: A child's level of enjoyment or involvement during reading.	Recognition: child's desire for their reading achievements to be recognized by others.

Performance for challenge: A child's desire to work with or master complex reading materials.	Grades: child's desire to achieve good marks in reading.
	Compliance: child's conformity to an external requirement to read.

d- Table (2.2) Intrinsic and extrinsic dimensions of reading motivation, (adapted from Wang&Cuthrics, 2004).The seven dimensions of reading motivation propose above provide quite different reasons or explanations about why children are motivated to read. Teachers interested in studying children's motivation to read from this perspective can use the motivation to read (Wigfred & Cuthrine,1997).

e- In general, children's intrinsic reading motivation is positively associated with reading skills (Grown & McGeown, 2012). Therefore, children with better reading skills are typically more intrinsically motivated to read and they have better reading skills. On the other hand, children's extrinsic reading motivation is generally unrelated to their reading skills Logen & Medford (2011) view that motivations associated with reading skills. This difference between intrinsic and extrinsic reading motivation has led to some to conclude that fostering intrinsic reading motivation is particularly beneficial for children's reading

The young learner is very necessary and all work should be aimed towards him/ her. Young learner responds to language according to what it does or what they can do with it, rather than treating it as intellectual game in abstract. This has both advantages and disadvantages on the one hand, they respond to the meaning underlying the language used and not worry about individual words or sentences, and on the other hand, they do not make the analytical links that older learners do. Young learners have merits of being great mimics, are often unselfconscious, and are usually prepared to enjoy the activities the teacher has prepared for them (Philips, 1997).

2.4.6 Using Technology inside the Classroom

Technology has been grown fiercely in education, business and in the private life. Many people use e-mails instead of writing letters and sending them through postal service, and many times, e cards are sent for their occasions instead of paper greeting cards. Clopton (1997) states that many schools access with computers and internet services. Honey (2005) public schools have made consistent progress in expanding internet access in instructional classrooms. Bassett (2005) views that the digital age is not about technology; it is about what the teachers and the learners are doing with technology to extend their capabilities. Nowadays, technology tools are more available for teachers and students than ever before. Means et al (2000) indicate that computers can be used in collaboration for all subjects but teachers must take into account the different styles of teaching so as to use them effectively.

2.4.7 Creating Good Atmosphere in the Classroom

Classroom is the place where children should feel confident satisfied and happy although they should learn something new there, as we should respect towards our pupils and treat them kindly. It is considered as a crucial part of teacher's characteristics and qualities. Young children have very sharp sense of fairness and often realize in equity earlier than teacher (Scott&Ytreberg1991). Another important thing is to create pleasant and familiar surroundings. The classroom should be decorated not only by teacher's tools and pictures have a big benefit of having the classroom only for their lessons. We can create our own environment with all kinds of personal things. I often change desks lay-out in the classroom to make it more interesting and suitable for various drills.

Ytreberg (1991) views that pupils need to know that are going and what is happening in the classroom, respecting pupils is in the priority, whenever a pupil is trying to tell you something, accept whatever he/she says mistakes as well. Constant, direct correction is not effective and it does not help to create a good class atmosphere. Correction has its place when

you are working on guided language exercises and give the classroom the children the responsibility for doing practical jobs in the classroom .Avoid giving physical rewards or prizes. It tells others than they have not "won" and it does not help learning to take place.

2.4. 8 Digital Storytelling Enhances Teaching and Learning

Although storytelling as an instructional tool is not new in education, digital storytelling has become a new pedagogical endeavor that emerged from the proliferation of digital technologies including digital games,photo,editing,softwebMeadow,2003;Alexander&Levine (2008).As with practical applications of traditional forms of storytelling and it considered as instructional medium used by educators in many ways across curriculum, not only in arts and humanities but also in mathematics and science. In the curriculum the application of digital storytelling student is centre in learning process and strategies: student enagement,reflection for deeper learning means reading in details, the effective of integration of technology into instruction Barrett (2005).Self-reflection and investigating issues of identity (Boase, 2008).Therefore, the potentials of digital storytelling too reflective, active and enjoyable learning. Digital storytelling has been implemented in classroom for both learning tool as well as teaching tool.

On the other hand, teachers use digital storytelling to deliver instructional content the presentation of the concept and idea, illustration of procedure, reinforcement of understanding and review of materials. Learners create stories to share the experiences, report their findings, and reflect their concepts and others. Digital storytelling has been well established and enriched with different social learning software programs, storytelling has emerged as a new genre in application and education (Alexander et al, 2008).Digital storytelling has other side the narrative story and it can be effective as educational tools because they are believable, remembering and entertaining (Neuhauer,1995).

Digital storytelling becomes more effective means of communication because of narration is enhanced by visual aids, still imaged and the author, voice which expresses emotions. Through digital storytelling, learning may learn different stories and reflect many experiences of narrating, (Cortazzi&Jin, 2007)

Schiro (2004) views that digital storytelling into teaching students algorithms and problem-solving through several stages of learning in order to help them develop mathematical skills Papadimtriou (2003) applies digital storytelling to computer science and programming.

More (2008) views that digital storytelling increases social skills for children with disabilities Bull&Kajder (2004) view that digital in the language arts classroom. Royer&Particia (2009) view that storytelling increases students' reading comprehension with digital storytelling. Moreover, digital storytelling has guided its popularity in foreign language classroom where digital storytelling promotes target language development and formation of socio-cultural identities (Skinner &Hogood, 2008).

Digital stories have been successful in developing learners' linguistic routine such as greetings and leave taking through a series of workshops in English as a Foreign Language context Reyes Torres, Pich Ponce, & García Pastor (2012). Learners in technical-scientific contexts of English for Specific Purpose also had a useful experience in reinforcing their linguistic, personal and research skills Sevilla-Pavón, Serra-Cámara, & Gimeno-sanz (2012). Korina M. Jocson (2016) echoes the necessity of Digital storytelling as an opportunity for identity construction of her students through their art of digital stories. Digital stories can also be a good instructional tool where teachers can make various contents and relevant topics for pupils to access from different places. Students would be accustomed to get information from digital stories in ways they are used to get from other sources Dreon, Kerper, & Landis (2011). Digital storytelling is a powerful learning tool for pupils as they can make their own digital stories related to their content which enhances their comprehension of the content Hur & Suh (2012).

Digital storytelling has the potential to engage students internationally and enable them to learn and share about different topics which would transfer the local education pattern to Global Citizen Education ship (Truong-White & McLean, 2015).

Burmark & Ormont (2004) state that many ways of digital storytelling can be used in education. One of the first decisions to be made when deciding to use this tool in the curriculum is whether the instructor will create the digital stories, and some educators may try to create own stories and show them to their student as a way to present a new material. An engaging, multimedia-rich digital story can serve as an anticipatory set or hook to capture the attention of students and increasing their interest in exploring new ideas and concepts. Ausubel (1978) views that storytelling engages students in the learning process and it considers as a bridge between the existing knowledge and new material. Teacher-creates digital stories may also enhance current lessons within large unit, as a way to facilitate discussion about the topics presented a story as a way of making conceptual content more understandable. While many educators still lack a cohesive plan for integrating multimedia into their instruction, a growing number of teachers are interested in exploring methods to engage their students by including images, audio, and video elements in their instruction, Erikson (2003). The use of multimedia in the teaching helps students retain new information as well as aids in the comprehension of difficult material. Therefore, digital storytelling can provide educators with a powerful tool to use in their classroom (Bolstering, 2002).

2.4.9 Challenges of Using Technology in the Classroom

There are many challenges faced by teachers and the learners when integrating technology into the leaning and the learning process. The major challenges such as: un availability of policy on technology, technophobia, insufficient resources, a lack of qualified technology teachers, maintenance and technical problems, risks and the security problems, poor parental involvement , insufficient devices, and the computer jargon.

Maintenance and technical problems are challenges experienced by schools. In case of maintenance, the participants are stated that there were no qualified technicians on the school premises to solve the maintenance problems. The schools have to employ outside technicians who must travel from far, which is costly for the schools. In addition that computers or devices in general.

In fact schools did not have sufficient equipment's such as computers, printers, I pads and relevant educational software to utilize technology in their teaching. This poses a challenge to these schools, as the learners have to work in groups in computer and many of teachers themselves have no computer. Another aggravating factor might be that schools' administrators have no budget to buy new devices or to repair devices for running computer or devices (Howell & Lundall, (2000)).

Burmark (2004) introduced digital storytelling as a high-quality technology for gathering, creating, examining, and merging visual images with the texts. He believed integrating visual images with written texts both expand and accelerate student comprehension by boosting the students' interest in discovering new ideas. According to Alexander (2011) Digital storytelling technique can effectively assist learning process in EFL classrooms. It can assist EFL learners to improve multimodal communicative competence by developing a learner-centered environment.

2.5 Teachers Training and the use of technology

After the educational goals and visions of learning through technology have been determined, it is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet their goals. Students cannot be expected to benefit from technology and the teachers are not expecting to use it if they are neither familiar nor comfortable with its use. Wenglinakey(1993) states that teachers had received professional development with computers are

more like to use it effectively than those who are not participated in such training.

2.5.1 Challenges of Teachers' training and the use of Technology

Many schools lack teachers qualified in technology integration who can lead technology and assist other teachers integrating technology effectively into their teaching and learning activities. One of the participants highlighted the shortage of teachers qualified technology integration as a negatively affecting the process of technology integration. For effective technology integration to take place, sufficient numbers of teachers needs to be trained first, so as to equip the learners with technological skills to meet the skills required in the twenty-century. Teacher training is therefore, crucial to promoting learners' successful manipulation of multiple literacy Merrdley&Schmidt, (2001).In some countries projects focus on training for the implementation and sustainability of ICT-based interaction(Mogale et al ,2004).

A major challenge to technology integration in schools is theft and vandalism. Computer equipment like hard ware is stolen by the outsiders and some learners also steal software. This can leave the school without any equipment as most equipment is donated by companies or others charity people who introduce their white hands to serve others.

2.5.2 Technophobia

It was found that teachers who were deemed qualified had a problem with using technology some are afraid of using technology and claim that they are too old to master the technology and to apply it in their teaching and learning processes. This raises the concern of technophobia. So, many of older teachers are not integrated with technology. It was found that all teachers who were active in the technology integration processes had relevant qualifications in some technological fields and they had been trained by some workshop or others aided courses in dealing with technological tools. Under-qualification teachers who lack technology and

skills do not bother using the software programs or technological tools in their lessons preparations and implementation. The training of teachers in the use of computers or other devices could be a step forward in motivating them to change their beliefs about the use of computers or other devices and help them to utilize technology effectively in teaching and learning (Odera, 2005).

2.5.3 Poor Parental Involvement

Poor parental involvement was also identified as one of the challenges to effective technology integration. In the view of their depressed economic status, many parents could not afford to buy for their children computer hard ware or any device to make it easier for them to do their homework and projects or assignments at homes. Parents play crucial role in developing their children's interest in the use of computers or any such devices like "smart phone and I pad" by influencing them through both their own actions and the amount of encouragement they give to them (Torres, 2002).

2.6 The Use of Technology in Sudan

Since the early nineties there was a huge expansion in education in Sudan education through technology such as computer connected to internet. In 2002 a set of computers were distributed to secondary schools in all states and computer materials were also included in the secondary school curriculum and university level (ministry of education document, 2004). Education through technology is implemented in university using comprehensive method. In 2004, the ministry of higher education established Sudanese Information Net work (SUIN). The aim of this network is to link higher education and institutions in Sudan to increase the share of information between these institutions as well as to establish a virtual library of Sudanese universities to provide these institutions with information

technology services such as video conferencing, e.learning, e-mail, etc (Iman Abu Almaali, 2007).

The researcher views that in some schools such as Elmawhahib model basic schools modern technological tools are adopted in pedagogical processes. Every student has Tab device because the majority of the private schools in Sudan modern technological devices are adopted. Modern technological tools took place in 2000. The researcher views that modern technological methods should generalize in teaching in general and storytelling in particular and in all stages of education in Sudan.

2.6.1 Storytelling and Social Media

There are many types of social media. The main types of those are YouTube. YouTube is lovable and common web video sharing sites that allows everybody store video for public private viewing. Negroponte(1995) states that internet became more socially oriented in the 1995 s. Dinueiate (1995) states that YouTube creates interactive consistent updates, and more reliable and fixed real time connection with other people Rich (2008) states that the positive qualities behind using YouTube and video in bringing knowledge into the classroom. It is effective tool in learning process and social in other session as well.

Therefore, creation videos require certain level of digital literacy includes the ability of products rather than consumption. Palfrey &Gasser (2008) suggest that the most confront in using social media through internet are from the root of spaces Palfrey etal (2008) .They agree well using YouTube is a kind of motivation. Using YouTube raises pupils' motivation, encouragement towards using technology in a comprehensive scope or sphere. They are effective at schools and are considered as new technological tools. Technological tools affect the media, by educating their children, teenagers, and for adults to achieve digital literacy. Therefore, social media affect the society as a whole. They understand the value of using YouTube specifically in pedagogical process. On the other hand, social media have harmful backwash to learner, they seem as web site full of

amateurs wasting their time posting poorly made videos. It means that sometimes affect negative to the young learner. The learner focuses on different topics instead of his/her academic affairs. So, automatically learner's level will deteriorate. The researcher views that parents have great responsibility to follow their children carefully. They should have to follow them so as not deviating them from the right track. So, their parents should direct them to the areas of their interest in academic topics.

Tomalin, (1991) states that some positive effects as follow:

1/ Young learners prefer teaching through video rather than traditional method. One of the goals of learning is glad experience.

2.6.2 You Tube videos

Nowadays, when the technological tools became available, it is noticed that the most powerful innovation it is ever seen before and it is considered as one vital source of gaining knowledge, its adopting technology internet that leads to the efficiency feedback.

On the other hand, it assists pupils do what they want to do faster, cheaper and easier. The on line teaching is potential source on enhancing teaching process. There are many types of technological tools which can be used in teaching process. One of them is called YouTube. YouTube is a very lovable and common web video sharing site that allows everybody store video for public and private viewing .YouTube provide avenue for sharing video among pupils ,friend, family as well as show new and experienced graphics.

Negroponte (1995) suggested that internet was become more socially oriented in the 1995s.

DiNucci (1999) added that YouTube creates interactive content, consistent updates, and more reliable and fixed real time connections with other people.

Richard (2008) discusses the positive qualities behind using YouTube and video in bringing a vast knowledge and effective tools in learning process and social in other session as well. Therefore, the creation videos require a certain level of digital literacy includes the ability of products rather than consumption.

Palfrey and Gasser (2008) suggest that the most problems confront in using internet are from the root of space.

Monovich (2008), Hartley, (2009) & Palfrey and Gasser (2008) they are agreed well that using YouTube is a kind of motivation and raising pupils, encouragement towards using technology in a comprehensive scope in schools and new technological tools and the media; by educating their children, teenagers, and adults to achieve digital literacy and even the society in a whole become understanding the value of using YouTube specifically in pedagogical process.

On the other hand, Burgessal and Green (2009) they focus mainly on using poplar videos of YouTube in addition to that they stressed well in using YouTube in bringing up foreign culture.

YouTube is seen as a web site full of amateurs wasting their time posting poorly made videos it means that sometimes video effects negative to the learners therefore, YouTube is thief of time then the learner focuses on different topics instead of a academic affairs so automatically his/her level is deteriorated according to the interest of others topics and the result looks like negative instead of positive and creates magnificent enjoyable teaching atmosphere.

2/Video is efficient method in learning body language because it is lively.

3/ Children gain self-confidence and comprehensive input (Karshen, 2001). It means that children love to hear stories through more repetition. Repetition is main cause of getting pupils' understanding then the message will be clear and obvious. Ware&Warschauer (2005) state that social media

as activity of exercising pupils' mentality, enjoyment, entertainment beyond to the valuable literacy activities.

2. 6.3 Methods of Teaching Vocabulary

Vocabulary is the key elements of language teaching. Vocabulary includes of menu or sets of words that individual speakers of language should be used for oral-aural speaking, writing and reading skill. Huckins and Cody (1997) state that vocabulary is the central language for learner. Vocabulary is considered does the skeleton of language since there is a lot of vocabularies the learner easily understand the language without such difficulties. On the other hand, there are some benefits of vocabulary. Firstly, an extensive vocabulary aids and expressions and will be medium of communication. Secondly, vocabulary enhances reading ability. Thirdly, synonyms help the learner to understand the text theme smoothly. Fourthly, vocabulary widens learner's scope knowledge since learner has multiple choices of words and vocabulary uses in different function. Thornburry, (2002) states that without grammar very little can be conveyed. Similarly, McCarthy&Schmitt (1997) state that no matter how well the pupils learn grammar, no matter of the successful the sound of the language is mastered, without vocabulary to express wide knowledge meaning. Allen (1983) states the communication will stop when learners lack necessary words Burry,2002&Schmitt (1997) view that knowledge with much vocabulary is not only having potential vocabulary or remembering vocabulary. It depends on the best choice of words according to attitudes and actions. In addition to that accuracy is needed especially in the mechanism of recitation spelling correctly. The researcher observes that all scholars above are carried the same idea that gaining vocabulary is Skelton of communication process. They notice that the poor of vocabulary causes the weakness towards learners' competence communication. Grasping words is considered the gate to contact with surrounded world as well as foreign worlds through

increasing vocabulary. On the other hand, vocabulary with instruction at basic level very essential for children. Stahl & Faibanks (1986) view that instruction of word meaning in context is more effective than non-context instruction. Teaching word in isolation is not acceptable way to gain vocabulary. Teaching words should be in a context. Therefore, most language experts view that vocabulary as something "caught than taught",. Simply means through comprehensive input learner can gain widen knowledge of vocabulary or language acquisition in comprehensive item (Nagy&Herman, 1985).Reading volume undoubted is very important in terms of long-term vocabulary development (Cunniagh&Stanovick, 1998).

Karshen (1995) states that the important method of gaining vocabulary through dialogues and discussions, repetition vocabulary to organize their ideas and a method of understanding vocabulary.

There are many ways of teaching vocabulary (a) Showing how spelling of word likes the spelling of known word,(b) giving the stress patterns of word and the correct pronunciation and quick meaning ,(c)by using second language synonym or in simple definition in the second language,(d) showing an object or picture,(e)giving quick demonstration, (f)drawing simple picture or diagram,(g)breaking the words into parts and the whole word,(h) giving several examples sentences with word in context to show the meaning,(i) realia" using the real object to illustrate unfamiliar word,(j) antonyms "using opposite of the word to show the meaning"(k) finally, teaching word through translation and this considers as a traditional method of teaching new vocabulary.

The researcher views that the role of the technology can appreciate teaching vocabulary. It helps learners to pronounce the word correctly as if native speaker. There is a dictionary with definition of word, word derivation, transcription and direct sound. It is very effective and easy tool for young learners. It can access in various sources devices such as Smartphone, ipad or even in phones that have memories. Those devices

consider as audio-visual aids. Therefore, pupils can make repetition of word for the sake of getting understanding. Krashen (1995) states that repetition is only successful tool for learners through comprehensive input. Then, dealing with technological tools such as Smartphone in using dictionary helps the learner to correct errors automatically without hesitation. So, teachers and instructors encourage their learners to use those devices for the sake of academic purpose rather than naïve topics.

2.6.4 Power Point Presentations to Teach Vocabulary and Develop Reading Skill

For the majority of EFL &ESL pupils, the traditional way is to teach words through memorizing through different class techniques sources in the classroom .As expressed by Nour &Shahid "power point presentations arouse in a group system, which become more activated when information is presented, this contributes in helping reading comprehension.

Peck (1987) as cited in Nour and Shahid (2005) said that "when we mix the text with picture together information is improved." In this text, power point presentations in learning vocabulary with other tools such as video, picture, and sound therefore, it could be used both auditory and visual channels. Assadi &Mozafari (2012) they have said that using power point creates more favorable conditions and facilities the vocabulary teaching, this kind of tools help pupils to memorize words and widens pupils' knowledge. Some of the researchers found that pupils prefer to learn through power point because of its vividness, slides novelty, availability and creates an entertainment atmosphere of learning process in literary text in addition to that enhance clarity and more explanation of the subject matter, power point also provides a great advantages by giving them a chance to recall vocabulary easily.

Furthermore, Urbanora &Citractova, (2005) explain the use of relevant pictures or images" show positive effects". Above all they agreed with argument "the use of power point increase pupils' effectiveness", that contribute to memorize data.

Power point presentations should have to take more consideration by instructors (Craig & Amernic, 2006).

Power point presentations EFL traditional classroom is easy. One of the multimedia tools animated with text as well as audio among other features (Patel, 2007). It is an aid enhances in context incorporating with reading skill.

Visual aids are one of the most important tools in teaching vocabulary especially in learning foreign language (FL) or second language (SL).

Teachers are required to use their creativity to build a suitable and similar environment to the real world of language. Definitely, pictures and flash cards not only recreate the real world but also gains enjoyment and entertainment too.

Using of visual aids enhances structure, function and at the same time motivates language skills and provides different environment (Bock ova, 2007). Therefore, there are many benefits of using visual aids through technological method as follow:

1. Visual aids provide more enthusiasm to pupils to draw attention early.
2. Using visual aids is suitable and reliable for any English level and age especially for beginners.
3. It can be used in various ways in classroom, and can be stored easily

According to the usage of visual aids pupils is always curious and pay more attention to what teachers are going to do with pictures so it's an eager tool of learning process.

4. Using pictures mixed with color and the text can strengthen the visual and textual ways to integrate the new information into pupils' learning.

Seglar (2001), Cavr&Mazur-Steward (1998) have said that the process of text comprehension implies important factors.

5. Teachers should have to pay attention to pupils' needs.
6. Building internal connection the new information in short term memory into coherent form.
7. Making external connections or integrity new information with existing previous knowledge into the learner mental process.

Making use of power point can facilitate reading comprehension and it's advisable for teachers to use power point as far as possible to realize their purposes. According to Jones (2004) "the existence of pictorial and verbal cues can ease learning. Furthermore, there are many advantages of using technological tools that improve pupils' language skill in EFL classroom.

Interestingly, researchers and discussed that technological tools enhances pupils to be isolated in language teaching process, it gives the chance to the pupils to know the authentic real world and make teachers very effective and motivates pupils interactively in many drills such as on line English exercises, activates learning process, in addition to that it promotes positive attitudes toward teaching saving time for both teacher as well as pupil Scharter, (1999).Moreover, Reeves,1988, Grandner,1985; Johnston &Barker,(2002) they all agreed that using technology in teaching /learning process effects on pupils' behavior positively ,can be as an aid helps pupils to be active , eager and involved in classroom due to their interest that use if technology.

Technological tools bring benefits into the classrooms. According to Nueman and Foskinen (1992) "the use of technological tools in the classroom is one of the factors which influences pupils; attitudes in a beneficial way in their teaching process e.g., pupils may have a chance to see the real world with authentic materials at low price, observing on screen of lap top or computer, observing PowerPoint creates a kind of motivations and creativity skills towards pupils. Beyond, that learners can develop their feelings of freedom and encouragement that involved in learning process,

therefore, power point creates positive reinforcement and great interest in pupils as well as teachers themselves.

Hutchens (2010) noticed that, technological tools can be a helpful tool when learning foreign language (FL).

Nowadays, teaching foreign language, privately English language has become very important as the result of globalization. In addition to that technological tools make learning /teaching process easier for both teacher and learner. Technological tool motivates pupils to develop four skills, e.g., a teacher may use a TV set or a DVD player to watch a movie in English lesson to motivate pupils; listening skill as well as attract pupils; attention, beside using power point in classroom enhances instructors achieve their aims to study a foreign language (Schacter,1999).

The implementation of using technology through computer- Assisted Language Teaching Programs (CALT) Provides advantages for English language teaching. One of outstanding examples of these advantages of (CALT) offers motivation and activation of four macro skills in English language ,for educators (CALT) programs represent as a source of enthusiasm among pupils (Reeves,1998).

In addition to that, using of technological tools can realize teachers' goals and objectives in learning process, with availability of using e-books, blogs, and internet applications among pupils' societies; this makes pupils' interest reading and entertains them strongly in learning process. Therefore, the use of technological tools can summarize the time of teaching to both teacher and learner at the same time in easier facilities.

Multimedia tool can be innovated and complementary technique to learn vocabulary through reading skill. Therefore, power point presentation software program that allows users to make use of images, colored texts with simple animation Micro soft, (2000).Nowadays, power point can be used in teaching vocabulary. It is very effective tools of teaching makes pupils' care very efficient and increases pupils' aptitudes. They know

amount of vocabulary regardless of traditional tools. Another positive of power point has many different styles of writing with more creativity. There are fun ways in usage and this leads to attract pupils' attention with highly motivations and concentrations.

Furthermore, power point has multi-advantages to be used in friendly positions and it can accommodate all learners' needs. It is fun to watch and fun to make, this software program allows users to manipulate images, color, sound and video. So, it is useful and wealthy knowledge. It enriches pupils' knowledge. Moreover, it can be a helpful aid for teachers to present their presentations in classroom. It helps teaching especially in the large classroom and teachers become familiar with power point Radanow, (2008). So, vocabulary knowledge is back bone component of a foreign language acquisition. Thus, as Schmitt (2008) states that "the point is that pupils must learn a large number of words to become proficient in English"

Teachers must make them effective to know more vocabularies. There are many traditional ways of teaching vocabulary and traditional tools can be defined as the ways that have been used repeatedly by teachers to present vocabulary for a long time, memorizing words, habitual way of repetition (comprehensive input)., repetition of expressions is generally used by instructors, bilingual dictionary, used of flash cards, which is very popular Oxford, Crokall,(1990), some of them used modern technology such as CD, DVD, TV set...etc

2. 6.5 Advantages of Using Power Point

From the practice, power point presentations provide some positive effects to teachers.

The software program lets users to form basic slides show the complex presentations.

No doubt, power point presentations "will transform a routine lesson into lively memorable session Alster, 2002 as cited by Gallagher &Rede(2005).Moreover, presentations are combined slides, which contain

animated text, pictures or images, sound effects and animated transitions which add extra appeal to presentations. Technological tool is being used teaching English language for educators, reviewers, and minimize topics as could as possible for games in addition power point can be used for practicing exercises (Randanov,2008,Gaskins, Austin &Rudkin, 1986).

Another feature quality of power point is fun to watch and fun to make that means very fascinated and activated pupils' concept how to design it and how to show it with different colors that suits their texts or topics and have many types of writing attract pupils' attentions why teachers neglect it these positive tools in teaching/learning process. Furthermore, power point files are easy and they can be shared with friends or other colleagues and be mailed as attachments. Poole, Jackson &Randall, (2002) numerated the benefits of power point presentations tools plus the creativity of language teachers can offer essential benefits so as to learn vocabulary and promote reading skill of pupils, and added to that some positive influences of power point presentations Schcolmik and Koll (1999) emphasized that power point offers chances to instructors and pupils experiment as a real world language.

Therefore, the usage of power point into the classroom creates academic atmosphere.

The researcher observed that positive attitudes of power point presentations is numerous and the only thing is need teachers should explore the maximum usage of technological tools in learning/teaching process.

Table (2.3)

Below presents the impact of power point presentations have in ESL/EFL classroom:

Stimulate prior knowledge .Teachers have to find out what learners already know by asking questions during presentation or by making connections.
Gain attention, use funny images or pictures, cartoons colored and/ or animated images, colored texts, and interact during presentation.
Construct know knowledge, give the pupils chance to explore the new vocabulary to build sentences, and express their ideas.
Provide feedback, make sure that pupils understand the examples given, whenever is possible give them a copy of power point presentation.
Promote retention: The correct use of images, text, and transitions, facilitate the retention of new vocabulary (Nour & Shahid 2005)

2.6.6 Challenges of Using Power Point

1. Some of teachers suffer from knowing technological tools in learning/teaching process because of their lack in dealing with technological devices knowledge.
2. Some of teachers thought that these technological tools are not integrated to their pupils.
3. Some of them they said that there are no available devices so as to be used in the teaching process.
4. Some of them use technological tools for personal interest and they do not pay attention to use technological tools in learning process.
5. Some of them they have said that there is no a well-ventilated academic atmosphere so as implement technological tools in the pedagogical process.

6. One of the main reasons why learners have difficulties with reading comprehension is due to the insufficient vocabulary knowledge (Schmitt, 2008).
7. Spratt; Pulverness; William, (2005) say that teachers are not aware or do not use alternative techniques therefore; pupils have low performance in their reading comprehension.

2.7 Storytelling through Facebook

Face book is one of the most effective tool is spread widely in pedagogical process for pupils' concept. It is considered is one of the most social media plays an interaction role in learning process. Cohen's(2009)is emphasized the information science framework provides a way of analyzing the role of face book in mediating data or information among learners in acting the roles of informs and clients. Facebook is created in 2004 by Mark Zuckerberg, whose mission was to bring people together with different backgrounds and encourage interaction (face book, 2010). There are over 5 million users in the world with a population of 6.8 billion which means that about one out of 14 people have a face book account. Furthermore, on the impact of social media has on intercultural dialogue is giving a common medium for exchanging messages. According to Marzuckerbeg "If a face book were a country, it would be the 6th most populated country in the world", .So, face book exemplifies such as significant means in connecting to diversity of people, places, ideas, and cultures.

On the other hand, face book among pupils consolidates the rights to informer and client .It is interactional way directly leads to enrich sources of knowledge. Facebook accounts make personal decisions on comprehensiveness of their profiles. It is not a lecturer-Contracted. Face book presents "a student-regulated space".

Rame (2009) argues that the existing formal of direct lecturer-pupil interaction and potentially encourages pupils to optionally participate in this space. Face book can access in anytime and anywhere by pupils from their mobiles, smart phones and software devices in general. So, storytelling will

be very effective through face book .Pupils feel with motivations and much interest towards a foreign culture eagerly. Furthermore, face book facilitates the dynamic interchange of roles between the learner and instructor .It considered as "an action in everyday life".

Rasmussen (1996) views that the lack of data towards learner's knowledge into their classroom there are boundaries of knowledge. Knowledge is not an opened-ended source. Nowadays face book use learners to facilitate their learning process and encourage pupils to follow face book guidelines:

First of all, to be eligible to sign up for face book, people must be 13 years of age or older .Face book should be connected with reasonable age that suits their needs.

On the other hand, face book "real identity" culture. The file is more likely to be trusted community, friends, family, and classmates.

Stay up to date with safety and privacy settings on face book:

The most important priorities face book is giving every one control on their privacy, to create on line environment for academic purpose such as storytelling, comprehension, or any literary text with pupils. Face book can use with parents and friends (www.facebook.com/setting/?=privacy), face book does a good job of addressing on line safety, privacy for pupils and educators.

Promote Good Citizenship & Civilization in the Digital cultural World: Technology is back bone of bringing culture into the classroom easily. It is and accessible tool. So, pupils need more guidance and advice in order how to use face book and how to make account. They need guidance so as to be on line and .One of the most unique distinction of face book can bring many culture through participation on creating account with different topics, images, sounds in different positions .The main reason of using face book pupil can orient and identify by different culture. The role of teacher is

empowering their pupils with capabilities skills about learning on line beyond the virtual classroom.

Table (2.4)

National Geography Education	http://www.facebook.com Nate geo education
British Museum	http://www.face book.com/British museum
Girl Up(UN foundation)	http://www.face book .com/girl up
NASA	http://www.face book.com/NASA
Smithsonian Institution	http://www.face book.com/Smithsonian Institution
face book in Education	http://www.face book.com/education

As you note pages can open new opportunities read not only storytelling. It is cultural sources .It used also for other educational purposes through smart phones and follow different on lines websites through (Google).

2.7. 1 Culture through Curriculum

Culture from the practice, should have to realize with pupils' principles, beliefs, customs, daily experiences life and above all religion. So, the language of curriculum culturally should suits their ages, levels and social status.

The researcher observed that there is a literature book is called (Prisoner of Zenda) is taught at 1st year at Sudanese higher secondary schools. It has some negative sides at chapter .There is a story of a lady who already is married with a man who has black hair. At the same time she has other lovely relation with a man who has a brown hair. So, she is pregnant she born a baby with black hair. The message is so clear this baby is illegal .It is scandal crime. So, those adults with such culture and civilization are not like our culture. It's rejected by our positive of Muslim religion .The curriculum designers should have to select with our pupils that get useful in education, beyond to the values, culture, and other positive features.

- 1- To increase motivational engagement into the classroom.

- 2- To help provide access to a wide variety resources that help differential instruction effects.
- 3- To provide the means for on line collaborative work in the classroom.
- 4- To develop workable rules and standards for classroom teachers to help manage students owned technologies.
- 5- Selecting library resources with mobile computing devices in mind.
- 6- To make learner well culturalized with different sources of cultures in wide amount of information easily and quickly.

2.7. 2 Challenges of Culture and Face book

Grosseck (2009) explains the challenges face teachers in using technology:

- 1-The requirement of internet connection and the need for high digital abilities.
- 2-Zaidieh (2012) explores deeper challenges such as the bad effects on students' health and lack of physical clues like body language, tone inflection that offered in face-to-face interaction.
- 3-Bamawi's study (2009) indicates that the lack of technology resources and imposition of traditional methods of instructional delivery.
- 4-Almanin (2013) says that the lack of training and budgetary constraints the main the issues that contribute the failure.
- 5-Motiwalla (2007) argues that small-sized screens, time –consuming typing and slow speeds of connections can reveal an evidence of resistance.

2.8 Previous Studies:

1. **Hillary (2005)** conducted a study entitled (Oral Storytelling and Students learning in the Classroom). It investigated the role of oral storytelling learning in the elementary school setting on grade 9th at two urban public elementary schools. There were 182 students who were involved in the study. The researcher tended to narrate the story to their pupils orally. Pupils were often exposed to story reading. The researcher found that in her findings both students and teachers became oral

storytellers. The researcher recommended that using oral storytelling should be applied among students and teachers. The researcher's role was so great to touch an area of communicative competence, while on the current study the researcher viewed the aspects of reading ability through storytelling are linked with updated digital tools.

2. Gallite (2005) conducted a study entitled (Storytelling and Story Reading: A comparison of Effects on Children's Memory and Story Comprehension). The researcher found that many storytellers should share stories with children. The purpose of this study was to investigate the role of storytelling on enhancing reading skill for young learners. The population of this study consisted of kindergarten of the first and the second-grade pupils. Half of the pupils read stories loudly. Others were narrated the same stories by the storyteller. Data were collected regarding pupils' ability to recall facts they had heard, as well as pupils' skill in using formal story elements. The results of the pupils in both reading and storytelling were improved in reading and retelling stories. The researcher recommended that storytelling and story reading should be activated for young learners. So, the researcher absolutely benefited from the previous study in terms of reading ability.

3. Fadel (2005) conducted a study entitled (The Role of Storytelling and Vocabulary Acquisition at Elementary Level). The study aimed to evaluate the importance of storytelling for children in teaching English as a foreign language at the elementary level. It could be a useful input for the acquisition of new foreign words items. The tool for data collected was a questionnaire for teachers and learners. The learners' questionnaire was to investigate their strategies of learning vocabulary. The teachers' questionnaire was about the collected data and about techniques they used to teach with unfamiliar words. The findings of this study showed that storytelling and children literature, in general, had proved to be a good means in the field of teaching a foreign language. The researcher recommended that storytelling should be applied in public primary schools

in the Republic of Algeria. So, there was a correlation between the two studies.

4. JellEck (2006) conducted a study entitled (The Analysis of the Effectiveness of Storytelling with adults).The purpose of the study was to analyze and describe the impact of learning and perspective of narrating storytelling on adult students. Series of short stories were used by the researcher that related to the course lesson. So, this study was applied in evening classroom. The researcher used pre- post tests. The post-test revealed high marks and scores for the learners rather than the pre-test results. The results of adults using storytelling as a learning process revealed positive experience, a tool of motivations, fun, and broke daily routine. In the current study, the researcher was strongly agreed with the previous researcher ideas. He observed that using technological tools was popular since children liked them and served the function of pedagogical process successfully. The findings of this study indicated that storytelling had a powerful impact on learning through storytelling. The researcher recommended that storytelling should be used with adult learners.

5. Khadeja (2010) conducted a study entitled (The Effectiveness of Using Storytelling on Enhancing 11th Grades' Listening and Reading Comprehension in the Middle Gaza Governate). The sample of the study consisted of 74 female students from Shohada Al magazines secondary school. The two samples were divided into experimental group 37 and control group 37. The storytelling technique was used in teaching the experimental group while the traditional method was used to instruct the control group in the second term of the school year (2009-2010). The findings of this study showed that storytelling was very effective in motivating learners towards participation and interaction. It was an excellent teaching technique because it evoked students' interest. It built positive attitudes for reading, allowed the child to have got creative imagination. It changed difficult ideas to easy ones. The researcher recommended that promoting teacher's abilities in teaching English and motivating him/her to

implement active techniques as storytelling is essential. In the current study, the researcher strongly agreed with the idea of the previous researcher in her point of view, in the current study, the researcher viewed that the use of storytelling at basic level was so reasonable and developed pupils' mental ability. So, there were correlations between the two studies that storytelling enhances pupils' reading and listening abilities.

6. Sylwia (2013) conducted a study entitled (Exploiting Storytelling in a Young Learners' Classroom). The tools used were a questionnaire for teachers and test for students. The results of the study indicated that children became more involved during story sessions on condition that a variety of pre-and post-activities were employed. So, students became more capable of telling and reading stories. This study had more correlation with the current study. In the current study, the researcher used two major tools; test and observation checklist. The technological tools were the main tools in teaching and learning storytelling in the current study. The findings of this study showed that practicing new vocabulary in different ways during storytelling had a positive effect on children's engagement as well as the acquisition of new words. The researcher recommended that the teacher should have different methods so as to be a professional storyteller.

7. Mart (2013) conducted a study entitled (Encouraging Young Learners to Learn English through Stories). The researcher investigated that reading skill was an important part of successful language acquisition. The aim of this was study when they investigate young learners' to learn English through stories at an early age provides them the opportunity to widen their concept, stimulate their early enthusiasm, and enhance their awareness of the rich use of English. A test was used as a tool for young learners for both the experimental and control groups. The results of the collected data for the test showed that the experimental groups had positive feedback on the test and these stories developed students' language learning. This study focused on reading skill at an early age. It sparked pupils' interest in English through stories and how stories developed reading skill. The researcher

recommended that stories should be used for students to widen their knowledge of language learning. The researcher extremely benefited from this study in terms of reading skill and motivations towards young learners.

8. Yue Dong (2013) conducted a study entitled (Using Digital Storytelling to Support EFL Learning in China) the researcher investigated the use of storytelling as a teaching tool. The aim of this study was that storytelling should encourage pupils learning in primary schools. The interview was used as a tool to examine teachers' perceptions and experiences about storytelling and its effects on language development across a variety of native language teaching context in the reading skill. The researcher investigated how storytelling is used and its effects on ESL (English as a Second Language) context. Both causes were examined from both teachers directed storytelling and student directed storytelling perspective. The findings revealed that teachers had positive attitude towards storytelling since their students benefited from it. The researcher recommended that digital storytelling should be implemented in the Chinese curriculum. Therefore, storytelling was considered as a motivational tool for students. There was a correlation in both studies. They shared the same purpose that storytelling created motivations towards learners in the classroom. Another similarity is that both studies took place at primary schools.

9. Merli (2013) conducted a study entitled (The Use of Children Short Stories in Teaching and Reading Comprehension in one of the junior high schools in Bandung). The stories were selected to increase students' motivation for reading ability. The data were collected through different tools: observation sheet, questionnaire, and interview. The data then were analyzed through triangulation method and reported in qualitative analysis. The findings of this study showed that reading strategies were employed during the study so that students could improve their reading comprehension through short stories. The researcher recommended that the teacher should

select the story which is adequate in terms of length of the story, vocabulary and the content of the story.

10. Hashemian (2015) conducted a study entitled (Story-Telling Approach to Teaching English to Young EFL Iranian learners).It investigated the effects of storytelling approach on improving EFL learners' vocabulary knowledge. The age of the sample of students is around 12 years old the same. The purpose of this study is to increase pupils' vocabulary. The tools used in the previous and current studies were power point slides in teaching vocabulary. The results of the data analysis revealed that the storytelling approach in teaching vocabulary proved to be an effective one. So, there was a correlation in both studies especially in the tool of power point. The researcher recommended that storytelling should be used in the classroom. Therefore, the researcher benefited from the previous study.

11. Yodallahi (2017) conducted a study entitled (Effects of offline vs. online digital storytelling on the development of EFL Learners' literacy skills). It investigated the two major skills; reading and writing abilities. This study aims to improve reading and writing performance towards learners. There are forty-two lower intermediate language learners who participated in the study as experimental (n=21) and control groups (n=21). Reading and writing the section of the key English test was administered to both groups before the treatment so as to assess their reading and writing instructions were subsequently given to both groups for a period of five months. The experimental group was trained to undertake the process of writing used on the online platform, while the control group benefited on offline content producing program in writing instruction. Both groups' literacy skills were assessed once more at the end of their intervention. The results of data analysis of online platform improved significantly in comparison to the control group, who had worked with offline software. The findings of this study showed that reading and writing were mainly promoted through digital storytelling especially with working collaboratively using an online platform. It revealed a positive and

significant correlation between the hours, members of the experimental group spent on working with computers and the development of their literacy skills. The researcher recommended that online platform should be utilized for reading and writing storytelling. The researcher discovered that there were correlations in the two studies definitely on using digital storytelling as a tool of teaching.

2.9 Summary

This chapter highlights different topics related to literature reviews as follows: historical background of storytelling, storytelling and motivation, using technology in teaching storytelling (YouTube, PowerPoint and Facebook), storytelling and culture, teaching vocabulary, storytelling develops critical thinking and the previous studies.

CHAPTER THREE

Research Methodology

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter highlights the research methodology that the researcher uses for collecting data. The population of the study was selected to represent the whole participants in Khartoum North. The researcher adopted two tools: Observation checklist and a test in four governmental schools at basic education. Furthermore, the researcher utilized validity and reliability to see how to achieve the objectives of the research.

3.1 Methodology and methods of the study

The researcher adopted an observation checklist and a test to collect data for young learners in the classroom. The teacher observed pupils' performance during class lessons: behavior, attitudes and aptitudes towards the lesson. The researcher utilized modern technological tools to teach storytelling. He used two tools for data collection. Apre-post test and observation checklist. Apre-test was administered for both groups: experimental group and control group. The population of the four schools 151 is students from four basic schools levels at Khartoum North. The observation tool was designed as the main tool to collect data. The observation tool was addressed to answer the study checklist questions of the researcher towards pupils' interaction during class lessons. The, test (pre and post-tests) for both the control and experimental groups.

3.2 The population of the study

The population of the study is based on four governmental basic schools at Khartoum North. The number of population is (151) both males and females. (15) Girls are from Mohammed Fouad basic school, while (136) boys are from other schools. Gender was not considered as a main factor in this study.

Table (3.1) Names of schools and pupils' numbers:

Name of the school	Numbers of pupils
1. Alhassan AlGali basic schools for boys.	44
2. Alzakiyab Basic School for boys.	48
3. Alizba Model School for boys.	44
4. Mohammed Fouad Basic school for girls.	15

3.3 The sample of the study

The sample was selected in the schools of Khartoum North. There were two types of the observation checklist. The first one was designed for the control group based on the traditional tools and applied to two Governmental Basic Schools for boys. Alhassan AlGali and Alzakiyab schools. These schools are located at Elkadaro in Khartoum North. The second one is the experimental group; "modern technological tools" were applied to two Basic schools. The researcher adopted these modern technological tools at Alizba Basic Model School for girls in Khartoum North and Alshaheed Mohammed Foud School for boys at Aldanagla area. Gender was not considered as the main factor in this study. The researcher selected four basic schools in 100% in Khartoum North. So, the sample was selected on purpose. There are 152 students of grade seven.

3.4 The Instrument of Data collection

The researcher adopted an observation checklist in the classroom as a tool to check pupils' performance and competence in reading fluency, vocabulary and bringing culture into the classroom through both modern and traditional methods. Another tool was based on a test. The researcher set a pre-test and a post-test for young learners.

3.4.1 Pre-post test

Al-Dabons (1983) defines the term test generally as "any means by which the absence or presence or amount or nature of some quality of student can be observed, or inferred and appraised or even measure", Thompson (2003) defines a test in educational term as "a procedure that is designed to get participants to show certain kinds of behavior e.g. the ability of reading and writing as the same time to extract information from a text.

To form a good test, the designer of the test should have established the general aims of his/her test before hand. Having established the general purpose, according to Pumfrey,(1985), there are three dimensions that must be considered if the teacher is to select a test which will provide information that the researcher is required.

The researcher designed a test for students of grade seven. The two tests included three types of questions: multiple choices a, b or c. Question one included five sentences. Students inform to answer them. The second question true (T) and false (F). There are five sentences and should be answered by students by putting (T) or (F) into the brackets to form the correct answer. Question three fills the gaps with appropriate words. There are also five sentences and there are five choices in the rectangle. Students should be selected one choice to form correct answer. The test included two pages.

3.4.2 Observation checklist

Observation is the systematic description of the events, behaviors, and artifacts of social setting.(Marshall&Rossman,1989).It was adopted to students during class lessons. It included twelve statements. There were six of the statements of questions used in teaching through traditional methods as well as six statements of questions used for technological methods. The researcher designed a diagram in A3 and wrote the statements with squares in pages to check and observe students' interaction during the lessons.

3.4.3 Procedure and Challenges

The experiment of teaching storytelling started on 7/ September/2017 until on 7 / Oct/2017 duration of time specifies to storytelling(Lost ship) .By the end of this story the researcher set a test for the experimental group which modern technological tool is applied at Mohammed Fouad model Basic

Governmental school for girls and at Alizba Basic Governmental School for boys .The pre-test for the control group at Alzakiyab Governmental Basic School for boys and at AL Hassan AlGali Governmental Basic School for boys .The second storytelling is the (Lucky Number) and the duration time starts from 10/ Oct/ 2017 until 21/ Oct/ 2017 where there is the first term examinations were held. Therefore, the researcher stopped teaching then he appealed his teaching lessons on 30/ Oct/2017 until 18/ Nov/ 2017 by that time there is an annual tournament which is held in Kassala afterwards the researcher concluded his program at two months. The divisions of the periods as follow: two periods per a week for each school which meant that the total periods of each school are eight periods in a month and the amount of schools four that means 32 periods for all four schools. 32 periods are multiplied by 40 minutes equals 21 hrs plus the time of pre-tests and post tests costly 2 hrs and the total in general 23 hrs.

The researcher adopted modern technological tools in two governmental schools. The targeted samples were Mohammed Fuad and Alizba basic schools. Students were from different geographical locations. In Mohammed Faud School there were many modern devices like "Tab" for each student. There was a smart board with a big screen and a projector. The students were exposed to e-books. As a result students were highly motivated because of availability of technology in the classrooms. The researcher taught two stories (Lost ship and Lucky Number) through technology. The ultimate goal of teaching storytelling was to reinforce students' reading fluency through video and to enrich their vocabulary based on PowerPoint and to bring culture in the classroom based on Facebook. Teachers created account for each student so as to send information to learners themselves based on Facebook. The teacher played the video three times for students for the sake of concentration on storytelling. The same procedure was applied to in Alizba School. The researcher adopted the traditional method in two governmental schools; Alhassn AlGali and Alzikiyab basic schools. Lost ship and Lucky Number were used in these two schools. Teacher used chalks, blackboard, duster and hard copy of the two books. The researcher encountered some challenges:

1. Government schools were not well equipped with technology.
2. The researcher hired a projector so as to carry out his experiment at Alizba School.
3. Due to the time factor, the researcher hired a car.
4. Some of the teachers were dissatisfied to teach storytelling to the researcher.
5. Classrooms were very crowded in some schools

3.5 Pilot Study

The test and observation checklist were piloted referees. They were given to students of the four basic schools. They were chosen in a total samples. The pilot study was conducted to give more validity to the study, decide if the items of the test and observation checklist were clear to the participants and assess whether the test and statements of the observation checklist were on line with the purpose of the study or not.

3.6 Validity and Reliability of the test

In statistics reliability is the consistency of the set of measurements often used to describe the test, for the reliability of the test, the test is applied to students of basic schools. They are randomly selected, their answers manipulated by using the features of statistical Package for Social Studies (SPSS), through Pearson Coefficient Factor Test (for the validity of the test, and Alpha Cranach (for the reliability of the test).The following table illustrates the results of this procedure.

Table (3.2) shows Cranach Alpha coefficient for test

Schools	Reliability	Validity
Alhassan AlGali school	0.63	0.79
Mohamed Fouad school	0.67	0.82
Alzakiyab school	0.73	0.85
Alizba school	0.63	0.79
Total	0.80	0.89

As shown in table (3.2) all the values of the items of the test is positive in the total value (0.89%), which indicates good validity for all the items of test to answer the questions and testing hypothesis of the study.

3.7 Validity and Reliability of the observation checklist

To test the reliability and validity of the observation checklist that applied to students' reactions during class lessons, (13) statements of observation checklists were designed and checked on the sheet, then manipulated using the features of statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the observation checklist) and Alpha Cranach's (for the reliability of observation checklist). The following tables illustrate the results of this procedure.

Table (3.3) shows Cranach Alpha coefficient for observation checklist

Schools	Reliability	Validity
Alhassan AlGali school	0.69	0.83
Mohamed Fouad school	0.68	0.82
Alzakiyab school	0.75	0.87
Alizba school	0.70	0.84
Total	0.84	0.8992

As shown in table (3.6) all the values of the items of the class room observation checklist are positive in the total value (0.8992), which indicates good validity for all the items of observation checklist to answer the questions and testing hypothesis of the study. The researcher designed the test and the statements of observation checklist to check validity and the reliability .The test and observation checklist are verified by experts in the field. Some referees made amendments and other recommended that the test and observation checklist were reasonable in terms of items. In this case the researcher revised all amendments of the test and the statements of observation checklist.

Table (3.4) showed the names of professors and doctors who verified the test:

Name	Place of work
1.Prof. Ahmed Babikir El.Tahir	Moghtaribeen University
2.Prof.Abdallah Yassin	SUST
Prof. Mahamoud Ali Ahmed	SUST
4.Prof. El-Tiyab El-Mansory	International University of Africa

The statements of observation checklist are checked by professors and doctors the following the table:

Table (3.5)

Name	Place of the work
1.Prof.Ahmed Babikir El-Tahir	Moghtaribeen University
2.Prof.Gobara Abdallah Elhassan	University of Khartoum
3.Prof. Mahamoud Ali Ahmed	SUST
4.Dr.Hillary Marino Petia	SUST

On the other hand, validity of the test and observation checklist was used to measure and to identify the validity degree among respondents according to their answers on the tests and their observations on the statements which checked by the researcher. In the validity of the test and observation checklist were the tools should measure the exact aims, which they had been designed for. In this study the validity was calculated by using the following equation.

$$\frac{1 - \text{Total variations questions}}{\text{variation college grades}} \quad * \quad \text{Reliability coefficient} = \frac{n}{N-1}$$

$$\text{Validity} = \sqrt{\frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}}$$

Cranach alpha coefficient = (0.80), a reliability coefficient was high and it indicated the stability of the scale and the validity of the study

Validity coefficient was the square root of the reliability coefficient was (0.89), and this showed that there was a high sincerity of the scale and that the benefit of the study.

3.8 Summary

This chapter has drawn the road map for the study. It describes the different aspects of the research (population, tools, samples of the study, validity and the reliability).It also describes the test and observation checklist and procedures for data analysis.

CHAPTER FOUR

Data Analysis, Results and Discussion

CHAPTER FOUR

Data Analysis, Discussion and Results

4.0 Introduction

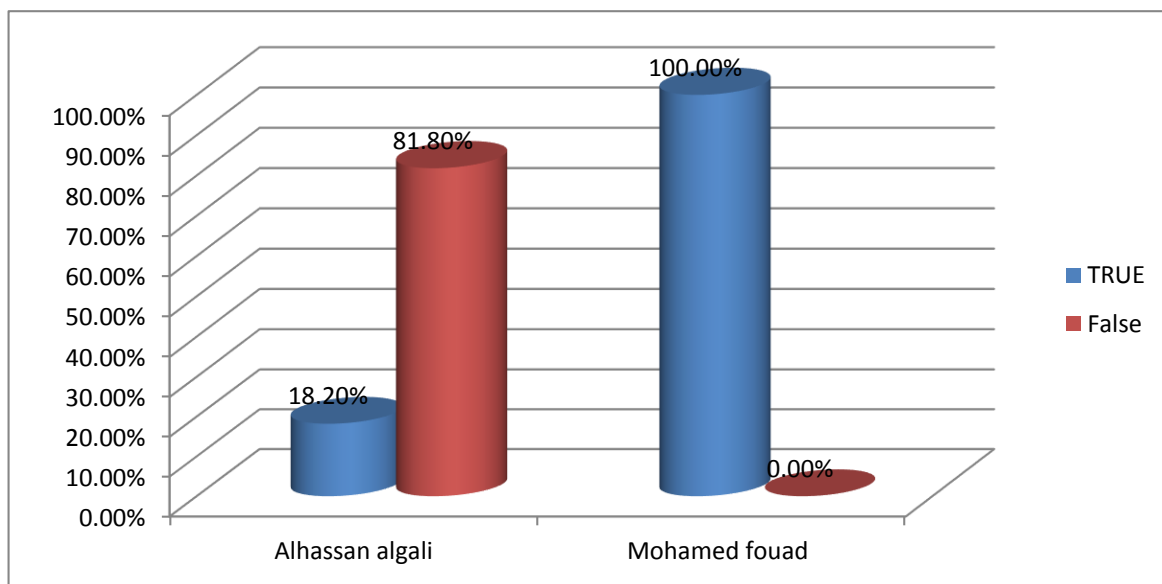
In this chapter the researcher presented the quantitative and qualitative analysis of the collected data. First analysis of the test was introduced for both the pretest and the post test. The analysis was displayed in tables and figures. Second, the analysis of the observation checklist was presented and displayed in tables and figures. Third, were discussed and interpreted by the researcher.

4.1 Data analysis of the test

The researcher analyzed data using SPSS for pupils' answers in the observation checklist. The researcher also analyzed the pre-test and post-test for both groups. In this case there are figures and tables show the results of students' results. The test designed for control group and for experimental group .Traditional tool is adopted as method for collecting data in two basic schools: Alzakiyab and Elhassan AlGali. Modern technological tools are adopted as teaching methods into two schools: Alizba and Mohammed Foud.

1. Pre –test and Post-test Analysis for Alhassan AlGali and Mohammed Fouad.

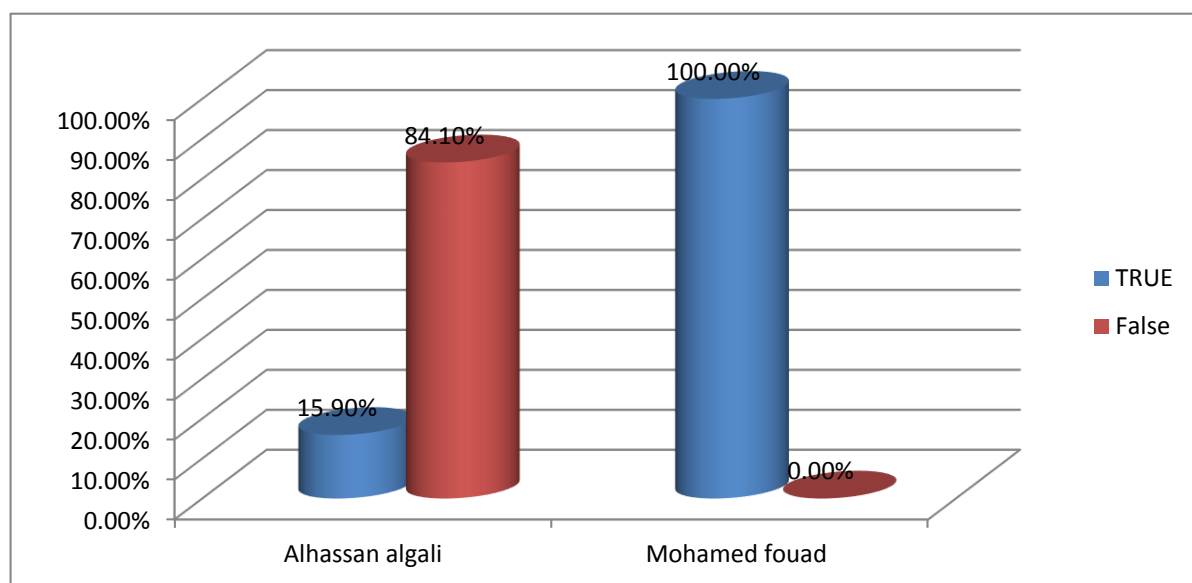
Table (4.I) 1 .The wind blows.....very quickly.



Valid	Alhassan AlGali		Mohamed fouad	
	Pre-test		Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	8	18.2%	15	100.0%
False	36	81.8%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.1) and figure (4.1) illustrate that (18.2%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(81.8%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

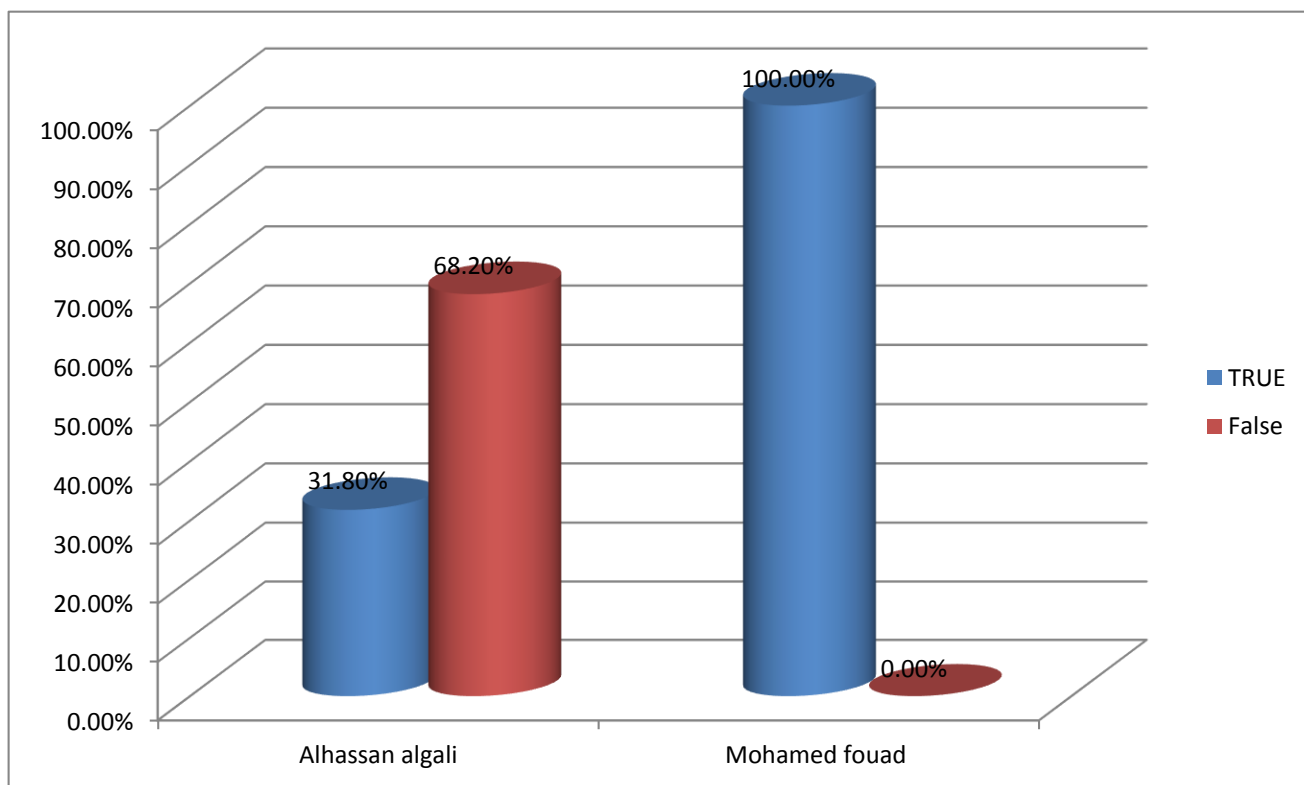
Table (4.2) 2. We are going to be in soon.



Valid	Alhassan AlGali		Mohamed foudad	
	Pre-test		Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	7	15.9%	15	100.0%
False	37	84.1%	0	0.0%
Total	44	100.0	15	100.0%

Table (4.2) and figure (4.2) illustrate that (15.9%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(84.8%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

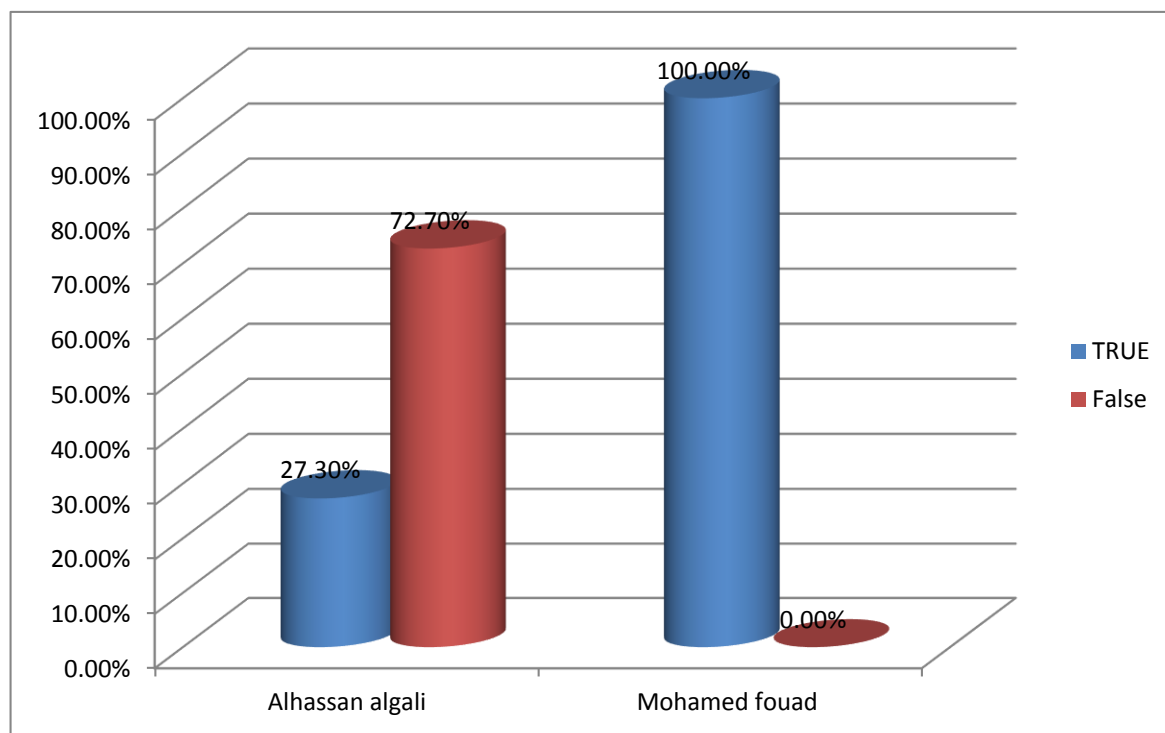
Table (4.3). The captain writes on the every day.



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	14	31.8%	15	100.0%
False	30	68.2%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.3) and figure (4.3) illustrate that (31.8%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(68.2%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

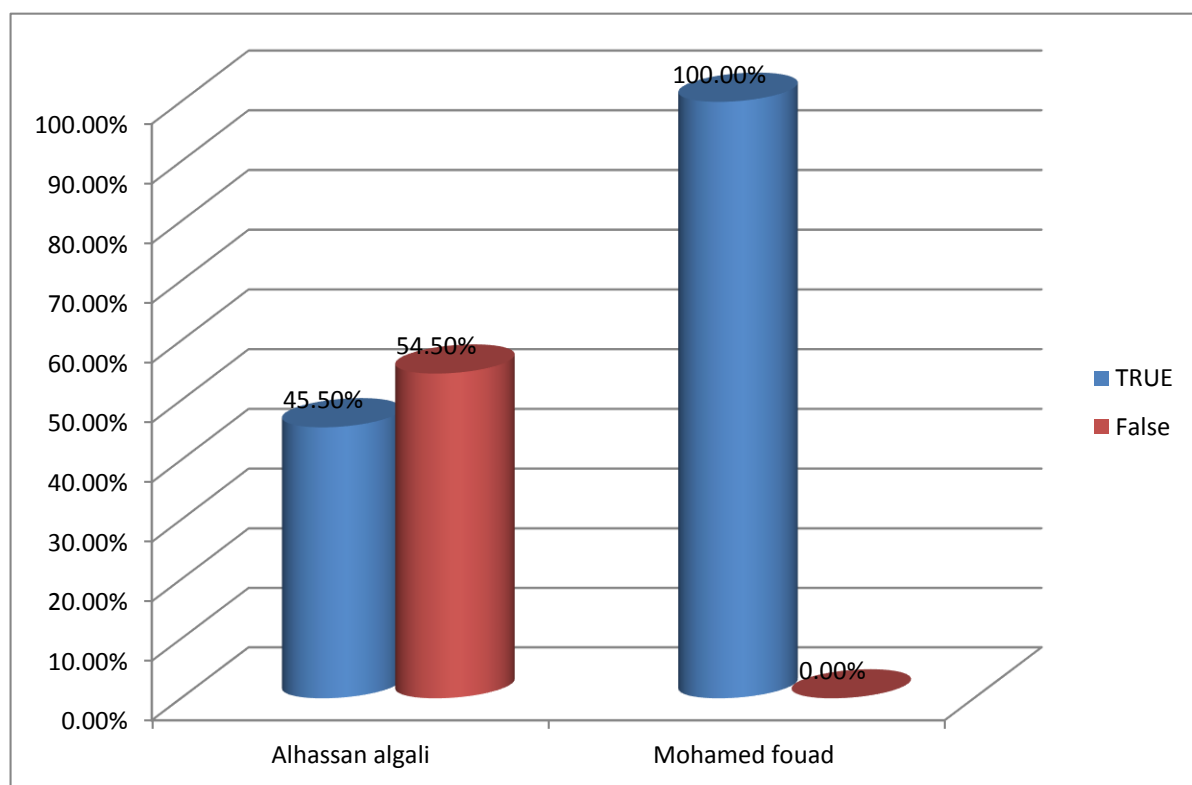
Table (4.4).Now the captain and his men are on



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	12	27.3%	15	100.0%
False	32	72.7%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.4) and figure (4.4) illustrate that (27.3%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test. (72.7%) of the students' answers in the pre-test were false, whereas (00.0%) of their answers were false in the post-test.

Table (4.5) 5.The captain gets into small boat. How many men with him?

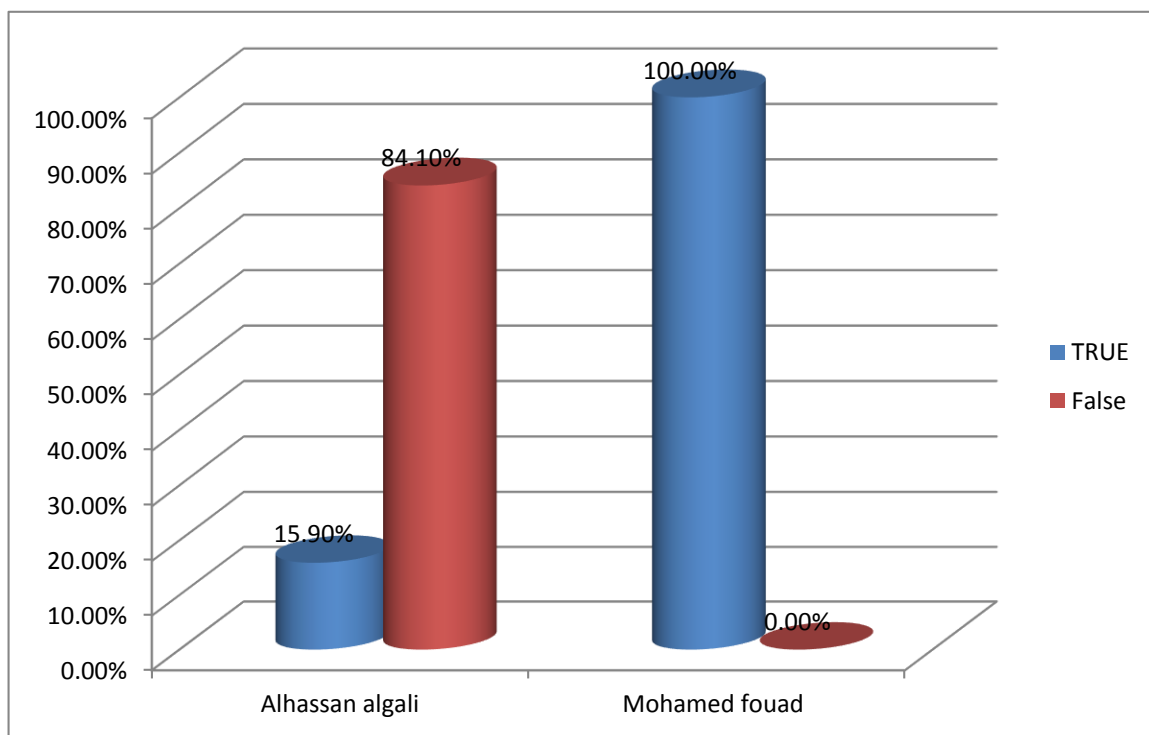


Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	20	45.5%	15	100.0%
False	22	54.5%	0	0.0%
Total	44	100.0	15	100.0%

Table (4.5) and figure(4.5) illustrate that (45.5%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(54.5%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

Q2/ Fill the space with appropriate form

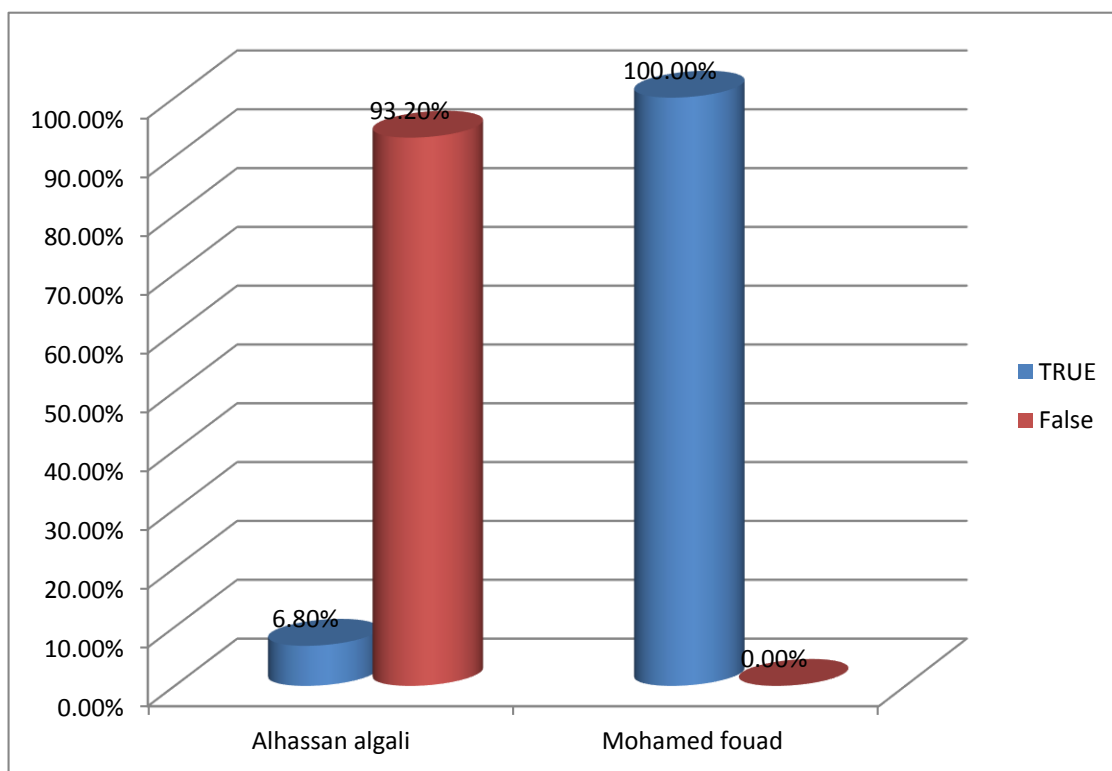
Table (4.6) The weather isThe wind is blowing the ship.



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	7	15.9%	15	100.0%
False	37	84.1%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.6) and figure (4.6) illustrate that (15.9%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(84.1%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

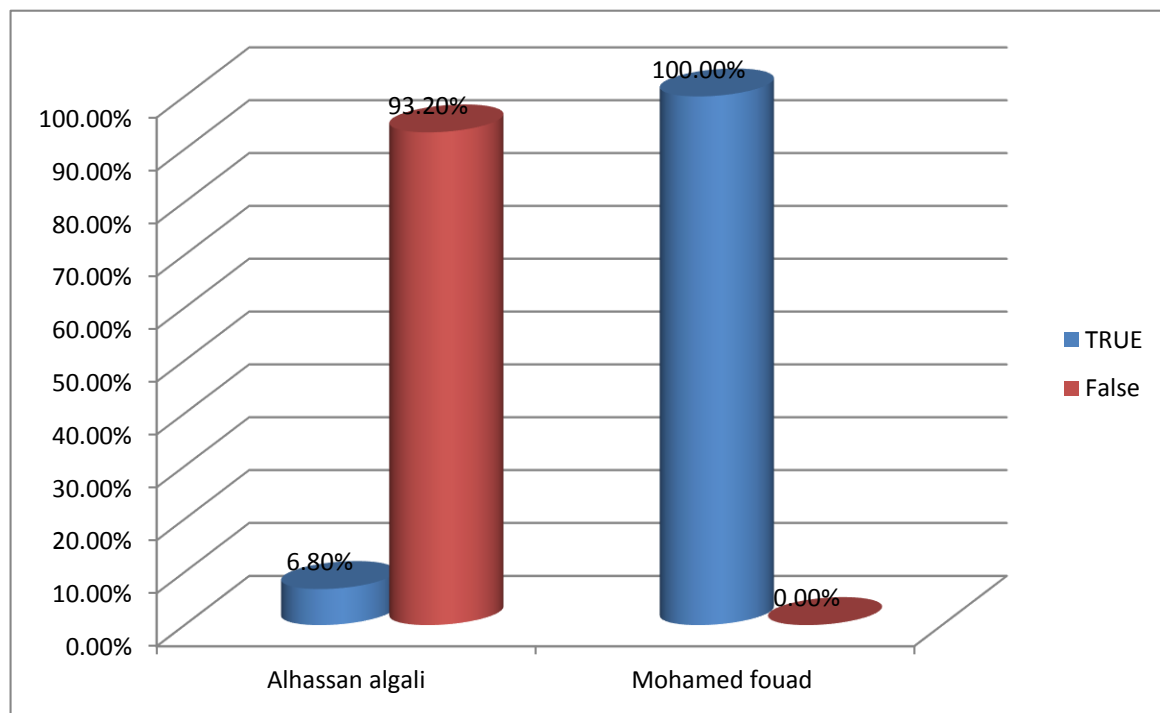
Table (4.7) This is the captain of the ship. He is in his



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	3	6.8%	15	100.0%
False	41	93.2%	0	0.0%
Total	44	100.0	15	100.0%

Table (4.7) and figure (4.7) illustrate that (6.8%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test. (93.2%) of the students' answers in the pre-test were false, whereas (00.0%) of their answers were false in the post-test.

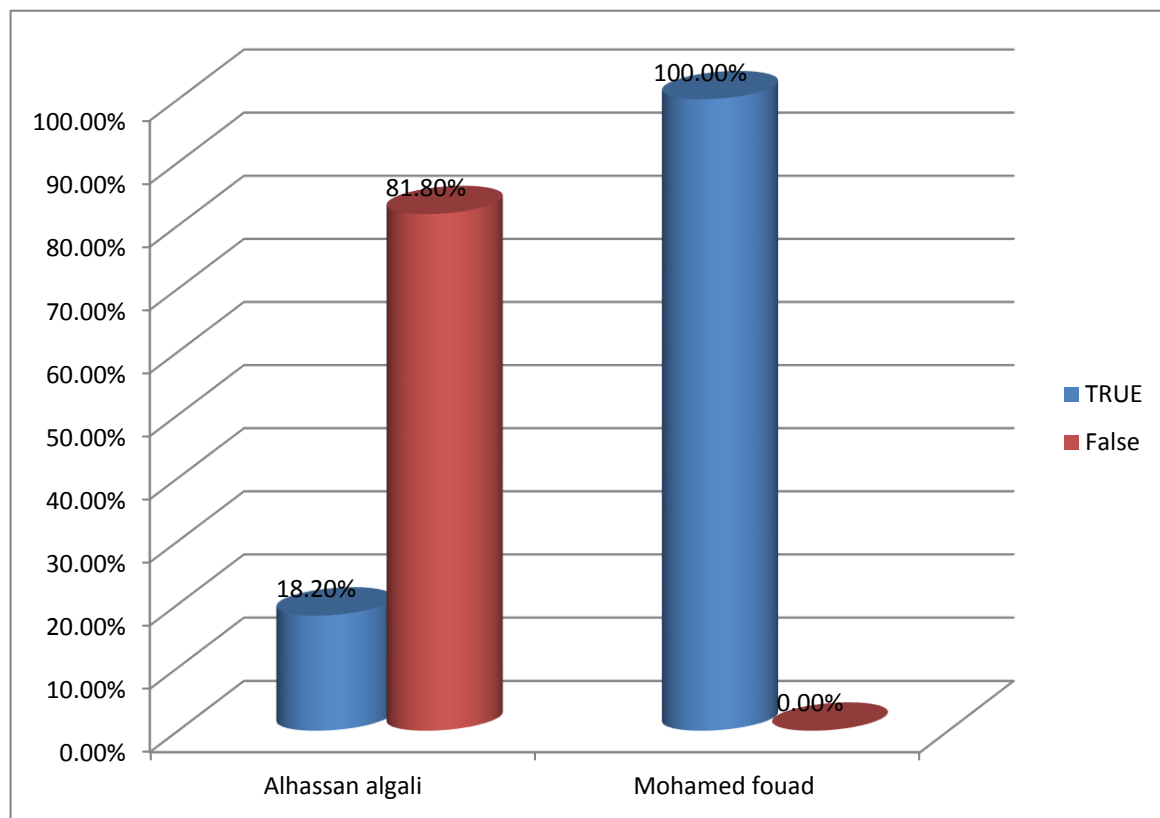
Table (4.8) Captain there's a..... ship near us. Can you come on desk?



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	3	6.8%	15	100.0%
False	41	93.2%	0	0.0%
Total	44	100.0	15	100.0%

Table (4.8) and figure (4.8) illustrate that (6.8%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(93.2%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

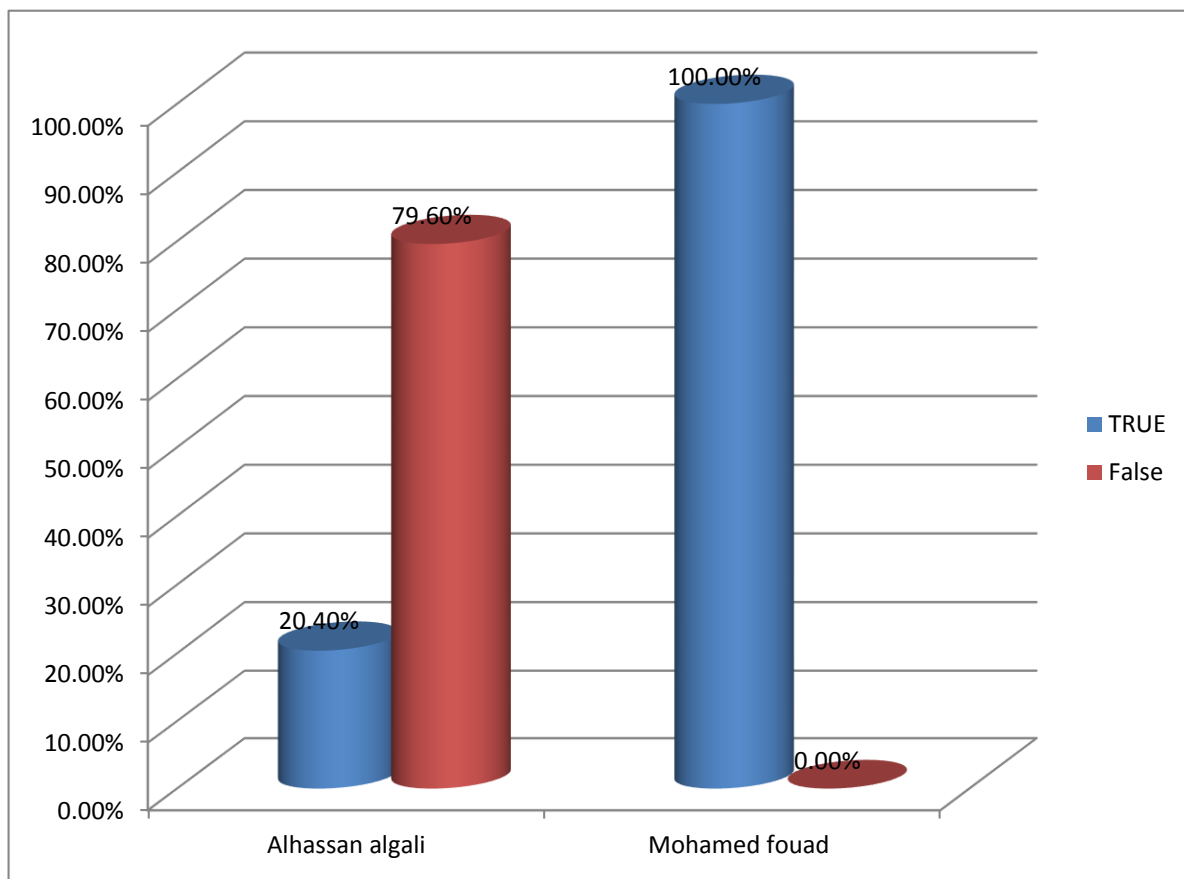
Table (4.9) There no name on the ship. There are no on deck?



Valid	Alhassan AlGali		Mohamed fouad	
	Pre-test		Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	8	18.2%	15	100.0%
False	36	81.8%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.9) and figure (4.9) illustrate that (18.2%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(81.8%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

Table (4.10).There is a..... in the ashtray.

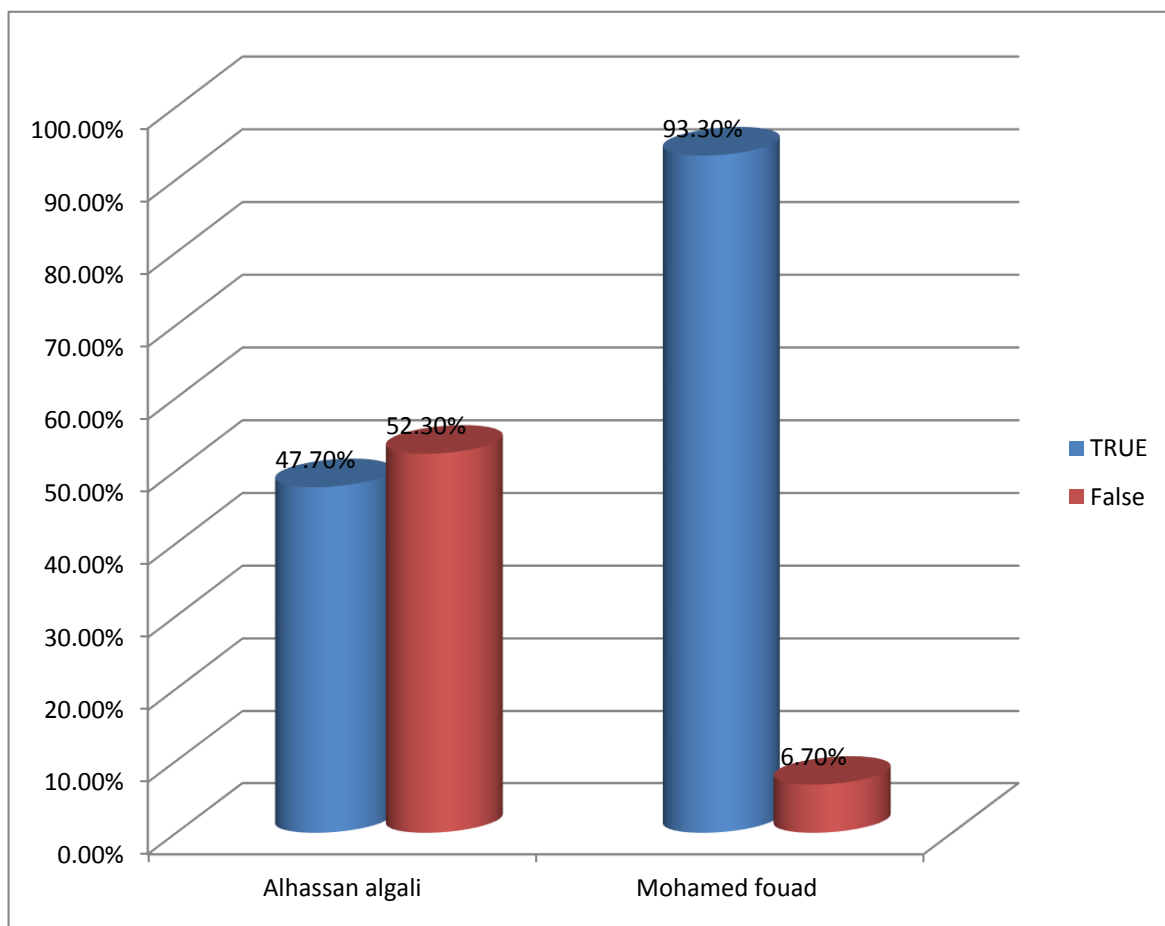


Valid	Alhassan AlGali		Mohamed fouad	
	Pre-test		Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	9	20.4% .	15	100.0%
False	35	79.6% .	0	0.0%
Total	44	100.0% .	15	100.0%

Table (4.10) and figure (4.10) illustrate that (20.4%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(79.6%) of the students' answers in the pre-test were false, whereas(00.0%) of their answers were false in the post-test.

Q3/ put true (T) or false (F) to form correct sentence:

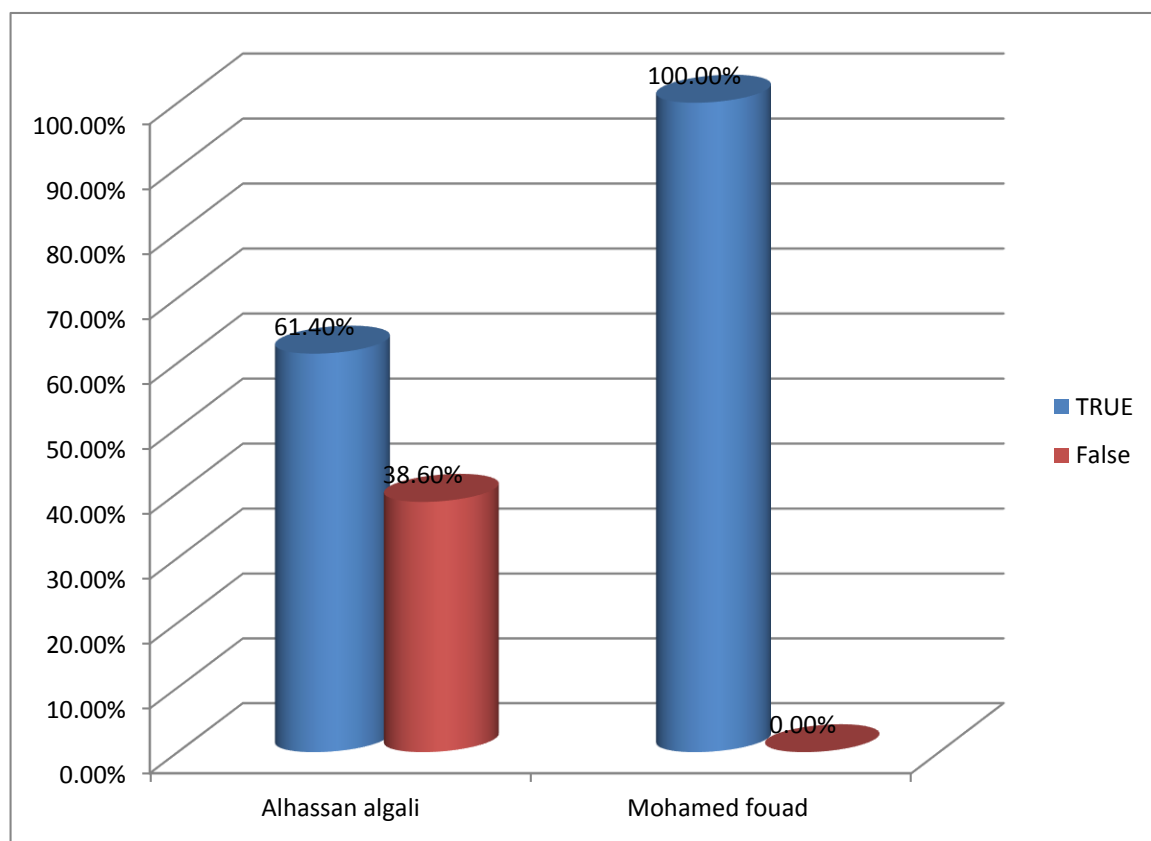
Table (4.11).The captain and his men are not very happy. ()



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	21	47%	14	93.3%.
False	23	52.3%.	1	6.7% .
Total	44	100.0.%	15	100.0%.

Table (4.11) and figure (4.11) illustrate that (47%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(93.3%) of the students' answers in the pre-test were false, whereas(6.7%) of their answers were false in the post-test.

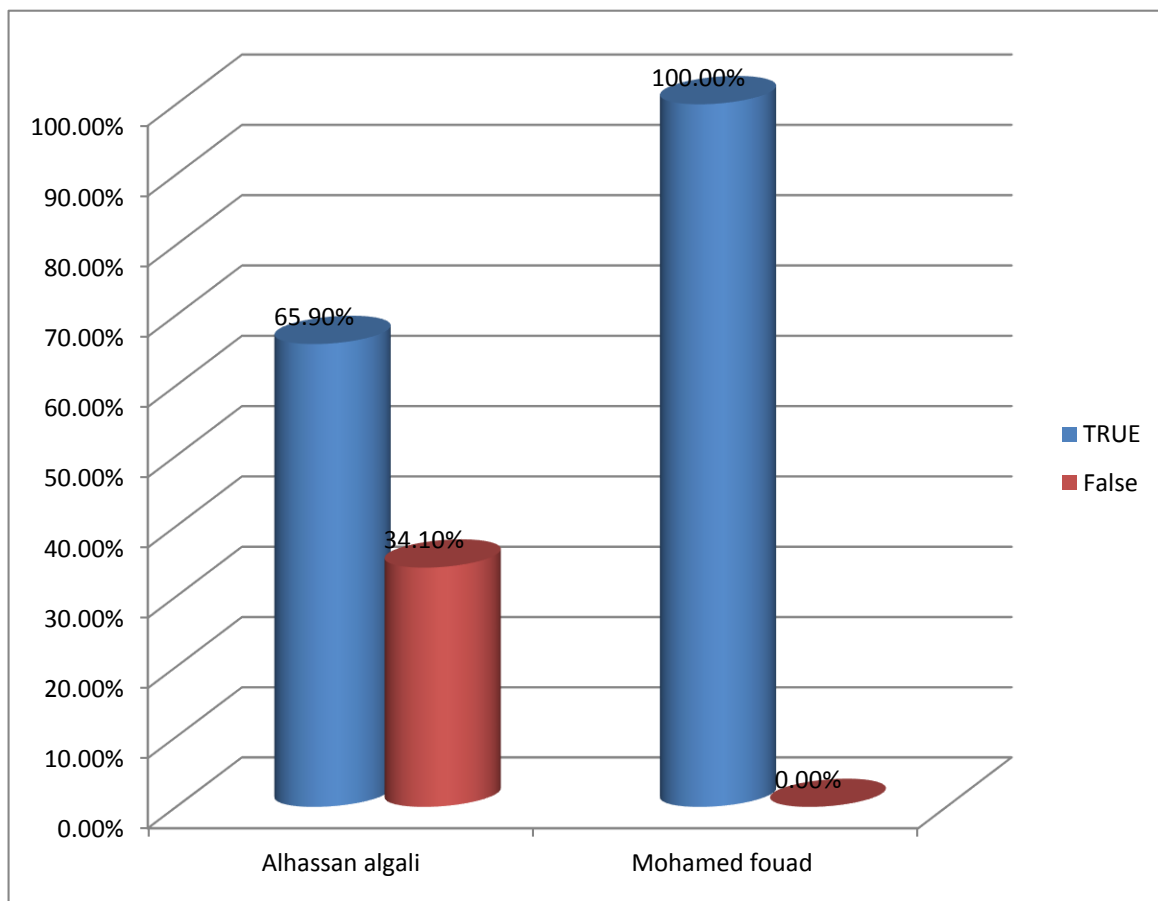
Table (4.12).There is no name on the strange ship ()



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	27	61.4%	15	100.0%
False	17	38.6%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.12) and figure (4.12) illustrate that (61.4%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(38.6%) of the students' answers in the pre-test were false, whereas(0.0%) of their answers were false in the post-test.

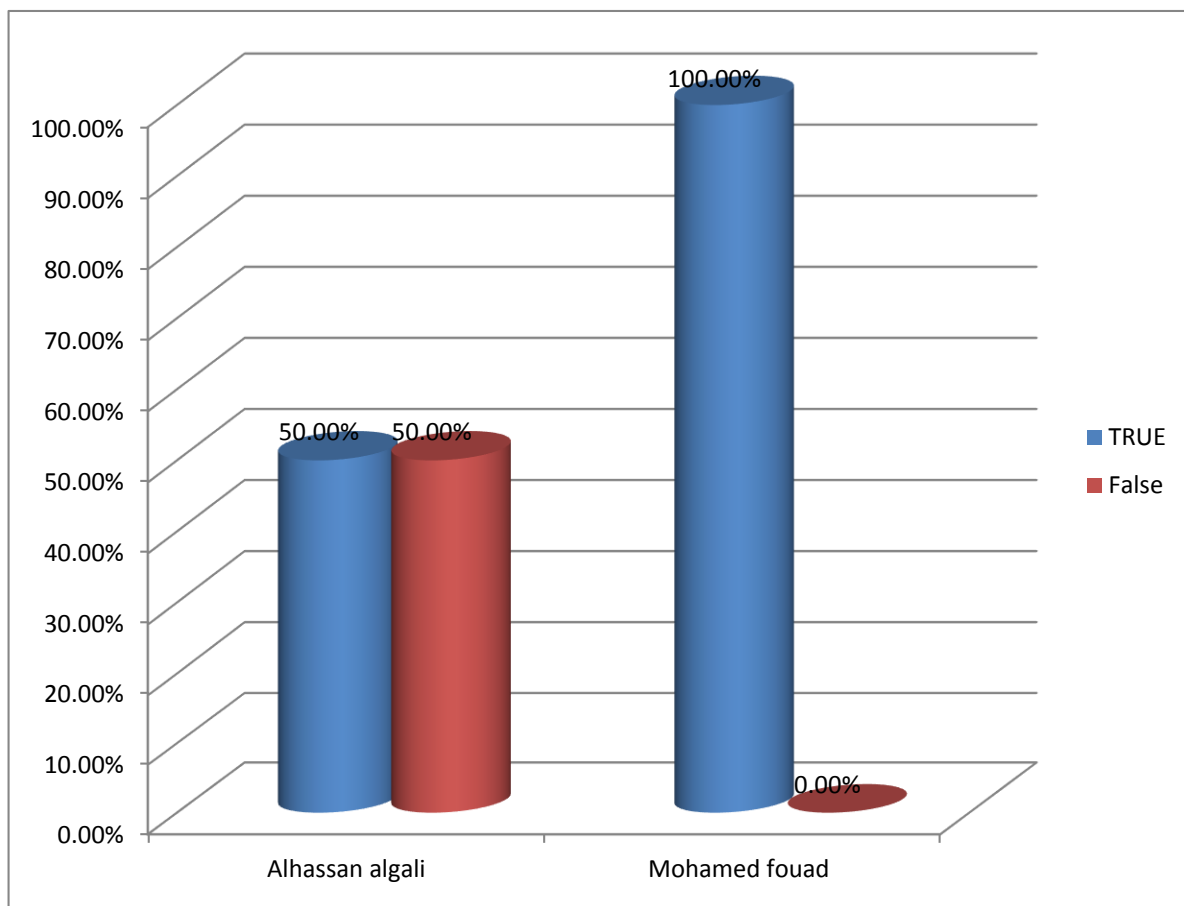
Table (4.13).The captain shouts he hears an answer ().



Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	29	65.9%	15	100.0%
False	15	34.1%	0	0.0%
Total	44	100.0%	15	100.0%

Table (4.13) and figure (4.13) illustrate that (65.9%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(34.1%) of the students' answers in the pre-test were false, whereas(0.0%) of their answers were false in the post-test.

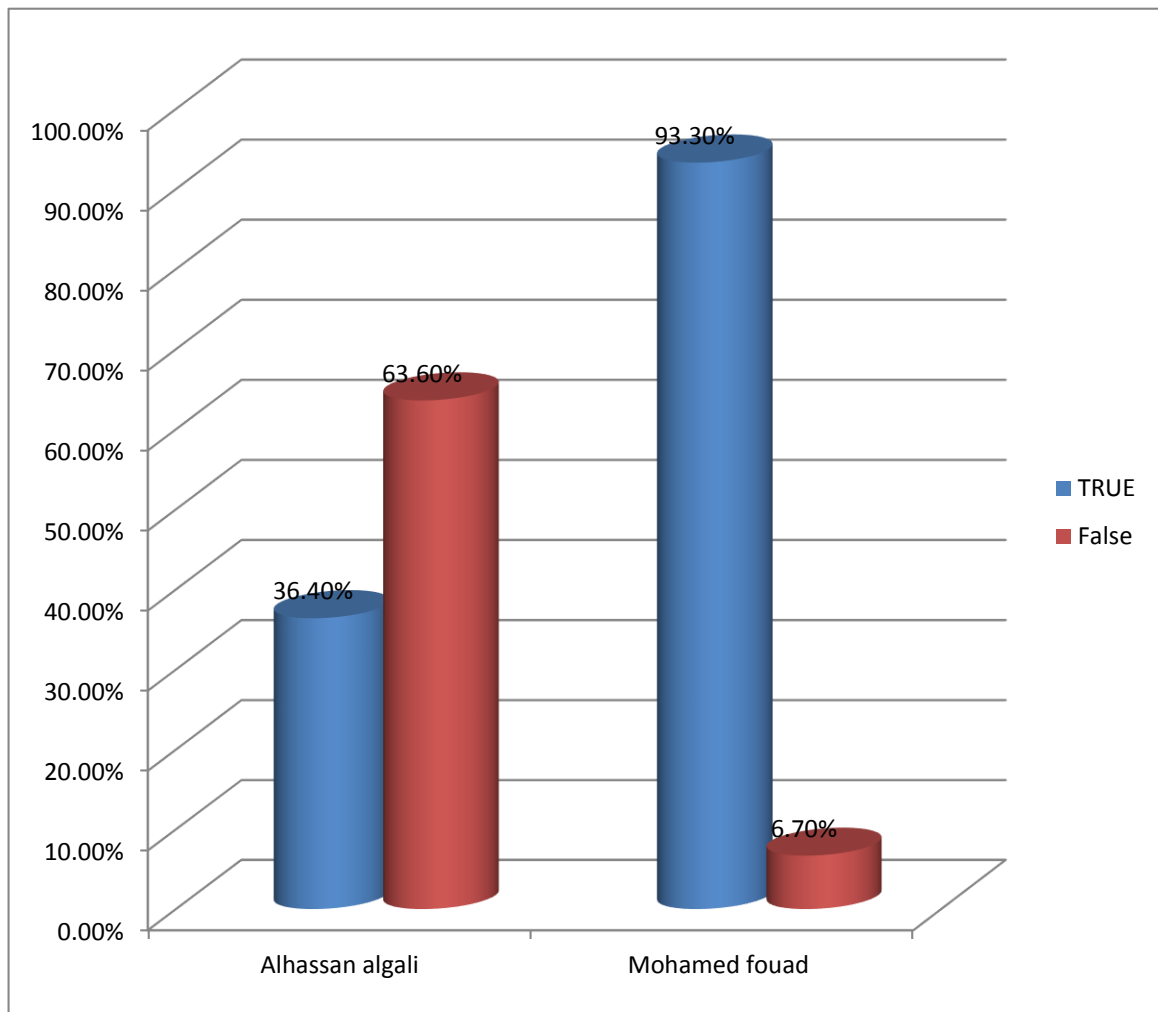
Table (4.14).There is no body steering the ship ().



Valid	Alhassan AlGali		Mohamed Fouad	
	Pre-test		Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	22	50% .	15	100.0%
False	22	50% .	0	0.0%
Total	44	100.0.	15	100.0%

Table (4.14) and figure (4.14) illustrate that (50%) of the students' answers were true in the pre-test, whereas (100.0%) of their answers were true in the post-test.(50%) of the students' answers in the pre-test were false, whereas(0.0%) of their answers were false in the post-test.

Table (4.15).There is no any food on the strange ship ().

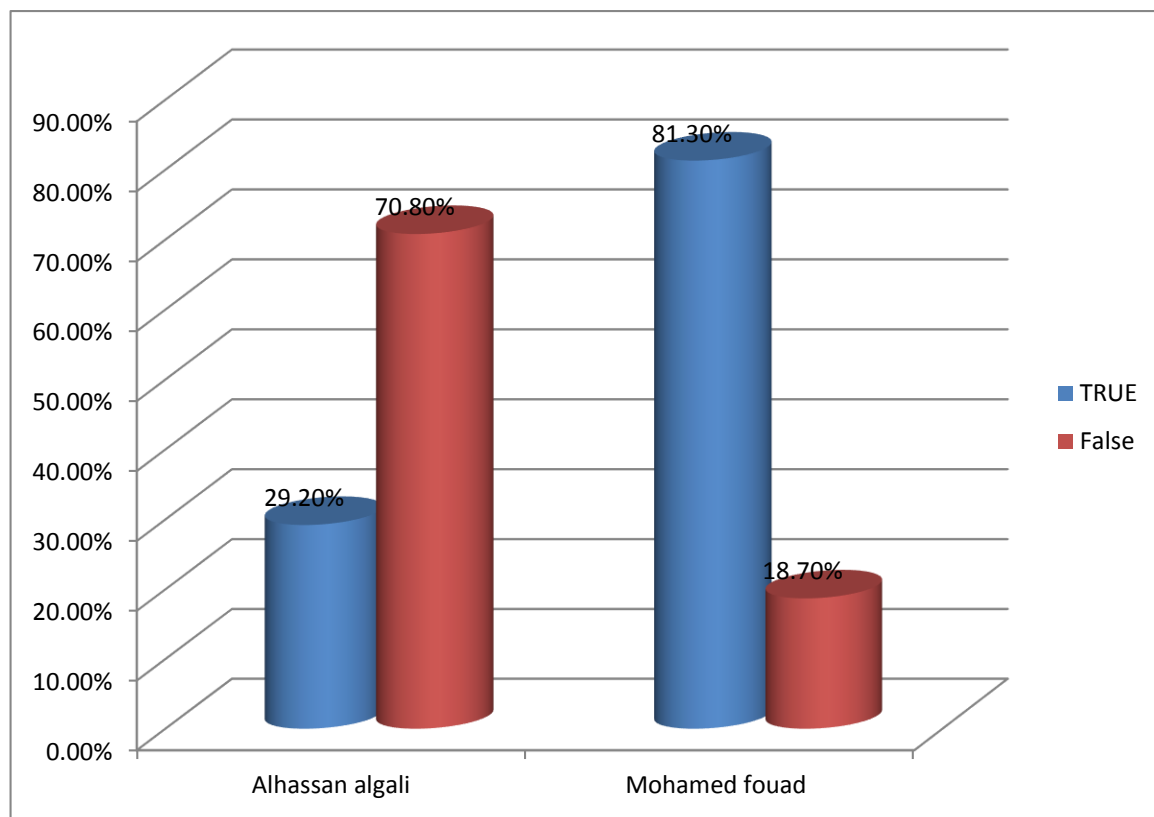


Valid	Alhassan AlGali Pre-test		Mohamed fouad Post-test	
	Frequencies	Percentage %	Frequencies	Percentage %
True	16	36.4% .	14	93.3% .
False	28	63.6% .	1	6.7% .
Total	44	100.0% .	15	100.0% .

Table (4.15) and figure (4.15) illustrate that (36.4%) of the students' answers were true in the pre-test, whereas (93.3%) of their answers were true in the post-test.(93.6%) of the students' answers in the pre-test were false, whereas(6.7%) of their answers were false in the post-test.

Alizba and Alzakiyab Governmental Basic Schools for boys Data Analysis. The type of this question included fills the gaps with appropriate choice to form correct answer.

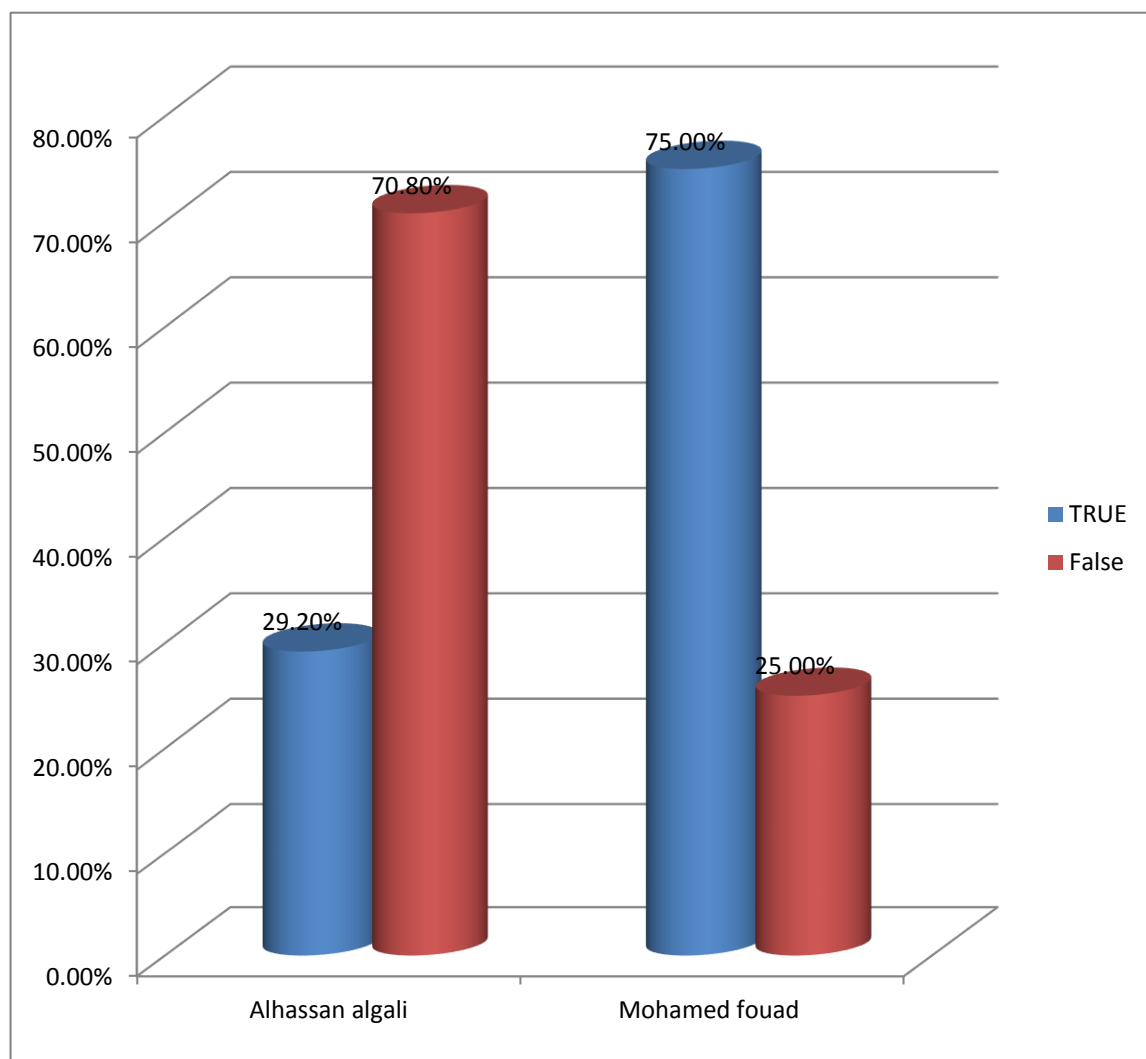
Table (4.16).The wind is blowing the.....



Alzakiyab Pre-test		Alizba Post-test	
Frequencies	Percentages %	Frequencies	Percentages %
14	29.2% .	39	81.3%
34	70.8% .	5	18.7%
48	100.0% .	44	100.0%

Table (4.16) and figure (4.16) illustrate that (29.2%) of the students' answers were true in the pre-test, whereas (81.3%) of their answers were true in the post-test.(70.8%) of the students' answers in the pre-test were false, whereas(18.7%) of their answers were false in the post-test.

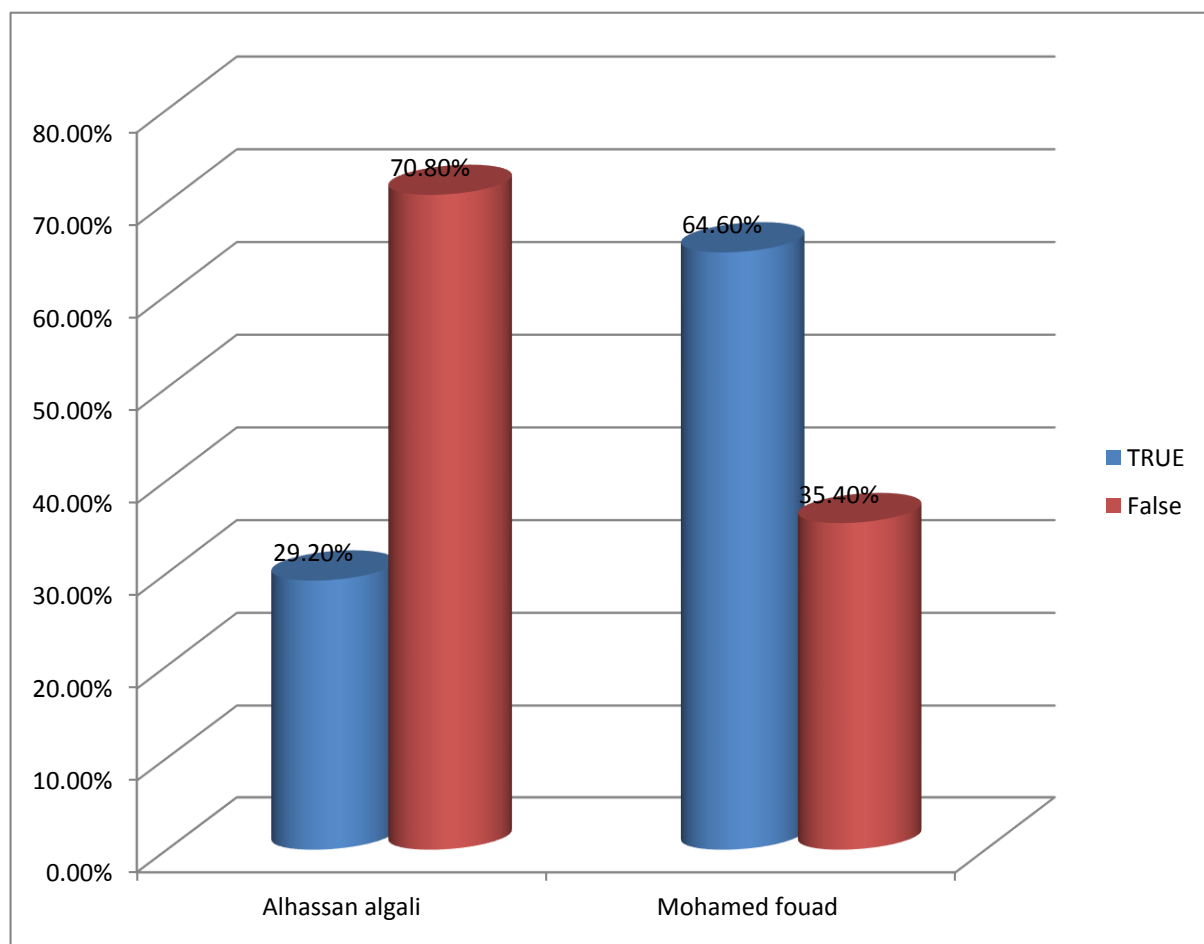
Table (4.17) We are going to be in soon.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	14	29.2% .	36	75.0% .
False	34	70.8% .	8	25.0%0
Total	48	100.0% .	44	100.0%

Table (4.17) and figure (4.17) illustrate that (29.2%) of the students' answers were true in the pre-test, whereas (75.0%) of their answers were true in the post-test.(70.8%) of the students' answers in the pre-test were false, whereas(25.0%) of their answers were false in the post-test.

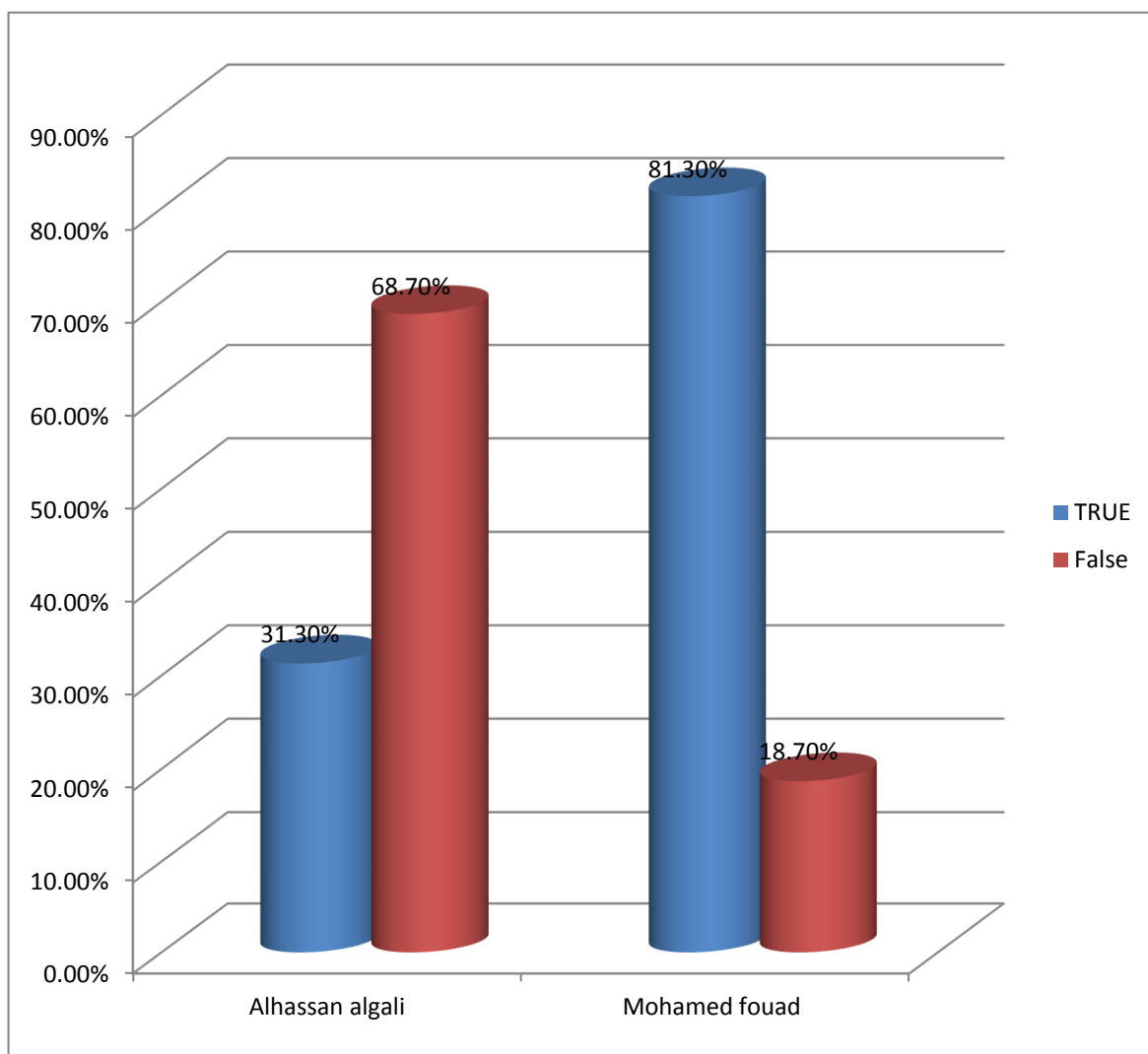
Table (4.18).The captain writes on the..... every day.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	14	29.2% .	32	64.6% .
False	34	70.8% .	12	35.4%
Total	48	100.0% .	44	100.0%

Table (4.18) and figure (4.18) illustrate that (29.2%) of the students' answers were true in the pre-test, whereas (64.6%) of their answers were true in the post-test.(70.8%) of the students' answers in the pre-test were false, whereas(35.4%) of their answers were false in the post-test.

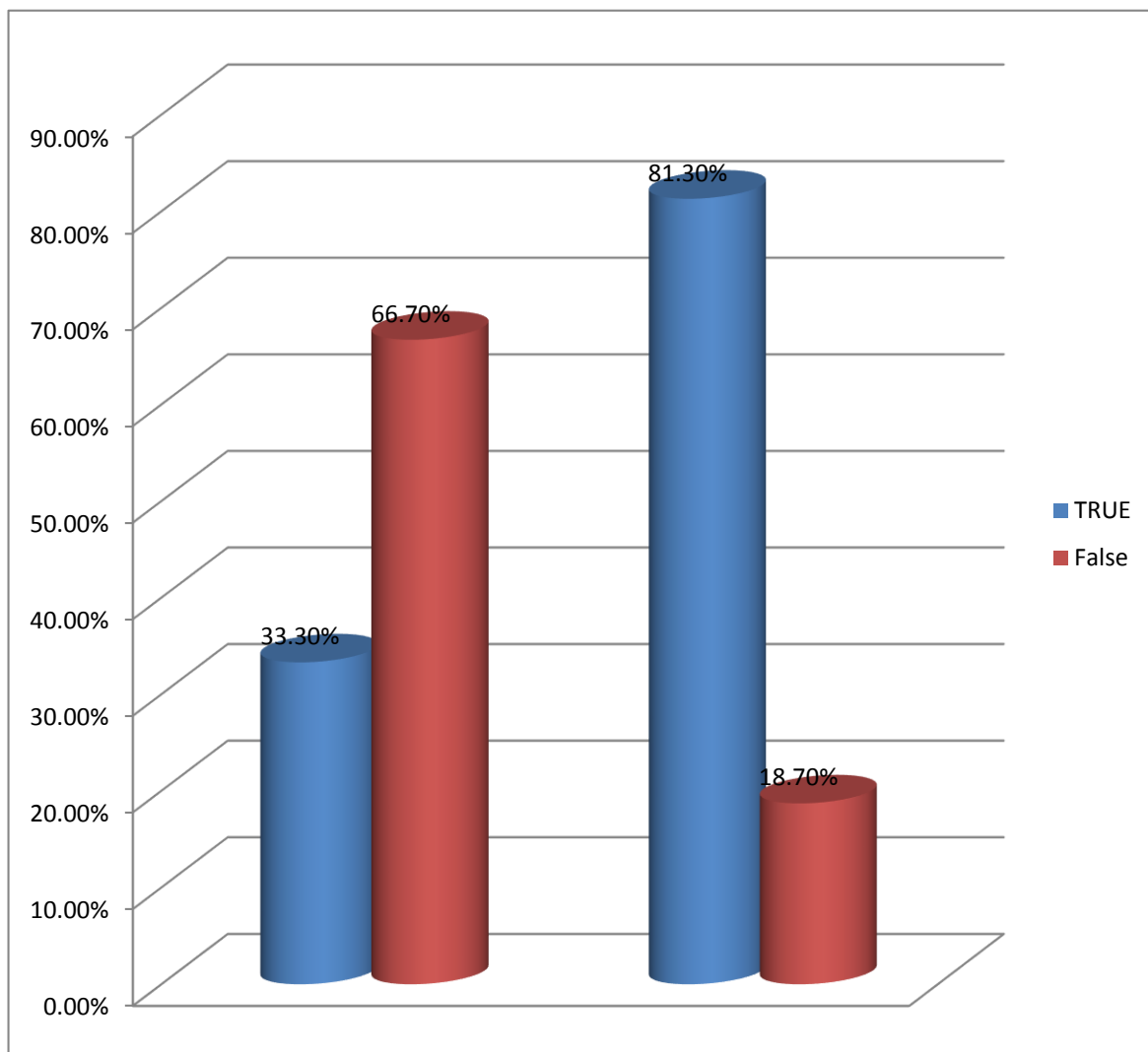
Table (4.19).Now the captain and his men are on



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	15	31.3%	39	81.3%
False	33	68.7%	5	18.7%
Total	48	100.0%	44	100.0%

Table (4.19) and figure (4.19) illustrate that (31.3%) of the students' answers were true in the pre-test, whereas (81.3%) of their answers were true in the post-test.(68.7%) of the students' answers in the pre-test were false, whereas(18.7%) of their answers were false in the post-test

Table (4.20).The captain gets into small boat. How many men with him?

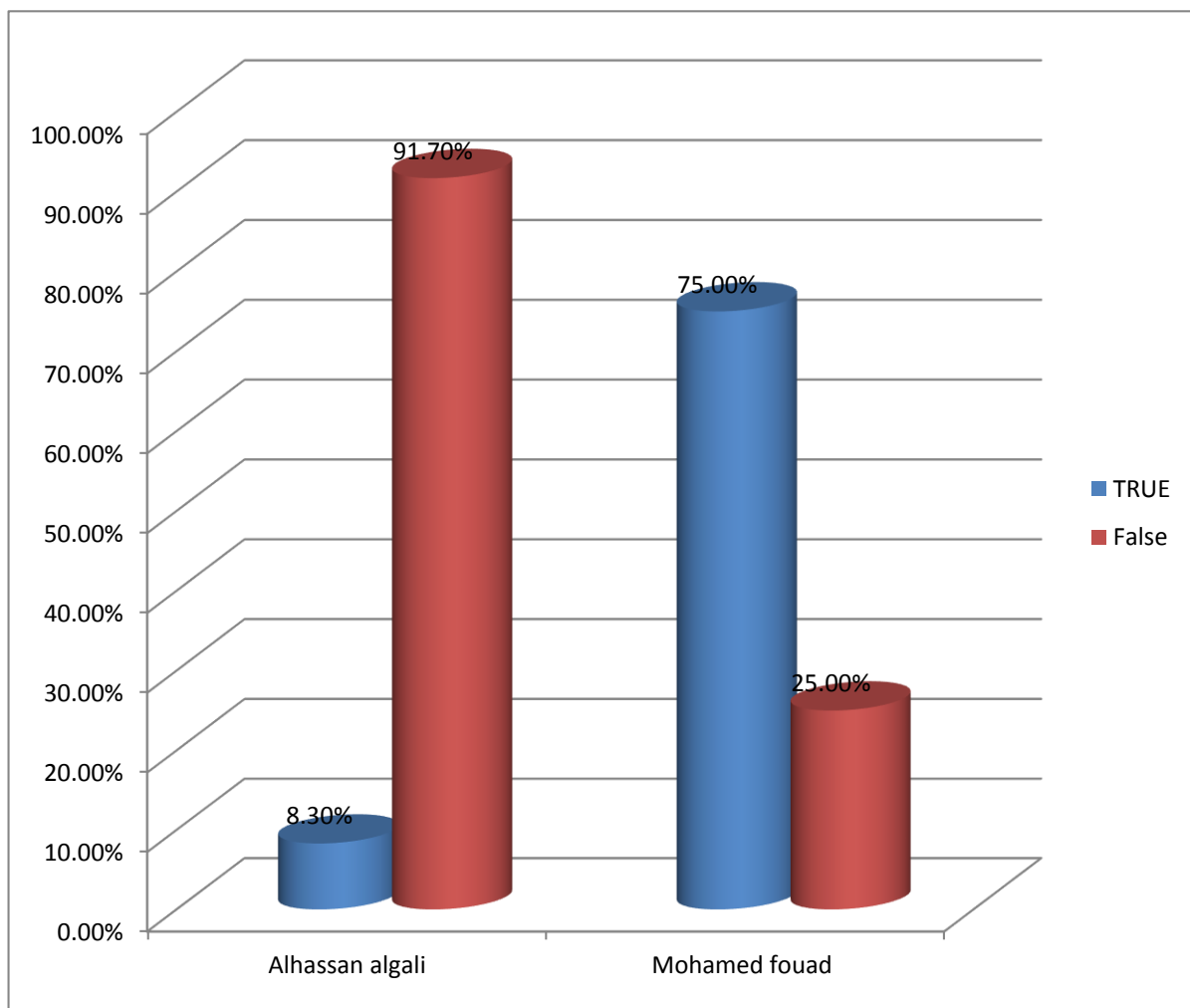


Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	16	33.3%	39	81.3% .
False	32	66.7%	5	18.7% .
Total	48	100.0%.	44	100.0%

Table (4.20) and figure (4.20) illustrate that (33.3%) of the students' answers were true in the pre-test, whereas (81.3%) of their answers were true in the post-test.(66.7%) of the students' answers in the pre-test were false, whereas(18.7%) of their answers were false in the post-test.

Q2. Fill the space with suitable choice to form correct answer for Alzakiyab and Alizba governmental schools.

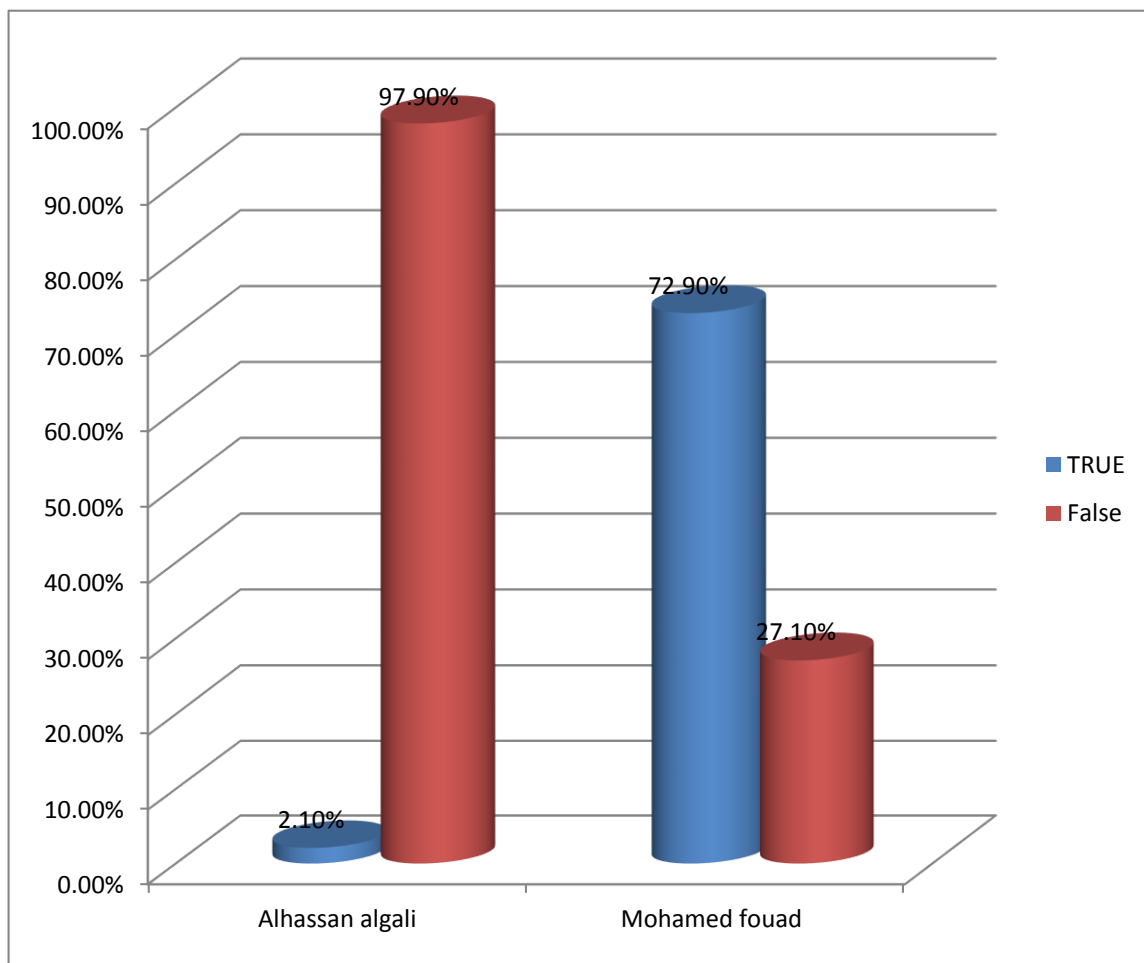
Table (4.21).The weather is The wind is blowing the ship.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	4	8.3%	36	75.0% .
False	44	91.7%	8	25.0% .
Total	48	100.0%	44	100.0%

Table (4.21) and figure (4.21) illustrate that (8.3%) of the students' answers were true in the pre-test, whereas (75.0%) of their answers were true in the post-test. (91.7%) of the students' answers in the pre-test were false, whereas (25.0%) of their answers were false in the post-test.

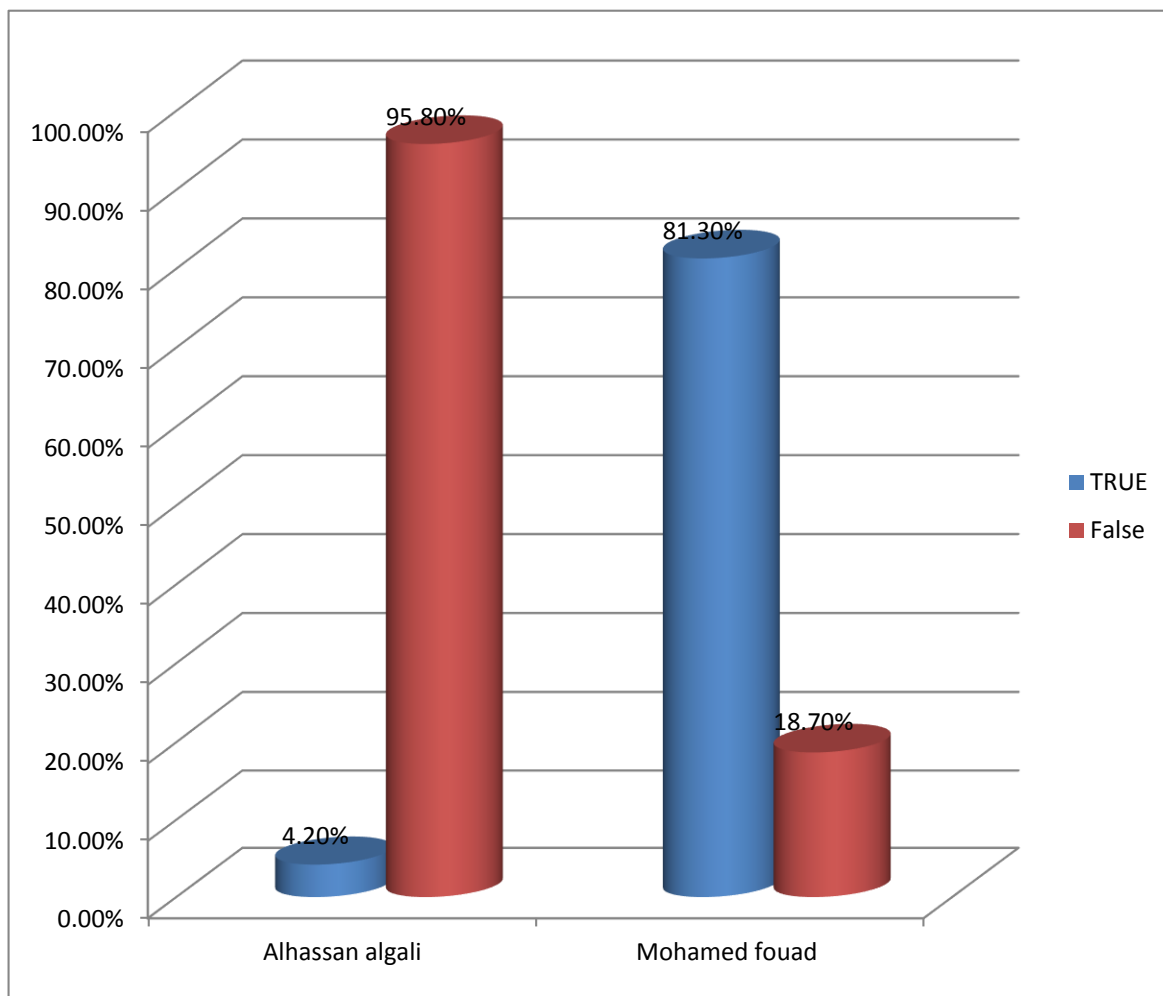
Table (4.22). This is the captain of the ship. He is in his.....



Alzakiyab Pre-test		Alizba Post-test	
Frequencies	Percentages %	Frequencies	Percentages %
1	2.1%	35	72.9%
47	97.9%	9	27.1%
48	100.0%	44	100.0%

Table (4.22) and figure (4.22) illustrate that (2.1%) of the students' answers were true in the pre-test, whereas (72.9%) of their answers were true in the post-test. (97.9%) of the students' answers in the pre-test were false, whereas (27.1%) of their answers were false in the post-test.

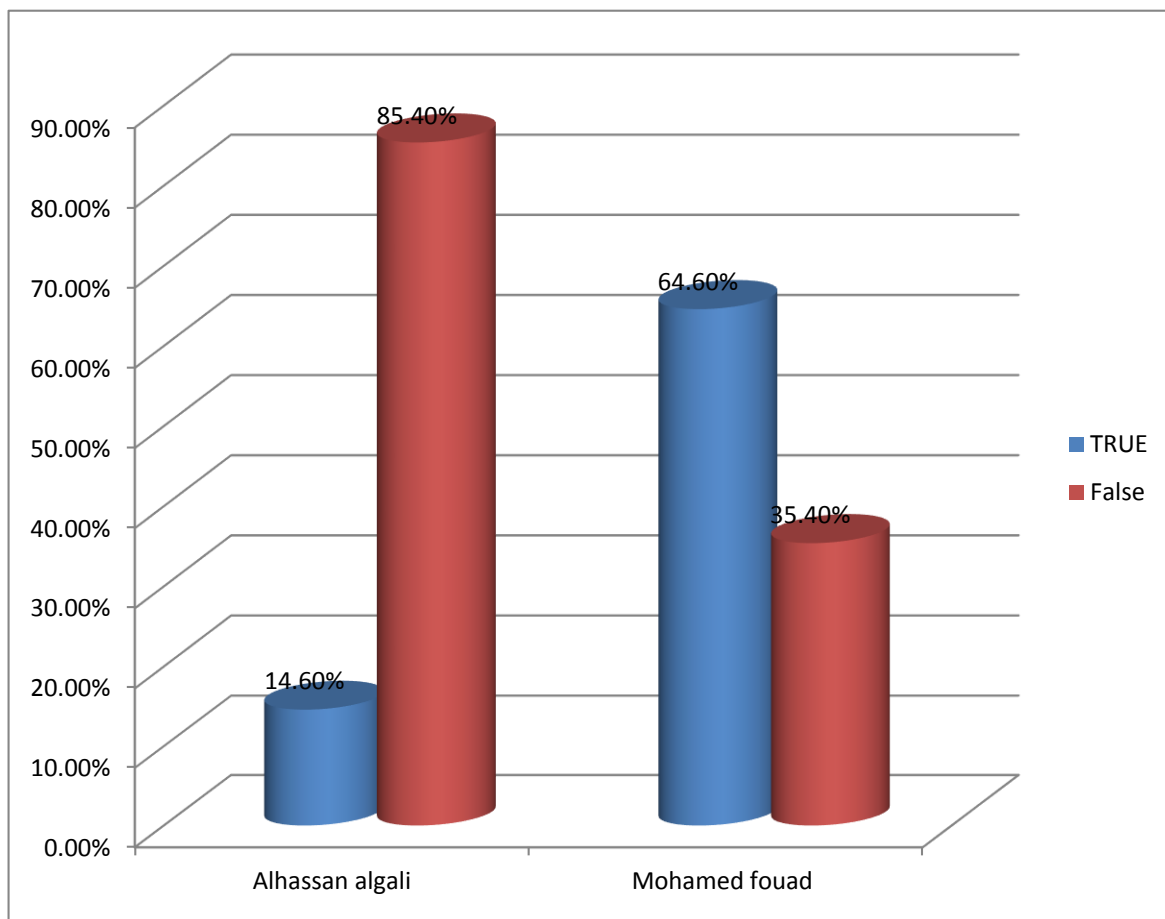
Table (4.23).Captain there's a.....ship near us. Can you come on desk?



Valid	Alzakiyab basic school for boys		Alizba basic school for boys.	
	Frequencies	Percentages %	Frequencies	Percentages %
True	2	4.2% .	39	81.3% .
False	46	95.8%	15	18.7% .
Total	48	100.0%	44	100.0%

Table (4.23) and figure (4.23) illustrate that (4.2%) of the students' answers were true in the pre-test, whereas (81.3%) of their answers were true in the post-test. (95.8%) of the students' answers in the pre-test were false, whereas (18.7%) of their answers were false in the post-test.

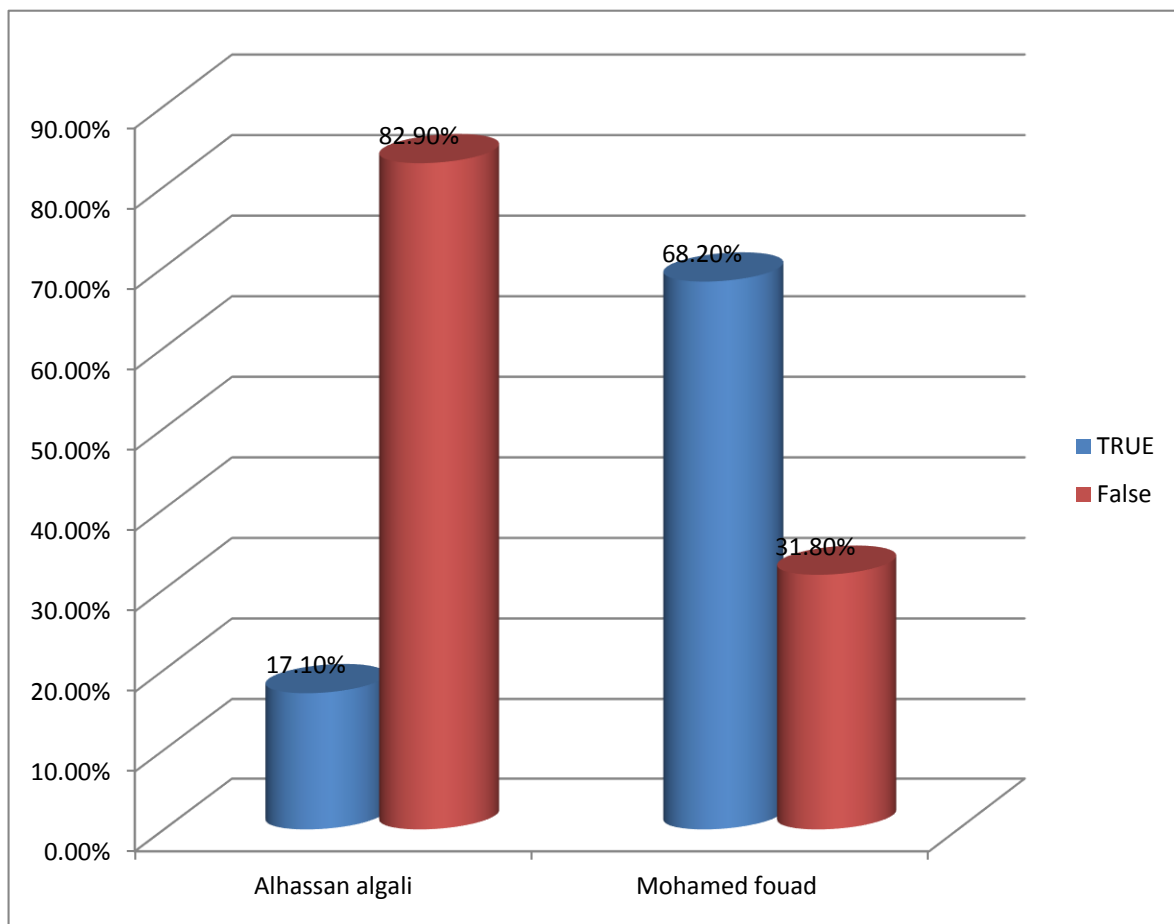
Table (4.24). There no name on the ship. There are no on deck?



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	7	14.6% .	31	64.6% .
False	41	85.4% .	13	35.4% .
Total	48	100.0%0.	44	100.0%

Table (4.24) and figure (4.24) illustrate that (14.6%) of the students' answers were true in the pre-test, whereas (64.6%) of their answers were true in the post-test. (85.4%) of the students' answers in the pre-test were false, whereas (35.4%) of their answers were false in the post-test.

Table (4.25). There is a..... in the ashtray.

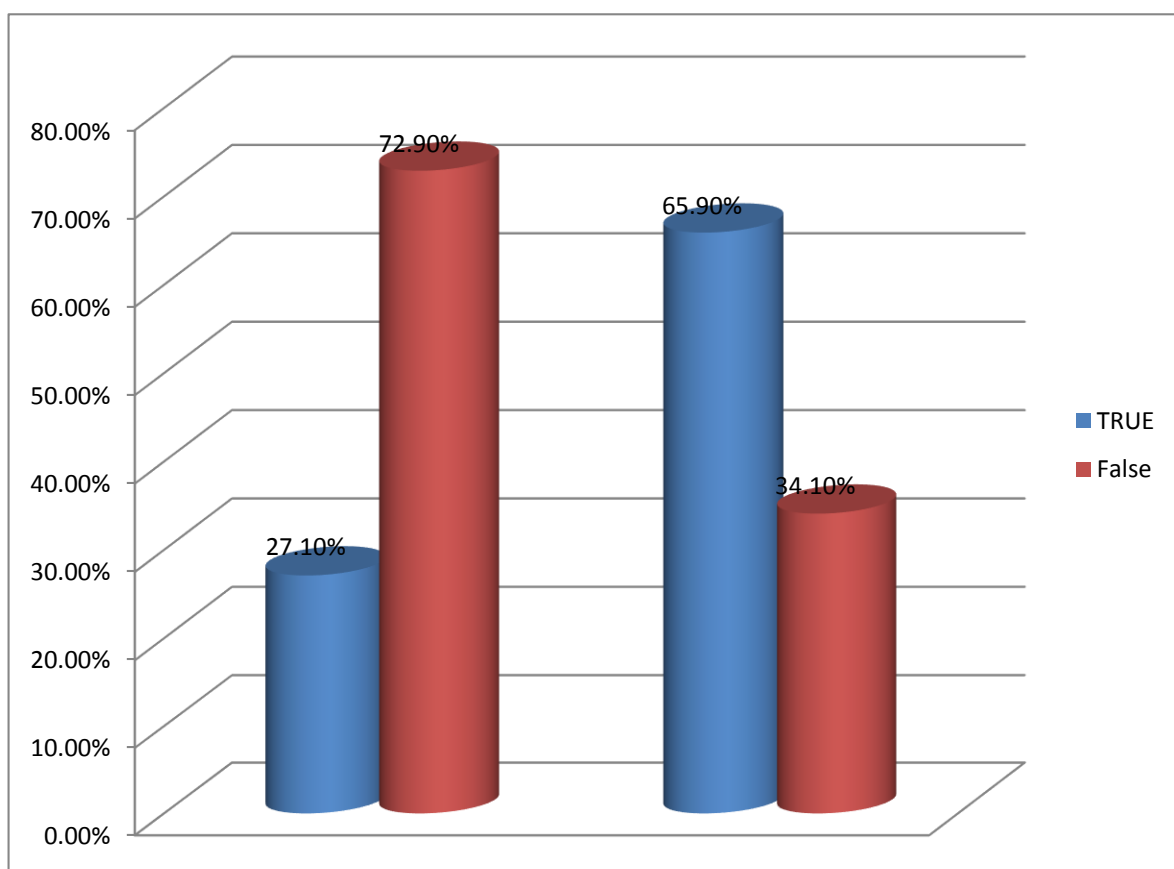


Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	7	17.1%	30	68.2%
False	41	82.9%	14	38.8%
Total	48	100.0%	44	100.0%

Table (4.25) and figure (4.25) illustrate that (17.1%) of the students' answers were true in the pre-test, whereas (68.2%) of their answers were true in the post-test. (82.9%) of the students' answers in the pre-test were false, whereas (38.8%) of their answers were false in the post-test.

Q3/ Put true (T) or false (F) to form correct answer for Alzakiyab and Alizba basic schools.

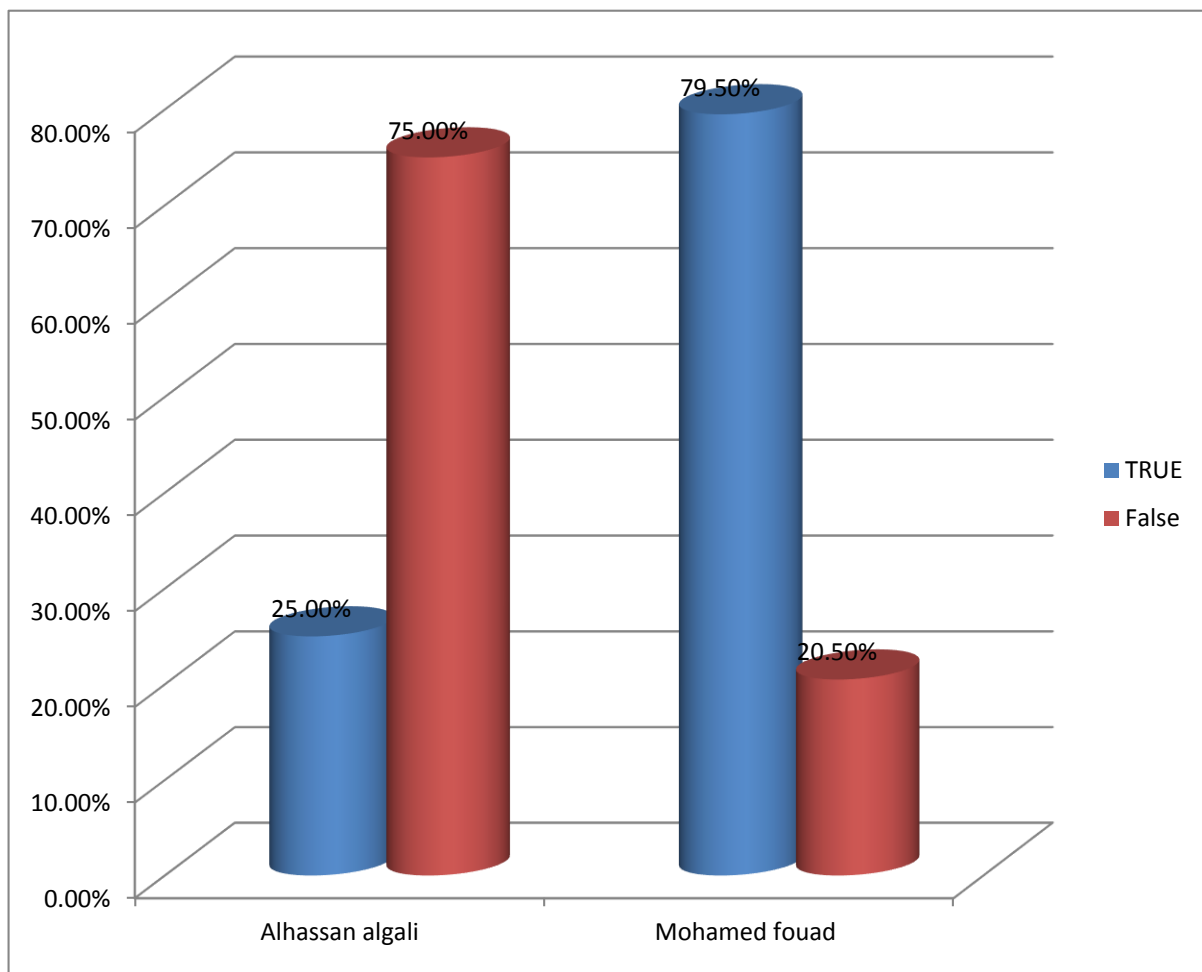
Table (4.26) The captain and his men are not very happy.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	13	27.1% .	29	65.9%
False	35	72.9%	15	34.1%
Total	48	100.0% .	44	100.0%

Table (4.26) and figure (4.26) illustrate that (27.1%) of the students' answers were true in the pre-test, whereas (65.9%) of their answers were true in the post-test. (72.9%) of the students' answers in the pre-test were false, whereas (34.1%) of their answers were false in the post-test.

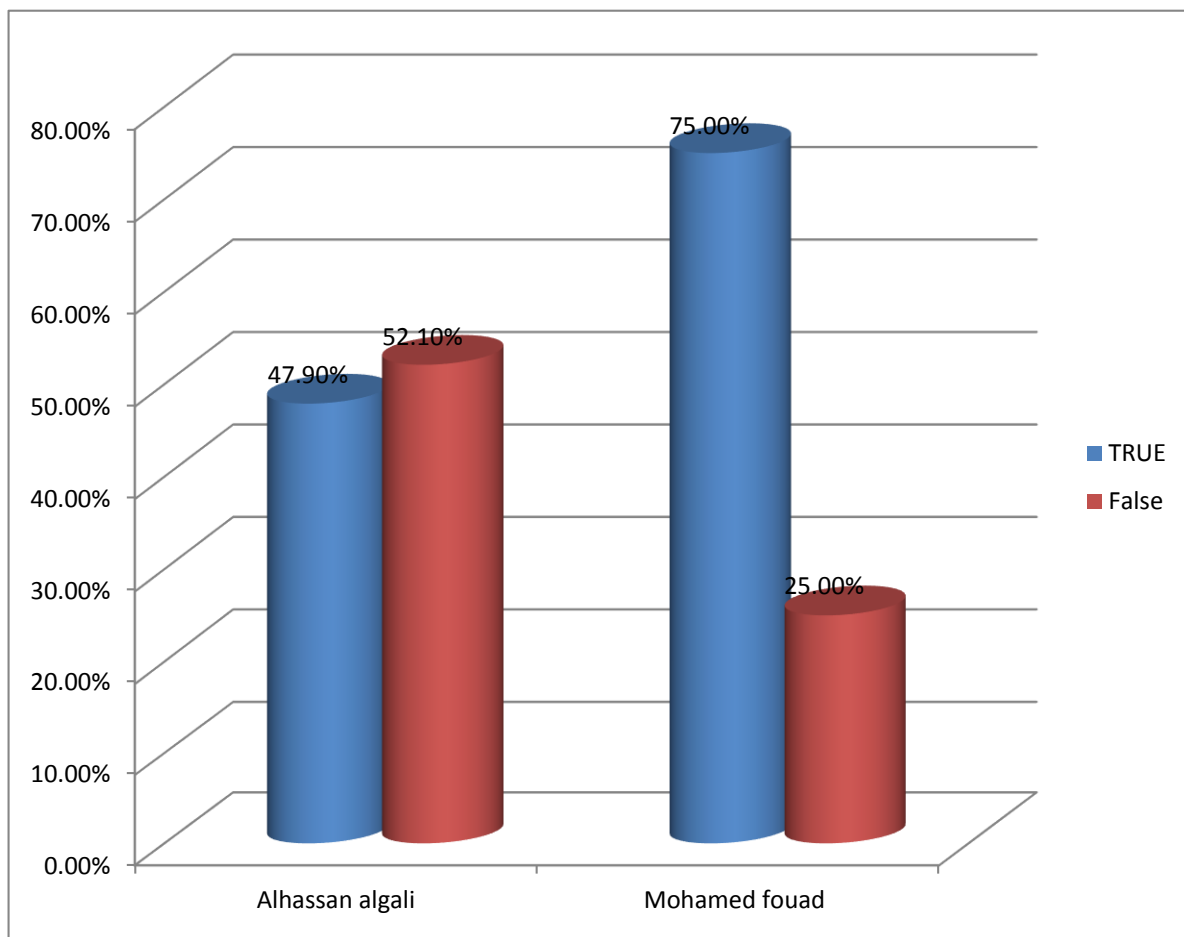
Table (4.27).There is no name on the strange ship.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	12	25.0% .	35	79.5%
False	36	75.0% .	19	20.5% .
Total	48	100.0%	44	100.0%

Table (4.27) and figure (4.27) illustrate that (25.0%) of the students' answers were true in the pre-test, whereas (79.5%) of their answers were true in the post-test. (70.0%) of the students' answers in the pre-test were false, whereas (20.5%) of their answers were false in the post-test.

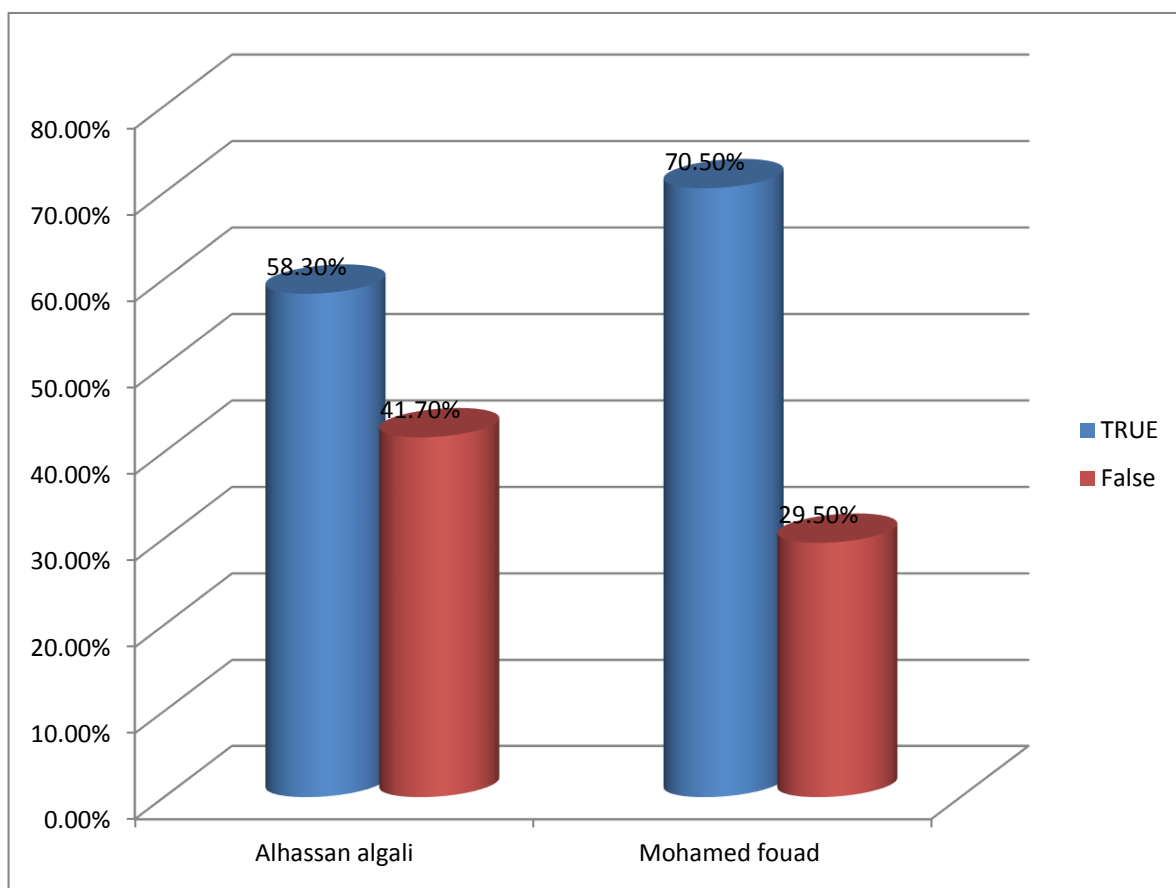
Table (4.28).When the captain shots he hears an answer.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	23	47.9%	33	75.0%
False	25	52.1%	11	25.0%
Total	48	100.0%	44	100.0%

Table (4.28) and figure (4.28) illustrate that (47.9%) of the students' answers were true in the pre-test, whereas (70.0%) of their answers were true in the post-test. (52.1%) of the students' answers in the pre-test were false, whereas (25.0%) of their answers were false in the post-test.

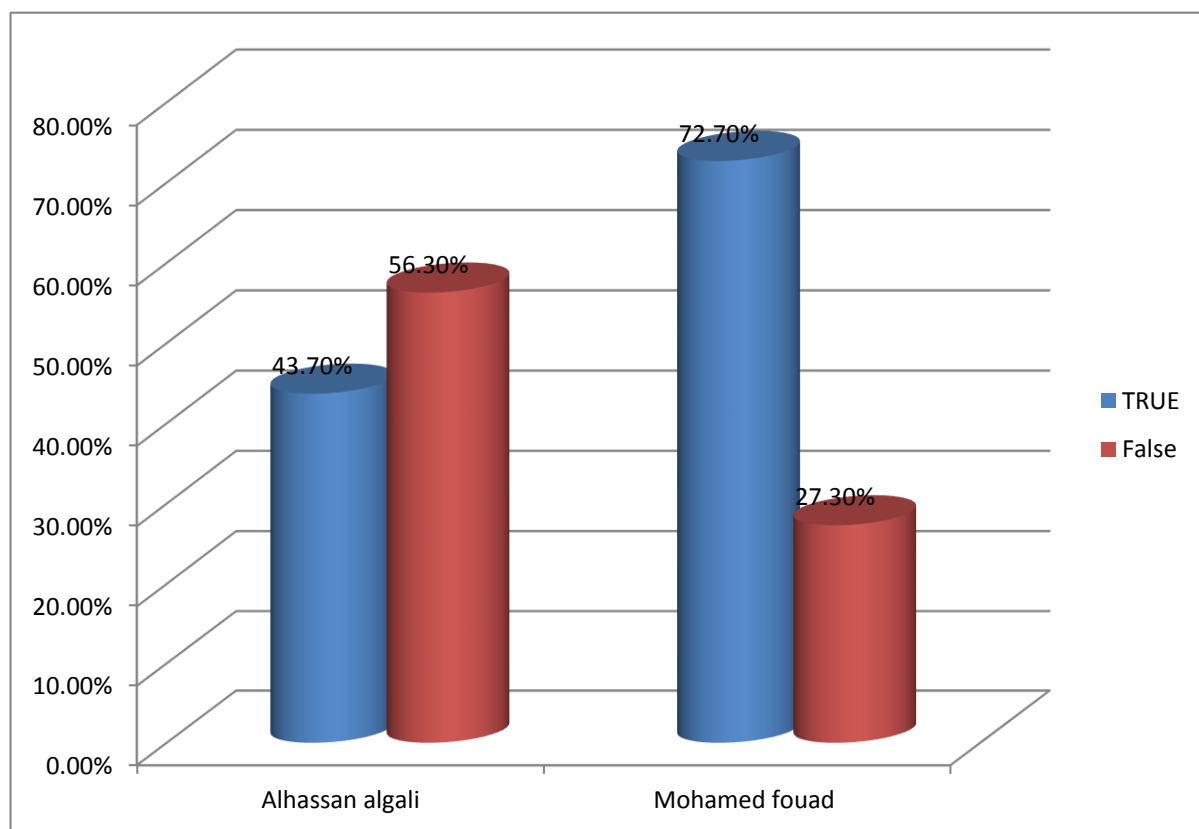
Table (4.29) There is no body steering the ship.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	28	85.3% .	31	70.5%
False	20	41.7% .	14	29.5% .
Total	48	100.0% .	44	100.0%

Table (4.29) and figure (4.29) illustrate that (85.3%) of the students' answers were true in the pre-test, whereas (75.5%) of their answers were true in the post-test. (41.7%) of the students' answers in the pre-test were false, whereas (29.5%) of their answers were false in the post-test.

Table (4.30). There is no any food on the strange ship.



Valid	Alzakiyab Pre-test		Alizba Post-test	
	Frequencies	Percentages %	Frequencies	Percentages %
True	21	43.7%	32	72.7%
False	27	56.3%	12	27.3%
Total	48	100.0%	44	100.0%

Table (4.30) and figure (4.30) illustrate that (43.7%) of the students' answers were true in the pre-test, whereas (72.7%) of their answers were true in the post-test. (56.3%) of the students' answers in the pre-test were false, whereas (27.3%) of their answers were false in the post-test.

Explaining Statistical Items

Std: Standard Deviation, DF: Degree of Freedom, Mean: average, Scale: ratio: Test, Sig: significance (probability of the value), and SPSS: Statistical package for social sciences

Table (4.31) t-test result showing group means of the control and the experiment group of the pre-post (Alhassan AlGali & Alzakiyab basic schools)

Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Alhassan AlGali	4.7500	2.11446	1.281	43	0.207	Insignificant
Alzakyiab	4.2273	1.80263				

The value of (T) test is calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (1.281) with signify value (0.207) which is more than the level of significant value (0.05%). There are no differences.

Table (4.32) T-test result showing group means of the control and the experimental group of the pre-post test (Alhassan AlGali Basic School for boys & Mohammed Fouad Basic School for girls)

Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Alhassan Algali	4.74	2.165	-21.53	13	0.000	significant
Fouad school	15.00	0.000				

The value of (T) test is calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (21.53) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of statistical differences for the Mohammed Fouad.

Table (4.33) T-test result showing group means of the control and the experiment groups of the pre-post (Alhassan AlGali & Elizba basic schools)

Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Alhassan AlGali	4.74	2.165	-13.40	41	0.00	significant
Alizba	12.26	2.586				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (13.40) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of differences statistically for the Alizba.

Table (4.34) T-test result showing group means of the control and experiment group of the pre-post (Alzakkiab & Alizba Basic Schools)

Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Alzakkiab	4.22	1.80	-13.405	41	0.00	significant
Alizba	12.26	2.58				

The value of (T) test is calculated to signify the differences between the numbers of individuals of the study for the Hypothesis was (-13.405) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of differences statistically for the Alizba.

Table (4.35) T-test result showing group means of the control and the experiment group of the (Mohammed Fouad & Alzakkiab Basic Schools)

Valid	Mean	Std. Deviation	T	df	Sig. (2-tailed)	Scale
Mohammed Fouad	15.00	0.000	-13.841	41	0.00	significant
Alzakkiab	4.22	1.80				

The value of (T) test is calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-13.841) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of differences statistically for Mohammed Fouad.

Table (4.36) T-test result showing group means of the control and the experiment group of (Mohammed Fouad & Alizba Basic Schools).

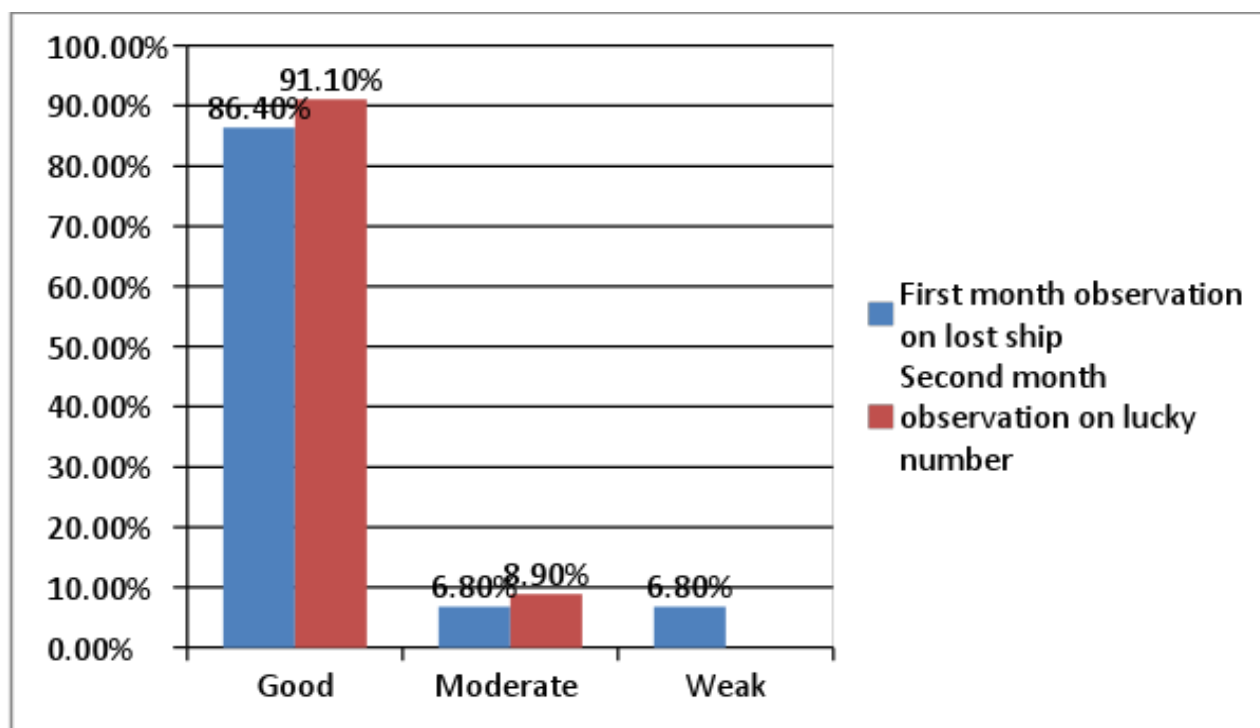
Valid	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Scale
Mohammed Fouad	15.00	0.000	3.942	13	0.002	significant
Alizba	12.26	2.58				

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (0.002) with signify value (0.000) which is lower than the level of significant value (0.05%) These refer to the existence of differences statistically for Mohammed Fouad.

4.1.2 Pupils' observation checklist analysis

Alizba Model Governmental Basic School for boys' data analysis

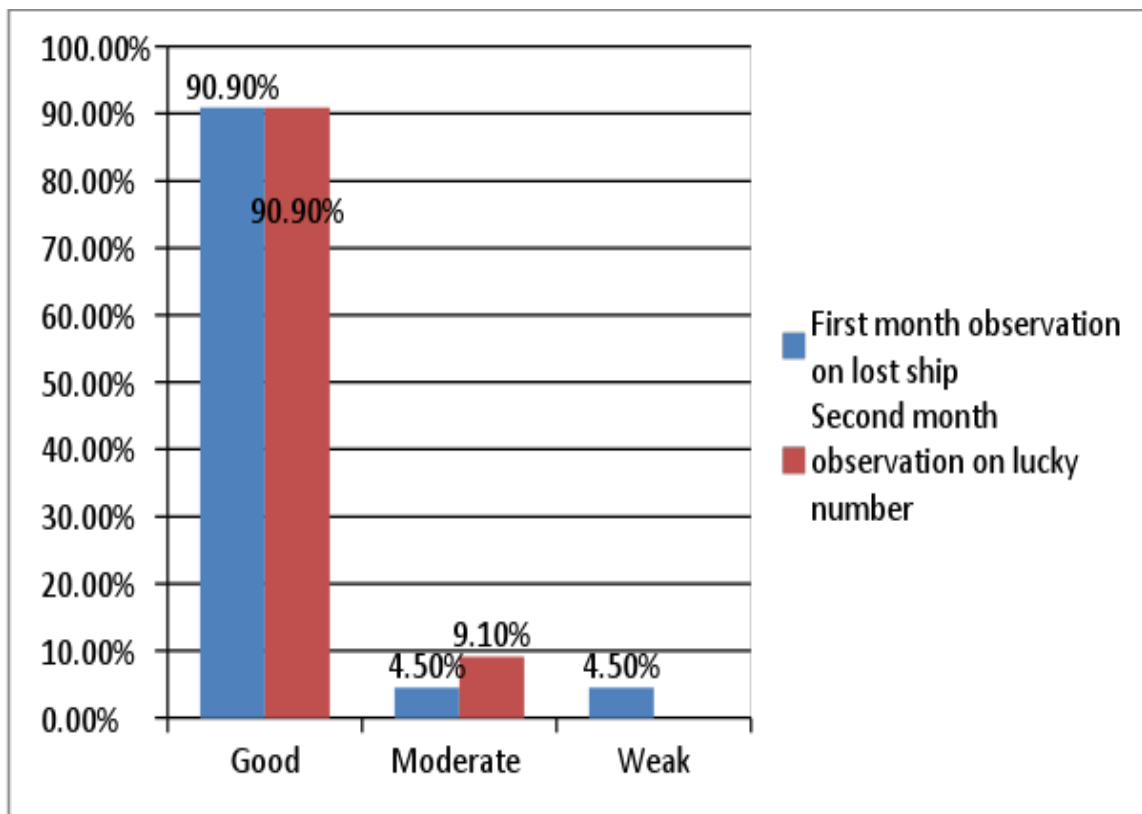
Table (4.37).Teaching storytelling through video is one of the most positive teaching strategies.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	38	86.4%	41	91.1%
Moderate	3	6.8%	4	8.9%
Weak	3	6.8%	0	0.0%
Total	44	100.0%	45	100.0%

Table (4.37) and figure (4.37) illustrates that (86.4%) students' answers were good,(6.8%) were moderate and (6.8%) were weak in the first month whereas,(91.1%) of their answers were good,(8.9%) were moderate and(0.0%) were weak in the second month.

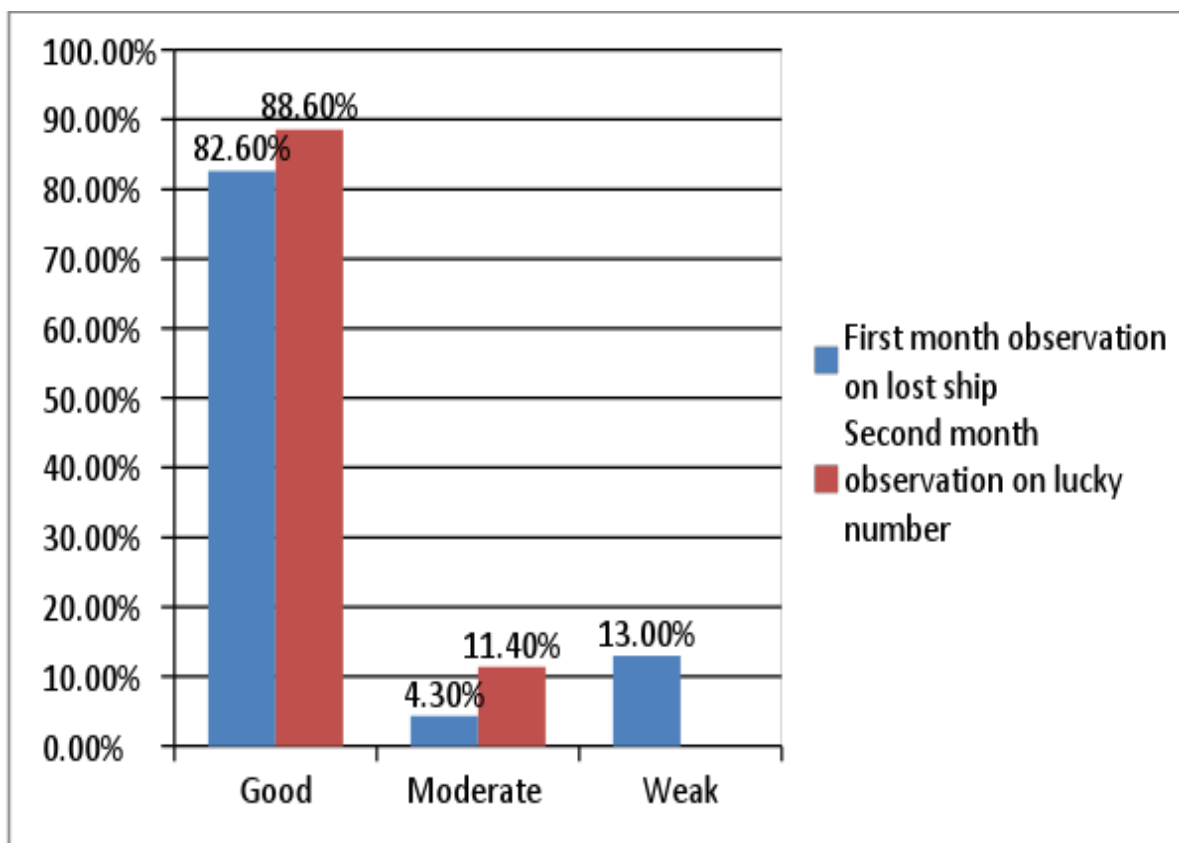
Table (4.38) 2.Teaching storytelling through YouTube "video" enhances pupils reading ability.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	40	90.9%	40	90.9%
Moderate	2	4.5%	4	9.1%
Weak	2	4.5%	0	0.0%
Total	44	100.0%	44	100.0%

Table (4.38) and figure (4.38) illustrate that (90.9%) students' answers were good, (4.5%) were moderate and (4.5%) were weak in the first month whereas, (90.9%) of their answers were good, (9.1%) were moderate and (0.0%) were weak in the second month.

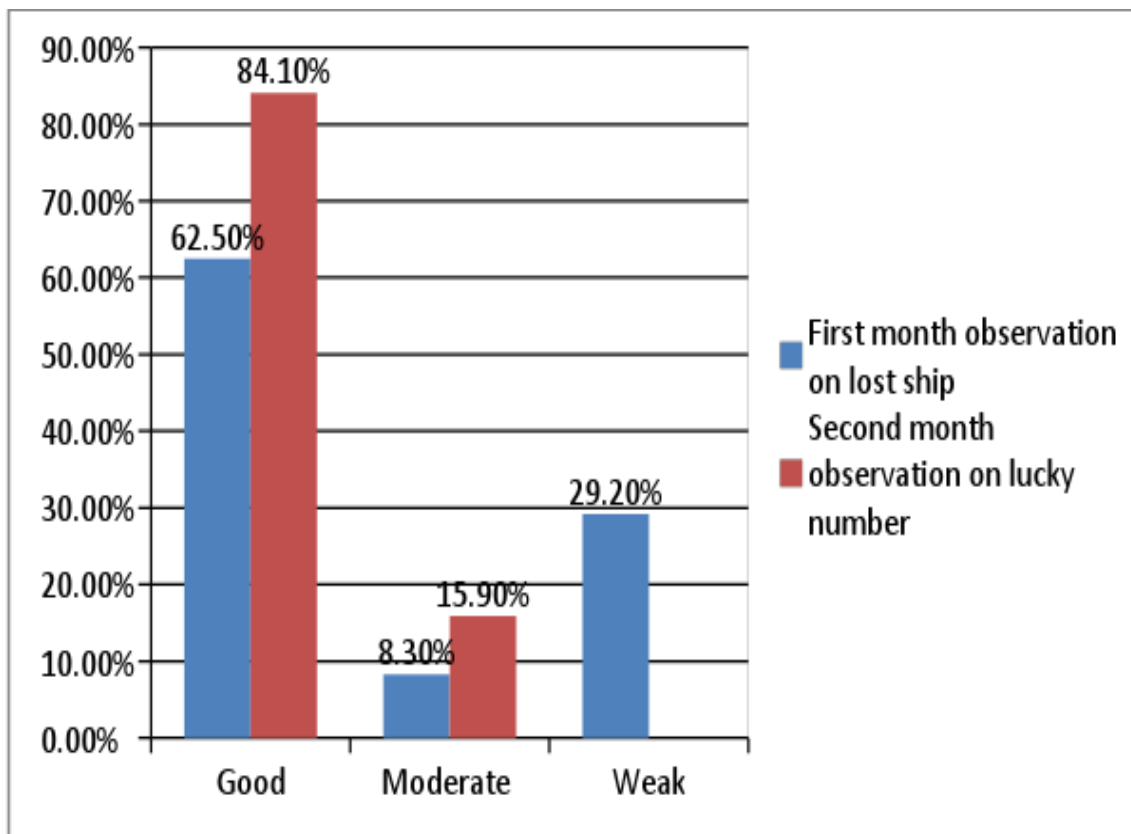
Table (4.39) 3.Teaching storytelling through PowerPoint enriches vocabulary.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentages	Frequencies	Percentages
Good	38	82.6%	39	88.6%
Moderate	2	4.3%	5	11.4%
Weak	6	13.0%	0	0.0%
Total	46	100.0%	44	100.0%

Table (4.39) and figure (4.39) illustrate that (82.6%) students' answers were good,(4.3%) were moderate and (13.0%) were weak in the first month whereas,(88.6%) of their answers were good,(11.4%) were moderate and(0.0%) were weak in the second month.

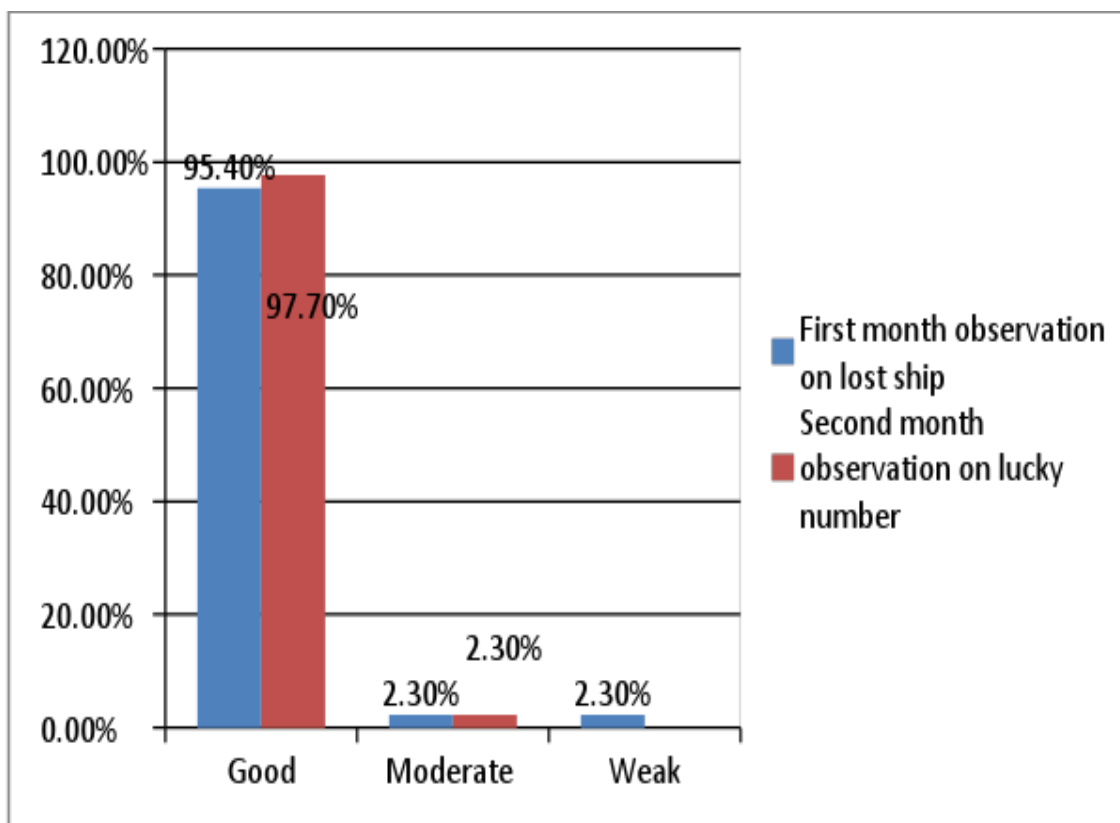
Table (4.40) 4.Facebook is an effective tool for bringing culture into the classroom.



Value	First month observation on LOST SHIP.		Second month observation on LUCKY NUMBER.	
	Frequencies	Percentage	Frequencies	Percentage
Good	30	62.5%	37	84.1%
Moderate	4	8.3%	7	15.9%
Weak	14	29.2%	0	0.0%
Total	48	100.0%	44	100.0%

Table (4.40) and figure (4.40) illustrate that (62.5%) students' answers were good,(8.3%) were moderate and (29.2%) were weak in the first month whereas,(84.1%) of their answers were good,(15.9%) were moderate and(0.0%) were weak in the second month.

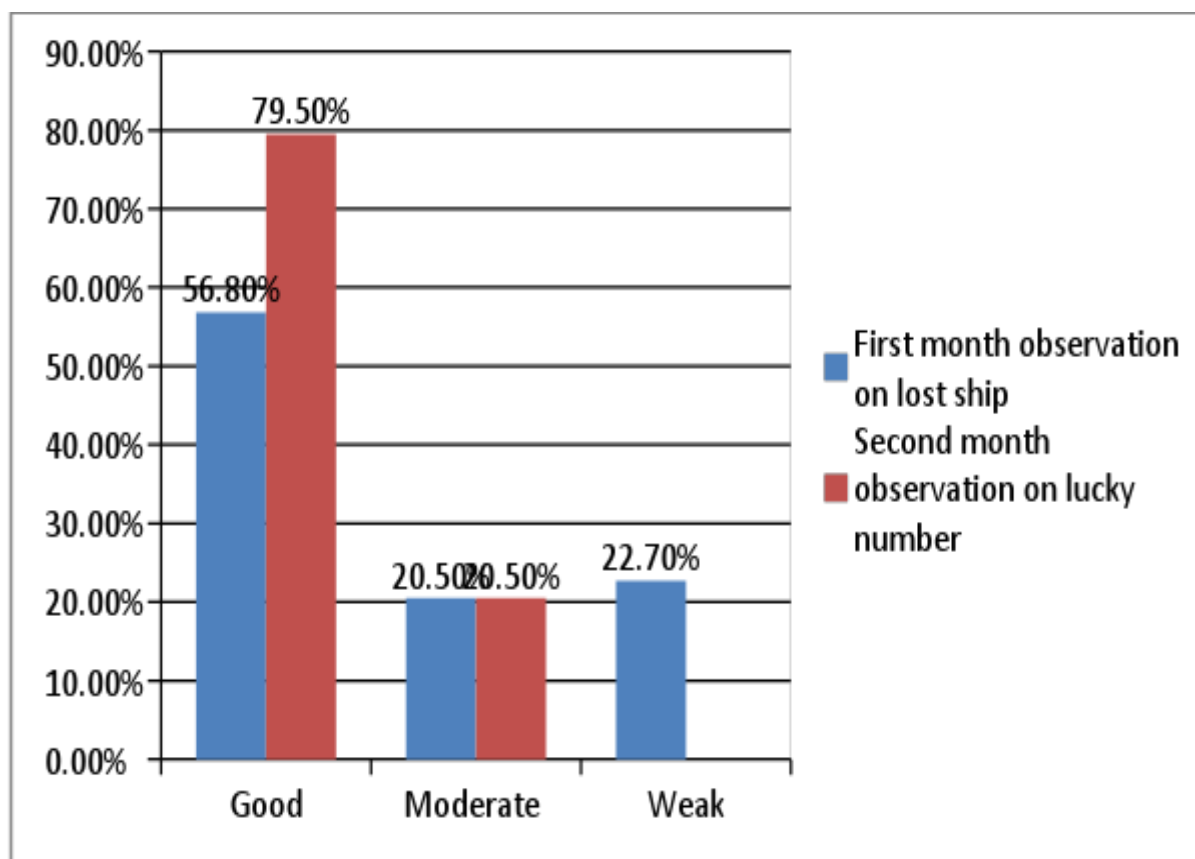
Table (4.41) 5. Teaching storytelling through modern technological tools eliminates boredom and breaks down routine among learners.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	42	95.4%	43	97.7%
Moderate	1	2.3%	1	2.3%
Weak	1	2.3%	0	0.0%
Total	44	100.0%	44	100.0%

Table (4.41) and figure (4.41) illustrate that (95.4%) students' answers were good, (2.3%) were moderate and (2.3%) were weak in the first month whereas, (97.7%) of their answers were good, (2.3%) were moderate and (0.0%) were weak in the second month.

Table (4.42) 6.The availability of many storytellings is one of the reasons of developing reading skill.

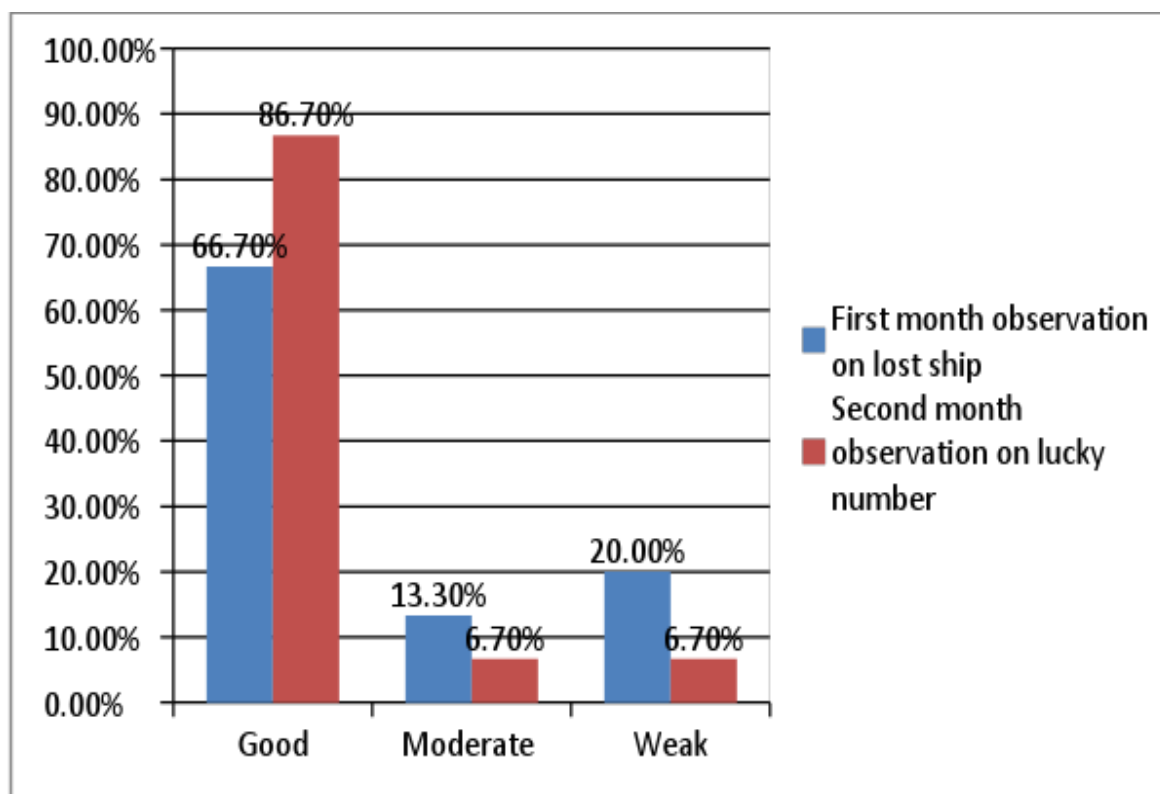


Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	25	56.8%	35	79.5%
Moderate	9	20.5%	9	20.5%
Weak	10	22.7%	0	0.0%
Total	44	100.0%	44	100.0%

Table (4.42) and figure (4.42) illustrate that (65.8%) students' answers were good,(20.5%) were moderate and (22.7%) were weak in the first month whereas,(79.5%) of their answers were good,(20.5%) were moderate and(0.0%) were weak in the second month.

2. Mohammed Fouad Talented Model School for girls' data analysis:

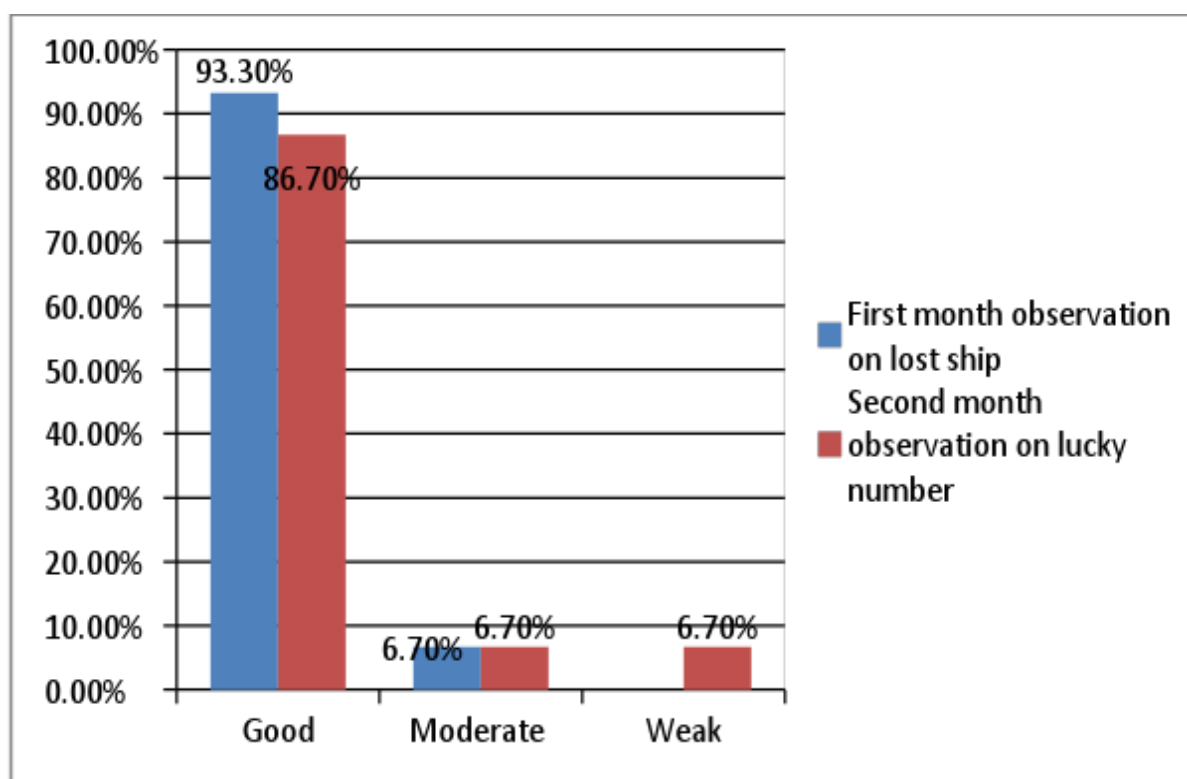
Table (4.43) 1. Teaching storytelling through PowerPoint develops pupils' faster reading.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	10	66.7%	13	86.7%
Moderate	2	13.3%	1	6.7%
Weak	3	20.0%	1	6.7%
Total	15	100.0%	15	100.0%

Table (4.43) and figure (4.43) illustrate that (66.7%) students' answers were good, (13.3%) were moderate and (20.0%) were weak in the first month whereas, (86.7%) of their answers were good, (6.7%) were moderate and (6.7%) were weak in the second month

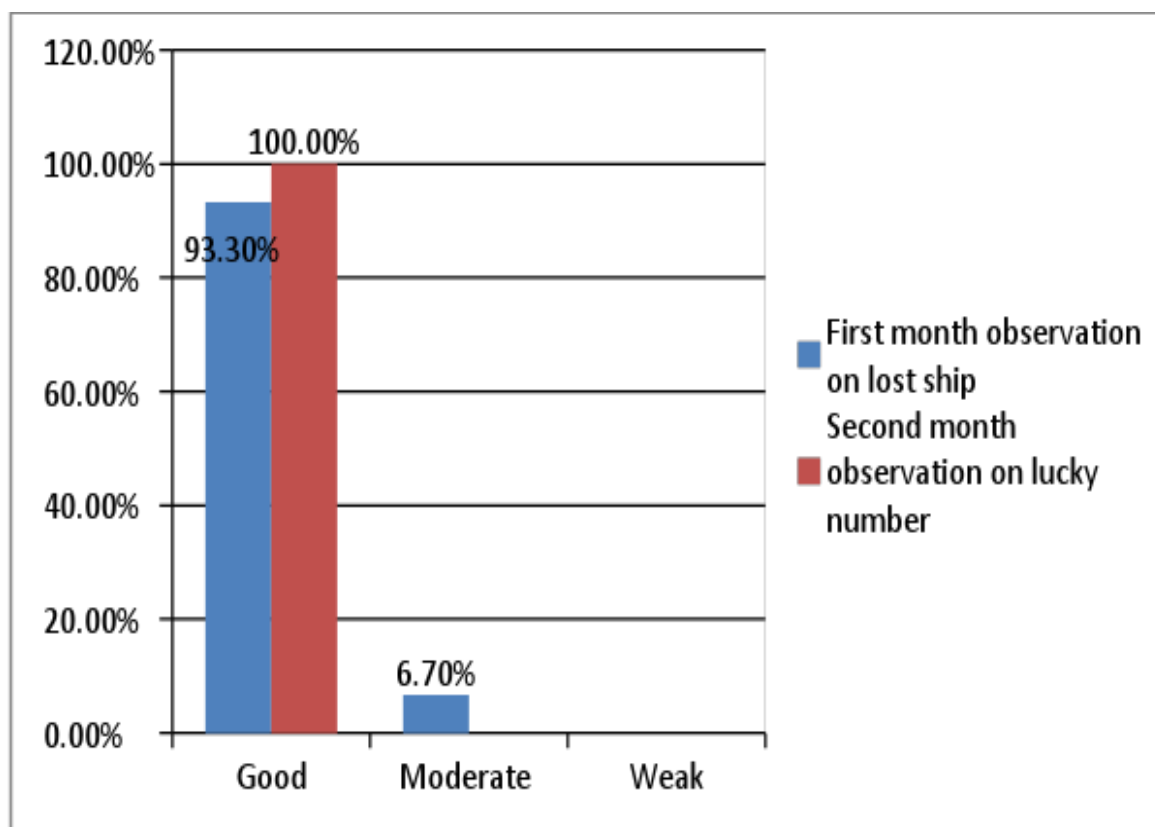
Table (4.44) 1. Teaching storytelling through modern technology makes pupils highly motivated.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	14	93.3%	13	86.7%
Moderate	1	6.7%	1	6.7%
Weak	0	0.0%	1	6.7%
Total	15	100.0%	15	100.0%

Table (4.44) and figure (4.44) illustrate that (93.3%) students' answers were good, (6.7%) were moderate and (0.0%) were weak in the first month whereas, (86.7%) of their answers were good, (6.7%) were moderate and (6.7%) were weak in the second month.

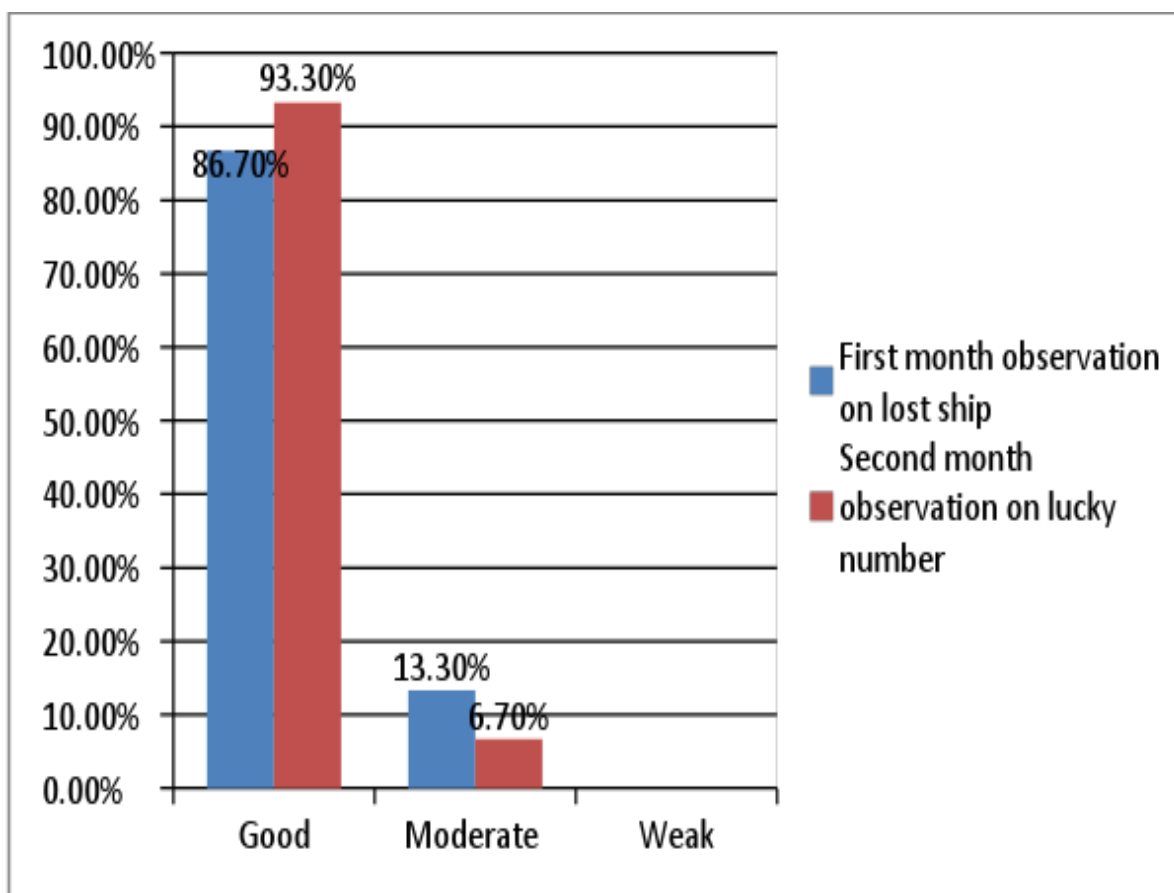
Table (4.45) 3. Teaching storytelling through video is one of the most positive teaching strategies.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	14	93.3%	15	100.0%
Moderate	1	6.7%	0	0.0%
Weak	0	0.0%	0	0.0%
Total	15	100.0%	15	100.0%

Table (4.45) and figure (4.45) illustrate that (93.3%) students' answers were good, (6.7%) were moderate and (0.0%) were weak in the first month whereas, (100.0%) of their answers were good, (0.0%) were moderate and (0.0%) were weak in the second month.

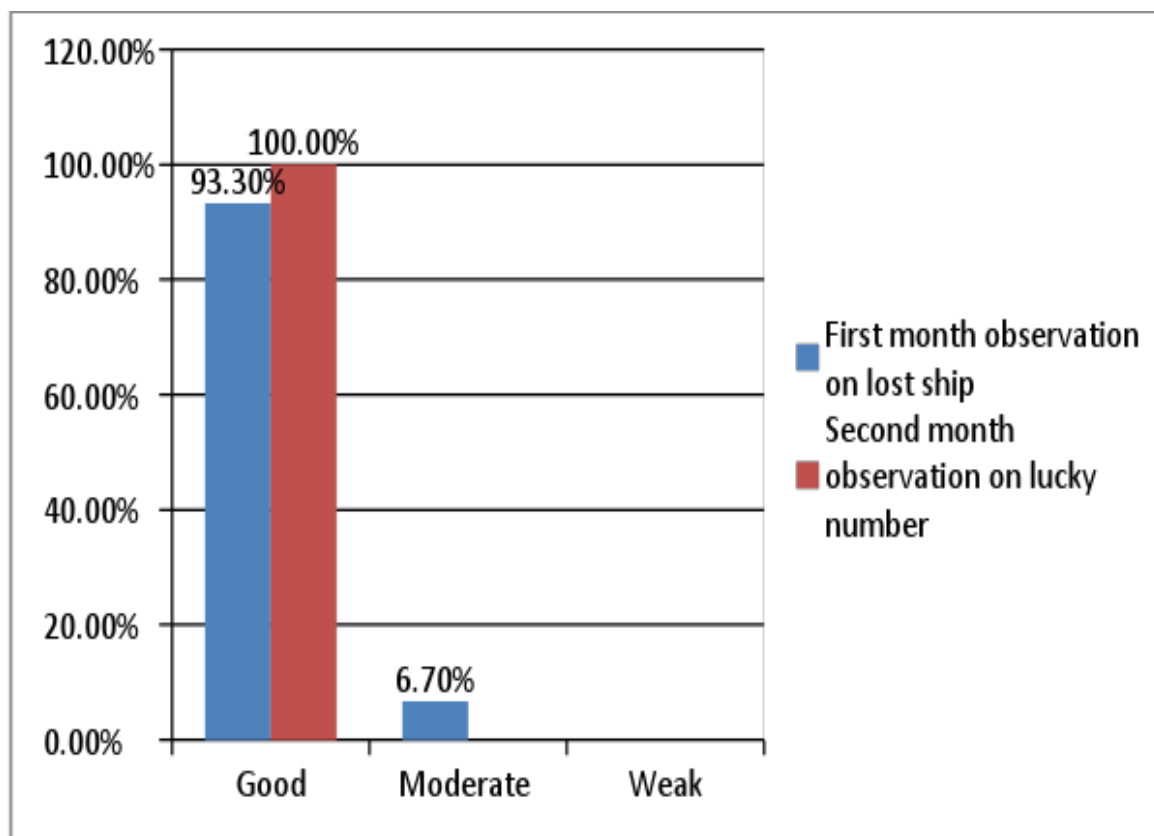
Table (4.46) 4.Teaching storytelling through YouTube video enhances pupils’ reading ability.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentages	Frequencies	Percentages
Good	13	86.7%	14	93.3%
Moderate	2	13.3%	1	6.7%
Weak	0	0.0%	0	0.0%
Total	15	100.0%	15	100.0

Table (4.46) and figure (4.46) illustrate that (86.7%) students' answers were good,(13.3%) were moderate and (0.0%) were weak in the first month whereas,(93.3%) of their answers were good,(6.7%) were moderate and(0.0%) were weak in the second month.

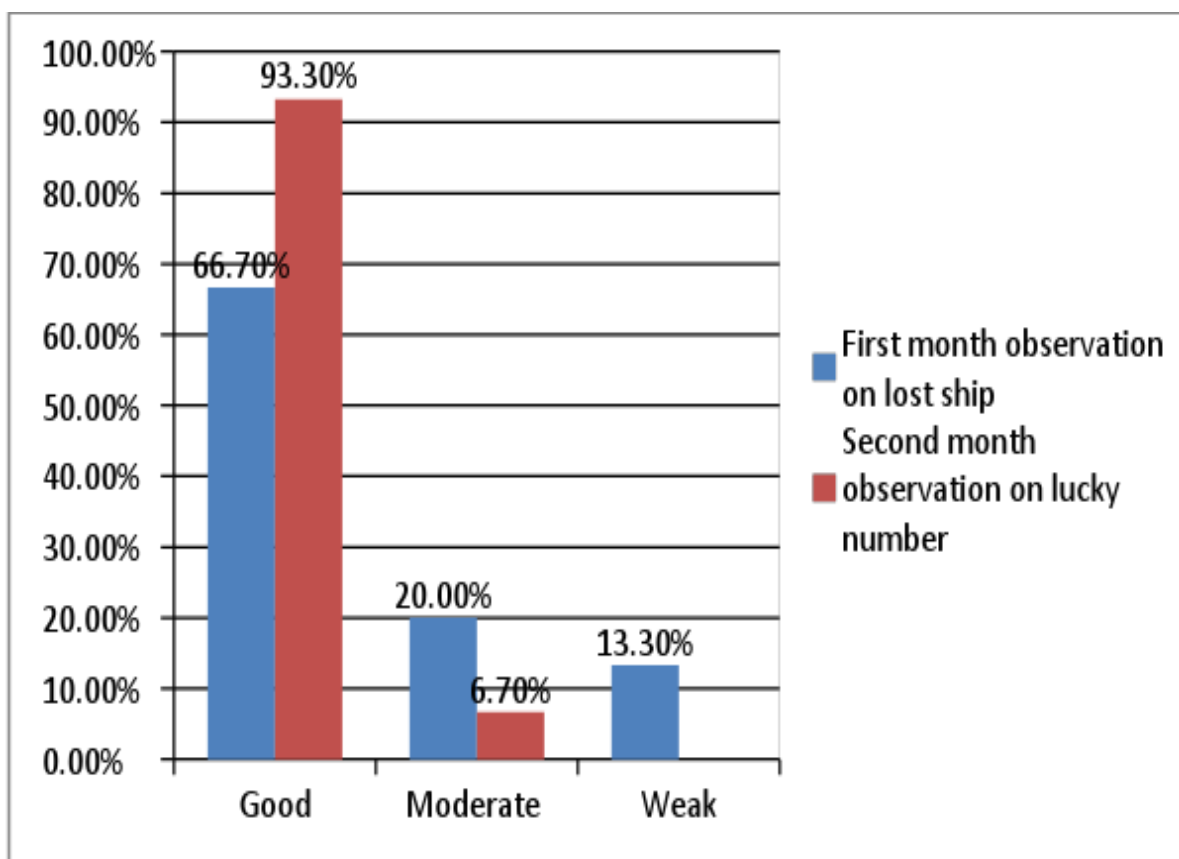
Table (4.47) 5. Teaching storytelling through PowerPoint enriches pupils' vocabulary.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	14	93.3%	15	100.0%
Moderate	1	6.7%	0	0.0%
Weak	0	0.0%	0	0.0%
Total	15	100.0	15	100.0%

Table (4.47) and figure (4.47) illustrate that (93.3%) students' answers were good, (6.7%) were moderate and (0.0%) were weak in the first month whereas, (100.0%) of their answers were good, (0.0%) were moderate and (0.0%) were weak in the second month.

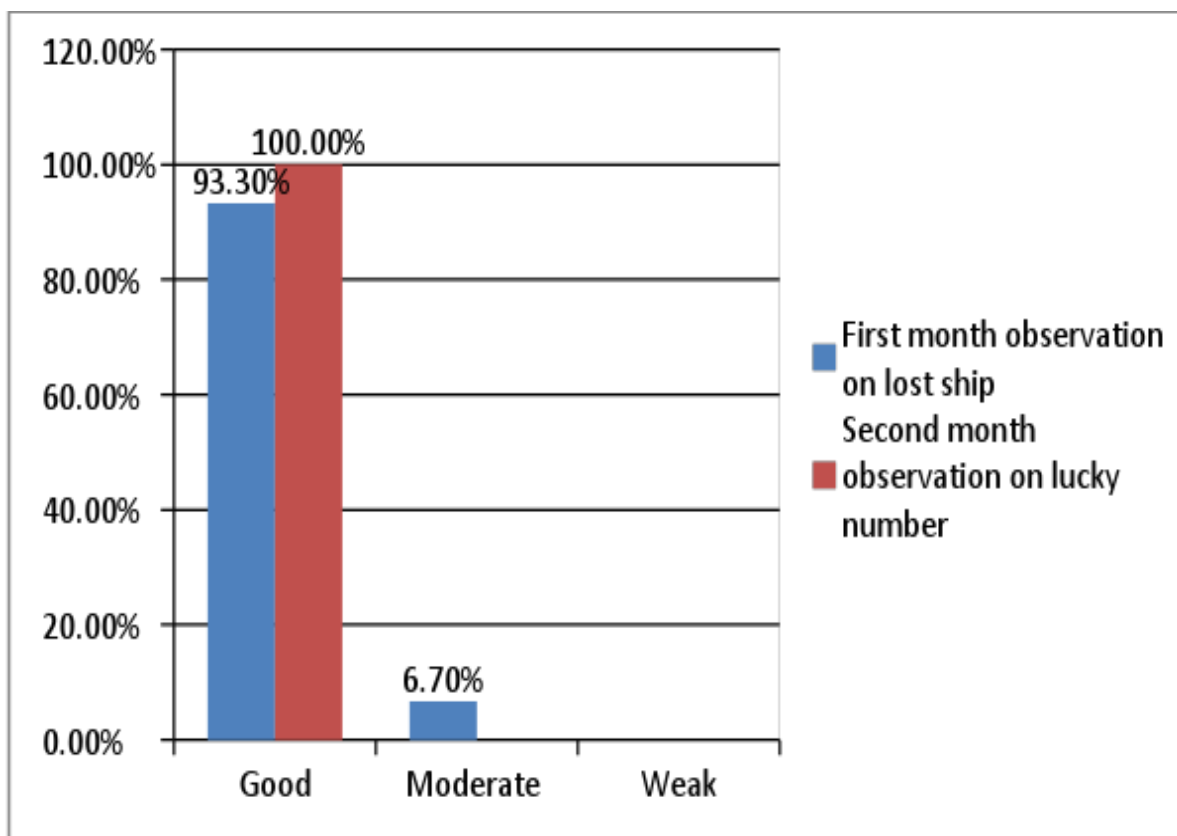
Table (4.48) 6.Facebook is an effective tool for bringing culture into the classroom.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	10	66.7%	14	93.3%
Moderate	3	20.0%	1	6.7%
Weak	2	13.3%	0	0.0%
Total	15	100.0%	15	100.0

Table (4.48) and figure (4.48) illustrate that (66.7%) students' answers were good,(20.0%) were moderate and (13.3%) were weak in the first month whereas,(93.3%) of their answers were good,(6.7%) were moderate and(0.0%) were weak in the second month.

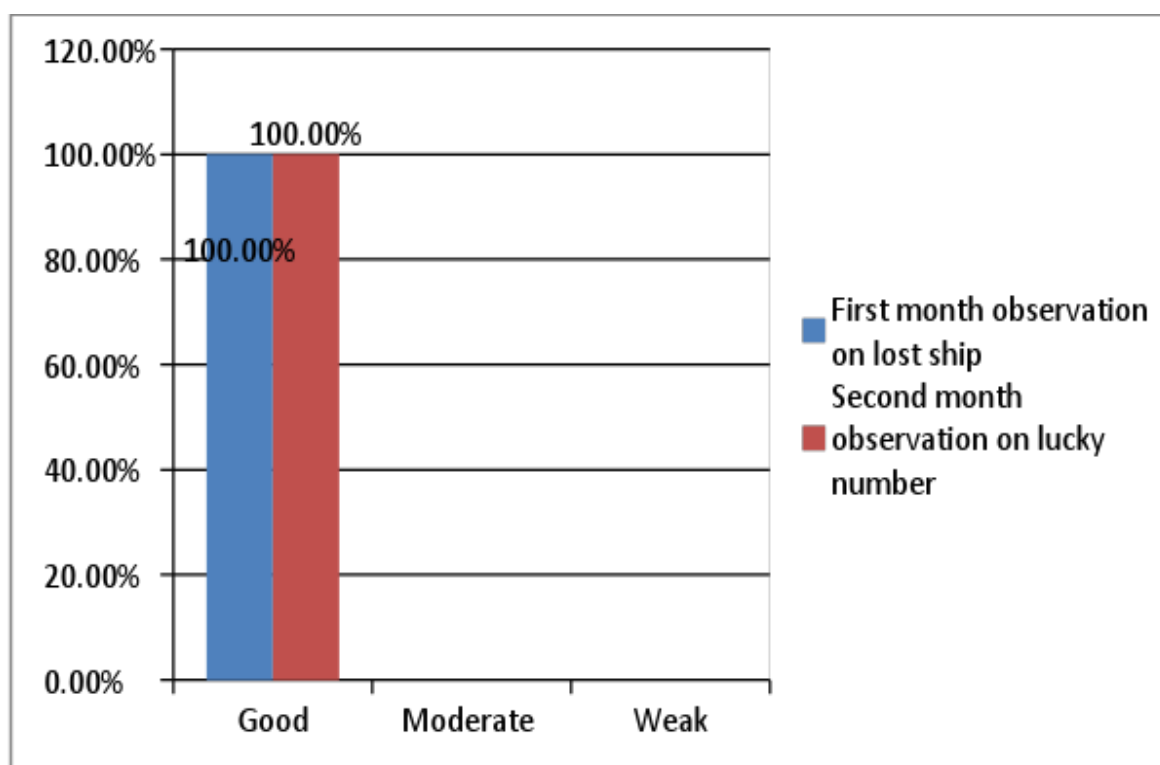
Table (4.49) 7. Teaching storytelling through modern technological tools eliminates boredom and breaks routine among learners.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	14	93.3%	15	100.0%
Moderate	1	6.7%	0	0.0%
Weak	0	0.0%	0	0.0%
Total	15	100.0	15	100.0%

Table (4.49) and figure (4.49) illustrate that (93.3 %) students' answers were good,(6.7%) were moderate and (0.0%) were weak in the first month whereas,(100.0%) of their answers were good,(0.0%) were moderate and(0.0%) were weak in the second month.

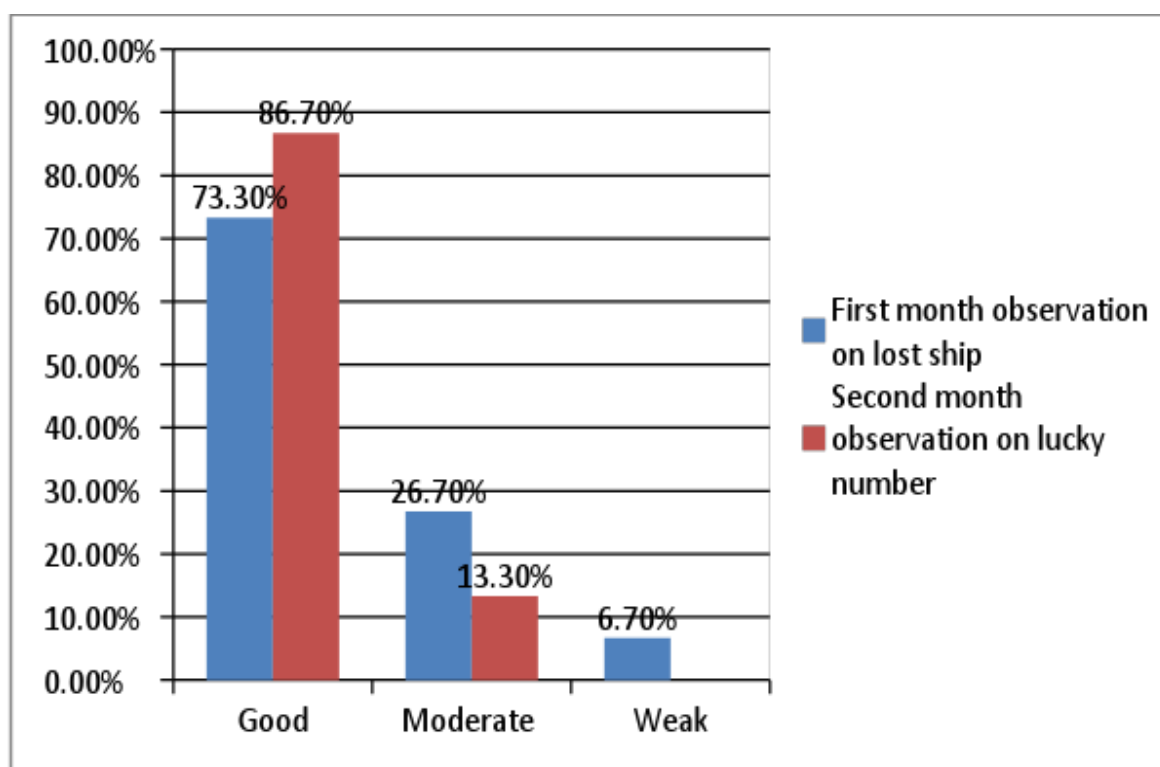
Table (4.50) 8.The availability of many storytellings is one of the reasons of developing reading skill.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	15	100.0%	15	100.0%
Moderate	0	0.0%	0	0.0%
Weak	0	0.0%	0	0.0%
Total	15	100.0%	15	100.0%

Table (4.50) and figure (4.50) illustrate that (100.0 %) students' answers were good, (100.0 %) were moderate and (0.0%) were weak in the first month whereas,(0.0%) of their answers were good,(0.0%) were moderate and(0.0%) were weak in the second month.

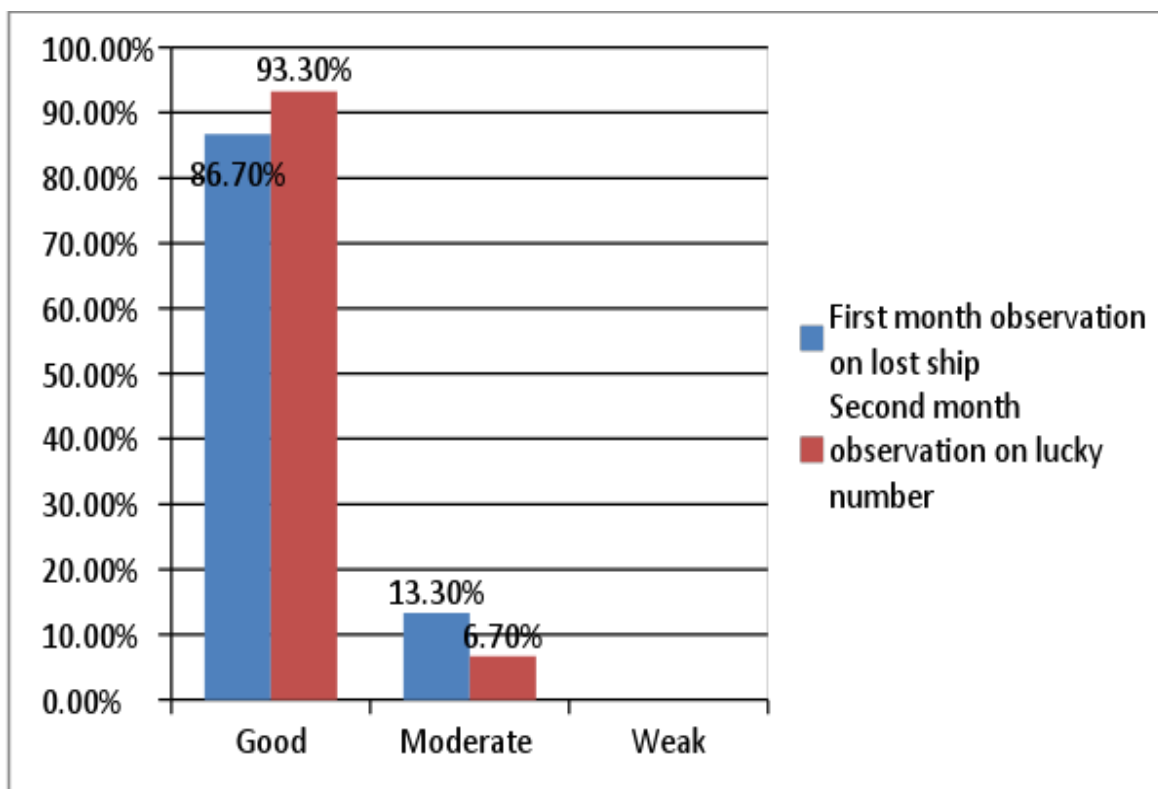
Table (4.51) 9. Teaching storytelling through PowerPoint develops pupils' faster reading.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentages	Frequencies	Percentages
Good	11	73.3%	13	86.7%
Moderate	4	26.7%	2	13.3%
Weak	1	6.7%	0	0.0%
Total	15	100.0%	15	100.0%

Table (4.51) and figure (4.51) illustrate that (73.3%) students' answers were good,(86.7%) were moderate and (26.7%) were weak in the first month whereas,(13.3%) of their answers were good,(6.7%) were moderate and(0.0%) were weak in the second month.

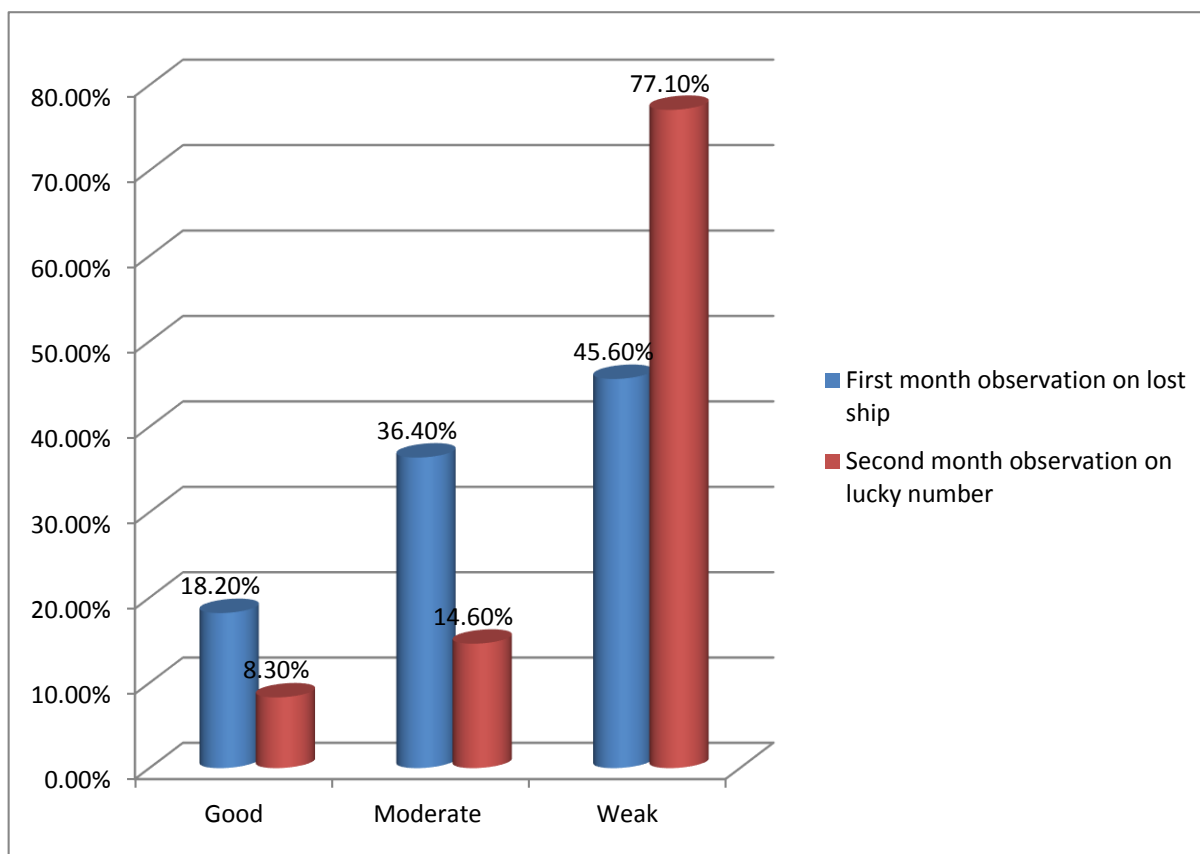
Table (4.52) 10. Teaching storytelling through modern technology makes pupil motivated highly.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentages	Frequencies	Percentages
Good	13	86.7%	14	93.3%
Moderate	2	13.3%	1	6.7%
Weak	0	0.0%	0	0.0%
Total	15	100.0%	15	100.0%

Table (4.52) and figure (4.52) illustrate that (86.7%) students' answers were good,(93.3%) were moderate and (13.3%) were weak in the first month whereas,(6.7%) of their answers were good,(0.0%) were moderate and(0.0%) were weak in the second month.

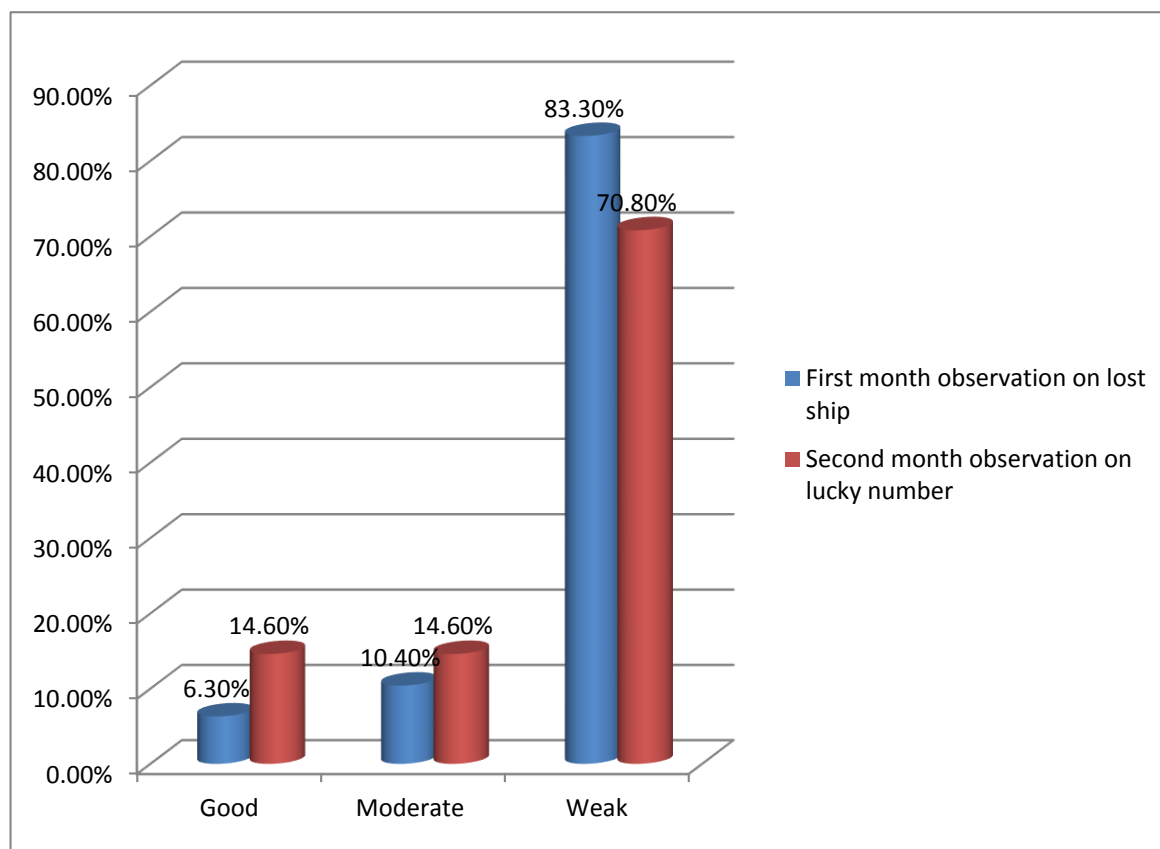
(Table 4.53) 1. The scarcity of storytelling is one of the causes that affects negatively for pupils' reading fluency.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	2	18.2%	4	8.3%
Moderate	4	36.4%	7	14.6%
Weak	5	45.6%	37	77.1%
Total	11	100.0%	48	100.0%

Table (4.53) and figure (4.53) illustrate that (18.2%) students' answers were good,(36.4 %) were moderate and (45.6) were weak in the first month whereas,(8.3 %) of their answers were good,(14.6 %) were moderate and(77.1%) were weak in the second month.

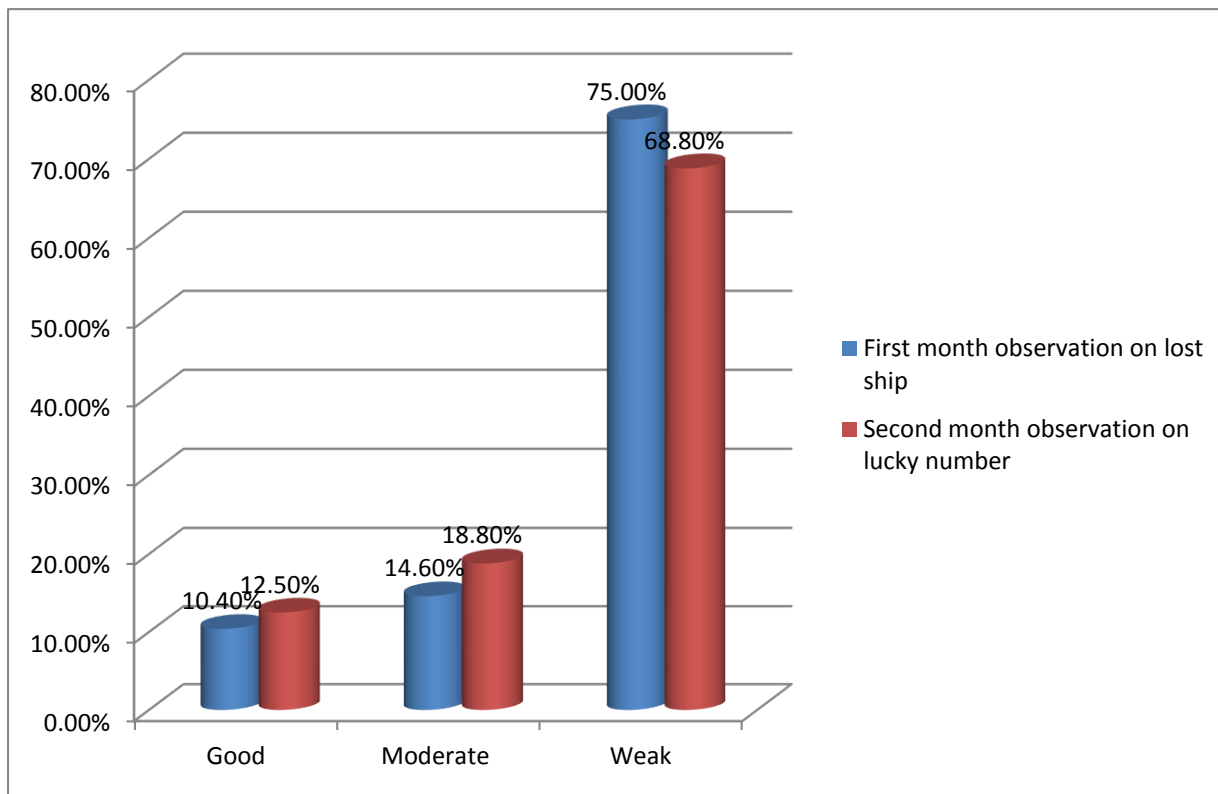
(Table 4.54) 2 .Traditional methods are not suitable for teaching storytelling for developing reading ability.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	3	6.3%	7	14.6%
Moderate	5	10.4%	7	14.6%
Weak	40	83.3%	34	70.8%
Total	48	100.0%	48	100.0%

Table (4.54) and figure (4.5) illustrate that (6.3%) students' answers were good,(10.4 %) were moderate and (83.3%) were weak in the first month whereas,(14.6 %) of their answers were good,(14.6 %) were moderate and(70.8%) were weak in the second month.

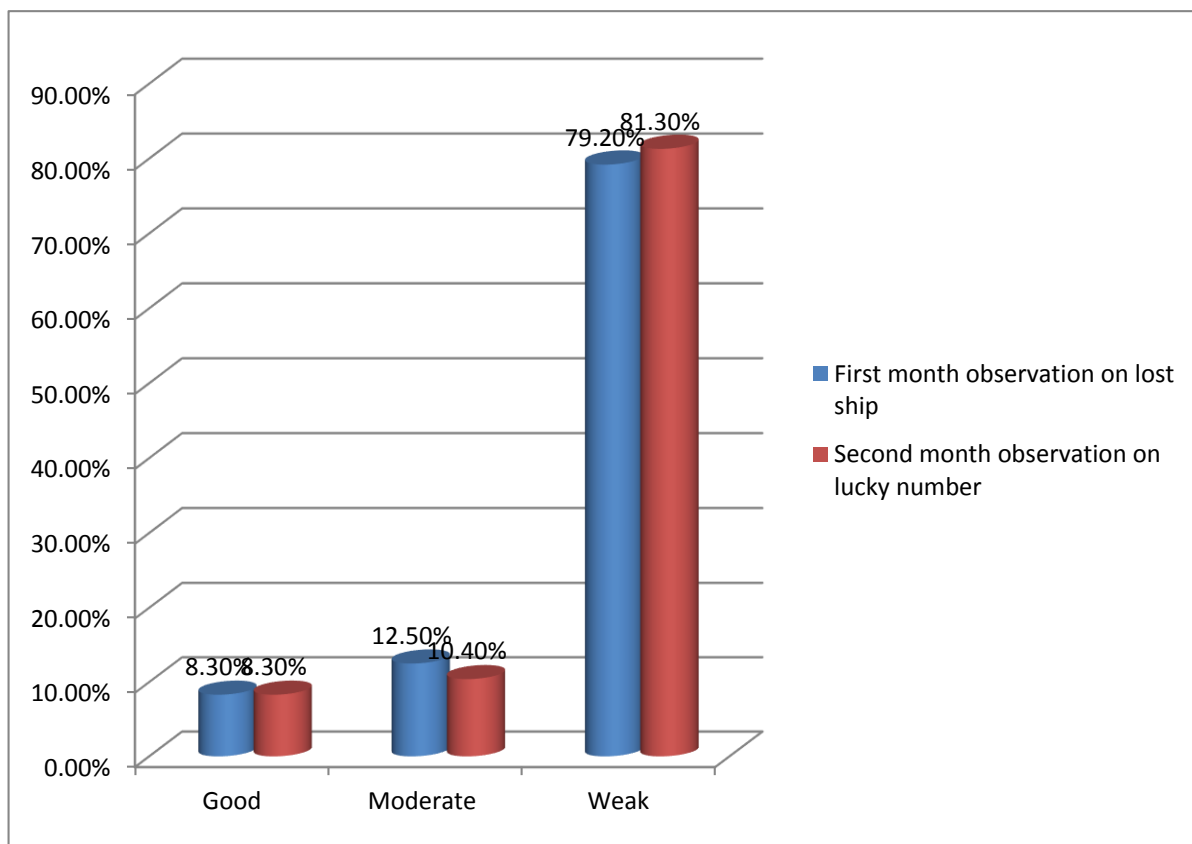
Table (4.55) 3. Translation as traditional tool in teaching storytelling reduces' pupils mastering vocabulary.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	5	10.4%	6	12.5%
Moderate	7	14.6%	9	18.8%
Weak	36	75.0%	33	68.8%
Total	48	100.0%	48	100.0%

Table (4.55) and figure (4.55) illustrate that (10.4%) students' answers were good, (10.4 %) were moderate and (75.0%) were weak in the first month whereas, (12.5%) of their answers were good, (18.8 %) were moderate and (68.8%) were weak in the second month.

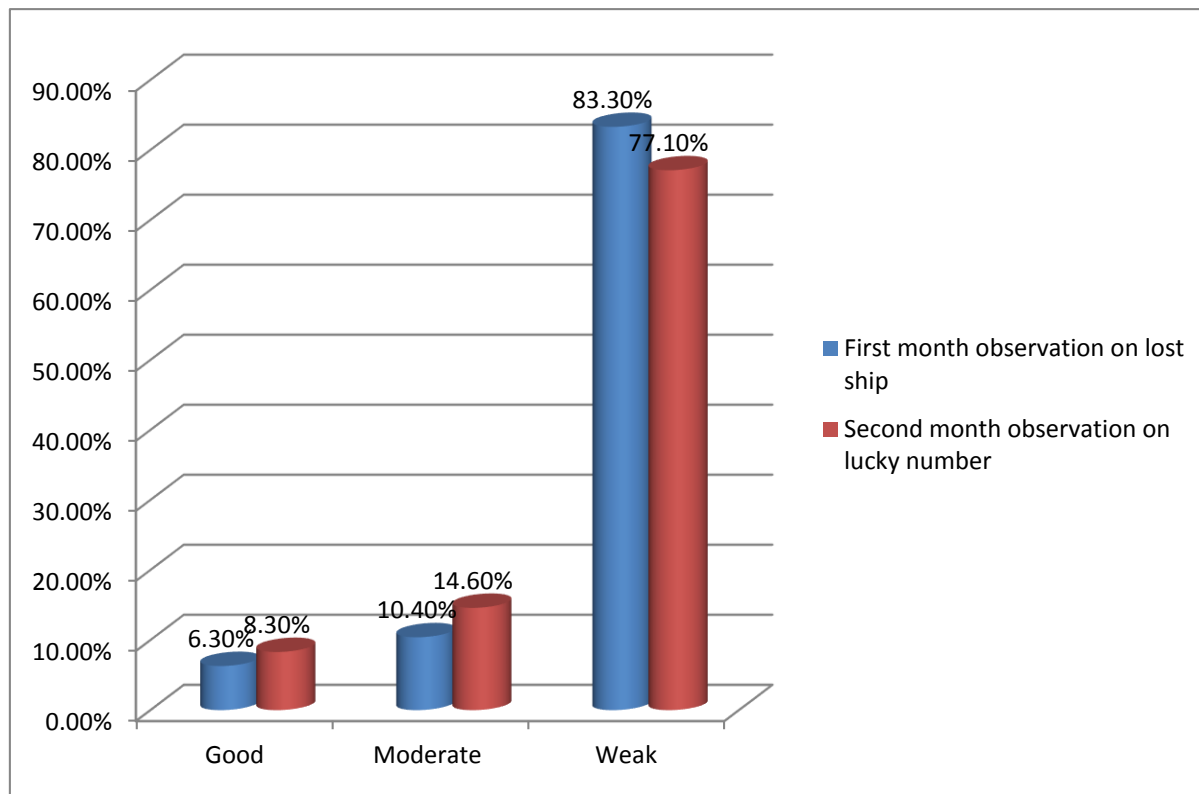
Table (4.56) 4. Culture is hardly bring into the classroom through traditional method.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	4	8.3%	4	8.3%
Moderate	6	12.5%	5	10.4%
Weak	38	79.2%	39	81.3%
Total	48	100.0%	48	100.0%

Table (4.56) and figure (4.56) illustrate that (8.3%) students' answers were good,(12.5%) were moderate and (79.2%) were weak in the first month whereas,(8.3%) of their answers were good,(10.4 %) were moderate and(81.3%) were weak in the second month.

Table (4.57) 5. Teaching storytelling through traditional tools causes boredom.

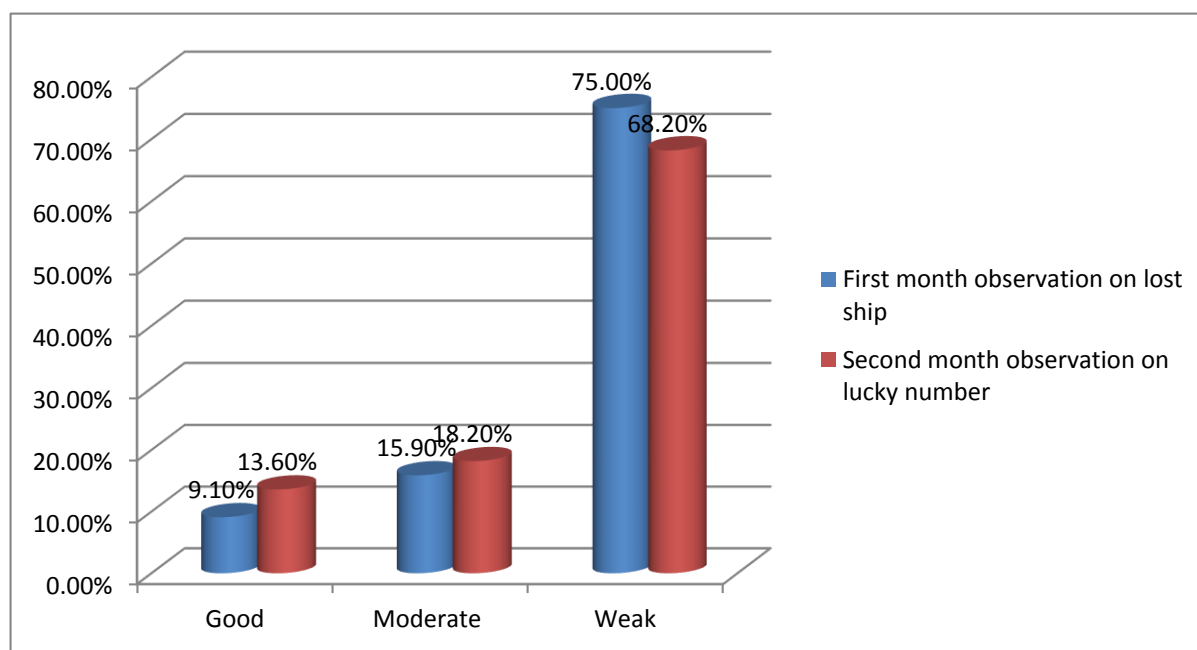


Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	3	6.3%	4	8.3%
Moderate	5	10.4%	7	14.6%
Weak	40	83.3%	37	77.1%
Total	48	100.0	48	100.0%

Table (4.57) and figure (4.57) illustrate that (6.3%) students' answers were good,(10.4%) were moderate and (83.3%) were weak in the first month whereas,(8.3%) of their answers were good,(14.6 %) were moderate and(77.1%) were weak in the second month.

**Observation checklist for pupils at Alhassan AlGali basic school for boys.
The observation through traditional methods/ Number 44**

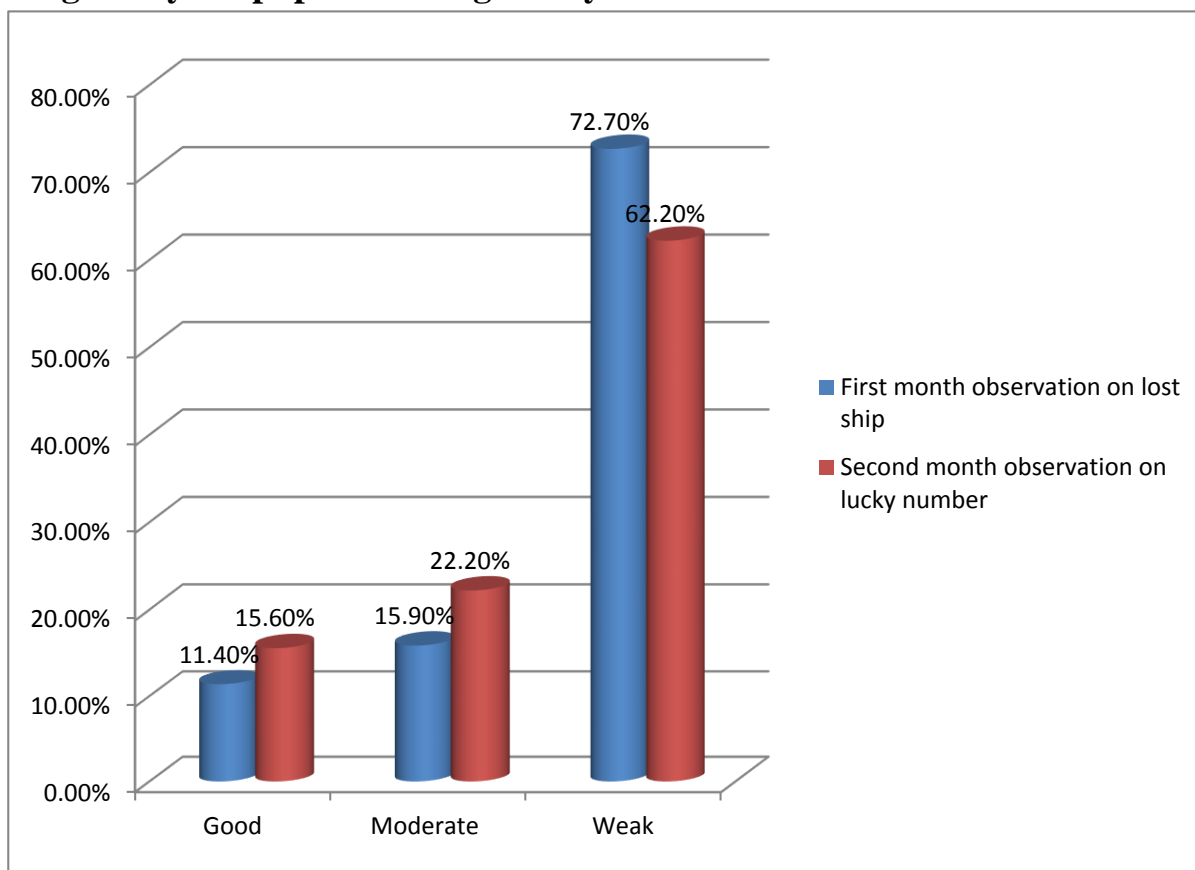
Table (4.58) 1. Traditional methods in teaching storytelling reduce reading ability for young learners.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	4	9.1%	6	13.6%
Moderate	7	15.9%	8	18.2%
Weak	33	75.0%	30	68.2%
Total	44	100.0%	44	100.0%

Table (4.58) and figure (4.58) illustrate that (9.1%) students' answers were good, (15.9%) were moderate and (75.0%) were weak in the first month whereas, (13.6%) of their answers were good, (18.2%) were moderate and (68.2%) were weak in the second month.

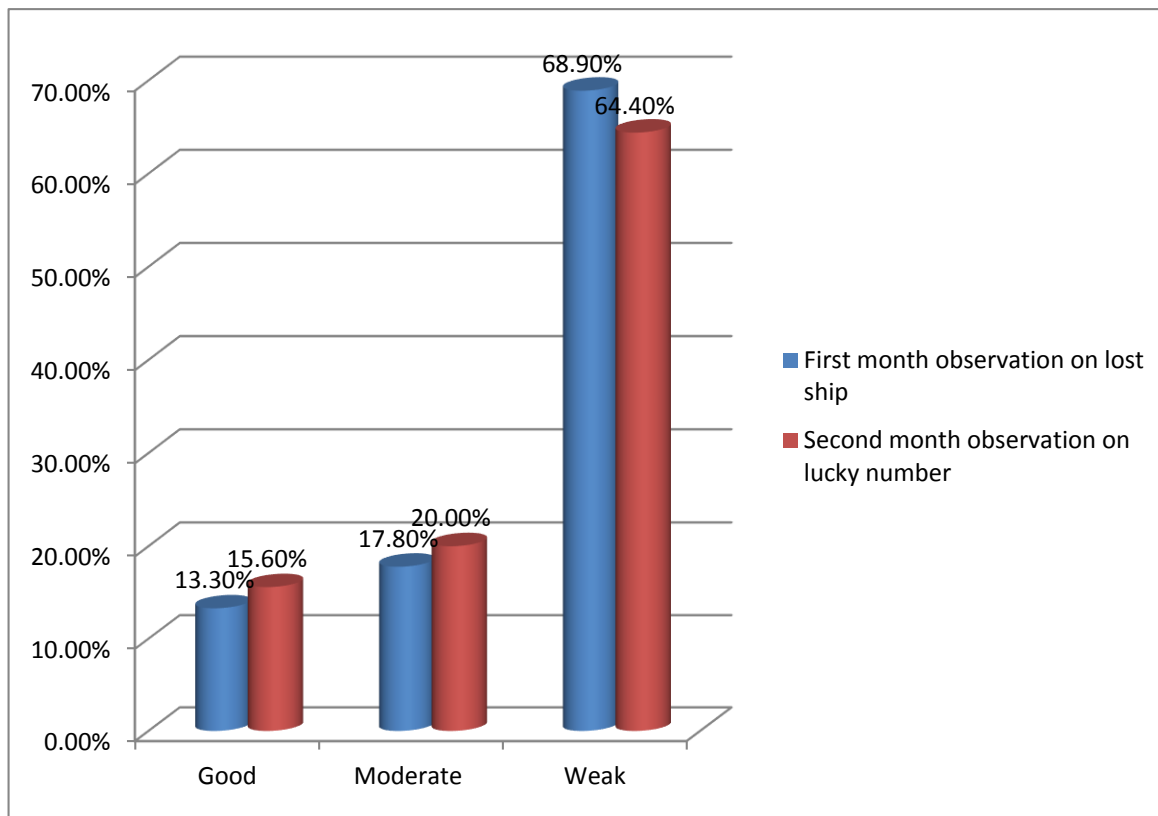
Table (4.59) 2. The scarcity of storytelling is one of the causes that affects negatively for pupils' reading ability.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	5	11.4%	7	15.6%
Moderate	7	15.9%	10	22.2%
Weak	32	72.7%	28	62.2%
Total	44	100.0%	44	100.0%

Table (4.59) and figure (4.59) illustrate that (11.4%) students' answers were good, (15.9%) were moderate and (72.9%) were weak in the first month whereas, (15.6%) of their answers were good, (22.2%) were moderate and (62.2%) were weak in the second month.

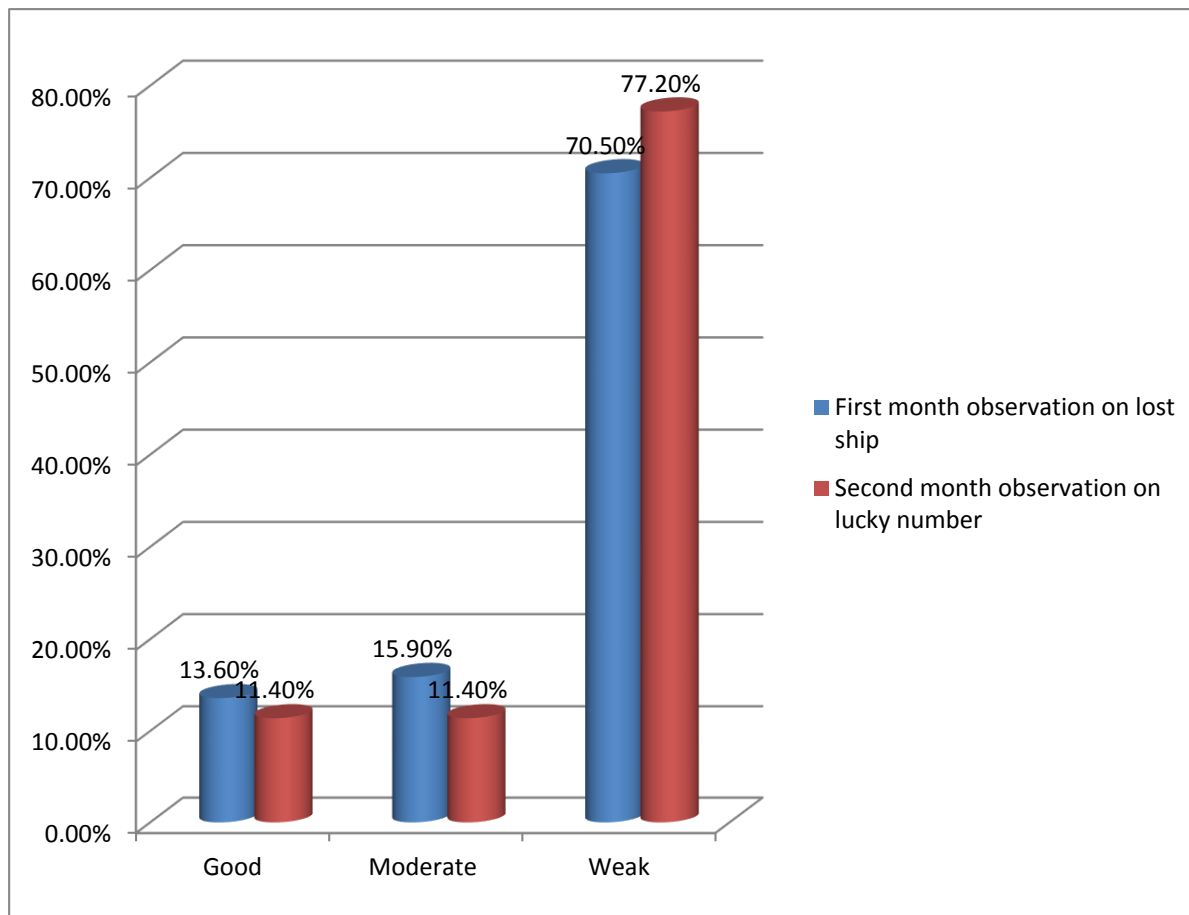
Table (4.60) 3.Traditional methods are not suitable for teaching storytelling for developing reading ability.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	6	13.3%	7	15.6%
Moderate	8	17.8%	9	20.0%
Weak	31	68.9%	29	64.4%
Total	45	100.0%	45	100.0%

Table (4.60) and figure (4.60) illustrate that (13.3%) students' answers were good,(17.8%) were moderate and (68.9%) were weak in the first month whereas,(15.6%) of their answers were good,(20.0 %) were moderate and(64.4%) were weak in the second month.

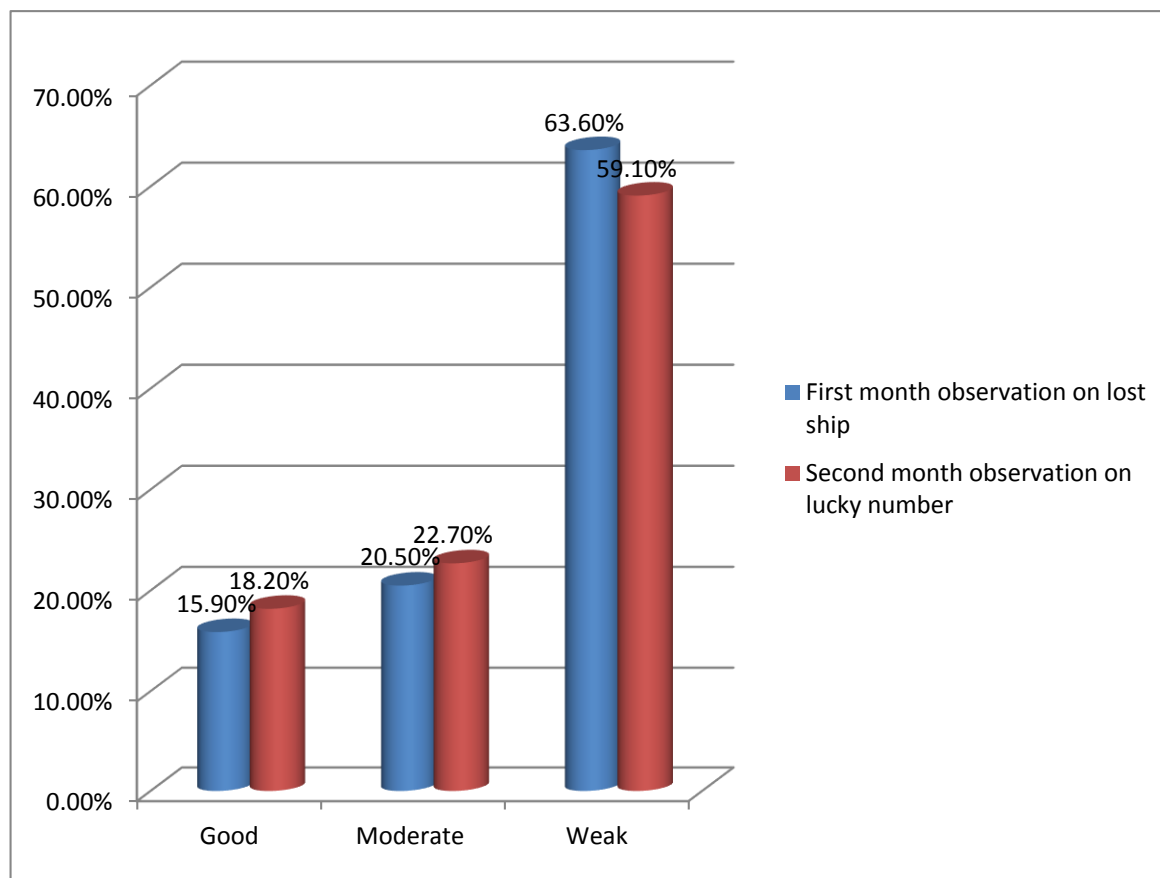
Table (4.61) 4.Teaching storytelling through traditional method causes boredom.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	6	13.6%	5	11.4%
Moderate	7	15.9%	5	11.4%
Weak	31	70.5%	34	77.2%
Total	44	100.0%	44	100.0%

Table (4.61) and figure (4.61) illustrate that (13.6%) students' answers were good,(15.9%) were moderate and (70.5%) were weak in the first month whereas,(11.4 %) of their answers were good,(11.4 %) were moderate and(77.2%) were weak in the second month.

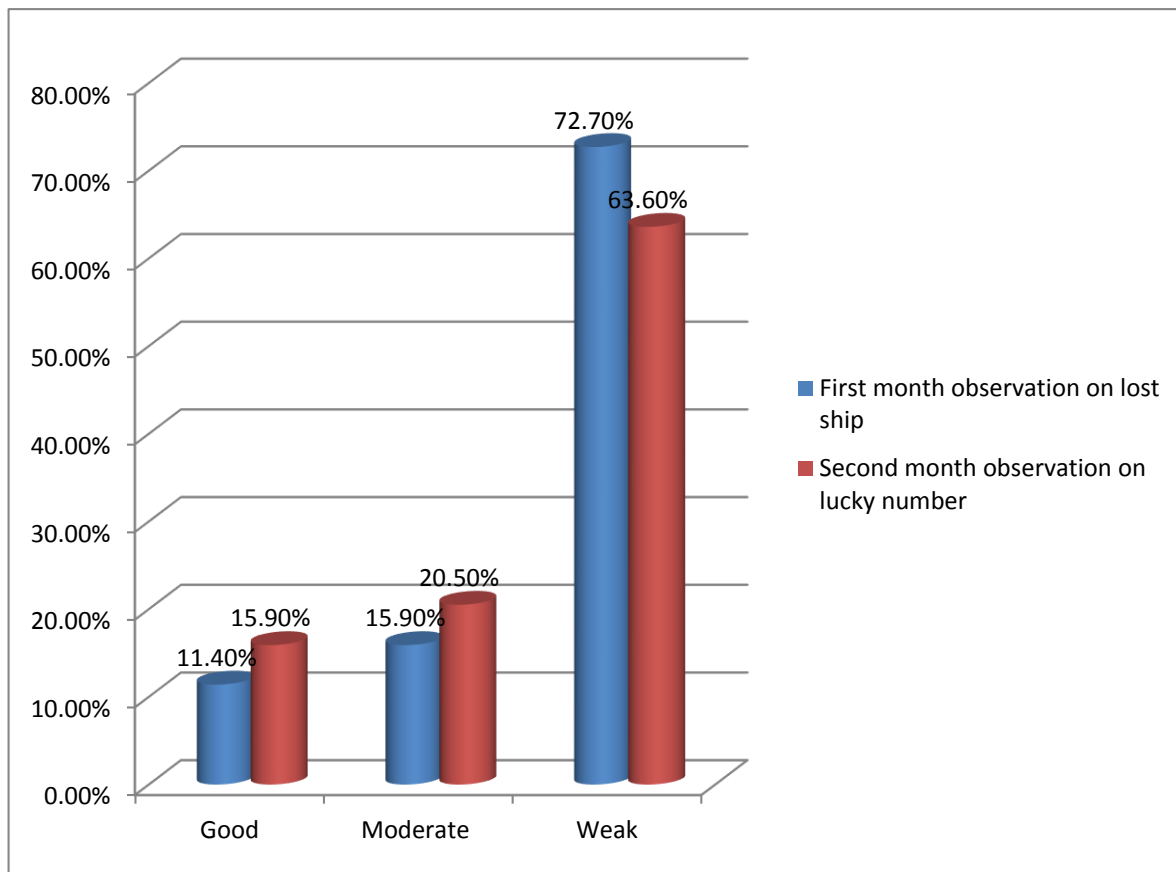
Table (4.62) 5. Translation as traditional tool in teaching storytelling reduces pupils' mastering vocabulary.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	7	15.9%	8	18.2%
Moderate	9	20.5%	10	22.7%
Weak	28	63.6%	26	59.1%
Total	44	100.0%	44	100.0%

Table (4.62) and figure (4.62) illustrate that (15.9%) students' answers were good, (20.5%) were moderate and (63.6%) were weak in the first month whereas, (18.2%) of their answers were good, (22.7%) were moderate and (59.1%) were weak in the second month.

Table (4.63) 6. Culture is hardly bringing into the classroom through traditional method.



Value	First month observation on lost ship		Second month observation on lucky number	
	Frequencies	Percentage	Frequencies	Percentage
Good	5	11.4%	7	15.9%
Moderate	7	15.9%	9	20.5%
Weak	32	72.7%	28	63.6%
Total	44	100.0%	44	100.0%

Table (4.63) and figure (4.63) illustrate that (11.4%) students' answers were good,(15.9 %) were moderate and (72.7%) were weak in the first month whereas,(15.9 %) of their answers were good,(20.5 %) were moderate and(63.6%) were weak in the second month.

4.1.3 Testing hypotheses of the results

Based on the results of statistical analysis for pre-test as a tool for measurements of students' scores. The researcher marked the pre-tests' results then analyzed the collected data and discovered that students were weak. The weakness results of non-existence of modern technological tools in teaching storytelling based on YouTube. So, this in line with hypothesis (1) the non-existence of storytelling through YouTube decreases students' reading fluency. Traditional tools were the main reason behind students' decreasing reading fluency. The control group was the target group in this method. The researcher verified that from the tables above in Elhassan AlGali and Elzakiyab basic schools showed that had poor results.

The researcher found out the absence of PowerPoint in teaching storytelling was major reason to poor students' vocabulary. This result verified that traditional tool no longer valid in pedagogical process. Tables in the pre-test were showed that students had poor vocabulary and this verified that hypothesis (2) teaching vocabulary without technological tools "PowerPoint" considered as the main tool to poor students vocabulary. These tools were applied in the same schools which mentioned above. The researcher discovered that there was no universal culture brought into the classroom because of the absence of teaching storytelling based on Facebook. So, students had less background knowledge about universal culture. This result confirmed that teaching storytelling without Facebook had not brought culture into the classroom. The same results had realized that in the observation checklist based on traditional tools in the tables above.

On the other hand, the researcher marked the post-test then manipulated by SPSS to analyze the collected data. The results were positive and satisfied. The adoption of storytelling enhanced students' reading skill and this confirmed the hypothesis (1) storytelling based on YouTube enhances reading skill. The researcher discovered that using of storytelling in teaching vocabulary based on PowerPoint enrich students' vocabulary. This was in line with hypothesis (2) storytelling through PowerPoint enriches students' vocabulary. The researcher found out teaching storytelling based on Facebook brings the universal culture into the classroom and confirmed that with hypothesis (3) storytelling through Facebook introduced culture into the classroom. The researcher observed the same positive results in the experimental group through observation checklist.

4.2.1 Alhassan AlGali and Alzakiyab Governmental Schools

According to the analysis of the data of the pre- tests at Alhassan AlGali and Alzakiyab Governmental Basic Schools, the results were poor. The adoption of traditional methods in teaching storytelling was clearly the reason of these

results. So, pupils' scores were negative. This result confirmed hypotheses (1): That the absence of using technology as a tool storytelling through YouTube was the main cause to decrease pupils' reading fluency. In this context the researcher observed that pupils' of these schools had poor vocabulary and confirmed not to improve this skill. This confirmed the hypothesis (2): That the lack of using technology as a tool of teaching and learning such as teaching storytelling through PowerPoint was the reason to have poor pupils' vocabulary. The researcher found that no universal culture have brought into these two schools. This was in line with hypothesis (3): That using technology as a tool such as without storytelling through Facebook there was no universal culture being brought into the classroom.

4.2.2 Alizba and Mohammed Fuad Governmental Schools

As a result of the analysis of the post-tests at Alizba and Mohammed Fuad basic schools, the pupils' scores were so positive. These positive results were in line with hypothesis (1): That with the existence of using technology a tool such as storytelling through YouTube was the main cause of increasing pupils' reading fluency. The researcher noted that the pupils of these two schools had enriched their vocabulary which confirmed hypothesis (2): That teaching with technology as a tool such as storytelling with PowerPoint enriched pupils' vocabulary. The researcher found out that the pupils of these schools had background knowledge about the universal culture. This result confirmed hypothesis (3): That with technology as a tool in teaching and learning Storytelling through Facebook brought culture into the classroom.

4.2.3 Data Analysis of Observation checklist for Alhassan AlGali & Alzakiyab schools

According to the analysis of observation checklist at Alhassan AlGali and Alzakiyab Basic Schools the results were dissatisfied. This was due to non-existence of modern technological tools in the classroom. Through traditional tools, pupils were demotivated and this was line with hypothesis (1): That the absence of storytelling through YouTube was the main cause of decreasing pupils' reading fluency. The researcher discovered that in these two schools, the pupils had poor vocabulary as a result of non-existence of using technology as a tool such as PowerPoint into the classroom. This was confirmed hypothesis (2): That the lack of using technology as a tool of teaching such as storytelling through PowerPoint was the main source to poor pupils' vocabulary. The researcher found out that pupils were lack of gaining culture and this was in line with hypothesis (3): That without storytelling through Facebook there was no universal culture being brought into the classroom.

4.2.4 Data Analysis of Observation Checklist for Alizba & Mohammed

Faud Schools

As a result of the analysis of observation checklist at Alizba and Mohammed Faud basic schools pupils had positive results. In these two schools the researcher discovered that modern technological tools were the main cause behind pupils' success. This was in line with hypothesis (1): That the existence of using technology as a tool in teaching storytelling such as YouTube was the main cause to increase pupils' reading fluency. Also the researcher viewed that pupils of these two schools had rich vocabulary because of the use of PowerPoint in the classroom and this was confirmed hypothesis (2): That storytelling through PowerPoint was a vital source to enrich pupils' vocabulary. Finally, the researcher discovered that Facebook was one of tools that can bring culture in the classroom and this was confirmed hypothesis (3): That storytelling through Facebook had brought universal culture into the classroom.

CHAPTER FIVE

Summary of the study, Conclusions, Recommendations and Suggestions for further studies

CHAPTER FIVE

Summary of the Study, Conclusions and Recommendations of Further Studies

5.1 Summary of the Study

The present study has been conducted to investigate the merits of digital storytelling for reading skill at basic level in grade 7. Teaching storytelling through YouTube enhanced pupils' reading ability. The researcher had done his experiment at four schools. The tools were applied tests and observation checklist. The populations of the study were the pupils of class seven in Khartoum North. The researcher adopted modern technological tools for experimental groups and traditional method for control groups. The storytelling was used as a tool of experiment (Lost Ship Lucky Number). The researcher taught these books for two months. The total of periods was 23 hours. There were four schools for executing the experiment. The researcher found out that using technology in teaching storytelling had positive results for young learners whereas traditional methods had negative results according to statistical analysis of students. There are some recommendations and suggestions for future research.

5.2 Findings of the Study

The researcher reached the following findings:

1. Teaching storytelling through YouTube videos enhances pupils' reading ability.
2. Teaching storytelling through power point enriches pupils' vocabulary.
3. Teaching storytelling through Facebook brings culture into the classroom.
4. There is a significant statistical correlation between storytelling and reading ability for young learners.
5. Storytelling through modern technological tools boosts pupils' motivations towards teaching process.
6. Storytelling breaks routine and removes boredom among young learners.
7. Storytelling increases pupils' interest in learning English as a foreign language.

5.3 Recommendations

The researcher recommended the following:

1. Storytelling should be adopted in EFL classroom in teaching English language besides the existing syllabus for pupils of grade (7).
2. Storytelling should be taught to break monotony among young learners and to improve their language skills.

5.4 Suggestions for Further Studies

The researcher presents the following topics for further studies

1. The effect of using technology in teaching storytelling to enhance listening skill through YouTube videos at kindergarten.
2. The impact of power point in teaching vocabulary through images at basic level. (A case study of grade 3)
3. The effect of storytelling to help students' writing ability at secondary school. (A case study of grade 1).

5.5 References

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Q2: Put the words in the following box in the correct space

Men-strange-cigar-fine-cabin

- 1-The weather is.....The wind is blowing the ship.
- 2-This is the captain of the ship. He is in his.....
- 3-Captain! There's a.....ship near us. Can you come on deck?
- 4-There is no name on the ship. There are no.....on deck.
- 5-There is a.....in the ashtray.

Q3: Read the sentences and circle true (T) or false (F)

- 1-The captain and his men are not very happy. ()
- 2-There is no name on the strange ship. ()
- 3-When the captain shouts he hears an answer. ()
- 4-There is no body steering the ship. ()
- 5-There isn't any food on the strange ship. ()

Appendix (2)

Checklist for Ph.D. thesis

Checklist for pupils at Basic Education, grade 7.

The observation checklist targets four governmental schools for the sake of collecting accurate data for scientific assessment.

An observer puts a tick (✓) correct observed performance and a cross for an unobserved performance.

Performances through modern technological tools:

-
1. Teaching storytelling is one of the most positive teaching strategies ().
 2. Teaching storytelling through YouTube "video" enhances pupils' reading ability ().
 4. Facebook is an effective tool for bringing culture into the classroom ().
 5. Teaching storytelling through modern technological tools eliminates boredom and breaks down routine among learners ().
 6. The availability of the existence of many storytelling is one of the reasons for developing reading fluency ().
 7. Teaching storytelling through PowerPoint develops pupils' faster reading.()

Performances through the traditional tool

1. Traditional methods in teaching storytelling reduce reading ability for young learners ().

2. The scarcity of storytelling is one of the causes that negatively affect pupils' reading fluency ().

3. Traditional methods are not suitable for teaching storytelling to enhance reading ability ().

4. Translation as a traditional tool in teaching storytelling reduces pupils' mastering vocabulary ().

5. Culture is hardly brought into the classroom through traditional methods ().

6. Teaching storytelling through traditional tools causes boredom ().
