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Digitalization and its Effect on Improving Sixth Grade Student's English Language Listening Comprehension Skill in Mafraq Educational Directorate Main Researcher

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Digitalization and its Effect on Improving Sixth Grade Student's English Language Listening Comprehension Skill in Mafraq Educational Directorate

Abstract

The aim of this study was to determine the effect of digitalization on improving comprehension English language listening comprehension skill of sixth grade students. The researcher used the descriptive method. A chick list based on experts' notes and their English language teacher observations in the target school in Mafraq / Qasabah, Jordan, during the first semester 2019-2020. Listening lessons were conducted using digital utilities such as the Internet, computers, audiotapes, videotapes, interactive TV, and compact disks and activities were designed depending on the curricula while putting the lesson plan into action in the classroom. Data from the teacher's observation was analyzed, the results showed positive progress in students' English language listening comprehension skill after using digitalization in teaching listening skill, and a difference was found between the traditional method of teaching listening and to use digitalization in teaching listening skill for the favor for the last method. Based on the results of the study, the researcher recommends using digital utilities in English language listening comprehension tasks to improve students' English language listening skill.

Key words: Digitalization, Listening Skill, Comprehension

الرقمنة وأثرها في تحسين مهارة الاستماع الاستيعابي باللغة الإنجليزية لدى طلاب الصف السادس في مديرية تربية قصبة المفرق

الملخص:

هدفت هذه الدراسة إلى تحديد تأثير الرقمنة في تحسين مهارة الاستماع الاستيعابي في اللغة الإنجليزية لدى طلاب الصف السادس، وقد تم استخدام المنهج الوصفي التحليلي, وكانت الأداة عبارة عن قائمة رصد تم بنائها بعد الأخذ برأي الخبراء وملاحظات معلم اللغة الإنجليزية في المدرسة الابتدائية المستهدفة في المفرق / القصبة ، الأردن ، خلال الفصل الدراسي الأول من العام الدراسي (2019-2020). تم إجراء دروس استماع باستخدام الأدوات الرقمية مثل اجهزة الحاسوب, الشريط الصوتي, اشرطة الفيديو, التلفاز التفاعلي, والاقراص المدمجة وتم تصميم الأنشطة وفقًا للمناهج الدراسية بينما وضعت خطط الدروس موضع التنفيذ داخل الغرفة الصفية، قام معلم الصف بملاحظة العملية التعليمية وبناء على ملاحظاته تم تحليل البيانات. أظهرت النتائج تحسنًا إيجابيًا في مهارة الاستماع الاستيعابي في اللغة الإنجليزية لدى الطلاب بعد استخدام الرقمنة في تدريس مهارة الاستماع, وقد اظهرت النتائج وجود فروقاً بين الطريقة التقليدية لتدريس مهارة الاستماع واستخدام الرقمنة في تدريس مهارة الاستماع الطريقة الأخيرة بناءً على ملاحظة معلم اللغة الإنجليزية.

اعتماداً على نتائج الدراسة، يوصي الباحث باستخدام الرقمنة في مهام الاستيعاب السمعي باللغة الإنجليزية لتحسين مهارة الاستماع لدى الطلاب في هذه اللغة.

كلمات مفتاحية: الرقمنة ، مهارة الاستماع ، الفهم٠

Introduction

Listening skill plays an important part in acquiring a language because through listening one can listen to the language and store vocabulary, structure, grammar and pronunciation of words and sentences. Sixth grade Jordanian curricula contain Listening texts and activities designed to improve students listening comprehension, but it does not get enough emphasis in educational environments, and sometimes teachers do not emphasize on this skill. Thus, teaching listening is the starting point in teaching English language as a foreign language. It is also the first skill that deals with student learning acquisition, so the student can begin his external relations through listening. Listening is a useful skill with family, friends, work, and schools it is considered very important in raising students' achievement level so that the teachers should invest this skill and employ it to become very benefit for students.

(Emiroğlu & Pınar, 2013) Emiroğlu and Pınar pointed that the improvement of comprehension skill in students depend on vocabulary and this development can be practiced and developed via listening and reading. Rapid progress and low-cost digital utilities help teacher to use this utilities in developing listening comprehension skills in class rooms depending on the wide spread of using digitalization by students. Digital skills and digital navigation skills are already present in France and Norway which have integrated computer technology which understand as dealing with it on a daily basis, and interact with it as part of the curriculum. Many other countries have integrated technology) Estonia and Britain) coding or programming in primary and secondary schools. Some countries such as Finland are reviewing how the curriculum is structured, in order to focus on the types of skills that learners need to navigate in a world of rapidly changing technologies, instead of focusing on the traditional approach related to the subject.

Literature Review

Digital world is increasingly enhances and delivers education in an innovative way. The use of digital utilitieses in education transforms learning skills into a long-term process because it focuses on how to deliver knowledge in a way that attracts learners' interests. Digitalization and its effects on English language listening skill considered how technology supports students to develop their listening skill and supporting transformation of traditional learning to a level of digital learning. "Digital learning is a new method of teaching using technology with the purpose to improve the quality of education and involve students in the educational process" (Rui, et al, 2017: 3). While the American Society of Training and Development (ASTD) defined digital learning "as process learners applying digital media to learning; Digital media contains, corporate network, computers, satellite broadcasting, audiotapes, videotapes, interactive TV, and compact disks. The application includes network-based learning, computer-based learning, virtual classrooms, and digital cooperation" (Anttila et al, 2012: 428). Hung Lin emphasized on the difference between digital teaching material and digital tools the first consists of e-books, digitalized data, or contents presented with other digital methods and the other consists of desktop computers, notebook computers, tablet computers, and smart phones (Hung Lin, 2018). On the other hand, listening is an active mental ability it consists of grammar, choosing information, remembering it, and connects between sounds and form of listening meaning. It helps us to understand the world around us and to make successful communication. Listening consists of thoughts, feelings, and intention and this needs active involvement in the listening situation (Ahmadi, 2016) study. Comprehension skill differs than listening skill because listening skill emphasize on the process of how people interpret message in a foreign language and utter it, while listening comprehension is the process in which listeners have to receive the message in a foreign language, interpret it and comprehend it directly in a meaningful context and decoding and making meaning from both oral and non-oral message (Wen Su, 2012). Therefore, the relation between digital utilities and how to use it in order to develop listening comprehension skill is interconnected and plays a significance role in making listening comprehension tasks a useful and interesting task which learners benefit from it.

Thi Mai (2019)

The study was applied to examine the difficulties that encounter EFL English Foreign Language teachers in teaching English language for non-major students at Ba Ria–Vung Tau University, Vietnam. A questionnaire was used to examine low interest of teachers and learners in English language listening skill and the lack of listening facilities affect students listening competence. Adding to that, in appropriate listening teaching techniques and the difference between teachers' favors and students' interests affect students' competence in listening skill. The major difficulty included students' low motivation and lack of vocabulary played an important role in students' low competence in English language listening skill. The results indicated that 13% of students enjoy listening lessons very much, 13% yes, very little, and 15% no. Thi Mai's study matches this study in students' low competence and lack of vocabulary which affected students' performance in English language listening comprehension skill.

Ciğerci & Gultekin (2017)

The study aimed to find out the effect of digital stories on the Turkish (mother language) listening skills of fourth grade students (30) students in the experimental group and (30) students in the control group. The study was applied on two fourth grade classrooms ages (9-10) years in a primary school in Eskisehir city, Turkey, during (2014-2015). Research data were obtained from a listening comprehension test, and teacher and student interviews. Quantitative data from the listening comprehension test was analyzed, and the qualitative data was subjected to descriptive analysis a significant difference was found between the post-test listening comprehension scores for the experimental and control groups. The qualitative data from student and teacher interviews, and from classroom observations, showed that digital stories, listening activities based on the stories, and engaging and motivating classroom environment had positive effects on listening comprehension skills in the experimental group. Ciğerci & Gultekin's study matches this study in the progress in students' competence in English language listening comprehension skill and the positive influence of digitalization on students' performance in English language learning.

Hung Lin, et al. (2017)

The study examined the effect of digital technology on learning in Taiwan, to achieve the objective of the study, students were tested and proceeded questionnaire survey an experimental research was applied and a total of (116) students were selected from four classes for the instructional research. The research findings showed that: 1. digital learning presents better positive outcomes on learning motivation than traditional teaching does, 2. digital learning shows better positive outcomes on learning outcome than traditional teaching does, 3. learning motivation reveals significantly positive outcomes on learning outcomes, and 4. learning motivation shows positive effects on learning achievement and outcomes. Hung Lin and others study matches this study throughout the difference between the traditional teaching method and using digitalization in teaching English language for the favor of using digitalization.

AL- Rawashdeh & AL-Zayed (2017)

The study aimed to investigate the difficulties that English teachers encountered while teaching listening comprehension and their perceptions towards the subject in AL- Karak schools, Jordan. The researchers used two instruments: a teacher's questionnaire and informal interviews. The results ranged between low for problems related to teacher's proficiency with a mean up to (2.81), and medium for problems related to teaching environment with mean up to (3.32), and availability of sources and teaching aids with a mean up to (3.04). AL- Rawashdeh & AL-Zayed's

study matches this study throughout using sources and teaching aids in teaching English language came high.

Hamouda (2013)

The study examined listening comprehension problems encountered by Saudi students in the EL listening classroom. The study consisted of (60) students of

Qassim University in Saudi Arabia took the listening course during 20/02/2013. Data was collected by means of questionnaires and interviews. The results of the study illustrate that accent, pronunciation, speed of speech, lacking of vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Wen Su & Hsiang Liu (2012)

The study intended to illustrate a test-orientated approach to teach listening comprehension skills on (90) EFL students in National Chin-Yi University of Technology, Taiwan through analyzing sample of questions about listening comprehension like (Choosing the Right Picture, Short Questions, and Short Conversations) at the elementary level and through prerequisite of tips like (Skim, Scan, Listen, Guess/Infer, Choose & Write and Check) on how to answer the questions efficiently. Implications for teaching listening comprehension are also made at the end of the study. Results of the study indicated that Students were able to memorize 30% of what they try to learn through the sense of sight, the use of senses of both hearing and sight augments their memory capacity by 20%, reaching at 50%. Wen Su & Hsiang Liu's study results match this study and elaborated to the effect of using digitalization on improving students' memorization.

Statement of the Problem

While listening is considered as an important skill in learning English language, students in traditional methods of teaching encountered some difficulties in dealing with listening comprehension skill as stated in Hamouda (2013) and Al-Rawashdeh & AL-Zayed (2017) and the low interest of teaching listening comprehension skill as stated in Thai Mai's study (2019). Other studies emphasized on the positive impact of using digital utilizes in teaching as stated in Ciğerci & Gultekin's study (2017) and Hung Lin, et al. study (2017) which presented the positive impact of digitalization on education. Therefore, this study will hight on the effect of digitalization on improving sixth grade students listening comprehension skill based on their English language teachers' observation.

Ouestion of the Study

1- Is there any relation between digitalization and improving comprehension listening skill for sixth grade students from their teacher's observation?

Objectives of the Study

- 1- To identify the importance of digitalization in the educational.
- 2- To improve listening comprehension skill by using digital.
- 3- To verify the relation between digitalization and listening comprehension.

Importance of the Study

- 1- To help students to improve their English language listening comprehension skill by using digital utilizes and to inform them the importance of these tools
- 2- To create awareness for English language teachers about the importance of using digital utilizes in English language listening comprehension in improving this skill for English learners
- 3- To provide researchers with good feedback about digital utilizes and its effect on developing listening comprehension skill

Limitations of the Study

The study was applied during the first semester (2019/2020) school year. The participants of the study are sixth grade students in the Marfaq Educational Directorate / AL-Qasabah, Jordan.

Methodology

This research aims to identify the effect of digitalization on improving English listening comprehension skill for sixth grade students through their English language teacher observation. The teacher has been teaching the selected students and through his observation he built a list consists of the following paragraphs to observe students while using digital utilities during practicing English language comprehension skill.

Validity: The tool of the study was established by asking experts to have a look and giving notes about it.

Reliability: The research tool was applied and reapplied it in order to make sure to have the same results during the first semester in (2019/2020) school year.

Table (1): Teacher's Observation List

Answers	High	Medium	Low	
	1	2	3	

The English language teacher has taught the students in the fourth grade during the first semester (2019/2020) and he has observe students' response in English listening comprehension classes while using digitalization in table (2)

Table (2): Analysis of Teacher's Observation List

No	Students Response	Mean	Frequencies	Level
1	Students understand why they are using digital utilities	15	9	High
	during listening.			
2	Students predict about the text during using digital	11.6	7	Medium
	utilities.			
3	Students listen and match activities.	13.3	8	High
4	Students listen and follow activities such as drawing	16.6	10	High
	pictures, completing tables, etc.			
5	Students express their individual views and opinions	16.6	10	High
	reflect on the ideas in the text.			
6	Students listen and respond physically.	10	6	Medium
7	Students engage in extensive writing exercise based on the	6.6	4	Low
	listening text.			
8	Giving students appropriate feedback on their work in the	13.6	8	High
	listening activity.			

Findings and Discussion

Results indicate that the highest ranges are stated as:

"Students express their individual views and opinions reflect on the ideas in the text" with mean range (16.6) relying on using digitalization in English listening tasks. Also, "Students understand why they are using digital utilizes during listening" with a mean range (15). Adding to that, "Students listen and match activities" and "Giving students appropriate feedback on their work in the listening activity" with a mean range (13.6).

The medium range is stated as "Students predict about the text during using digital utilizes" with mean range (11.6). And also, "Students listen and respond physically" with mean range (10).

While the lowest range is stated as "Students engage in extensive writing exercise based on the listening text" with mean range (6.6) because students find it difficult to concentrate on listening and writing on the same time and students need to remember what they heard while listening.

Conclusion and Recommendations

Based on the study results the researcher recommends:

1- The importance of using digital utilities in listening comprehension tasks

- 2- Enlightened English language teachers about the importance of digitalization in the educational process in general and improving the listening skill in specific,
- 3- Providing the decision makers in the Ministry of Education about the results of this study to put digitalization on its priorities while teaching
- 4- Encouraging researchers to do more researches about digitalization and its impact on other skills in teaching English language.

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