

The Effect of Using Oral and Digital Storytelling Strategies in Improving Critical Listening Skills among the Female Students of the Basic Ninth Grade in Jordan

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Abstract:

The aim of the study was to investigate the effect of using oral and digital storytelling strategies in improving critical listening skills among female students of the basic ninth grade in Jordan. The participants of the study consisted of (86) female students of the ninth grade, who were selected from the schools of the brigade of Bani Obaid - Irbid. The students were set in three groups. The oral storytelling strategy was used in teaching the first experimental group. The digital storytelling strategy was used in teaching of the second experimental group, while the usual method was used to teach the third group students, which were considered as a control group. To achieve the goal of the study, the researchers prepared a multiple choice test to measure the critical listening skills of students. The test consisted of (20) questions, The series of stories were designed to take into account the structure of story writing, and they were also put into digital form. The results of the study showed statistically significant differences between the performance mean of students in all critical listening skills due to the teaching strategy, in favor of the first experimental group students who were taught using the oral storytelling strategy, the digital storytelling strategy, and there were also statistically significant differences between the performance mean of the two experimental groups in critical listening skills for the second experimental group that was taught using the oral storytelling strategy.

Key Words: oral storytelling strategy, digital storytelling strategy, critical listening skills.

أثر استخدام استراتيجيتي السرد القصصي الشفوي والرقمي في تحسين مهارات الاستماع الناقد لدى طالبات الصف التاسع الأساسي في الأردن

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ملخص:

هدفت الدراسة إلى تقصي أثر استخدام استراتيجيتي السرد القصصي الشفوي والسرد القصصي الرقمي في تحسين مهارات الاستماع الناقد لدى طالبات الصف التاسع الأساسي في الأردن. تكونت عينة الدراسة من (86) طالبة من طالبات الصف التاسع الأساسي، تم اختيارهن قصدياً من مدارس لواء بني عبيد - إربد. تم توزيعهن إلى ثلاث مجموعات، فقد استخدمت استراتيجية السرد القصصي الشفوي في تدريس المجموعة التجريبية الأولى، واستخدمت استراتيجية السرد القصصي الرقمي في تدريس المجموعة التجريبية الثانية، في حين استخدمت الطريقة الاعتيادية في تدريس طالبات المجموعة الثالثة والتي عُدت كمجموعة ضابطة. ولتحقيق هدف الدراسة أعد الباحثان اختباراً لقياس مهارات الاستماع الناقد لدى الطالبات من نوع اختيار من متعدد. تكون الاختبار من (20) فقرة، تم تصميم مجموعة من القصص روعي في بنائها قواعد كتابة القصة، وعولجت القصص ذاتها رقمياً. أظهرت الدراسة وجود فروق دالة إحصائية بين متوسطات درجات أداء الطالبات عند جميع مهارات الاستماع الناقد تعزى لاستراتيجية التدريس، وذلك لصالح درجات الطالبات اللواتي تم تدريسهن باستخدام استراتيجية السرد القصصي الشفوي، واستراتيجية السرد القصصي الرقمي، ووجود فروق دالة إحصائية بين متوسطات أداء طالبات المجموعتين التجريبيتين عند جميع مهارات الاستماع الناقد لصالح المجموعة التجريبية الثانية التي تم تدريسها باستخدام استراتيجية السرد القصصي الرقمي.

الكلمات المفتاحية: استراتيجية السرد الشفوي، استراتيجية السرد الرقمي، مهارات الاستماع الناقد.

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Introduction

Teaching any language is an accumulative process which is accomplished in multiple stages where each stage of education has its own level that involves the acquisition of basic language skills of listening, speaking, reading and writing and entails the development of the learner's ability to use the correct language. (Ta'ima, 2004). The skill of listening is not only the first of advanced language arts skills, but also the skill that is frequently used in both classroom and daily life. It is clear that much of the learning process is based on listening skills (Field, 2009).

The ability to listen has an important role in the development of other language arts skills, by enabling students to build vocabulary, Improve language use, develop language proficiency, The maturity of students in their listening phase is related to their ability to understand written material through reading, expressing themselves, and writing directly (Harris, 2007). Arono (2014) emphasized that the development of proficiency in listening comprehension is a key to language proficiency, Listening skills are not only the basis for the development of all other skills; they are one of the main channels through which students communicate first-hand to the target language and culture.

The importance of understanding audio is reflected in the fact that it is the entrance to the acquisition of knowledge and building mental structures that enhance the skills of criticism and recognition for what is being heard because the student distinguishes the good from the bad and the correct from the poor and the harmonious from non-harmonized (Al-Jahni, 2015). If listening is so important in acquiring other language skills and arts, the need to develop critical listening is essential to the nature of life nowadays because it is the only way to preserve both Islamic and Arab identity. Critical listening is an analytical and evaluation process that includes analysis, evaluation and judgment, and then work according to this provision and benefit from dealing with other materials (Al-Essawi, Mousa and Al-Shizari, 2005: 72), Whereas, Abu Sarhan (2014) believed that it requires a degree of vigilance, attention and concentration to play an effective and objective critical role.

The critical listening is one of the types of listening skills that deserve attention because of its great importance in building the minds of learners and their attitudes in the era of scientific development and knowledge convergence and in which the mass media has spread. This importance increases in the higher education stages, because learners have the ability to

analyze and critique and evaluate the information provided through the means of communication and global communication (Al-Harbi, 2016).

There are a variety of means and methods by which to develop listening skills, including the story style, which is characterized as a popular style of learners. Attiya (2009) explained that storytelling is a successful teaching method and a preferred form of expression in children; They tend to it and eager to hear and read it for their suspense and excitement, and draw their attention to the lesson and clarify the ambiguity in concepts and facts. Al-Salili's study confirmed (2012), which showed that the positive impact of oral strategy is not limited to young people but also to adults. Therefore, oral storytelling style is a successful means of education for young and old because it is effective in drawing their attention to the lesson and clarifying the ambiguity in concepts and facts. It also helps access the information gradually provided that the story is coherent and appropriate to the level of the comprehension of learners (Bakr, 2007: 10).

Stickles (2012) saw that storytelling strategy is one of the effective strategies in the development of language skills in general, and the skills of listening comprehension in specific, as it provides the learner with a large stock of vocabulary, terminology, artistic images and expressions in an easy lovely manner.

The integration of technology into learning and teaching will be a stimulating resource for both teachers and students. Access to information technology is easy and low-cost nowadays so it is important to incorporate technology into educational policies and introducing them into classrooms. With education shifting from a traditional perspective to education based on education techniques, computers have become an integral part of our daily lives and are widely applied in various fields, especially in education (Ozdener & Eşfer, 2009).

One of the areas where technology is used is digital stories, which are one of the most modern technologies that have proved effective in the educational process, where multimedia is combined to increase the thrill and enjoyment of the learning process. The stories stimulates their imagination, vocabulary development, reading, speaking, listening and writing skills. They are also a means of expressing stories using technology, which is an effective tool for developing students' listening skills (Verdugo & Belmonte, 2007).

Digital stories are examples of e-learning models, which lead to the creation of a fertile environment that helps stimulate the learner's motivation

and encourage him/her to interact with the educational material in a realistic environment close to his senses, making him attracted to it, and even seeks to deal with it. The results of many studies that dealt with digital stories indicated that their employment during the educational process helps learners create, imagine and think. Many studies have recommended using them in distance learning. The results showed their positive effect on the educational process in general, especially nowadays. (Al-Harbi, 2016; Al-Arian, 2015; Fatih & Mehmet, 2017).

Both Hull & Nelson (2005) pointed out that digital stories are of the new and exciting applications in education technology that are easily accessible in classrooms if they are well designed, developed and presented; they are the ultimate multimedia outlet that consist of still images, animations, video clips, audio commentary, and musical backgrounds.

Problem of the study:

The problem of the study is determined by the general weakness evident in most of the students in the skills of critical listening, which is concerned with the linguistic research because of its importance in developing students in a time where the audio media is amplified and varied as confirmed by the study of Zubaidi et al., (2013) and Al-Juhani study (2015).

Despite the importance of critical listening in the process of learning and teaching, several previous studies, such as the Hawass study (2015), Al-Juhani (2015), and Ben Shaykh's (2013) study showed that students generally lack acquiring listening skills and critical listening skills, and that their education has not received the attention and effective planning, and was neglected in the higher educational levels despite its importance (Harbi, 2016).

In addition, there is a lack of teaching methods used to teach listening scripts and achieve the sought goals. Also most teachers in Arabic have weak educational competencies that lead to poor learning outcomes (Al-Qurashi, 2014).

Previous related studies

Many researchers have used oral and digital storytelling strategies in their research and studies. The study of Fatih & Mehmet (2017) examined the impact of digital stories on Turkish listening skills (mother tongue) for fourth graders. The researchers used digital storytelling and accompanying activities, which took eight weeks. After obtaining research data from the

listening comprehension test, teacher interviews and students analyzed quantitative data that showed that digital stories, story-based listening activities, created a more stimulating and stimulating environment in the classroom, which in its turn had positive effects on listening comprehension skills in the experimental group.

Al-Harbi's (2016) study aimed at identifying the effectiveness of digital stories in developing critical listening skills in the English language course for high school students in Riyadh. To achieve the objectives of the study, the researcher prepared a test, digital lessons, and a teacher's book that measured critical listening skills. The study was applied to a sample of second grade secondary students in Riyadh city which consisted of 44 students, 24 of them in the experimental group, and 20 in the control group who studied in the usual way. The results of the study showed that teaching using digital stories is very effective in developing critical listening skills among high school students in English language course in Riyadh city.

Al-Tatari (2016) conducted a study which aimed at identifying the impact of employing digital stories in developing reading comprehension skills among third graders. The study sample consisted of (47) students from Beit Lahia primary school for refugees, these were divided into two groups, one of which consisted of (24) students, and the other which was the controlling group, consisted of (24) students. The instrument of the study was a test of reading comprehension skills. The results of the study showed the positive effect of employing digital stories in developing reading comprehension skills among third grade students.

Sumer (2015) conducted a study aimed at showing the impact of digital stories, narrating, and storytelling on the enhancement of paragraph writing skills among 9th graders in Palestine, and to this end, the researcher uploaded a collection of digital stories from the Internet with the appropriate texts. The study consisted of (39) ninth graders and one digital story a day, and another group of 37 students was told the same story, and a third group of 38 students from the ninth grade was given the same text (38 students) representing the control group. For the pre-test and post test on the four groups The researcher used in his book the title of four main skills (sentences introduction, supporting evidence, writing mechanics and final sentences) to verify the writing of students in the previous and subsequent tests. The results of the study indicated that there were significant differences in the writing skills paragraphs between control group and experimental groups, and for experimental groups.

Al-Areenan (2015) conducted a study to investigate the effectiveness of the use of electronic stories in developing some of the language skills of listening and speaking in kindergartens in Makkah, KSA. The study used a semi-experimental methodology. The study sample consisted of (44) children who were divided into two groups: the first one consisted of (22) children who studied through using digital stories, and the second was a control group of (22) children who studied using the usual method. The tool of the study concentrated on the listening and speaking skills. The results of the study showed that there were statistically significant differences at ($\alpha = 0.05$) between the mean scores of the experimental and control groups in the post-evaluation of the listening and speaking skills for the experimental group.

Comment on previous studies

The previous studies have been closely related to the effectiveness of digital and oral storytelling strategies in the development of language skills, thinking, creativity, imagination and listening at various levels, including critical level skills such as Al-Areenan (2015), Al-Harbi (2016) and Fatih & Mehmet (2017). Previous studies also pointed to the diversity of individuals from kindergartens to high school students, which confirms the two strategies for all ages and different levels.

The present study is characterized by the use of oral and digital storytelling strategies to improve critical listening skills. This is the first study - within the limits of the researcher's knowledge - in which oral and digital storytelling are used to improve the critical listening skills of ninth graders in the Arabic course, and this is what the present study sought to achieve.

Hypothesis of the study:

There were no statistically significant differences at ($\alpha \leq 0.05$) in the effect of the use of verbal and digital storytelling strategies in improving the critical listening skills of 9th grade students in Irbid II.

Importance of the study:

The study derives its importance from the results it will reach, and the extent to which these results are related to those who teach the Arabic language curriculum. These are:

1. The current study provides the concerned people in the field of Arabic language curricula and teaching methods with a theoretical framework relevant to the study variables and the relations between them.
2. The current study enriches the teaching-learning process with modern and improved teaching strategies, such as the oral storytelling and the digital storytelling strategies, which take into account recent trends in computer employment in education, and also positive student interaction with contemporary data.
3. The present study is one of the first local studies - within the limits of the researcher's knowledge - which deals with the effectiveness of oral and digital storytelling strategies as well as the development of critical listening skills in the Arabic language course.

Objectives of the study:

The present study aims to achieve the following objectives:

1. To explore the effect of oral storytelling strategy in teaching Arabic on improving critical listening skills.
2. To explore the effect of the digital storytelling strategy in teaching Arabic on improving critical listening skills.

Operational definitions:

Oral storytelling strategy:

A teaching strategy based on a set of procedures that facilitate the teacher's job to re-formulate the educational content of the subjects of Arabic in form of stories, and presented to the students through the different educational situations using oral storytelling, taking into account the sequence of events, the relationship between the characters and events using the skills of the body language and toning in voice.

Digital storytelling strategy:

It is a teaching strategy based on the design of digital stories that include narration of short educational stories and mixing them with appropriate multimedia images, video, animations and sound effects using a computer-based program.

Critical listening skill:

It is the listening in which the ninth grade student practices the following:

The skill of the auditory distinction, the skill of analysis, the skill of conclusion, the skill of evaluation and the judgment, and it is measured by the score achieved by the students in the critical listening test prepared for this study.

Study limits and limitations:

The effect of the oral and the digital storytelling strategies has been revealed to improve critical listening skills within the following limits:

Objective limitations:

1. Objective limits are limited to:

- a. Digital and oral stories designed to develop reading skills of the targeted group in the study.
- b. Critical listening skills suitable for 9th graders.

2. Spatial boundaries:

Government girls' schools affiliated to the Directorate of Education in the Bani Ubaid / Irbid II district.

3. Time Limits:

The experiment was carried out in the second semester of the academic year 2017/2018, for 8 weeks, in 21 lessons.

Study Approach:

Participants of the Study:

The current study consists of (86) female students from the 9th grade, who were selected from three schools in the Directorate of Education in Bani Obaid, which was purposively chosen: Maysaloun Primary School for Girls, Khadija Bent Khuwailad Elementary coeducation School and Rabaa Elementary coeducatin School. One of the ninth grade sections from each school was randomly selected. The first section was from Maysaloun Elementary School for Girls and was appointed to be a first experimental group that studied the Unit topics in the form of stories dealt with in the oral storytelling strategy, while the second experimental section was chosen from Khadija Bint Khuwailid Elementary Coeducation School and they studied the same module topics with the digital storytelling strategy. The sample of the third section at the Rabaa Elementary coeducational School identified a control group that studied the same subjects in the usual manner.

Materials of the Study

To achieve the objectives of the study, the researchers designed a number of tools and experimental treatment materials, such as a list of critical listening skills, a critical listening test, and the development of suitable stories for oral and digital storytelling strategies to develop critical listening skills for the 9th grade Arabic grammar course, which included a teacher's book for implementation and evaluation.

Steps to prepare the list of critical listening skills:

The list of critical listening skills was built after reviewing some of the previous researches and studies that dealt with critical listening in terms of nature, skills and methods of development and evaluation. The basic skills were derived for the ninth grade, and the behavioral indicators of each major skill were derived. They were given to a number of arbitrators who are competent in the field of curricula and teaching and educational psychology to revise them. They were asked to consider them in terms of the comprehensiveness of the skills of the ninth grade students and make any amendments they deem appropriate to delete, add or replace. The arbitrators were fully in agreement with the proposed skills and indicators, with the exception of two proposals: one to delete the index for the fourth basic skill; and the second to add a basic skill indicator.

After taking into consideration the opinions of the arbitrators and their observations and making adjustments, the list of critical listening skills for the 9th grade students was finalized as follows:

- **The skill of audio distinction:** This skill splits into the distinction between the main and secondary ideas, the distinction between facts and opinions, understanding the goal of the writer, distinguishing between reality and fiction, predicting the end of the audio text.
- **Analysis Skill:** This includes classification of audible situations into correct and wrong, analysis of characters in light of audible text, identification of similarities and differences between ideas and opinions in the audible text, interpretation of situations heard in light of previous knowledge, and determining of the phrases that indicate author bias.
- **Conclusion Skill:** This includes linking the causes to the results, proposing appropriate solutions to the problems of audio, determining the meanings of the new vocabulary through the audible text, deriving the implicit meanings of the audible text, predicting future events in light of the audible text.

Assessment and Judgment Skill:

This includes assessing the strengths and weaknesses of the audible text, evaluating the evidence contained in the text, judging the characters in the audible text, judging the adequacy of the information available in establishing a particular opinion or idea in the audible text, and adopting a reaction in the light of the audible text, "support, and opposition".

Study Instrument

To achieve the objective of the study, a test of (20) multiple choice questions was developed to measure the critical listening skills. The test shall be from two listening scripts outside the content of the listening material prescribed for the ninth grade. Each dealt with a short topic aimed at measuring the extent to which students possess critical listening skills studied. The first text consisted of (12) questions, while the second text included (8) questions, a question for each sub skill, with four alternatives to answer.

Validity of the test:

Validity of critical listening skills' test:

In order to verify the validity of the test, it was given to arbitrators of university professors and a number of specialists, who were asked to express their opinions on the test items and their suitability for the target group. Based on the suggestions of the arbitrators, the required amendments were.

Difficulty and discrimination coefficients to critical listening skills test:

To verify the validity of the test, the difficulty coefficients and the discrimination coefficients were calculated for their vertebrates, where they were applied to a survey sample from outside the study sample. The difficulty coefficients were calculated for each test item, ranging from 0.49-0.73. The coefficients of discrimination were also calculated and they ranged between (0.37-0.85). items with difficulty coefficients (0.22- 0.80) and items with discrimination coefficients greater than 0.25 were adopted as appropriate items (Lord, 2005), which did not result in the deletion of any of the test items.

Correction and Scoring of the Test:

One score was given for the correct answer, and 0 for the random response. Thus, the students' scores ranged from 0 to 20 and for the areas between (0-5).

Equivalence of the Study Groups

To verify the equivalence of the three study groups, the mean scores and standard deviations were calculated on the test of critical listening skills in the pre-test, according to the difference of the group variable. Table (1) shows the results.

Table (1): Mean scores and standard deviations of the scores of the three groups on the critical listening skills pre-test

Second experimental group Digital storytelling) (strategy		First experimental group Oral storytelling) (strategy		Control Group (The usual method)		Critical listening skills
Standard Deviation	Mean*	Standard Deviation	Mean*	Standard Deviation	Mean*	
0.862	1.852	0.775	1.829	0.814	1.868	The skill of audio discrimination
0.746	1.324	0.731	1.297	0.720	1.318	Analysis Skill
0.799	1.261	0.868	1.248	0.906	1.244	Concluding Skill
0.827	1.294	0.811	1.288	0.773	1.308	Assessment and Judgment Skill
1.446	5.731	1.576	5.662	1.627	5.738	Critical listening skills as a whole

* The great degree out of (5).

Table (1) shows that there were observed differences between the arithmetic means of the scores of the three groups on the critical listening skills test. Depending on the variation of the group variable (control, experimental first, and experimental) in the pre-application.

To determine if the differences between means were statistically significant at ($\alpha \geq 0.05$), One Way ANOVA was used, and the results were as shown in Table (2).

Table (2): One Way ANOVA results of the differences between the mean scores of the group subjects on the test of critical listening skills according to the difference of the group variable in the pre application

Statistical significance level	F Value	Mean squares	Degrees of freedom	Total squares	Source of variation	Critical listening skills
0.651	0.372	0.351	2	0.702	Between groups	The skill of audio discrimination
		0.944	83	78.352	In groups	
			85	79.054	As a whole	
0.583	0.432	0.429	2	0.858	Between groups	Analysis Skill
		0.994	83	82.502	In groups	
			85	83.36	As a whole	
0.581	0.437	0.569	2	1.138	Between	Concluding Skill
		1.302	83	108.066	In groups	
			85	109.204	As a whole	
0.687	0.335	0.448	2	0.896	Between groups groups	Assessment and Judgment Skill
		1.337	83	110.971	In groups	
			85	111.867	As a whole	
0.578	0.439	0.412	2	0.824	Between groups groups	Critical listening skills as a whole
		0.938	83	77.854	In groups	
			85	78.678	As a whole	

The results in Table (2) showed that there were no statistically significant differences at ($\alpha = 0.05$) between the mean scores of the group members on the test of critical listening skills, depending on the difference of the group variable (control, experimental and experimental) in the pre-application. This refers to the equivalence of study groups before the application of the procedures.

Study Variables

The study included the following variables:

The independent variable is the teaching method. It has three levels: (the "normal" control group, the first experimental group "oral storytelling" and the second experimental group "digital storytelling.")

The dependent variable: Critical listening skills of the ninth grade students. The four skills include: the skill of audio discrimination, the skill of analysis, the skill of conclusion, the skill of assessment and judgment, which are expressed in the arithmetic means of the students' scores on the

test of critical listening skills.

Statistical processing

In order to test the hypotheses, we used the arithmetic means, the one way ANOVA, the one way MANCOVA analysis, and the Scheffe test for the post comparisons.

The semi-experimental design was used for three groups, two experimental groups, one using an oral storytelling strategy, the other using a digital storytelling strategy, and the third a control, studied in the usual method. The study included an independent variable: the teaching method. It has three levels: oral storytelling strategy, digital storytelling strategy, and the usual method. It also included one dependent variable, critical listening skills.

Results of the study and discussion:

After analyzing the results of the study, the hypothesis of the study was verified as follows:

The hypothesis of the study was that: "There were no statistically significant differences at ($\alpha \leq 0.05$) in the effect of the use of oral and digital storytelling strategies in improving the critical listening skills of the ninth grade students in Irbid, 2nd region."

To test this hypothesis, the arithmetic means and standard deviations of the scores of the three groups were calculated to test critical listening skills in the pre and post applications, depending on the group variable (control, experimental and empirical). Table 3 shows this.

Table (3): The arithmetic means and the standard deviations of the scores of the study group subjects on the test of critical listening skills in the pre and post applications according to the group variable

Post application		Pre application		Number	Group	Critical listening skills
Standard deviation	mean	Standard deviation	mean			
0.962	2.677	0.814	1.868	29	Control	The skill of audio discrimination
1.054	3.624	0.775	1.829	29	1 st Experimental group الأولى	
1.327	4.532	0.862	1.852	28	2 nd Experimental Group الثاني الثالثية	

Post application		Pre application		Number	Group	Critical listening skills
Standard deviation	mean	Standard deviation	mean			
0.894	2.499	0.720	1.318	29	Control	Analysis Skill
0.991	3.407	0.731	1.297	29	1st Experimental group	
1.329	4.351	0.746	1.324	28	2nd Experimental Group	
0.883	2.544	0.906	1.244	29	Control	Concluding Skill
0.970	3.487	0.868	1.248	29	1st Experimental group	
1.055	4.127	0.799	1.261	28	2nd Experimental Group	
1.114	2.418	0.773	1.308	29	Control	Assessment and Judgment Skill
1.624	3.611	0.811	1.288	29	1st Experimental group	
1.577	4.100	0.827	1.294	28	2nd Experimental group	
1.873	10.138	1.627	5.738	29	Control	Critical listening skills as a whole
1.986	14.129	1.576	5.662	29	1st Experimental group	
2.042	17.110	1.446	5.731	28	2nd Experimental Group	

Table (3) shows that there were observed differences between the arithmetic means of group members on the test of critical listening skills in the pre and post applications, depending on the group variable (control, experimental and empirical). To determine the levels of statistical significance of these differences, one-way MANCOVA analysis was used, where the results were as in Table (4).

Table (4): Results of one-way MANCOVA analysis of the differences between the mean scores of the members of the study groups on the test of critical listening skills in the pre and post applications according to the group variable

ETA box	Level of significance	F value	Mean squares	Freedom degrees	Total squares	skills	Deviation source
0.023	0.517	0.461	1.118	1	1.118	The skill of audio discrimination	Pre application
0.018	0.331	0.906	0.504	1	0.504	Analysis Skill	
0.011	0.379	0.684	0.624	1	0.624	Concluding Skill	
0.013	0.312	0.856	1.221	1	1.221	Assessment and Judgment Skill	
0.035	0.501	0.474	2.003	1	2.003	Critical listening skills as a whole	
0.261	*0.002	6.447	15.647	2	31.294	The skill of audio discrimination	group
0.230	*0.001	11.764	6.541	2	13.082	Analysis Skill	
0.187	*0.001	10.508	9.583	2	19.166	Concluding Skill	
0.221	*0.001	12.652	18.054	2	36.108	Assessment and Judgment Skill	
0.427	*0.001	7.929	33.514	2	67.028	Critical listening skills as a whole	
			2.427	82	199.014	The skill of audio discrimination	error
			0.556	82	45.592	Analysis Skill	
			0.912	82	74.784	Concluding Skill	
			1.427	82	117.014	Assessment and Judgment Skill	
			4.227	82	346.614	Critical listening skills as a whole	

• Statistical significance at ($\alpha \geq 0.05$)

Table (4) shows that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the study group subjects in all critical listening skills test, depending on the group variable. To determine the sources of these differences, a Scheffe test was used as shown in Table (5).

Table (5): Scheffe test scores for the differences between the mean scores of the study group subjects on the test of critical listening skills according to group variable

2nd Experimental Group	1st Experimental group	Control	group		Critical listening skills
4.532	3.624	2.677	Mean المتوسط الحسابي		The skill of audio discrimination
*1.855	*0.947		2.677	Control	
*0.908			3.624	1st Experimental group	
			4.532	2nd Experimental Group	Analysis Skill
4.351	3.407	2.499	Mean المتوسط الحسابي	group	
*1.852	*0.908		2.499	Control	
*0.944			3.407	1st Experimental group	
			4.351	2nd Experimental Group	Concluding Skill
4.127	3.487	2.544	Mean المتوسط الحسابي	group	
*1.583	*0.943		2.544	Control	
*0.640			3.487	1st Experimental group	
			4.127	2nd Experimental Group	Assessment and Judgment Skill
4.100	3.611	2.418	Mean المتوسط الحسابي	group	
*1.682	*1.193		2.418	Control	
*0.489			3.611	1st Experimental group	

2nd Experimental Group	1st Experimental group	Control	group		Critical listening skills
4.532	3.624	2.677	Mean المتوسط الحسابي		
			4.100	2nd Experimental Group	
17.110	14.129	10.138	Mean المتوسط الحسابي	group	Critical listening skills as a whole
*3.972	*3.991		10.138	Control	
*2.981			14.129	1st Experimental group	
			17.110	2nd Experimental Group	

* Statistically significant at ($\alpha \leq 0.05$)

Table (5) shows that there were statistically significant differences between the mean scores of the students of the group (the control) on the one hand and the mean scores of the students of the two groups (1st experimental & 2nd experimental). There were also statistically significant differences between the mean scores of the students of the group (the first experimental) on the one hand, and the mean scores of the students of the group (the second experimental) on the other, in favor of the grades of the students of the group (the second experimental).

The superiority of the students of the first experimental group, oral storytelling strategy, to their peers in the control group may be attributed to the fact that this strategy has created a classroom environment that has taught students away from boredom and made a happy classroom environment, and gave an opportunity to develop their critical listening skills, which was not available before. This is consistent with what Arthur (2006) pointed out that students love to hear storytelling and track events because it conveys the spirit of fun and concentration in the sequence of events and improves their listening skills.

Perhaps this superiority is also due to the fact that the story style attracted the attention of the students and prompted them to look at the data of the topics in question and to think about their input. This method also

stimulates students to listen to narrative texts, stimulate their motivation to learn, and thus increase their thinking. This interpretation is consistent with the findings of Amin and Ahmed (2000), whose results have proven the importance of the role of stories in enriching language skills (listening, speaking, reading) and the study of the effectiveness of stories in developing oral communication skills listening and talking.

As for the students of the second experimental group, "digital storytelling", the students of the control group had higher results. This may be due to the fact that teaching with digital stories has increased the motivation of students' learning and their sense of belonging to the learning environment, which has become attractive to them as they have addressed their psychological and emotional characteristics through the exciting digital media. This is in line with Hawass (2015), which showed that multimedia and integrated learning environments increase students' concentration, thus developing critical listening skills.

This may be due to the fact that digital stories have contributed to make classroom discussions, responses and analysis of attitudes easier and more accessible. This has been reflected fully in the development of critical listening skills, in addition to the continuous evaluations that accompanied the listening process and the development of comprehension, which is consistent with some other studies that used digital stories to develop different listening skills among students (Abdollahpour & Asaszadeh, 2012; Abidin et al., 2011; Woottipong, 2014; Yang & Wu, 2012; Yoon, 2013).

The previous conclusion may be due to the fact that the media contained in the digital story expanded the students' imagination and gave them the opportunity to practice the skills of governance and evaluation through visual examples and video clips that stimulated them to evaluate discussions and attitudes in light of their knowledge and experience, (Yüksel, 2011).

In terms of the superiority of the students of the second experimental group "digital storytelling" to their peers in the first experimental group, "oral storytelling", this may be due to the fact that the strategy of digital storytelling has aroused the curiosity of students and increased their motivation to suit their characteristics and mental levels and to contain educational attitudes such as stimuli and formal stimuli audio and video, which positively affected the level of achievement of students, where a state of satisfaction and conviction was created as a result of the intensification of

the elements of thrill and clarity interacted with students, because the article was characterized by ease and simplicity .

The nature of the design of digital stories that presented stories in a distinctive way away from the stereotyped and transformed from the abstract form to the form of fun and fun directed students to stimulate their thinking, and to address their senses in a simplified manner, enabling them to integrate in the lesson with pleasure and happiness and high realism. This interpretation is consistent with Dahlan study (2016), which confirmed that the strategy of digital storytelling increased the students' feeling of achievement at every step they made, which led them to learn better, and increased their enthusiasm and feeling happy while watching the stories presented;

The second experimental group may be superior to the first experimental group because traditional stories do not contain creativity and diversity in presentation, where the dispersion and lack of attention are noticed on the child. Absence of excitement, colors and visual effects also have a strong relationship to achieve a higher level of critical thinking within the classroom. This interpretation is consistent with Green's (2013) view of digital stories as the new version of the story, which gives new expression to the old forms of storytelling in a modern way. In traditional storytelling, the narrator controls the movements, sound effects, etc. in the story. The story itself may vary in length and originality depending on the memory of the storyteller. In comparison, digital stories may include animations and pictures, which are combined with the soundtrack, sound, and images that exist in the story and make it lifelike. Thus, digital stories have the potential to facilitate teaching and learning in the classroom. At the same time, they provide a creative, inspiring and stimulating environment for development and creativity.

Recommendations:

In light of the results of this study, the researchers recommended the following:

1. Increase the awareness of Arabic language teachers about the importance of teaching methods of critical listening skills, and encourage them to adopt teaching methods and educational practices based on the integration of technology in teaching these skills.
2. Instructing researchers to test the effectiveness of more strategies and teaching methods aimed at developing critical listening skills at different

levels of students.

3. Conducting more studies to detect the effectiveness of employing digital stories in the development of different thinking skills among students in different academic stages.

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