The Impact of Digital Stories on Enhancing Listening and Reading Skills in Learning Arabic for Non-Native Beginners

L'impact des histoires numériques sur l'amélioration des compétences d'écoute et de lecture dans l'apprentissage de la langue arabe chez les apprenants débutants non arabophones

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Abstract

Children are naturally drawn to stories, enjoy listening to and reading them, and get excited about the engaging events they present. A story is a dynamic experience that captures a child's attention and plays a significant role in shaping their personality. It helps develop various cognitive skills such as memory, imagination, critical thinking, analysis, and problem-solving. Additionally, stories boost a child's language abilities by exposing them to new vocabulary and well-structured sentences. They also help correct linguistic errors and boost their self-expression with confidence. In the educational context, digital stories can be effectively utilized to teach Arabic to non-native speakers through e learning via computers. This approach helps learners enhance their understanding of Arabic and grasp its characteristics and nuances more deeply and comprehensively. Consequently, the use of digital stories as an educational tool can be fruitful, contributing to the development of Arabic language skills and cultural interaction.

Keywords Digital Storytelling/ E-learning/ Teaching Arabic/ Non-Arabic Speakers/ Arabic Language's Features.

Résumé

Les enfants sont naturellement attirés par les histoires ; ils aiment les écouter et les lire, et s'enthousiasment pour les événements qu'elles mettent en scène. La narration constitue une expérience dynamique qui capte l'attention de l'enfant et participe à la construction de sa personnalité. Elle contribue au développement de plusieurs compétences cognitives, notamment la mémoire, l'imagination, la pensée critique et la résolution de problèmes. Les histoires favorisent également l'acquisition linguistique en exposant l'enfant à un vocabulaire riche et à des structures syntaxiques correctes, tout en renforçant ses capacités d'expression. Dans le domaine éducatif, les histoires numériques peuvent être exploitées efficacement pour l'enseignement de l'arabe aux locuteurs non natifs dans des environnements d'apprentissage en ligne. Cette approche permet aux apprenants de mieux comprendre les spécificités de la langue arabe et d'en appréhender les nuances linguistiques et culturelles. Ainsi, le storytelling numérique constitue un outil pédagogique pertinent pour le développement des compétences linguistiques et l'interaction interculturelle.

Mots-clés Storytelling numérique – E-learning – Enseignement de l'arabe – Locuteurs non arabophones – Caractéristiques de la langue arabe.

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Introduction

Due to ongoing technological progress and the broad use of digital media, digital storytelling has become a powerful and effective tool to teach Arabic to non-native speakers.Digital stories offer an engaging and enjoyable means of exploring the world of the Arabic language. They provide an interactive learning environment that encourages active participation and facilitates the innovative and captivating conveyance of linguistic concepts. Students acquire new vocabulary and expressions within the context of exciting narratives featuring distinctive characters.

Furthermore, digital stories present opportunities to naturally and smoothly develop Arabic listening, reading, writing, and speaking skills. Through them, students can enjoy a stimulating and pleasant learning experience, directly interacting with texts, images, and audio in a manner appropriate to their linguistic proficiency. They also foster social interaction and collaboration among learners by enabling them to share ideas and engage with one another.

This raises the following problem statement:Can this literary genre be effectively used as an entry point for teaching Arabic as foreign language to non-native speakers through e-learning? Moreover, how can the Arabic story, delivered via e-learning, facilitate the development of listening and reading skills in Arabic among non-native speaking children?

The aim of this paper is to review key theoretical and empirical studies related to this research topic, and to attempt to deduce the primary benefits of utilizing digital stories in teaching Arabic to foreign learners.

1. E-learning

Due to the remarkable scientific advancements achieved by humanity in the 20th century, lifestyles across all contemporary societies have significantly been impacted. Communication technology, in particular, has accelerated the acquisition, processing, storage, and the use of information in all operations to meet the demands of modern life and swiftly achieve objectives.

Technology, in all its forms, has become the crucial tool for confronting challenges, a national goal, and a fundamental necessity for societal growth, enhancing individual capabilities, and optimizing the use and protection of resources.

From this reality, e-learning emerged as a cornerstone for developing general education. It aims to foster an integrated and cohesive community of students, parents, teachers, and schools, and also among schools themselves, by leveraging information and communication technology (ICT) to modernize the educational process and teaching methodologies, thereby graduating more skilled and professional generations.

This enables us to use e-learning as an entry point for teaching Arabic as a second language to non-native speakers at the elementary level via computers.

E-learning is a form of education that relies on modern technology, such as the internet and computing, to deliver educational content and facilitate remote interaction with students. It offers numerous benefits, including easy access to educational resources

and scheduling flexibility. However, it also requires a robust technological infrastructure and technical support for students and teachers. Its importance includes:

1- Access to Knowledge: E-learning allows students to access educational content from anywhere in the world with an internet connection.

2- Time Flexibility: Students can attend lessons and complete assignments at times convenient for them, offering greater flexibility in managing their schedules.

3- Interaction and Participation: Students can interact with educational content, teachers, and peers through e-learning platforms, fostering the exchange of ideas and discussions.

4- Cost Savings: E-learning can be more cost-effective than traditional education due to reduced needs for infrastructure and resources.

5- Enhancing Continuous Learning: E-learning facilitates the provision of ongoing educational resources and their easy updating to keep pace with developments and changes in knowledge and technology.

1.1. Educational Tools/Media

Educational tools are a component of the educational system that engage all senses, aiming to achieve specific educational objectives. They encompass materials, devices, and learning situations employed by teachers in the field of educational communication through a specific method and system to clarify an idea, explain an ambiguous concept, or elaborate on a topic, with the purpose of helping students achieve specific behavioral objectives (Al-Jibali, 2006).

1.2. Educational Communication Tools

"This phase focused on considering illustrative aids, audio-visual aids, and teaching-learning aids as educational tools and materials expertly and knowledgeably used to achieve the communication process, which at this stage constitutes the concept of the learning and teaching process" (Al-Kloub B., 1988).

Therefore, from this definition, it is clear that educational communication tools involve communication between the teacher and the learner via knowledge material, facilitated by a communication medium. The elements of this process are as follows:

- **Sender:** The teacher assumes this role.
- **Message:** Carries knowledge and experience.
- **Receiver:** The learner.
- **Communication Medium:** The tool for transmitting knowledge from the sender to the receiver.

Educational communication tools also include a range of instruments and techniques that enable communication between teachers and students and facilitate knowledge transfer. Among these tools (Dahim, 2019) are:

- **Email:** Used for communication between teachers and students to send assignments, notifications, and feedback.
- **Online Lessons:** Lessons and lectures can be delivered via e-learning platforms such as Zoom or Google Meet.
- **Forums and Virtual Communities:** Forums and virtual groups provide a space for interaction and discussion between teachers and students on educational topics.
- **Instant Chat:** Instant messaging applications facilitate immediate communication and the exchange of ideas and inquiries between students and teachers.

1.3. Educational Technology Tools

This refers to a diverse set of technologies and tools used in online teaching and learning processes. These tools include "online learning platforms, educational applications, interactive educational content, simulations, educational games, virtual classrooms, virtual reality, and others" (Saleh, 2009). These tools offer new opportunities to enhance the learning experience, capture student interest, and provide access to knowledge in innovative and interactive ways.

Educational technology tools encompass a variety of digital resources that support teaching and learning. These include e-learning platforms that enable educators to share content, organize lessons, assign activities, and conduct assessments online. They also cover educational software offering interactive and engaging learning experiences, as well as virtual and augmented reality technologies that create immersive, realistic environments to enhance learners' interaction with educational material.

Educational technology tools also include "interactive screens that provide an interactive experience for students with educational content and enable teachers to explain concepts more dynamically. Educational robots are used in education to provide enhanced learning experiences and promote students' understanding of science, technology, engineering, and mathematics" (Works Foundation institution, 1999).

1.4. Objectives of E-learning

Among the most important objectives that e-learning aims to achieve at both individual and societal levels are:

- **Providing Access to Education:** E-learning aims to enable students to access knowledge and educational resources regardless of their geographical location or personal circumstances.
- **Achieving Interaction and Participation:** E-learning strives to provide an interactive learning environment that encourages participation and the exchange of ideas between students and teachers.
- **Promoting Continuous Learning:** E-learning contributes to providing opportunities for lifelong learning and skill development.
- **Offering Diverse Education:** E-learning seeks to provide a variety of teaching methods and educational resources to meet diverse student needs.
- **Supporting Personalized Learning:** E-learning represents a significant pillar for providing customized learning experiences tailored to each student's individual needs (Ghassan, 2009).

Moreover, it is a way to help students understand and delve deeper into lessons, offering them the possibility to reenter lessons at any time. It also allows them to complete homework by referring to various information sources on the internet or to digital materials provided by the teacher, supported by several examples.

Thus, this enables students to retain information for longer periods as it is reinforced by sound, visuals, and enhanced comprehension.

1.5. Features of E-learning

Among the features of e-learning is **time flexibility**, which enables students to access educational materials and complete assignments at flexible times that suit their personal and professional schedules. It also allows them to interact effectively with educational content, teachers, and peers through e-learning platforms. Other features include:

- **Global Access:** "E-learning provides students with access to educational resources from anywhere in the world, increasing learning opportunities for all individuals regardless of their geographical location" (Al-Khan, 2005).
- **Cost Savings:** E-learning can be less expensive than traditional education due to the reduced need for travel, accommodation, and printing resources.
- **Providing Diversity and Customization:** Teachers can offer a variety of educational materials and customize them to better meet the diverse needs of students.

2. Digital Storytelling

A digital story is a kind of narrative published and read via digital media, such as the internet or e-book applications.

It is also considered a form of literary work written, published, and read via digital media, including the internet, e-books, and applications for smartphones and tablets. Digital stories are characterized by their use of multimedia elements like images, sound, and video to enrich the reader's experience, making it more interactive and engaging.

Digital stories possess several features, including:

- **Interactivity:** Digital stories can incorporate interactive elements such as animated images, videos, and sounds, making reading more engaging and interactive.
- **Universal Availability:** Individuals can access digital stories from anywhere, at any time, via smart devices like smartphones and tablets (Al-Harbat, 2014).
- **Technological Potential:** Digital media allows for the addition of technical features such as text enlargement, background color changes, and sound effect playback, which helps provide an enjoyable reading experience tailored to individual needs.
- **Cultural and Linguistic Diversity:** Digital stories can be available in multiple languages and reflect diverse cultures, fostering cultural understanding and multilingualism.
- **Ease of Publishing and Sharing:** Authors can easily publish their digital stories online, and readers can readily share stories with others via social media or email.

Definitions of digital stories vary. **N. Noiseberger**, a media professor at the University of California and a prominent researcher in the field, defines it as "a type of story that uses digital media and technology to tell stories and convey human experiences via new and interactive media." He points out that it occupies an intermediate position between traditional novels and digital technology, encompassing the use of sound, images, video, and reader-based interaction to enrich and make the story experience more engaging and interactive (Al-Nubi, 2013).

Meanwhile, **Alice Frizzle**, a well-known researcher and author in digital storytelling, defines a digital story as: "a new form of storytelling that uses digital technology to tell stories innovatively and interactively" (Al-Nubi, 2013). Digital stories combine text, images, sound, video, and user-based interaction to create a rich and enjoyable reading experience.

This definition highlights the elements of interaction and innovation in digital storytelling, as the reader can actively participate in shaping and experiencing the story.

A review of the preceding definitions reveals that a digital story consists of images, animations, text, as well as sounds and music, to embody events, characters, and situations.

From a procedural perspective, digital stories involve the use of digital technology to implement and present the fundamental elements of a story, such as plot, characters, setting, conflict, and resolution, in an interactive and participatory manner for the reader. Procedural elements in digital storytelling can also include the use of multimedia such as audio, video, animated images, and interactive content, such as the reader choosing decisions that affect plot development or interacting with characters.

2.1. Elements and Components of Story Construction

These are the fundamental elements crafted to create an exciting and engaging narrative, forming the story's structure and transforming it from a simple sequence of events into a fascinating and expressive story.

According to **"Al-Jouji"**- a term in literary criticism used to describe the basic story structure model-, these elements and components are limited to the following:

- **Characters:** Individuals or characters who move and interact within the story. Characters should be distinct, detailed, and possess qualities and goals that evoke empathy or interest from the reader.
- **Plot:** A series of interconnected events that occur within the story and progress towards a specific development or a change in circumstances. The plot includes elements of conflict and tension that drive the story forward.
- **Setting (Place):** Refers to the environment where the story's events happened, whether it is a single specific location or several different places. The setting can be an essential part of the story's development, helping to create the appropriate atmosphere for the events.
- **Time:** Expresses the duration over which the events in the story extend, whether it's a specific or flexible timeline. Timing can be a crucial aspect of a story's structure and development.
- **Narration:** "This is how events are recounted and characters and their development within the story are presented. Narration can be from a first-person or third-person perspective and can be based on different temporal orientations, such as the present or past tense" (Al-Mubarak, 2019, p1545).

These elements work together to create an interesting and exciting story that captures the reader's attention and motivates them to continue reading.

2.2. Types of Digital Stories

Several types of digital stories differ in their presentation and formulation. Researcher **NashwaRafaatShehata** categorized digital stories as follows:

- **Interactive Stories:** These allow the reader to interact with the text in various ways, such as choosing the story's path or making decisions that affect plot development.
- **Digital Graphic Novels/Comics:** Combine text and images to tell a story, where interactive images and visual effects can add depth and interactivity to the experience.
- **Story-based Games:** Present a harmonious story intertwined with elements of gameplay and interaction, where the player controls the plot's progression and the course of events through decision-making and interaction with the virtual world.
- **Digital Audio Novels/Audiobooks:** Rely on sound and audio to narrate the story and may include sound effects and music to enhance the listening experience.
- **Multimedia Novels:** Combine text, images, sound, video, and interactive elements to create a comprehensive and rich storytelling experience.

It can also be classified according to its intended purpose:

- **Personal Stories:** Stories contain significant events in a specific person's life, with the entire narrative centered on this character, potentially influencing others through suggestion, empathy, or identification.
- **Directive Stories:** These are stories designed to guide the behaviors and paths of others towards specific directions, desired behavioral models, or required values (Dahlan, 2017).
- **Historical Documents:** Stories that present exciting historical events, which in turn form their conceptual framework of the past and its occurrences.
- **Descriptive Stories:** Stories that provide descriptions of social, cultural, and religious phenomena and issues by traversing through the place, time, and stages depicted in the narrative.

2.3. Elements of a Digital Story

In the educational literature, there is a near consensus regarding the presence of certain effective and essential elements that must be present in a digital story to ensure its effectiveness and impact on the recipient. These can be summarized as follows:

- **Text:** Constitutes the core narrative, carrying dialogues, descriptions, and events recounted in the story.
- **Images and Graphics:** Images and graphics help clarify events and provide additional dimensions to the storytelling experience.
- **Audio:** Includes sound recordings, soundtracks, and sound effects that add atmosphere and impact to the story.
- **Video:** Video can include short clips or explanatory animations that enhance story comprehension and make the experience more interactive.
- **Interactivity:** Interactive elements such as questions and choices for interaction with the story allow the reader to participate in the development of events.
- **Guidance/Navigation:** Refers to the way the story is organized and how the reader is guided through the plot, including available choices and possible paths for development.
- **Interactive Environment:** This includes the environment where the reader interacts with the story, such as digital platforms, applications, and digital games. These elements work together to create a comprehensive and enjoyable storytelling experience in a digital story.

2.4.Phases of Digital Story Production

These phases vary slightly depending on the nature and size of the project, and some digital stories may require additional phases such as text translation or video editing.

Researcher **ImanJumaaFahmy** outlined the phases of digital story production in the following steps (Al-Masoud, 2018):

- **Planning:** Production begins with a detailed plan outlining the story's objective, identifying key characters and events, and defining the setting and time.
- **Text Writing:** The core text of the story is written based on the preceding plan, with a focus on narration, dialogue, and necessary descriptions.
- **Visual Design:** This stage includes designing illustrations and images and determining the visual format of the story, including fonts, colors, and overall layout.

- **Adding Interactive Elements:** Interactive elements such as educational games, quizzes, and interactive tasks are added to enhance the reader's experience.
- **Multimedia Production:** Audio, video, animated images, and visual effects used in the digital story are created."

In addition to these, Development and examination, where the digital story is examined and assessed by the development team and target users to ensure the quality and effectiveness of the experience. Also, Publication and Distribution, where, after production and testing are complete, the digital story is published on various digital media such as websites, mobile applications, and e-learning platforms.

3. The Impact of Digital Stories in Education

Digital storytelling has a significant impact on education, as it fosters **interaction and participation**. It allows students to engage with content via animated images, audio, and interactive activities, which enhances their involvement and deep comprehension of topics. It also stimulatescreativity and imagination by providing a learning environment that encourages students to think creatively and utilize their imagination in understanding the story and solving problems.

It also contributes to "developing critical thinking skills. By interacting with them and solving puzzles and challenges, students can develop critical thinking skills and decision-making abilities. It also promotes self-directed learning, as students can access digital stories anytime, anywhere, and it provides multimedia learning experiences: digital stories combine text, images, video, sound, and interactive activities, offering a rich multimedia learning experience and versatile uses" (Mohammed. S, 2014).

Thus, we can argue that digital stories enhance the learning experience and contribute more effectively to achieving educational goals.

Joseph McLellan, Professor of English Literature at Washington University, noted that using digital stories in education offers numerous benefits and opportunities, including:

- **Student Engagement:** Digital stories provide an enjoyable and captivating learning experience that helps capture students' interest and motivates them to participate in the educational process.
- **Concept Clarification:** Digital stories can use images, animations, and sound to clarify concepts and topics in a direct visual and auditory manner.
- **Skill Development:** Digital stories offer an opportunity to develop a variety of skills such as reading, writing, critical thinking, and problem-solving (Baradah, 1980, p 45.).

Furthermore, digital stories enhance interaction by promoting interactive activities that encourage students to actively engage with content, which strengthens their comprehension and assimilation of topics. They also promote self-directed learning, as they can encourage students to self-learn, explore, and think creatively, allowing them flexible and easy access to resources and information. Digital stories can also be designed to suit diverse student needs and various teaching styles, thereby enhancing learning for all students regardless of their levels and interests.

We conclude that using digital stories in education is a powerful tool for enhancing the learning experience and achieving educational objectives more effectively and enjoyably.

Hazen emphasizes the importance of dialogic interaction in e-learning, noting that it can be key to motivating students and enhancing their understanding of materials. He encourages the use of digital forums and live online discussions as tools to stimulate debate and the exchange of ideas between students and teachers (Al-Kloub B., 1993).

Overall, dialogic interaction is seen as enhancing the e-learning experience and helping to achieve educational goals more effectively. Psychologists agree that language acquisition occurs through an active process of testing, experimentation, and exploration.

3.1.The Importance of Using Digital Stories in Education

Digital stories are a powerful tool in education, providing an interactive environment that encourages students to participate and engage in the learning process. Due to their appeal and excitement, digital stories contribute to stimulating students' interest and participation, helping them better understand and retain learning materials.

Moreover, digital stories represent an effective means of clarifying complex concepts and simplifying them through narrative and visual representation, which helps enhance student comprehension and motivates them to acquire deeper knowledge.

Generally, digital stories are multipurpose educational tools that contribute to improving interaction, stimulating interest, facilitating comprehension and retention, developing linguistic and communication skills, and fostering creative and critical thinking in students.

3.2.Previous Studies on the Use of Digital Stories in Education

Many studies have investigated the use of digital stories, all confirming their increasing prevalence in education over the past decade for several reasons:

- **Technological Advancement:** With the evolution of technology and the spread of the internet, it has become possible to easily publish and distribute digital stories on a wide scale, leading to increased demand.
- **Universal Access:** Digital stories allow access to wide audiences in different parts of the world, whether in urban or rural areas, thus expanding the stories' reach and enhancing their impact.
- **Interactivity:** Digital stories offer the advantage of interactivity with the reader, allowing for the inclusion of multimedia elements such as video, images, and sound to capture the reader's attention and deepen their experience (Al-Adawi, 2021).

Additionally, authors and artists can express their ideas and creativity more fully through digital stories, as these allow them to incorporate diverse visual and auditory effects to enrich the narrative. Ease of publication is another factor, as digital stories can be published easily and at low cost online, making them accessible for independent writers and new authors to show their work and attend a wider audience. Furthermore, the preference of digital readers, who enjoy stories via digital devices like smartphones and tablets, further boosts the demand and development of digital stories.

We should points here that using digital stories in teaching Arabic to non-native speakers is still relatively new in Arab studies. Nevertheless, some studies have broadly addressed this topic, exploring the use of digital stories as a tool in teaching Arabic. Among these studies are:

a. **Study by Mona Mahmoud Mohammed Hassanien:**

This study aimed to determine the effectiveness of employing digital storytelling in developing oral expression skills in Arabic among first-year secondary students. To answer the study questions, the researcher used two methodologies: the descriptive approach to identify oral expression skills, and the quasi-experimental approach to reveal the effectiveness of digital storytelling in developing oral expression skills.

The study sample consisted of 50 first-year secondary students, selected by simple random sampling from a school under the New Cairo Educational Administration in Cairo Governorate. They were divided into two equal groups: the experimental group, comprising 25 students who studied using the digital storytelling strategy, and the control group, with 25 students who studied using the traditional method. The study tool was an observation card to measure oral expression skills, and its validity and reliability were confirmed. Appropriate statistical tests, primarily the t-test for two independent samples, were used to verify hypotheses and answer the study questions.

After applying the study tools and analyzing the data, the results showed the following:

- Significant statistical differences at the level between the mean scores of students in the control group and the experimental group in the intellectual, phonetic, and gestural aspects.
- The results also showed that the strategy based on digital storytelling had a significant impact on developing oral expression skills among first-year secondary students, with a large effect size across all aspects and the observation card as a whole (Hassanien, 2021, p 210).

b. **Study by Khalid Bin HodaibanHilal Al-Harbi:**

This current study aimed to identify the critical reading skills necessary for non-native Arabic language learners, construct a program based on the use of digital stories to develop these skills, and measure the effectiveness of using digital stories in developing critical reading skills among non-native Arabic language learners.

To achieve this, a set of tools was prepared: a list of critical reading skills necessary for non-native Arabic language learners. Then, a program based on the use of digital stories to develop critical reading skills was designed, as well as a critical reading skills test for non-native Arabic language learners. The researcher adopted the descriptive method and the quasi-experimental method based on a single group. Several statistical methods and treatments were also used to reach the research findings. The most important research findings included:

- Identifying a list of critical reading skills necessary for non-native Arabic language learners, which included (4) main skills from which (16) sub-skills emerged.
- A statistically significant difference between the mean scores of learners in the pre- and post-applications for the skills of (interpretation, comparison, and evaluation), in favor of the post-application.
- A statistically significant difference between the mean scores of learners in the pre- and post-applications for the overall test score, in favor of the post-application. This confirms the effectiveness of using digital stories in developing critical reading skills among non-native Arabic language learners (Al-Harbi, 2020).

***c.* Study by Mohammed Abdul Rahman Ibrahim:**

Through this study, the researcher aimed to identify the foundations for employing narrative texts in teaching Arabic to non-native speakers at the intermediate level. He also aimed to present the elements of an applied model for a lesson based on narrative texts in teaching Arabic to non-native speakers at the intermediate level (Ibrahim, 2018, p 154).

He also conducted a study on the impact of employing short narrative texts on the linguistic achievement of non-Arabic speaking students, and their attitudes towards stories before and after using narrative texts.

The study concluded with a set of results, summarized as follows:

- **Identifying the foundations for employing narrative texts in teaching Arabic:** The study clarifies how to use narrative texts to improve the Arabic language proficiency of non-native speakers, which may include identifying effective principles and methods in designing lessons.
- **Presenting elements of an applied model:** The research provides a practical model for how to design a lesson based on narrative text, which can contribute to developing curricula for non-native Arabic speakers.
- **Impact of narrative employment on linguistic achievement:** The study shows how the use of short narrative texts positively impacts the learning of Arabic for non-native students, such as improving their vocabulary and linguistic comprehension.
- **Students' attitudes towards stories:** The study clarified how students' attitudes and interaction with narrative texts changed before and after their use, contributing to a deeper understanding of the benefits of using narrative texts in education.

These results reflect the benefits of using narrative texts in teaching Arabic to non-native speakers and contribute to developing more effective and suitable educational curricula.

3.3.The Impact of Digital Stories on Non-Native Arabic Speakers

"Digital stories are a means of expanding the reader's horizons and introducing them to the culture and traditions of the Arabic language. Stories provide an opportunity to discover a new world through an enjoyable cultural and linguistic experience. Digital stories also encourage thinking and reflection on various topics, whether social, philosophical, or technological" (Badawi, 2014).

"Stories can stimulate ideas and discussions among readers about the issues raised within them, and contribute to expanding vocabulary and improving Arabic language skills among non-native Arabic speakers, as readers encounter new words, expressions, structures, and different sentences" (Dahlan B., 2016).

In conclusion, digital stories leave a positive impact on non-native Arabic speakers, deepening their understanding of the Arabic language and broadening their cultural and intellectual horizons. They also have a significant impact on them in several ways:

- **Language Learning:** Digital stories offer non-native Arabic speakers an opportunity to learn Arabic enjoyably and interactively. Students encounter new vocabulary and expressions naturally and smoothly through the story's context and apply them in realistic situations. Furthermore, digital stories provide opportunities to practice reading and rapid text comprehension, which contributes to overall language skill improvement.

- **Cultural Understanding:** By reading digital stories, readers gain a deeper understanding of Arab culture, including traditions, values, and social customs. Stories offer profound insights into daily life, history, and myths in the Arab world, helping to build bridges of understanding between different cultures.
- **Reading Skill Development:** Reading is a fundamental skill in language learning, and digital stories provide repeated opportunities for practice. Thanks to the diversity of topics and styles in stories, readers can expand their vocabulary and improve their understanding of Arabic linguistic structure and sentence constructions, thereby enhancing their expressive and comprehension abilities.
- **Social Communication:** Digital stories are not only a means of learning language and culture but also a bridge for social communication among individuals from different backgrounds and cultures. By discussing stories and sharing impressions, individuals can expand their circle of knowledge and their mutual understanding of the world and each other.

In short, digital stories represent a powerful and effective tool for improving Arabic language proficiency and cultural understanding among non-native speakers, in addition to their role in enhancing reading skills and social communication among individuals.

Conclusion

Reviewing theoretical studies, the results of previous empirical studies in the field of employing digital narrative texts, and the view of experts in teaching Arabic to non-native speakers helps build a general and comprehensive idea about the importance of using this literary genre in the educational process in general.

Based on all of this, this research paper has presented some of the impacts of using digital stories in teaching Arabic to non-native speakers, which we summarize as follows:

- **Language Acquisition:** Digital stories offer non-native Arabic speakers an opportunity to learn Arabic enjoyably and interactively, as students encounter new vocabulary and expressions via the story's context and apply them in realistic situations.
- **Linguistic Skill Development:** Digital stories help develop listening, reading, writing, and speaking skills in Arabic. Students learn how to use the language correctly by interacting with story texts, solving puzzles, and practicing expressing their ideas.
- **Vocabulary Expansion:** Digital stories contribute to expanding students' Arabic vocabulary by introducing new words and using them in various contexts within the story.
- **Interest Stimulation:** Educational digital stories work to stimulate interest and encourage students to continue learning Arabic through an exciting story and engaging characters.
- **Enhanced Interaction:** The use of digital stories encourages continuous interaction between students and educational content, which contributes to enhancing their comprehension of materials and improving their language skills.

Thus, educational digital stories play a significant role in teaching Arabic to non-native speakers by providing an engaging and effective learning environment.

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