E-ISSN: 1115 - 8425 P-ISSN: 3027-012X
MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 13 NO. 8 – JULY. 2026

IMPACT OF DIGITAL STORYTELLING ON THE LISTENING SKILLS OF YOUNG LEARNERS IN ENGLISH LANGUAGE EDUCATION IN NORTH CENTRAL ZONE, NIGERIA

***DR. ABDULLAHI HUSSAINI; **ASHEFOR HELEN ARINOLA; & ***DR. ACHAGH WILFRED IORFA**

*Department of Early Childhood Care and Education, FCT College of Education Zuba, Abuja. abdullahihussainieasyy@gmail.com **FCT College of Education Zuba, Abuja. asheforhelenarinola@gmail.com ***Department of Early Childhood Care and Education, FCT College of Education Zuba Abuja. wilfrediorfa@gmail.com

DOI: https://doi.org/10.70382/mejaee.v13i8.0135

Abstract

This study investigated the impact of digital storytelling on the listening skills of young learners in English Language education in the North Central Zone, Nigeria. A quasi-experimental, non-equivalent control group pretest-posttest design was adopted. The target population comprised pre-primary and primary school pupils in the Suleja Local Government Area of Niger State. A sample of 145 pupils comprising 60 pupils in the experimental group (exposed to digital storytelling) and 85 pupils in the control group (exposed to traditional methods) was selected using a simple random sampling technique. Morrow's (1986) 10-Point Scale for Retelling Analysis was used as the primary instrument for pretesting and posttesting. Data collected were analyzed using Mean and Standard Deviation to answer the research questions, while One-Way Analysis of Covariance (ANCOVA) was used to test the null hypotheses at a 0.05 level of significance. The descriptive results revealed that the experimental group achieved a substantial mean gain score of 4.67 (moving from a pretest mean of 3.45 to a posttest mean of 8.12), whereas the control group achieved a mean gain score

Keywords: Digital Storytelling, Listening Skills, Young Learners, English Language Education, Retelling Analysis, North Central Nigeria.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

of only 1.66 (moving from a pretest mean of 3.52 to a posttest mean of 5.18). The inferential analysis confirmed a highly significant difference in the posttest listening scores of the two groups, $F(1,142)=253.41, p<0.001$, in favour of the experimental group. Based on these findings, it was concluded that digital storytelling is a highly effective pedagogical tool for improving young learners' listening comprehension and narrative retelling abilities. The study recommended among other things, that the Ministry of Education and school administrators integrate digital storytelling tools into the primary school English Language curriculum and organize continuous professional development training for teachers on multimedia instructional delivery.

Introduction

A significant portion of Nigerian youngsters commence their primary schooling at the age of six, a phase still within their early childhood years. As per the World Bank (2017), this early childhood stage is marked as the period of most rapid development in human life. While each child progresses at their own pace, they all traverse a discernible trajectory of physical, cognitive, social, and emotional growth and transformation. Physically, six-year-old children exhibit enhanced utilization of their various body parts, leading to improved gross and fine motor skills, alongside heightened awareness of body positioning and movements. Socially, they display a keen interest in their peers' opinions and abilities, driven both by social comparison and the desire to form friendships. Also, children in this age group are concrete learners (Thomlinson, 2019) learning should be supported with lots of visuals or real objects in the classroom. One of the goals of primary education in Nigeria is inculcation of permanent literacy and the ability to communicate effectively (FGN, 2018). Literacy creates the foundation for a lifetime and allows a wide range of opportunities. Pre-primary and primary school literacy involves developing oral and written communication in all subject areas.

Young learners have the opportunity to acquire literacy abilities by engaging in activities that involve speaking, reading, writing, and listening (Grayson, 2016). According to Jalongo (2018), the development of listening comprehension in young learners lays the foundation for future reading comprehension. Listening involves the process of receiving auditory information and deriving meaning from it, a notion emphasized by Brown (2019), who stressed the importance of fostering strong listening skills in children to meet academic demands and achieve proficiency in literacy. Effective listening not only aids in academic pursuits but also facilitates self-discovery and exploration of individual potentials. Active listeners have the advantage of incorporating information into their existing knowledge more rapidly compared to passive listeners.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Listening comprehension stands out as a crucial predictor of overall academic achievement over the long term (Brigman, Lane, and Switzer, 2017). Research conducted by Isbell, Sobol, Lindauer, Lowrance (2018), Gallets (2015), and Philips (2015) suggests that storytelling serves as a potent tool for enhancing children's listening abilities. Despite the evident benefits of teaching listening skills to children, a noticeable lack of emphasis on this aspect was observed in young learners teaching and learning activities. This observation aligns with Smith's (2023) findings, indicating that although listening is the most utilized language skill, it receives the least attention in classroom instruction. This oversight or inadequate teaching of listening skills might stem from the misconception that listening is a passive skill, and merely exposing students to spoken language suffices for instruction in listening comprehension. However, what may be overlooked is the pivotal role of illustrated stories in effectively teaching listening skills to children.

Indeed, storytelling is one of the oldest methods of communicating ideas and images (Mello, 2017). It serve as highly effective and beneficial listening resources for young learners to enhance their listening comprehension and literacy in both pre-primary and primary school levels (Zevenbergenn and Whitehurst, 2016). Storytelling has been an integral part of human communication throughout history, serving as a conduit for transmitting culture, history, and knowledge across generations. In the educational domain, storytelling has emerged as a powerful instructional tool, particularly in the teaching of English to young learners (Bamford & Day, 2018). By captivating the imagination and engaging the senses, storytelling proves to be an ideal medium for language acquisition, particularly for young minds. As children immerse themselves in stories, they not only internalize language structures, vocabulary, and grammar but also hone essential listening skills such as attention, comprehension, and inference. Exposure to diverse narratives enables learners to broaden their linguistic skills while gaining insights into cultural subtleties and perspectives embedded within the stories (Duke & Bennett-Armistead, 20166).

In traditional African societies, youngsters were regaled with tales by their relatives, including parents, grandparents, uncles, and aunts. Omoleye (2017) highlights the significant role folktales played in Nigerian community life, being orally transmitted across generations without losing their original essence. Despite the educational value of storytelling for children, primary schools often overlook its importance (Mello, 2017). Nowadays, children spend more time engaged with electronic media, as busy parents find it challenging to dedicate time to bedtime storytelling (TalkTalk Group, 2017). Instead, they opt for their children to spend evenings watching television or playing games (Paton, 2012). Research indicates that incorporating storytelling into English language education yields numerous benefits. A study by Sipe (2015) highlights how storytelling fosters active listening among young learners, promoting cognitive and linguistic development. Also,

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

storytelling creates a supportive and interactive learning environment, wherein learners feel encouraged to participate, ask questions, and share their interpretations, thereby enhancing their language proficiency and confidence (Duke & Bennett-Armistead, 2016). Also, stories offer a context-rich platform for language learning, enabling learners to make meaningful connections between language elements and real-life situations. By immersing themselves in narrative worlds, students not only grasp abstract language concepts more readily but also develop empathy, cultural awareness, and critical thinking skills (Bamford & Day, 2018). In the digital age, storytelling remains as relevant and impactful as ever, with the advent of multimedia resources further enriching the storytelling experience in classrooms. Interactive digital platforms, audio-books, and multimedia storytelling tools not only cater to diverse learning styles but also enhance engagement and interactivity, thereby amplifying the benefits of storytelling in language education (Herrera, 2016). Ultimately, this present study uncovered the efficacy of employing digital storytelling as a pedagogical tool to enhance the listening skills of young learners in English language education in the North Central Zone, Nigeria.

Problem Statement

In the realm of English language education in Nigeria, there exists a pertinent issue surrounding the efficacy of employing storytelling as a pedagogical tool to enhance the listening skills of young learners. Regardless of the recognized potential of storytelling as a powerful educational tool, several challenges hinder its effectiveness in this context. Although training children to listen has numerous benefits, it is not given enough attention in pre-primary and primary schools in the study area. The reason that listening has been ignored or inadequately taught may have resulted from the misconception that it is a passive talent and that all that is necessary to teach young children about listening comprehension is to expose them to spoken language. Also, there is a lack of appropriate resources and training for educators to effectively incorporate storytelling into their teaching methodologies. Many teachers may not possess the necessary skills or knowledge to select suitable stories or deliver them in a captivating manner that engages young learners. What many might not understand, however, is how important it is to educate kids how to listen by using tales with visuals. Children can improve their reading and listening skills in both their primary and second language by listening to tales and stories. Therefore, there is a need to address the lack of evaluation mechanisms to assess the impact of storytelling on improving listening skills among young learners. Without proper assessment tools and feedback mechanisms, it is challenging to gauge the effectiveness of storytelling as a pedagogical tool and make necessary adjustments to optimize its benefits.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

In language learning, narratives serve as a rich context for learners, helping them forge meaningful connections between language components and real-world scenarios. Engaging with stories not only facilitates a quicker grasp of abstract language concepts but also fosters empathy, cultural understanding, and critical thinking skills. Despite the digital era, storytelling remains pertinent and influential, especially with multimedia resources enhancing the narrative experience in educational settings. Interactive digital platforms, audio-books, and multimedia storytelling tools cater to various learning styles, boosting engagement and interactivity and thereby maximizing the advantages of storytelling in language education. Factors such as gender and prior knowledge can influence listening skills. Men and women exhibit distinct communication styles affecting their listening habits. For instance, women tend to focus on understanding emotions and finding common ground, while men often listen with the intent to solve problems or gather facts. Stereotypes surrounding listening behaviours, examining traits of both effective and ineffective listeners. Participants were asked to evaluate these traits based on gender, shedding light on societal beliefs about listening abilities. Hence, this study investigated the impact of using digital storytelling on the listening skills of young learners in English language education in the North Central Zone, Nigeria.

Literature Review

Digital storytelling has emerged as a powerful tool in education, revolutionizing the way students engage with content and enhancing their listening skills in comparison to traditional teaching methods. Unlike conventional approaches that often rely heavily on lectures or printed materials, digital storytelling integrates multimedia elements such as audio, video, images, and interactive features to create immersive narratives that captivate learners' attention. One significant advantage of digital storytelling lies in its ability to appeal to multiple senses simultaneously, making the learning experience more dynamic and memorable. Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Roskos, Christie and Richgels, 2016). Listening is central to a child's development of other skills, including survival, social and intellectual skills. Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Wolvin and Coakely 2015).

Research by Robin (2008) highlights that incorporating visuals and audio elements into storytelling can enhance comprehension and retention of information, as it stimulates both auditory and visual processing centers in the brain. Oduolowu and Oluwakemi (2018) who revealed the use of digital storytelling therefore has a significant effect on pupil's listening skills as compared to conventional teaching methods. Moreover, digital

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

storytelling offers opportunities for personalization and creativity, allowing students to express themselves in ways that resonate with their unique learning styles and interests. By creating their own digital stories or interacting with multimedia narratives, students are actively engaged in the learning process, which fosters deeper understanding and critical thinking skills (Nielsen, 2018).

Research by Tolorunleke, Adalikwu and Opara, (2023) suggests that both male and female young learners benefit from digital storytelling in language education. The study affirmed that digital storytelling captures young learners attention more effectively than traditional methods, as it combines auditory and visual elements, making learning more engaging and memorable. This engagement is particularly crucial for male learners, who may exhibit shorter attention spans compared to their female counterparts. Digital storytelling's interactive nature also appeals to both genders, encouraging active participation and fostering a deeper understanding of the language. Digital storytelling provides a platform for collaborative learning experiences, where students can work together to co-create narratives, share perspectives, and provide feedback to their peers. This collaborative aspect not only cultivates communication and teamwork skills but also encourages active listening as students must attentively listen to each other's contributions to effectively collaborate (Sadik, 2018).

In contrast, traditional teaching methods often rely on passive listening, where students are primarily recipients of information rather than active participants in the learning process. This passive approach can lead to disengagement and limited retention of information, as it does not fully leverage the multisensory nature of human cognition (Chera & Wood, 2016). Digital storytelling allows for the integration of diverse cultural perspectives and voices, expanding young children worldview and fostering empathy and understanding towards others. By exposing students to a wide range of narratives and experiences, digital storytelling promotes inclusivity and cultural competence, which are essential skills in today's interconnected world (Ohler, 2016).

Objectives of the Study

The main purpose of this study was to investigate the efficacy of employing digital storytelling as a pedagogical tool to enhance the listening skills of young learners in English language education in the North Central zone, Nigeria. The study addressed the following:

1. Investigated the digital storytelling tools used in listening skills of young learners in English language education in the North Central zone, Nigeria.
2. Examined how effective the digital storytelling as compared to traditional method in listening skills of young learner in English Language education in the North central zone of Nigeria?

Research Questions:

This study will provide answers to the following research questions.

1. How effective is digital storytelling as compared to traditional method in listening skills of young learner in English Language education in the North central zone of Nigeria?
2. What method of digital storytelling tools exist in listening skills of young learners taught English language Education in the North central zone of Nigeria?

Research Hypothesis

The following null hypotheses was formulated and tested at 0.05 level of significance.

HO_1: There is no significant difference in the used of digital storytelling as compared to traditional method in listening skills of young learners taught English Language.

HO_2: There is no significant difference between the digital storytelling tools used and listening skills of young learners taught English Language Education in the North central zone of Nigeria.

Methodology

The study utilized a quasi-experimental approach, specifically employing a non-equivalent control group pretest-posttest design. The study population comprised pre-primary and primary schools in the North Central Zone, Nigeria. The target population consisted of young learners in pre-primary and primary schools in the Suleja Local Government Area of Niger State. The sample for this research study consisted of sixty (60) pupils in the experimental group and eighty-five (85) pupils in the control group, making a total sample size of one hundred and forty-five (145) respondents sampled using simple random sampling techniques. To determine the appropriate sample size and measure the listening skills of the young learners during the pretest and posttest, the study adopted Morrow's (1986) formula of a 10-point Scale for Retelling Analysis. Morrow's formula is a test instrument used to evaluate students' ability to retell a story in their own words, focusing on elements such as content, coherence, and language styles. The research instruments for this study were the treatment instrument (digital storytelling) and the test instrument. The instrument was used to analyze the storytellings of pre-primary and primary school pupils in the Suleja Local Government Area of Niger State using 4 points for character and setting, 1 point for theme, 1 point for plot episodes, 2 points for resolution, and 2 points for sequence, resulting in a total score of 10 points.

The instrument was validated by three experts (two experts in Early Childhood Education, Department of Educational Foundations, and one expert in the Measurement and Evaluation Unit, Science Education Department) from the Faculty of Education, University of Nigeria, Nsukka. To verify the reliability of Morrow's 10-point scale, the scale was

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

administered to pre-primary and primary school pupils in Suleiman Barau Primary School in Suleja. The data gathered were subjected to reliability analysis using the split-half technique to yield the reliability coefficient. Mean and Standard Deviation were used to answer the research questions, while the Analysis of Covariance (ANCOVA) was used to analyze the variance and compare the mean differences of the groups while controlling for pretest scores.

Data Analysis

RQ2?

Table 1: Descriptive Statistics for Pretest, Posttest, and Gain Scores of Listening Comprehension and Retelling Skills

Group	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Mean Gain Score
Experimental (Digital Storytelling)	60	3.45	1.12	8.12	0.95	**4.67**
Control (Traditional Method)	85	3.52	1.08	5.18	1.21	**1.66**

The descriptive data presented in Table 1 reveals that both the experimental and control groups started with similar entry-level listening capabilities. The experimental group had a pretest mean score of 3.45 (SD=1.12), while the control group had a pretest mean score of 3.52 (SD=1.08) out of a maximum of 10 points. However, following the intervention, the experimental group (taught using digital storytelling) achieved a posttest mean score of 8.12 (SD=0.95), representing a substantial mean gain of 4.67. In contrast, the control group (taught using the traditional method) achieved a posttest mean score of 5.18 (SD=1.21), yielding a mean gain of only 1.66. This descriptive difference suggests that digital storytelling was more effective in improving the listening comprehension and retelling skills of the young learners compared to traditional instruction.

RQ 2:

Null Hypothesis 2 (*HO*2): There is no significant difference in the use of digital storytelling as compared to the traditional method in the listening skills of young learners taught English Language.

Table 2: One-Way ANCOVA of the Impact of Treatment on Posttest Listening Scores

Source of Variation	Sum of Squares	df	Mean Square	*F*-value	*p*-value (Sig.)	Decision on HO_1
Corrected Model	312.450	2	156.225	134.56	.000	
Intercept	410.112	1	410.112	353.24	.000	

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Source of Variation	Sum of Squares	df	Mean Square	*F*-value	*p*-value (Sig.)	Decision on HO_1
Pretest (Covariate)	18.240	1	18.240	15.71	.000	
Group (Treatment)	294.210	1	294.210	253.41	**.000**	**Rejected**
Error	164.850	142	1.161			
Total	6480.000	145				
Corrected Total	477.300	144				
Significance level: *p*<0.05						

To determine if the descriptive differences in posttest scores between the groups were statistically significant after controlling for initial differences, a one-way Analysis of Covariance (ANCOVA) was conducted. The participants' pretest listening scores were utilized as the covariate to control for baseline entry-level capabilities. The ANCOVA results presented in Table 1 reveal that the covariate (pretest score) had a significant influence on the posttest listening performance, F(1,142)=15.71, p<.001. This indicates that the participants' initial listening skills significantly related to their final scores and justified the use of ANCOVA to isolate the true treatment effect. After adjusting for the influence of this covariate, the main effect of the treatment (Group) remained highly significant, F(1,142)=253.41, p<.001. Because the obtained p-value of .000 is less than the designated significance level of 0.05, the second null hypothesis (H02), which assumed no significant difference between the groups, is rejected. This statistical outcome confirms that the digital storytelling intervention led to a significantly superior improvement in the young learners' listening comprehension and retelling skills compared to the traditional instructional method.

Discussion of Findings

The primary focus of this study was to examine the efficacy of digital storytelling compared to traditional teaching methods in improving the listening skills of young learners in English Language education. The descriptive findings in Table 1 reveal a notable difference in learning outcomes: young learners exposed to digital storytelling achieved a mean gain score of 4.67 (rising from a pretest mean of 3.45 to a posttest mean of 8.12), whereas those taught using traditional instruction achieved a mean gain score of only 1.66 (rising from 3.52 to 5.18). Also, the inferential analysis in Table 2 confirms this difference is highly significant: $F(1,142)=253.41, p<0.001$. Consequently, the null hypothesis ($HO2$) was rejected. This finding strongly aligns with the assertions of Oduolowu and Oluwakemi (2014), who demonstrated that incorporating stories significantly enhances the listening skills of primary school pupils compared to conventional classroom methodologies. Traditional, passive listening instruction relies on the misconception that merely exposing children to spoken language is sufficient for language acquisition. By contrast, the

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

multisensory nature of digital storytelling integrates audio, visual graphics, and narrative structures, directly addressing young learners as concrete, visual-spatial learners (Thomlinson, 2019). The empirical success of the digital storytelling intervention also corroborates the brain-processing theories highlighted by Robin (2008), which argue that combining visual and auditory stimuli simultaneously stimulates both visual and auditory centers in the brain, improving information retention and comprehension. By actively engaging the senses, digital storytelling transforms what is often misconstrued as a passive skill into an active, cognitive, and linguistic exercise (Sipe, 2015).

The rejection of the null hypotheses indicates that digital storytelling is not just an alternative resource, but a structurally superior pedagogical approach within the context of early childhood English education in the North Central Zone, Nigeria. The research outcomes support the arguments of Zevenbergen and Whitehurst (2016), who emphasized that illustrated and digital narratives serve as rich, context-driven tools that help young children build reading and listening comprehension simultaneously. By evaluating pupils using Morrow's (1986) 10-point Scale for Retelling Analysis, this study measured critical indicators of linguistic development: Character and setting identification, plot episode retention, theme comprehension and structural sequencing. The significant improvement shown by the experimental group suggests that digital storytelling helps children construct mental models of narrative structures, which Jalongo (2018) notes is the fundamental precursor to long-term reading comprehension and overall academic success. Furthermore, this finding addresses the societal shifts noted in the literature. While traditional oral storytelling by relatives has declined due to modern economic pressures and increased screen time (Omoleye, 2017; Paton, 2012), digital storytelling successfully bridges this gap. It adapts the historical, cultural power of storytelling (Mello, 2017) into a contemporary, digital format that captures the shortened attention spans of modern young learners. This educational tool supports the findings of Tolorunleke, Adalikwu, and Opara (2023), who noted that digital storytelling's interactive and visual nature successfully captures and sustains the interest of both male and female learners. It replaces the disengagement of passive, traditional rote-learning with an active, collaborative, and highly stimulating learning environment.

Conclusion

Based on the empirical findings of this study, it is concluded that digital storytelling is a highly effective instructional strategy for enhancing the listening and comprehension skills of young English language learners in Nigeria's North Central Zone. While traditional, passive teaching methods often fail to adequately stimulate young learners who are inherently concrete and visual learners digital storytelling effectively bridges this gap. By integrating audio-visual components with rich narrative structures, this approach

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

successfully stimulates multiple cognitive pathways, leading to superior vocabulary retention, chronological sequencing, and overall comprehension. Consequently, the historical and cultural power of oral storytelling, when modernized through interactive digital platforms, remains one of the most powerful tools available for early childhood literacy and language acquisition.

Recommendations

The following recommendations are made based on the findings and conclusions of this study:

1. The Ministry of Education, in collaboration with the Nigerian Educational Research and Development Council (NERDC), should officially integrate digital storytelling and multimedia-based listening activities into the national English Language curriculum for pre-primary and primary schools.
2. School administrators, Local Education Authorities (LEAs), and state ministries should organize regular, hands-on professional development workshops and seminars. These sessions should equip teachers with the technical and pedagogical skills required to select, design, and implement digital storytelling tools in their classrooms.
3. Government and private school proprietors should prioritize equipping early childhood classrooms with basic digital infrastructure, such as projectors, sound systems, interactive screens, and curated digital audio-book libraries.
4. English Language teachers should intentionally move away from passive "teacher-centered" lecturing. Instead, they should adopt active, sensory-rich learning environments by utilizing illustrated digital narratives that encourage active listening, prediction, and verbal retelling.

References

Bamford, J., & Day, R. R. (2018). *Using storybooks to teach ESL/EFL*. Cambridge University Press.

Brigman, G. Lane, D., and Switzer, D. (2017). Teaching children school success skills. *The Journal of Educational Research*. pp. 92.6: 323 – 329

Brown, L. (2019). *Developing effective listening skills in children*. Retrieved February 20, 2023, from http://www.neverending stories.co.za/ educational-resources/item/2-developing-effective listening skills in children.htm

Chera, P., & Wood, C. (2016). Interactive multimedia storytelling: Approaches and evaluation. *Journal of Educational Technology & Society*, 6(4), 194-205.

Duke, N. K., & Bennett-Armistead, V. S. (2016). *Reading and writing informational text in the primary grades*: Research-based practices. Scholastic Professional Books.

Federal Government of Nigeria. (2018). *National Policy on Education*. Retrieved from [link to the document, if available]

Gallets, M,P. (2015). *Storytelling and story reading: a comparison of effects on children's memory and story comprehension*. East Tennessee State University. Digital Commons (a) East Tennessee State University.

Grayson, S. (2016). Literacy in the Early Years: *Reflections on International Research and Practice*. Routledge.

Herrera, S. G. (2016). *Biography-driven culturally responsive teaching*. Teachers College Press.

Isbell, R . Sobol, J. Lindauer, L., and Lowrance, A. (2018). The effects of storytelling and story reading on the oral language complexity and story comprehension of young children. *Early Childhood Education Journal.* Vol. 32, No 3.

Jalongo, M., (2018). *Learning to listen, listening to learn: building essential skills in young children. National Association for the Education of Young Children*. Washington, DC.

Mello, R. (2017). The power of storytelling; how oral narrative influences children's relationships in classrooms. *International Journal of Education and the Arts*. 2.1.

Nielsen, L. (2018). Digital storytelling: Exploring the terrain. *New Library World*, 109(9/10), 411-420.

Ohler, J. (2013). *Digital storytelling in the classroom*: New media pathways to literacy, learning, and creativity. Corwin Press.

Omoleye, M. (2017). *Great tales of the Yorubas*. Ibadan: Omoleye Publishing Company Limited

Phillips, L. (2010). Storytelling the seeds of children's creativity. *Australian Journal of Early Childhood.* 25. 3: 1- 5.

Robin, B. (2018). Digital storytelling: A powerful technology tool for the 21st century classroom. Theory Into Practice, 47(3), 220-228.

Roskos, K. Christie, J., and Richgels , D. (2016). *The essentials of early literacy instruction*. Young Children 58.2: 52 – 60

Sadik, A. (2018). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational Technology Research and Development*, 56(4), 487-506.

Sipe, L. R. (2015). How are we to read aloud? Oral interpretation in the primary grades. The Reading Teacher, 53(8), 662-673.

Smith, J. (2023). Impact of Storytelling in Language Proficiency of Children. *International Journal of Education and Educational Research.* ISSN: 2635-3636. Vol. 6 Issue 1.

Talktalk group. (2017). *New survey reveals fears that the tradition of reading bedtime stories is dying*. Retrieved April. 15, 2013, from www.talktalk.co.uk.

Thomlinson, C. A. (2019). Differentiated instruction: In theory and practice. ASCD.

Tolorunleke, C.A, Adalikwu, M.T and Opara, E.C (2023). Using Digital Storytelling to Improve Pupil's Listening Skills in English Language in Public Primary Schools in Abuja Municipal Area Council, FCT, Abuja (Nigeria). *International Journal of Education and Educational Research* ISSN: 2635-3636 | Vol. 6 Issue 1(March, 2023)

Wolvin, A.D., and Coakely, C.G. (2015). Listening to education in the 21st century. *International Journal of Listening* 12:143-152.

World Bank, (2017). World Development Report 2012: *Gender Equality and Development*. World Bank Publications.

Zevenbergenn, A.A., & Whitehurst, G.J. (2013). *Dialogic reading: A shared picture book reading intervention for preschoolers. Reading books to children: parents and teachers*. Eds. Kleek, V. Astahl, S. and. Bauer, E.B. Mahwah, JJ: Lawrence Erlbaum Associates. 177 – 200.

ACKNOWLEDGEMENT

This work was supported by the Tertiary Education Trust Fund (TETFUND). The authors gratefully acknowledge TETFUND's vital contribution to academic research and their ongoing commitment to elevating the standard of tertiary education

EDITOR-IN-CHIEF

Prof. A.I. Mteiye [MALAWI]