Using Digital Story in Developing the Listening Skills among The Second Grade Intermediate Students

Prepare

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Abstract:

This study aimed to know the effect of using the digital story on developing the listening skills among the second-grade intermediate female students. To achieve this goal, the researchers adopted the semi-experimental approach that based on the design of experimental and control groups. The study sample consisted of (62) second grade intermediate female students in Bisha Province. It was randomly divided into two equal groups, one of which was the experimental group that consisted of (31) female students who studied listening texts in the sixth, seventh and eighth units of the English language course in the intermediate stage using the digital story. The other was the control group that consisted of (31) female students who studied the same units in the traditional method. The study material and tools were represented in the teacher's guide which was designed according to the digital story, and a test in listening skills. The results showed that there was a statistically significant difference at the level of significance ($\alpha \geq 0.05$) between the mean scores of the female students of the experimental group who studied using the digital story and the scores of the female students of the control group who studied using the traditional method in the post application of the test of listening skills for the benefit of the experimental group. The researchers recommended the need to use the digital story in developing the listening skills in the intermediate stage.

Keywords: Digital Story, Listening Skills, Second Grade Intermediate Students

المستخلص

هدفت هذه الدراسة إلى التعرف على أثر استخدام القصة الرقمية في تنمية مهارات الاستماع لدى طالبات الصف الثاني المتوسط، ولتحقيق هذا الهدف اعتمد الباحثان المنهج شبه التجريبي القائم على التصميم ذي المجموعتين التجريبية والضابطة، وقد تكونت عينة الدراسة من (٦٢) طالبة من طالبات الصف الثاني المتوسط بمحافظة بيشة، قُسمت عشوائياً إلى مجموعتين متكافئتين. إحداهُما تجريبية تتكون من (٣١) طالبة درسن نصوص الاستماع في الوحدات السادسة والسابعة والثامنة من مقرر اللغة الإنجليزية بالمرحلة المتوسطة باستخدام القصة الرقمية. والأخرى ضابطة تتكون من (٣١) طالبة درسن نفس الوحدات بالطريقة التقليدية. وتمثلت مواد الدراسة وأدواتها في دليل للمعلمة وفق القصة الرقمية، واختبار في مهارات الاستماع في اللغة الإنجليزية. وقد أسفرت نتائج الدراسة عن وجود فرق ذي دلالة إحصائية عند مستوى الدلالة ($\alpha \geq 0,05$) بين متوسطي درجات طالبات المجموعة التجريبية اللاتي درسن باستخدام القصة الرقمية ودرجات طالبات المجموعة الضابطة اللاتي درسن باستخدام الطريقة التقليدية في التطبيق البعدي لاختبار مهارات الاستماع في اللغة الإنجليزية لصالح المجموعة التجريبية. وفي ضوء هذه النتائج أوصى الباحثان بعدد من التوصيات منها: ضرورة استخدام القصة الرقمية في تدريس مقرر اللغة الإنجليزية في المرحلة المتوسطة.

الكلمات المفتاحية: القصة الرقمية – مهارات الاستماع – تدريس اللغة الإنجليزية

Introduction:

The process of listening is the main tool for humanity in transferring the civilizational and cultural heritage from one generation to another. Many specialists in the field of curricula and methods of teaching English language focused on the new ways to enhance and develop the listening skill.

Al-Otaibi (2015 AD) believed that communication is the great gateway to the listening process, as there is no listening without linguistic communication. She added that there was no linguistic communication without listening and there is no linguistic communication without listening. Stories are the means of communication which was perceived as the experience of human since ancient times. They transfer of information from one generation to another.

The listening skills played a vital role in the students' daily life. Nasr (1997) mentioned that "hearing occupies the forefront in terms of importance and order in relation to other language skills, and it is considered as one of the most important reception skills, as it helps to acquire many types of knowledge and sciences, in addition to that, understanding what is heard is the first and real entrance to the acquisition of a foreign language." This point indicated that an individual cannot learn a foreign language unless he\ she hears it first, which makes listening very important in learning the language.

Al-Sunaidi (2016) mentioned that educators attach great importance to the story and its effectiveness as a teaching method. They see it as a successful method that achieves many of the desired educational purposes in many fields of education. He added that children love it and are influenced by it, although each stage of growth has a colour of stories that are more appropriate for it. The narrative method is a means of satisfying the human love for

knowledge and his/ her desire for knowledge, and it is an important source of arousing attention and suspense.

The spread of technology in this era has led to the emergence of a new generation of stories, which is digital story. Digital stories work to increase the effectiveness of the educational process, integrate modern technology in providing information to students, develop the various written and oral skills of learners, attract their attention and suspense, enhance their critical thinking, and provide a fun learning environment, Emmanuel (2016).

The researchers believed that the digital story has not been activated in the English language curriculum. Therefore, the interest in employing the digital story in developing the listening skills through its attraction and suspense adds to the process of teaching and learning.

The Problem of the study:

Listening is the basic language skill that supports the development and comprehension of any language. Any weakness in this skill will affect the ability of students to learn, as listening is an essential medium through which students obtain the necessary information.

The results of many educational studies and literature show that female teachers neglect the use of technology while teaching English language skills. They neglect the use of digital stories to develop listening skills, and they focus on traditional methods for developing language skills. The study of Ghassemi, (2012) attributes the poor listening skills of learners to the lack of modern programs, strategies, and technological materials necessary for their development.

The researchers' survey results also show that English language teachers in the intermediate stage do not focus on developing the listening skills. They also do not use effective planning to teach students to listen as in the case of teaching other

language skills such as reading and writing. They do not train students to listen delicately, which made many female students hear, but do not understand. They perceive sounds after hearing and observing them, but do not understand their meanings and they are not able to interpret them. This is due to the teacher's lack of interest in listening, and her lack of knowledge of the nature of the listening process as an intellectual activity.

The researchers also noticed through their work that despite the novelty of the curriculum applied in intermediate schools in the Kingdom of Saudi Arabia, and its interest in developing students' listening skills, there is a weakness in the listening skill. This weakness is often attributed to the traditional teaching methods based on direct recitation, teachers' neglect of using digital stories to develop listening skills, and focus on traditional methods in developing language skills.

This point is confirmed by the results of studies that dealt with the problems of listening skill, including: the study of Al-Hashimi and Al-Azzawi (2005) as they say: "Despite the importance of listening skill as a skill for language teaching as it was previously shown, it does not take sufficient attention from training in the educational process; it usually comes transiently through learning the skill of speaking." The study of Abu Afifieh (2016), where he believes that the educational learning process requires that listening should be a planned activity; because learning without communication or interaction with the text heard may lead to a decrease in the level of understanding, a weakness in the level of achievement, and a decrease in the level of motivation. The study of both Bumandalai (2013) and Field (2009) confirmed that teaching the listening skill in English classes is usually done quickly and did not give sufficient time as the rest of the other language skills.

Based on the foregoing and based on the recommendations of the Fourth Conference on E-learning and Distance Education in the Kingdom of Saudi Arabia, with regard to employing the digital story in the educational process, the current study seeks to know the effect of the digital story on the development of listening skills in English language.

Questions of the Study:

The researchers tried to answer the following questions:

1- What is the effect of the digital story on developing the skill of auditory discrimination in the English language course among the second-grade intermediate female students?

2- What is the effect of the digital story on developing the skill of extracting the general idea in the English language course among the second-grade intermediate female students?

3- What is the effect of the digital story on developing the skill of recognizing details in the English language course among the second-grade intermediate female students?

4- What is the effect of using the digital story on developing the listening skills among the second-grade intermediate female students?

Objectives of the Study:

This study aimed to:

1- know the effect of the digital story on developing the listening discrimination skill in the English language course among the second-grade intermediate female students.

2- know the effect of the digital story on developing the skill of deriving the general idea in the English language course among the second-grade intermediate female students.

3- know the effect of the digital story on developing the skill of recognizing details in the English language course among the second-grade intermediate female students.

4- know the effect of the digital story on developing listening skills as a whole in the English language course among the second-grade intermediate female students.

The Significance of the Study:

The researchers believed that the significance of this study lies on the fact that it may contributes in:

1- directing intermediate stage teachers to the ways of developing listening skills in English language using the digital story.

2- directing those in charge of the educational process to develop and create conditions for adopting digital stories in English language curricula at the various educational stages in the Kingdom of Saudi Arabia.

3- highlighting the importance of using digital stories in developing listening skills in English language in general education.

The limits of the Study:

The study was limited to the following boundaries:

The spatial limits were represented in schools from the general education department in Bisha Province.

The human limits were represented in a sample of female students in the intermediate second grade in general education schools in Bisha Province.

The thematic limits were limited to texts of listening in the sixth unit (Could You Do Me a Favour?), the seventh unit (Today's News) and the eighth unit (Have You Ever ...).

The time limits: the study was applied in the second semester of the academic year 2021/2022 AD.

Terminologies of the Study:

Digital story:

Davis (2004) defined the digital story as the modern expression of the ancient art known as the story throughout history, which is used for the purpose of exchanging knowledge, wisdom, values, and others among the learners. Norman (2011) believed that

the digital story was a process of mixing the verbal narration of the story, a number of visuals, soundtracks, and modern techniques for editing and sharing the story.

The researchers defined the digital story as a way to narrate events using modern technology. It aimed to build a coherent story that played an effective role in developing listening skills in the English language course for the second intermediate grade.

Listening skill:

Madkour (2006) defined it as: "Hearing is a simple process that depends on the physiology of the ear and its ability to pick up sound vibrations."

The researchers defined the listening skill as the process of listening to the spoken text, realizing it, understanding it, and analyzing its content by the students of the second-grade intermediate.

Reviewing Related Literature and Previous Studies:

The Concept of Digital Story:

Storytelling is an integral part of human life, as it is one of the oldest forms of arts of a popular nature. It is used to provide historical and cultural information that instils moral and social values. In addition, it enriches the stock of knowledge: reading, writing, arithmetic, languages, life and social skills. Despite its antiquity, it is one of the most important linguistic methods that help the individual expresses direct and indirect experiences that he/ she has gone through and allow him/ her to express imagination. (Abu Afifa, 2016, 16)

Digital stories are a model of e-learning that leads to creating a fertile environment that helps stimulate students' motivation and urge them to actively interact with the educational material in a realistic atmosphere close to sensory perceptions. (Dahlan, 2016)

There are many definitions of the digital story, as Al-Sharif (2020) defines it as a set of realistic or imaginary stories that include

all the elements of the traditional story, such as a place, time, events, people, a dramatic line, a plot, and a complex. The story has an element of realism, suspense and excitement, so it becomes more useful in education and more fun and exciting.

Types of Digital Story:

The types of digital stories differ according to the criterion to be divided upon, including: the method of narration, the purpose of the story, the use, and the patterns of presenting the content of the story. Almahirat (2019), Robin (2006) and Fasi (2011) agreed to classify digital stories into four types according to the purpose for which they were designed, as follows:

1- Personal Stories: These are stories that contain a narration of important events in a person's life.

2- Targeted Stories: These are stories designed to teach and impart certain concepts to others, or to train them to practice certain behaviours.

3- Descriptive Stories: These are stories that provide a description of various phenomena and issues in terms of time and place.

4- Historical Stories: These are stories that present exciting events that help to understand the events of the past.

The current study follows the type of directed stories that are designed to teach and impart certain concepts to students and train them on specific behaviours. This is because it represents information taken from the subjects of the educational lessons prescribed for the second intermediate grade students, as its scenario is prepared and then digitally designed. The current study also relied on the visual form of the digital story, because it contains several elements that attract the attention of students and provides teachers with various opportunities in presenting the content.

Characteristics of an Effective Digital Story:

Many educators, including Lambert (2007) and Mahdi et al. (2016), stated that effective digital stories should meet several criteria, including:

1- Identifying clear behavioural goals in the content of the digital story.

2- Describing the content of the digital story; so that it should be derived from goals.

3- The existence of activities that suit the educational objectives in the content of the digital story.

4- Taking into account the proper structure of the digital story when designing it, and following an appropriate design model.

5- Including an appropriate number of images, texts, sounds, video clips, and animations.

6- Having a degree of compatibility and harmony between the audio and visual components.

7- Choosing the movement that attracts focus to the events of the story, and choose the images that can convey feelings and emotions.

Elements of Building a Digital Story:

There are many elements that should be available to build an effective digital story that performs the purpose for which it was set, as seen by (Dahlan, 2016; Abu Afifa, 2016; Stum, 2019; Miller, 2009; Fasi, 2011). They are represented in the following:

1- Point of View: It is the main idea of the story, as the digital story should carry different points of view and take into account the perceptions of the recipient, so that no clash of points of view occurs.

2- The Dramatic Question: It is the question that attracts the attention of students or viewers to the subject of the story. It provides a dramatic situation in the story from the beginning, such as fear, curiosity, or tension. It prompts students to follow the events

of the story from the beginning to the end in order to reach the answer to this question.

3- Emotional content: It represents the sensations and feelings carried by the digital story, which increases the interest of the viewer.

4- Audio: It is the main motivator that helps viewers understand the context of the story.

5- The soundtrack: It supports the story and gives it strength.

6. Economy: The content of the story is devoid of excessive fillers, so that the digital story is economical in time and events.

7. Story rhythm, pace, or storyline: It is the way in which the events of the digital story proceed. This pace moves the viewer from one emotional state to another.

The researchers believe that the digital story is a new method for presenting stories to students. It encourages them to pay attention and develop their thinking and achievement, and helps them to cooperate and participate effectively during the lesson. It also makes them in a state of constant listening to the material and presentation, and encourages them to track events and comment.

Previous Studies

Jarrard's study (2011) aimed to assess the effectiveness of digital stories as a tool for narrative writing. It was conducted as a case study on a group of sixth form students in the southwest of Ireland. The study used the descriptive approach, and the sample consisted of (22) students. The tools of the study were the observation card, and time-bound interviews. The results of the study showed that the use of digital stories had a positive impact on students in learning English as an additional language. It also showed that digital story can be used as an effective means of applying the curriculum in Ireland.

Al-Tuwairqi's study (2015) aimed at measuring the effectiveness of digital story in developing some language

communication skills in the English language subject for second-grade intermediate school female students in Jeddah. The research sample consisted of (50) female students from the second-grade intermediate. They were randomly divided into a control group of (25) female students studying the educational content in the traditional method. An experimental group of (25) female students studied the educational content by telling the digital story. The researcher used an achievement test to measure the listening skill associated with language communication skills, as well as a performance test that was applied before and after to measure the performance aspect related to language communication skills. The results of the study showed that there was a statistically significant difference at the level (0.05) between the mean scores of the female students of the control group that used the traditional method and the average scores of the female students of the experimental group that used the digital story in the post application of the achievement test of speaking and listening skills in favor of the experimental group.

Al-Harbi's study (2016) aimed to identify the effectiveness of digital stories in developing critical listening skills in the English language course for secondary stage students in Riyadh. The study sample consisted of (44) female students from the second-grade secondary school students in the city of Riyadh. (24) students of them were in the experimental group that studied using digital stories and (20) students in the control group that studied in the traditional method. The researcher used a list of critical listening skills, a test, and a student's guide as study tools and materials. The results of the study concluded that teaching using digital stories is highly effective in developing critical listening skills for secondary school students in the English language course in Riyadh.

The study of Cigerci & Gultekin (2017) aimed to determine the impact of digital stories on listening skills in Turkish (mother tongue) for fourth graders. It used mixed methods and was conducted in two classrooms of fourth graders (9-10 years old) in an elementary school in Eskisehir, Turkey, in the spring semester 2014-2015 during the 8-week application process. Turkish lessons were conducted using digital stories, and activities were designed based on digital stories. The lesson plans were implemented by the class teacher. The study used the semi-experimental approach and adopted a preliminary test and a post-test with the control and experimental groups as a tool for the study. The results showed that digital stories, story-based listening activities, and the creation of a more attractive and stimulating classroom environment had positive effects on the experimental group's listening comprehension skills.

Mansi's study (2019) aimed to identify the impact of employing digital stories on developing listening skills in Arabic language among ninth grade female students in Jordan. To achieve the objectives of the study, the researcher followed the experimental approach. The sample was chosen randomly. It was consisted of (64) female students from Khawla Bint Al-Azwar School. It was divided into two groups: one is an experimental group consisting of (32) female students, and the other is a control group consisting of (32) female students. The study tool consisted of listening skills test. After confirming the validity and reliability of the tool, the researcher applied the pre-test on the experimental and control groups. to ensure that the two groups were equal. The researcher applied the post-test on the experimental and control groups, then the study data were treated statistically. The results showed that there was a statistically significant difference at the level of (0.05) between the two groups in favor of the students of the experimental group, who studied using digital stories.

It is clear from previous studies that:

1- Approach: All studies relied on the experimental approach with a semi-experimental design. The current study group was divided into an experimental group and a control group to check the effect of the digital story on listening compared to the traditional method.

2- The sample: The previous studies varied in the size of the sample, its stages of study, its age characteristics, and the place of the study. This confirms the effect of using the digital story on developing listening skills in the different educational stages. In the current study, the sample was selected and the study was applied to a sample of second-grade intermediate female students in the Kingdom of Saudi Arabia, in agreement with the study of Al-Tuwairqi (2015).

3- The results of the previous studies confirmed the importance of the digital story in developing different listening skills, as in the study of Al-Harbi (2016) and Al-Tuwairqi (2015). The studies indicated the importance of the digital story in developing listening skills in Arabic language, as in the study of Mansi (2019). Likewise, the importance of the digital story in developing listening skills in the Turkish language, as in the study of Cigerci & Gultekin (2017).

4- The dependent variables that the digital story tried to affect were varied. Some studies sought to develop language communication skills in Al-Tuwaiqri's study (2015), as a tool for narrative writing in the Garrard's study (2011), the development of listening skills in the Mansi's study (2019), Segersi's study (2017), and Al-Harbi's study (2016).

5- The current study agreed with the previous studies in dealing with digital stories by employing them to investigate their effect, while it differed in the content of these stories. This study aimed to know the effect of the digital story on developing the listening skills of the second-grade intermediate female students.

Hypotheses of the Study:

To achieve the objectives of the study and answer its questions, the researchers proposed the following hypotheses:

1- There is a statistically significant difference at the level of significance $(0.05 \geq \alpha)$ between the mean scores of the experimental and control groups in the post application of the listening skill test at the (auditory discrimination) skill.

2. There is a statistically significant difference at the level of significance $(0.05 \geq \alpha)$ between the mean scores of the experimental and control groups in the post application of the listening skill test at (recognizing details) skill.

3- There is a statistically significant difference at the significance level $(0.05 \geq \alpha)$ between the mean scores of the experimental and control groups in the post application of the listening skill test at the skill (extracting the general idea).

4- There is a statistically significant difference at the significance level $(\alpha \geq 0.05)$ between the mean scores of the experimental and control groups in the post application of the listening skill test as a whole.

Method of the Study:

This study followed the semi-experimental approach. It was based on the design of the two groups, the experimental and the control. This design included pre and post measurements, where two groups were chosen, one of which was the control group and the other was the experimental group.

Population of the Study:

The population of the current study is represented by all female students of the second-grade intermediate in general education schools in Bisha Province in the second semester of the academic year 2021/2022 AD.

The Sample of the Study:

The study sample consisted of (62) female students from the second-grade intermediate at the Second School for Girls in Bisha, Saudi Arabia. They were randomly divided into two groups: control (31) students and experimental (31) students.

Tools and materials of the Study:

The following tools and materials were used:

1- Achievement Test of Listening Skills:

The test consisted of (24) questions: (18) multiple-choice questions, and (6) true-false questions. Audio and video clips were used in the test. The test items covered unit 6 (Could You Do Me a Favor?), unit 7 (Today's News) and unit 8 (Have You Ever...?), in students' book (Super Goal 4).

The questions of the test covered listening skills (auditory discrimination, recognizing details, and extracting the general idea). There was balance in the ease and difficulty of the presented questions, and their ability to distinguish the students' levels.

2- Digital Stories:

The multimedia elements of the digital story included the following:

a. Texts:

The scripts for the digital story were written taking into account the following criteria:

* The text appears in the digital stories clearly and legibly.

* Proper linguistic formulation of the text of digital stories.

* The consistency of the text font colour with the screen background colour.

* The consistency of the text type with the age level of the students.

b. Pictures:

The stories included the following criteria:

* The clarity and quality of the images presented in the digital stories.

* The image in digital stories expresses the content to be achieved.

* Employing colours in images of digital stories in an integrated manner.

* Pictures of digital stories are consistent with the age level of the students.

* Sound effects sync with images in digital stories.

c. Sounds:

The researchers used the recorded sounds mentioned in the teacher's guide, taking into account the following criteria:

* Clarity and purity of sound in the digital story.

* The sound effects should be clear in the digital story.

d- Programs used in the production of digital stories:

Viva Video - Camtasia - Power point

Experimental Experimentation of the Study Tool (Achievement Test):

After the preparation of the study tool (the achievement test) and amending it in the light of the opinions of the arbitrators, it was tested on a random sample of (28) female students from outside the study sample. The aim is to verify the coefficient of ease, difficulty and discrimination, and the validity and reliability of the study tool.

a. Calculating the coefficient of ease and difficulty:

The researchers used the following equation to calculate the ease coefficient: (**Ease factor = The number of correct answers ÷ The total number of female students × 100**). In the light of this equation, the item whose ease coefficient is less than (20%) or greater than (80%) was deleted. The researchers also calculated the difficulty coefficient from the following equation: (**Difficulty coefficient = 100 - Ease coefficient**). When these equations applied it was clear that the ease coefficient values ranged between (39.3% to 67.9%), and the difficulty coefficients ranged from (32.1% to 60.7%). All of these values are acceptable, and they show the validity of the test for field application.

b. Determining the Discrimination Factor:

The question discrimination coefficient refers to the degree of item discrimination between female students with high listening skills and low listening skills after applying the test to them. To calculate the discrimination coefficient for the survey sample, the researchers carried out the following steps:

1- Arranging the students' scores in the achievement test from highest to lowest.

2- Dividing the female students into two categories (a higher category and a lower category) according to the total scores they obtain.

3- The highest score (8) female students and the lowest score (8) female students were selected, and the discrimination coefficient was calculated.

After calculating the discrimination coefficient, the following results appeared: The values of the discrimination coefficients ranged between (50.0% to 87.5%), which are good values. They indicated that the test was characterized by the ability to distinguish between female students with high and low listening skills.

c- Calculating the Validity of the Internal Consistency of the Test:

The researchers calculated the internal consistency of the test items by calculating the Pearson correlation coefficients between each item and the total scores of the test. The results were as shown in the following table:

Table (1) Pearson correlation coefficient between each item of the test and the total scores of the test

No.	Correlation Coefficient	Significance Level		No.	Correlation Coefficient	Significance Level
1	**0.619	Significant		13	**0.870	Significant
2	*0.417	Significant		14	**0.458	Significant
3	**0.499	Significant		15	**0.694	Significant
4	*0.398	Significant		16	**0.512	Significant
5	**0.502	Significant		17	*0.432	Significant
6	**0.494	Significant		18	**0.894	Significant
7	**0.530	Significant		19	*0.418	Significant
8	*0.399	Significant		20	*0.406	Significant
9	**0.536	Significant		21	**0.715	Significant
10	**0.469	Significant		22	**0.481	Significant
11	**0.481	Significant		23	**0.550	Significant
12	*0.386	Significant		24	**0.483	Significant

** Significant correlation at the significance level (0.01)

* Significant correlation at the significance level (0.05)

Table (1) showed the Pearson correlation coefficient between each item of the test and the total scores of the test. The results indicated that most of the statements achieved a statistically significant correlation at the level of (0.01), and some of them achieved a statistically significant correlation at the level of (0.05). This result indicated that all items of the test were characterized by a high degree of validity, which made it valid for field application.

d- Test Stability:

To measure the stability of the test for the exploratory sample, the researchers relied on the Coder-Richardson equation (20) to calculate the test stability coefficient. It was depended on analyzing the answers to the items and calculating their variances. It was used

when the test scores are (zero, one), as the results came as shown in the following table:

Table (2) Coder Richardson stability coefficient for the test

No.	Skill	No. of Items	Coder Richardson Stability Coefficient
1	auditory discrimination	6	0.751
2	know the details	6	0.811
3	Extract the general idea	6	0.755
The overall stability coefficient of the test		24	0.782

The results in Table (2) showed the reliability coefficient of Corder Richardson and indicated that the values of the stability coefficient for the sub-skills ranged between (0.751, 0.812). The overall stability coefficient for the test was (0.782), which are good stability coefficients that indicated the stability of the test and its applicability.

The Statistical Processing Methods:

In analyzing the data, the researchers relied on the following methods:

1- The Pearson correlation coefficient was used to verify the validity of the internal consistency of the test items.

2- Arithmetic means and standard deviations.

3- Coder-Richardson equation (20) was used to calculate the stability coefficient of the test.

4- The Independent Samples Test was used to identify the statistically significant differences in the scores of the experimental and control group students in the pre and post application of the study tools.

5- Eta Squared was used to determine the size of the effect of the independent variable (digital story) on the dependent variable (students' listening skills).

The results related to the answer of the first question:

The first question: "What is the effect of the digital story on developing the skill of listening discrimination in the English language course for the second-grade intermediate female students?"

The statistical hypothesis in answering the first question stated that: There were statistically significant differences at the significance level $(0.05 \geq \alpha)$ between the mean scores of the experimental and control groups in the post application of the listening skill test at the (auditory discrimination) skill.

To verify the validity of this hypothesis and to ascertain the effect of the digital story on the development of the listening discrimination skill in the English language course for the second-grade intermediate female students, the researchers used the Independent Samples Test. It was used to clarify the differences between the mean scores of the students in the two groups (experimental and control). in the post application to test the listening skills at the skill (auditory discrimination). The ETA square was also used to determine the effect of the digital story on developing the female students' auditory discrimination skill, and the results were as shown in the following table:

Table (3) Independent Samples Test to show the significance of the differences between the mean scores of the students in the experimental and control groups in the post application at the skill (auditory discrimination)

Skill	Group	No.	Mean Score	Standard Deviation	T	Degrees of Freedom	Significance Level	Sta Square (η2)	Effect Size
Auditory Discrimination	Control	31	3.84	1.440	5.132	60	0.000** Significant	0.305	Large
	Experimental	31	5.45	0.995					

** Significant differences at the level of (0.01)

Table (3) showed that the female students of the experimental group outperformed the female students of the control group in the post-test of the listening skill in the (auditory discrimination) skill. The mean score of the control group students was (3.84 out of 6.00), compared to (5.45 out of 6.00) for the experimental group. It was also found that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in favor of the mean scores of the experimental group students in the post application of the listening skills test in the (auditory discrimination). The table also showed that the value of Eta square (η2) reached (0.305). It was a value greater than (0.14), which indicates a significant and educationally important effect of the digital story on developing the skill of auditory discrimination among female students.

Based on the foregoing, the hypothesis was accepted: There are statistically significant differences at the level of significance ($0.05 \geq \alpha$) between the mean scores of the experimental and control groups in the post application of the listening skill test at the (auditory discrimination) skill." These differences were in favor of the experimental group.

The results related to the answer of the second question:

The second question: "What is the effect of the digital story on developing the skill of recognizing details in the English language course for the second-grade intermediate female students?"

The statistical hypothesis in answering the second question stated that: There are statistically significant differences at the significance level $(0.05 \geq \alpha)$ between the mean scores of the experimental and control groups in the post application of the listening skill test for female students at the (recognizing details) skill.

In order to verify the validity of the second hypothesis and to ascertain the effect of the digital story on developing the skill of recognizing details in the English language course for the second-grade intermediate female students, the researchers used the Independent Samples Test. It was used to clarify the differences between the mean scores of the students in the two groups (experimental and control) in the post application of listening skills test at the (recognizing details) skill; The Eta square was also used to determine the effect of the digital story on developing the skill of recognizing details among the female students, and the results were shown in the following table:

Table (4) Independent Samples Test, to show the significance of the differences between the mean scores of the students in the experimental and control groups in the post application on the skill (knowing the details)

Skill	Group	No.	Mean Score	Standard Deviation	T	Degrees of Freedom	Significance Level	Sta Square (η2)	Effect Size
Knowing the Details	Control	31	3.45	1.480	5.850	60	0.000** Significant	0.363	Large
	Experimental	31	5.42	1.148					

** Significant differences at the level of (0.01)

Table (4) indicated that the female students of the experimental group outperformed the female students of the control group in the post-test of the listening skill at the (recognizing

details) skill. The average score of the students of the control group was (3.45 out of 6.00), compared to (5.42 out of 6.00) for the students of the experimental group. It was found that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in favor of the mean scores of the experimental group students in the post application of the listening skills test, at the (recognizing details) skill.

Based on the foregoing, the hypothesis is accepted: There are statistically significant differences at the level of significance ($0.05 \geq \alpha$) between the mean scores of the experimental and control groups in the post application of the listening skill test at the (recognizing details) skill." These differences were in favor of the experimental group.

The results related to the answer of the third question:

The third question: "What is the effect of the digital story on developing the skill of extracting the general idea in the English language course for the second-grade intermediate female students?"

The statistical hypothesis in the third question stated that: There are statistically significant differences at the significance level ($0.05 \geq \alpha$) between the mean scores of the experimental and control groups in the post application of the listening skill test for female students at the (extracting the general idea) skill.

The researchers used the Independent Samples Test to clarify the differences between the mean scores of the female students in the two groups (experimental and control), in the post application of listening skills test at the (extracting the general idea) skill. The ETA square was also used to determine the impact of the digital story on developing the skill of extracting the general idea among the students. The results were as shown in table (5):

Table (5) Independent Samples Test, to show the significance of the differences between the mean scores of the students in the experimental and control groups in the post application on the skill (extracting the general idea)

Skill	Group	No.	Mean Score	Standard Deviation	T	Degrees of Freedom	Significance Level	Sta Square (η2)	Effect Size
Extracting the general idea	Control	31	4.23	1.499	3.141	60	0.003** Significant	0.141	Large
	Experimental	31	5.19	0.833					

** Significant differences at the level of (0.01)

Table (5) illustrated that the female students of the experimental group outperformed the female students of the control group in the post-test of the listening skill at the (extracting the general idea) skill. It was found that there were statistically significant differences at the significance level ($\alpha \leq 0.05$) in favor of the mean scores of the experimental group in the post application of the listening skills test at the (extracting the general idea) skill.

Based on the foregoing, the hypothesis is accepted: There are statistically significant differences at the level of significance ($0.05 \geq \alpha$) between the mean scores of the experimental and control groups in the post application of the listening skill test at the (extracting the general idea) skill." These differences were in favor of the experimental group.

Results related to the answer of the main question:

The main question of the study is: "What is the effect of the digital story on teaching English to develop the listening skills of the second-grade intermediate female students?"

The hypothesis of the main question of the study stated that: There are no statistically significant differences at the significance level ($0.05 \geq \alpha$) between the mean scores of the experimental and control groups in the post application of the listening skill test as a whole.

In order to verify the validity of the above hypothesis and to ascertain the effect of the digital story in developing the listening skills of the second-grade intermediate female students, the researchers used the Independent Samples Test. It was used to clarify the differences between the mean scores of the students in the two groups (experimental and control), for the total score, in the post-application of listening skills test. The ETA square was also used to determine the impact of the digital story on developing the female students' listening skills as a whole. The results were shown in the following table:

Table (6) Independent Samples Test to clarify the differences between the mean scores of female students in the two groups (experimental and control), for the total score post application of listening skills test

Skill	Group	No.	Mean Score	Standard Deviation	T	Degrees of Freedom	Significance Level	Sta Square (η2)	Effect Size
Total marks	Control	31	15.32	4.190	6.928	60	0.000** Significant	0.444	Large
	Experimental	31	21.03	1.871					

** Significant differences at the level of (0.01)

Table (6) indicated that the female students of the experimental group outperformed the female students of the control group in the total score of the post-test of listening skill. The mean score of the female students of the control group was (15.32 out of 24.0), compared to (21.03 out of 24.0) for the students of the experimental group. There were also statistically significant differences at the level of significance ($\alpha \leq 0.05$) in favor of the mean scores of the experimental group students in the post application of the listening skills test as a whole. Table (6) also showed that the value of the square of Eta (η2) reached (0.444), which was a value greater than (0.14). This indicated that there was a significant and educationally important effect of the digital story in developing the listening skills of the second-grade intermediate female students.

Accordingly, the hypothesis was accepted: There are statistically significant differences at the significance level (0.05 ≥ α) between the mean scores of the experimental and control groups in the post application of the listening skill test as a whole. These differences were in favour of the experimental group.

Discussion and Interpretation of the Results of the Study:

The results showed that there were statistically significant differences between the mean scores of the students of the experimental and control groups in the post application of the listening skill test as a whole; and for each of its sub-skills: (auditory discrimination, recognizing details, and extracting the general idea).

There were also a significant and educationally important effects of the digital story on developing the listening skills of the second-grade intermediate female students. This is due to the ability of the digital story to stimulate the students' senses and develop their motivation towards learning, given the vital role of the digital story in enriching the knowledge stock of the students and stimulating their motivation to learn. This is what Abu Afifa (2016) mentioned about the ability of the digital story to stimulate the knowledge store of reading and writing among students. The use of the digital story in teaching the selected units of the (Super Goal 4) course, and the employment of visual and audio technological means in presenting the lessons, helped stimulate the female students' senses and develop their motivation towards learning English, in general, and listening skill in particular. This is because the digital story is characterized by its ability to stimulate the senses of the students and their interaction with sounds and auditory stimuli.

The use of the digital story in teaching English, and the use of video presentations with various technological means, including audio and video, helped to present the language in a proper manner, free from any linguistic errors. The provision of enriching videos helped to take into account the individual differences among the

students. Students with low listening skills were given an appropriate opportunity to access the videos - prepared using the digital story - at any time and re-listen to the clips shown, in addition to their ability to slow down the video and choose the appropriate speed in the presentation that suits their abilities. These processes contributed to the development of their listening skills.

The digital story also enhanced the motivation of students towards listening, because digital stories depend on their positive participation in their events. The work on simplifying education and presenting it in the form of simple stories enabled the students feel the ease and complexity of the presented material. This led to the continued enthusiasm of the students for learning, and broke the barrier of monotony and boredom in the traditional method. This also helped attract their attention during the presentation of the lessons and raised their level of concentration during the lesson. It also contributed to reaching the objectives pursued by each lesson.

The researchers also noticed, during the period of teaching the students of the experimental group the digital story, the growing concept of self-learning among the students and the increase in their motivation towards learning. This process contributed to their search for other means to learn English. It also had an effect on their listening skills compared to the students of the traditional group who did not receive any stimuli to motivate them to learn.

The digital story also helped to develop the students' meditation skills, digital, visual, and technological learning. It helped provide them with selected cultural information and gained them advanced knowledge. In addition, the digital story made the students the center of the educational process and not a receiver of information.

Based on the above discussion, the effect of the digital story on developing students' listening skills was clear. This result was in agreement with many studies that showed the role of the digital story in developing learners' English language skills. Such studies were the study of Al-Bahili (2019), which showed its role in developing the skill of creative writing and self-learning of the English language course among the second-grade secondary school students. The study of Al-Duwaihi (2019), showed its effect on the development of reading comprehension skill in English language for intermediate school students. The study of Al-Tuwairqi (2015), showed its effectiveness in developing some linguistic communication skills in English language for students in the second-grade intermediate. The study of Al-Mansour (2019), showed the effect of its employment on the performance of adult learners in the rules of pronunciation and speaking skills in English. Jarrard's study (2011AD), showed that the use of digital stories had a positive effect on students in learning English as a foreign language.

The study of Sejersi and Gultekin (2017) showed its role in developing the listening skill of the Turkish language subject. Its role in the educational process in general is also evident, which is in agreement with the study of Al-Shehri (2018) and the study of Al-Ghamdi (2018), as the latter two showed their role in teaching Hadith.

The results of the current study confirmed that the listening skill in English language was one of the skills that can be developed if appropriate teaching aids were used. This view was confirmed by many studies that showed the effect of some independent variables on the development of listening skill among students, such as the study of Al-Ghamdi (2012). This study showed the effectiveness of using a computerized educational program in developing the listening skill in English language for first-grade intermediate students. Abdullah's study (2014) showed the effectiveness of using

podcasting technology files in developing the listening skill in English language for first-grade secondary school students. The study of Al-Nashwan (1438 AH) showed the effect of using an interactive electronic book on developing listening skills in the English language course for first-grade intermediate students. Eid's study (2015) showed the role of a proposed English language program based on participatory blended e-learning in developing English listening skills. Hamad's study (2017) also showed the effect of using song lyrics on developing listening comprehension skills in English language.

The results of the current study confirmed the role of the digital story in developing listening skills. This result was consistent with the study of Al-Harbi (2016), which showed the effectiveness of digital stories in developing critical listening skills in the English language course for secondary school students. It also agreed with the study of Al-Tuwairqi (2015), which showed the effectiveness of digital storytelling in developing some linguistic communication skills in the English language course for second-grade intermediate female students.

Summary of the Results:

The study reached the following results:

1- There was a statistically significant difference at the significance level $(0.05 \geq \alpha)$, between the mean scores of the experimental and control groups in the post application of the listening skill test for the students at the (audio discrimination) skill, in favor of the experimental group.

2- There was a statistically significant difference at the level of significance $(0.05 \geq \alpha)$, between the mean scores of the experimental and control groups in the post application of the listening skill test for the students at the (recognizing details) skill, in favor of the experimental group.

3- There was a statistically significant difference at the significance level (0.05 ≥ α), between the mean scores of the experimental and control groups in the post application of the listening skill test for the students at the skill (extracting the general idea) skill, in favor of the experimental group.

4- There was a statistically significant difference at the significance level (0.05 ≥ α), between the mean scores of the experimental and control groups in the post application of the listening skill test as a whole, in favor of the experimental group.

Recommendations:

The study recommended the following:

1- The need to use the digital story to increase motivation towards learning English language skills in general and listening skills in particular.

2- The necessity of encouraging English language teachers to use the digital stories in the English class, through including various lessons and activities in the digital story, for its effectiveness on raising the level of listening skills among students.

3- The importance of creating a digital repository that includes a collection of digital stories for all English language courses at different stages.

4. The importance of providing English language curriculum designers and developers and the educational departments with the results of this study to work on employing the digital story in the educational process.

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