

THE ELECTRONIC STORY AND THE LANGUAGE SKILLS ACQUIRED BY THE CHILD IN THE FIRST STAGE OF PRIMARY EDUCATION (OTHMAN IBN AFFAN PRIMARY SCHOOL, OUARGLA PROVINCE; MOHAMED CHEIBANI PRIMARY SCHOOL, OUARGLA PROVINCE) AS A SAMPLE

Bouaroua Hamida ¹, Keltoum Medakene ², Khadija Hassani ³

¹ Scientific and Technical Research Center for the Development of Arabic Language, Algeria

² University of Kasdi Merbah Ouargla, Algeria

³ University of Kasdi Merbah Ouargla, Algeria

bouarouahamida@gmail.com

Keltoummedakene@yahoo.fr

hkhadidja209@gmail.com

Received: 14/01/2024; Accepted: 17/01/2025

Abstract:

This study aims to reveal the role of electronic stories in developing language skills among learners in the first stage of primary education, by addressing the nature of electronic stories, their characteristics, objectives, and their relationship with the four language skills: listening, speaking, reading, and writing. The study also included a field aspect in the schools of “Othman Ibn Affan” and “Mohamed Cheibani” in El Mkhadma, Ouargla Province, Algeria, where it presented the value of electronic stories in creating great effectiveness among young learners in the first and second years of primary school as a sample. We adopted the descriptive analytical method, and used an observation grid and a guided interview with teachers and decision-makers to evaluate this.

We concluded that employing electronic stories in the educational process contributes to improving the linguistic performance of learners in the first stage in particular, increases their motivation and interest, and thereby develops their language skills.

Keywords: electronic story, language skills, first stage of primary school, learner, child.

Introduction:

In light of the rapid digital transformations, it has become necessary to reconsider the educational tools adopted within schools, in line with learners’ interests in the age of technology. Among the tools that have imposed their presence in the educational process is the electronic story, which has managed to combine the beauty of storytelling with the effectiveness of multimedia, making it an attractive and suitable educational tool for developing learners’ language skills in their early years.

The first stage of primary education is considered one of the most important stages in the formation of the learner, especially from the linguistic perspective, as several skills begin to take shape, such as comprehension, understanding, conversation, and expression, for example. From this standpoint, this research came to investigate the role of the electronic story in developing the acquired language skills of first- and second-year primary school learners as a sample, through a field study conducted in the schools of Othman Ibn Affan in Ouargla and Mohamed Cheibani in El Mkhadma, Ouargla Province, southern Algeria. For this reason, we entitled our study: The Electronic Story and the Language Skills Acquired by the Child in the First Stage of Primary Education. (Othman Ibn Affan Primary School in Ouargla and Mohamed Cheibani in El Mkhadma, Ouargla) as a sample.

Study Problem:

With the emergence of technological progress and broad openness to digital media, the electronic story has emerged as a modern educational tool that combines image and sound, movement and music, making it an effective tool in attracting and motivating the learner’s attention, especially in the primary stage.

Since the learner in the first stage of primary education is at an important stage in terms of linguistic development, the use of this digital tool raises questions about the extent of its contribution to developing language skills, especially since language represents the cornerstone in building the learner's communicative competence later.

From this standpoint, the following question is posed:

Main Question:

What is the role of the electronic story in developing the acquired language skills of learners in the first stage of primary education? And what is the criterion of its contribution to this?

Sub-questions:

What is meant by language skill, and what are its basic types among learners in the first stage of primary education?

What types of electronic stories are targeted in the first stage, and what characteristics distinguish them?

Where does the importance of the electronic story lie in developing the learner's language skills?

What are the educational objectives associated with teaching the four language skills (listening, speaking, reading, writing) in the first stage of primary education?

What are the most prominent characteristics of the image, sound, video, and music used in the electronic story, and what are the determinants of their use? And where does their importance and functions lie for young learners in the first stage of primary education, for example?

Research Hypotheses:

Based on our presentation of these questions, we must provide a set of research hypotheses as a starting point for the study:

Main Hypothesis:

The electronic story plays an important role in developing learners' language skills starting from the first stage of primary education.

Sub-hypotheses:

- The importance of the electronic story lies in developing learners' language skills, especially in the first stage.
- The electronic story achieves important educational objectives related to teaching the four language skills in the first stage of primary education, including listening, conversation, reading, writing, and comprehension.
- The electronic story has important characteristics represented in image, sound, video, and music, which have great importance in activating and developing the acquired language skills of the learner.

Importance of the Study:

The electronic story today has great importance for young learners, the most important of which are:

- **Academic:** It fills a research gap in the field of employing the electronic story in language teaching.
- **Educational:** It provides practical suggestions for teachers that support the use of engaging tools suited to the psychological and cognitive characteristics of learners.
- **Methodological:** It relies on various field tools to collect accurate data, combining theoretical analysis with scientific application inside the classroom.
- **Social:** It raises parents' awareness of the importance of digital media in supporting language learning and creates a stimulating environment inside and outside the classroom.

- **Future-oriented:** It opens prospects for new research in language teaching through modern technologies and paves the way for integrating the electronic story into official programs in the future.

Objectives of the Study:

Thus, this study aims to achieve a set of educational and scientific objectives, including:

- Identifying the concept of the electronic story and its educational characteristics, and clarifying the difference between it and the paper story.
- Revealing the role of digital media and its importance in teaching the Arabic language, and focusing on it.
- Identifying the achieved language skills (listening, speaking, reading, writing) when reading the electronic story.

Motivation for Choosing the Study Topic:

Among the most important reasons that motivated me to choose this topic are the following:

- The weakness of language skills among learners in the first stage in light of technological development.
- The lack of studies that focused on the role of the electronic story in improving language.
- The desire to integrate technology into primary education in effective educational ways.
- Children's inclination toward digital media instead of paper-based media.
- The need to develop educational tools in line with the requirements of the digital generation.

Method Followed in the Study:

Given the nature of the topic, the descriptive analytical and statistical method was followed, as it is the most appropriate for studying the phenomenon through analyzing theoretical data and interpreting them in a precise scientific manner. We also counted various frequencies (of verbs, nouns, letters, adverbs, etc.) and explained the reason for their recurrence.

Study Tools:

In this research, we relied on the tools of analysis, observation, and interview to monitor the extent of the importance of the electronic story in developing language skills and the nature of learners' interaction with it.

Field of the Study:

This research falls within the field of educational sciences as well as applied linguistics, as it is concerned with studying modern methods of teaching the Arabic language to the learner at the primary education stage. The field of the study is based on employing the electronic story as a pedagogical tool aimed at developing language skills, especially in the first stage of primary education, where the learner's basic language skills are built through listening, speaking, reading, and writing. This study therefore addresses the issue related to the extent to which this type of story contributes to supporting language, with a focus on the conditions and techniques used, and the extent of learners' response to this type of digital educational resource.

Definition of Basic Concepts:

- Electronic story.
- Language skills.
- First stage of primary education.

Limits of the Study:

A- Temporal limits: The field study was conducted during the month of May of the 2024/2025 academic year, specifically on the following days:

May 8, 2025 (The Story of Honesty and the Jar).

May 11, 2025 (Interview with the teachers).

May 13, 2025 (The Story of the Rabbit and the Tortoise).

May 14, 2025 (Interview with the inspector).

B- Spatial limits: The study was conducted in the two primary schools: Othman Ibn Affan and Mohamed Cheibani, El Mkhadma, Ouargla Province, Algeria.

C- Human limits: The study included pupils from the following two classes:

First-year primary class (36 pupils).

Second-year primary class (31 pupils).

An interview was conducted with the teachers of the two concerned classes.

D- Subject limits: The study focused on analyzing the impact of the electronic story on developing the four language skills among learners in the first stage of primary education.

Previous Studies: Among the most important previous studies that dealt with the subject through research and study are:

1- A study by Abdullah Mohamed Al-Sulaiman entitled: The Effect of Using the Electronic Story in Developing Arabic Language Skills among Primary School Pupils.

Main findings:

The electronic story helps improve listening and speaking among children.

It has a role in increasing linguistic repertoire and developing imagination.

The digital story develops the child's love of reading and increases his understanding of texts.

2- A study by Maryam Ben Aissa entitled: The Effect of Using Multimedia in Primary Education.

Main findings:

▪ Media such as sound and image enhance comprehension and attention.

Integrating them into the story increases the effectiveness of learning.

▪ The digital story develops the child's love of reading and increases his understanding of texts.

The Nature of the Electronic Story:

Today, the electronic story has become an effective educational tool for developing the learner's language skills, especially in the first stage of primary education, as it combines sound, image, and movement, making it more attractive and motivating for learning.

These stories are used as educational tools that assist teachers in developing learners' abilities in listening, speaking, reading, as well as writing inside the classroom.

The Holy Qur'an contains texts that indicate the importance of stories, including the Almighty's saying: "We relate to you the best of stories through what We have revealed to you of this Qur'an, although before it you were among the unaware" (Surah Yusuf, verse 03), and His saying: "Indeed, in their stories there is a lesson for those of understanding. It was not a fabricated narration, but a confirmation of what was before it, and a detailed explanation of all things, and guidance and mercy for a people who believe." (Surah Yusuf, verse 111)

1- Definition of the Electronic Story:

1-1- Linguistically: The word "story" in language is derived from the verb "qassa." It is said: "qassa al-athar" if one followed the trace, and "qassa al-hadith" if one narrated and recounted it. Hence, the word story came to mean following news and narrating events in a sequential

manner. It revolves around following and transmitting, whether this concerns a trace or a speech. (Ibn Manzur, 1981, p. 73)

1-2- Terminologically: The story is a prose literary work that depicts real or imaginary events, revolving around specific characters in a defined time and place, and developing through a conflict that leads to a resolution. It aims at entertainment, persuasion, or guidance.

Thus, it is “a narration of imagined or real events, presented within a defined temporal and spatial framework, and including characters that interact within a plot having a beginning, middle, and end, with the aim of entertaining, informing, or influencing.” (Abdullah, 2007, p. 12)

Thus, the techniques of using the traditional or paper story differ from those of the electronic story.

1-3- Definition of the Electronic Story: The electronic story is a type of digital story presented through electronic media such as computers, tablets, or smartphones. It combines written texts, images, sound, music, and movement, with the aim of attracting the learner and stimulating his interaction with the narrative content, which contributes to developing his linguistic and cognitive skills in an engaging and integrated way. (Abdel Salam, 2019, p. 20)

Accordingly, this is a more accurate academic documentation that can be relied upon:

The electronic story is generally a form of digital narration that employs multimedia such as images, sound, video, and texts in order to present a story in an interactive way that contributes to enhancing learning and communication (Sadik, 2008, p. 489). Therefore, the learner, starting with the young child, longs for such interactive media.

Bernard Robin considers that the digital story represents an effective educational tool that combines the art of traditional storytelling with modern technology, and helps learners develop thinking, expression, and creativity skills at the same time (Bernard, 2006, pp. 709-716).

For this reason, Joe Lambert emphasizes that the digital story is based on integrating personal human experience with modern digital technologies to produce influential and interactive narrative content. This is what is absent among many makers of educational content directed especially to their young learners (Lambert, 2009, p. 4).

Jason Ohler also pointed out that digital storytelling contributes to the development of digital and linguistic literacy, and enhances creative and interactive learning within the educational environment alike (Ohler, 2008, p. 23).

The electronic story is a modern model of interaction between language and technology, as it combines audio, visual, and textual dimensions to form an enriching educational experience. From a linguistic and language perspective, these stories provide the child with the opportunity to develop his language skills by recognizing new linguistic structures and understanding meanings through multiple contexts.

Opinions of Linguists:

A. Ferdinand de Saussure:

Saussure said that language is “a system of symbols whose meanings are determined through relations within the system.” The electronic story, with its variety of media (such as words, images, and sound), forms a set of symbols that interact together to convey meaning.

* **Analysis:** The electronic story uses this symbolic system in an innovative way, where speech overlaps with images and music to convey educational meanings. (de Saussure, 2007)

B. Noam Chomsky:

* **Explanation:** According to Chomsky in *Language and Mind*, language is a tool that is not limited to communication only, but is also a means of shaping human consciousness. The electronic story helps develop the child's linguistic awareness.

* **Analysis:** The electronic story enhances the child's critical and creative thinking, which contributes to shaping his awareness and expanding his linguistic perceptions. (Chomsky, 1965)

Analyzing these stories through the opinions of linguists and language scholars helps in understanding their effective role in developing linguistic awareness and enhancing communication among children.

5- The Importance of the Electronic Story in the Educational Process:

The importance of the electronic story in the educational process, especially in the first stage of primary education, is reflected in the following points:

5-1- Stimulating learning motivation: The electronic story attracts the child's attention through colors, movement, and sound. Example: "The Story of Salma's Adventures in the Forest" uses visual and sound effects to engage the learner and connect him to the context of the story.

5-2- Developing basic language skills: such as listening, pronunciation, expression, and reading comprehension skills. Example: The story "The Journey of Letters" repeats the pronunciation of letters with supporting images and sounds to reinforce correct pronunciation.

5-3- Simplifying educational concepts: The story presents concepts in a simple and smooth way that suits the learner's level. Example: The story "Friends of the Environment" presents environmental concepts in simple language and understandable scenarios.

5-4- Supporting self-learning: The child can play the story and interact with it independently, which strengthens his autonomy. Example: In the story "Ali and the Letters," the child can choose the letter he wants to learn about and repeat it whenever he wants.

5-5- Taking individual differences into account: The story allows the child to control speed and repetition, which helps each child according to his level. Example: The story "A Day at School" can be presented slowly, with the possibility of repeating sentences as needed. (Al-Zoubi, 2019, pp. 112-130)

Language skills are the abilities that enable us to communicate effectively with others through language. Language skills include the ability to: speaking: expressing ideas and feelings through speech; writing: expressing ideas and feelings through writing; reading: understanding written texts; listening: understanding spoken speech.

1- Definition of Language Skill:

Linguistically: Skill in language is derived from the verb "mahara." It is said: "mahara fi al-shay'," meaning he excelled in it and mastered it. It indicates proficiency and mastery in work. "Skill" also refers to the ability to perform a specific task efficiently and distinctively. (Ibn Manzur, 1981, p. 185)

Terminologically: Language skills refer to the ability to use language correctly in various life situations, whether oral or written, and they involve several aspects such as comprehension, understanding, speaking, listening, reading, and writing. They represent a basis for developing the individual's communicative competence. (Ibrahim, 1990, p. 15)

The integration of multimedia contributes to increasing the child's motivation toward learning and facilitates language acquisition in an enjoyable and interactive way. Many studies also show how each language skill can be developed through the digital story if it is employed in a carefully planned educational manner. Therefore, we recommend the necessity of including

this type of story in educational programs, while providing appropriate training for teachers on how to use it.

Language skills are of great importance because they enable us to communicate effectively with others and express ourselves clearly and accurately.

2- The Role of the Electronic Story in Developing the Learner's Language Skills (Field Study)

We will study and analyze The Story of Honesty and the Jar and the language skills acquired by learners.

1. The artistic study of The Story of Honesty and the Jar: Al-Rahma Channel – Islam Way. (Al-Rahma Channel - Islam Way, 2025)

- **Target age group:** first stage of primary education (6-9 years).
- **Language:** Standard Arabic.
- **Topic:** honesty.
- **Available media:** cartoon video with a narrator's voice, animated images, and meaningful background music.

▪ **Limits of the study:**

A- Temporal limits: We conducted the field study during the month of May of the 2024/2025 academic year, specifically on the following days:

- May 8, 2025 (The Story of Honesty and the Jar).
- May 11, 2025 (Interview with the teachers).
- May 13, 2025 (The Story of the Rabbit and the Tortoise).
- May 14, 2025 (Interview with the inspector).

B- Spatial limits: The study was conducted in the two primary schools: Othman Ibn Affan and Mohamed Cheibani, El Mkhadma, Ouargla Province, Algeria. These two institutions were selected because they adopted teaching with the electronic tablet as an initial experiment in Ouargla Province by the Directorate of National Education in southern Algeria.

C- Human limits: The study included pupils from the following two classes:

- First-year primary class (36 pupils).
- Second-year primary class (31 pupils).
- An interview was conducted with the teachers of the two concerned classes.

D- Subject limits: The study focused on analyzing the impact of the electronic story on developing the four language skills among learners in the first stage of primary education, where the story was presented to the learners by video.

- **Story link:** The Story of Honesty and the Jar - Islam Way.

Figure No. 01: The Story of Honesty and the Jar - Islam Way.



Source: (Al-Rahma Channel - Islam Way, 2025).

1.1. Story Summary:

The story tells of an honest man whose honesty is tested when he finds a jar filled with gold. Despite the temptation, the man decides to return the jar to its owner, which shows the value of honesty and its positive impact on human life.

2.1. Educational Objectives:

- Reinforcing the value of honesty among children.
- Developing listening and comprehension skills through following the story.
- Encouraging children to discuss the story and express their opinions.
- Encouraging children to apply this value in their daily lives.

3.1. Adopted Media:

- **Images:** Colorful cartoon drawings that attract children's attention.
- **Video:** A visual presentation that helps convey the message effectively. This video is characterized by colorful cartoon drawings, audio narration in Standard Arabic, and calm background music, making it suitable for analyzing the story and discussing it with children.
- **Music:** Calm background music that adds an atmosphere of interaction and integration.

4.1. The Artistic and Literary Study of the Story "Honesty and the Jar":

A. The main event: It is represented in finding two jars filled with gold while the honest man was digging the ground after buying the house, then making the decision to return the jar to its owner despite the temptation, which clearly shows the value of honesty.

B. Characters:

- **The honest man:** The hero of the story, characterized by truthfulness, honesty, and love of nature.
- **The owner of the house:** A righteous person who does not covet money, responds to the buyer's honesty, and shows great morality.
- **The son and daughter (implicitly):** They appear at the end of the story as a symbol of a beneficial solution that ensures cooperation and solidarity.

B. Time and Place:

- **Time:** It is not explicitly mentioned in the story, but there is an indication that it happened during the time of the Prophet, peace and blessings be upon him, which gives the story a heritage and historical character that connects the child to original Islamic values.
- **Place:** It is not precisely specified; it was only mentioned at the beginning of the narration as "there was in a place" ..., which keeps the place general and vague. This enhances the symbolic nature of the story, so that it can happen in any time and place, making the lesson broader and more comprehensive.

C. Type of Narration: The narration is presented in a direct classical narrative style, with the use of the past tense to present events, which is a prominent feature in educational stories directed at children.

D. Artistic Style:

- Simplicity of language and ease of vocabulary to suit the child's level.
- Reliance on descriptive narration to highlight values, honesty, such as honesty, generosity, and solidarity.

- Absence of intensive direct dialogue, which makes the text focused on the moral message more than linguistic interaction.

E. Literary and Educational Values:

- **Honesty:** It is the main value around which the story revolves.
- **Asceticism:** It appears in both men, as neither of them covets the other's money.
- **Cooperation and solidarity:** Through the final human solution that brings together the children of both parties and includes giving charity to the poor.
- **Love of nature:** Through the honest man's motive for digging.

F. Elements of Artistic Structure:

- **Beginning:** Presenting a natural situation (a man buying a house).
- **Climax:** Discovering the golden jar and the moral test of honesty.
- **Resolution:** Both parties refuse the money and agree on a beneficial solution that satisfies both parties and serves society.

G. Values Extracted from the Artistic Study:

- The story instills high values in children's souls in an indirect way.
- It reinforces the concept of honesty as a human principle that goes beyond daily situations.
- It builds in the child a tendency to respect the rights of others, avoid greed, and take the initiative to do good.

H. Questions on the Story "Honesty and the Jar":

First: General Comprehension Questions (Understanding the Story):

- Who is the hero of the story?
- What did the man find while digging?
- What did he decide to do when he found the two jars?
- Why did the owner of the house admire the honest man?
- What did the two men finally do with the gold?

Second: Analysis and Thinking Questions:

- Why did the man not take the gold for himself?
- What would you do if you were in the man's place? And why?
- Do you think honesty is important? Justify your answer.

Third: Vocabulary and Structures Questions:

- What is the meaning of the word "honesty"?
- What is the opposite of the word "greed"?
- Extract from the story a past-tense verb.

Fourth: Oral Expression Questions:

- Tell the story in your own words.
- Describe the character of the honest man.
- What value did you learn from this story?

5.1. Evaluation Criteria in Brief:

- **General comprehension:** Distinguishes characters, event, result, and extracts the moral lesson.
- **Analysis and thinking:** Distinguishes between right and wrong, links cause to result, and gives a justified opinion.
- **Vocabulary and structures:** Recognizes new vocabulary, uses it in sentences, and understands simple structures.

- **Listening skill:** Listens well, retells the narration, and answers simple questions.
- **Writing skill:** Writes sentences about the characters, completes incomplete sentences, and suggests an alternative ending or an opinion.
- **General observation:** Pays attention to the story, interacts with the presentation, and participates in the activity.

6.1. Electronic Programs Assisting in the Linguistic Analysis of the Story “Honesty and the Jar”:

* **Definition:** Assisting electronic programs are digital tools that help the researcher analyze the text and discover repetition and linguistic characteristics easily.

* **Example:** In the story “Honesty and the Jar,” these programs are used to calculate the number of repetitions of words such as “gold” or “said,” and to understand how they were used in time and place.

A. Verbs of Time and Place – Analysis with Frequencies and Reasons:

- Verbs of time:

Table No. (01): Verbs of Time in the Story “Honesty and the Jar”

Explanation	Reason (Cause)	Function in Context	Frequency	Verb
Shows the beginning of movement in the story and serves as a key element in building the chronological sequence.	Indicates temporal transition.	Marks the beginning of the event.	3 times	Went
Expresses returning after performing a certain action, which supports the narrative sequence.	Indicates a subsequent temporal development.	Links the stages of the story.	2 times	Came
Expresses a turning point in the story.	Indicates a temporally significant moment.	Expresses a moment of discovery.	2 times	Found
Relates to an action resulting from a specific temporal situation.	Indicates a decisive moment.	Shows a direct and decisive action.	1 time	Took

- Verbs of place:

Explanation	Reason (Cause)	Function in Context	Number of Repetitions	Verb
-------------	----------------	---------------------	-----------------------	------

It shows a change of place, which contributes to drawing the narrative scene.	A verb indicating spatial movement	Movement from one place to another	3 times	Went
It precisely highlights the place where the jar is located.	It indicates spatial positioning	Determining the location of the object	1 time	Put
It reflects the transition from a closed place to an open one.	It shows spatial transition	Leaving a place	1 time	Went out
It reinforces tracking the path of the hero within the story.	It completes the spatial course of the narration	Arrival at a specific place	1 time	Came

Table No. (02): Verbs of Place in the Story “Honesty and the Jar”

Clarification of Important Points:

- “Went” was repeated more than once because it expresses the movement of the main character (the honest man) through time and place.
- “Put,” “was taken,” and “found” are verbs that indicate decisive moments in the story (such as: putting the jar, finding it, or making the decision).
- The verb “came” or “arrived” serves to connect a new stage of the story, and it is common in educational stories because it makes it easier for the child to follow the events.
- The number may vary according to the verb form (past, present, or even implicit repetition), but the analysis focuses on the main verbs that draw the map of time and place.

*** Summary of the Linguistic Phenomenon:**

- **General reason:** The repetition of verbs of time and place serves to organize the events and clarify their sequence in terms of when and where they occurred.
- **General explanation:** The story relies on dynamic verbs that clarify the movements of the characters and the development of events, which makes the child able to easily follow the temporal and spatial line of the action.

B. Letters and Linguistic Connectors – Analysis with Reason and Explanation:

• **Conjunctions:**

Table No. (03): Conjunctions in the Story “Honesty and the Jar”

Explanation	Reason	Frequency	Letter
It links successive events, such as: “he went and found the jar,” helping to narrate the story in a sequential manner.	To connect verbs or sentences	15 times	and
It indicates that one event occurred after another, such	To indicate chronological order	3 times	then

as: “he took it, then went with it to the judge.”			
---	--	--	--

• **Prepositions:**

Table No. (04): Prepositions in the Story “Honesty and the Jar”

Explanation	Reason	Frequency	Preposition
It is used to determine position, such as: “in the cellar” or “on that day.”	To determine time or place	5 times	in
It indicates the movement of the character toward a specific place, such as: “he went to the market.”	To indicate direction	4 times	to

C. Temporal and Causal Connectors:

Table No. (05): Temporal and Causal Connectors in the Story “Honesty and the Jar”

Function in Context	Estimated Excerpt from the Story	Tool	Tool Type
Identifying the beginning of the events	“Once upon a time, there was a man who owned a house.”	Once upon a time	Temporal
Clarifying the moment when the event occurred	“When he found the jar, he was surprised by its contents.”	When	Temporal
Clarifying an event that occurred during another event	“While he was looking inside the jar, the gold shone in his eyes.”	While	Temporal
Linking successive events	“Then he decided to return it to its owner.”	Then	Temporal
Explaining the reason for making the decision	“He returned the jar because it did not belong to him.”	Because	Causal
Linking the honest act to the positive psychological effect	“Therefore, he felt comfort in his heart.”	Therefore	Causal
Clarifying the relationship between the quality and the social result	“The judge admired him because of his honesty.”	Because of	Causal
Justifying the behavior from a religious or moral standpoint	“As he knew that honesty is one of the qualities of a true Muslim.”	As	Causal

D. Analysis of Nouns and Pronouns in the Story “Honesty and the Jar”

Table No. (06): Analysis of Nouns and Pronouns in the Story “Honesty and the Jar”

Effect on the Child in the First Stage of Primary Education	Function in the Narrative Text	Example from the Story	Linguistic Element
Learning the value of honesty and linking it to a specific character	Introducing the main character	The honest man	Noun
Expanding the lexical repertoire and linking words to images	Identifying the central object in the story	The jar	Noun
Distinguishing between material and moral values	Clarifying the contents of the jar and the motive for the moral choice	The gold	Noun
Understanding relationships between characters	Introducing a secondary character who plays a role in the plot	The owner of the jar	Noun
Learning to track characters according to the pronouns used	Referring to the absent person without repeating the noun	He is the one who found the jar	The pronoun (he)
Developing the skill of self-expression and understanding the first-person pronoun	Expressing oneself and linking speech to the character	I found the jar on my way	The pronoun (I)
Training the child to match the pronoun with gender and number	Referring the pronoun back to the jar (feminine)	It is a trust and must be returned to its owner	The pronoun (it/she)

E. Analysis of Action and Event in the Story “Honesty and the Jar”:

Table No. (07): Analysis of Action and Event in the Story “Honesty and the Jar”

Impact on the Child in the First Stage of Primary Education	Function in the Text	Example from the Story	Narrative Element
Stimulating curiosity and suspense, and developing a sense of justice	Beginning of the main event in the story	The honest man found the jar on the road	The verb “found”
Learning self-control and appreciating honesty	Development of the event toward internal conflict	He took the jar, but he did not open it	The verb “took”

Consolidating the values of truthfulness and ethical behavior	Moving the event toward the resolution	He returned with it to the house	The verb “returned”
Developing oral expression skills and truthfulness in speech	The dialogue that moves the event forward	He said to its owner: I found your jar	The verb “said”
Consolidating honesty in everyday life situations	The core of the story	A man finds a jar of gold and returns it to its owner	The main event
Instilling the concepts of a living conscience and the right choice	Deepening the moral dimension of the story	The man resists temptation despite the value of the gold	The secondary event

F. Frequency Statistics in the Story “Honesty and the Jar”: Language Skills in the First Stage of Primary Education:

Table No. (08): Frequency Statistics in the Story “Honesty and the Jar”: Language Skills in the First Stage of Primary Education.

Frequency	Actual Event from the Story	Student Behavioral Indicator	Language Skill	No.
10	When the man finds the jar under the soil	Visual attention when the scene is displayed	Listening	1
9	While the man talks to himself about temptation	Following the events silently and attentively	Listening	2
6	When the jar is opened and the gold is discovered	Physical interaction (facial expression of astonishment)	Listening	3
4	When the man decides to return the jar to its owner	Spontaneous vocal responses (such as: wow, ah)	Listening	4
3	When a comprehension question is asked	Looking at the teacher when the sound stops	Listening	5
5	Such as honesty and gold	Repeating words from the story	Listening	6
4	After the end of the scene showing the return of the jar	Orally retelling part of the story	Oral Expression	7
6	When the teacher asks: Why did the man return the jar?	Answering an oral question about the man's behavior	Oral Expression	8
3	Immediately after the end of the story	Describing the character of the honest man	Oral Expression	9

Frequency	Actual Event from the Story	Student Behavioral Indicator	Language Skill	No.
5	Such as: honest, truthful, gold, soil	Using vocabulary from the story in his speech	Oral Expression	10
×		Unavailable	Unavailable	11
×	Unavailable	Unavailable	Reading	12
5	Title: "Honesty and the Jar"	Writing the title of the story after its presentation	Writing	13
3	Vocabulary: gold - jar - honesty	Writing key vocabulary from the story	Writing	14
2	Example: "The man is honest" or "He returned the jar"	Writing a simple sentence of his own expression about the story	Writing	15

Pedagogical Analysis of the Listening Skill in the Story “Honesty and the Jar”:

* **Behavioral indicator:** Visual attention when the scene of the man finding the jar under the soil is shown.

▪ **Reason:** Because the scene contains an element of surprise, which automatically attracts the learner’s attention without intervention.

▪ **Explanation:** Visual focus in this context reflects mental interaction with the event, and it is evidence of activating the listening skill, as the learner begins to connect what he sees with what he hears in order to understand the general context of the story.

* **Behavioral indicator:** Silent tracking while the man talks to himself about temptation.

▪ **Reason:** Because the child tries to understand the character’s internal conflict at a sensitive moment in the story.

▪ **Explanation:** Silence here does not mean passivity; rather, it is an indicator of the child’s integration with the situation and his careful following of what is being said, which indicates the development of auditory analysis ability and the ability to grasp the moral lesson.

* **Behavioral indicator:** Physical interaction – facial expression indicating astonishment when the jar is opened and the gold is discovered.

▪ **Reason:** Because the surprise in the event triggered an instinctive response in the child.

▪ **Explanation:** Physical interaction is the result of understanding the situation and anticipating its outcomes, which indicates the learner’s awareness of what is happening and his attentive listening to the sound and linguistic effects accompanying the event.

* **Behavioral indicator:** Spontaneous vocal responses such as: “Wow” when the man decides to return the jar to its owner.

▪ **Reason:** Because the learner was affected by the moral decision and felt the importance of the situation.

▪ **Explanation:** The vocal response reflects an emotional interaction resulting from thoughtful listening to the content of the story, which means that the child did not merely follow the events, but understood the content and became emotionally involved in it.

* **Behavioral indicator:** Looking toward the teacher when the sound stops and trying to understand the question “What is honesty?”

▪ **Reason:** Because the learner noticed the silence and considered it a signal for concentration or a change in the context.

▪ **Explanation:** This behavior indicates good listening and auditory alertness, as the learner shows awareness of changes in sound and situation, and automatically moves to the stage of interacting with the teacher after following the story well.

- * **Behavioral indicator:** Repeating words from the story such as “gold,” “honesty,” and “the honest man.”
- **Reason:** Because repetition in the narration helped the learner consolidate important vocabulary.
- **Explanation:** The child’s use of vocabulary mentioned in the story reflects understanding and assimilation of the linguistic message, and confirms the success of the listening skill in transmitting concepts and values in a linguistic way that is easy to repeat.

H. Speaking Skill (Oral Expression) – Based on the Story “Honesty and the Jar”

- * **Behavioral indicator:** The learner retells part of the story in his own language.
- **Reason:** To develop the logical sequence of events and oral expression.
- **Explanation:** The child recalls the scene of finding the jar and retells it in his own words.
- * **Behavioral indicator:** The learner answers an oral question related to the story.
- **Reason:** To measure his understanding and know his ability to employ language.
- **Explanation:** The learner answers: “Because he is honest and the gold should not be stolen.”
- * **Behavioral indicator:** The learner describes one of the characters of the story with appropriate qualities.
- **Reason:** To reinforce oral expression and description.
- **Explanation:** The learner says: “The man was honest, truthful, poor, but he feared Allah.”
- * **Behavioral indicator:** The learner uses words taken from the story.
- **Reason:** To measure linguistic interaction and expand vocabulary.
- **Explanation:** He uses words such as: the jar, gold, honesty, soil, the honest man.

The first-year teacher at Mohamed Cheibani Primary School noted the role of the electronic tablets used in teaching in their institution, and the clear progress they brought about among her learners, starting from getting rid of the burden of the schoolbag, to loving to follow the lesson, and to mastering important language skills, including clear listening to the lesson, especially when it is related to stories, the Holy Qur’an, and expressive songs accompanied by music and illustrative images. She hopes that this experience will be generalized to all classes of education at different stages.

She also pointed out the value of the technological tools available in her institution, as they encouraged learners to improve their handwriting and express their feelings. The samples attached at the end of the dissertation (written expressions) by the learners prove this, as summaries of the stories.

Figure No. 02: Expressive Samples of Second-Year Learners (Othman Ibn Affan Primary School, 2025)

Figure No. 02: Expressive Samples of Second-Year Learners.



Conclusion:

In conclusion to this research, we must prove the validity of the hypothesis stating that the electronic story plays an important role in developing learners' language skills starting from the first stage of primary education.

- The importance of the electronic story lies in developing learners' language skills, especially in the first stage.

Through what we have discussed, it becomes clear that the electronic story constitutes an innovative educational tool that effectively contributes to enhancing children's language skills in the first stage of primary education.

Based on our presentation of several concepts related to both the electronic story and language skills, we examined various linguistic opinions and theories, all of which call for the need to define the term and concept in order to identify the appropriate method for developing language skills and the suitable tool for each skill. We found that modern technological tools are an effective and successful means of developing learners' skills, starting with the electronic story, whose educational media have become varied.

It also became clear that the use of multimedia motivates learners to study, increases their desire to learn, and helps them acquire language in an interactive and engaging way. The results confirm the importance of integrating the electronic story into educational curricula, while providing the necessary training and support for teachers. Therefore, we hope that this study will contribute to advancing the process of educational development and the use of technology in effective educational ways to serve future generations.

Through the fieldwork, we also observed the extent of learners' linguistic achievement, including correct pronunciation of letters, recognition of characters, events, climaxes, and solutions corresponding to the story's conflict. In addition to the learner's recognition of these artistic elements, he also became familiar with conjunctions, prepositions, adverbs of place, adverbs of time, adverbial expressions, adjectives, and other considerable linguistic outcomes through the repetition system.

Thus, at the end of this research, we affirm the effective role of the electronic story in developing language skills among children in the first stage of primary education. Field experiences have shown that integrating multimedia stimulates learning and makes language acquisition more useful and enjoyable, while emphasizing the need to provide the necessary support and training for teachers to ensure the success of this method in education.

The study showed that the use of the electronic story had a clear positive effect on developing language skills, especially listening and speaking skills among first- and second-year primary school pupils. The integration of multimedia also helped raise the level of interaction and motivation among children toward learning, making language acquisition more enjoyable and interactive. The results of the observation grid and interviews with teachers confirmed the ease of employing the digital story in the educational process, despite some difficulties we faced, such as transportation, lack of devices, and overcrowded classrooms. However, these challenges did not prevent the achievement of the research objectives.

Results Reached:

- The electronic story is an effective educational tool in teaching language to learners, especially in the first stage of primary education.
- The use of multimedia makes the learner more focused and interactive.
- Each language skill (listening, speaking, reading, and writing) has an important role in building the learner's language and can be developed through the electronic story.
- The learner in the first stage of primary education has a great ability to acquire language when an encouraging environment and appropriate tools are available.

- The electronic story achieves important educational objectives related to teaching the four language skills in the first stage of primary education, including listening, conversation, reading, writing, and comprehension.

- The electronic story has important characteristics represented in image, sound, video, and music, which have great importance in activating and developing the acquired language skills of the learner.

In light of the results reached in studying the topic of the electronic story and the language skills acquired in the primary stage, this study presents a set of recommendations and suggestions, including:

A- Recommendations:

The study recommends generalizing the use of the electronic story in school curricula, while providing appropriate training for teachers to ensure optimal use of this educational tool.

B- Suggestions:

- Conducting more studies on the use of electronic stories to develop other skills and intelligences for different educational categories and stages.

- Conducting studies on the effectiveness of electronic stories in developing children's mental abilities.

- Proposing a program to train teachers in developing language skills among kindergarten children, for example, as the starting point of real and basic education.

- Measuring the effectiveness of electronic stories in light of the theory of multiple intelligences among primary-stage learners or other educational stages.

- We ask Allah for success and guidance.

References:

1. Surah Yusuf, verse 03.
2. Surah Yusuf, verse 111.
3. Othman Ibn Affan Primary School. (2025, 05 12). An expressive picture completed with second-year primary school learners. Mkhadma, Ouargla, Algeria. Retrieved 05 12, 2025.
4. de Saussure, F. (2007). *Course in General Linguistics* (3rd ed.). Dar Al-Tanweer.
5. Abdel Hamid Abdel Salam. (2019). *E-learning and Its Applications in Education*. Cairo, Egypt: Dar Al-Fikr Al-Arabi.
6. Abdel Alim Ibrahim. (1990). *The Arabic Language: Its Meaning and Structure* (5th ed.). Cairo, Egypt: Dar Al-Maaref.
7. Abdullah Qasim Al-Zoubi. (2019). The Effect of Using Digital Stories in Developing Language Skills among Primary School Pupils. *Journal of Educational Sciences*, 47(2).
8. Abdullah, N. (2007). *Introduction to the Short Story*. Cairo, Egypt: Dar Al-Fajr for Publishing and Distribution.
9. Al-Rahma Channel - Islam Way. (2025). The Story of Honesty and the Jar. Retrieved 10 04, 2025, from(<https://youtu.be/XaubjBCSX1c>) .
10. Muhammad Ibn Manzur. (1981). *Lisan al-Arab* (3rd ed.). (Abdullah Ali Al-Kabir, Muhammad Ahmad Hasab Allah, and Muhammad Hashim, Eds.) Cairo, Egypt: Dar Al-Maaref.
11. Noam Chomsky. (1965). *Language and Mind* (1st ed.). Dar Al-Kitab Al-Arabi.
12. Bernard, R. (2006). The Educational Uses of Digital Storytelling. *Proceedings of Society for Information Technology and Teacher Education International Conference*. Virginia: AACE.
13. Lambert, J. (2009). *Digital Storytelling: Capturing Lives, Creating Community* (3rd ed.). Berkeley: Digital Diner Press.

14. Ohler, J. (2008). *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*. Thousand Oaks, California, USA: Corwin Press.
15. Sadik, A. (2008). *Digital Storytelling: A Meaningful Technology-Integrated Approach for Engaged Student Learning*. *Educational Technology Research and Development*, 56(4).

Sources:

- 1) Source: (Al-Rahma Channel - Islam Way, 2025).
- 2) Source: Prepared by the researcher.
- 3) Source: Prepared by the researcher.
- 4) Source: Prepared by the researcher.
- 5) Source: Prepared by the researcher.
- 6) Source: Prepared by the researcher.
- 7) Source: Prepared by the researcher.
- 8) Source: Prepared by the researcher.
- 9) Source: Prepared by the researcher.
- 10) Source: (Othman Ibn Affan Primary School, 2025).