

## الرؤية والرسالة والهدف

### الرؤية (Vision) :

الريادة في مجال نشر البحوث العلمية ، والسعي للوصول لتصنيف عالٍ متقدم بين المجالات العلمية المحكمة ، وأن تكون مجلتنا نبراساً للعلم والمعرفة ، وواجهة علمية وثقافية مشرقة لكليتنا الموقرة ورمزاً خلاقاً يجمع بين الأصالة والحداثة.

### الرسالة (Mission) :

إثراء الحركة العلمية بأجود أنواع البحوث والدراسات المتخصصة والتربوية ، التي تربط بين الأصالة والحداثة ضمن اطار حضاري بناء ، باستشارة همم الباحثين وتنمية قدراتهم في النشر العلمي الأصيل وباللغتين العربية والإنكليزية ، وبما يسهم حتماً في إيصال الفكر الوطني / التربوي لكل شعوب العالم . وإتاحة الفرصة للباحثين لتقديم الصورة الحقيقية الناصعة لدور المرأة في المجتمع الإنساني ككل وفي بلدنا العراق بشكل خاص.

### الأهداف (Aims) :

تسعى مجلتنا إلى تحقيق الأهداف الآتية :

1. تنشيط البحث العلمي التخصصي في العلوم الإنسانية والمجالات التربوية وقضايا المرأة .
2. تشجيع البحوث والدراسات والأنشطة العلمية التي تربط الأصالة بالحداثة وصولاً إلى تنمية الاعتزاز بماضيها الجميل والاختيار الواعي لما في الحداثة من توجيهات ينفع منها الجيل الجديد .
3. التواصل العلمي والبحثي الهادف مع المراكز العلمية ، والعلماء والباحثين لإبراز دور المرأة في المجتمع علمياً وتربوياً ، وإبراز نشاطاتها البناءة في مجال التخصص والتعليم .
4. تسليط الضوء والاهتمام عما وصلت إليه المرأة لعراقية من رقي ومساهمة فاعلة في التنمية المستدامة لمجتمعنا الطيب .
5. تنمية الوعي التربوي لدى الجيل الجديد من خلال استعراض الأفكار والأنشطة التربوية والتعليمية التي تساهم في انماء روح الاحترام للأصالة والانتقاء الواعي للحداثة.

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كلية التربية للبنات

مجلة علمية محكمة

دورية فصلية

تصدر عن كلية التربية للبنات

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ما ينشر في المجلة من بحوث ووجهات نظر تعبر عن أصحابها  
ولا تعبر بالضرورة عن آراء هيئة التحرير أو وجهة نظر الكلية.

### التعريف:

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وتقوم بنشر البحوث العلمية القيمة والأصيلة

في مجالات العلوم الإنسانية المختلفة باللغتين العربية والإنجليزية.

### دعوة:

ترحب هيئة تحرير المجلة بإسهامات الباحثين، وأصحاب الأقلام من  
الكتاب والمثقفين في أقسام الفكر الإسلامي، والعلوم الإنسانية،  
والاجتماعية، والتعليمية والتربوية، وكل ما له صلة بشؤون المرأة  
والمجتمع، وقضايا الإنماء التربوي والتعليمي، والبرامج التطويرية  
المعاصرة على وجه العموم ، على وفق قواعد النشر المعتمدة من هيئة  
تحرير المجلة ، على وفق تعليمات وضوابط النشر في المجلات العلمية  
الصادرة من دائرة البحث والتطوير في وزارة التعليم والبحث العلمي الموقرة.

**أولاً : رئيس هيئة التحرير:**

**الأستاذ الدكتور**

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عضواً خارجياً.	أ.د. مولود عويمر: تخصص: التاريخ / جامعة الجزائر / كلية العلوم الإنسانية .	١.
عضواً خارجياً	أ.د. إبراهيم عبد الرحيم أحمد ربابعة: تخصص: أصول فقه / جامعة الوصل / كلية الدراسات الإسلامية/ الإمارات العربية .	٢.
عضواً خارجياً.	أ.د. عبد الملك بو منجل: تخصص: اللغة العربية/ النقد الأدبي/جامعة سطيف ٢ ، الجزائر/ كلية الآداب واللغات .	٣.
عضواً خارجياً	أ.م.د. نجاتة موسى الفيتوري : تخصص: تربية وعلم نفس/علم نفس تعليمي/ الجامعة الأسمرية الإسلامية / كلية التربية / ليبيا .	٤.
عضواً خارجياً	أ.م.د. نجاح عبدالله احمد البياع : تخصص: الدراسات الإسلامية / الدعوة والثقافة الإسلامية/ جامعة الأزهر / كلية أصول الدين / مصر .	٥.
عضواً ومدققاً للغة الإنكليزية	أ.د. سوسن صالح عبدالله سريّة : تخصص: اللغة الإنكليزية/الترجمة.	٦.
عضواً	أ.د. بشرى غازي علوان : تخصص: اللغة العربية /اللغة .	٧.
عضواً	أ.د. نهلة عاشور منسي : تخصص: فلسفة إسلامية / الفقه الإسلامي .	٨.
عضواً	أ.د. محمود دهام نايف : تخصص: أصول الدين / الحديث النبوي .	٩.
عضواً	أ.د. ليث خليل خلف :تخصص: تاريخ / التاريخ القديم .	١٠.
عضواً	أ.م.د. وصال كاظم حسين : تخصص: اللغة العربية / البلاغة والأدب.	١١.

عضواً	أ.م.د أسيل عبد الحميد عبد الجبار : تخصص: علم النفس التربوي.	١٢.
عضواً	أ.م.د جنان عبدالله شفيق : تخصص: اللغة الإنكليزية / الأدب .	١٣.
عضواً	أ.م.د نكري فاضل محل : تخصص: طرائق التدريس / التاريخ .	١٤.
عضواً	م.د سماح ثائر خيري : تخصص: رياض أطفال .	١٥.
عضواً ومدققاً لغوياً.	أ.د يونس يحيى عبدالله : تخصص: اللغة العربية / اللسانيات النصية.	١٦.
عضواً ومحاسباً مالياً	أ.م.د. سينا أحمد جار الله : تخصص: دراسات مالية / إدارة مالية .	١٧.

### رابعاً : موظفو المجلة

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٢. براء إبراهيم سالم / سكرتيرة المجلة .

## ضوابط النشر في المجلة

١. تتخصص المجلة بنشر الحوث العلمية القيمة والأصيلة في المجالات الإنسانية، والتي لم يسبق نشرها أو تقديمها إلى أي جهة أخرى (بتعهد خطي من صاحب البحث) ضمن المحاور المشار إليها في التعريف أعلاه، شرط الالتزام بمنهجية البحث العلمي وخطوات المتعارف عليها محلياً وعالمياً، وتقبل البحوث بإحدى اللغتين العربية أو الإنجليزية بنسبة محددة.
٢. تخضع البحوث المرسلة إلى المجلة جميعها لفحص أولي من هيئة التحرير لتقرير مناسبتها لتخصص المجلة، ثم لبيان أهليتها للتحكيم، ويحق لهيئة التحرير أن تعتذر عن قبول البحث بالكامل، أو تشترط على الباحث تعديله بما يتناسب وسياسة المجلة قبل إرساله إلى المحكمين.
٣. ضرورة تحقق السلامة اللغوية مع مراعاة علامات الترقيم، ومتانة الأسلوب ووضوح الفكرة عل أن يكون الباحث مسؤولاً عن السلامة اللغوية للبحث المقدم باللغتين العربية والإنجليزية.
٤. ترسل البحوث المقبولة للتحكيم العلمي السري إلى خبراء من ذوي الاختصاص قبل نشرها، للتأكد من الرصانة العلمية والموضوعية والجدة والتوثيق على وفق استمارة معتمدة ولا تلتزم هيئة التحرير بالكشف عن أسماء محكميها، وترفض البحوث المتضمنة في خلالها إشارات تكشف عن هوية الباحث.
٥. لضمان السرية الكاملة لعملية التحكيم تكون المعلومات الخاصة بهوية الباحث أو الباحثين في الصفحة الأولى من البحث فحسب.
٦. يلتزم الباحث بإجراء التعديلات الجوهرية المقترحة من المحكمين للبحث.
٧. يحق لهيئة تحرير المجلة رفض البحث واتخاذ القرار وعدم التعامل مع الباحث مستقبلاً عند اكتشافها ما يتنافى والأمانة العلمية المطلوبة بعد التثبت من ذلك.
٨. تنتقل حقوق طبع البحث ونشره إلى المجلة عند إخطار صاحب البحث بقبول للنشر، ولا يجوز النقل أي عن البحث إلا بالإشارة إلى مجلتنا، ولا يجوز لصاحب البحث أو لأي جهة أخرى إعادة نشره في كتاب أو صحيفة أو دورية إلا بعد أن يحصل على موافقة خطية من رئيس التحرير.
٩. لا تدفع مكافأة للباحثين عن البحوث المحكمة التي تقبل للنشر في المجلة وتقدم رئاسة هيئة التحرير مكافأة خاصة للمحكمين.
١٠. تعتمد المجلة آلية التوثيق المتنوعة فتقبل البحوث بآلية التوثيق بالهوامش سواء أكان في نفس الصحيفة، أم في نهاية البحث، كما تقبل البحوث بآلية التوثيق في المتن بالطريقة المتعارف عليها عالمياً بـ APA.

١١. تقبل المجلة كذلك البحوث الميدانية أو العملية، شرط أن يورد الباحث مقدمة يبين فيها طبيعة البحث ومدى الحاجة إليه ، ومن ثم يحدد مشكلة البحث في هيئة مسائلات أو فرضيات، ويعرف المفاهيم والمصطلحات، ويقدم ،عندها قسماً خاصاً بالإجراءات يتناول فيه خطة البحث ومجتمع والعينات والأدوات ، فضلا عن قسم خاص بالنتائج ومناقشتها، ويورد أخيراً قائمة المراجع.

١٢. لا يجوز نشر أكثر من بحث للباحث في العدد الواحد من المجلة سواء أكان بحث منفرداً أم مشتركاً مع باحث آخر.

١٣. يزود صاحب البحث- عند نشره- بنسخة واحدة مستلة مختومة من البحث المنشور في العدد.

١٤. تحتفظ هيئة التحرير بحقها في أولوية النشر في كل ما يرد إليها من مطبوعات، تأخذ بنظر الاعتبار توازن المجلة، والأسبقية في تسليم البحث معدلاً بعد التقويم، واعتبارات أخرى، ويخضع ترتيب البحوث في العدد الواحد للمعايير الفنية المعتمدة في خطة التحرير.

١٥. البحوث المنشورة في المجلة تعبر عن آراء أصحابها، ولا تعبر بالضرورة عن رأي هيئة التحرير أو رأي الكلية.

١٦. جميع المراسلات المتعلقة بالمجلة كافة تكون باسم رئيس التحرير، أو مدير التحرير عبر العنوان البريدي [wom.Mag.uni@aliraqia.edu.iq](mailto:wom.Mag.uni@aliraqia.edu.iq) ، أو رقم هاتف المجلة.

١٧. أخيراً تؤكد هيئة التحرير على ضرورة الالتزام بالبحث الموضوعي الحر والهادئ والبعيد عن كل أشكال التهجم أو المساس بالرموز والشخصيات، وتتأى عن نشر الموضوعات التي تمس المقدسات، أو تلك التي تدعو إلى العصبية الفئوية والطائفية، وكل ما يوجب الفرقة ويهدد السلم المجتمعي.

## دليل المؤلف Author Guidelines

١. يقدم الباحث طلب خطي (استمارة رقم 1 المرفقة) مختوم بالختم الرسمي لجهة الانتساب .
٢. يقدم الباحث ثلاث نسخ ورقية مطبوعة مكبوسة على ورق (A4) وعلى وجه واحد، وتكون إعدادات حواشي الصفحة 2.5 سم من كل جانب بخط (Simplified Arabic) بحجم 14 للمتن و 12 للهامش، و16 غامق للعنوان الرئيسي و 15 غامق للعنوان الفرعي. وإذا كان البحث باللغة الإنجليزية فيكون بخط (Times New Roman) .
٣. لا يزيد البحث عن خمس وعشرين صفحة ، ويكون من ضمنها المراجع والحواشي والجداول والأشكال والملاحق. ويتحمل الباحث ما قيمته ثلاثة آلاف دينار عن كل صحيفة زائدة.
٤. يوقع الباحث التعهد الخاص بكون البحث لم يسبق نشره، ولم يقدم للنشر إلى جهات أخرى، ولن يقدم للنشر في الوقت نفسه حتى انتهاء إجراءات التحكيم (استمارة رقم 2).
٥. يلتزم الباحث بتقديم نسخة من كتاب الاستلال الإلكتروني للبحث وبخلافه يتعذر النشر.
٦. يتعهد الباحث بجلب نسخة إلكترونية من البحث على قرص حاسوب (CD) بعد إجراء جميع التعديلات المطلوبة وقبول البحث للنشر في المجلة.
٧. يرفق مع البحث خلاصة دقيقة باللغتين العربية والإنجليزية على ألا تزيد على صحيفتين مع السيرة الذاتية.
٨. يسدد الباحث أجور النشر والخبراء بحسب مقدارها بكل لقب علمي على وفق المنصوص عليه في الكتب الرسمية ، ويتم تسليم الأجر إلى الجهة الرسمية في القسم المالي للكلية بوصولات رسمية تحفظ حق الباحث وإدارة المجلة ، ولا تسترد الأجر في حالة رفض رئيس التحرير أو المقيمين للبحث المقدم لأسباب علمية أو لسلامة الفكرية أو غيرها.
٩. يستلم الباحث إيصالاً خطياً بتاريخ تسليم البحث. ثم يُعلم بالإجراءات التي تمت.
١٠. إذا استخدم الباحث واحدة من أدوات البحث في الاختبارات أو جمع البيانات فعليه أن يقدم نسخة كاملة من تلك الأداة إذا لم تنشر في صلب البحث أو ملاحق .
١١. تلتزم المجلة بإرسال البحث إلى مقومين بخطاب تأليف، استمارة رقم 3 المرفقة ، على أن يتم تقويم البحث في مدة أقصاها ١٠ أيام، وبخلافه يقدم الخبير اعتذاره في أسبوع، وعندما يكون التقويم العلمي إيجابياً باتفاق اثنين من المقومين يحال البحث إلى المقوم اللغوي لتدقيقه لغوياً.

## دليل المقيم Reviewer Guidelines

أدناه الشروط والمتطلبات الواجب مراعاتها من قبل المقيم للبحوث المرسلة:

١. يقوم البحث على وفق استمارة معتمدة للتقويم (استمارة رقم 4) تتضمن الآتي:

أ- فقرة تتعلق بموضوع البحث هل سبقت دراسته من قبل بحسب علمكم؟ وهل يوجد اقتباس حرفي؟ (الإشارة إلى الاقتباس إن وجد) أو استلال مع تحديد مكان الاستلال.

ب - جدول تقويمي فني تفصيلي يعبر عنه بـ (24) فقرة محددة صيغت على وفق مقياس ليكرت الثلاثي: جيد (3)، مقبول: (2)، ضعيف: (1) ويقوم الخبير بالتأشير على اختيار واحد منها تبعاً لقناعاته بمحتوى الفقرة وعدم ترك أي فقرة بدون إجابة.

ت - مكان محدد لملاحظات الخبير الخاصة بتفاصيل البحث، أو أساسيات العامة (علمية أو منهجية) كي يستفيد منها الباحث.

ث - خلاصة التقويم المتعلقة بصلاحية النشر على وفق ثلاث خيارات (صالح للنشر أو صالح بعد إجراء التعديلات، أو غير صالح للنشر) على وفق المعايير المحددة في الاستمارة.

ج - مكان محدد لتثبيت مسوغات عدم الصلاحية للنشر إذا حكم بذلك.

٢. على المقيم التأكد من تطابق وتوافق عنوان الخلاصتين العربية والإنجليزية لغوياً.

٣. أن يبين المقيم هل أن الجداول والأشكال التخطيطية الموجودة واضحة ومعبرة.

٤. أن يبين المقيم هل أن الباحث اتبع الأسلوب الإحصائي الصحيح.

٥. أن يوضح المقيم هل أن مناقشة النتائج كانت كافية ومنطقية.

٦. على المقيم تحديد مدى استخدام الباحث المراجع العلمية.

٧. يمكن للمقيم أن يوضح بورقة منفصلة التعديلات الأساسية لغرض قبول البحث.

٨. توقيع الخبير على الاستمارة تمثل تعهداً خطياً بأنه قام بتقويم البحث علمياً على وفق المعايير الموضوعية، وأن البحث يستحق التقويم الحاصل عليه ومطلوب تسجيل اسمه على وفق ما مثبت في الاستمارة.

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مجلة علمية محكمة

دورية فصلية

تصدر عن كلية التربية للبنات

نعنى بنشر البحوث في المجالات الإنسانية والتربوية

العدد الثاني والثلاثون (32) الجزء الثاني

الصادر بتاريخ: 2026/ 3/15

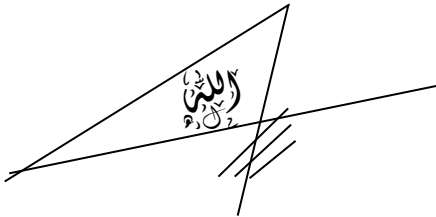
## افتتاحية العدد...

الحمدُ لله ربِّ العالمين ، والصلاة والسلامُ على نبيِّنا محمدٍ ، وعلى آله  
وصحبه تسليماً كثيراً...  
أما بعد...

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عموماً ، يروي عطش المعرفة وحب العلم والتميز.

وفي هذا الإطار تؤكد إدارة المجلة حرصها على أن تكون البحوث المنتخبة في المجلة  
مثمرة للمجتمع والإنسان العراقيين ، وأن تلتزم بمبادئ وزارة التعليم العالي والبحث العلمي  
وتعليماتها ، في نوعية الموضوعات التي تعالجها ، وإسهامها المباشر في تنمية المجتمع العراقي  
والارتقاء به في سلم العلم والمعرفة .

نسأل الله السداد والتوفيق للباحثين والقراء ، ونسأله تعالى السداد لنا في عمل تحرير المجلة  
، وأن يكون العمل خالصاً لوجهه الكريم ، ويكون لبنة في البناء المعرفي والعلمي لكليتنا الرصينة ،  
وخطوة نحو التقدم والازدهار العلمي لعراقنا الحبيب ، ومن الله التوفيق ، وصلى الله على سيدنا  
محمد وآله وصحبه وسلم تسليماً كثيراً.



هيئة تحرير المجلة  
ربيع 2026/3/15

الصفحة	الباحث	اسم البحث	ت
٢٣-١	أ.م.د. روافد جبار شرهان	قبائل القشقائي في ايران (العادات- التقاليد - التحولات السياسية والاجتماعية ١٩٢٥-١٩٧٩)	.١
٥٣-٢٤	أ.م.د. محمد حماد عبد اللطيف	دور أدوات الذكاء الاصطناعي الجغرافي في استقراء المؤشرات الديموغرافية لسكان العراق	.٢
٦٨-٥٤	أ.م.د. رؤى لؤي عبد الله	التمركز حول الجنس- النقد النسائي بحث في الانثروبولوجيا النسوية	.٣
٨٨-٦٩	أ.م.د. جنان عبد الله شفيق	The Tree as a Hero in Richard Powers' <i>The Overstory</i> : An Eco Fiction Study	.٤
١٢١-٨٩	د. ظاري حميد رجا الفلاحي	الزوائد على الطاهرية في شرح المقدمة المَحسِبة - دراسة وتحقيق /المؤلف أبو الحسن طاهر بن أحمد بن بابشاذ (ت ٦٩ هـ) / دراسة وتحقيق	.٥
١٤٠-١٢٢	م.م. الهام زيد عبيد	الإعجاز في القرآن الكريم	.٦
١٦٠-١٤١	د. سيناء صالح مهدي	من سايس-بيكو إلى معاهدة لوزان: دراسة وثائقية لدور القوى المنتصرة في صياغة وتثبيت الحدود النهائية لتركيا الحديثة وأثرها على مطالب الأقليات (١٩١٨-١٩٢٣).	.٧
١٧٩-١٦١	د. محمود حسين ناصر	مرويات المسيب بن حزن رضي الله عنه جمعاً ودراسة	.٨
١٩٤-١٨٠	م.د. أنوار قتيبة يحيى	الدلالة النحوية في شعر العباس بن الأحنف (الابتداء بالنكرة والفصل بين العامل والمعمول ) أنموذجاً	.٩
٢١٤-١٩٥	م.د. عمر عباس نعيثل	النوع الاجتماعي والابتكار الصوتي: الفروق بين الجنسين في تبني السمات الصوتية الخارجية (مساحة حروف العلة، النبر والتنغيم) في اللهجة العربية العراقية الحضرية	.١٠
٢٢٣-٢١٥	م.د. مصطفى اياد شهاب	الانتقائية في التعامل ومعالجاتها في ضوء القرآن الكريم	.١١
٢٤٦-٢٢٤	م.د. اسراء كريم خليفة	التوازن الرقمي لدى المرشدين التربويين	.١٢

٢٥٨-٢٤٧	م.د. زينة غني عاشور	الاستنباط العقلي للأحكام الشرعية من خلال مفهوم الموافقة	.١٣
٢٨٨-٢٥٩	م.د. سمر اكرم عبدالرحمن عبدالربيبي	عمر بن ابي سلمة ربيب رسول الله (صلى الله عليه وعلى اله وصحبه وسلم) اثره ومروياته التاريخية ( دراسة تاريخية )	.١٤
٣٠٧-٢٨٩	م.د. غادة فائق محمد	جيرترود شولتز كلينك ودورها في ترسيخ واجبات ومكانة المرأة الالمانية عن طريق الرابطة النسائية الاشتراكية الوطنية (١٩٠٢-١٩٣٩)	.١٥
٣٢٣-٣٠٨	م.د. فاطمة عامر علي	المؤسسات الادارية للدولة الاموية من خلال كتاب تاريخ خليفة بن خياط (ت ٢٤٠ هـ)	.١٦
٣٥٧-٣٢٤	د. لقاء شاكر خطار الشريفي	سياسة الحزب الشيوعي تجاه مسلمي الصين عام ١٩٦٦م // ( الثورة الثقافية أنموذجاً )	.١٧
٣٧٨-٣٥٨	م.د. نبراس بلاسم كاظم	حزب بهارتا جانا سانغ ودوره في الحياة السياسية الهندية ١٩٥١-١٩٧٧	.١٨
٤١٠-٣٧٩	م.م. زينب خليل جابر طه العاني	البيان القرآني عند الإمام الفراهي : دراسة بلاغية	.١٩
٤٢٦-٤١١	م.م. علي سعدون احمد م.م. دنيا قاسم عبد الجبار	دراسة أثر التلوث الضوضائي الناتج عن المولدات الكهربائية في البيئة السكنية محلة ٦٨١ أنموذجاً	.٢٠
٤٤٠-٤٢٧	م.م. نبأ علاء فاضل	تحليل الخبر في البلاغة القرآنية	.٢١
٤٥٧-٤٤١	م.م. هدى رزاق ابراهيم	<b>Menacing Motherhood in Kimberly Brubaker Bradley's The War That Saved My Life</b>	.٢٢
٤٨٢-٤٥٨	م.م. احمد طارق ياسر عزيز	مستوى مهارات التدريس الصفي لدى مدرسي المرحلة المتوسطة: دراسة ميدانية في مديرية تربية الرصافة الثالثة	.٢٣
٥١٧-٤٨٣	م.م. ايمن حسن صبري	الاستراتيجيات الادارية المؤثرة في تحسين الاداء المؤسسي: دراسة تطبيقية لموظفي القطاع الحكومي ديوان الوقف السني أنموذجاً	.٢٤
٥٤٧-٥١٨	م.م. حامد رشيد مجبل عبدالله	اجتباء الثمرات في القرآن الكريم: دراسة وصفية تحليلية لآية القصص (٥٧)	.٢٥

٥٧٧-٥٤٨	م.م. راجح حاتم توفيق	بعثة نبي الله يوسف عليه السلام: دراسة قرآنية تحليلية في الإرهاصات والدروس المستنبطة	.٢٦
٦٠١-٥٧٨	م.م. رفقة رعد خليل	العيش بالفلسفة عبر رواقية ماركوس اوريليوس	.٢٧
٦٢٤-٦٠٢	م.م. زينة قاسم جواد	الشَّيْبُ وَنُعُوتهُ فِي ضَوْءِ نَظَرِيَّةِ الحُقُولِ الدِّلَالِيَّةِ وَالوَقْعِ الصَّوْتِيّ /دراسة تطبيقيّة في/كِتَابِ المُخَصَّصِ لِابْنِ سِيدهِ (ت٤٥٨هـ)	.٢٨
٦٥٩-٦٢٥	م.م. سنان عطا عبد	اثر برنامج تعليمي في تنمية مهارات التفكير المعرفي لدى اطفال الروضة	.٢٩
٦٧٩-٦٦٠	م.م. شيرزاد احمد عبدالرحمن	فلسفة الأخطاء المقصودة في الإعلام	.٣٠
٧٠٥-٦٨٠	م.م. عليا أحمد محمد باليساني	المقاصد الكليّة لمقيّدات الإسناد في البلاغة العربية	.٣١
٧٢٧-٧٠٦	م.م. مروة رعد صبيح	أثر الحذف في تحقيق الانسجام النصي في ديوان حديقة الأجوبة لحسين القاصد دراسة تحليلية	.٣٢
٧٣٨-٧٢٨	م.م. نور مجيد مجلي	<b>Parallelism in Modern American Poetry</b>	.٣٣
٧٦٠-٧٣٩	م.م. وسن عبد الستار جاسم	تأثير استخدام طريقه السرد في تحسين الاستماع تلاميذ المدارس الابتدائية فيمحافظة ديالى	.٣٤
٧٧٧-٧٦١	م.م. وئام رعد هاشم	السرقاات الأدبية في النقد العربي	.٣٥
٨١٦-٧٧٨	م.م. محمد صالح جسام	مواجهة ظاهرة المحتوى الهابط بين الضبط الاجتماعي الرسمي وغير الرسمي /دراسة ميدانية في مدينة الحبانية	.٣٦
٨٤٠-٨١٧	محمد طارق مجبل	اثر ادراج الموظفين في الضمان الاجتماعي على ادائهم الوظيفي: دراسة استطلاعية لآراء عينة الموظفين في جامعة الفراهيدي الاهلية	.٣٧
٨٦٣-٨٤١	يقين مهدي كاظم أ.د. جاسم الحاج جاسم	أبنية الأفعال المزيدة ودلالاتها في كتاب التيسير في التفسير لنجم الدين النسفي (ت٥٣٧هـ) سورة البقرة أنموذجاً	.٣٨

٨٨٧-٨٦٤	عذراء محمد عباس أ.د. إسرائ كريم عبد الله	أحكام النكاح والمكاتبه في سورة النور دراسة مقارنة بين تفسيره أحكام القرآن للجصاص (ت ٣٧٠هـ) والجامع لأحكام القرآن للقرطبي (ت ٦٧١هـ)	.٣٩
٩٠٨-٨٨٨	شهد عبد المنعم شلال أ.د. ساجدة محمد زكي محمود	مرويات ابن عبد البر عن أثر الصحابيات في مجالس العلم بكتاب الاستيعاب في معرفة الأصحاب	.٤٠
٩٢٨-٩٠٩	بشير مريد خليفه أ.د. مؤيد منفي محمد	العوامل الاجتماعية المؤثرة في اختيار التعليم ألهلي	.٤١
٩٤٩-٩٢٩	رسل خالد نعيمش أ.م.د. هدى هشام إسماعيل	اسم الفاعل من الثلاثي صياغته ودلالته في ديوان ابن شهيد الأندلسي (٤٢٦هـ)	.٤٢
٩٧٠-٩٥٠	أنفال هشام سليم أ.د. فاتن عبد الجبار جواد	أبعاد فضاء السجن الثقافي في روايات عائشة عودة	.٤٣
٩٩٢-٩٧١	محمد قاسم محمود أ.م.د. صباح سامي داود	دور الادعاء العام في الرقابة على تنفيذ العقوبات البدنية والمالية	.٤٤
١٠٠٨-٩٩٣	عذراء فليح عبد الله فلاح أ.م.د. فرح غانم القرشي	التورية الاجتماعية غير المباشرة في القصة القصيرة جدا عند حسن العاني	.٤٥
-١٠٠٩ ١٠٢٨	زهراء كاظم سواوي أ.د. أحمد عبد الجبار فاضل	دلالية العنونة في تسمية الآيات ذوات الأسماء	.٤٦
-١٠٢٩ ١٠٤٧	م. مها محمد طه أ.د. سامي جميل ارحيم	مسألتان فقهية من ترجيحات الامام الروياني (ت ٥٠٢هـ) في باب الأيمانمن خلال كتابه بحر المذهب دراسة فقهية مقارنة	.٤٧

**تأثير استخدام طريقه السرد في تحسين الاستماع تلاميذ  
المدارس الابتدائية في محافظة ديالى**

**The Effect of Using Storytelling Method in the Improvement Listening  
Skill for EFL primary school pupils in Diyala Governorate**

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## Abstract

The study aimed to determine the effectiveness of using storytelling as a literary tool in developing listening skills among first-grade primary school children. This study used a quasi-experimental design and two pre- and post-tests to investigate the effectiveness of storytelling as a literary tool in developing listening skills among first-grade primary school children. Fifty children were selected from government kindergartens in Diyala Governorate. The primary school children were randomly selected from the total number of public primary school children in the governorate. They were divided into two groups: an experimental group, which received instruction using storytelling for six weeks (two sessions, each lasting 40 minutes). Children in the control group did not receive such a program. The results showed that children in the experimental group outperformed their peers in the control group in listening skills and overall score. The study recommended the need to select story content and ensure that words are appropriate for the child's mindset and age group, as children's stories have a positive and clear impact on children's language acquisition, making them more accurate and proficient in language skills.

Keywords (stories, literature, first-grade primary school children - listening skill)

## ملخص

هدف هذا البحث إلى تحديد فاعلية استخدام السرد القصصي كأداة أدبية في تنمية مهارة الاستماع لدى أطفال المرحلة الابتدائية الأولى، من خلال توظيف التصميم شبه التجريبي القائم على القياس القبلي والبعدي. وقد استُهدفت عينة مكوّنة من (٥٠) طفلاً من أطفال رياض الأطفال الحكومية في محافظة ديالى، جرى اختيارهم عشوائياً من بين أطفال المرحلة الابتدائية في مدارس المحافظة. تم تقسيم العينة إلى مجموعتين: مجموعة تجريبية خضعت لبرنامج تعليمي قائم على استخدام أسلوب السرد القصصي، بواقع جلستين أسبوعياً لمدة ستة أسابيع، امتدت كل جلسة إلى أربعين دقيقة، في حين لم تتعرض المجموعة الضابطة لأي تدخل تربوي من هذا النوع.

أظهرت نتائج التحليل الإحصائي تفوق المجموعة التجريبية بشكل دال إحصائياً على المجموعة الضابطة في اكتساب مهارة الاستماع، سواء على مستوى مؤشرات الأداء الفردية أو على الدرجة الكلية للمقياس المستخدم. وتشير هذه النتائج إلى أن السرد القصصي يُعدّ أداة فعالة لتنمية مهارات الاستماع لدى الأطفال، إذ يعمل على تحفيز الانتباه والتركيز، ويوفر بيئة لغوية ثرية تُعزز من عملية اكتساب اللغة وتطويرها.

وفي ضوء النتائج المتوصل إليها، أوصى الباحث بضرورة العناية باختيار محتوى القصة بما يتناسب مع الخصائص النمائية للأطفال، ومراعاة انتقاء المفردات التي تتسجم مع قدراتهم العقلية واللغوية. كما أكد البحث أن قصص الأطفال تساهم بشكل فعال في تطوير المهارات اللغوية، حيث يُظهر الأطفال الذين يتعرضون لهذا النوع من التعليم تحسناً ملحوظاً في الدقة والوضوح وكفاءة الأداء اللغوي.

الكلمات المفتاحية: (القصص، أطفال المرحلة الاولى الابتدائية، مهارة الاستماع).

## Introduction

Storytelling has served as an essential pedagogical medium for centuries, providing an early scaffold for learners preparing to engage more formally with academic curricula. Its enduring efficacy lies in the capacity to communicate complex messages—whether moral, religious, social, or behavioral—through an accessible, immersive form. Young listeners are naturally drawn to narrative; the art form captures and holds their attention while embedding values and principles that shape their sensory, cognitive, and affective development. As children hear or read stories that resonate with their lived experience, they are invited to envision themselves as protagonists, an impulse that deepens when the plot territory feels plausible. Such imaginative participation ignites a broader curiosity about the world, expands their verbal repertoire, and deepens historical and contemporary awareness. In the Iraqi educational system, the term Primary School refers to formal compulsory education that starts from Grade One and does not include kindergarten or pre-school education. Therefore, the pupils involved in this study are primary school learners, not kindergarten children.

Loved by audiences of all ages, the genre of narrative interweaves motives, sequences of action, personae, stylistic choices, temporal and spatial settings into a coherent artistic frame. Through this frame, children negotiate their self-concept while also negotiating their surroundings; curiosity is awakened and the impulse to explore is both honored and guided. The most effective stories center on subjects that genuinely intrigue their listeners and are structured with tight artistic coherence, allowing no peripheral notions to distract from the principal theme.

Stories hold particular significance for children in the realm of children's literature because they shape the very fabric of early experience. They expand the imaginative landscape, awaken moral sensibilities, and cultivate the inventive and creative faculties. In the contemporary moment, they stand among the most prevalent literary forms, effectively enriching multiple strands of activity across the primary education curriculum.

## Research Problem

Children's literature plays a vital role in education by transmitting ethical values through Qur'anic narratives and by modeling appropriate social conduct. It fosters cognitive, emotional, and linguistic development across early childhood. Yet, primary school curricula frequently encounter difficulties in strengthening linguistic and cognitive capacities, and they often deploy instructional methods misaligned with children's developmental readiness. This investigation seeks to evaluate the effectiveness of storytelling as a pedagogical practice in enhancing listening proficiency among first-grade students in the Diyala Governorate.

## Research Objectives:

- To investigate the effectiveness of storytelling as a literary tool in developing some language skills among kindergarten children.
- To present a set of tools for measuring kindergarten children's language skills.
- To develop a proposed program based on storytelling as an approach to developing kindergarten children's language skills.

## Research Hypotheses:

There is a statistically significant difference at the 0.05 level between the average scores of the experimental group on the pre- and post-tests of the listening skills test at the total score and sub-scales, in favor of the post-test.

## Research Design:

A quasi-experimental design, with pre- and post-tests, was used to investigate the effectiveness of storytelling as a literary tool in developing listening skills among primary school children.

## Research Sample:

A random sampling method was used. 25 children participated in each treatment and control group. Accordingly, 50 primary school children in Diyala Governorate were selected. Primary school children were randomly selected from the total number of primary school children in Diyala Governorate. They were divided into two groups: an experimental group, which received instruction in storytelling for six weeks (two sessions, each lasting 40 minutes). Children in the control group did not receive this instruction

The study sample consisted of first-grade primary school students enrolled in a public primary school in Diyala Governorate during the academic year.

The chronological age of the pupils ranged between 6 and 7 years, which corresponds to the official age specified by the Iraqi Ministry of Education for enrollment in the first grade of primary education.

This educational stage was deliberately selected because it represents a critical period for the development of listening skills in a foreign language, as learners at this age are highly receptive to auditory input and benefit significantly from oral-based instructional strategies such as storytelling.

All participants were enrolled in the same grade level, followed the same English language curriculum, and shared similar social, cultural, and educational backgrounds, ensuring homogeneity of the sample with respect to age and educational stage.

### Study Terminology:

- Storytelling: In the current study, it can be defined as: A teacher telling a prescribed story to primary school children in a manner that helps develop their listening skills through appropriate activities.
- Listening Skills: Listening skills are defined procedurally in this study as: A set of higher mental processes that require primary school children to comprehend and understand what the speaker is saying, and to be able to interpret, analyze, and express an opinion on it, while connecting information and experiences together. This is expressed through a score for primary school children on a listening test.

### Previous Studies

#### 1. Study by Al-Anzi, 2017, titled " The effect of using storytelling in improving listening skills among third-grade primary school students in the State of Kuwait.

This investigation assessed how storytelling enhances listening proficiency among third-grade girls attending primary schools in Kuwait. A sample of 60 students was randomly partitioned into experimental and control cohorts. Findings indicated statistically significant gains in both collective and discrete listening competencies for participants in the storytelling condition. Consequently, the study advises the integration of narrative texts within Arabic language pedagogy manuals and the incorporation of storytelling, reading aloud, and narrative techniques into pre-service and in-service teacher preparation programs. Subsequent inquiries should extend the examination of narrative strategies to additional domains of the Arabic language curriculum.

**2. Study by Al-Jalba, 2024, titled “The Effectiveness of Storytelling in Developing Kindergarten Children's Listening Skills Through Developed 2.0 Curricula”**

The investigation explored the impact of storytelling on the enhancement of listening competencies in kindergarten learners, framed within the 2.0 curricular context. Employing a descriptive methodology, the researchers constructed assessment instruments and pedagogical resources comprising a hierarchical inventory of listening abilities and a formal listening proficiency examination. An experimental design enabled the evaluation of storytelling as an instructional intervention. Results demonstrated a significant progression in listening skills, evident in both individual sub-component measures and the aggregated performance indices.

**3. Study by Barakat, 2023, titled “The Effectiveness of a Program Based on Using the Storytelling Method to Develop Some Language Skills among Kindergarten Children”**

This research assessed the contribution of storytelling as a pedagogical instrument to the advancement of language competencies in kindergarten learners. One hundred five-year-old children from Fayoum City were organized into two cohorts: a treatment group that participated in storytelling sessions over a six-week period, and a comparison group that received no intended literary intervention. Quantitative analyses revealed that the treatment group exhibited statistically significant gains relative to the comparison group across measures of listening, speaking, reading, and emergent writing. The findings underscore the necessity of curating narrative selections that align with the cognitive and affective developmental stages of the intended age group.

**4. Study by Zwayed, 2019, titled The Effect of Using a Story Telling Strategy on Developing Students Vocabulary and Speaking Skills at Jordan Academy for Maritime Studies**

This investigation explored how storytelling influences the speaking and listening competencies of first-year students at the Jordan Academy for Maritime Studies. Employing a quasi-experimental design, the research sample comprised 75 randomly assigned learners. Findings indicated that the storytelling intervention markedly enhanced both vocabulary acquisition and speaking proficiency. Additionally, comparison of the experimental and control cohorts yielded statistically significant divergence, thereby invalidating both null hypotheses. The authors urge curriculum developers and language educators to integrate storytelling systematically within pedagogical practice and recommend that subsequent experimental research extend this inquiry to encompass listening abilities and other dimensions of the English language curriculum in Jordan.

**Theoretical Framework**

## Listening Skills for primary School Children

Listening constitutes a fundamental linguistic competency that occurs through direct engagement with interlocutors, and its significance transcends formal pedagogical contexts. Educators must therefore cultivate in students a habitual attentiveness to spoken discourse as well as an awareness of communicative protocol. Systematic exposure to a diverse array of auditory texts, combined with practice tailored to a spectrum of pragmatic goals, can strengthen the constituent processes of listening. Such preparedness proves indispensable not only in routine interpersonal exchanges but also in the interpretation of audiovisual and digital media.

**Primary School Pupils:** Learners who are officially enrolled in Grade One of primary schools in the Iraqi educational system, typically aged between 6 and 7 years. **Listening Skill:** The ability of learners to understand spoken English through audio input, including recognizing sounds, words, and basic meanings.

In this study, written tests were not used as a primary tool for assessing pupils' English language skills. The main focus of assessment was on listening skills, which were measured through an oral listening skills test administered aurally.

However, when written tasks were used during classroom activities or regular school assessment, they were limited to simple vocabulary items only, such as recognizing or recalling familiar words. These written vocabulary items were part of the regular instructional process and were not included in the data analysis of the study, nor were they used to evaluate pupils' listening performance.

This procedure ensured that the results of the study reflected the pupils' listening abilities exclusively, without being influenced by their reading or writing skills, which are still developing at the first-grade primary school level.

As for listening skills, Richard identifies them as follows:

1. Retaining parts of the material heard in short-term memory.
2. Distinguishing between sounds.
3. Identifying key or homophone words in the subject matter heard.
4. Guessing the meaning of words using context.

**Others have presented a wide range of listening skills, including:**

The text outlines five skills for reading comprehension: auditory discrimination, classification, deductive reasoning, veracity judgment, and evaluation. Auditory discrimination involves recognizing sounds,

identifying sources, and describing characters. Classification skills involve linking sounds to images, summarizing spoken words, and discussing important ideas. Deductive reasoning involves extracting main ideas, predicting outcomes, and solving open-ended stories. Judging the veracity of content involves recognizing contradictions, explaining preferences, and evaluating content through listening and discerning between fictional and real stories.

Some educators have divided listening skills into several main categories, namely:

- Comprehension abilities: readiness to listen attentively, sustained focus, identification of principal concepts, incorporation of non-verbal cues, and interpretation of incomplete information.
- Recall capacities: identification of novel data, integration with existing knowledge, and retention of relevant content.
- Interactive competencies: active listening, emotional resonance, recognition of conversational strengths and weaknesses, evaluation of message appropriateness, and anticipation of dialogue closure.
- Main-idea identification abilities: devising suitable titles, condensing narratives, articulating central concepts, structuring chronological sequences, and pinpointing key assertions.
- Deductive inference capacities: deriving significance from intonation, verbal content, situational context, unfinished narratives, communicative intent, verbal riddles, and syntactic formulation.

Early childhood education prioritizes foundational capabilities in language, mathematics, and expressive practices, encompassing both receptive and productive dimensions like listening and speaking. Nevertheless, attention to listening as a distinct pedagogical goal generally remains marginal, resulting in a relative absence of targeted professional preparation. Prevailing instructional formats, particularly teacher-directed read-aloud practices, frequently dominate, yet their emphasis on explication and model performance may inadvertently suppress the kind of reciprocal communication that young children need to cultivate robust listening and speaking competencies.

### **Training primary School Children to Listen Well:**

Many attempts have been made to develop the skills of primary school children, especially their listening skills. One example is Chang (1989), who provided a framework for planning listening and speaking activities inside and outside the classroom. This framework consists of three stages:

Grasping an audio text requires listeners to draw on both linguistic competence and contextual experience. Structured pre-listening activities activate this prior knowledge and set listeners up to engage

with the incoming message. Such preparatory phases also create space for children to observe and absorb the insights of peers who are simultaneously grappling with the same audio events.

The subsequent phase centers on methodical text presentation, pinpointing the overarching themes, the micro-focus, and the linguistic choices at the sentence level. Through directed listening exercises, children learn to sift salient details from the speaker's discourse. Once pupils have articulated the principal theme, educators should pivot to open-ended comprehension questions that deepen their analytical engagement.

Finally, the judicious selection of listening materials that correspond to children's developmental needs and personal interests—news reports, for example—stands as an imperative for sustained auditory engagement. By attending systematically to these progressive stages, educators can significantly enhance children's overall understanding and retention of audio content.

Children's developmental activities must be carefully evaluated for their quality, relevance, appropriateness to cognitive and linguistic growth, and mode of delivery. Deliberate educational frameworks can be employed to cultivate listening competencies systematically.

### **The Teacher's Role in Developing Listening Skills**

The teacher plays a significant role in developing listening skills. The teacher observes that children communicate with each other visually or aurally, and can then schedule or adjust listening time to suit the child. The teacher is also able to identify children's attention and listening deficits, and must organize the classroom and minimize auditory and visual distractions as much as possible.

For the teacher to successfully train listening, they must first understand the requirements for listening. There are two requirements for listening:

- The child must be able to distinguish between sounds.
- The child must be able to listen with purpose.

### **Assessment of Listening Skills in primary School Children**

Listening can be assessed through tests that involve children listening to passages or stories told to them. These often contain auditory stimuli, which may be live or recorded on tapes, etc., and they are asked to answer questions related to listening skills and select the correct answer from multiple choices. Axis Two: Retelling and Developing Listening Skills in Primary School Children:

- There is a close relationship between stories and language development in children. Some believe that stories help children develop a language barrier, increase their vocabulary, and foster a strong desire to speak, read, and explore. Stories also play an important role in children's acquisition of correct vocabulary and correct pronunciation, enabling them to better control and master their pronunciation.
- After storytelling, one of the methods through which stories can be presented is: "Recounting the events of a story from beginning to end, paying attention to its context, examining its characters, events, and situations, and analyzing its psychological, social, educational, and political implications.

**The importance of storytelling lies in the following:**

- It contributes to developing students' linguistic wealth and enhances their speaking, dialogue, listening, and oral and written expression.
- Storytelling is an important gateway to understanding, clarification, and motivating students to learn the language. It is an effective factor in shaping attitudes, modifying behavior, and calling for reform and good morals. Stories also develop students' inclination to read by fostering positive attitudes toward books and reading. They also help students engage with the world of books. Thus, stories become a source of enjoyment, with their attractive elements that are not found in ordinary books. Over time, students become familiar with books and develop a tendency toward reading in general.

**Conditions for Using Storytelling to Develop Children's Language Skills:**

Some believe there are a set of conditions that teachers must consider when teaching using the narrative approach, namely:

- There must be a connection between the story and the lesson topic.
- The story must be appropriate for the students' age and level of mental maturity.
- The story must be presented in a simple and engaging style that attracts the students' attention and motivates them to listen and pay attention.
- It must highlight the moral and lesson points, and be connected to reality.
- The story must revolve around ideas, information, and facts that achieve objectives.
- The teacher must focus on the set of information and events that serve these objectives, so that the student's mind is not distracted by unimportant details and stray from achieving the specific purpose of the story.

- The ideas, points, and information included in the story must be limited so that their abundance does not lead to distraction and lack of focus.
- The teacher must use the method of representing the situation as much as possible and utilize various educational methods that help them achieve their objectives from this story.

## Second - The Applied Aspect

### Developing Study Tools and Instructional Materials

**First** - Defining a List of Listening Skills Appropriate for Kindergarten Children:

- (a) Defining the Objective of the List: The objective of preparing the list was to identify some listening skills appropriate for kindergarten children, which should be developed at this stage.
- (b) Defining the Sources for Developing the List: The list was constructed from the following sources:
  - The Developed English Language Curriculum for Kindergarten.
  - The Teacher's Guide for Teaching English at the Primary Level in Egypt.

From the above, a preliminary list of listening skills was developed:

Refining the List: To refine the list of skills and ensure its validity, it was developed in the form of a questionnaire, then presented to a group of 13 specialized judges in English language curricula and teaching methods. To determine the accuracy of the linguistic formulation of the skill and the extent to which these skills are appropriate for primary school children, the researcher deleted some skills and modified the wording of the skills to be modified in light of the opinions of the judges. After making the previous amendments suggested by the judges to the list, the list in its final form included four axes:

**Remembering and listening comprehension skills and their accuracy, which included the following skills:**

- Readiness to listen.
- Focus while listening.
- Recognizing the main ideas of the conversation.
- Using vehicle signals for comprehension.
- Recognizing the partial ideas that comprise each paragraph.
- The learner's recognition of new information heard.
- The ability to connect new information to previous experiences.
- Recognizing the relationship between ideas heard and previous experiences.
- The ability to select the correct ideas to retain in memory.

- Interaction skills, which included the following skills:
- Student listening effectively.
- Interacting with the speaker.
- The ability to emotionally engage the speaker.
- The ability to identify strengths and weaknesses in a conversation.

Judging the conversation in light of previous experiences in terms of acceptance or rejection. Predicting the end of the conversation.

### **Comprehension skills, which include the following:**

- The ability to summarize what is heard.
- Distinguish between fact and fiction in what is said.
- The ability to perceive relationships between the ideas presented.
- The ability to categorize the ideas presented.

Deductive Reasoning Skills: These skills include the following:

- The listener extracts meaning from the tone of voice.
- Infers meaning from spoken words.
- Extracts the meaning of a word from the context of a sentence.
- Completes an open-ended story.

### **Second: Preparing a Teacher's Guide Based on Storytelling to Develop Listening Skills in Primary School Children**

The basic components of this guide include defining the educational objectives (general and specific), the curriculum content presented, the steps for progressing through the guide using storytelling, educational tools and activities, and the assessment methods used. These components are presented below:

- Defining the goal of the guide: Developing listening and speaking skills based on storytelling among kindergarten children. As for the specific objectives of the program, the guide aims to achieve a set of specific objectives that children are expected to achieve after studying the stories they will listen to. These objectives were formulated behaviorally at the beginning of each lesson.
- Content of the guide: To achieve the study objectives, the researcher relied on some of the directed and shared stories prescribed for children from the Arabic Communication Book, which was approved by the Ministry by educational experts. These experts, in turn, ensured that it was appropriate for the children's chronological age, consistent with their mental and linguistic developmental characteristics, and appropriate for that age group. Thus, the impact lies in the stories, their presentation, and the accompanying activities, exercises, and assessment, rather than the type of story presented to the children. The researcher relied on the greatest possible number of events. The basics of the stories were focused on.

Each story also included a number of listening skills appropriate for kindergarten children, as identified in the list prepared for this purpose. A number of narrative activities were also included to intentionally develop these skills, making the content distinct from those in the Ministry's textbook. Therefore, each lesson in the guide included the following:

- Procedural objectives for each lesson.
- Listening skills intended to be developed in the lesson.
- Stories to be narrated and heard by the child.
- Steps to progress through the guide according to the storytelling strategy.
- Educational activities appropriate for developing listening skills in primary school children.
- Appropriate assessment methods for each listening skill in primary school children.

### **Third - Preparing a Listening Skills Test for Kindergarten Children**

- Defining the objective of the test: The test aims to measure the extent of listening skills in kindergarten children through pre- and post-tests.
- Sources for constructing the test: In the current study, the researcher relied on the following sources to develop the test questions:
- Opinions of experts and educators specializing in measurement, evaluation, and teaching the Arabic language.
- A final list of listening skills, which was previously prepared to ensure that all skills to be measured were included without omission.

The researcher measured the pupils' listening skill by means of a listening skills test specifically designed for first-grade primary school pupils. The test was administered in two phases: a pre-test before the implementation of the storytelling method and a post-test after the completion of the instructional program.

The listening skills test was constructed based on a finalized list of listening skills appropriate for pupils at this educational stage, in addition to relevant literature and the opinions of specialists in measurement and evaluation, English language teaching methods, and educational supervision. All test items were presented orally, and pupils were required to respond based solely on what they heard, ensuring that the test measured listening skill only, without involving reading or writing abilities.

The validity of the test was established through face validity by presenting it to a panel of experts, while the reliability of the test was verified using Cronbach's Alpha coefficient, which yielded acceptable reliability values.

The pupils' scores in the pre- and post-tests were statistically analyzed using the Paired-Samples T-test via the SPSS program to determine the effectiveness of the storytelling method in improving listening skills.

Not all pupils in the study were assessed through written English tests. The assessment focused specifically on listening skills, and therefore, the researcher relied on a listening skills test administered orally.

All test items were presented aurally, and pupils were required to respond based solely on what they heard. No reading or writing tasks were included in the listening skills test, in order to avoid interference from pupils' literacy abilities and to ensure that the measurement accurately reflected their listening performance only. This procedure was adopted in consideration of the pupils' age and educational stage (first-grade primary school), as written English tests are not a reliable indicator of language ability at this early stage of learning.

In the current study, written tests were not used as a research instrument to assess pupils' English language skills. The primary focus of assessment was on listening skills, which were measured through an oral listening skills test administered aurally.

Nevertheless, any written activities conducted during regular classroom instruction were limited to simple vocabulary items only, such as identifying or recalling familiar words. These vocabulary-based written tasks were part of routine classroom practice and were not included in the research data analysis, nor were they used to evaluate pupils' listening skills.

This approach ensured that the findings of the study reflected pupils' listening abilities exclusively, without the influence of reading or writing skills, which are still developing among first-grade primary school pupils.

**Validity of the Initial Form of the Test:** The initial form of the test was presented to a group of judges specialized in measurement, evaluation, English language teaching methods, and educational supervisors to provide their opinions on:

- The extent to which the test measures listening skills.
- The extent to which the test is appropriate for primary school children.
- The linguistic accuracy of the test questions.
- Modifying questions that require modification.
- Deleting and adding questions as deemed appropriate.
- Exploratory Test: After fine-tuning the test, it was piloted on a group of (30) kindergarten children to verify the test time, test reliability, and test validity.

- Test Reliability: The test reliability was calculated using Cronbach's alpha method. The following table shows the results:

**Table No. 1**

**Listening Skills Test Reliability Coefficient**

Test	Alpha reliability coefficient
Listening Comprehension Skills and Accuracy	0.842
Interaction Skills	0.911
Comprehension Skills	0.860
Deductive Reasoning Skills	0.798
Overall Test Skills	0.829

Table (1) shows that the reliability coefficient values for the listening skills test are educationally acceptable values, which reassure the researcher regarding the results of the listening skills test application from the primary experiment.

- Calculating the Test's Validity: To verify the test's validity, the researcher relied on the following:
  - Apparent Validity of the Test: The researcher presented the test to a group of eight judges specializing in curricula, Arabic language teaching methods, and measurement and evaluation. This was done to ensure that the test measured what it was designed for. Appropriate modifications were made in light of the judges' suggestions.
  - Internal Consistency Validity of the Test Items: This is the extent to which each item in the test corresponds to the skill to which the item belongs. This is achieved by calculating the correlation coefficient between the score of each item in the test and the total score for the skill to which that item belongs, and calculating the skill score with the total test score. The judges provided the researcher with a set of suggestions for formulating some test instructions and deleting some items. These suggestions were taken into consideration and modified based on their guidance, resulting in the test being finalized.
  - Selecting observers and calculating the percentage of agreement between them and the researcher: The method required the assistance of two observers to collaborate with the first researcher in conducting and implementing the experiment. The percentage of agreement between them and the researcher was calculated on a pilot sample of children. The Chi-square coefficient was calculated, and all of the observations were found to be significant at the 0.05 level.

- The final version of the test: The researcher made the required suggestions and modifications until the test appeared in its final, applicable form.

#### Fourth - Field Study Procedures

This section aimed to define the steps of the field study, which include the following:

- The experimental design used in the study. The experimental design relied on a single experimental group, using pre-test tools, followed by teaching stories using the narrative strategy, and then re-administering a listening skills test to primary school children.
- Selection of the study sample. The study sample was selected from among second-grade primary school children in Diyala Governorate due to:
  - The availability of modern facilities and equipment in the kindergarten, including computer screens.
  - The primary school children belong to similar social, economic, and cultural backgrounds. Most of the children's parents work in agriculture or related professions such as trade, factories, or other companies. A small number of them work in government jobs, and most of their mothers are housewives. All children are exposed to similar cultural influences, especially the media, particularly radio and television.
  - Availability of the necessary number of children to conduct the study experiment.
  - The researcher enjoyed a good relationship with the school administration and teachers, as it is one of the schools she supervises, and it is also the closest school to the researcher's place of residence. Which made the application task easier for her, and provided the opportunity to follow up the implementation of the collection of stories included in the curriculum seriously and regularly. The number of sample members reached (31) boys and girls, who are members of the experimental group of primary school children.

Fifth: Pre-test of Listening Skills for Primary School Children:

The test was administered to a pilot sample and to children in the experimental group at an primary school in Diyala Governorate.

The scores of the control and experimental groups were recorded and statistically processed using an independent samples t-test. The means and standard deviations of the children's scores in the pre-test of the listening and speaking skills test were calculated, as shown in the following table:

**Table No. 2**

**Mean, standard deviation, median, and skewness coefficient for pre-tests of listening skills tests**

Test	Number	Average	standard deviation	Median	Coefficient of Skewness	Coefficient of Flattening
Listening skills	31	20.22	1.99	20.00	0.04	0.52

The previous table shows the arithmetic mean, standard deviation, median, and skewness coefficient for the listening skills tests, where the skewness and flattening coefficients ranged between (-3) and (3). This gave a direct indication that the data followed a normal distribution.

To verify the validity of the study's hypothesis, which states: "There is a statistically significant difference at the 0.05 level between the mean scores of the children in the research group in the pre- and post-tests of the listening skills test at the total score and subscales level, in favor of the post-test."

To verify the validity of this hypothesis, the mean scores of the children in the research group in the pre- and post-tests of the listening skills test were compared. The researcher used the Paired-Samples T-test to detect the significance of the difference between the means using the SPSS 21v program. The following table illustrates these results:

**Table No. 3**

**Means, standard deviations, and t-values for the scores of the children in the research group in the pre- and post-tests of the listening skills test and subscales**

Axis	Measure	Number	Average	Standard Deviation	Degrees of Freedom	T-Value	Significance Level
Listening comprehension skills and accuracy	Pre	٣١	5.64	0.75	30	47.07	0.01
	Post	٣١	11.96	0.17			
Interaction skills	Pre	٣١	4.90	0.53	30	91.74	0.01
	Post	٣١	34.54	1.65			
Comprehension Skills	Pre	٣١	4.87	1.20	30	69.12	0.01
	Post	٣١	23.67	0.94			
Deductive Reasoning Skills	Pre	٣١	4.81	0.47	30	73.51	0.01
	Post	٣١	17.54	0.76			
Total Score	Pre	٣١	20.22	1.99	30	105.65	0.01
	Post	٣١	87.74	2.81			

\*Table t-value at 30 degrees of freedom and a significance level of 0.05 - 2.04

\*\*Table t-value at 30 degrees of freedom and a significance level of 0.01 - 2.76

The previous table shows the following:

- Comparing the mean scores of the children in the research group for the pre- and post-tests of the listening skills test, the post-test mean was higher than the pre-test mean. These results may be attributed to the use of storytelling and the accompanying activities designed to intentionally develop listening skills.
- Statistically significant t-test values were found at a significance level of 0.01 between the mean scores of the experimental group for the pre- and post-tests on the listening skills test and its sub-scales (the intellectual aspect, the linguistic aspect, the phonological aspect, and the critical aspect). Therefore, the study hypothesis was accepted, i.e., there is a statistically significant difference at a significance level of 0.01 between the scores of the children in the experimental group on the pre- and post-tests of the listening skills test and its sub-scales, in favor of the post-test.

The above results can be explained as follows:

- Storytelling helps develop students' linguistic wealth and enhances their listening skills. Stories can also foster positive attitudes toward language learning and continued learning.
- Stories develop students' intelligence and mental abilities, as children's stories are of utmost importance in building students' intelligence. Some stories are designed to stimulate children's imaginations in order to raise their intelligence. Some stories, for example, present a simplified natural law in an imaginative tale.
- Stories develop students' inclination to read by fostering positive attitudes toward books and reading. They also help students engage with the content.
- Storytelling is an important gateway to understanding, clarification, and stimulating students' motivation to learn the language. It is an effective factor in shaping attitudes, modifying behavior, and promoting reform and good morals. Stories refine children's character and develop their spirits. Stories implicitly help students see the benefits of ethical behavior by presenting tangible manifestations of good and evil. This enables children to discover the dimensions and meanings of these behaviors, enabling them to engage in correct behavior and avoid bad behavior.

- Stories contribute to the sound social upbringing of students and aid their social development, as stories play a significant role in introducing students to their community, its components, goals, institutions, values, and other social characteristics.

### **Study Recommendations and suggestions:**

In light of the study's findings, the researcher recommends the following:

- The results of the current study revealed a list of listening skills appropriate for primary school children. Therefore, the study recommends adopting and developing these skills in children.
- Using the listening skills included in the list, which was prepared to guide teachers at the relevant stage, to adopt and develop them in children.
- Utilizing the listening test and utilizing it to measure and evaluate listening and speaking skills.
- Training courses and workshops should be held for primary school teachers.
- New curricula should consider listening skills and focus on activities, exercises, and open-ended questions that develop listening skills.
- Expanding the use of modern programs, strategies, and methods in teaching English, which will increase children's attachment to, love of, and mastery of the language.
- Primary school programs and curricula should be reconsidered to be presented in a more attractive manner for children, and every kindergarten should provide a variety of games, storyboards, toys, and tangible tools for children.
- Develop enrichment programs for children who excel in the linguistic field and encourage them to develop their abilities and talents by regularly involving them in parties and competitions.
- Provide primary school teachers with adequate English language training during their studies.

### **Study recommendations**

The current study raised a number of questions that still require further study and research, especially since storytelling is a modern learning strategy that remains a fertile field requiring further research and study. Therefore, in light of the findings, the researcher proposes the following research:

- The effectiveness of storytelling in developing listening skills among children at various educational levels: primary, middle, secondary, and university.

- The effectiveness of storytelling in developing language skills and moral, social, and spiritual values at all educational levels, from kindergarten to university.
- Evaluating the extent to which kindergarten teachers possess listening skills and their command of the Arabic language.
- Evaluating the listening skills of kindergarten children and other educational levels.
- The impact of using digital stories and multimedia on developing Arabic language concepts among children in kindergarten and other educational levels.
- The impact of using Quranic texts in early childhood education on improving listening, speaking, and linguistic enrichment.
- Suggested programs based on storytelling and digital stories to develop literary appreciation and reading comprehension among children in kindergarten and other stages of education.

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