Utilizing Digital Stories to Improve Primary School Pupils' EFL Listening Comprehension Skills

Nawal Magdy
An English Language Teacher
Dr.Eman Mohamed Abd- Haq
Professor of Curriculum and Instruction
(TEFL) Faculty of Education Banha
University
Dr. Nadia Lotfy Abd- Elhalem
Lecturer of Curriculum and Instruction
(TEFL)
Faculty of Specific Education Zagazig
University

Utilizing Digital Stories to Improve Primary School Pupils' EFL Listening Comprehension Skills

Dr.Eman Mohamed Abd- Haq
Professor of Curriculum and Instruction (TEFL) Faculty of Education Banha University

Dr. Nadia Lotfy Abd- Elhalem
Lecturer of Curriculum and Instruction (TEFL) Faculty of Specific Education Zagazig University

Nawal Magdy
An English Language Teacher

Abstract

The current study aimed at developing some EFL listening comprehension skills for fifth year primary school pupils through the use of a digital stories strategy. The study adopted the quasi-experimental design through the use of two-groups (experimental-control) and pre-posttest of EFL listening comprehension skills. Participants were fifth year primary school pupils. Two groups (30 each) were chosen from of Martyr Hani Al- Nomani Primary school, Hehia city, Sarkia Governorate., Egypt in the academic year 2023-2024. The experimental group was taught through digital stories strategy for developing their EFL listening comprehension skills. The control group received regular instruction. To achieve the purpose of the study, the researcher designed a questionnaire for identifying the EFL listening comprehension skills, an EFL listening comprehension skills test, and a rubric for assisting the EFL listening comprehension skills test. By the end of the experiment, the test was post administered to both groups to find out the effect of the digital stories strategy on developing the experimental group students' EFL listening comprehension skills. Findings of the study were statistically dealt with via the Statistical Package for the Social Science software (SPSS). It was found that the experimental group outperformed the control group in EFL listening comprehension skills. Accordingly, it was concluded that the digital stories strategy has had a positive effect on the EFL listening comprehension skills of the primary stage pupils.

Key words: Digital stories strategy; EFL listening comprehension skills; primary stage; Egypt.

استخدام القصص الرقمية لتحسين مهارات الفهم الإستماعى للغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحلة الابتدائية

مستخلص البحث:

يهدف هذا البحث الى التحقق من فعالية إستخدام القصة الرقمية لتنمية بعض مهارات الفهم الإستماعى باللغة الإنجليزية كلغة أجنبية للصف الخامس الإبتدائى من خلال إستخدام

القصة الرقمية. أعتمد البحث على المجموعات التجريبية / الضابطة. وتكونت عينة البحث من تلاميذ الصف الخامس الإبتدائى. تم إختيار مجموعتين (٣٠ تلميذ وتلميذة لكل منهما) من مدرسة الشهيد هانى النعمانى بمدينه ههيا بمحافظه الشرقيه. تلقت المجموعة التجريبية تعليمها من خلال استراتيجية القصة الرقمية لتنمية مهارات الفهم الإستماعى، بينما تلقت المجموعة الضابطة تعليماتها بالطريقة العادية. كانت أدوات الدراسة عبارة عن: إستبيان مصمم لتحديد مهارات الفهم الإستماعى المناسبة للصف الخامس الإبتدائى. وقد تم الموافقة عليهم من قبل لجنة التحكيم. ومن ثم تم عمل إختبار لمهارات الفهم الإستماعى، و تم تطبيق الإختبار على كلتا المجموعتين (قبلى/بعدى) لمعرفة تأثير استراتيجية القصة الرقمية على تنمبة مهارات الفهم الإستماعى باللغة الإنجليزية لدى تلاميذ المجموعة التجريبية. تم التعامل مع نتائج الدراسة إحصائيًا عبر الحزمة الإحصائية لبرنامج العلوم الاجتماعية (SPSS). وقد توصلت النتائج الى وجود فرق ذو دلالة إحصائية بين متوسطى درجات المجموعة التجريبية والمجموعة الضابطة فى التطبيق البعدى للإختبار لصالح المجموعة التجريبية،كذلك وجود فرق ذو دلالة احصائية بين متوسطى درجات العينة بالمجموعة التجريبية فى التطبيقين القبلى والبعدى لصالح التطبيق البعدى .وقد أوصى البحث بضرورة إستخدام استراتيجية القصة الرقمية فى تنمية بعض مهارات الفهم الإستماعى وكانت النتائج إيجابية و تم قبول الفرضيات.

الكلمات المفتاحية: القصة الرقمية– مهارات الفهم الإستماعى – المرحلة الإبتدائية – مصر .

1. Introduction:

Listening is a receptive communication skill that involves the process of creating meaning through understanding and interpretation of messages in a communication process. Listening is also a process of receiving, interpreting and reacting to the messages received from the communication sender. Like every other communication skill, listening is an art that must be cultivated consciously and carefully. Listening involves active efforts of interpreting the sounds, verbal and non-verbal cues as well as the ability to retain information and respond or react to the message.

Listening has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place. Listening is more than hearing words; it is a process in which the involved listeners are active in order to achieve successful interaction with the speaker to construct meaning, within the context of their experience and knowledge. Listening is developed easily in the mother tongue but requires extra much effort to be developed in the foreign language (Vandergrift, 2004).

Hargie, (2011) stated that listening is the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and

nonverbal messages. Because it is a process, it does not have a defined start and finish. Like the communication process, listening has cognitive, behavioral, and relational elements and does not unfold in a linear, step-by-step fashion. Models of processes are informative in that they help visualize specific components, but keep in mind that they do not capture the speed, overlapping nature, or overall complexity of the actual process in action. The stages of the listening process are receiving, interpreting, recalling, evaluating, and responding.

Nadig (2013) argued that listening comprehension is the various processes of understanding and making sense of spoken language. These include knowing speech sounds, comprehending the meaning of separate words, and understanding the syntax of sentences. El-Refaai (2008) conducted a study that is devoted to deal with listening comprehension as a very important topic for teachers and learns of English as a foreign language. It highlights the importance of listening status in both academic and practical aspects for EFL students it address the extent of students lack of proficiency and inability demonstrating the status of listening. Soliman (2008) concluded that listening comprehension has six categories:

1-Casual listening comprehension:
    a- Listening to a conversation in a social situation.
    b- Secondary listening, i.e. to background sound, like music, as a kind of enjoyment.
    c- Aesthetic listening: listening for enjoyment of content with no thought of discussing the material critically, e.g. listening to a story for enjoyment.

2- Explorer listening comprehension:
    This is random listening comprehension to find points of interest.

3-Critical listening:
    This includes listening to get reasons, meanings, inferences, judgment and searching for specific information.

4- Concentrative listening comprehension:
    Following directions, perceiving relationships, listening for a definite purpose, attaining understanding through intent listening, listening for sequence of ideas, perceiving the speaker's objective, and taking notes of important facts, are all Concentrative listening comprehension.

5-Creative listening comprehension:
    This is listening to construct the image and feeling suggested by what one is hearing. It includes associating what one hears to one's background knowledge, reusing the information listened to in order

to create new results in responding, as well as finding solutions to problems.

6-Intent listening comprehension:
a. Receptive listening comprehension: remembering a sequence of events.
b. Reflective listening comprehension: getting central ideas, identifying transactional elements, using clues and distinguishing irrelevant materials.

Ahmed (2016) found out that there are six types of problems that faced the participants. These problems were as follows:

1- New vocabulary that the listener may not know,
2- The listener is not familiar with proper names,
3- The listener is unable to understand numbers,
4- The listener is unable to recognize different meanings of the word,
5- The listeners is unable to hear properly,
6- Most of the listener's vocabulary may have nothing to do with the topic.

Gilakjani and Sabouri (2016) stated that there are some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

- Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
- Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies.
- Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.
- Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
- Teachers should help their students to be familiar with the accents of different native speakers.
- Listening activities should be presented according to their level of complexities.
- Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.
- Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

- Teacher should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sound, words, intonation, and grammatical structures.
- Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.
- Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers face to face or on the Internet so that they can reinforce a good habit of listening in themselves.

Technology makes a positive impact not only on social life but also on education. Since technology appears gradually prevalent in educational situations, there emerges an expectation for educators to exploit digital applications to aid classroom learning and teaching. However, the rapidly changing technological innovations in education make it harder for teachers.

From ancient times to the present, storytelling has served as a popular education tool, utilized to pass knowledge from one generation to another. Over the past few years drastic changes have been experienced in the processes used for creating stories, the variety of media used to convey the message, and the target audience. Storytelling, in general, is a powerful pedagogical approach that can be used to enhance learning outcomes for general, scientific and technical education (Sharda 2007). Stories have been told as a way of passing on traditions, heritage and history to future generations. Even today people continue to tell stories through new digital media tools. A digital story can be viewed as a merger between traditional storytelling and the use of multimedia technology (Normann 2011). Technological advances, such as digital cameras, editing software and authoring tools, have increased the use of technology in the classroom to help students in constructing their own knowledge and ideas to present and share them more effectively (Standley 2003).

Digital storytelling can facilitate a constructivist approach for teaching and learning. It can be a helpful educational tool, as it provides a vehicle for combining digital media with innovative teaching and learning practices. Apart from building on learners' technology skills, digital storytelling encourages additional educational outcomes (Dakich 2008). It enhances learners' motivation, and helps teachers in building constructivist learning environments that encourage creative problem

solving based on collaboration and peer-to-peer communication. In addition, digital storytelling can be used to facilitate integrated approaches to curriculum development, and engage learners in higher order thinking and deep learning (Dakich 2008). Moreover, teachers and instructors can also use digital stories to their advantage. Teachers can create digital storytelling to generate interest and engagement for students of the "YouTube generation" (Dreon et al., 2011). Digital stories can appeal to diverse learning styles, allowing instructors to present abstract or conceptual information in a more understandable way.

Alismail (2015) further stated that multimedia tools such as digital storytelling provides students with opportunities to participate and interact in the classroom, while gaining new skills such as synthesis, analysis, and evaluation. Also lists down a number of benefits associated with using digital storytelling as an educational tool:

- Digital storytelling creates space for meaningful listening.
- Digital storytelling persuades the brain and the heart.
- The method allows students to showcase their learning to their peers.

Sylvester and Greenidge (2009) listed the steps for the process by which digital story narratives are created, as follows:

1. Writing a story,
2. Sketching the story on a storyboard matching with the narration.
3. Numbering sections of text
4. Creating graphics that complement the scenes, such as photographs and clip art.
5. Audio recording the narration.
6. Combining the files in a movie into the existing story with a video-editing program, such as Movie Maker or iMovie.
7. Adding a title frame.

2. Context of the problem

From the literature review and the researcher's experience as a teacher of English language. The researcher observed that listening comprehension skills were not given much attention when teaching English to the primary stage. This may be due to the evaluation system adopted that mainly focuses on grammar, reading and writing yet totally neglecting listening comprehension skills. The researcher reviewed the previous studies related to the EFL listening comprehension skills which revealed the actual problem in them.

The researcher conducted a Pilot study to check the primary pupils' level in EFL listening comprehension. The researcher administered an EFL listening comprehension test to a group of (20) students of Martyr Hani Al-Nomani Primary School, Haiha Educational Administration, Sharkia Governorate in the second semester of the academic year 2023/2024.

The results of the pilot study revealed the existence of the problem. It could be concluded that primary pupils have problems in the EFL listening comprehension skills. They suffered from determining the speaker's goal because this skill required them acquiring other skills as understanding audible sentences accurately, and identifying the general idea of a listening text. Those students also showed no efficiency in anticipating what is going to happen in an audible text as they had not the ability to understand the content of a listening text, follow the sequence of a listening text, specify important information from a listening passage, and guess the meaning of unknown words according to a text. So, the results of the pilot study designated that those students had problems in EFL listening comprehension skill as a whole, as shown in table (1)

Table (1) Results of the pilot EFL test of listening comprehension skills
(This table shows the percentage of weakness of each sub-skill)

No. 20	Skills	Percentage
1	Follow the sequence of a listening text.	55%
2	Identifying the general idea of a listening text.	65%
3	Guess the meaning of unknown words according to a text.	70%
4	Specify important information from a listening passage.	65%

3. Statement of the Problem:

From the literature review and the researcher's experience as a teacher of English language. The researcher observed that listening comprehension skills were not given much attention when teaching English to the primary stage. This may be due to the evaluation system adopted that mainly focuses on grammar, reading and writing yet totally neglecting listening comprehension skills ,so this study was an attempt to remedy this problem through the use of digital learning (digital story telling).

4-Questions of the study:

This research answered the following main question:
What is the effect of digital stories on EFL listening comprehension skills of primary pupils?

The following sub questions can be derived from the above main question:

1- What is the EFL listening comprehension skills targeted for fifth grade primary pupils?
2- What is the level of fifth grade primary pupils in listening comprehension skills?
3- How can digital stories be used?
4- How can use of digital stories be effect on developing primary pupils' listening comprehension skills?

5. Aim of the study

This study aimed at investigating the effect of using (digital stories) on developing EFL listening comprehension skills.

6. Significance of the Study

The study would be hopefully beneficial to:

1- EFL primary 'pupils:

It improved their EFL listening comprehension skills.

2- English Language Teachers

It will improve their students' EFL listening comprehension skills, useful for them to change their traditional methods of teaching. Moreover, EFL teachers will be encouraged to motivate their students and enhance foreign language learning through technology.

3- EFL Curriculum Designers :

They may consider the suggested strategy on designing EFL textbook.

4- Researchers:

They may conduct more research about the uses of (digital stories) on developing listening comprehension skills.

7. Hypotheses of the study:

1. There would be a statistically significant difference between the mean scores of the experimental and the control groups in the listening comprehension post-test results in favor of the experimental one.

2. There would be a statistically significant difference between the mean scores of the experimental group pre/post listening comprehension test results, favoring post results.

3. The digital stories would have a positive effect on enhancing the listening comprehension skills of the experimental group.

8. Delimitations of the Study

The present research was delimitations to:

1- The variables of the study are EFL listening comprehension skills and digital stories.

2- The participation will be EFL fifth grade primary stage pupils 'from Martyr Hani Al-Nomani Primary School, Hehia city, Sharkia Governorate.

3- The experiment carried out in 2024.

4- Listening skills targeted of the fifth grade EFL primary school pupils that were approved by the panel of jurors and coped with the review of literature and the National Curriculum Framework for English as a Foreign Language (EFL) provided by the Ministry of Education.

5- Some units of student' book of the fifth grade EFL primary school pupils

6- The first semester of the academic year 2024/2025.

9-Instrument of the study:

To achieve the main goal of the current study the researcher designed the instruments to measure the experimental participants 'level before and after the experiment.

The instruments were used as follows:
  - **listening comprehension skills**

a - A questionnaire of listening comprehension skills.

b - A test of listening comprehension skills.

c - A Rubric of listening comprehension skills.

10- Design of the study:

The present study adopted the quasi – experimental design. Sixty primary pupils were chosen and assigned to two groups, experimental and control, (30) students each. The experimental students received instruction through digital stories for developing some EFL listening comprehension skills. On the other hand pupils, in the control group, received regular instruction. A pre-post EFL listening comprehension test and was administered to the two groups before and after the experiment.

11-Participants of the Study:

The participants included 60 primary pupils, fifth grade in the academic year (2024-2025) of Martyr Hani Al-Nomani primary school. They were assigned into two groups, experimental (30) participants and control (30) one. It was assumed that the participants formed a homogenous group. So they were expected to have a lot in common and wouldnot differ much regarding the quality of experience or their age.

In order to make sure that the development of some of their EFL listening comprehension skills were attributed only to the effect of the digital stories strategy, the researcher controlled some variables in order to make sure that both the experimental and control groups were equivalent.

These variables were: Age: all participants' age ranged from 11-12 years.

Grade: All of them were in fifth general primary school.

The listening comprehension skills targeted in the present study were also controlled before the study experiment, as follows:

In order to investigate the equivalent of the two groups (the experimental group and the control group) at the pre-test; Independent samples t-test was used to identify the significance of difference between the mean scores of the experimental group and the control group. Table (2) shows the t-values

Table (2) Comparing both groups pre results in listening comprehension skills

skills	Group	N	Mean	Std. Deviation	t-value	d.f	sig
Literal comprehension	Experimental	30	5.07	1.20	0.21	58	No Significant
	Control	30	5.13	1.25			
Deductive	Experimental	30	4.47	0.78	0.162	58	No

comprehension	Control	30	4.43	0.82				**Significant**
Critical comprehension	**Experimental**	30	3.97	0.72	0.659	58		**No Significant**
	Control	30	4.10	0.84				
Listening Comprehension Skills	**Experimental**	30	13.50	1.43	0.445	58		**No Significant**
	Control	30	13.67	1.47				

Table (2) shows that there was no significant difference between the mean scores of the experimental and the control groups, t being (0.445). This shows homogeneity between the two groups. That is to say, the two groups were at almost the same level of performance in the listening comprehension skills. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed the participants had an average low proficiency in listening comprehension skills.

12- The statically results of the study:

-Validating the study hypotheses:

Hypothesis 1:

It has been hypothesized that "There would be a statistically significant difference between the mean scores of experimental and the control groups in the post- listening comprehension skills test results, in favor of the experimental group".

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores were computed and table (9) reveals this.

Table (3) Descriptive Statistics of the Control and the Experimental Groups in Listening Comprehension Skills.

skills	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
-Literal comprehension	**Experimental**	30	10.07	0.91	7	11	5	10
	Control	30	5.07	1.20	3	7		
-Deductive comprehension	**Experimental**	30	8.23	0.73	7	9	3.87	10
	Control	30	4.37	0.81	3	6		
-Critical comprehension	**Experimental**	30	7.10	0.66	6	8	3.13	10
	Control	30	3.97	0.76	3	5		
EFL Listening comprehension skills	**Experimental**	30	25.40	1.67	21	28	12.	30
	Control	30	13.40	1.45	11	16		

Table (3) shows that the value of EFL Listening comprehension skills mean score of the experimental group was (**25.40**) which is higher than that of the control group which was (**13.40**). As table (9) shows the experimental group's scores were higher than those of the control group in the post-administration of EFL Listening comprehension skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the experimental group than the control group due Utilizing

Digital Stories. It is significant at 0.01 Level. So, the first hypothesis was validated. This is represented graphically in figure (1).
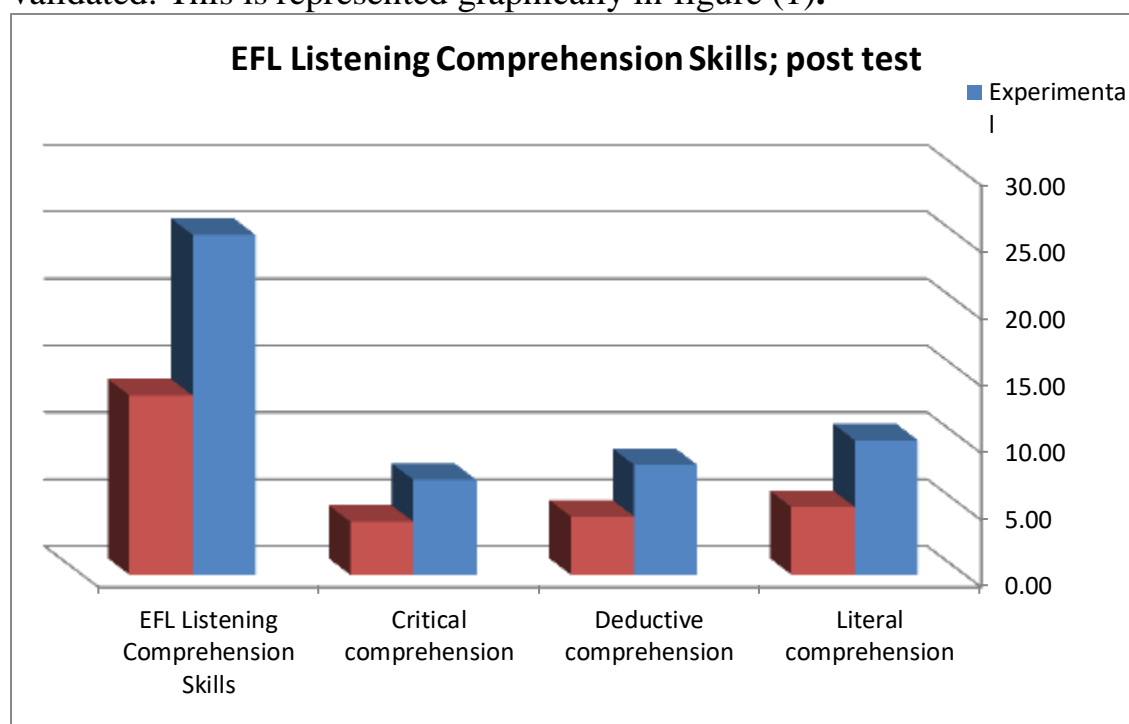
Figure (1) Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post EFL Listening comprehension skills.

It is clear from the previous graphic representations that there is statistical difference between the scores of the experimental group than the control group graphically.

To show the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups. This is illustrated in table (4):

Table (4) t-Value and effect size of both groups

skills	Group	Mean	Std. Deviation	t-value	d.f	Sig
Literal comprehension	Experimental	10.07	0.91	18.19	58	Significant at (0.01)
	Control	5.07	1.20			
Deductive comprehension	Experimental	8.23	0.73	19.464	58	Significant at (0.01)
	Control	4.37	0.81			
Critical comprehension	Experimental	7.10	0.66	16.968	58	Significant at (0.01)
	Control	3.97	0.76			
EFL Listening comprehension skills	Experimental	25.40	1.67	29.661	58	Significant at (0.01)
	Control	13.40	1.45			

It is clear from table (4) that the calculated value of "t" (=**29.661**) which is higher than the tabulated value of "t" with 58 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the two groups reached the level of statistical significance. Thus, the hypothesis was accepted which indicated that.

Hypothesis 2

"There would be a statistically significant difference between the mean scores of the experimental group in the pre / post administrations of the listening comprehension skills test results, in favor of the post results"

To test this hypothesis, the data obtained from the pre posttest of the EFL listening skills were treated statistically using the descriptive (Means and Standard Deviations) and

To verify this hypothesis, data were treated statistically. Means, standard deviation, minimum and maximum scores obtained from the pre posttest of the EFL Listening skills were computed and table (11) reveals this.

Table (5) Descriptive Statistics of the pre posttest of the EFL Listening comprehension skills.

skills	Application	N	Mean	Std. Deviation	Minimum	Maximum	total score
Literal comprehension	Pre-test	30	5.07	1.20	3	7	10
	Post- test	30	10.07	0.91	7	11	
Deductive comprehension	Pre-test	30	4.47	0.78	3	6	10
	Post- test	30	8.23	0.73	7	9	
Critical comprehension	Pre-test	30	3.97	0.72	3	5	10
	Post- test	30	7.10	0.66	6	8	
EFL Listening comprehension skills	Pre-test	30	13.50	1.43	11	17	30
	Post- test	30	25.40	1.67	21	28	

Table (5) shows that the value of EFL listening comprehension skills mean score of the posttest was (25.40) which is higher than that of the pretest which was (13.50). As table (11) shows the posttest's scores were higher than those of the pretest of EFL Listening comprehension skills test. It also shows the increasing homogeneity (=Std. Deviation / Mean) of grades of the posttest than the pretest due Utilizing Digital Stories. This is represented graphically in figure (2)
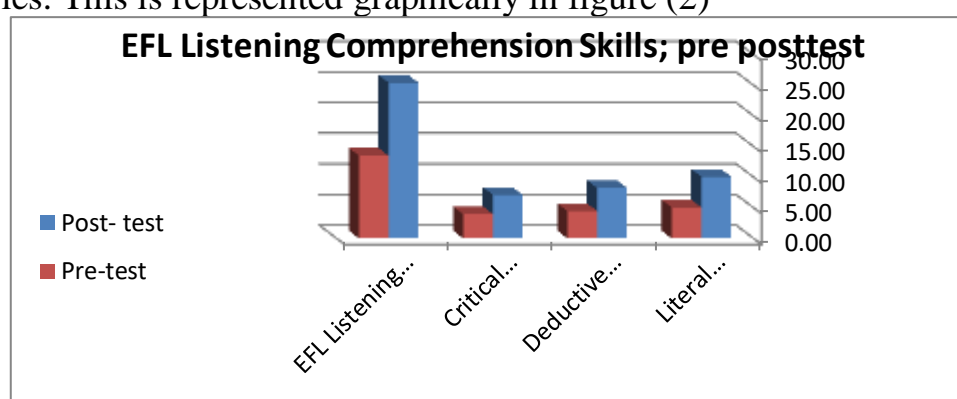
Figure (2) Bar Chart of the Mean Scores of pre posttest of EFL Listening comprehension skills.

It is clear from the previous graphic representations that there is statistical difference between the scores of the posttest higher than the pretest graphically.

To show the significance of the differences, (Paired Samples Test: t-test) statistics. Table (6) shows this

Table (6) t-Value and effect size of pre posttest

skills	Paired Differences		t-value	d.f
	Mean	Std. Deviation		
Literal comprehension	5	1.49	18.44	29
Deductive comprehension	3.77	1.14	18.18	29
Critical comprehension	3.13	1.04	16.48	29
EFL Listening comprehension skills	11.9	2.41	27.02	29

Significant at (0.01)

It is clear from table (12) that the calculated value of "t" (=**27.02**) which is higher than the tabulated value of "t" with 29 degrees of freedom and significant level "0.01". This reflects that the difference between the mean scores of the pre posttest reached the level of statistical significance. Thus, the hypothesis was accepted and validated.

Hypothesis 3

"Digital stories strategy would have a positive effect on developing the experimental group EFL listening comprehension skills"

To investigate the effect and educational importance of the results, the value of ETA squared (η^2) and the effect size (d) were calculated, using the following equations.

$$d = 2 \frac{\sqrt{\eta^2}}{\sqrt{1-\eta^2}} \qquad \eta^2 = \frac{t^2}{t^2 + df}$$

Table (7)
Reference standers of (η 2) and (D) values.

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

Table (8) t- test results, η^2 and Cohen's d

Skill	t. value	d.f	Sig	η^2	d	Effect size
- Literal comprehension	18.19	58	at (0.01)	0.85	4.78	Large
- Deductive comprehension	19.464	58	at (0.01)	0.87	5.11	Large
- Critical comprehension	16.968	58	at (0.01)	0.83	4.46	Large
EFL Listening	29.661	58	at (0.01)	0.94	7.79	Large

comprehension skills							

ETA squared was 0.94 reflecting its practical significance. And in the light of this, It can be said that 94% of the variations between the scores of pupils could be due to using digital stories strategy, and the effect size (d) = 7.79 and that there was high effect and educational importance for improving and developing EFL listening comprehension skills.

The effect size d is large as it is more than 0.8. These gains confirm that the using of digital stories was effective in developing EFL listening comprehension skills.

The Modified Blake's Gain Ratio was calculated between the average scores of the experimental group in the pre and post administrations of the EFL listening comprehension skills as shown in table (9)

Blake's Gain Ratio

Blake Modified Gain Ratio

$$\frac{\bar{Y} - \bar{X}}{T - \bar{X}} + \frac{\bar{Y} - \bar{X}}{T}$$

Accepted as it is above 1.2 [*]

$\bar{Y}$ = Mean of scores for the post test for the experimental group s

$\bar{X}$ = Mean of scores for the pre-test for the experimental group s

T = Total score in the test.

Table (9) Blake Modified Gain Ratio in the EFL Listening Comprehension Skills of the experimental group

skills	Pre-Test	Post-Test	Full Mark	Modified Blake's Gain Ratio
EFL listening comprehension skills	13.5	25.4	30	1.2

It is clear from table (9) that the values of Modified Blake's Gain Ratio in the EFL listening comprehension skills (= 1.2). This indicates that the digital stories strategy is highly effective in developing the EFL listening comprehension skills of the experimental group. Thus, the hypothesis was accepted.

13- Procedures of the treatment

The treatment went through the following steps:

1- Reviewing literature and previous studies related to the variables of the study (digital stories) and listening comprehension skills.
2- Selecting the participants of the study and divided them equally into an experimental and control group.
3- Designing EFL primary pupils listening comprehension test and submitting it to EFL jury members to validate it.
4- Administering EFL primary pupils listening comprehension pre-test to both groups.
5- Designing a rubric.
6- Designing the suggested program and introduced it to the experimental group.
7- Administering the posttest to both groups.

8- Treating the obtained results statistically using the appropriate treatment.

9- Discussing the results of the study.

10- Drawing conclusion, providing recommendations and suggestions for further research

14-The Results:

The results of the present study showed that the experimental group taught through digital stories strategy performed better than the control one in the post administration of the EFL listening comprehension skills test results and motivation scale items, since there was statistically significant difference at (0.01) between the mean scores of groups in favor of the former.

These significant improvements and modifications can be attributed to a number of causes related to the nature of the digital stories strategy as follow:

- Allow pupils to explore their own cultural roots.
- Allow pupils to experience diverse cultures
- Enable pupils to empathize with unfamiliar people/places/situations
- Offer insights into different traditions and values
- Help pupils understand how wisdom is common to all peoples/all cultures
- Offer insights into universal life experiences.
- Help pupils consider new ideas.
- Reveal differences and commonalties of cultures around the world.
- Promote a feeling of well-being and relaxation.
- Increase pupils' willingness to communicate thoughts and feelings.
- Encourage active participation.
- Increase verbal proficiency.
- Encourage use of imagination and creativity.
- Encourage cooperation between pupils.
- Enhance listening skills.

-Teachers are able to encourage the learners by awarding them with reward badges when they perform well in their quizzes and assignments.

- Digital stories strategy can help pupils stay organized and assist teachers who wish to go paperless. It is an easy way for classes to connect and collaborate.

- Participants had better experience, better engagement and appreciated social learning experience.

- Digital stories strategy provides pupils with a sense of community and engagement in their learning process.

There are many important improvements in listening comprehension skills for all the participants in the experimental groups as follows:

1. They could listen for gist and for detail. The participant was expected to provide the details, based on the listening material.

2. They could identify points of view. The participant was expected to provide different points of view and compare them to his own.

3. They could interpret information. Participant had the ability to give unexpected answers to the questions.

4- They became critical thinkers. The participants were expected to elaborate their points, and use techniques such as questioning, comparing, interpreting, and analyzing.

5- They could know the main idea. The participants were expected to predict the main idea of the listening text.

6- They could guess the meaning of unknown words through the listening text.

However, the control group was taught through the regular way concerning listening comprehension skills.

To sum up, the current study proved that the digital stories strategy was effective in developing the participants' EFL listening comprehension skills. It can be concluded that digital stories strategy enhanced the participants' ability to listen accurately way. In the post administration of the listening comprehension test, the participants managed to get higher marks. They mastered the sub skills of the listening comprehension. So they answered each question in a better way.

15- The Recommendations:

In the light of the current study results, the following would be recommended:

1- It is necessary to devote more effort to teaching listening comprehension activities as these are the basis of thinking and learning.

2- EFL listening syllabi should be redesigned while taking into consideration the importance of developing EFL students' listening comprehension skills.

3- EFL teachers have to provide students different levels with equal opportunities to listen in a good way.

4- EFL teachers should use various listening strategies to help their students listen in a good manner.

5- A classroom atmosphere conductive to listening comprehension should be established.

6- Listening comprehension has been highlighted as key learning area; therefore, there is a need for EFL educators to be trained to the most modern pedagogical practices.

7- EFL teachers should emphasize the importance of developing students' listening skills and their motivation in the early educational stages to be easily developed later in the following

stages.

8- Digital stories should be used in the teaching of English listening comprehension texts as the use of the adopted ones led students to deep levels of comprehension and engagement in listening comprehension and also made listening comprehension more enjoyable and interesting.

9- In order to attract the students' attention to listen to different topics, some extracurricular activities should be introduced into the course schedule. This should lead to strong positive feelings about listening and create an encouraging circle in which poor listeners become good ones.

10- Curriculum designers and implementers should assess all listening comprehension and learning resource materials to be selected and prescribed for schools and choose those that include topics that interest and are relevant to young and adults' lives and their practical world.

11- Curriculum designers and implementers should utilize oral exams for listening at the end of each term.

12- EFL instructors should integrate strategies to their EFL classes in order to improve listening comprehension skills.

13- Designing EFL curricula contain attractive topic related to students' needs and interests to motivate students to learn English in general and listening skills in particular.

14- Teachers should also be aware of learners' difficulties as opposed to native speakers' ways of listening. In the classroom, students should be encouraged to develop their sense of anticipation and prediction in order to prepare for using the language in the real world. This can be done by stopping the tape in the mid-flow and asking the students to guess what is coming next.

16- Suggestions for further research:

In the light of the study findings and results, the following are suggested for further research:

1- Further research would be needed to examine the relation of digital stories to other language skills such as reading, writing, and speaking.

2- More researches are needed to provide effective strategies for developing listening comprehension skills.

3- Replicating the experimental treatment with a larger sample of students from a more representative sector of population to identify accurately listening comprehension skills to help curriculum designers integrate the appropriate texts in their textbook.

4- The present study opens up a new dimension of research by introducing digital stories as an effective strategy to develop listening comprehension skills.

5- Further studies are needed to design many training programs for pre- and in- service English language teachers to help them develop their students' listening comprehension skills.

6- Improving listening skills by different technological areas of study such as Moodle, on-line programs or You-tube channels.

17- Definition of the terms:

1- Digital storytelling

- Digital stories are a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms (Robin, 2008).

- Digital stories are short vignettes that combine storytelling with pictures, video clips, music, and text using a variety of video software (Beck et al 2021).

Operationally, digital story is the ability for fifth grade primary school pupils to use technology and can create a digital story by digital tools as (video clips, music, and text).

2- Listening comprehension

Lin (2008) viewed listening comprehension as a complex, active process and a problem-solving skill. In listening comprehension process, listeners must do tasks and master various skills such as discriminating sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, retaining what was gathered in all of the above, and interpreting it within the immediate as well as larger socio-cultural context of the utterance.

For the purpose of the current study, the researcher defined listening comprehension as" the pupils' ability to listen to a recorded passage to guess meaning of new items; predict outcomes; understand and construct meaning; find the specific facts, information or ideas; and determine the central thought or ideas represented in a text'

18. Related studies of (listening comprehension and digital stories)

Babayigit, (2019) investigated ability of sixth grade students' comprehension the listened story text. The research is the survey type of quantitative research methods. The participants consisted of the sixth-grade students of the middle schools in the city center of Yozgat, Turkey in the 2018-2019 academic years. A simple random cluster sampling method was used in the selection of the sample. A total of 369 sixth grade students are sample. As a data collection, a story text entitled "Hero of the Town" was used. Results revealed that the level of listening comprehension the sixth-grade students to the story text is 77.46%. It is

seen that the sixth-grade girl students' listening comprehension are better than boy students. The girls' listening comprehension is higher than boys'8%.

Yaacob et al (2021) investigated to what extent the use of YouTube and Video-Podcast enhanced Primary Year 4 pupils' listening comprehension. The study adopted multiple data collection methods including pre-tests, reflection, observation, and focused group interviews. However, the data analysis section was mostly pre and posttests data and observation. The findings revealed that YouTube and Video-Podcast yielded positive significant impact on listening comprehension skills among Primary ESL pupils. There was statistically significant increase in listening comprehension scores from pre-test and post-test.

Abdel-Salam (2020) aimed at improving EFL speaking skills among sixth year primary school pupils through using digital storytelling. The participants of the study consisted of 30 sixth year primary school pupils in Alshahid Abd El-Moneem Riyaad Primary School, Benha , Qaliupia Governorate. The study followed the two groups (experimental and control groups) design .The instruments included an EFL speaking test (pre and posttest). Results revealed that the experimental group's EFL speaking skills improved significantly than the control group as a result of using digital storytelling .Therefore, it can be concluded that using digital storytelling was effective in developing EFL sixth year primary school pupils speaking skills.

Demirbas (2022) determined the effect of digital stories on the listening comprehension skills of primary school 4th grade students. The research has carried out with a quasi-experimental design with pre-test control group .The participants were 52 students studying in two different 4th grade branches of a public primary school in the second semester of the 2018-2019 academic year. Result revealed that there was a significant difference between the pre-test achievement scores of the students in the experimental group, where the stories have played digitally.

References

Ahmed (2022) Developing Students' EFL Listening Comprehension Performance via YouTube Videos - Journal of Faculty of Education No(130) April, Part(1).

Ahmed Abdel-Salam, R. (2020). Using Digital Storytelling For Developing EFL Speaking Skills Among Primary School Pupils. *مجلة كلية التربية. بنها* 31(121 ١٠٩-٨٨ ،ج٢ يناير.

Alismail, H. A. (2015). Integrate digital storytelling in education. *Journal of Education and Practice*, 6 (9), 126-129. ERIC

Babayigit (2019) Sixth Grade Students' Listening Comprehension of the Story Text.International Journal of Educational Methodology, 5(1):35-42.

Beck, Janice A. Neil (2021) Digital storytelling: a qualitative study exploring the benefits, challenges, and solutions Comput. Inf. Nurs., 39 (3) (2021), pp. 123-128

Dakich, (2008) Towards the social practice of digital pedagogies, in Rethinking education with ICT: New directions for effective practice, ed. by G.N.E.D. Yelland (Sense Publishers,), pp. 13-30.

Demirbas, Irem; Sahin, Ayfer(2022) The Effect of Digital Stories on Primary School Students' Listening Comprehension Skills. Participatory Educational Research, v9 n6 p380-397 Nov 2022

Dreon, O., Kerper, R. M., & Landis, J. (2011). Digital storytelling: A tool for teaching and learning in the YouTube generation. *Middle School Journal*, *42* (5), 4-10. https://doi.org/10.1080/00940771.2011.11461777

El-Refaiee, K, N. (2008). Enhancing efficiency and effectiveness in listening comprehension activities: some down- to- earth insights.Garash Journal. Vo(12). No (2).

Gilakjani & Sabouri (2016). Learners' listening Comprehension difficulties in English Language learning: A literature Review. 1- Lahijan Branch, Islamic Azad University, Lahijan, Iran. 2- Department of Linguistics, Payame Noor University, Tehran, Iran.

Hargie, O. (2011). Skilled interpersonal interaction: Research, theory, and practice. London: Routledge Flipped classroom design framework.

Lin, (2008). Modernity, post modernity, and the future of identity implications for educators,

Nadig, A. (2013). Listening Comprehension. Encyclopedia of Autism Spectrum Disorders, 1743.O'Malley, J. M., & Chamot, A. U.

Normann,(2011) Digital Storytelling in Second Language Learning, in Faculty of Social Sciences and Technology Management (Norwegian University of Science and Technology, p. 125.

Robin BR (2008): Digital storytelling: a powerful technology tool for the 21st century classroom. Theory into Pract, 47(3):220–228.

Sharda, (2007). Applying movement oriented design to create educational stories. Int J Learn 13 (12), 177-184

Soliman, E. R. (2008). The effect of using the integrated strategy on developing some listening skills in English language for secondary stage students. M.A thesis, Cairo University, Institute of Educational Studies. Language Teaching, 45 (2), 154-179.

Standley,(2003) Digital Storytelling: Using new technology and the power of stories to help our students learn-and teach. Cable in the Classroom, , pp. 16-18.

Sylvester, R., & Greenidge, W. (2009). Digital storytelling: extending the potential for struggling writers: digital technologies can motivate struggling writers and scaffold understanding of traditional literacy. The Reading Teacher, 63 (4), 284-295. Doi: 10.1598/RT.63.4.3.

Vandergrift, L. (2004). Listening to Learn or Learning to Listen? In Cambridge University Press (Ed.), Annual Review of Applied Linguistics (2004) (pp. 3-25) Cambridge University Press, USA. http://dx.doi.org/10.1017/S0267190504000017

Yaacob, A., Amir Amir, A. S., Asraf, R. M., Mohd Yaakob, M. F., & Zain, F. M. (2021). Impact of Youtube and Video Podcast on Listening Comprehension among Young Learners. International Journal of Interactive Mobile Technologies (iJIM), 15(20), pp. 4–19.