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Using digital storytelling to develop preparatory students' listening comprehension (Action Research)

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Abstract

The present study explores how digital storytelling improves listening skills in English language. Students' listening levels were assessed using tests from the British Council before implementing digital storytelling. The participants of the study were (12) preparatory stage students enrolled in Ibn Al-Nafis Language School, in the academic year 2024-2025. The study was divided into four stages: assessing students' listening skills, implementing digital storytelling, using stories and activities, and evaluating progress. The purpose was to enhance the participants' listening skills with regard to overall listening comprehension and other listening sub-skills including summarizing, understanding the moral of the story, understanding the main ideas, predicting what they would listen to, and understanding the details. Findings of this study showed that digital storytelling can help language learners learn languages faster, make them integrate with native speakers, understand the language more, and develop comprehension skills. Also, the digital storytelling-based activities incorporated visual elements with listening, which helped students to grasp information and made it easier to remember and retain information. Other supporting materials such as written texts enhanced their ability to recognize details and express their understanding.

المستخلص

تستكشف هذه الدراسة كيف يُسهم سرد القصص الرقمي في تحسين مهارات الاستماع في اللغة الإنجليزية. تم تقييم مستويات الاستماع لدى الطلاب باستخدام اختبارات من المجلس الثقافي البريطاني قبل تطبيق السرد الرقمي. شملت الدراسة (12) طالبًا من المرحلة الإعدادية الملتحقين بمدرسة ابن النفيس للغات في العام الدراسي 2024-2025. وقد قُسمت الدراسة إلى أربع مراحل: تقييم مهارات الاستماع لدى الطلاب، تطبيق السرد الرقمي، استخدام القصص والأنشطة، وتقييم التقدم المحرز. كان الهدف من الدراسة هو تعزيز مهارات الاستماع لدى المشاركين فيما يتعلق بالفهم العام للاستماع، وبعض المهارات الفرعية مثل التلخيص، وفهم مغزى القصة، وفهم الأفكار الرئيسية، والتنبؤ بما سيسمونه، وفهم التفاصيل. أظهرت نتائج هذه الدراسة أن السرد الرقمي يمكن أن يساعد متعلمي اللغة على تعلم اللغات بسرعة أكبر، ويجعلهم أكثر اندماجًا مع المتحدثين الأصليين، ويفهمون اللغة بشكل أعمق، كما يُنمّي مهارات الفهم. كما أن الأنشطة المعتمدة على السرد الرقمي دمجت بين العناصر البصرية والاستماع، مما ساعد الطلاب على استيعاب المعلومات وجعل من السهل تذكرها واحتفاظهم بها. كما عززت المواد الداعمة مثل النصوص المكتوبة قدرتهم على التعرف على التفاصيل والتعبير عن فهمهم.

Key Words:

Listening comprehension ,Digital storytelling , Preparatory stage students.

1. Introduction

In today's world, many individuals strive to master the English language well, as it is a vital tool for both education and communication, especially in the field of modern technology. This research focuses on one way to enhance listening skills, a fundamental component of the English language and essential for effective comprehension and speaking.

The question, *are you listening to me?* is frequently asked when the speaker suspects the listener is distracted. It is common to think of listening as simply lying back, remaining somewhat attentive, and allowing the speaker's words to flow. While many Americans view being active as praiseworthy and attractive, listening is often viewed as a "passive" endeavor. Listening skills prepare

individuals to understand and comprehend what another person is conveying. In essence, these skills enable individuals to interpret the underlying meaning of what is being said.

Strong listening skills enhance workplace productivity. The ability to listen attentively helps employees better understand the tasks assigned to them. This enables them to understand the expectations set by their supervisors. Active listening to students increases their ability to think, which helps reduce anxiety and depression. Furthermore, it helps them form bonds, as their active participation in discussions makes their peers perceive them as interested. Listening helps one understand spoken and written language, making it possible for an individual to produce it.

1.1 Why are listening skills crucial for EFL learners?

Listening is essential to comprehension. EFL learners need to understand spoken English to participate in conversations, follow directions, and engage in discussions. Active listening allows students to grasp colloquial expressions, grasp subtleties, and grasp the natural rhythm of the language, all of which are essential for authentic communication. Without strong listening skills, learners may struggle to interpret the meaning of spoken language, leading to miscommunication and conversational breakdowns.

Actively listening to native speakers helps EFL learners improve their pronunciation and intonation. By hearing the natural pronunciation of words, students can better imitate those sounds. This practice helps reduce accents and makes their speech clearer to native speakers. Recognizing intonation patterns also enables students to

express their feelings more effectively, improving their spoken English.

Listening to a variety of English materials—like podcasts, interactions, and media—exposes learners to new vocabulary and grammatical forms in context. This contextual approach is more efficient than memorization, as it illustrates how words and phrases function in everyday scenarios. Over time, students can absorb these structures, boosting their ability to create grammatically accurate and contextually suitable sentences.

There is a fundamental relationship between culture and language. Through listening, EFL learners can gain an understanding of cultural customs, humor, idiomatic phrases, and social norms. Recognizing cultural context is vital for effective communication, helping students grasp meanings that go beyond direct translations. This cultural awareness enables learners to engage more naturally and respectfully in English-speaking situations.

In educational environments, strong listening abilities are necessary for understanding lectures, taking part in group discussions, and following verbal instructions. Likewise, in workplace settings, listening skills are crucial for grasping presentations, participating in meetings, and establishing professional connections. EFL students with strong listening skills are more prepared to thrive in both academic and professional fields, as they can accurately and promptly process and respond to information.

For EFL learners, listening should be viewed not merely as a passive task but as an active skill that enhances their overall language competency. By focusing on listening practice, students can improve their understanding, pronunciation, vocabulary, cultural knowledge, and academic or professional skills. Thus, integrating listening activities into EFL programs is vital

for cultivating well-rounded and proficient English speakers.

According to Eatough (2022), listening is essential for several reasons: it serves as a fundamental element of successful communication, it is the most crucial aspect of communication, it is vital for fruitful collaboration, and it is key for effective learning. Meanwhile, Karimova et al. (2020) argue that listening is significant because it constitutes a major portion of the time we dedicate to communicating in a language, it offers meaningful input that is vital for overall foreign language learning as well as for enhancing speaking skills specifically, and it fosters non-linear language processing while motivating learners to create “holistic” approaches to texts. Furthermore, Nabiyeu and Idiyev (2022) assert that listening plays a critical role in learning English since it is one of the four primary skills in language acquisition; it promotes language awareness as a receptive skill that develops first in individuals; it enhances language competency (in terms of substantial and meaningful responses) when learning to comprehend the target language; and it is particularly important for communicative purposes because listening aids learners in acquiring pronunciation, word stress, vocabulary, and syntax, with the understanding of conveyed messages often relying on tone of voice, pitch, and accent.

1.2 The Importance of Listening Skills in the Preparatory Stage

Listening competencies are related to student motivation in the class. Students become more likely to engage in learning when they listen carefully. The ability of students to comprehend objectives of lessons becomes clearer when students concentrate, hear the instructions given by the instructor,

and provide active participation to class discussions.

In addition, listening skills enhance teacher-peer interpersonal communication. Listening attentively contributes to asking questions, clarifying problems, and conveying thoughts and opinions. Open communication earns good relationships with peers and teachers and hence a pleasant learning environment.

Therefore, listening is a basic skill, and effective and proper listening activities should be planned for lessons. There are many listening tasks to select from, including information gaps, listening for main points or details, simulations, and so on. The task is chosen based on the purpose (are students listening for accuracy or understanding?) and students’ level of proficiency. The time available must be considered, but the most important thing to emphasize is that listening must be a focus of English lessons.

It is necessary to provide students with plenty of opportunities to practice listening, either in class with other students or individually. Peer practice is necessary because communication is between more than one person, and conveying messages back and forth is imperative. But students may be happy to cooperate out of fear of doing something wrong or of embarrassment in front of others. To remove this, it provides time for independent practice when students can develop their listening capacity in a safe study environment at their own rate.

There are several important reasons why students at this stage must possess good listening skills. Firstly, it allows language acquisition. Listening helps students improve their vocabulary, pronunciation, and comprehension. Through exposure to correct grammar and sentence structure, they improve their writing and speaking skills. Secondly, it develops critical thinking.

Listening enables students to be able to follow directions from instructors and understand lessons. They also aid in better notetaking and participation in class discussions. Thirdly, it promotes effective communication. Listening is essential to have effective conversations and collaboration. Listening also makes it easier to understand in classroom and peer conversations. Fourthly, it aids social and emotional growth. People who listen well are better equipped to establish good relationships and handle conflict in a calm manner. This aids in the development of various traits such as patience and being able to respect other opinions.

1.3 The Role of Digital Storytelling in Enhancing Listening Skills

In recent years, language learning has expanded beyond traditional textbooks, incorporating technology to enhance education and foreign language acquisition. The rise of Information and Communication Technology (ICT) has transformed both teaching methods and the way students engage with information. One innovative approach that has gained attention is Digital Storytelling (DST), which serves as an effective tool for engaging both teachers and students through structured educational practices, user-friendly software, and interactive assessments. By integrating visuals, music, and sound, DST creates a dynamic learning experience that supports various aspects of language acquisition.

Robin (2008) describes digital storytelling as the combination of traditional storytelling techniques with digital multimedia elements, such as images, audio, and video, to enhance the learning experience. Several studies (e.g., Akhdiyati, 2017; Ahmed, 2021; Akgün & Akgün, 2020; Smeda, Dakich, & Sharda, 2014; Rong &

Noor, 2019; Syafriyadin et al., 2019) have explored the use of digital storytelling in English language instruction.

However, research specifically addressing the role of DST in listening comprehension remains limited. While previous studies have examined DST in a general educational context, there is still a need for deeper investigation into its application for improving listening skills. Therefore, this study aims to explore how digital storytelling can enhance learners' listening comprehension, addressing an existing research gap and contributing valuable insights into language learning methodologies.

2. The Theoretical Framework

2.1 Listening Skill

Listening skill is one of the most important skills in any language. It is the ability to receive information and communicate with people. Focus and attention are necessary when you listen to any language. Sometimes, some people make more effort to understand. In a foreign language, listening requires more attention. There are many important aspects of good listening. It helps in building relationships, understanding the message, and preventing miscommunication. It also increases confidence and shares thoughts and ideas. According to Mamasharifovich (2020), the benefits of listening are as follows: you become a better student and friend, and people will perceive you as intelligent and perceptive. In addition, good listening can improve public speaking. This study discusses the importance of listening and how to improve it. Students who actively listen are better able to comprehend difficult ideas, follow directions precisely, and complete homework. They are more likely to understand the main points, pick out

important details, and successfully synthesize knowledge when they actively listen.

2.2 Listening Comprehension

Listening comprehension is essential for group projects and class discussions. Students may effectively interact, build on the ideas of others, and make important contributions to discussions when they practice active listening. Students feel valued and respected when they are in a positive learning environment. Listening comprehension is also an integral part of communication skills, closely related to the enhancement of reading and writing understanding. It involves multiple processes for grasping language when it is recognized, interpreted, and articulated. This skill is linked to cognitive learning as it contributes to the advancement of memory, attention, vocabulary, grammar, and monitoring comprehension. Listening entails interpreting spoken language, which involves recognizing sound patterns, understanding the meanings of individual words, and grasping the syntax of sentences that may occur during a dialogue or discussion.

According to Kate Windsor (2024), listening comprehension is the base for learning in all subjects. Students who practice more listening comprehension will do better in school. This skill helps them to improve their critical thinking by enhancing analysis and evaluating ideas. It also helps in language development, allowing for quicker improvement in social skills and better communication with peers or natives. According to Steve Kaufmann (2024), if the learner has a high level of listening comprehension and practices this skill, speaking and correct grammar usage will follow, and the learner will be able to understand comfortably when the language is spoken around him.

2.3 Subskills of listening skill

There are many subskills of listening in the English language. The first one is listening for gist. We use it to get the general idea. We don't have to understand every word. The second one is listening for details. We pay attention to every word to understand as much information as possible. The third one is listening to specific information. It is used to identify key pieces of information like dates and numbers. The fourth one is predicting by using our prior knowledge or context to guess what the speaker may say next. The fifth one is identifying the moral of the story. It involves the ability to interpret the message or lesson and recognize the values in the narrative. The sixth one is summarizing. It is the ability to listen to a piece of spoken content and then condense it into a shorter version while maintaining key points.

There are different strategies for listening to boost comprehension skills. The first one is note-taking. It is about writing down key points and supporting details during the listening. The second one is summarizing. It is to summarize what you have heard to help you retain the information. The third one is selective attention. It is about concentrating on the key information while ignoring the irrelevant ones. The fourth one is clarifying. It is about asking questions for clarification to better grasp the information. The fifth one is visualizing, which creates mental images of spoken data to be easily remembered. The sixth one is active listening. It is about full engagement with the speaker by paying attention, giving feedback, asking questions, and responding appropriately. The seventh one is paraphrasing, which is to restate the speaker's main points in your own words. According to Craig Thaine (2021), there is a relationship between listening sub-skills and listening tasks, and most learners of the language find the listening lessons like a door to understand

oral information and data, and they consider the listening to be a rich content example of spoken language and the most helpful strategy in learning the language. According to Sherzod Samandarov Sultanovich (2025), subskills help learners to use languages in different situations, develop their social and communication skills, and make them more successful in their academic achievement.

2.4 Challenges in listening skills

Listening exercises present many challenges for students. Different accents are the first difficulty. An unfamiliar accent might impede message comprehension. English being spoken all over the world means it includes a wide range of accents and dialects. Learners from various backgrounds might find it difficult to grasp regional or cultural variations in pronunciation. And according to the study conducted by Büyükahıska, Can Uyar (2019), there are seven different listening tapes in different accents that were selected for this research. Three of these listening tapes were recorded by the native speakers of English, who were British, Australian, and Irish speakers. There were people speaking in different nationalities in the other tapes: Argentinian, Chinese, French, and Italian. Therefore, it is essential for the listener to feel comfortable with the accent being used.

The second challenge relates to unfamiliar vocabulary, as it disrupts comprehension if the listener does not know the basic words, which makes them not understand the main purpose of what they hear, and they feel confused by these words and by the colloquial expressions used by native speakers of the language. Listeners who do not understand may lose faith in their skills, which then discourages them from participating in discussions. This can have bad consequences.

The third difficulty is with the listening material's length and pace; Bingol, Celik, Yildiz, Mart (2014) noted that shorter pieces are usually easier to understand since the proficiency level of students greatly affects their capacity to absorb long audio segments and keep the information given. Listening to any segment longer than three minutes and still finishing the related activities can be difficult for lower-level students. Shorter audio texts help to keep students' attention by improving listening understanding and lowering weariness (Atkins et al., 1995). A text full of information makes it easy to forget everything and requires extraordinary listening abilities and understanding techniques (Carroll, 1977). On the other hand, speakers who talk too quickly might make it hard to grasp the material. Many native speakers talk quickly, which can make it hard for students to follow the speed and flow of spoken English and so cause frustration and disappointment. The fourth challenge is the quality of the audio recordings, which can impact comprehension skills.

The fifth issue that may occur involves the physical environment, as Hardianto, Tanjung, and Suharjono (2021) noted in their research that including both environmental noise and background noise in the recording can draw the listener's mind away from the clip being heard. Even though they try hard to focus, they would still get distracted by noises that could include uncomfortable temperatures, inadequate or non-existent seating arrangements, unpleasant odors, or a considerable distance between the audience and the speaker.

Finally, boredom can stem from a lack of engagement with the topic being discussed. When a student is uninterested or not engaged, their capacity to understand and remember spoken information decreases. Active engagement is necessary for effective listening, while boredom can result in

daydreaming, distractions, and decreased focus.

2.5 Some solutions to improve students' English listening skills:

First, let students watch videos on topics that interest them. Second, let them watch movies or TV series in English, with or without subtitles, to hear spoken English. Another solution is to encourage them to practice the language with their friends. Another solution is to encourage them to listen to podcasts. According to Polencia, Damayanti, and Kosasih (2024), listening to modern platforms such as podcasts can improve English listening skills. Their study found that students who listen to podcasts frequently are better able to identify specific descriptions and in-depth information about the topics covered by the speaker. Another suggestion is to guide students to use specific listening apps. According to Sari and Susilawati (2019), using specific listening apps can improve English listening skills. This study concluded that students were motivated during learning and their abilities increased. Finally, the use of digital storytelling is one suggested solution, which will be explained in detail.

2.6 Definition of Digital Storytelling

Digital storytelling is a unique strategy that teachers can use in their classrooms to increase participation of their students, and it depends on creating stories by using images, videos, audio, and text. Digital storytelling-based activities make students construct and share their ideas within the content and think about it in a deep and creative way, and according to that, their creativity will increase through their engagement. According to Robin (2008), digital storytelling encourages learners to express their opinions and thoughts through a

combination of narrative and digital media and makes learning more interesting and more attentive with engagement. As researchers and educators argue, our brain prefers more story learning because it is a type of sequential thinking, and our brain is active and present with that content because that way our brain naturally processes information. It is a great learning tool in curriculum, but especially in learning language, as students can use it to learn more content like vocabulary, grammar, and syntax. Teachers should move their fingers slowly, and according to that, students can easily keep new words in their minds and understand the text. Storytelling makes students use the language in other situations in an extended way, not just within the story. According to Singgju (2024), storytelling enhances students' knowledge by making them understand another culture, customs, and different traditions; it is like travelling between countries.

There are benefits of using digital storytelling in educational settings because through incorporating that strategy in explaining lessons, the learners would find a lot of engagement with motivation and academic achievement.

As noted by Pitler (2006), effective use of technology in the classroom increases students' understanding, critical thinking, and collaborative learning. Digital storytelling provides a platform where students can actively participate in their learning process by creating meaningful and personal stories.

Furthermore, students can get more knowledge and construct it through experience and reflection, so digital storytelling supports constructive learning theories. And this strategy supports different learning styles that teachers can create as instructors to enhance creativity and problem-solving skills. By using different media like images, videos, and audio,

students can understand and explore more in ways that suit their interests. According to that way, the learning process will be more memorable and impactful.

There are a lot of benefits of digital storytelling, and it gives the education process a lot of advantages, including encouraging students to engage in their lessons, creating a story suited to the topic that they will study, enhancing their communication skills more, allowing students to connect with new styles and formats, enhancing innovation skills, helping the students to improve their technical skills, making them work together so that they can improve their collaboration skills, and using multimedia software and digital devices so that they can be trained use and gain technical skills. According to Imed Bouchrika (2025), digital storytelling works on the brain and heart by persuading learners through emotional and values context and their brain through thinking and sequential topics. According to the Institute of Progressive Education and Learning, those stories which are presented in powerful and emotional formats allow engagement.

2.7 Criteria for selecting digital stories

There are criteria for making digital storytelling more effective for instructors and students. The stories should be clear in content and not ambiguous, and the story should be a part of the educational goals and curriculum standards. There should be a sort of creativity in using multimedia to add value and improve the students' narrative skills. Stories should be aligned with students' interests to make them participate and interact. Digital storytelling should achieve critical thinking and self-assessment. Those two skills would improve through digital storytelling experience. According to Imad Bouchrika (2025), for the teacher to attract students' attention and to gain their

interaction with inside the class, the story should contain dramatic events and questions. These elements make them pay more attention and participate with the teacher with all their parts because they are interested to know what the end of the story is. In the interactive story, there's a clear point of view and strong beliefs. There is emotional content in the story to teach the humanistic perspective. The author's voice will convey the meaning of the story more than reading only.

2.8 Implementation of Digital Storytelling in the Classroom

There are several practical steps for applying digital storytelling in the classroom and making it an effective and successful strategy. The teacher should know what the learning objectives are, and according to that, choose the topic for the storytelling. Scriptwriting makes students interested in drafting their stories, focusing on narrative elements. Teachers should choose stories rich in media collection, like images, audio, and video clips related to the content of the story. They should also make the story a cohesive one by using multimedia tools to collect elements in a unified way. Through digital storytelling-based activities, the teacher will encourage the students to get involved in a discussion to know their feedback and reflection. They can also realize the importance of storytelling on the learning process and its impact on their language development.

The study by Cig Eric, Gultekin (2017), determined that there were a lot of effects of digital stories on Turkish students in developing their listening skills. This study showed that watching digital stories, instead of only listening, is an important factor in helping the development of the listening skill of students. The study conducted by Khasanah, Herlina Rustandi (2023) aimed to

find out how teachers used digital storytelling to help high school students increase their listening comprehension and how students reacted to using digital storytelling to improve their listening comprehension. Similarly, the aim of the current study is to investigate the effect of using digital stories on improving the listening skill in English for middle school students in the Egyptian context.

According to The International Journal of Multimedia (2018), research published by IJMA investigated the Effectiveness of digital storytelling on language listening comprehension of kindergarten pupils. To evaluate the effectiveness of the kids material, a quasi-experiment with pre- and post-test was utilized. The results demonstrated that the experiment group achieved a very high score on their language listening comprehension exam following the deployment of the material, indicating a substantial difference between the control and experimental groups.

Murat Çokyaman published research. The purpose of this research was to examine the impact of digital storytelling (DST) on academic accomplishment in a foreign language course (English) at the sixth-grade level in secondary school. The study used experimental methods to accomplish this goal. The study was carried out in a public school with 61 sixth-grade pupils throughout the academic year 2018-2019. According to the studies and evaluations, DST has a positive impact on academic progress in foreign language courses.

3.Methods of Research and the tools used

The participants of the study were (12) preparatory-stage students, enrolled in Ibn El Nafis Language School. Four tests from the British Council were

administered to determine their listening levels before using digital storytelling. These tests were as follows:

“Ordering Food in a Café” (A1 Level), “Interview with a Swimmer” (A1 Level), “First Day at School” (A2 Level), and “Meeting an Old Friend” (B1 Level). On administering the tests, the students listened to the stories in audio format only. The first story was “Camping” (B1 Level), but students couldn’t understand most of the story. The second one was “True Friend” (B1 Level), and it was also difficult for the students to understand.

After conducting these tests, we noticed that students understood the A1 and A2 tests and could answer the questions and summarize them well, but they couldn’t understand the B1 level and couldn’t answer the questions.

To make digital storytelling more effective, we used stories that were relevant and connected to the curriculum goals and learning requirements. There are other criteria that we made sure to follow to make this digital storytelling effective, such as clarity, and ensuring that information is conveyed in an organized and logical manner. **Engagement** was important to grasp students’ attention and make them interested in the story. **Reflection** helped learners examine the storytelling process and evaluate their performance.

After determining their listening level, which ranged between A1 and A2, we started to improve their listening using digital storytelling. We used a strategy to implement our objective, which is improving their listening skill.

3.1 We administered four digital stories that included the following:

The first story was “Don’t Compare Yourself to Anyone.” In this story, the pre-listening activity was Preview and Predict, as we gave them some photos from the digital storytelling, such as a crow, parrot, peacock, and swan, to review, and then we asked them to predict what the story is about. Then, we played the story, and there was a listening activity that was about WH Chart, and in this activity, they had to answer questions during listening, for example, *what is the beginning of the story? Who are the characters? What is the ending of this story?* This activity helped the students to concentrate well while listening to the story, and by watching the story, they could relate what they were listening to with what they were watching. Also, they could gain some new vocabulary.

Following the conclusion of the story, we asked the students to answer some questions about the story to assess how well they understood it, such as, *what is the main idea of the story? Can anyone summarize the story?* Also, we asked them questions about the details of the story, such as, *what did the crow want to be at the beginning of the story? Why wasn’t the parrot happy? What was the swan’s answer to the crow?* Finally, after finishing all these activities, we asked them to estimate their understanding of the story as a percentage and if there were any words in the story they couldn’t understand.

The second story was “Be Happy in Every Situation.” In this story, we used the same strategy, as there was also a pre-listening activity. We showed them photos related to this digital storytelling, such as an old woman, gold coins, and silver coins, to review and predict what this story was about. Also, we used the

same strategy during listening, which was the WH Chart. After listening to the story, we asked them questions like, what the moral of the story was and if they could summarize it. Also, we asked questions about the details of the story.

The third story was “The True Friends.” In this story, we used the prediction strategy as a pre-listening activity. We told them the title of the story and asked them to predict what the story was about. This strategy helped activate their prior knowledge, enhanced their focus, and encouraged them to actively engage with the story rather than passively listen. Then we played the story, and we gave them an activity to do while listening, as we asked them to answer these questions: *What did the squirrel do? What does the dog do?* This would help improve their selective listening. Students needed to play this story twice. After watching the story, we conducted an oral discussion with them to assess their understanding of the story. We discussed with them what they understood from this story, and we asked them to discuss the moral of the story in pairs and share with us that they had discussed.

The fourth story was “The Fox and the Crow.” In this story, we used the same strategy as in the previous story, as we told them the title and asked them to predict what this story was about. Also, we gave them an activity while listening, as we gave them a sheet of paper to write who the characters of the story were and what the setting of the story was. After watching the story twice, we discussed it with them. We discussed with them the morals of the story and the main idea. Also, we asked them to summarize the story orally to assess their comprehension of the story.

After that, we tried to assess their progress by making them listen to the stories that they couldn't understand the first time, but this time, these stories were in a video version. Because of the video and the visuals included in it, they understood the story successfully this time and guessed the meaning of some new vocabulary through these pictures as well.

4.Results of the research

Using digital storytelling through audio and visual activities is an effective way to enhance students' listening comprehension skills. The use of visual elements made learning more engaging, helping students grasp concepts more quickly and retain information better. Furthermore, repeated exposure to and use of supporting materials such as written texts enhanced their ability to recognize details and express their understanding. These findings highlight the value of incorporating diverse storytelling techniques and active learning strategies in the classroom. Furthermore, digital storytelling plays a key role in improving students' listening skills and boosting their motivation by making learning fun and interactive.

5. Interpretation of Results

The current study used digital storytelling to improve Listening comprehension as a whole, and particularly to enhance five subskills of listening comprehension: listening for gist "main point" ", listening for details, listening for predicting what the context is, identifying the moral of the story, and summarizing. The methods were audio

recordings and videos of digital storytelling.

First, audio recordings, such as conversations and short stories, were used to identify students' listening difficulties and select stories appropriate for their age and academic level. The following was discovered: when they listened to the text more than once, their comprehension was improved. Furthermore, the inability to understand conversations and stories was often due to a misunderstanding of keywords in the audio recording, which affected their ability to absorb textual details. Other problems unrelated to listening skills, such as misspelled words, also emerged.

Second, when digital storytelling was applied, there were some observations. The first observation was that the more the students listened to the digital stories, the more their ability to understand improved. During the W.H. Chart Activity, students worked on it while listening to the video; they wrote the beginning of the story correctly but could not predict the ending after first listening. Students also fully captured the main idea and moral after the second attempt. Students also expressed their understanding clearly in their answers and in their own words. While listening to digital stories, the students asked to listen to the video more than once, which enhanced their comprehension and helped them catch more details. Also, students requested to pause the video to collect their thoughts before continuing.

The second observation was about listening for details. Students were asked to answer questions about story details while listening to the digital story. They answered correctly and

demonstrated their understanding. Some students also remembered the story details exactly as they were told, demonstrating their ability to recall what they heard.

Another observation is related to students' ability to predict what they would hear. Two different activities were used in this concern. The first activity involved inferring and predicting the main idea of a story based on listening to the title alone. Some students were able to predict this in two stories. The other activity involved viewing some of the images in the story, inferring the relationship between them, and guessing the story's theme.

This activity was conducted across two stories. In the first story, a few students correctly guessed the main idea, while others only guessed the moral of the story. In the second story, students had difficulty connecting the images, which made it even more difficult to predict the story's theme. This is because the selected images did not clarify the purpose of the story. It was difficult to connect them because the main image that clarified the aim was not seen.

Another observation related to the students' ability to summarize what they heard: Many of them were able to summarize the story, demonstrating their ability to recall and organize key events. This was accomplished across the four digital stories by asking them to summarize what they heard directly, with some describing all the details and events accurately.

Another observation is that while listening to digital stories, students were motivated: They also understood difficult words that they hadn't understood through audio recordings alone. Digital

stories helped improve students' memory for words and spelling and helped in understanding meaning.

The last observation is that the digital stories, whether they were visual or audio ones, were more interactive than the audio-only activities:

Students were attentive and engaged throughout the activities, and their responses were better than with the audio-only stories. This was evident when one of the audio-only stories used in the beginning was replayed during the implementation period.

6.Recommendations

We recommend using digital storytelling to develop listening skills and support other language skills like reading, writing, and speaking. It makes learning more fun and helps students understand better. We also suggest using different types of technology and helpful tools like AI websites. In addition, blended learning – mixing traditional and digital methods-can make lessons more engaging and effective for students.

7. Conclusion

This research implemented digital storytelling to improve listening skills. The purpose was to enhance the participants' overall listening comprehension, in addition to some listening subskills including listening for the gist, listening for details, listening to predict context, listening to identify the moral of the story, and listening to summarize. Among the methods used were audio recordings and digital

storytelling videos. To that end, four short stories were introduced and taught to students. The morals of each story and the main ideas were discussed. The students were also asked to summarize the story orally to assess their comprehension. One of the most important observations was the students' ability to predict what they heard through a given activity. Another observation was related to the students' ability to summarize what they heard. Many students were able to summarize the story, demonstrating their ability to recall and organize key events. Finally, it was found that the digital stories, with visual and audio elements, were more engaging than the audio activities only.

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9. Appendix

Appendix A: Lesson Plan- The True Friends

Objectives:

- Measure listening subskills: main idea, prediction, summarizing, moral of the story, and details.

Content:

- The story is about a squirrel and a puppy who used to play together. The squirrel always won, making the puppy feel bad. One rainy day, the squirrel fell in the rainwater and called for help. The puppy rescued him, and they became true friends.

Pre-Listening

Activity:

- Ask students to predict the story based on its title.

During-Listening

Activity:

- Students answer questions while watching the video:
 1. What did the squirrel do?
 2. What did the puppy do?
 3. What did you learn from the story?

After-Listening

Activity:

- Discussion with questions:
 - What is the main idea behind this story?
 - What did you learn from the story?
 - Can anyone summarize this story?

Observation:

- 10 students participated.
- 3 students correctly guessed the main idea in the prediction phase.
- They were engaged and listened twice.
- They successfully identified the main

- idea and moral.
- 4 students summarized the story

correctly.

Video Link:

<https://youtu.be/3pmC0SRynFY?si=9pf-5AbJJXo2GSRH>

Appendix B: Lesson Plan-The Fox and The Crow

Objectives:

- Measure listening subskills: main idea, prediction, summarizing, and details.

Content:

- The story is about a fox who tricks a crow into dropping a piece of cheese by flattering her. The crow falls for the trick and loses her food.

Pre-Listening

Activity:

- Ask students to predict the story based on its title.

During-Listening

Activity:

- Students answer questions while watching the video:
 1. How did the crow open her mouth?
 2. What did the fox want?
 3. Where did the crow sit?
 4. What did you learn from the story?

After-Listening

Activity:

- Discussion with questions:
 - What is the main idea behind this story?
 - What did you learn from the story?
 - Can anyone summarize this story?

Observation:

- 10 students participated.
- 4 students correctly guessed the main idea.
- They were engaged and listened twice.

- They successfully identified the moral.
- 3 students summarized the story correctly.

Appendix C: Lesson Plan- Don't Compare Yourself to Anyone

Objectives:

- Assess sub listening comprehension: main ideas, predictions, summarization, moral, and details.

Content:

- The story is about a crow who wanted to be another bird. In the end, he realized he was happiest as himself.

Pre-Listening

Activity:

- Show pictures from the story and ask students to predict its content.

During-Listening

Activity:

- WH Chart:
 - What is the beginning?
 - Who are the characters?
 - What is the ending?

After-Listening

Activity:

- Ask students:
 - What is the main idea behind this story?
 - What did you learn from the story?
 - Can anyone summarize this story?

Observation:

- 3 students participated.
- 1 student guessed the main idea correctly.
- They listened twice and understood the moral.
- 2 students summarized correctly.

Video Link:

<https://www.youtube.com/watch?v=IXIM6krQo8M>

Appendix D: Lesson Plan- Be Happy in Every Situation

Objectives:

- Measure listening comprehension: main ideas, predictions, summarization, moral, and details.

Content:

- The story is about an old lady named Mary who helps her neighbors. She finds gold coins and dreams of a luxurious life, but the coins turn into silver, then iron. She ultimately leaves them and returns to her normal life, feeling happy.

Pre-Listening

Activity:

- Show pictures from the story and ask students to predict its content.

During-Listening

Activity:

- WH Chart:
 - What is the beginning?
 - Who are the characters?
 - What is the ending?

After-Listening

Activity:

- Ask students:
 - Can anyone summarize this story?
 - What is the main idea behind this story?
 - What did you learn from the story?

Observation:

- 4 students participated.
- They struggled to guess the morals initially.
- They listened twice and correctly answered all direct questions.

Video Link:

<https://youtu.be/uRxOENuuXDo?si=MaBnftDZS236ZAu6>



