



عنوان البحث: The Effectiveness of Using Digital
Storytelling based instruction in Developing some EFL
Listening Comprehension Skills and Attitudes Toward
English Language among Preparatory stage pupils

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Abstract

The current study investigated the effectiveness of using digital storytelling based instruction in developing 1st preparatory stage pupils' some EFL listening comprehension skills and attitudes toward English language. The participants of the study were 64 first year preparatory stage pupils enrolled at Om Elmomenin Preparatory school, Menouf Distinct, Menoufia Governorate during the second semester of the 2021- 2022 academic year. The participants were divided into two groups: experimental and control (32 pupils each). The experimental group pupils were taught using digital storytelling based instruction, while the control group pupils received regular instruction. The Instruments and materials of the study consisted of an EFL listening comprehension skills checklist, an EFL listening comprehension skills test, an EFL attitude scale toward English language and a teacher's guide. Data were treated statistically. The results revealed that using digital story telling based instruction is effective in 1st preparatory stage pupils' listening comprehension skills and improves their attitude towards English language. Thus, it is recommended that the use of digital storytelling be used in teaching listening comprehension skills to 1st preparatory stage pupils and improves their attitude toward English.

Key words: Digital Storytelling, EFL listening comprehension skills, Attitude towards English language, Preparatory school pupils.

الملخص

عنوان البحث: فعالية استخدام التعلم القائم علي القصص الرقمية في تنمية بعض مهارات الفهم الاستماعي والاتجاه نحو اللغة الانجليزية كلغة اجنبية لدي تلاميذ المرحلة الاعدادية

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تناولت الدراسة الحالية تأثير استخدام القصص الرقمية على تنمية بعض مهارات الفهم الاستماعي والاتجاه نحو تعلم اللغة الإنجليزية كلغة اجنبية لدى تلاميذ المرحلة الاعدادية. بلغ عدد المشاركين في الدراسة ٦٤ تلميذاً من تلاميذ الصف الاول الاعدادي بمدرسة أم المؤمنين الاعدادية بنات بإدارة منوف التعليمية محافظة المنوفية ، وذلك خلال الفصل الدراسي الثاني للعام الدراسي ٢٠٢١-٢٠٢٢. تم تقسيم المشاركين إلى مجموعتين: التجريبية (٣٢) والضابطة (٣٢) ، وقد تم التدريس للمجموعة التجريبية بعض مهارات الفهم الاستماعي من خلال القصص الرقمية بينما تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية . تضمنت الأدوات قائمة مهارات الفهم الاستماعي باللغة الإنجليزية كلغة أجنبية واختبار الفهم الاستماعي ومقياس اتجاه الطلاب نحو تعلم اللغة. ولقد أظهرت النتائج الأثر الإيجابي لاستخدام القصص الرقمية في تنمية بعض مهارات الفهم الاستماعي والاتجاه نحو تعلم اللغة الانجليزية ، و تمت التوصية باستخدام القصص الرقمية في تحسين بعض مهارات الفهم الاستماعي والاتجاه نحو تعلم اللغة الانجليزية كلغة اجنبية.

1.1. Introduction:

Language is one of the means of communication between people and the most common in the world, as well as the language of communication with the outside world in the era of globalization and technology. The English language has become a global language in the twenty-first century, which leads us to progress. Understanding and spreading the language has become an important factor in its progression, and it is thus the window through which we view the world. There are four basic skills (listening, speaking, reading, and writing). Therefore, listening skills are one of the indispensable skills in our daily life. It



is the skill that allows us to receive, understand, and evaluate information and by which the sounds we hear are recognized.

Rost (2014) defines listening as "receiving what the speaker says and getting the idea and content presented by the speaker, as well as receiving and transmitting images, impressions, ideas, attitudes, trends and emotions from the speaker" (p. 3). Therefore, the process of listening comprehension includes knowledge, understanding, use of experience, thinking and learning, as it includes a set of complex mental activities (Bilican, Kutlu, and Yildirim, 2012).

Nadig (2013) defined listening comprehension as it is a multiple process that includes the understanding of spoken language and in which sounds are recognized, the meaning of words is understood and how sentences are built. As Hamouda (2013) pointed out that the ability to listen is one of the important skills in learning foreign languages, and no one can deny its importance because the key to language is to obtain linguistic input and this occurs from receiving understandable input where learning occurs. Listening is the basic skill of the language. It is not only the receptive skill but it is the main factor for developing and mastering the language. Eshghinejad (2016) defines the attitude as the feeling or opinion that each person gives towards a specific situation, where both positive attitudes and students' motives work towards the learning process because students' attitudes, feelings, beliefs, liking or rejection of language affect their learning of it.

Tella, Indoshiad & Othuon (2010) indicated that negative attitudes towards learning the English language are one of the most psychological factors that affect students' poor competence in language learning, and therefore attention must be paid to their attitudes by presenting the scientific material in a manner consistent with their inclinations and positive attitudes to achieve the learning



process. Attitude is one of the most important factors affecting language learning.

In their teaching of the curricula, teachers depend on traditional methods that are not compatible with the era in which we live. Therefore, modern methods and strategies must be used to make the educational process more interactive, interesting, lively and more entertaining and motivating. But with the tremendous development in technology and multimedia, the teacher was able to develop the materials used in teaching and then innovate in them. She succeeded in presenting the study materials for both the teacher and the student in an acceptable manner, and also helps students to learn more and pay attention to language skills, especially listening (Jakob, Atmowardoyo & Weda, 2018).

Hamouda (2013) also pointed out that foreign language learners have multiple problems in listening comprehension of the English language, and that is why language teachers focus on certain points on the basis that they are the most important for the student to obtain final grades in grammar, reading texts and their understanding, and new words in their curriculum. Listening texts are already in books and syllabuses but they are not given any attention while designing lessons and content. çakir (2018) added that the teachers of English are originally non-native speakers of English, as well as the students were unable to pronounce some words and this affects the understanding of the material. Teaching accordingly is less attractive and fun for students. Listening to some talks and songs and watching movies enables students to hear new terms and thus the learning process takes place in a positive manner, as it has a kind of fun and excitement.

Digital storytelling is one of the most effective strategies for language learning. The story has been used for thousands of years as a tool for expressing



morals, exchanging information, generating ideas, and achieving social and educational goals in an effective, interesting and interesting way. To attract the attention of children and adults, where we narrate the events of a particular story and the events follow with more interesting points to urge anticipation of the end and arouse the attention of the listeners to it and present the moral objective of it. It is part of our customs, traditions and heritage that we narrate. In the past, people used to tell stories in traditional ways, but according to modern technology and the media used, the stories are presented with a kind of suspense and excitement. Digital storytelling can be seen as a combination of the traditional way of telling the story and the use of modern technology.

Robin (2016) defines digital storytelling is "the art of telling stories with a mixture of multimedia that includes pictures, music, video and audio recordings that made by the narrator" (p.18). All multimedia elements are mixed using the computer, and the story revolves around a specific topic or point of view, so that the duration of the story ranges between 2 to 5 minutes. He also emphasized that digital storytelling is a powerful tool that can be used in the educational process at all stages because it provides the scientific material is in a simplified form to suit students and also enables them to organize their thoughts and express their opinions.

Digital storytelling helps in making the educational process more important to students because of the interesting and attractive tools they use, as they encourage them to be creative and share their feelings and ideas with others (Robin, 2016). Signes (2014) indicates that Digital storytelling allow students to organize the reality around them and then produce their own interpretations, and they contribute to students' acquisition of knowledge and interaction with the social world, as well as citizenship skills and cultural skills.



According to Norman (2011) digital storytelling can be described as a mixture of traditional storytelling as well as the use of modern technology used in teaching and learning. It is the art of discovering media and applying software to communicate stories in a new and powerful way using modern digital means. Stories can be spoken or audible, as well as personal, representative or dialogue stories that focus on a problem or criticism of the character. It is based on narrating the events of the problem or content while engaging the audience with more emotion and meaning (Bryan, 2011).

As stated by the Center of digital storytelling (2010) that digital storytelling consists of seven important elements 1) point of view 2) Dramatic question 3) Emotional content 4) sound 5) soundtrack 6) Economy 7) speed. Digital storytelling can be used in the educational process and can also be included in the curricula as they work to attract the attention of students and increase their motivation and interest in discovering new ideas. To create digital storytelling, you must follow a set of steps: • Identification of ideas and topics • Identification of learning tools • Selection of topics Script writing • Collect audio, images, music and video clips to make the story stand out Thus the digital story can be used as an effective means to attract students' attention and change their attitudes towards learning English.

1.2. Context of the problem

Several related studies, such as the studies of (Abdel- Fatah, 2016; Alsharqawi, 2017; El- Badawy, 2017; Hewedy, 2017; Salam, 2017; Yousef, 2016) have confirmed that although EFL listening comprehension skills are significant for EFL pupils, there is a lack in listening and a clear weakness in EFL listening comprehension skills among EFL pupils. This weakness negatively affects their attitude towards the English language in general.



In order to document the study problem, a pilot study was conducted to find out the level of some EFL preparatory stage pupils (N0 =25) enrolled in the first year at Om Elmomenin school Menoufia Governorate during the first semester of the academic year (2021/ 2022) in EFL listening comprehension and the attitude towards English. The pilot study consisted of an EFL listening comprehension test. It aimed to measure some of their listening comprehension skills. It consists of two passages and each passage dealt with the ability of students to answer the questions about some listening comprehension skills such as identify the main idea of the listening text, recognize the specific information of the listening text, determine the supporting details from the listening text and the attitude towards English scale. By analyzing the results of the test and the scale, it was noted that the majority of the pupils (80%) gave wrong answers to the test and showed negative response to the scale. The results of the pilot study have asserted the lack and weakness of the pupils in the EFL listening comprehension skills and the attitude towards English.

1.3. Statement of the problem

The problem of the current study was demonstrated in the weakness of preparatory stage pupils in EFL listening comprehension skills and attitude towards English.

1.4. Questions of the study

To solve this problem, the present study attempted to answer the following questions:

1. What are the EFL listening comprehension skills required for first year preparatory stage pupils?

2. What is the level of first year preparatory stage pupils in the attitude towards the English language?
3. What are the features of the digital storytelling based instruction?
4. To what extend is using digital storytelling based instruction effective in developing first year preparatory stage pupils' EFL listening comprehension skills?
5. To what extend is using digital storytelling based instruction effective in enhancing first year preparatory stage pupils' attitude towards the English language?

1.5. Hypotheses of the research

1. There will be a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post administration of the overall EFL listening comprehension test in favor the experimental group.
2. There will be a statistically significant difference at the 0.01 level between the mean scores of the experimental groups on the pre/post measurement of the overall EFL listening comprehension test and its three levels (Literal comprehension - Inferential comprehension - Critical comprehension) in favor the post measurement.
3. There will be a statistically significant difference at the 0.01 level between the mean scores of the experimental groups on the pre/post measurement of the attitude towards English as a foreign language scale in favor the post measurement.

1.6. Aim of the study

The present study attempted to develop 1st preparatory stage pupils' listening comprehension skills and the attitude towards English language through digital storytelling.

1.7. Significance of the study

The current study is expected to be significance as follows:

For EFL pupils:

It can help them develop some EFL listening comprehension skills and consolidate a positive attitude towards the English language.

For EFL teachers:

1. It can be useful as it may increase their awareness of the importance and benefits of digital storytelling and how they can be effectively implemented in EFL classrooms and thus develop an attitude towards language learning.
2. It provides English language teachers with information about digital storytelling that can help them improve the listening comprehension skills of first preparatory stage pupils.
3. Both teachers and EFL supervisors can be directed to the need to develop listening comprehension skills using digital storytelling based instruction.

For EFL curriculum designers:

It can provide curriculum designers with a list of listening comprehension skills that first preparatory stage pupils need and motivate them to use digital storytelling based instruction in developing English language.

1.8. Delimitations and scope of the study

The present study was delimited to:

1. A group of sixty- four 1st year preparatory stage pupils at Om Elmomenin preparatory school Menoufia Governorate.
2. Some of EFL listening comprehension skills required for 1st preparatory stage pupils which have been approved by the jury members.
3. The second semester of the academic year (2021-2022).



1.9. Instruments and materials

In order to fulfill the aim of the present study, the researcher prepared and used the following instruments and materials:

1. An EFL listening comprehension skills checklist.
2. An EFL listening comprehension skills test.
3. The attitude towards the English language scale.
4. A teacher's hand book.

1.10. Definition of terms

1- Listening comprehension:

Hamouda (2013) stated listening comprehension as it is an individual understanding of what he had heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. Listening comprehension is an active process in which people focus on the audible parts and construct the meaning of the text and also relate this to current knowledge (Gilakjani &Ahmadi, 2011).

Cao and Lin (2020) defined Listening comprehension as it is a relative passive activity in which the listener must discriminate between sounds, comprehend vocabulary, previous knowledge and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the social-cultural context of the utterance.

Listening comprehension skills are operationally defined as the first EFL year preparatory stage pupils' abilities to receive sounds and discriminate between sounds, comprehend the meaning and understand the spoken language.



2- Digital storytelling:

Normann (2011) defined digital storytelling as “a short story, only 2–3 minutes long where the storyteller uses his own voice to tell his own story with using means of multimedia. Digital storytelling is the art of telling stories using digital media such as text, photographs, recorded voice narration, music, and video. These multimedia components are combined using computer software to form a story that usually focuses around a specific theme or issue and frequently includes a specific point of view (Robin, 2016)

Digital storytelling is an effective technology tool in educational settings as it combines researching, creating, analyzing, and combining visual pictures with written text (Cherry, 2017).

In the current study the researcher adopted the second definition as it is relevant to the study participants and procedures.

3- Attitude towards English

Ibnian (2012) defines attitude towards English as a response to a particular idea or position where the response is positive or negative to the student towards learning language. Jahin & Idrees (2012) defined attitudes as " a psychological tendency that is expressed by evaluating English language and its culture with some degree of favor or disfavor"

The attitude towards the English language is operationally defined as first year preparatory stage pupils' feelings, behaviors, thoughts and responses that they have towards the English language.

Review of literature and related studies

Listening involves more than hearing. Hearing is a passive process. It is an accidental and automatic brain response to sounds. It occurs every moment of the day it takes no effort to hear. It is essential bottom –up driven process and



psychological process that involves the ability to hear sounds through ears (Beck & Flexer, 2012). Listening is considered one of many cognitive process. It happens when hearing meets brain. It is a learned and an active process. It occurs when sounds are perceived by the brain to pay attention to everything you heard.

Listening is one of the most important and fundamental language skills and it is a demanding and a challenging skill for the learners. It helps EFL learners understand what is being said and it is a necessary element in creating successful communication. There are a lot of definitions of listening. Steniberg (2007) defined listening as the ability of one individual perceiving another via sense. Besides, Listening is an active process of receiving, understanding, remembering, evaluating and responding to communicative discourse (Yun-Kul, 2010). Bozorgian & Pillay (2013) mentioned that listening is the initial stage in any language acquisition. It is a very basic skill in English acquisition and in the second foreign language is crucial.

According to Hamouda (2013), Listening Comprehension is an interactive process in which listeners participate in the construction of meaning. Sound discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic cues help listeners understand oral input. Nadig (2013) has indicated that listening comprehension also refers to the various processes of understanding and making sense of spoken language. These include knowing speech sounds, comprehending the meaning of individual words and comprehending sentence syntax.

To sum up, listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered



in all of the above, and interpret it within the immediate as well as the large socio-culture context of the utterance (Vandergift, 1999).

Based on the above definitions and to the current study listening comprehension is an active, conscious, intellectual and complex process in which listeners have the ability to get the message, identify and understand what others are saying and convert to make and guess meaning of new items, distinguish between sounds, understand spoken language, find specific facts or ideas, predict outcomes in the text.

Importance of EFL listening skills

Listening has an effective role in the processes of learning and acquisition of language. Listening can be acquired by imitating and producing sounds. Rost (2015) has summarized the importance of listening in second language learning as follows:

- Listening is vital in the language classroom because it provides input for the learner without understanding input at the right level, any learning simply cannot begin.
- Authentic spoken language presents a challenge for the learner to understand the language as native speakers actually use it.
- Listening exercises provides teachers with means for drawing learners' attention to new forms (grammar, vocabulary and new interaction patterns) in language.

Moreover, Ghoniem (2013) stated that listening is very important, according to research studies that showed that adults spend 40% to 50% of their time listening, 25% to 30% speaking, 11% to 16% reading and only 9% for writing, so listening and comprehensible skills must be studied more closely and systematically. Listening as indicated by Tyagi (2013) make learners more



productive. It allows learners to: understand assignments in better way and find what is expected for him, build rapport with workers, co-workers, clients and bosses, show support, work better in a team-based environment, resolve problems with customers, co-workers and bosses, answer questions, find underlying meaning in what others.

Students' difficulties in listening comprehension

There are problems that may hinder listening comprehension among EFL learners. First, the speed of delivery is beyond the control of listeners. Second, the main problem in learning situation is that it isn't always possible for learners to have words repeated. Third, listening comprehension is usually hampered by the learners' vocabulary knowledge. The speaker does not always use the words the listener familiar with. When listeners meet a new word, they may pause to determine its meaning, causing them to miss the next part of the speech.

Fourth, listeners may not recognize the signals used by the speaker to move from one point to another, especially if the learner is listening to a radio and cannot see the speaker's facial expressions. Fifth, concentration in a foreign language can be quite difficult for listeners. It is known that in listening, even a sight break or a wander in attention can impede comprehension. Listeners may find it easier to concentrate and follow the passage if the topic of the listening passage is fascinating. However, even when students are interested in the topic, they may find listening difficult because it takes a lot of effort to figure out the meaning meant by the speaker (Ghoneim, 2013).

In addition to the previously mentioned problems, Gilakjani and sabouri (2016) stated that there are a lot of difficulties that learners may face in listening comprehension classrooms.



- Quality of recorded materials:

Teachers use in their classrooms some recorded materials. These materials don't have high quality. Its quality of sound system affect effectively on the comprehending of learners' listening process.

- Accent :

Speaker's accent is one of the most important factors that affect in listening comprehension. Unfamiliar accent such as native or non-native may cause serious problems in LC and familiarity accent helps learners' listening comprehension. The different accent interrupt LC process and make comprehension impossible for the listeners.

- Unfamiliar vocabulary:

When listening texts contain familiar and known words, it would be easy for the learners to comprehend them. Knowing the meaning of words increase learners' interest and motivation and it impact effectively on learners' ability of Listening comprehension. Students will get confused when texts contain words that have more than meaning.

The attitude towards English language:

In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. Also, psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times (Wolf, Haddock & Maio, 2020).

Al Noursi (2013) defined attitude as the students' perceptions, beliefs, understandings and experiences of learning English as a foreign language.

Yosintha (2020) summarized that attitudes are considered as an important factor affecting learners' engagement in language learning. It can be used to transform their behavior from negative to positive through meaningful activities.

Component of attitude

Attitude is composed of three components, which include a cognitive component, effective or emotional component, and a behavioral component.

- **Cognitive Component**

The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. It is the opinion or belief segment of an attitude. It refers to that part of attitude which is related in general knowledge of a person (Haddock & Maio, 2019).

- **Affective (Emotional) Component**

Affective component is the emotional or feeling segment of an attitude. It is related to the statement which affects another person. It deals with feelings or emotions that are brought to the surface about something, such as fear or hate (Haddock & Maio, 2019).

- **Behavioral Component**

Behavior component of an attitude consists of a person's tendencies to behave in a particular way toward an object. It refers to that part of attitude which reflects the intention of a person in the short-run or long run (Haddock & Maio, 2019).

There are a lot of new strategies and activities to increase students' skills and their attitudes towards English language so this study used digital storytelling based instruction to improve pupils' listening comprehension skills and their attitude towards English language.

Nature of Digital storytelling



Digital storytelling (DST) emerged at the Center for Digital Storytelling in California in the late 1980s as a method employed by community theatre workers to enable the recording, production, and dissemination of stories (Lambert, 2009). Digital storytelling began as a grassroots movement in the early 1990s by the producer Joe Lambert and media producer and digital artist Dana Atchley, who worked together to teach others how to harness the power of the new technology to tell the stories that enhanced by digital components.

Digital Storytelling Association (2010) defined digital storytelling as the newest version of the ancient storytelling that tell stories by using different multimedia elements such as images, music, and narrated voice, hence leading to the creation of more powerful, authentic and effective stories. Besides, Robin (2016) state that digital storytelling is a powerful teaching and learning tool that has emerged over the last few years and engaged both teachers and learners. Digital storytelling is a technology application that allows computer users to become creative storytellers through traditional tools to create a story as selecting topic, conducting some research and writing the script and combined it with various types of multimedia such as computer based graphic, computer generated text, video clips, recorded audio and music so it can be shown on a computer and DVD (Robin, 2016).

Digital storytelling is becoming a part of our lives, and now it is on the threshold of becoming an important part of teaching and learning as well (Smeda, Dakich & Sharda, 2010). It is a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasized, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch (Normann, 2011).

Types of digital storytelling:

There are many different types of digital stories, but it is possible to categorize the major types into the following three major groups as stated by (Robin, 2006, 2008)

- Personal narratives : (stories that contain accounts of significant incidents in one's life)
- Historical documentaries (stories that examine dramatic events that help us understand the past)
- Stories designed to inform or instruct the viewer on a particular concept or practice.

Elements and strategies of Digital Storytelling

The Center for Digital Storytelling, Lambert (2010), Robin (2008), Robin (2016) identified Seven Elements of Digital Storytelling:

1. **Point of view:** What do you want to say? What is the main point of the story?
2. **A dramatic question:** A key question that attract the viewer's attention to answer it at the end of story. It is also how to tell the story in a best way.
3. **Emotional content:** The issues that audience are interested in them and come alive in personal and powerful way and connects the story to them.
4. **The gift of your voice:** You can tell and personalize the story to help the audience understand the context of story.
5. **The power of soundtrack:** Music or other sounds and auditory elements that support and impact the storyline.
6. **Economy:** Use simple photo, words and context to tell the story without overloading the viewer.
7. **Pacing:** The rhythm of the story and how quickly or slowly it progress and allow the viewer to take in the story.

Benefits and significance of digital storytelling:



There are a lot of benefits of digital storytelling such as increasing motivation in students and allowing for personalization of the learning experience. Additionally, students gain experience with reading for depth and understanding and may become more proficient at the technical aspect of language (Miller, 2014). Jenkins (2011) pointed that digital storytelling can be a pedagogical tool for learners at all ages that can create their own story. Digital storytelling creates motivation towards learners and developing communication skills by learning how to organize their ideas, opinions and construct narratives so students can share their work with their peers may also gain valuable experiences in studying digital story telling.

Moreover, digital storytelling can promote gains in emotional intelligence, collaboration and social learning. Gregori, (2014) agreed that digital storytelling allows learners to evaluate the reality that surrounds them and produce their information of it. Ohler (2013) stated that the use of real media in digital storytelling allowed opportunities to engage in problem solving and get greater competence with technology through practice and experimentation. Digital storytelling may help English language learners to develop their language skills. Digital stories utilize spoken narrative and learners get to hear how writing sounds because they are able to record and listen to it as many times as they wish (Hull & Katz, 2008).

Method:

Experimental procedures.

A. Pre-test:-

Before implementing the strategy, the EFL listening comprehension test was administered to the participants of the experimental and



control groups on 20/2/2022 to establish homogeneity between the two groups in entry level.

B. Implementation stage:-

First the researcher prepared digital storytelling based instruction to be taught to the experimental group students on 27/2/2022. In the orientation session, the researcher introduced digital storytelling based instruction and its models as well as the procedures to be followed. At the beginning of each lesson, the researcher addressed the learning objective related to the listening comprehension skills.

C. Post-testing

Having finished implementing the treatment post testing took place on 27/4/2022.

Results

In order to answer the previous research questions and in light of the quantitative results of the post administration of the EFL listening comprehension skills test and attitude toward English language scale on the participants of the experimental and control research groups

Hypothesis one:

The research hypothesis states that "There would be a statistically significant difference at the 0.01 level between the mean scores of control and the experimental groups on the post measurement of the overall EFL listening comprehension test in favor the experimental group". By applying t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of the overall EFL listening comprehension test and determining the statistical

significance of the difference between them, the results were as shown in the following table (10):

Table (10): t- test differences between the participants' mean scores in the post administration of the overall EFL listening comprehension test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	32	11.0	1.95				
Experimental	32	18.8	1.28	62	18.8	sig.	0.01

* the tabular value of t-test at the level of (0.01) and 62 D.F is (2.66).

In light of the results of the previous table, it is clear that the calculated t-value of is 18.8, exceeding its tabular value of 2.66 at a degree of freedom 62 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the overall EFL listening comprehension test in favor of the experimental group.

Hypothesis two: Result related to overall EFL listening comprehension and its three levels for experimental group pre/post measurement:

The research hypothesis states that "There would be a statistically significant difference at the 0.01 level between the mean scores of the experimental groups on the pre/post measurement of the overall EFL listening comprehension test and its three levels (Literal comprehension - Inferential comprehension - Critical comprehension) in favor the post measurement.

By applying t-test to compare the mean scores of the participants of two dependent and homogeneous groups (the experimental group in the pre/post measurement) of the overall EFL listening comprehension test and its three levels and determining the statistical significance of the difference between them, the results were as shown in the following table (18):

Table (18): t- test differences between the participants' mean scores in the pre/post measurement of the overall EFL listening comprehension test and its three levels for the experimental group.

Levels	Measurement	No	Mean	S. D	D. F	t- value	Level of sig.
1: Literal comprehension	Pre	32	2.75	0.98	31	14.2	Sig. at 0.01 level
	Post	32	5.56	0.56			
2: Inferential comprehension	Pre	32	5.06	1.45	31	15.1	Sig. at 0.01 level
	Post	32	9.56	0.75			
3: Critical comprehension	Pre	32	1.41	0.66	31	13.4	Sig. at 0.01 level
	Post	32	3.68	0.53			
Overall Test	Pre	32	9.21	2.25	31	18.7	Sig. at 0.01 level
	Post	32	18.8	1.28			

* the tabular value of t-test at the level of (0.01) and 31 D.F is (2.75).

In light of the results of the previous table, it is clear that the calculated t-values are (14.2 - 15.1 – 13.4 – 18.7), exceeding its tabular value of 2.75 at a degree of freedom 31 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental group, in the pre/post administration of the overall EFL listening comprehension test and its three levels in favor of the post testing.

Hypothesis three: Result related to the attitude towards English language for experimental group pre/post measurement:

The research hypothesis states that "There will be a statistically significant difference at the 0.01 level between the mean scores of the experimental groups on the pre/post measurement of the attitude towards English language scale in favor the post measurement. By applying t-test to compare the mean scores of the participants of two dependent and homogeneous groups (the experimental group in the pre/post measurement) of the attitudes towards English language scale and determining the statistical significance of the difference between them, the results were as shown in the following table (22):

Table (22): t- test differences between the participants' mean scores in the pre/post measurement of the attitude towards English language scale for the experimental group.

Measurement	No	Mean	S. D	D. F	t-value	Level of sig.
Pre	32	84.3	18.7	31	39.1	Sig. at 0.01 level
Post	32	186	8.72			

* the tabular value of t-test at the level of (0.01) and 31 D.F is (2.75).

In light of the results of the previous table, it is clear that the calculated t-values are (39.1), exceeding its tabular value of 2.75 at a degree of freedom 31 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental group, in the pre/post administration of the attitude towards English language scale in favor of the post testing.

Discussion of the result

The main purpose of this study was to investigate the effectiveness of using digital storytelling based instruction in developing some EFL listening comprehension skills and the attitude towards English language among preparatory stage pupils. The results indicated and assured the importance of digital storytelling in developing some listening comprehension skills including the main sub-skills and the attitude towards English language. Digital storytelling is important because it makes language learning process more effective and valuable and encourage pupils' attitude towards learning English.

The results of both experimental and control groups on the listening comprehension pre- test showed that both groups were homogenous before using digital storytelling. The results of both experimental and control groups on the listening comprehension post-test showed that the digital storytelling had a positive effect on developing the experimental group pupils' overall listening



comprehension skills as well as each of the listening comprehension sub-skills of first year preparatory stage pupils and their attitude towards English language.

The results revealed that there was a significant difference between the experimental and the control groups' mean scores in the post-test of the overall listening comprehension skills in favor of the experimental group. The pupils of the experimental group exhibited improvement. They also improved in each of listening comprehension sub skills such included (literal comprehension, inferential comprehension, critical comprehension) and teaching through using digital storytelling based instruction enhance pupils' attitude towards English.

To sum up, digital storytelling based instruction has been proved to have positive and high effects on raising pupils' listening comprehension skills and their attitude towards English language. Digital storytelling implementation in English language education has many advantages such as providing creative teaching methods, more variation than traditional approaches, personalizing learning experience and engaging learners in the learning process. Digital storytelling is a significant step in language learning and teaching processes that can enhance pupils' capacities for learning in listening comprehension skills and their attitudes toward English.

Encouragement and positive feedback on the post of the researcher helped the pupils listen without any fear. They asked each other and revised each other's work. The teacher tolerated their minor mistakes and was supportive all the time. This helped pupils become interested and engaged.

Frequent assessment of pupils attempts and listening helped them refine their listening. At the end of class, the researcher gave exercises and tests that measures the pupils' progress in listening comprehension. This, in addition to the summative assessment represented in post testing constituted an important factor

that benefited the pupils in listening classes. The findings of the present study are consistent in all over listening as well as each of listening skill.

Recommendation of the study

Based on the results of the study, the following are some recommendation:

1. EFL listening comprehension skills should be given more attention, more time and more effort to develop listening comprehension skills and sub-skills.
2. EFL teachers should give more attention to use modern technology and new strategies to improve listening comprehension skills and other skills.
3. Students and teachers should be aware of different listening comprehension skills and sub-skills that have to be mastered in primary stage.
4. Digital storytelling based instruction is recommended to be implemented in teaching listening comprehension skills to preparatory stage pupils and other stages, taking into consideration pupils' age, interests and linguistic proficiency levels.
5. Digital storytelling based instruction should be used by teachers to develop listening comprehension skills and different language skills.
6. Pupils should have the opportunity to make digital storytelling by themselves and with the help of their teachers to develop EFL listening comprehension and attitudes toward English language.
7. Digital storytelling based instruction could be used and its activities to develop primary stage pupils EFL listening comprehension skills.
8. Curriculum planners should provide more chances to use digital storytelling to improve listening and other skills and pupils' attitudes toward English language.



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عنوان البحث: The Effectiveness of Using Digital
Storytelling based instruction in Developing some EFL
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English Language among Preparatory stage pupils

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