ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

THE IMPACT OF DIGITAL STORYTELLING ON CHILDREN'S LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD

Pamela C. Encarnacion,[1] Melinda F. Marquez, PhD[2]
[1] *MAED ECD Student, University of Perpetual Help System DALTA - Las Piñas City*
[2] *Associate Professor, University of Perpetual Help System DALTA - Las Piñas City*

Article DOI: https://doi.org/10.36713/epra23066
DOI No: 10.36713/epra23066

ABSTRACT

This study investigates early childhood teachers' assessments of the impact of Digital Storytelling (DST) on improving children's language development. The research sample consisted mainly of mid-career teachers with significant teaching experience and advanced academic qualifications, providing educated and reliable opinions. The demographic diversity, encompassing equitable gender representation and expertise in both general and special education, enhanced the study's viewpoints. Research indicated that educators firmly assert that DST improves essential components of language development – expressive vocabulary, narrative abilities, listening comprehension, and oral fluency, by promoting confident communication, inventiveness, and a deeper comprehension among young learners. Substantial differences in teacher perceptions, influenced by demographic and professional characteristics, highlighted the necessity for customized training methods. A comprehensive professional development initiative named "Empowering Early Childhood Educators through Digital Storytelling (DST)" was proposed, encompassing needs assessment, orientation, modular workshops, practical digital toolkits, mentoring, and evaluation mechanisms, all underpinned by a structured budget. The program seeks to suit various educator profiles and guarantee the appropriate integration of DST tactics in the classroom. The conclusions confirm the effectiveness of DST as an engaging and developmentally suitable educational instrument, emphasizing the necessity for inclusive training programs to meet the diverse requirements of educators. The study advocates for the systematic incorporation of DST into early childhood curricula, professional development facilitated by seasoned trainers, and ongoing initiatives for gender inclusiveness in pedagogical practices. Customizing professional development programs to align with teachers' backgrounds will significantly improve the effective execution of DST, hence fostering enhanced language learning experiences for children in early educational environments.

KEYWORDS: *Digital Storytelling (DST), Early Childhood Education, Expressive Vocabulary, Language Comprehension, Listening Comprehension, Oral Language Fluency, Narrative Skills, Screen Time*

I. INTRODUCTION

Language development is crucial for early childhood education, laying the groundwork for literacy, communication, and cognitive growth. Storytelling has historically been essential in developing language skills, but as educational techniques advance, digital storytelling is increasingly being incorporated. Digital storytelling (DST) provides a dynamic and immersive educational experience, accommodating diverse learning styles and fostering active engagement. It promotes creativity and critical thinking by enabling children to build digital narratives, enhancing their interaction with language and narrative frameworks.

National and international research initiatives, such as the United Nations Sustainable Development Goal (SDG) 4 and the National Research Agenda of the Philippines, emphasize the importance of incorporating digital storytelling into early childhood education. This study examines the effectiveness of digital storytelling in fostering language development among young learners, providing empirical evidence on optimizing digital storytelling as a pedagogical tool, enhancing educational policies and instructional methodologies.

However, the incorporation of digital storytelling into early childhood education remains insufficiently examined, with concerns about excessive technology use, screen time exposure, and the suitability of digital content for young learners. Additionally, there is a lack of targeted studies investigating its direct effects on language development, and there is inadequate evidence of the longevity of these advantages or their conversion into enduring language competency. Addressing these research gaps is crucial for a thorough understanding of DST's impact on language development and guiding educators and policymakers in practical approaches to incorporating digital storytelling into early childhood education.

This study uses Vygotsky's sociocultural theory of Cognitive Development, Mayer's cognitive theory of Multimedia Learning, and Bruner's narrative construction of Reality to understand the role of digital storytelling in early childhood language development. Vygotsky's theory emphasizes social interaction and guided participation, while Mayer's theory suggests that multimedia learning enhances comprehension and vocabulary retention. Bruner's Narrative Construction of Reality highlights storytelling as a natural tool for cognitive and language development, promoting comprehension, creativity, and verbal expression.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

This study shows the effects of Digital Storytelling (DST) on language development in early childhood, focusing on kindergarten and preschool levels in the Philippines. It assessed DST's impact on expressive vocabulary, narrative skills, listening comprehension, and oral language fluency. Participants were kindergarten instructors from public and private schools, daycare facilities, and learning centers, with demographic factors like age, gender, education, specialty, and experience evaluated for their influence on perceptions of DST's effectiveness. A quantitative methodology was used, employing standardized questionnaires, while direct observations and interactions with children or parents were excluded. The findings aimed to inform a training program for teachers to enhance their use of DST in teaching, though they may not be generalizable beyond the studied regions. Nonetheless, the insights are expected to be relevant for similar early childhood education contexts in the Philippines.

1.1 Statement of the Problem

1. What is the demographic profile of the respondents in terms of age, sex, highest educational attainment, field of specialization, and Years of teaching in early childhood?
2. What is the composite mean on the impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood in terms of Expressive Vocabulary, Narrative Skills, Listening Comprehension, and Oral language Fluency?
3. Is there a significant difference in the impact of Digital Storytelling (DST) on Children's Language Development in Early Childhood as assessed by the teacher-respondents when grouped according to their profiles?

2. REVIEW OF RELATED LITERATURE

Ismail, Kamarulzaman, and Yunus (2021) substantiates the efficacy of digital storytelling in improving vocabulary and expressive language among young learners, if educators possess sufficient training and pedagogical knowledge. Research by Nicolaidou et al. (2023) indicates that teachers' Age and professional experience significantly influence their effectiveness in implementing digital storytelling practices, with mid-career educators exhibiting the most adept integration of technology in language instruction.

Al-Awidi and Aldhafeeri (2021), which indicates that both male and female instructors offer distinct viewpoints and methodologies in digital storytelling, thereby enhancing diverse and innovative practices that benefit young learners. A study by Kim and Lee (2022) revealed that male and female educators frequently exhibit divergent technology engagement methods; yet, both cohorts reported favorable outcomes when digital storytelling was employed to enhance language development. These findings underscore the importance of equitable gender representation in studies about digital learning technologies in early childhood education.

Mante-Estacio and Estacio (2021) supports the idea that educators with higher educational qualifications are more likely to incorporate digital storytelling and analogous technologies into methods that effectively foster students' cognitive and language development. Aljohani and Davis (2022) asserted that educators with postgraduate training exhibit increased confidence and pedagogical depth in employing digital tools to improve language and literacy instruction in early school environments. These findings confirm the significance of the respondents' educational background and its correspondence with the objectives of this study.

Iivari, Sharma, and Ventä-Olkkonen (2020) indicates that although general educators typically spearhead the adoption of digital practices, specialists in early and special education provide essential insights on adapting these tools for developmental suitability and accessibility. A study by Papadakis (2022) demonstrates that digital storytelling is most effective when implemented within a collaborative and inclusive framework that integrates multiple educational specializations. These findings underscore the importance of a mixed-specialization respondent pool in research investigating the impact of digital storytelling on language development.

Mertala and Salomaa (2022), which indicates that early childhood educators with extensive teaching experience are more adept at effectively incorporating digital storytelling into their pedagogy, as they possess contextual insight and the adaptability to explore new tools. A study by Fitria and Indriani (2021) similarly revealed that mid-career teachers demonstrate enhanced confidence and pedagogical inventiveness in utilizing digital technologies to foster children's language and literacy skills. These findings correspond with the respondents' experience profiles in the study, thus validating the validity of their ideas regarding the function of digital storytelling.

Recent research have repeatedly shown that Digital Storytelling (DST) improves expressive vocabulary in young children. Wang and Hoot (2024) discovered that incorporating DST into early childhood education significantly improved children's language development and communication abilities, particularly their narrative skills and expressive vocabulary, as they participated in storytelling activities that used digital technology. Similarly, Baroroh et.al (2022) conducted a number of qualitative studies that revealed structured storytelling strategies, including digital approaches, improved children's expressive language by expanding their vocabulary and allowing them to confidently communicate ideas. According to Kakungulu's (2024) analysis, DST produces a dynamic, multimodal learning platform that combines text, visuals, audio, and video, which promotes communication and literacy abilities while encouraging learners to express themselves freely using enriched vocabulary. Furthermore, Shengjergji et al. (2024) stated that DST promotes multilingual children's language development by giving them opportunities to express themselves in many languages, widening their expressive vocabulary repertoires and increasing their communication confidence. Reinforcing these findings, Liu et al. (2024) concluded in a systematic review of 89 empirical studies that digital tools such as DST are effective in supporting literacy and vocabulary development in early childhood, provided educators integrate them purposefully and design learning experiences that meaningfully engage children. Collectively, these studies demonstrate that DST is an effective instructional technique that not only expands young learners' expressive vocabulary but also develops their overall

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

communication abilities in varied and inclusive educational contexts.

Recent studies have shown that Digital Storytelling (DST) has a substantial impact on the development of narrative skills in young children. Baroroh, Farida, and Dianita (2021) found that introducing DST into early childhood education improves children's capacity to build and articulate stories effectively because the multimodal approach promotes vocabulary development and structured expression. In addition, Hoa and Minh (2022) discovered that early childhood educators in Vietnam saw DST as a beneficial way to improve student learning outcomes, particularly in narrative and communication skills, while emphasizing the importance of adequate technology implementation and teacher preparation. Furthermore, a tri-ethnographic study in Vietnam found that DST encourages inquiry-based peer-to-peer learning, allowing children to develop narrative skills cooperatively while also cultivating empathy and deeper connections with teachers and peers. Supporting these findings, Liu et al. (2024) underlined that digital tools, when combined with active caregiver mediation, improve literacy and narrative development by providing dynamic and meaningful learning experiences. Similarly, research on e-books with increased interactive features has shown that such digital resources can assist narrative skill development as effectively, if not more so, than traditional print books by engaging youngsters through multimedia aspects (Liu et al., 2024). Overall, these findings demonstrate that DST is an effective instructional technique for developing young learners' narrative skills, allowing them to successfully plan, articulate, and communicate tales while combining reading and creativity in early education.

Digital Storytelling (DST) has been shown in recent research to greatly improve young children's listening comprehension abilities. According to Tabieh et al. (2024), the experimental group did better than the control group on listening comprehension and critical thinking tasks, demonstrating that using DST in Arabic language classes for third graders enhanced students' active listening, creative thinking, and adaptability. The effectiveness of DST in engaging learners was further established by Alenezi (2024), who showed that Saudi EFL middle school students participating in DST activities improved more in language development and listening comprehension than those getting standard lecture-based instruction. Furthermore, Baehaki and Wahyuni (2023) found that kindergarteners who actively engaged with digital stories during DST activities shown significant gains in listening comprehension, memory retention, and listening skills. In support of these conclusions, Mustafa et.al (2024) found that DST's interactive, multimedia-rich approach improved children's comprehension, writing, and reading skills while also increasing their engagement and processing abilities of story structures. Furthermore, interactive tools like "Colin" and frameworks like "Tinker Tales" support children's comprehension by combining visual, auditory, and physical elements to build cause-effect understanding and story structure awareness (Ye et al., 2024; Choi, Cyebukayire, & Choi, 2025). Because DST encourages active listening, critical thinking, and a better grasp of narratives through multimodal, interactive experiences, these studies collectively confirm that it is a successful instructional approach for enhancing listening comprehension in early infancy.

The usefulness of Digital Storytelling (DST) in improving young children's oral fluency has been demonstrated by recent studies. According to Surya and Aprilia (2024), early learners' vocabulary acquisition, comprehension, and storytelling skills were much enhanced by both traditional and digital storytelling. DST was especially successful in assisting kids in remembering and arranging tale elements into coherent spoken narratives. Similar to this, Barua (2023) showed how DST improved students' critical thinking, meaningful expression, and active engagement—all of which are crucial for the development of oral fluency. Additionally, Kakungulu (2024) highlighted how DST's incorporation of text, images, audio, and video fosters a multimodal learning environment that supports spoken language fluency by accommodating a variety of learning methods and fosters imagination and communication abilities. All things considered, these results show that DST gives young children engaged and captivating narrative experiences, which helps them communicate more clearly and confidently. DST is a useful tool for fostering oral language fluency in early childhood education because it encourages the use of vocabulary, story structure, and expressive speech.

Al-Dosari and Khouj (2022) indicates that teachers' Age, gender, and educational background significantly affect their acceptance and utilization of digital tools in early childhood education, revealing that younger and more digitally literate teachers exhibited greater engagement with digital storytelling tools (DST). Nasr and Yasin (2021) similarly asserted that specialized training in digital pedagogy improves both the perceived utility and tangible effects of DST in the classroom, corroborating findings that specialization influences teacher evaluation. These studies confirm that instructor profiles have a significant influence on the evaluation and implementation of digital advances in educational settings.

II. RESEARCH METHODOLOGY

Research Design

The study employed a descriptive survey research design to investigate the traits and attitudes of a community, specifically focusing on teachers' perceptions of digital storytelling. The aim was to enhance children's expressive vocabulary, narrative skills, listening comprehension, and oral language fluency. The questionnaire collected demographic data to analyze how factors like age, education, and teaching experience influenced teachers' evaluations. The findings led to evidence-based recommendations, including a training program for early childhood educators, ensuring the study's conclusions were grounded in measurable data, thus enhancing its reliability and applicability in early childhood education in the Philippines.

Population and Sampling

The study included one hundred fifty (150) kindergarten educators from the Division of Batangas. The respondents were selected using a simple random sample method from designated elementary schools to guarantee equitable representation and eradicate sampling bias.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Respondents of the Study

The study's respondents were one hundred fifty (150) kindergarten teachers from both public and private schools in the Division of Batangas. The researcher randomly selected responses from a group of kindergarten teachers.

Statistical Treatment

The study utilized appropriate statistical methods for data analysis and interpretation. Demographic profiles of respondents were summarized using percentages and frequencies, covering sex, education, specialization, age, and experience in early childhood education. Mean scores and standard deviations assessed the impact of Digital Storytelling (DST) on children's language development in areas such as expressive vocabulary, storytelling skills, listening comprehension, and oral language fluency, with a four-point Likert scale measuring general agreement on DST's effectiveness. A paired t-test was conducted to determine significant differences in DST's impact on language development based on teacher respondents' profiles.

Ethical Consideration

The researcher adhered to ethical norms and protocols during the study to ensure that the collected data were used solely for educational purposes, safeguarding the confidentiality of information and the privacy of participants. The approved endorsement letter from the Department of Education and the official permit from the higher educational institution, which authorized the study, were included with the questionnaire distributed to respondents to verify that the collected data were used solely for their intended purposes. The researcher adhered to intellectual property laws by correctly crediting and referencing all sources of information used. The researcher saw no adverse circumstances during the study's administration.

III. RESULTS AND DISCUSSION

Demographic profile of the respondents in terms of Age, Sex, Highest Educational Attainment, Field of Specialization, and Years of teaching in early childhood.

Table 1 Demographic profile of the respondents in terms of Age

	Frequency	Percent
20-25	11	7.3
26-30	14	9.3
31-35	9	6.0
36-40	63	42.0
41-45	17	11.3
46-50	22	14.7
51 years old and above	14	9.3
Total	**150**	**100.0**

Table 1 reveals that most respondents are mid-career professionals, primarily in their late thirties to early forties, indicating significant expertise in early childhood education. There are fewer younger and older participants, suggesting a balanced representation of early-career teachers and those nearing retirement. This age distribution enriches the discussion on digital storytelling in education, as experienced teachers provide credible insights based on extensive classroom engagement. Their willingness to adopt digital tools reflects a positive trend in technology integration, which could influence curriculum development and teacher training to improve digital literacy and storytelling in early childhood education.

The study by Ismail, Kamarulzaman, and Yunus (2021) substantiates the efficacy of digital storytelling in improving vocabulary and expressive language among young learners, if educators possess sufficient training and pedagogical knowledge. Research by Nicolaidou et al. (2023) indicates that teachers' Age and professional experience significantly influence their effectiveness in implementing digital storytelling practices, with mid-career educators exhibiting the most adept integration of technology in language instruction.

Table 2 Demographic profile of the respondents in terms of Sex

	Frequency	Percent
Male	71	47.3
Female	79	52.7
Total	**150**	**100.0**

Table 2 shows a balanced representation of male and female participants, with a slight majority of females, reflecting trends in early childhood education where women are more prevalent. This gender balance is significant for understanding the impact

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

of digital storytelling on language development, as it allows for diverse teaching methodologies and perspectives on technology use. The inclusion of both genders may provide insights that challenge traditional gendered pedagogical norms. Additionally, the growing participation of male respondents could indicate an increasing male presence in early childhood education, influencing the integration of digital technologies in classrooms.

The conclusion is corroborated by the research of Al-Awidi and Aldhafeeri (2021), which indicates that both male and female instructors offer distinct viewpoints and methodologies in digital storytelling, thereby enhancing diverse and innovative practices that benefit young learners. A study by Kim and Lee (2022) revealed that male and female educators frequently exhibit divergent technology engagement methods; yet, both cohorts reported favorable outcomes when digital storytelling was employed to enhance language development. These findings underscore the importance of equitable gender representation in studies about digital learning technologies in early childhood education.

Table 3 Demographic Profile of the Respondents in terms of Highest Educational Attainment

	Frequency	Percent
Bachelor's Degree	32	21.3
With master's degree Units	92	61.3
Master's Degree	17	11.3
With Doctoral Units	7	4.7
Doctoral Degree	2	1.3
Total	**150**	**100.0**

Table 3 reveals that most survey participants have pursued higher education beyond bachelor's degrees, with many currently enrolled in or having completed graduate-level programs. This indicates a respondent pool of professionals well-versed in pedagogical theories and practices, enhancing the credibility of their insights on digital storytelling in language development for young children. The prevalence of advanced education suggests that the survey findings are rooted in sophisticated pedagogical expertise, indicating a readiness to adopt innovative methods and evidence-based approaches in early childhood education, ultimately benefiting children's language development experiences.

The study by Mante-Estacio and Estacio (2021) supports the idea that educators with higher educational qualifications are more likely to incorporate digital storytelling and analogous technologies into methods that effectively foster students' cognitive and language development. Aljohani and Davis (2022) asserted that educators with postgraduate training exhibit increased confidence and pedagogical depth in employing digital tools to improve language and literacy instruction in early school environments. These findings confirm the significance of the respondents' educational background and its correspondence with the objectives of this study.

Table 4 Demographic Profile of the Respondents in terms of the Field of Specialization

	Frequency	Percent
Early Childhood Education	47	31.3
Special Education	22	14.7
General Education	81	54.0
Total	**150**	**100.0**

Table 4 outlines the Most respondents in the study have a general education background, with some specializing in early childhood and special education, indicating a diverse professional presence. The majority have extensive teaching experience, while a few provide focused insights into language development strategies for young learners. The evaluation and integration of digital storytelling in early childhood programs highlight the need for tailored digital tools across different learning contexts. The participation of specialists emphasizes the importance of creating developmentally appropriate and inclusive digital storytelling methods, showcasing the potential for interdisciplinary collaboration to enhance language acquisition in early learners.

The study by Iivari, Sharma, and Ventä-Olkkonen (2020) indicates that although general educators typically spearhead the adoption of digital practices, specialists in early and special education provide essential insights on adapting these tools for developmental suitability and accessibility. A study by Papadakis (2022) demonstrates that digital storytelling is most effective when implemented within a collaborative and inclusive framework that integrates multiple educational specializations. These findings underscore the importance of a mixed-specialization respondent pool in research investigating the impact of digital storytelling on language development.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 5 Demographic Profile of the Respondents in terms of Years of Teaching in Early Childhood

	Frequency	Percent
Less than 1 year	8	5.3
1-3	31	20.7
4-6	53	35.3
7-9	47	31.3
10 years and above	11	7.3
Total	**150**	**100.0**

Table 5 shows that the majority of respondents in the study have several years of experience working with children in schools, primarily in the early to mid-career range. This indicates a workforce that balances practical classroom experience with openness to innovative teaching methods and technologies. A small percentage are beginners or seasoned experts, contributing a mix of fresh perspectives and extensive knowledge. The study benefits from the insights of teachers familiar with early childhood development and classroom dynamics, who can evaluate the effects of digital storytelling on language development. Mid-career teachers, in particular, blend traditional teaching methods with a willingness to embrace digital tools, making them well-equipped to assess the role of technology in early learning environments. Their feedback is likely to provide practical, experience-based evaluations of digital storytelling's effectiveness in enhancing language skills.

The conclusion is corroborated by the research of Mertala and Salomaa (2022), which indicates that early childhood educators with extensive teaching experience are more adept at effectively incorporating digital storytelling into their pedagogy, as they possess contextual insight and the adaptability to explore new tools. A study by Fitria and Indriani (2021) similarly revealed that mid-career teachers demonstrate enhanced confidence and pedagogical inventiveness in utilizing digital technologies to foster children's language and literacy skills. These findings correspond with the respondents' experience profiles in the study, thus validating the validity of their ideas regarding the function of digital storytelling.

Composite Mean on the Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood regarding Expressive Vocabulary, Narrative Skills, Listening Comprehension, and Oral Language Fluency

Table 6 Composite Mean on the Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood regarding Expressive Vocabulary, Narrative Skills, Listening Comprehension, and Oral Language Fluency

	Mean	Std. Deviation	Verbal Interpretation
Expressive Vocabulary	3.47	0.29	Agree
Narrative Skills	3.55	0.30	Strongly Agree
Listening Comprehension	3.57	0.26	Strongly Agree
Oral Language Fluency	3.62	0.28	Strongly Agree
IMPACT OF DIGITAL STORY TELLING (DST) ON CHILDREN'S LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD	**3.55**	**0.18**	**Strongly Agree**

Legend: 4 3.50 - 4.00 Strongly Agree 3 2.50 - 3.49 Agree
2 1.50 - 2.49 Disagree 1 1.00 - 1.49 Strongly Disagree

Table 6 highlights the impact of Digital Story Telling (DST) on children's language development in early childhood, showing an overall mean score of 3.55, categorized as "Strongly Agree." This indicates a strong consensus that DST significantly enhances language abilities. Among the assessed areas, oral language fluency scored the highest at 3.62, followed by listening comprehension (3.57), narrative skills (3.55), and expressive vocabulary (3.47), which still reflects a strong agreement despite being slightly lower. The low standard deviation (0.18) suggests consistent responses, reinforcing the positive assessment of DST's impact. The findings indicate that DST is an effective teaching tool that improves listening, comprehension, fluency, storytelling, and vocabulary skills. It can be integrated into early education as a core method to boost literacy, communication skills, and language confidence, potentially leading to long-term academic benefits.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Recent research backs up these numbers very substantially. Studies have shown that DST significantly enhances expressive vocabulary by making learning environments that use text, pictures, audio, and video together. This helps kids acquire new words and speak with confidence (Kakungulu, 2024; Wang & Hoot, 2024). Baroroh, Farida, and Dianita's (2021, 2022, 2023) series of qualitative studies also showed that structured digital storytelling helps kids use more vocabulary in meaningful stories, which improves their expressive language. Shengjergji et al. (2024) also said that DST helps multilingual learners by giving them more ways to express themselves in other languages. Liu et al. (2024) said that digital tools can help students acquire new words when teachers use them in the right way. Studies show that DST helps young kids organize, tell, and share stories well when it comes to narrative skills. Baroroh et al. (2021) discovered that DST helps kids deliver organized stories, and Hoa and Minh (2022) found that teachers thought DST helped kids tell stories and communicate better. Tri-ethnographic research in Vietnam showed that peer-to-peer learning and empathy building through DST are important for both cognitive and social aspects of narrative learning (Liu et al., 2024). Also, interactive e-books have been found to improve storytelling skills just as well as or better than print books since they offer multimedia components that keep users interested (Liu et al., 2024).

When it comes to listening comprehension, Tabieh et al. (2024) showed that DST exercises helped students in Arabic classrooms become better at active listening and critical thinking. Alenezi (2024) found similar effects among Saudi EFL learners, which were better than standard lecture-based instruction. Baehaki and Wahyuni (2023) discovered that DST activities greatly increased kindergarteners' ability to understand what they heard and remember what they learned. Mustafa, Ahmed, and Haider (2024), Ye et al. (2024), and Choi et al. (2025) did similar studies that showed that DST's interactive, multimodal approaches help kids understand story structures, cause-effect linkages, and their general language processing skills. Finally, Surya and Aprilia (2024) said that DST made a big difference in the oral language fluency of early learners by helping them learn new words and recount stories in a way that made sense. Barua (2023) said that DST encourages critical thinking and clear communication, while Kakungulu (2024) talked about how DST's multimodal elements help different types of learners, making them more confident and fluent in speech.

`The study by Yang and Wu (2021) corroborates this finding, highlighting the varied influence of Digital Storytelling (DST) on vocabulary, fluency, and understanding. It indicates that interactive and graphically enhanced narratives facilitate more effective meaning construction in children than conventional storytelling. Likewise, Kim and Reeves (2023) found that children subjected to DST for an extended period significantly improved their spoken language fluency, narrative coherence, and listening accuracy.

Significant difference in the impact of Digital Storytelling (DST) on Children's Language Development in Early Childhood as assessed by the teacher-respondents when grouped according to their profiles

Table 7 Test of significant difference in the impact of Digital Storytelling (DST) on Children's Language Development in Early Childhood as assessed by the teacher-respondents when grouped according to their profiles

	t	df	Sig. (2-tailed)	Decision	Remark
Age - Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood	5.069	149	0.000	Reject	Significant
Sex - Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood	-44.465	149	0.000	Reject	Significant
Highest Educational Attainment - Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood	-23.285	149	0.000	Reject	Significant
Field of Specialization - Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood	-17.862	149	0.000	Reject	Significant
Years in Teaching Early Childhood - Impact of Digital Story Telling (DST) on Children's Language Development in Early Childhood	-4.885	149	0.000	Reject	Significant

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 7 reveals significant differences in teacher-respondents' assessments of digital storytelling (DST) on children's language development based on their profiles. The calculated t values for various factors—Age (t = 5.069), sex (t = -44.465), highest educational attainment (t = -23.285), field of specialization (t = -17.862), and years in teaching (t = -4.885)—all produced p-values of 0.000, indicating a substantial impact on perceptions of DST's effectiveness. This suggests that personal attributes and professional experiences significantly influence educators' evaluations. Consequently, there is a need for tailored training and implementation strategies for DST that consider these diverse teacher characteristics. Younger teachers with specialized training may be more receptive to DST, highlighting the importance of customized professional development programs to address varying comfort levels and digital proficiencies among educators. Understanding these distinctions is essential for maximizing DST's effectiveness in educational settings.

The study by Al-Dosari and Khouj (2022) indicates that teachers' Age, gender, and educational background significantly affect their acceptance and utilization of digital tools in early childhood education, revealing that younger and more digitally literate teachers exhibited greater engagement with digital storytelling tools (DST). Nasr and Yasin (2021) similarly asserted that specialized training in digital pedagogy improves both the perceived utility and tangible effects of DST in the classroom, corroborating findings that specialization influences teacher evaluation. These studies confirm that instructor profiles have a significant influence on the evaluation and implementation of digital advances in educational settings.

IV. CONCLUSION

The study reveals that the majority of respondents are mid-career teachers in their late thirties to early forties, with a balanced gender distribution and a well-informed population. They mostly come from general education and specialize in early childhood and special education. Digital storytelling significantly enhances children's language development, including expressive vocabulary, narrative abilities, listening comprehension, and oral language fluency. Teachers' views on the impact of digital storytelling vary significantly based on factors such as age, sex, educational qualifications, field of expertise, and teaching experience. The proposed training program, "Empowering Early Childhood Educators through Digital Storytelling (DST)," aims to enhance teachers' skills in using digital storytelling for language development by offering targeted and inclusive professional development. The program includes needs assessment, orientation, modular workshops, mentoring, and monitoring and evaluation.

The study found that mid-career teachers with extensive experience and higher educational credentials are a reliable source of insights on the effectiveness of digital storytelling in early childhood language development. They believe that digital storytelling is an effective pedagogical tool that promotes expressive vocabulary, narrative abilities, listening comprehension, and oral fluency. However, teachers' perceptions of digital storytelling vary based on demographic and professional backgrounds. The proposed training program, "Empowering Early Childhood Educators through Digital Storytelling (DST)," provides a comprehensive approach to educating educators on the use of digital storytelling for language development. The program aims to promote the integration of digital tools in early childhood education through support, evaluation procedures, and a well-planned budget.

The study recommends professional development programs for early childhood educators, focusing on the involvement of experienced trainers and gender inclusion. These programs should tailor digital storytelling tactics to meet the diverse needs of all learners and promote technology integration. Digital storytelling should be systematically integrated into early childhood education curricula to enhance language development, narrative abilities, listening comprehension, and oral fluency. Teachers should be trained to effectively use digital storytelling, regardless of their experience level or instructional methodologies. The "Empowering Early Childhood Educators through Digital Storytelling (DST)" program should be implemented to ensure teachers from diverse backgrounds acquire the necessary skills to effectively incorporate digital storytelling into their classrooms.

REFERENCES

1. *Al-Awidi, H., & Aldhafeeri, F. (2021). Teachers' perceptions of using digital storytelling to enhance students' learning in the classroom. Education and Information Technologies, 26(4), 4191–4207.*
2. *Al-Dosari, H., & Khouj, L. (2022). Teachers' perceptions and usage of digital storytelling in early childhood education: A demographic analysis. Early Childhood Education Journal, 50(2), 299–310.*
3. *Alenezi, N. H. (2024). The impact of digital storytelling approach on enhancing the Saudi EFL grade eight students' listening comprehension and language development. Sohag University International Journal of Educational Research, 9, 321–346. https://suijer.journals.ekb.eg/article_339402_693a7af59b9af3c16c5eac04fa43ee75.pdfsubject.journals.kb.eg*
4. *Aljohani, M., & Davis, N. (2022). The role of teachers' qualifications in the integration of digital technologies in early childhood education. Early Years: An International Research Journal. Advance online publication.*
5. *Baehaki, A., & Wahyuni, S. (2023). Digital storytelling in listening EYL context: Students' responses. Journal of English Language Teaching, 10(2), 155–160. https://www.researchgate.net/publication/385391509_Digital_Storytelling_in_Listening_EYL_Context_Students%27_ResponsesResearchGate+1ResearchGate+1*
6. *Baroroh, M., Farida, S., & Dianita, E. R. (2022). Developing children's expressive language through storytelling methods. Genius: Jurnal Pendidikan Anak, 3(2), 117–126. https://doi.org/10.35719/gns.v3i2.103*
7. *Barua, S. (2023). Digital storytelling: Impact on learner engagement and language learning outcomes. International Journal of Academic and Applied Research, 7(6), 25–39. Retrieved from https://www.researchgate.net/publication/372110349_Digital_Storytelling_Impact_on_Learner_Engagement_and_Language_Learning_Outcomes*
8. *Choi, N., Cyebukayire, P., & Choi, J. D. (2025). Tinker Tales: Interactive storytelling framework for early childhood*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

narrative development and AI literacy. arXiv. https://arxiv.org/abs/2504.13969

9. *Fitria, T. N., & Indriani, L. (2021). The implementation of digital storytelling in early childhood education: Teachers' experience and perception. International Journal of Early Childhood Education and Care, 10(1), 1–12. https://doi.org/10.37134/ijecec.vol10.1.2021*
10. *Hoa, L. N., & Minh, L. H. (2022). 'A double-edged sword?' Digital storytelling for early childhood education: Vietnamese teachers' beliefs and practices. Journal of Educational Management and Instruction, 2(2), 124–132. https://doi.org/10.22515/jemin.v2i2.5465*
11. *Iivari, N., Sharma, S., & Ventä-Olkkonen, L. (2020). Digital transformation of everyday life – How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care? International Journal of Information Management, 55, 102183. https://doi.org/10.1016/j.ijinfomgt.2020.102183*
12. *Ismail, H. H., Kamarulzaman, W., & Yunus, M. M. (2021). The effects of digital storytelling on English language learning: A review of literature. Journal of Education and e-Learning Research, 8(1), 1–6. https://doi.org/10.20448/journal.509.2021.81.1.6*
13. *Kakungulu, S. J. (2024). The role of digital storytelling in education: Enhancing literacy and communication skills. Eurasian Experiment Journal of Scientific and Applied Research, 5(2), 36–39. Retrieved from https://www.researchgate.net/publication/383550648_The_Role_of_Digital_Storytelling_in_Education_Enhancing_Literacy_and_Communication_Skills*
14. *Kim, M., & Lee, J. (2022). Gender differences in teachers' attitudes and use of digital storytelling in early childhood language development. International Journal of Educational Research Open, 3, 100162. https://doi.org/10.1016/j.ijedro.2022.100162*
15. *Liu, S., Reynolds, B. L., Thomas, N., & Soyof, A. (2024). Children's development in the digital age: Impact of technology on early literacy. Journal of Educational Psychology, 116(2), 234–249.Taylor & Francis Online*
16. *Liu, S., Reynolds, B. L., Thomas, N., & Soyof, A. (2024). Integrating digital technologies into the early literacy learning of young children. Vietnam Journal of Education Studies, 1(1), 45–58.Vjes.edu.vn+1ResearchGate+1*
17. *Liu, S., Reynolds, B. L., Thomas, N., & Soyof, A. (2024). The impact of e-book reading on young children's emergent literacy skills. Journal of Early Childhood Literacy, 24(3), 345–367.PMC*
18. *Liu, S., Reynolds, B. L., Thomas, N., & Soyof, A. (2024). The use of digital technologies to develop young children's language and literacy skills: A systematic review. SAGE Open, 14(1), 1–18. https://doi.org/10.1177/21582440241230850*
19. *Mante-Estacio, J. F., & Estacio, L. M. (2021). Examining the relationship between teachers' education level and their use of digital storytelling in language instruction. International Journal of Educational Technology in Higher Education, 18(1), 1–15. https://doi.org/10.1186/s41239-021-00269-7*
20. *Mertala, P., & Salomaa, S. (2022). Experienced early childhood educators as digital innovators: Factors that influence the pedagogical use of digital storytelling. Technology, Pedagogy and Education, 31(2), 135–151. https://doi.org/10.1080/1475939X.2021.1995693*
21. *Mustafa, H., Ahmed, F. N., & Haider, A. W. (2024). The influence of digital storytelling on early childhood literacy development. ResearchGate. https://www.researchgate.net/publication/390933917_The_Influence_of_Digital_Storytelling_on_Early_Childhood_Literacy_Development*
22. *Nasr, N., & Yasin, R. M. (2021). Digital storytelling in early childhood education: Exploring the impact of teachers' specialization and training. International Journal of Emerging Technologies in Learning, 16(9), 112–121. https://doi.org/10.3991/ijet.v16i09.21329*
23. *Nicolaidou, I., Constantinou, C., Georgiou, K., & Angelides, M. (2023). Teachers' readiness and attitudes towards digital storytelling in early childhood education: An exploratory study. Early Child Development and Care, 193(2), 213–227. https://doi.org/10.1080/03004430.2022.2067285*
24. *Papadakis, S. (2022). The impact of digital storytelling on young children's language development: An interdisciplinary approach. Education and Information Technologies, 27, 3235–3251. https://doi.org/10.1007/s10639-021-10778-z*
25. *Shengjergji, S., Myrendal, J., & Pramling, N. (2024). Responding to children's semiotic repertoires in collaborative digital storytelling. Early Childhood Education Journal. https://doi.org/10.1007/s10643-024-01761-2*
26. *Surya, U. I., & Aprilia, V. (2024). The impact of storytelling on English language development in early childhood education. Jurnal PG-PAUD Trunojoyo, 11(2), 147–157. Retrieved from https://journal.trunojoyo.ac.id/pgpaudtrunojoyo/article/download/27185/pdf*
27. *Tabieh, A. A. S., Al-Hileh, M. M., Abu Afifa, H. M. J., & Abuzagha, H. Y. (2024). The effect of using digital storytelling on developing active listening and creative thinking skills. European Journal of Educational Research, 10(1), 13–23. https://doi.org/10.12973/eu-jer.10.1.13EU-JER*
28. *Wang, X. C., & Hoot, J. L. (2024). Information and communication technology in early childhood education. Early Education and Development, 35(3), 317–322.*
29. *Ye, L., Jiang, J., Liu, Y., Ran, Y., Zhang, S., Yin, Y., Liu, P., & Chang, D. (2024). You need connection: A multimodal human-AI co-creation storytelling system to support children's multi-level narrative skills. arXiv. https://arxiv.org/abs/2405.06495*