



## Digital Storytelling Resources for Critical Listening: A CEFR-Based Approach for Middle Schoolers

Fitri Jayanti<sup>1</sup>, Lala Bumela Sudimantara<sup>2</sup>

<sup>1,2</sup>IAIN Syekh Nurjati Cirebon

[fitrijayanti975@gmail.com](mailto:fitrijayanti975@gmail.com)

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### Abstract

CEFR has become a crucial framework for language curricula design and learning outcomes assessment worldwide. In Indonesia, critical listening has emerged as a significant student skill to learn, yet middle schools face challenges in mastering it. Sudimantara (2021) has integrated innovative listening activities using filtered intonation in Verbotonal Approach to enhance English academic writing skills. The holistic pedagogy integrates listening, speaking, reading, and writing, incorporating multisensory load reduction strategies and innovative learning tools such as Reading for Emotion and Aesthetics. Sudimantara's approach breaks away from pedagogic grammar and improves learning outcomes. The research aims to enhance students' listening skills and improve the CEFR-based digital storytelling resources as a pedagogical practice. The qualitative data with research and development (R&D) design findings that the creative processes involved analyzing lesson plans, which the researchers found to still rely on traditional teaching methods, utilizing the Reading for Emotions approach as a learning tool to analyze texts and analyzing texts based on the CEFR level using a virtual writing tutor website. In this research, the characterization results of the creative processes are the creation of a product prototype, namely digital storytelling resources for critical listening based on CEFR. The study utilized a curriculum engineering approach that prioritized student-centeredness and differentiated learning over an uninformative approach based on rhizomatics, which focuses on endless learning.

**Keywords:** CEFR, Critical Listening, Digital Storytelling

### Introduction

The Merdeka Curriculum is a new curriculum launched by the government to enhance the quality of education in Indonesia. The reason is currently, the Indonesian education system is suffering from a severe learning crisis, even before the pandemic. This can be seen from the following data:

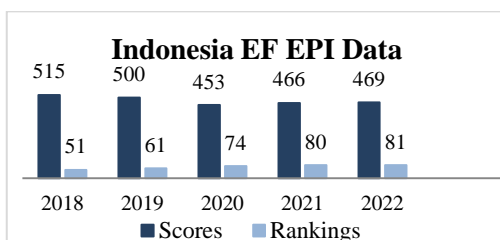
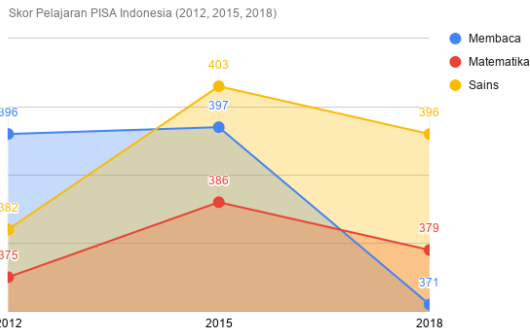


Figure 1. Indonesia EF EPI 2018-2022

The average achievement of Indonesian English Proficiency Index students from 2018 to 2022 is relatively low proficiency. The data obtained based on graphics shows that Indonesia in 2018 year was ranked 51 from 88 countries and obtained a 515 score. In 2021, Indonesia was ranked 80 from 112 countries and obtained 466 scores. Until the last event in 2022, Indonesia has consistently been in the bottom, which is ranked 81 out of 111 countries and obtained score of 469. Indonesia's Proficiency has continued to decline, this shows the low interest in reading in this country.



**Figure 2.** Indonesia PISA 2012-2018

Figure 2 above illustrates that the average achievement of Indonesian students from 2012 to 2018 is still relatively low than the world average. This result shows that Indonesia's English proficiency levels are truly in a learning crisis situation. According to Helyanti (2022) PISA Indonesia scores in the 2018 73rd out of 80 nations that participate in this international assessment, providing further evidence that Indonesia has a poor level of literacy. This indicates that the level of reading ability of Indonesian students is still at a low level. Low literacy levels can be influenced by several factors, such as developing countries, transformative pedagogy, and multisensory during the process of receiving information. Developing countries are influenced by digital skills in receiving information; with technology literacy from a young age will change a country to be more developed (Helyanti, 2022).

The latest research by Sudimantara (2021) suggested that developing learning resources is a complex process; there is a need for innovative pedagogical models in

building transformative education in Indonesia. This is due to the fact that we need to embrace a new learning pedagogy first before tackling technological matters. In other words, the adoption of an innovative pedagogy is the benchmark of world class higher education services (Sudimantara, 2021).

According to Lian, et al., (2023) Computer-Assisted Language Learning (CALL) can be an effective tool for enhancing language learning and teaching, but its successful implementation requires careful consideration of various factors, including teacher training, access to technology, and cultural and contextual factors (Lian, et al 2023). This is aligned by research from Son, J.B (2019) that CALL can support language teachers in facilitating interactive and communicative language learning activities, and providing learners with feedback and guidance (Son, 2019).

According to Hubbard (2023) a key aspect of contextualizing and adapting teacher education and professional development is the promotion of critical reflection and inquiry. Teachers need to be encouraged to critically reflect on their practice and consider how it can be adapted and improved for the benefit of their learners (Hubbard, 2023). This is aligned by research from Son (2020) in this technology-enhanced era, language teachers need to embrace the opportunities and challenges offered by technological tools and pedagogies.



Technology has the potential to provide opportunities for language learners to interact with language in authentic and meaningful contexts. Language teachers need to carefully select appropriate technological tools and pedagogies that align with their teaching goals and objectives.

According to Lian, et al., (2017) in a reflective article on academic writing as aesthetics applied show that aesthetic experience and the neural mechanisms mediate, when adapted to the context of academic writing, was hypothesized as able to offer some new directions to researchers working in this area. The eight laws of artistic experience proposed form a set of heuristics that artists either consciously or unconsciously deploy to optimally titillate the visual areas of the brain. The laws are based in evolutionary processes and brain circuitry. They informed that has provided insights on how the human brain constructs meaningful relationships (Lian, et al., 2017).

In this research, the researchers discuss the development of a storytelling learning platform, where the learning platform uses the web. The web is one of the software that supports learning to easily find some stories. The reason researchers took storytelling is because it is interesting. The book by Fletcher (2021) our emotional connection to the narrator's voice or to the lives of the story characters makes our brain feel like we are in friendly company, easing the psychological gnaw that contributes to abnormal cortisol

and with pulp fiction, gaining this bonding benefit from literature is easy.

Digital storytelling provides a platform for students to practice critical listening skills in a more interactive and engaging way, as opposed to traditional teacher-centered approaches. The study by Basyoni, et al., (2022) use of digital storytelling in the classroom can encourage students to think more deeply about the messages and themes presented, improving their ability to critically evaluate and analyze information. Digital storytelling can enhance critical listening skills by promoting higher order thinking skills, engagement, reflection, and motivation and also promote cultural understanding and empathy, as students are exposed to diverse perspectives and experiences through the stories they create and listen to. Effective implementation of digital storytelling in the classroom requires a well-designed curriculum and appropriate training for both teachers and students (Basyoni, et al., 2022).

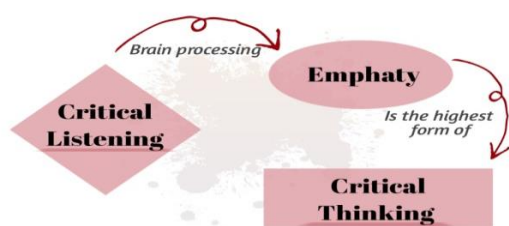
Paying attention to the issues, the researcher formulates the problems in the forms of questions: what creative processes are included and how did the creative processes characterize the prototype product of digital storytelling resources for listening?

## Theoretical Review

According to Sudimantara (2020), language learning is learning of all kinds of things that take place mainly in the right hemisphere of the brain and the final storage

of the information obtained from this learning in the left hemisphere. Specifically, musical language (prosody, intonation, and rhythm) occurs in the right hemisphere, suggesting that intonation and rhythm (as well as emotion) are the brain's starting point for language processing. The brain has not grammar or vocabulary, which is processed by the left hemisphere. To this end, this study prioritizes language processing in the right hemisphere, activating sensors to process intonation, rhythm, and emotion to learn academic writing. Seeing emotions learning helps to see the relationship between emotions and cognition.

Listening is a crucial component of language learning and developing learners to communicate effectively in real-world. Effective listening requires not only comprehension of the words being spoken, but also an understanding of the speaker's tone, emphasis, and other prosodic features. Prosodic features are an important aspect of spoken language and are essential for effective communication. Prosodic contours convey emotional, pragmatic, and syntactic information that supports the listener's comprehension and interpretation of spoken language (Lian, 2022).



**Figure 3.** Visualization of Critical Listening

Critical listening in the brain processing involves five stages: receiving, understanding, evaluating, remembering, and responding. When listening, storytelling involves three main ideas for effective storytelling: (1) When stories carry us, they can encourage empathy, (2) Empathy can encourage prosaically action or action can encourage us to help others, (3) stories can be used to clarify biases or and encourage inclusiveness. Empathy is the highest level of critical thinking that does not just listen, but an action to encourage problem solving. It requires us to suspend our egos and live in another's world. When people listen to a compelling story that evokes empathy, their brain releases oxytocin, a hormone that is associated with social bonding and emotional connection. Stories can be a powerful tool for promoting charitable causes, as they have the potential to inspire people to donate money or time to social causes that they feel connected to.

Storytelling is one of the most powerful tools to influence, teach and inspire. Storytelling affects the brain in strange and wonderful ways. Stories activate the brain's auditory cortex and inflame the left temporal cortex, the area that receives speech. Stories evoke emotions. Emotions are signals to the brain that everything we experience matters. Stories make information memorable and allow information to be shared in a way that creates an emotional connection. According to Zak (2014) a story must first sustain



attention to a scarce resource in the brain by developing tension during the narrative. If the story is able to create that tension then it is likely that attentive viewers/listeners will come to share the emotions of the characters in it, and after it ends, likely to continue mimicking the feelings and behaviors of those characters.

The use of digital media in differentiated learning creates opportunities for learners to use multiple senses in processing information, which enhances their learning experiences. Neuro-scientific findings suggest that differentiated learning is more effective in promoting students' cognitive and affective engagement, as well as optimizing their learning outcomes and prioritizes student-centeredness and adaptive learning over uninformative approaches, which have been the hallmark of traditional pedagogies. In differentiated learning, teachers create an enabling environment where learners can engage with learning materials that are suited to their learning styles, preferences, and strengths. Differentiated instruction can enable learners to work at their own pace and in a way that suits their individual learning styles, thereby enhancing the learning process. The brain is not a passive recipient of information but rather an active processor that responds to different stimuli in different ways (Lian, 2018)

The article by Shah & Kumar (2020) conclude that learner-centered approach is an

effective pedagogical approach that promotes critical thinking, creativity, and independent learning among students, and encourages teachers to shift their focus from teaching to facilitating learning. Learner-centered teaching can be implemented through a variety of strategies, such as collaborative learning, project-based learning, inquiry-based learning, and problem-based learning. These strategies promote learner engagement, motivation, and achievement (Shah & Kumar, 2020).

The Article by Tabieh, et al., (2021) that digital storytelling can be used to engage students in active listening activities by requiring them to listen to and comprehend spoken narratives and to respond to questions and prompts related to the narratives. Digital storytelling can be used to develop students' creative thinking skills by encouraging them to generate and develop their own stories, to create multimedia presentations, and to reflect on their learning experiences. The study provides evidence that digital storytelling can be an effective tool for promoting the development of active listening and creative thinking skills among learners. The results showed that using digital storytelling had a positive effect on developing both active listening and creative thinking skills among the experimental group (Tabieh, et al. 2021).

CEFR stands for Common European Framework of Reference for Languages, which is an international standard used to



assess a person's language skills or abilities that are widely practiced in Europe. Outside of the CEFR, there are also several international standards to describe the extent of English proficiency, such as the EF SET, TOEFL, IELTS, and TOEIC. CEFR was first published in 2001. The central component of the 2001 CEFR is a detailed taxonomic description of language proficiency in terms of language use, which it divides into four modes: (1) Reception (listening and reading) (2) Production (speaking and writing) (3) Interaction (spoken and written) (4) Mediation (i.e. facilitating communication between individuals or groups who for whatever reason cannot communicate directly) (British Council, 2022).

## Method

This method is research and development (R&D). Research and development (R&D) is used to improve the quality of education by developing or generating a specific product. According to Alwasilah (2002), the research and development method refers to a systematic approach to conducting scientific research and inquiry in order to develop new knowledge and innovations that can be applied to solve problems or improve existing products, services, or processes. This method involves a series of steps, including problem identification, literature review, hypothesis development, data collection, data

analysis, and interpretation of findings (Alwasilah, 2002).

Paying attention about the issues found from the background of the problem, the researcher formulates the problems in the forms of some research question that: How do the creative processes involved in developing digital storytelling resources for critical listening among middle schoolers align with the CEFR framework, and how do these creative processes characterize the prototype product in this study?

## Result

The results of this research revealed two main themes that emerged in accordance with the research question: creative processes of digital storytelling for critical listening and characterizing processes of digital storytelling for critical listening.

### *Creative processes of digital storytelling resources for critical listening*

In investigating and analyzing the development of digital storytelling resources for critical listening to improve students' competency learning and help students from learning crisis. It is found three points about the overall creative processes categories. The three sections are as follows:

### *Lesson plan analysis*

This section discusses the analysis of lesson plans for eighth-grade students in a middle school in Cirebon city. The Indonesian curriculum aims to expose students to a variety of texts, including



report, narrative, exposition, and recount texts, with the ultimate goal of fostering good character in students. To cultivate this character, students must develop a habit of reading, which can provide them with a wealth of knowledge to support their character education. However, in practice, the texts used in schools lack variety and are not diverse enough. As a result, students may become disengaged and uninterested in reading, which can negatively impact their literacy levels. To address this issue, it is crucial to introduce a wider range of texts and materials to engage students and improve their literacy skills.

### *Text analysis*

This paragraph describes the use of the Reading for Emotion (RFE) approach in analyzing text during the creative process of developing prototype products. The RFE approach which was promoted by Lian A.B (2020) involves six steps in writing: focus, disturbance, dialogue, development, resolution, and moral. By utilizing the RFE approach, the researcher was able to analyze the text in a structured and comprehensive manner, which likely facilitated the development of more effective prototype products. Through this technique, the researcher aimed to analyze the emotions evoked by the text and understand how they could be leveraged to develop effective prototypes. Text analysis using the RFE approach can be seen in the following table:

**Table 1.** Visualization of Analysis text with RFE

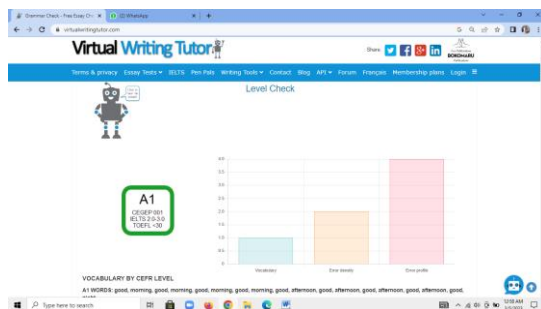
<b>Title:</b> The Ant and The Grasshopper	
<b>Source:</b> Aesop Fable	
<b>RFE</b>	<b>Sample Text</b>
Focus	In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content.
Disturbance	An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.
Dialogue	Why not come and chat with me," said the grasshopper, "instead of toiling and moiling in that way?" "Why bother about winter?" said the grasshopper; we have got plenty of food at present."
Development	The Ant went on its way and continued its toil.
Resolution	When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.
Moral	Then grasshopper knew, it is best to prepare for days of need.

To analyze the text using the Reading for Emotions technique, the researcher selected "The Ant and the Grasshopper" as a sample text. Table 1 above presents the results of the text analysis using the six stages of Reading for Emotions. To conduct the analysis, the researcher meticulously read the text multiple times, focusing on each sentence. The Reading for Emotions analysis was carried out manually by carefully reading and identifying the sentence themes at each stage of the Reading for Emotions technique. Lian, A.B (2020) emphasizes that

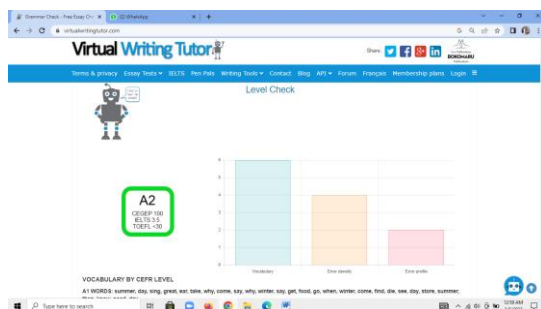
the Reading for Emotion model offers a new perspective on literacy education that not only focuses on decoding skills, but also on emotional literacy, which is crucial for effective communication Lian A.B (2020).

*CEFR analysis*

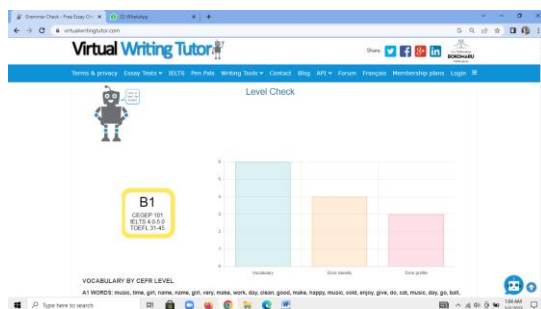
To analyze the CEFR level of the whole story of digital storytelling for critical listening, researchers used a virtual writing tutor website <https://virtualwritingtutor.com>. CEFR level analysis can be seen in the following figure:



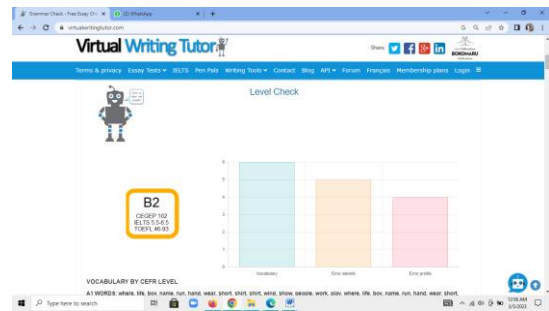
**Figure 4.** CEFR Level Analysis Result – A1



**Figure 5.** CEFR Level Analysis Result – A2



**Figure 6.** CEFR Level Analysis Result – B1



**Figure 7.** CEFR Level Analysis Result - B2

The CEFR level analysis using the virtual writing tutor illustrates some appropriate vocabulary at each CEFR level. Researchers utilize this website to facilitate the determination of the CEFR level of a given text. This free website is incredibly efficient, taking only half a second to interpret the CEFR level. To utilize the tool, one simply needs to input the text in the designated column and click "Check Level," after which the system promptly analyzes the CEFR level of the text.

*Characterize processes of digital storytelling resources for critical listening*

In investigating and analyzing the development of digital storytelling resources for critical listening to improve students' competency learning and help students from learning crisis. It is found two points about the overall characteristics of product prototype categories. The two sections are as follows:

*The characteristic of texts CEFR level*

This section describes examples of grouping story texts into CEFR levels. Each level on the CEFR has a different type from level A1 to C2. The level are described as follows:





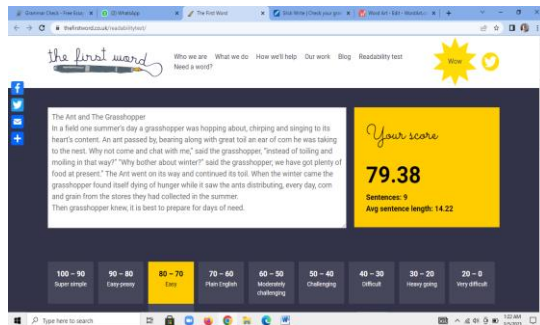
**Table 2.** Analysis Texts Characteristic of CEFR Level

Level CEFR	Sample Vocabulary	Analysis
A1	<p><b>“We can do it by Room to Read”</b></p> <p>Practice, First, Place, Day, Get, Start, First, Arm, Group, Very, Well, Group, Finish, Leg, First, Place</p>	<p>The vocabulary used in this text is basic and simple, with a focus on everyday language used in familiar contexts and the words used are typically one or two syllables and relate to basic actions and ideas.</p>
A2	<p><b>“The Ant and the Grasshopper by Aesop”</b></p> <p>Field, Heart, Chat, Instead, Way, Bother, Way, Collect, Prepare.</p>	<p>The vocabulary used in this text is slightly more complex than in A1, with a focus on more abstract ideas and actions. The words used are typically two or three syllables and relate to actions, emotions, and ideas that are slightly more complex than those in A1.</p>
B1	<p><b>“Cinderella’s Story by Disney Princess”</b></p> <p>Love, Lady, Cruel, Jealous, Beauty, Palace, Bride, Bit, Lady, Prince, Marry, Lady, Fix, Lady, Suddenly, Appear, Wave, Wave, Warning, Strike, Prince, Charming, Orchestra, Prince, Strike, Prince, Prince, Lady, Lady, While, That, Be, Once Upon A Time, Come True, One, One Day</p>	<p>The vocabulary used in this text is more complex than in A2, with a focus on more abstract and nuanced ideas and emotions. The words used are typically three or more syllables and relate to complex emotions, relationships, and situations.</p>

B2	<p><b>“Little Ant’s Big plan by Candice Dingwall”</b></p> <p>Store, Setting, Bun, Like Mad</p>	<p>The vocabulary used in this text is more advanced than in B1, with a focus on more nuanced and complex concepts. The words used are typically longer and more complex, and relate to abstract ideas, complex actions, and situations. However, the sample text for B2 provided is very short and does not represent the full range of vocabulary used at this level.</p>
C1-C2	<p>Erudite, Scholar, Eloquent, Expounded, Intricacies, Quantum Physics, Spellbound, Profound, Demeanor, Intriguing.</p>	<p>The vocabulary used in this text is advanced and specialized which vocabulary across a wide range of topics, including abstract concepts, professional fields and academic disciplines. The texts exhibit nuanced and precise language use, incorporating idiomatic expressions, phrasal verbs, and complex collocations in a sophisticated manner.</p>

In analyzing texts according to the CEFR levels, can identify a range of different vocabularies used in each text. For example, at the A1 level, the text contains 16 beginner-level vocabulary words, while the A2 level text contains 9 elementary-level vocabulary words. At the B1 level, the text includes 36 intermediate-level vocabulary words, while the B2 level text features 4 upper intermediate-level vocabulary words. This analysis was conducted using a virtual writing tutor website. By examining the vocabulary used in texts at different CEFR levels, learners can gain a better

understanding of the language skills needed to progress to the next level.



**Figure 8.** Readability Index

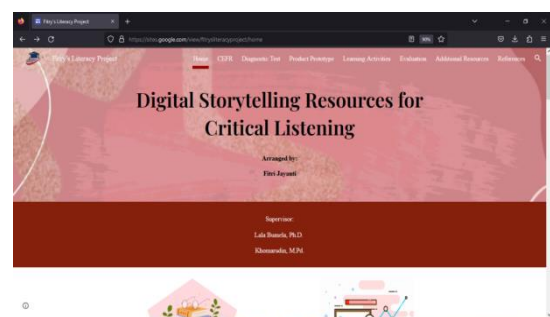
Readability index is a measure of how easy or difficult it is to read and understand a particular written text. The figure 2.3 shows the result of a readability index analysis conducted through "The First Word" website with a scale of 79.38, indicating that it is easy to read. The result of the scale indicates a text level of seventh and sixth grade. The researcher took a sample from the story text titled "The Ant and the Grasshopper" by Aesop's fable, which when analyzed showed an A2 level on the CEFR.

There is a relationship between the readability of a text and its CEFR level. The CEFR provides a standardized framework for evaluating language proficiency, and one of the key components of this framework is the ability to comprehend written text at different levels of complexity. At lower CEFR levels, texts are typically simpler and contain more basic vocabulary, shorter sentences, and less complex grammar structures. These texts are also generally easier to read and comprehend, with higher readability scores. As the CEFR

levels increase, texts become more challenging, with longer sentences, more complex grammar structures, and a wider range of vocabulary. These texts are typically more difficult to read and comprehend, with lower readability scores. Therefore, the readability of a text can provide a good indication of its CEFR level, with easier-to-read texts typically falling into lower CEFR levels and more challenging texts belonging to higher CEFR levels. However, it is important to note that other factors, such as the topic and purpose of the text, can also impact its readability and CEFR level.

*The profile of digital storytelling resources for critical listening*

This section offers an overview of the digital storytelling resources developed by the researchers, providing a comprehensive profile of their features. From this profile, we can see what features are contained in these digital storytelling resources. The figure as follows:



**Figure 9.** The profile of Digital Storytelling Resources.

The following is a digital storytelling resources website link that can be accessed <https://sites.google.com/view/fitrysliteracypr>



[object/home](#). This website contains several pages. The most important is the homepage (see figure 2.4) which contains a description of the project profile and researcher profile. Then the next page is as follows:

## *CEFR*

On this page the researcher includes information about the meaning of the Common European Framework of Reference for Language (CEFR) from the EF SET web. CEFR is a standard that is recognized internationally especially throughout Europe and around the world to describe language proficiency. On this page, the researcher redesigned the six-level image and its description using a diagram in Microsoft word. The six CEFR levels are A1 (Beginner), A2 (Elementary), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced) and C2 (Proficient).

## *Diagnostic Test*

On this page the researcher explains the meaning of a diagnostic test. Diagnostic tests are the main door to start learning activities on digital literacy resources because from here we can find out our initial level of literacy or language skills. Then the researcher includes a website link that connects to CEFR. The analysis is as follows; First, the point access here is free access and easy to use for both cellphone and laptop users, because this test is available on Google. Second, the test is carried out within 15 minutes and the test results come out immediately after the test is completed.

Third, the type of test here contains 20 multiple choices to choose the right sentence related to the question.

## *Product Prototypes*

After students know their literacy level, they can choose a story (material learning) that will be studied according to the level by using the reading for emotion approach. Researchers collected several stories available in several forms, namely text, audio, and images that could activate students' multisensory abilities. On this page students can listen to various stories including; at level A1 there are five stories entitled Superhero Day, Show and Tell, We can do it, what day is it? and Safety.

Level A2 has five stories entitled Dance Muhlali, What Dad Says?, The Dollhouse, The Ant and the Grasshopper and The Little Goat. Level B1 contains five stories entitled Cinderella's Story, Dive!, Let's Play Together Dad!, The Great Teacher, and Living in Harmony. Level B2 has five stories entitled Belle's Story, Lara the Yellow Ladybird, Little Ant's big plan, The Island Where Noa Lives, and Forest Friend. Level C1 has five stories entitled Aurora's Story, Jimmy's New Glasses, Tortoise Finds his Home, The Lion Who Saw Himself in the Water and Look Closer. At the last level, C2, there are five stories entitled Rapunzel's Story, A Fish and a Gift, The Great Reef Burn, Good Neighbors, and Searching for the Spirit of Spring.



## *Learning Activities*

On this page the researcher uses learning activities based on inquiry learning which refers to the understanding of global competencies developed by the OECD to measure students' cognitive levels. This learning will certainly make it easier for students to increase their literacy level. They are strengthened by a new brain-compatible approach, namely reading for emotion. Then, students tried the exercise by giving ideas in the form of emotional stages (focus, distraction, dialogue, development, resolution, and moral) in every sentence of the story they read and listened to. So when listening to and reading stories, the human brain is five times more active and twenty-two times faster in receiving information.

## *Evaluation*

This section is the last stage for students who have carried out all learning activities starting from the diagnostic test to doing assignments on learning activities. On this page the researcher makes a quiz link as evaluation material. Students are asked to access the evaluation as a self-reflection of what they get after listening to and reading a story. This evaluation is packed with 15 questions using the quiz website with a game-like appearance so students enjoy doing it. Then students who have done the evaluation can download the e-certificate on this page. This e-certificate was created by researchers using the Canva application which is based on the website so that students

can first edit according to their name and CEFR level then download the e-certificate easily.

## *Additional Resources*

On this page the researcher looks for various websites about broader sources of additional teaching materials. The source of this teaching material is in the form of a free website that will make it easier for students to use digital learning activities in the 21st century. Equipped with a description of each source of teaching material, it will be easier for students to get to know new websites that are useful. These website names include Let's Read Asia, Disney Princess, Virtual Writing Tutor, Grammarly, Google Translate, Bla-Bla Translate, Cambridge Dictionary, and I Love PDF.

## *References*

On this page the researcher collects various references as a source of reference or reference. This reference source is used by researchers in research on making digital literacy products, starting from books, articles, journals, social media and theses. In making digital literacy products, everything refers to the latest national and international articles and books.

In this research, the characteristics of the concept of differentiated instruction in digital storytelling resources are explained. The concept of differentiated instruction is used by researchers to improve students' abilities based on their characteristics with the process of learning activities in class. In



the learning process in class, the concept of differentiated instruction or differentiated learning emphasizes students' independent learning based on their CEFR level abilities. This is in line with Lian, et al., (2018) research on the concept of differentiated instruction can enable students to work at their own pace and in a way that suits their individual learning styles, thereby enhancing the learning process. Therefore, this learning is student-centered and the teacher acts as a facilitator.

The use of digital storytelling resources for critical listening is focused on making learning fun with story rather than relying on memorization of grammar and vocabulary and also to rebuild the confidence of middle school students' in learning English by emphasizing critical listening. By engaging critical listening, we can develop a deeper understanding of different perspectives, opinions, and ideas. Lian, et al., (2022) highlight that listening is a crucial component of language learning and developing learners to communicate effectively in the real-world. Effective listening requires not only comprehension of the words being spoken, but also an understanding of the speaker's tone, emphasis, and other prosodic features.

## Conclusion

As a curriculum engineer who prioritizes student-centeredness, the researcher has developed digital storytelling

resources that enhance critical listening skills and are aligned with the Common European Framework of Reference (CEFR). The approach incorporates differentiated learning, enabling students to learn at their own pace and according to their individual needs. To support this, the researcher used Reading for Emotion as a learning tool, which helps students develop their emotional intelligence while enhancing their language skills. By using digital storytelling resources, the researcher aims to create a more engaging and interactive learning environment that supports students in developing their listening skills. By aligning the approach with CEFR standards and utilizing differentiated learning strategies, this research aims to ensure that students receive a high-quality education that is tailored to their needs and abilities. The researcher hopes the positive changes from this project is that learning that was originally teacher-centered becomes student-centered with the presence of digital learning resources.

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