

THE EFFECTIVENESS OF USING STUDENTS' CREATED DIGITAL STORYTELLING IN ENHANCING SAUDI NINTH GRADERS' CRITICAL LISTENING SKILLS

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ABSTRACT

Technology based teaching has created wonders in schools all over the world. Schools in Saudi Arabia have begun technology-based teaching. One of them is Digital Storytelling (DST). DST is language learning media that uses technology for the delivery of interesting stories so that it will be very beneficial for the development of students' critical listening skills (CLS). However, the use of DST still requires a lot of empirical evidences to support the success of its use in enhancing CLS. This research is aimed to develop and evaluate the impact of students' created DST to improve the Saudi ninth grader's CLS. Quasi- experimental design was used for this research. A number of 60 ninth graders from 2 classes from a school in Riyadh city was chosen to conduct this research. A control group consists of 30 students and an experimental group consists of 30 students. There are three instruments that will be used in this research. A DST checklist of observation is used to investigate whether participants can create their own digital storytelling systematically. The collected data will be analysed using a one-way ANOVA Repeat Actions. Audio Recording of students' discussions and retelling. The collected data will be analyzed using thematic analysis. A Pre-test and post-test will be conducted to examine participants' CLS level before and after treatments. Scores obtained in pre- and post-tests will be calculated using t-test in SPSS software. Expected findings of this research will be the high impact of DST in increasing CLS through retelling technique.

Keywords: Digital Storytelling, Critical Listening Skills, Retelling Technique, Socio-cultural theory, Schema Theory.

INTRODUCTION

This paper discusses the education climate regarding English in the context of Saudi education. The focus of this research is about Digital StoryTelling (DST) and its impact on students' critical listening skills (CLS). Every problem related to critical listening skills will be explained accordingly. The role of digital storytelling regarding students' achievements will be discussed. This chapter will consist of a background of the study, problems statement, and objectives of the study, research questions, and hypotheses of research and theoretical framework. There is also discussion on keywords in this research in the operational definition part. The limitation of the study explains the obstacles and limitation of this research. Lastly, the significance of the study is included. This chapter ends with a conclusion related to this chapter.

Background of Research

Learning has changed from traditional concept into a modern one based on new educational technologies by its various tools. New technology introduced many practical solutions to problems of learning English and listening as well by all its different tools (Stahl, 2015). According to Stahl, new technology has provided several tools to improve learning English and listening skills such as many educational websites, platforms and applications. Those tools can help improve listening and critical listening skills for Saudi ninth graders. Technology has a very effective impact on increasing students' participation, collaboration, and eagerness to learn new things. It will boost their capabilities and imagination by being part of developers of old and traditional ways of teaching English skills especially listening and specifically critical listening skills.

The Saudi Ministry of Education has aimed to use information technology effectively in English language classrooms. According to Hawkins & Weis (2017), new pedagogical approaches and models are needed for technology integration at schools. However, it is noticed that teachers generally struggle to incorporate computer applications into their instructional practices to increase learning such as using DST in education which improves the learning and teaching (Hawkins & Weis). As referred, teachers in Saudi schools are in bad need of new teaching practices which integrate technology to help develop the process of learning and teaching as well. These new technological approaches such as DST will help enhance Saudi ninth graders' CLS.

DST has become a new presentation of telling stories transferred to the online area adding a new artistic element to storytelling (Shukla 2017 et al...). Computer and Internet-based multi-media have become an essential zone for using storytelling. DST gives new inspiration to Traditional Storytelling (TST) adding many educational tools for contextualizing knowledge in different disciplines needed for the 21st-century skills (Walsh & Hoskisson, 2015).

Hannele & Jari (2016) explored the experience of using DST which is associated with the student's mental state and concludes some interesting points regarding engagement strategy emphasized a challenging situation can engage learners. Thus, users already have some clues but they still need some skills or to take some risks, to reach a goal. Strategy two illustrated dynamic situations that can draw users' attention. A scene which contains rapid change and movement activities, such as animation, can attract users' interest, especially that of children. Strategy three stressed on control of the computer, DST application can have great effects on the users' engagement, either in education or in commercial games, employ this strategy to arouse user interest. Lastly, Hannele & Jari (2016) stated the process of blending learning content into a story, can be an engaging way of learning. In the conventional

classroom, teachers often use a story to set the scene and then discuss the social, emotional and behavioral issues, which are involved in the story.

Tahriri (2015) and associates investigated the effects of DST on the motivation of Thirty intermediate EFL learners. Results indicated that the participants in the experimental group outperformed the control group in all the three groups of variables measured: learning motivation, creative thinking and language skills. In the same vein, Lucarevski (2016) assured the role of DST in motivating a group of young learners to learn EFL. According to Zhao, L. (2015), extrinsic motivation occurs when a learner is motivated to do something for an external reward, such as higher grades or a job promotion, whereas intrinsic motivation refers to one's desire to participate in an activity, solely for the pleasure of doing the activity itself.

The researcher concludes that DST is considered to be an effective instrument to boost learners' motivation to learn languages and increase their active participation in the language learning process through content, pedagogy and learning skills. In addition, DST can be extremely motivating when it is inspiring, leading to higher retention, supporting to students' ideas, developing a sense of shared understanding, helping to build mutual trust, allowing to share experience, and helping to align the learning process goals with students' goals.

Teachers produce essential educational content using DST as a powerful technological tool. This technological application transfers the integration of education with technology to the classroom environment. Students can search a topic on the internet, make up a script using the information gained, and make a compelling story of it. Students can produce a story which associates various multimedia elements such as text, audio, music, images, and graphics to make a video showed on computer or online. Thus, students' DST knowledge and skills are expected to be increased and more engagement in listening skills throughout the process (Sarica & Usluel, 2016).

For Saudi ninth graders, studies have found that utilizing DST not only helps to bridge the disconnection between the high-tech world outside of school and the traditionally low-tech school setting, but also provides a number of benefits to students that could not be as well achieved through TST (Takacs, Z. K, et al, 2015).

According to Takacs, Z. K, et al (2015), DST offered many potential learning benefits, including increasing students' motivation which makes it an ideal strategy to consider utilizing for the telling of personal stories. Thus, with this research and digital stories created by Saudi ninth graders, it is hoped to increase students' motivation, competence with technology through practice and experimentation rather than TST. It will enhance the educational benefits of Digital storytelling on Saudi ninth graders. Some empirical studies show that DST enhances learner-centered learning and build a learner community of practice. Equally important, when working on DST, learners engage in the story making and sharing process (Lee 2014). This social engagement creates a supportive learner-centered learning environment.

As DST, an emerging genre offers many educational benefits as discussed earlier, digital stories have received increasing attention from language practitioners. The use of DST has been well documented in the educational domain, particularly in the context of ESL and EFL programs. Several studies reported the effectiveness of multimedia stories on the development of young learners' CLS. The use of DST has also been widely used in content-based instruction in which students created digital stories about their specialized topics (Risa Blair, 2014).

Therefore, DST will provide Saudi ninth graders with more opportunities to create and communicate different story texts such as personal stories, historical stories, and other stories in English through different modes of communication, such as visualizing and writing ideas, using technology to document and present their stories as a historical diary, and using more meaning-making resources such as photographs, video clips, art, music, script text, audio narration, and sound effects. In this way, the students will learn integrated language skills, such as listening, speaking, reading, and writing through the creation of digital stories.

Table 1.1: Production Process of DST

Phases	Steps
Pre-Production Phase	Listening to a story Writing and adjusting a narrative Script Planning the Project Organizing Project Folders
Production Phase	Making the Voiceover Gathering and Preparing Media Resources
Post-Production Phase	Putting it all together
Distribution Phase	Pre-running DST Applause, Applause

This table indicates the production process of DST. It shows how students integrate language skills, such as listening, speaking, reading, and writing through creating of DST. The main focus of all the steps of production is listening. The table illustrates the importance of listening at the beginning and critical listening in the end as students listen to and evaluate their created DST.

Listening is the primary means of communication that all languages depend on. Training for listening skills should start by learners of a foreign language from early stages, and studying listening activities thoroughly until getting advanced in language levels. In this field, Renukadevi, D. (2014) referred that listening skill is less clear or defined among the four language skills. Therefore, it

is the most difficult to learn which means that listening is the most used, complicated and essential language communication skill in the learning process. As a result, listening skill needs more training and improvement.

However, there are many problems in listening skills in Saudi Arabia. Pineda Jiménez, M. S. (2018) mentioned that in her study, the students had problems in listening such as accent, pronunciation, the speed of speech, insufficient vocabulary, a different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities especially the critical listening skills (Robin, 2015).

Saudi ninth graders need to develop critical listening skills such as recognition of assumption, induction, deduction, interpretation, and evaluation of arguments (Pera, Viglia, & Furlan, 2016). This dynamic process of creating digital stories develops a deeper connection with the subject matter being learned as well as relevant extra-curricular experiences in the listening skills. Such critical listening skills are fundamental to be mastered by Saudi ninth graders.

Saudi ninth graders require modern technological tools that have proven its effectiveness in the learning process to improve their critical listening skills. It is regarded by the Saudi ninth graders that critical listening skills will deal with a standardised test before continuing their study. The Digital stories can present various topics, difficult issues, and skills in a quick, relaxed and more interactive way in which helps the students to succeed in passing the test (Matias & Grosland, 2016). That is why this research is essential to be conducted.

Problem Statement

Studies assured that Saudi ninth graders in Riyadh lack critical listening skills due to traditional teaching strategies that rely on direct recitation focusing on literal auditory standard uncaring about other skills. Many kinds of research proclaimed that teachers had not given due care to teaching listening skill as mentioned by Welch and Mickelson, (2018) and research by Bell (2018), and other writings by Corey (2016) in which they assured that teaching listening skill during English classes was practiced fast and not given ample time like the other language skills. Other studies assured that critical listening skill had not taken appropriate and necessary care or effective planning. Besides, their researches assured that teaching listening to the preparatory stage was neglected though its importance.

Researches emphasized that students lack critical listening skills because of the lack of advanced strategies, programs, online applications, educational and instructional materials needed for developing it. In order for innovative technology-supported instructional strategies to be considered appropriate and permanent options for instructors, their influence on students' academic performance must be evaluated. Researchers have examined the effectiveness of digital storytelling in increasing students' academic achievement.

DST shaped students' listening skills and can even influence the nature of their intelligence (Shukla, Dos Santos, Chen, & Lu, 2017; Dos Santos et al., 2016; Matthews & Sunderland, 2017). In particular, the effectiveness of DST has been verified for enhancing listening comprehension skills for students of the Saudi ninth graders where English is a second and instructional language. Given that, the use of DST will work as a media to enrich student's critical listening skills in order to be able to judge the authenticity of various claims from the enormous amount of information in English language in listening form.

Game-based learning refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users (Trybus 2015). The motivational psychology involved in game-based learning allows students to engage with educational materials in a playful and dynamic way. Game-based learning is not just creating games for students to play, it is designing learning activities that can incrementally introduce concepts, and guide users towards an end goal. Traditional games can incorporate competition, points, incentives, and feedback loops. These concepts have become increasingly popular in higher education and in libraries as a way to engage students in learning. Bohyun Kim (2013) suggests that "gamification can add an extra level of motivation and incentive to many higher education activities." With new applications and technologies being developed, incorporating game-based learning has become much easier.

The lack of Game-based learning within Saudi curriculums affects the whole learning atmosphere and makes it less interesting. When designed with learning principles in mind, games can increase student motivation, engagement, and learning. DST can be used in a variety of ways to enhance Saudi students' critical listening skills across disciplines supports its effectiveness in the classroom.

The researcher of the current research has been a teacher of English since 2014 in Madinat Al-Oloum International School (MOIS), an international school located in Riyadh in Saudi Arabia, applying the American curriculum. As a result, he is aware of the problem that students face in listening lessons. To defend that, the researcher led the following investigation. Firstly, the researcher took permission from the administration of the school to ease the mission of the researcher and to provide the researcher with a report of students' achievement in general and in English language in the second term in the school year 2017-2018. In another step, the researcher conducted a program involved training a panel of teachers and for applying DST at two classes of grade nine at MOIS. The panel of teachers chose 2 basic school classes of ninth graders who were selected as participants. The researcher was the only observer during all treatments of the research. The main purpose of the research was conducted to measure the effectiveness of DST in increasing CLS. As a result, students can be evoked to acquire critical listening skills through enjoyment and fun by using DST.

However, based on the internet search engine such as Google Scholar, a research on the effectiveness of DST to improve particular listening skills especially on the critical listening skills still has not been conducted by any researcher especially in Riyadh, KSA. In addition, the investigation on the students' performance while using the critical listening skills will be very beneficial (Shukla 2017 et al; Hawkins & Weis 2017; Wessel-Powell 2016 et al; Walsh & Hoskisson, 2015; Stahl; 2015). This is because the results from the examination on how effective the DST on the students' CLS should be confirmed by their performance during the activity. Therefore, the aim of the research is to investigate on the use of students' created DST in enhancing Saudi ninth graders' CLS.

Objectives of The Research

The research objectives, which form the focus of the research, are as follows:

1. To investigate on the created DST by Saudi ninth graders for a critical listening lesson
2. To investigate the effectiveness of retelling process of students' created DST in enhancing the Saudi ninth graders' CLS.

Research Questions

This research is carried out to answer the following research questions:

1. How do Saudi ninth graders' create DST collaboratively for critical listening lessons?
2. How effective is the retelling technique of students' created digital storytelling in enhancing Saudi ninth graders' CLS?

Hypotheses of Research

Based on the research and review of the existing literature and information available, it is understood that the ninth grade Saudi students are weak in their listening skills. The importance of CLS led the researcher to use the DST media to help the students to improve their critical listening skills.

DST has been found to create higher levels of impact on students' language proficiency improvement. Thus, the necessity and importance of reviewing the impact of digital storytelling on students' critical listening skills are paramount. It was felt that the outcome of this research would help in decisions towards teachers to use this media.

Therefore, the hypothesis formulated is:

- H1: The students generally hold a favourable view of the practice of digital storytelling in order to answer the pre and post-test.
H2: The story retelling technique enhances the Saudi ninth graders' critical listening skills significantly.

Theoretical Framework

This research is carried out to examine the use of students' created DST in enhancing Saudi ninth graders' CLS. Therefore, there are several theories related to this research. The theories are Schema theory (Bartlett F.C. 1932 cited in Alexander, M. & Emmott, C., 2014 - Wagoner, B. 2017) and Socio-cultural theories of second language acquisition (Vygotsky 1978, 1986, 1987 cited in Myles, F., & Mitchell, R. 2014 - Lantolf, J. P. 2015 et al).

Figure 1.1. Theoretical Framework of the Research

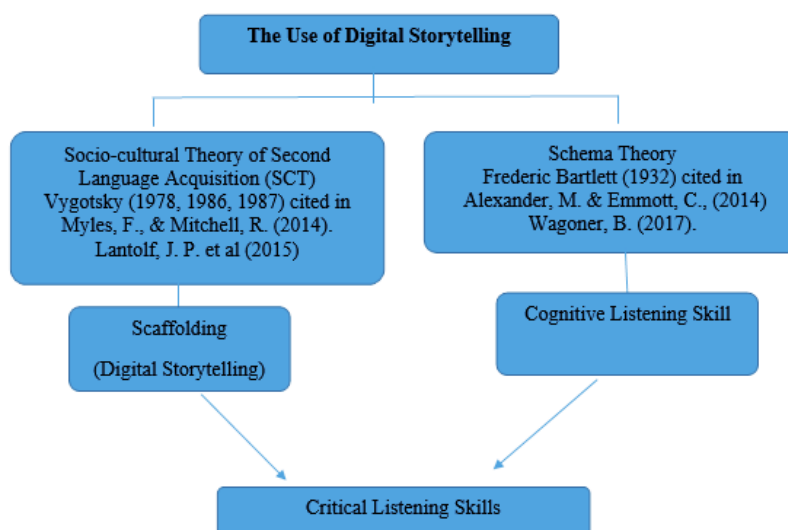


Figure 1.1 explains the socio-cultural theory. The principles and constructs of an approach to learning and mental development is known as Sociocultural Theory. Sociocultural Theory (SCT) has its origins in the writings of the Russian psychologist L. S. Vygotsky and his colleagues. SCT argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts (Myles, F., & Mitchell, R. 2014). Within this framework, humans are understood to utilize existing cultural artifacts and to create new ones that allow them to regulate their biological and behavioral activity. Language use, organization, and structure are the primary means of mediation. Practically speaking, developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places, to name only a few. SCT argues that while human neurobiology is a necessary condition for higher order thinking, the most important forms of human cognitive activity develop through interaction within these social and material environments.

One of concepts in SCT of second language acquisition is scaffolding. DST is a genre that combines the use of technology and telling a story in which a particular technological tool mediates the telling of a story. It emphasizes social and cultural contexts in which language is used. This suggests that any text including a story is always linked to a social context where the story is situated. Scaffolding enables learners to complete or work on a particular learning task. A series of pedagogical stages/tasks serve to scaffold students' learning through their interactions with more knowledgeable peers or teachers and their engagement with instructional tools (Bruner, 1978; Vygotsky, 1978 cited by Myles, F., & Mitchell, R. 2014; Lantolf, et al 2015). These stages or tasks include building knowledge of the field (e.g., a story, technology, topicality, language resources), joint construction of knowledge (e.g., teacher student engagement with text creation), and independent student construction of knowledge (e.g., individual text production or collaborative text production) (Pryde, 2015).

Schemata involved in listening can be categorized into two major types: language schema and knowledge schema. There are two types of schema. Firstly, the basis for listening comprehension, language schema refers to the phonological, lexical, syntactic and grammatical knowledge that students have already grasped. It is unimaginable to achieve satisfactory comprehension of the listening material without proper storage of the four basic language knowledge (Widdowson, 1978: cited by Nurpahmi, S. 2015). Secondly, the knowledge schema. In listening test, a lot of dialogues are taken from typical daily life situations. It is generally believed that in these typical situations like hotel, restaurant, post office, hospital, book store, library, airport, bank...etc., the relationship between interlocutors and ways of conversing are comparatively fixed. This common knowledge when absorbed and stored in people's memory is called schemata by cognitive psychologists. As stated above the researcher concludes that language schema and knowledge schema are fundamental prompts to CLS and DST which will lead to answer the research questions.

Stoicovy (2004) cited in Defrioka, A. (2014) stated that retelling is a process of re-memorizing what we listened to and read. Further, Stoicovy stated that in relation to language teaching, retelling technique can be used as a way to promote students' comprehension and understanding of discourse. Stoicovy also pointed out that based on several studies, retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read. In addition, Brown, H., & Cambourne (1987) cited in Rachmawaty, N., & Hermagustiana, I. (2015) mentioned that during the retelling process, students apply and develop their language knowledge through the internalization of the texts' features. Retelling helps teachers identify the level of students' comprehension of what they listen to or read. In addition, retelling is a common way that many people use as part of their communication. Retelling stories is one of the recommended techniques which can help language learners in improving his knowledge of vocabulary, grammatical structures, and pronunciation.

Retelling technique is fundamentally used in this research for assessing progress achieved in students' CLS when using DST. Students are given an instructional checklist to know what story elements to discuss during their retelling. The students' story retelling will be assessed by the researcher and panel of teachers using a CLS retelling checklist (Appendix F). A CLS checklist is created by the researcher and modified then approved by the panel of teachers to check to what extent students' CLS increase when using DST.

Limitation of Study

This research focused on the effects of DST for Ninth grade Saudi students in the school where the research is conducted. The researcher considered working on this research to find out if there is an effect on the DST of selected students. The participants of the research were composed of 36 students. The results of this research apply only to the participants of this research and should not be used as a measure of the effect of a mentoring program on the students who do not belong to the participants of this research.

Significance of Study

The findings of this research may provide some valuable insights to relevant parties on the impact of using DST in enhancing students' CLS. Results of this research will benefit the English language officers at the state education departments and the district education office in Saudi Arabia. The English language officers at these two establishments will understand the principles of DST and the correct way of implementing it in a listening classroom. Their knowledge in the appropriate way of conducting DST in the listening classroom will enable them to help English language teachers to use this media appropriately.

Results of this research will also benefit the English Language teachers in different schools in many countries because they will know how to use DST in their listening classroom effectively. The knowledge of using DST will help teachers to transform their lessons from a traditional to a more sophisticated setting. In addition, the results should provide some evidence to teachers who feel the teaching of retellings is too time consuming, that the direct teaching of retellings is a worthwhile productive teaching

strategy that is easily incorporated into everyday classroom activities. Teachers can be motivated by the understanding that all children can benefit from using retellings.

Research supports the use of retellings to enhance a variety of skills in the classroom. Retellings can be used as an instructional strategy as well as an assessment tool to teach and evaluate a student's critical listening skills, knowledge of story structure, and oral language abilities. Retellings can be used in classrooms to introduce and practice important comprehension skills, such as, identifying important details, summarizing, and finding the main idea of a story. They encourage higher level thinking skills and require the student to go beyond a one-word answer to a question.

Teachers can use retellings as an informal assessment tool. They may take the information gained through the retelling and use it to make instructional decisions. Follow-up activities may be developed using certain strategies to teach specific skills that are in need of reteaching. Teachers need to develop their own models of what a retelling should consist of and how to evaluate students' retelling prior to using them in the classroom, so that they can be consistent in their use of retellings in the classroom.

One of the most important classroom implications that using retellings can have is the reinforcement of the idea that listening is not just a task of recalling out names, words or incidents. By discussing what they have listened to, students begin to understand that there is a purpose to listening and that they should always be critically listening.

LITERATURE REVIEW

Introduction

This chapter deals with the literature and previous studies related to the research variables. Concerning the review of the literature, it deals with DST, CLS, developing CLS through using DST for elementary stage students. Also, the related studies part deals with studies related to DST, CLS and enhancing CLS through using students' created DST.

Listening Skills

Listening is an essential and vital process whose impact cannot be ignored; this skill is the necessary skill of all language skills because if the learners cannot listen well, he or she cannot acquire any aspect of the language. The researcher discussed in this research such tasks related to listening sub-skills, CLS, strategies, approaches, the nature of the listening process, the stages and the domains of listening comprehension. Additionally, the researcher discussed the storytelling technique and its effect on enhancing critical listening skills. The researcher provided some activities that may help the teachers in teaching listening comprehension.

a. Views on Listening

Byrne (1986) as cited in Andrade and Ixamara (2016) considered listening as an active process. He added that when one listens to his mother tongue, understanding frequently seems effortless because the experience of the spoken language is enormous. He mentioned that when going back to the time when one was born, He is exposed to some different languages and speakers, and various topics.

First it is because of that experience, listeners can quickly identify messages, phonological and grammatical patterns, and lexical item. Second, language experience causes awareness of all the factors that help determine what might happen come next thirdly, because there are some contextual instructions to help the teacher listen to understanding to find out about participants, settings, topics, and objectives. Not all listening situations are comfortable, especially when one can not see the speaker(s) particularly facial expression, for instance, as on the telephone it required more than concentration to understand the topic. He added that the length of time of listening without participating might cause memory problems. To avoid this problem, he suggested two ways to respond; first, interact where listeners participate as speakers in conversations or discussions. Second, react that the listener does or says something as a result of what he hears. Yıldırım and Yıldırım (2016) stated that listening is an essential element incompetent language performance of adult second language learners, whether they communicate at school, at work, or in the community. Through everyday courses, listening is used almost twice that of speaking and speaking fold reading and writing.

Thompson and Rubin (1996) as cited in Andrade and Ixamara (2016) defined the listening process as an active process through which the listeners select and interpret information that comes from auditory and visual clues to determine what is happening and what the speaker wants to express. Listening comprehension is viewed to be an active process in which individuals focus on selected aspects of aural input, construct meaning from passages and relate what they hear to existing knowledge. (O'Malley et al., 1989 as cited in Cai, 2018). Moreover, Fang (2008) as cited in Tubail (2015) stated that Listening is the Cinderella skill in second language learning. It became familiar again in the 1980s when Krashen (1982) as cited in Tubail (2015), the idea about the comprehensible input gained prominence that requires negotiation of meaning and which contains linguistic features a little beyond the learner's current level of competence.

As Rost (1994) as cited in Walker (2014) stressed, of the four language skills; speaking, listening, reading and writing. Listening is the most critical for language learning at an early stage. Extensive listening exercises before speaking or reading can prepare students to acquire a second language with higher efficiency than if s/he was taught all the skills simultaneously. Listening is the language skills most often used in everyday life. People, in general, listen to twice as much as they say four periods more than

students read, and five periods more than we write. Listening is a very integrative skill. Listening is considered increasingly important in foreign language classrooms.

When one thinks of learning a language, s/he should consider four basic skills: listening, speaking, reading and writing. Listening is first listed not only because it first appears in natural language acquisition but because it is most widely used. Obaid (2018) pointed out listening comprehension is a very active skill. Far from being an act of acceptance, it involves the construction of messages from phonic material.

To conclude, listening skills should be discussed under two related headings. Firstly, the processing sound by which the listener can recognize word utterance, sentences recognize the significance of language-related features such as, intonation, pitch, and tone. Secondly, the processing meaning by which the listener can organize the heard speech into relevant sections to identify the language data, to understand what speakers are going to say, to store information in memory and know how to get them back later by organizing meaning and details.

b. Factors that Affect Listening Process

As to the factors that affect listening process, Hunsaker (1991), Jason et al., (2011) and Boyd, Frances (2005) as cited in ElHarbi (2016) stated a list of listening components' skills as follows:

- Discrimination between sounds.
- Recognizing words
- Identifying stressed words and grouping of words
- Identifying function (such as apologizing in a conversation)
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and non-linguistic cues (gesture and relevant objects in the situation in order to construct the meaning.
- Using background knowledge and context to predict and then confirm meaning.
- Recalling important words, topics, and ideas.
- Giving appropriate feedback to the speaker.
- Reformulating what the speaker has said.

Rubin (1995) as cited in Aulia (2019) stated that listening is an active process in selecting and interpreting information from auditory and visual instructions. The listening process come from research on developing native languages; however, because the importance of teaching listening comprehension has increased, so has the investigation into second language listening comprehension.

Critical Listening Skills (CLS)

Wolvin and Coakley (1985) as cited in HO (2019) defined critical listening as the extensive model with multiple levels of critical listening comprehension to language. It includes listening comprehensively for comprehension, inference, deduction, and understanding the whole-body structure of the speech. Critical listening can be defined as listening carefully and intentionally to the listening material in order to comprehend, interpret, analyze, criticize and reform it according to one's personal experiences through objective standards.

a. Levels of Critical Listening

Tubail (2015) defined critical listening is an advanced process of listening includes higher order thinking skills such as analysis, interpretation, judgment, and evaluation. Critical listening requires close concentration and deep comprehension of the content of the listening speech. Proper interaction with the auditory speech requires realization and deduction of relationships in addition to having the ability of discrimination, comparison and realization of the real objectives of the speaker. It is a leveled process starts gradually with simple levels until it reaches complicated levels dynamically and quickly.

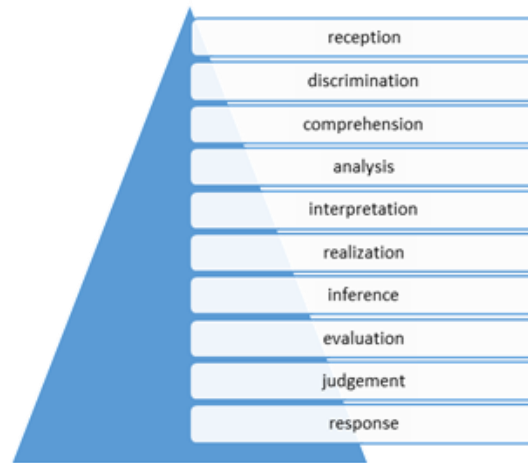


Figure 2.1 Levels of Critical Listening (Tubail, 2015)

This figure is crucial as it shows all levels of critical listening starting from listening to the story (reception), followed directly by discrimination of the content of story, then understanding what is heard. After that investigation or analysis and follows all steps of CLS which indicate how creating DST by students themselves help in each of the previous stages. The peer review and collaborative discussions during the process of production help in comprehension, criticizing, getting clues, reasons, justifications, having a critical judgment and students' reactions or response.

b. Importance of Critical Listening

Various studies and researches assured the importance of critical listening and the need to teach and develop its skills (Corey, 2016; Mee, 2017; Ferrari-Bridgers et al., 2017; Arnold et al., 2016). The CLS developed is important as it motivates and develops thinking using scientific and effective methods. It develops other language skills such as speaking, reading and writing because they are all wholly related to listening. Developing critical listening leads to the definite improvement of all other skills. It plays a vital role in generating meanings, rephrasing and judging them which helps in renewing knowledge.

In addition, CLS increases the academic performance through thinking deeply, paying attention, remembering and comprehending completely. It enables students to understand others, increases self-confidence and makes students able to discuss positively and criticize objectively. It helps students use information effectively relating it to their schemata, criticize, interpret and acquire new literacies which they use to reach logical deductions and judgments. Developing CLS in English is one of the principal aims of this research as English is the universal language which various foreign cultures and information transfer through it.

c. Functions of CLS

The function of CLS is determined according to various main skills and sub-skills. The main skills of CLS (Worthington and Fitch-Hauser, 2018; Brownell, 2015; Tang, 2016; ElHarbi 2016) are auditory discrimination, analysis, inference, and evaluation and judgment. Each main skill has sub-skills as illustrated in the following table (Table 2.1 pg 49).

Table 2.1: Main Skills and Sub-skills of CLS List

Main Skill	Sub-skill
Auditory Discrimination	<ul style="list-style-type: none"> - To differentiate between main ideas and minor ones from audio material. - To distinguish between facts and views from audio material. - To differentiate between facts and imagery. - To differentiate between different connotations heard from audio material.
Analysis	<ul style="list-style-type: none"> - To discover discrimination in speaker's speech in a listening material. - To recognize illogical misconceptions from audio material. - To analyze characters according to their speech from audio material. - To compare between two ideas according to their meaning or technique. - To differentiate between similarities and differences between ideas and views from audio material.
Inference	<ul style="list-style-type: none"> - To discover the speaker's purpose and motives from audio material. - To identify meanings of new vocabularies from context of speech of an audio material. - To extract main ideas of speech from audio material. - To synthesize reasons and consequences.

	<ul style="list-style-type: none"> - To predict future incidents according to the speech from audio material. - To infer from a listening material to support an idea. - To deduce embedded meanings from audio material. - To suggest suitable solutions for problems heard from audio material.
Evaluation and Judgment	<ul style="list-style-type: none"> - To judge evidences heard from audio material according to strength and weakness. - To respond according to what is heard through an audio material and give reasonable reasons for his response whether positive or negative. - To judge characters in an audio material according to appropriate criteria. - To evaluate to what extent evidences used in an audio material are correct and satisfactory to prove a point of view or a specific idea. - To judge speech implications are correct or false from an audio material.

Source: Adopted from (ElHarbi, 2016)

The table illustrates the four main CLS and also sub-skills related to each main skill. It shows different skills targeted in this research such as concluding the main ideas and memorizing them, discrimination between main points and different ideas, discrimination between main ideas and minor ones, identifying different relations in audio material, identifying the meaning according to the surrounding situations by speech, judging on ideas from audio, inferring from a listening material, deducing comparisons, similarities, and differences, deducing correct ideas and incorrect ones. Besides, discovering reasons and consequences, discovering discrimination in a listening material, using heard ideas to solve problems, identifying the speaker's technique to influence the listener and understanding and analyzing the message.

Retelling Technique

Retelling is reading or listening that learners remember from reading or listening and retell what they recognize either through orally or in writing (Morrow, 1989 as cited in Praneetponkrang, 2014). Johnson (1983) as cited in Praneetponkrang (2014) stated that retelling is the most directly accessing in teaching and the reaction result of the reader from the text. Retelling signifies the reader or the listener understanding of learning's and creates new construction of character and reflects in retelling apprehension. Retelling helps readers or listeners to respond to the structure of stories regarding the personal explication of each message. It is the process of involving children in creating text and also allows interoperability between adults and young learners. Retelling motivates learners about the text for both integration and personalization that also helps learners view what the content components of the message and how the text related to their experiences. Also, Koskinen et al (1988) as cited in Praneetponkrang (2014) explicated that retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the story's elements such as plot, setting, and characters.

a. Retelling as an Assessment Tool

In story retelling, an individual recalls orally a text or story after having read or listened to it. As Stahl (2016) pointed out that retelling is the most straightforward assessment of the result of text-reader interaction. It is often used as an assessment tool in reading research. Because retelling can indicate a reader's or listener's assimilation and reconstruction of text information, it can reflect comprehension. It has at least one advantage over the more traditional practice of assessing comprehension through questions. Retelling allows a reader or a listener to structure response according to personal and individual interpretations of the text.

In retelling for purposes of evaluation, students should be told before reading or listening to a story that they will be asked to retell it. Depending on the information the evaluator is looking for, students also should be given a stated purpose for their reading or listening. If a specific skill is to be analyzed in the assessment, students should be advised to pay particular attention to that skill. For example, if the ability to sequence is to be assessed, the evaluator should tell students that in retelling the story they should try to tell it with events in the order in which they happened.

Ramos (2014) mentioned that unlike retelling for instructional purposes, retelling for assessment should be carried out without prompts, props, or use of text/story. The text/story should not be discussed with the child after reading/listening and before retelling. Simply ask the child to retell the story/text as if telling it to a friend who has never heard it before. Different retelling assessment strategies can be used to measure different skills, even though there are strengths and weaknesses in each. Variables such as memory, linguistic frequency, and task awareness can confound the results of retelling assessment. Teachers need to be aware of such weaknesses and strengths, even as researchers continue to develop still newer diagnostic measures to improvement retelling as an assessment tool.

Commentary

The researcher agrees that teachers have important roles in teaching story retelling steps in class as the following: Pre-retelling: Teachers should familiarize students with retelling introduction; how to focus on the main idea, how to support students, and how they work and how to connect to the logic. While retelling: Teachers provide students with the questions for guideline. After retelling: Teachers provide feedback related to the production of the student.

Moreover, teaching retelling steps is developed by the authors. Benson, C., & Cummins, V. (2000) cited in Praneetponkrang (2014) stated that teachers can teach retelling for four steps such as pre-retelling, guideline while teaching retelling, story map, and retelling. Students will learn pre-retelling as the first step and teachers will teach students to think about retelling. Next, teachers teach students to prepare retelling and students get knowledge of story structure. Then, students arrange to retell the story by doing story map and students retell the story in the last step. Therefore, the researcher decides to use the teaching steps of pre-retelling, while retelling or guideline to arrange retelling, retelling by speaking and teachers receive feedback and assess if students achieved targeted CLS after retelling using CLS' checklist. This checklist was created by the researcher and modified after meeting the panel of teachers giving the researcher their suggestions and recommendations about the appropriate critical listening main and sub skills to be assessed for each story.

The researcher considers that many teachers have struggled in teaching students to retell, so using these main steps in teaching or conducting retelling is beneficial to the progress of its EFL lesson plan.

Related Studies

Researches and studies assured the strong relationship between teaching English as a second language through digital storytelling and the potent development of different language skills. Herrera (2015) on the use of storybooks to improve listening skills in second-grade students at San José de Castilla School, from Universidad Pedagógica Nacional aimed to the application of video storybooks for improving second graders listening comprehension skills. The author findings confirm that the use of pre-activities, students' previous knowledge and the application of deduction and prediction are suitable strategies for dealing with the surrounding meaning from the stories worked in class. The preceding aspects enhance both children comprehension of audiovisual materials and motivation in the English class. This research provides to this Action Research guidance regarding the use of strategies which strengthen the development of inferential thought and comprehension in the creation of meaning from audiovisual aids.

Next, Gonzalez (2017) stated that the short story used as an online tool that provides meaningful contexts to develop English listening and speaking skills in EFL first grade students at Prado Veraniego Public School addressed the improvement of students' listening and speaking skills through technological tools such as online stories. The conclusion suggested that instructional designed materials are fundamental for enhancing the English learning process in a foreign language context. It means that comprehensible inputs such as pictures, images, ideas, and keywords are indispensable for dealing with listening comprehension. Regarding speaking, the researcher comments that input allows the activation of schema and it is reflected in the students' identification, and use of the vocabulary learned during the sessions. The contribution of this research is that supporting materials and technological tools facilitate students' listening comprehension of the stories which are worked along the classes.

In addition, Porras Gonzalez N. I. (2010) pointed out the creation of stories based on students' likes and interests for teaching the English language to young learners in an EFL context as a meaningful practice employing story reading and storytelling. A general conclusion from the author asserts that it is necessary that young learners be exposed to a significant amount of comprehensible input using games and activities for them to achieve a considerable range of comprehension.

In that sense, while applying pre- and post-activities, teachers need to be aware of the impact of these in students' creation of meaning from the stories they are listening and reading. One relevant aspect that this research provides to the present study is that stories are part of the English teaching practices, activities in which students have the possibility of making predictions, connecting events and confirming details are adequate for children to elaborate comprehension from the stories and for teachers to realize that students are acquiring this skill.

In the international context, Sanchez (2014) set the importance of storytelling and how it contributes to the development of the linguistic skills among children at an early age. The author's conclusion from this project stated that storytelling enhances motivation and it is an excellent methodology of teaching due to its integration of the five skills: listening, speaking, reading and writing and grammar. The main contribution of this project in terms of the listening skill is that students develop concentration and comprehension through the surrounding meaning from the stories using pre, while and post activities which are reinforced with animated images showed through the technological resources.

Moreover, Hronova (2011) stated that the primary purpose is that students develop their linguistic skills by the creation of a digital story. In this process, they get familiar with digital stories through computers and TV while developing activities in which they predict what happens on the stories and make use of new vocabulary. At the same time, they receive technological training for knowing how to create a digital story. The author's conclusion indicated that as technology has a presence in the current life, the school needs to apply this in benefit of children language learning process. As happened with the former study by Sanchez (2014). He innovated the storytelling by introducing the concept of digital storytelling which consists of a compilation between the traditional storytelling and the use of technological resources for fostering children language skills.

Alonso Belmonte developed the last study with Ramirez Verdugo (2007) on using digital stories to improve listening comprehension with young Spanish learners of English. This quasi-experimental study examined the effects that digital stories have on the understanding of spoken English by a group of 6-year Spanish learners. Some outcomes from this research show that children increase their levels of listening comprehension by having the support of digital images due to these enhance their attention. This proposal provides to this study lights in the application of an English teaching practice in an EFL context and how the technological resources are suitable for working listening comprehension with young learners because these audiovisual aids are closer to the visual, kinesthetic cognitive style that second graders at Prado Veraniego public school has.

Bell (2018) explored a strategy for engaging ensemble members in a critical listening analysis of performances and presents opportunities for improving ensemble sound through rigorous dialogue, reflection, and attentive rehearsing. Critical listening asks ensemble members to draw on individual playing experience and knowledge to describe what they hear. Focused discussion revolves around key issues that music directors consider during daily rehearsals: tonal quality, balance, blend, articulation, the accuracy of performance, interpretation, musicality, and much more. An important component of critical listening is teacher monitoring of repeated listening exercises: A short listening is immediately followed by discussion and then another short listening. Questions guide the discussion, which becomes richer and more focused as students compare/apply their musical understandings with their aural perceptions and then demonstrate with performance. Though written from the standpoint of a typical public-school music ensemble rehearsal, critical listening concepts can transfer to any musical tradition where listening skills and collective performance are emphasized.

In Ferrari-Bridgers, Vogel, and Lynch (2017) study presented the results of two listening assessments conducted in spring 2013 and fall 2013. They were concerned with the design and the testing of a tool that could measure students' critical listening skill improvement during the span of a semester. A total of 370 students participated in two quasi-experimental studies in which we developed a program to foster and measure critical listening skills. Results show that students' listening skills improved in specific aspects of critical listening at both times. Effects were larger in the second round due to adjustments to both the course curriculum and the assessment tool. Results support the impact of the intervention by modest to high effect sizes and the construct validity of the assessment tool. This study shows that the improvement that was an important beginning and recommends that the practice of listening skills becomes an integral part of the curriculum at the undergraduate level.

Mycroft, Reiss, and Stockman (2013) studied on Current Digital Audio Workstations which include increasingly complex visual interfaces which have been criticized for focusing user's attention on visual rather than aural modalities. Their study aims to investigate whether visual interface complexity influences critical listening skills. The population with experience mixing audio on computers were given critical listening tests while manipulating Graphical User interfaces of varying complexity. Results from the study suggested that interfaces requiring the use of a scroll bar have a significant adverse effect on critical listening reaction times. They conclude that the use of scrolling interfaces, by requiring users to hold information in working memory can interfere with simultaneous critical listening tasks. These results have implications for the design of Digital Audio Workstations, especially when using small displays.

Moreover, Gaber (2015) stressed the effectiveness of using Mobile Assisted Language Learning (MALL) to develop EFL listening skills and learner autonomy for secondary stage female students. The participants of the research were two classes of the first-year secondary stage and were divided into a control group and an experimental one. Instruments of the research were a listening questionnaire to determine the necessary listening skills for the students, MALL-based pre-post listening test to determine the level of the students' listening skills and a pre-post scale to measure learner autonomy concerning tablet usage. The validity and reliability were determined; then the pre-listening test and the pre-scale were administrated on both groups. The control group was taught in traditional ways. On the contrary, the researcher administrated the proposed MALL-based program on the experimental group. Finally, post-listening test and post learner autonomy scale were administered on both groups. Results showed that the experimental group performed better in the post-listening test and post-scale after the experiment. This showed that the treatment program seems to have an effective impact on improving EFL first-year secondary stage students' critical listening skills and learner autonomy. According to all of that, it could be concluded that using MALL to develop EFL listening skills and learner autonomy for the secondary stage students is very effective.

Related to the Arab context, Sofi (2015) conducted a project for teaching English in Saudi Arabia through the use of multimedia. The purpose of that project was to design model lesson plans which would require the use of available modern technology and movies, songs and graphic novels, etc, to enhance students' communicative competence and motivate critical thinking. The project was constructed to implement the use of technology in the Saudi Arabian traditional classrooms. It aimed to serve as a model for teachers to build their own lesson plans accordingly, using a communicative language teaching approach. The project aimed to develop Saudi Arabian English language critical thinking skills and enhance higher communicative competence in English. The project had significant results. First, it introduced authentic language to the students through movies. In addition, it made the instruction student-centered rather than teacher-centered as it is now. It also helped students to acquire both academic and conversational vocabulary and served as a bridge-building tool to complex reading through the use of graphic novels.

In addition, El-Harbi (2016) presented a study aimed to investigate the effectiveness of using digital stories in developing critical listening skills in an English course for secondary stage students in Riyadh. The study used the quasi-experimental design which involves two groups: experimental and control. The sample of the study consisted of (44) students: (24) students in the experimental group and (20) students in the control group. The results of the study revealed that there is a statistically significant difference between the mean scores of the study sample in the pre- and post-assessment of the students' critical listening skills in favor of the post assessment. This confirmed that using digital stories is effective in developing and enhancing the EFL critical listening skills

among EFL learners at secondary schools. She recommended that curriculum designers should keep in mind the great positive effect of digital stories in foreign language learning, especially in enhancing the students' critical listening skills.

Moreover, a study by Alwehaibi (2015) stated that YouTube is a video-sharing website that allows users to upload, view, and share video clips, offers access to new and dynamic opportunities for effective and non-traditional patterns of teaching and learning. In Saudi Arabia, this technology has not been exploited much for educational purposes. The study aimed at experimenting the impact of integrating YouTube technology into English as a foreign language (EFL) instruction on enhancing EFL college students' learning of the content of the course: "Observation in Schools 2". This course is one of five courses taught in the program "Elementary School Teacher of English" which aimed at developing certain observation skills for effective teaching in elementary school. Such skills could include using particular frames or lenses to gain insight about the classroom and teaching and learning, and developing methods of observing and recording.

Two groups of second year college students at the Department of Curriculum and Instruction in the Faculty of Education at Princess Noura University in Riyadh, Saudi Arabia, were randomly assigned to the experimental and the control groups of the study. There were forty-five students in the control group and fifty-one in the experimental group. A pre-posttest covering the theoretical background of the course "Observation in School 2" was developed to be administered to all subjects of the sample before and after the experiment. Subjects of the experimental group were instructed the theoretical background of the course through the use of YouTube videos about observing the classroom, combined with discussion and power point presentation. Students of the control group were taught the same content through the usual lecture-based method. Major findings yielded results favourable to the use of the YouTube technology. The study showed positive gains for the experimental group students' outcomes as a result of the integration of video technology in instruction.

Commentary

All these researches showed that the focus was mainly on language teaching of speaking, reading, and writing skills. However, listening skills are not examined yet. Furthermore, the sub skills of the listening skills (the critical listening skills) are also very rare to be investigated. In addition, the empirical researches assured deficiency in teaching critical listening skills which led the researcher to use digital stories created by Saudi ninth graders to solve this problem. Those related studies will help the researcher greatly to achieve the objectives of the research. They emphasized the significant role of using multimedia tools such as digital stories created by the Saudi ninth graders in developing and acquiring CLS.

SUMMARY

This chapter discussed CLS and DST. The CLS discussion is divided into several topics. They are types of listening skills, strategies in teaching listening skills, factors that affect the listening skills, the stages of the listening skills, and the sub-skills of listening skills. Furthermore, focus on CLS, the chapter also talks about the definition, characteristics, importance, objective, and function of critical listening skills. Based on them, teachers are encouraged to teach their students critical listening skills through the use of DST. DST is also discussed in several topics such as definition, importance, effect, types, advantages, how to use, and related studies on digital storytelling. The digital storytelling gives the learning environment for learning through digital stories gives a relaxed, pleasant learning atmosphere in the classrooms. By using DST, it allows the teacher to create some activities for students to practice critical listening skills. In the end, a summary will describe the general idea of this chapter.

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