



Promoting Secondary School Students' EFL Critical Listening Skills Through Procedural Strategies

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Abstract

This research aimed at investigating the effectiveness of using the Procedural Strategies to enhance EFL student' critical listening skills. The research followed the pre-post, quasi-experimental design. The participants were 35 second year secondary school students. To identify the most important and required EFL critical listening skills for the participants, a checklist was developed and validated by a number of EFL jury members. A pre and post EFL critical listening skills tests were developed. Students were pre-tested, to determine their entry level of EFL critical listening skills. Then, they were trained Procedural Strategies on how to develop their critical listening skills. The post-test was administered on the participants to assess their progress. Findings of the research revealed that there is a statistically significant difference at the (0.01) level between the mean scores of the experimental group that of the control group in post-administration test in favor of the experimental group.

Keywords: *Procedural Strategies, Critical Listening Skills*

المستخلص

هدفت هذه الدراسة إلى التحقق من فاعلية استخدام الاستراتيجيات الإجرائية لتنمية ولقد تم استخدام التصميم .مهارات الاستماع الناقد لمتعلمي اللغة الإنجليزية كلغة أجنبية التجريبي ذو المجموعتين (قياسي قبلي وبعدي) . وقد بلغت عينة الدراسة ٣٥ طالبًا في الصف وقد تم تصميم قائمة بالمهارات الازمة لهؤلاء الطلاب لمعرفة مدى توافر هذه .الثاني الثانوي المهارات لديهم ، وتم التحقق من صحتها وتحكيمها من قبل عدد من المحكمين الخبراء وتم تصميم اختبارات مهارات الاستماع الناقد القبلي .والمختصين في المناهج وطرق التدريس وتم تطبيق الاختبار القبلي للطلاب ، تم تدريبهم على استخدام الاستراتيجيات .والبعدي تم إجراء الاختبار البعدي لتقييم مدى التقدم .الإجرائية لتطوير مهارات الاستماع الناقد لديهم وقد أثبتت النتائج الدراسة أن .في مستوى مهارات الاستماع الناقد للغة الإنجليزية كلغة أجنبية هناك فرقاً مهماً إحصائياً عند ٠.٠١ بين المجموعة التجريبية والضابطة لصالح المجموعة التجريبية مما يدل علي فاعلية استخدام الاستراتيجيات الإجرائية لتنمية مهارات الاستماع الناقد

مفتاحية الإستراتيجيات الإجرائية، مهارات الاستماع الناقد كلمات

Introduction

English language is essential for learning because it is a global language. EFL learners cannot make sense of or understand their surroundings without it. A common language through which everyone can easily communicate is required. In this context, English language belongs not only to those who speak it as their first language but to everyone who uses it to communicate with the rest of the world. As a result, the importance of this language is growing by the day.

Asemota (2015) asserted that "*listening is a process, involving more than mere hearing of sounds and noises, as it includes identifying, understanding and interpreting spoken languages*" (p.27). Listening means that students decide consciously to understand and show reverence for the other person's communication. It is different from hearing. Listening is purposeful and focused rather than accidental. Hearing is an accidental and automatic brain response to sound that requires no effort (Sa'ad, 2017, p. 16).

Listening is a very important skill as it occupies most of the learners' time in learning lectures, music, and other speech. It provides the input that plays an important role in foriegn language acquisition (Al Ghamdi, 2012). The myriad of opinions and messages human beings receive every day emphasizes the need for possessing the capability to critically analyze what they listen to (Ahmad, 2020).

A listening activity in which the listener is an active participant consists of five interrelated important stages. These stages are hearing, understanding, remembering, evaluating, and responding. Moreover, listening comprises some key components: discriminating between sounds, recognizing words and understanding their meaning and identifying grammatical groupings of words. In addition, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and to confirm meaning and recalling important words and ideas (Tyagi, 2013, p.1-2).

Critical listening(CL) is an effective listening process (Kazu & Demiralp, 2017). It seeks to find mistakes or errors and even the good and correct points of speech of a speaker with strong reasons that can be accepted by common sense. Critical listening is to determine whether what is being listened to is accurate or not (Özbay, 2005; Yalçın, 2012). CL means "*using careful, systematic thinking and reasoning to see*

whether a message makes sense in light of factual evidence" (Harris, 2017, p. 475)

Floyd and Clements (2005) asserted that critical listening must occupy a crucial place in teaching effective listening. So, critical listening is divided into three levels: the first level is the perception which measures the level of understanding and awareness of the listener after he listens to the topic. In the second level, critical thinking enables the listener to practice the critical thinking skills to make a judgment. The third level is concluding the topic (Beheery, 2016). That is because critical listening is learning to separate opinions from facts. This works in two ways: critical listeners are aware of whether a speaker is delivering a factual message or a message based on opinion, and they are also aware of the interplay between their own opinions and facts as they listen to messages (Harris, 2017).

Sastromiharjo, Damaianti, and Mulyati (2020) assured the importance of critical listening to humans and pointed out that there needs to be serious attention to things that can improve these abilities. One effort that can be taken is to create or attempt the implementation of learning by empowering effective and conducive listening skills, especially critical listening skills. Several stages are feasible to take in critical listening: listening, identifying, interpreting, understanding, assessing, and responding critically.

Hence, critical listening is an active listening process where EFL students: 1) recognize the central claim of the speaker, 2) guess the speaker's intended meaning, 3) recognize objectivity/bias, 4) recognize tone, 5) distinguish fact from opinion, 6) evaluate the employed evidence, 7) recognize generalization, 8) compare prior knowledge with new information in the text, 9) recognize inconsistencies, and 10) find ambiguity (Ahmad, 2020). Basyoni, Bee, and Seng (2020: 65) confirmed that "*CL skills development is important as it motivates and develops thinking using scientific and effective methods. In addition to language skills such as speaking, reading, and writing because they are all wholly related to listening*".

Critical Listening requires more concentration as well as quick comprehension. A variety of factors should be considered when listening. Context, facial expressions, and body gestures are very important for listeners to facilitate understanding of what speakers convey (Diab, 2020). Thus, Elgendy (2020) investigated the use of audio book-based activities to develop EFL secondary-stage female

students' critical listening skills and their attitudes towards critical listening. The instruments of the research were a critical listening skills questionnaire to determine the most important critical listening skills appropriate for first-year secondary-stage students. The finding of the study revealed a significant difference between the experimental group students' mean score on the critical listening test pre and post-administration favoring the post-administration.

Another vital aspect is that critical listeners should have unique features distinguishing them from ordinary listeners. They should be active to understand the message and meticulous as they do not answer or make a conclusion until the speaker finished his speech. The critical listener should have the ability to think systematically and analytically and be sensitive (Kazu &Demiralp, 2017; Erkek & Batur, 2019). The critical listener does more than just listen. That is, he or she perceives, interprets, evaluates, and responds to the claims made, the arguments advanced, and the analogies and examples used (Ahmad, 2020).

As a result, because critical listening is a unique skill, it is essential to use a typical techniques to develop it. Furthermore, it has been demonstrated that critical listening skills are extremely important for students. Subsequently, the present research used Procedural Strategies to develop critical listening skills.

Using procedural strategies enable the students to create role plays, and improve theatre or re-enactments. They can make presentations to the class, pair up or team up and debate what they have learned. The students can rewrite the lyrics of an old favorite, making a rap out of the key terms or ideas. In Procedural Strategies, the students also build a working model, use dramatic concert readings, and make up a story using the key items. Newton (2010) asserted that discussion and pair-sharing proved to have a positive impact on students' learning.

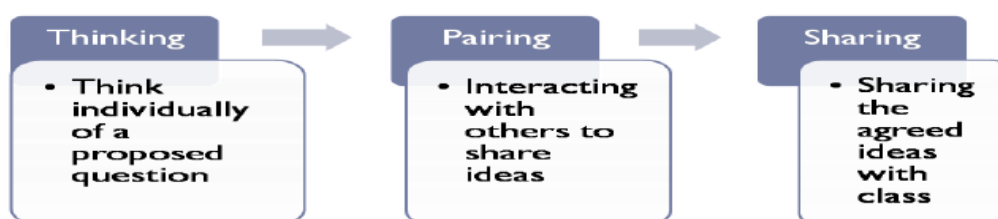
"Think-Pair-Share" can be used to increase learners' classroom participation. It is a "multi-mode discussion cycle" in which students receive the assigned question or issue, formulate their thinking, and then share their ideas (Azlina, 2010). In think -pair-share strategy the teacher can use the following principles to be appropriately applied in a language setting: Group tasks are designed to be suitable for group work. Positive interdependence is built in –cooperation is necessary for students to succeed. Attention and class time are given to interpersonal/cooperative skill building. Participants learn together in small (2-5 members) groups. The instructor's role changes from being

the 'sage on the stage' to the 'guide on the side' (Wichadee & Orawiwatnakul, 2012).

This learning strategy discusses three steps in the implementation process, these steps are 'think,' 'pair,' and 'share'. More specifically, in the first step, known as the 'think' step, students come up with one assigned question or issue from the teacher and are given 'think time' to generate ideas about a specific topic. In the second step, they are paired up and discuss and argue their generated ideas with each other. Students are required to share their exchanged information with others or with the entire class during the share step(Phan, 2021). The following figure presents the steps of the "Think-Pair-Share" strategy:

Figure (1)

The Steps of The "Think-Pair-Share" strategy.



Note: the steps of The "Think-Pair-Share" strategy, Using Think-Pair-Share Strategy to Support Students in Speaking Lessons Phan, 2021, p. 3

The second strategy is role-playing which can help students apply their knowledge to a given problem . the role- play strategy enable the students to reflect on issues and other people's points of view, indicate the relevance of logical ideas by placing them in a real-world context, and demonstrate the complexity of decision-making (Annan-Diab & Molinari, 2017).

Students can use role play to gain perspectives on themselves, clarify their values, and direct or change their behavior. If carried out in a safe environment, role plays allow for the sharing of extreme views without the teacher's guidance (Doorn & Kroesen, 2013). Role plays can be used not only to raise awareness but also to encourage students to think about how to construct an institutional framework more conducive to responsible action.

Role play is positive and safe in dealing with opinions and feelings; they provide an appropriate environment for expressing personal and sometimes uncertain attitudes and views; it is highly motivating as a

large number of students enjoy these sorts of activities and become more motivated learners. It promotes active learning and makes the class more interesting. Although role-playing is an effective teaching method, it should not be used excessively. The ability to use a variety of teaching methods is essential for being an effective teacher. Traditional teaching methods, such as giving lectures, fail to help students in making relationships and being motivated inside the classroom (Graves, 2008).

The third strategy is discussion, it promotes critical thinking by clarifying concepts through individual discussions. When students engage in critical dialogue, they are discussing a specific problem. Whole-class debates, within-group debates, and online discussion forums are all examples of critical dialogue. The discussion does not have to be spoken; it can also be written. If the activity is written, it must be characterized by multiple back-and-forth interactions to be considered discussion (e.g., online discussion forums) (Abrami, Bernard, Borokhovski, Waddington, Wade & Persson, 2015).

Discussion can take place in the classroom in two ways: between students in small groups during cooperative small group tasks, or between the teacher and other students in the entire class. It should be effectively-prepared to be a good way of developing higher-order thinking skills. more it gives the teacher a chance to test the student's understanding and give them feedback (Graves, 2008& Muijs & Reynolds, 2017).

It has been demonstrated that procedural strategies(Think-Pair-Share, role play, and discussion) assisted students in enhancing their engagement in listening skills and their confidence in critical abilities. While students were essentially considered passive learners in traditional listening lessons due to one-way discussion, they appeared to be more engaged and active participants in the lesson using the Think-Pair-Share role play, and discussion strategies.

Context and Statement of the Problem

In spite of the significance of EFL listening skills among secondary school students, it has always been an area of weakness, as many studies have shown. such as Al Ghamdi (2012); Sa'ad, (2017); Smadi(2017); Ghamry (2018); Mansy (2018); Mohy Aldin, (2018) and Alodwan, and Almosa (2018). According to these studies, the main focus in teaching English is on grammatical aspects and writing abilities rather than listening and speaking skills. As a result, critical listening skills are still ignored in English classes to the best of the current researcher's

knowledge. The present research presents procedural strategies (Think-Pair-Share, role play, and discussion) for developing EFL critical listening skills.

Through the researcher's experience as an English language teacher, she noticed the low level of secondary school students in some EFL critical listening skills. It is also possible that the teachers encountered difficulties in teaching the students some EFL critical listening skills. As a result, it can be concluded that both learners and teachers have difficulties learning EFL listening skills.

Consequently, the researcher attempted to determine the level of second-year secondary school students' critical listening skills. As a result, a pilot study was conducted to investigate the level of critical listening skills and listening anxiety among second-year secondary school students. During the first term of the academic year 2020/2021, it was a random sample of 25 second-year secondary-stage students. An EFL critical listening test was adopted from Elgendy (2020)

The results of the pilot study revealed the low level of the students' EFL critical listening skills. According to the pilot study, students' critical listening skills were low in the following areas: (Distinguishing between the main idea and the supporting details, Recognizing the difference between facts and opinions, Relating new ideas to old ones, Comparing the meanings of two ideas, Distinguishing between literal and implied meanings of the given audio text, Recognizing cause/effect, similarities and contrast relationship of the events in the audio material.). Therefore, this research used procedural strategies for developing secondary school students' EFL critical listening skills.

Questions of the Research

To face this problem, the present research attempted to answer the following questions:

- 1 What are the EFL critical listening skills required for second-year secondary school students?
- 2 What are the features of procedural strategies for developing some EFL critical listening skills among second-year secondary school students?
- 3 To what extent is using procedural strategies effective for developing some EFL critical listening skills among second-year secondary school students?

Instruments and Materials

The following instruments were developed to measure the dependent variables of the research:

- a) An EFL critical listening skills checklist.
- b) An EFL critical listening skills pre-post tests and rubric.
- c) The procedural strategies.

Validity of the EFL critical listening skills test:

1. Face validity

The EFL critical listening skills test was administered to 11 TEFL jury members to estimate content validity. They were asked to provide feedback on the clarity of the test instructions, the difficulty level and length of the test, and the extent to which each item measures the skill intended to be measured. The jury members mentioned the relevance of the test items to the skills to be measured. The test's suitability to students' academic levels was reported. The clarity of the test instructions and questions, as well as the representation of the targeted skills, were also praised. Clarity of the test instructions and questions and representation of the targeted skills were also reported for the final form.

2. Internal consistency validity

The internal consistency between the score of each sub-skill and the total score of the main skill was determined by calculating the Correlation Pearson coefficient between the students' score in each sub-skill and the total score for the main skill. The following table shows the coefficients of validity of the sub-skills of the critical listening test:

Table (1)

The correlation coefficient between the score of each sub-skill and the total score of the main skill for the critical listening test.

| No | Main Skills | Sub-Skills | Correlation |
|----|-------------------------------------|--|-------------|
| 1 | Listening for Discrimination | Distinguishing between the main idea and the supporting details. | 0.893** |
| 2 | | Recognizing the difference between facts and opinions. | 0.528** |
| 3 | | Relating new ideas to old ones. | 0.780** |

| | | | |
|----|-----------------------------------|--|---------|
| 4 | Listening Analysis for | Comparing between the meanings of two ideas. | 0.467** |
| 5 | | Recognizing illogical misconceptions from audio material. | 0.475** |
| 6 | | Analyzing the speaker' characters according to their tone. | 0.421* |
| 7 | | Distinguishing between literal and implied meanings of the given audio text. | 0.568** |
| 8 | | Paraphrasing a statement from the audio text. | 0.618** |
| 9 | | Recognizing the speaker's purpose. | 0.561** |
| 10 | | Recognizing cause/effect, similarities, and contrast relationship of the events in the audio material. | 0.457** |

The previous table illustrates that all correlation coefficients are significant at the level of significance (0.05) and (0.01), which indicates the validity of the internal consistency between the sub-skills of the test.

Reliability of The EFL Critical Listening Skills Test:

For estimating the reliability of The EFL Critical listening Skills test, the following two methods were used:

1. Cronbach's Alpha method

Cronbach's alpha coefficient was calculated for the main skills of the test, and for the test as a whole. The results are shown in the following table:

Table (2)

Cronbach's Alpha Coefficient For The Critical Listening Test, The Pre- Test

| Test Dimensions | Cronbach's Alpha |
|-----------------------|------------------|
| Discrimination | 0.706 |
| Analysis | 0.718 |

The previous table clarifies that the value of Cronbach's alpha coefficient is high, which indicates that the test has a high degree of reliability.

2. Test-Retest Method:

The researcher administered critical listening skills pre-test at the beginning of the second semester of the academic year 2022-2023 to a group of participants rather than the research participants of second-year

secondary school students (n=35). The test was re-administered after two weeks to the same participants.

The correlation coefficient (r) between the mean score of the first and the second administration of the test was calculated by using the Pearson formula. The value of the correlation coefficient between the two applications, in each of sub-skills as well as in the test as a whole, was shown in the following table:

Table (3)

Reliability of the EFL critical listening skills test

| Test Dimensions | Correlation Coefficient | Level of Significance |
|-----------------------|-------------------------|-----------------------|
| Discrimination | 0.814** | 0.01 |
| Analysis | 0.849** | 0.01 |

Procedural strategies stages

The procedural strategies framework was based on seven stages

Stage 1: Pre-exposure.

- This stage provides the brain with an overview of the new learning before really digging in. Pre-exposure helps the brain develop better conceptual maps.
- The teacher creates a strong interest learning environment.
- The students set their own goals, and discuss class goals for each unit.

Stage 2: Preparation.

1. This is the stage the teacher create curiosity or excitement.
2. The teacher creates a “you are there” experience; give learners a real-world grounding.
3. The teacher provides the context for learning the topic (can be a repeat of the overview; the classic “big picture”).
4. The teacher elicits from students what possible value and relevance the topic has to them personally. They must feel connected to the learning before they’ll internalize it. Encourage them to express how they feel it is or is not relevant. The brain learns particularly well from concrete experiences first.

Stage 3: Initiation and Acquisition.

1. The students are Provided with concrete learning experiences (e.g., case research, experiment, field trip, interview, hands-on learning).
2. The teacher offers a group or team project that encompasses building, finding, exploring, or designing.
3. A well-designed computer program can be helpful at this stage.

Stage 4: Elaboration.

1. This is the processing stage; it requires genuine thinking on the part of the learners. This is the time to make intellectual sense of the learning.
2. The teacher provides an open-ended debriefing of the previous activity.
3. The students watches a video, view slides, or see a theatrical production on the topic.
4. The teacher encourages small-group discussions, and have groups report back to the entire class.
5. The teacher creates individual and/or group mind maps reflecting the new material.
6. The students hold a school discussion, debate, essay contest, or panel discussion.

Stage 5: Incubation and Memory Encoding.

1. This stage emphasizes the importance of downtime and review time. The brain learns most effectively over time, not all at once.
2. The students take a walk in pairs to discuss the topic.
3. Learners are asked to discuss new learning with their family and friends.

Stage 6: Verification and Confidence Check.

1. The students present their learning to others.
2. The students are asked to interview and evaluate each other.
3. The students demonstrate learning with a project (e.g., working model, mind map, video, newsletter).
4. The students present a role-play.
5. The teacher quiz students (verbally and/or in writing).

Stage 7: Celebration and Integration.

1. At this point, it is critical to engage emotions. Make it fun, light, and joyful. This stage instills the all-important love of learning.
2. The teacher provides sharing time (e.g., peer sharing, demonstration, acknowledgments).
3. The teacher invite another class, parents, the principal, or community guests in to view projects.
4. The students incorporate the new learning in future lessons.

The assessment of using procedural strategies for developing critical listening skill

The assessment of critical listening skills used in the implementation of procedural strategies is consisted of two types formative and summative. During the sessions, the researcher conducted the formative assessment. At the end of each session, the researcher asked the students to read their handouts and complete the tasks that followed the skill that was being emphasized to ensure that they had mastered it.

Summative assessment was the second type of evaluation. The researcher used this type after the strategies were administered to determine the extent to which the strategies' objectives were met and to investigate its effectiveness in developing the participants' EFL critical skills through the administration of the EFL critical listening skills post-test.

Findings and Discussion of the Research:

The aim of using procedural strategies was to develop EFL secondary school students' critical listening skills. To measure the effectiveness of procedural strategies, the participants were pre-tested and post-tested in EFL critical listening skills. For comparing the initial and the final mean scores of the participants in the overall EFL CL skills to find whether there was a statistically significant difference between them in the pre- and the-post assessment of the tests, the researcher used the two sample t-test. The findings of the research are presented below with the hypotheses of the research as follows:

Findings of the first hypothesis:

The first hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL discrimination skills in favour of the experimental group." For testing this hypothesis, the two samples' t-test was used to compare the participants' mean scores in EFL

discrimination skills on the-post administration of the EFL critical listening skills test. Table (4) illustrates the t-value and level of significance of the treatment between the experimental group and the control group in the post-test of the main skills of critical listening skills.

Table (4)

The t-value and level of significance of the treatment between the experimental group and the control

| Skills | Full Mark | Group | Mean | Std. Deviation | t-value | α Sig | η^2 |
|------------------------------|-----------|--------------|------|----------------|---------|--------------|----------|
| Listening for Discrimination | 4 | Experimental | 3.62 | .52 | 11.182 | 0.01 | .648 |
| | | Control | 1.56 | .96 | | | |

Table (4) illustrates that there is a statistically significant difference between the mean scores of the experimental group and those of the control group in discrimination skills in post-test in favor of the experimental group. The t-value is (11.182) which is significant at the (0.01) level of significance. The effect size is high as η^2 is greater than 0.14. Thus, the first sub-hypothesis was supported.

Findings of the second hypothesis:

There is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL analysis skills in favour of the experimental group. For testing this hypothesis, the two samples' t-test was used to compare the participants' mean scores in EFL analysis skills on the-post administration of the EFL critical listening skills test in favor of the experimental group. Table (5) clarifies the t-value and level of significance of the treatment between the experimental group and the control group in the post- test of the main skills of critical listening skills.

Table (5)

The t-value and level of significance of the treatment between the experimental group and the control

| Skills | Full Mark | Group | Mean | Std. Deviation | t-value | α Sig | η^2 |
|------------------------|-----------|--------------|------|----------------|---------|--------------|----------|
| Listening for Analysis | 8 | Experimental | 6.59 | 1.17 | 10.450 | 0.01 | .616 |
| | | Control | 3.87 | .99 | | | |

Findings also indicated that there is a statistically significant difference between the mean scores of the experimental group and those of the control group in analysis skills in the post-test in favor of the

experimental group. The t-value is (10.450) which is significant at the (0.01) level of significance. The effect size is high as η^2 is greater than 0.14. Thus, the second sub-hypothesis was supported.

Findings of the third hypothesis:

There is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL overall critical listening skills in favour of the experimental group." For testing this hypothesis, the two samples' t-test was used to compare the participants' mean scores in EFL critical listening skills on the-post administration of the EFL critical listening skills test in favor of the experimental group. Table (6) states the t-value and level of significance of the treatment between the experimental group and the control group in the post- test of the critical listening skills:

Table (6)

The t-Value and Level Of Significance Of The Treatment Between The Experimental Group And The Control

| Skills | Full Mark | Group | Mean | Std. Deviation | t-value | α Sig | η^2 |
|--------------------|-----------|--------------|-------|----------------|---------|--------------|----------|
| Critical listening | 11 | Experimental | 10.20 | 1.12 | 18.05 | 0.01 | .957 |
| | | Control | 5.42 | 1.09 | | | |

Table (6) illustrates that there is a statistically significant difference at the 0.01 level between the mean scores of the experimental group exposed to procedural strategies and those of the control in the overall post-test of the EFL critical listening skills in favor of the experimental group, where t-value is (38.775) which is significant at the (0.01) level of significance. The effect size is high as η^2 is greater than 0.14. Thus, the previous hypothesis was supported.

Discussion and Interpretation of the research Findings:

Concerning the first hypothesis

The results revealed that there is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL discrimination skills in favour of the experimental group. This means that the participants achieved more improvement in their critical listening sub-skills. This result confirmed the first hypothesis statistically.

As a result, the procedural strategies were effective in improving the participants' EFL discrimination skills. This progression can be attributed to a variety of factors. The researcher integrated instructional

and clear input such as videos, podcasts, and documentaries. These materials provided participants with up to date and accurate information . Thus, they provided practise for participants to learn and distinguish between the main idea and the supporting details, recognizing the difference between facts and opinions, relating new ideas to old ones. This result was consistent with other researchers such as Kirbas (2017) and Salem (2017).

Furthermore, when teaching EFL critical listening skills, the researcher gave the participants the opportunity to open up discussion on interesting topics. These discussions allowed them to learn a lot from one another and overcome their fear of confrontation and expressing their opinions. As a result of implementing procedural strategies, secondary school students' discrimination skills were improved, and the students were able to use higher order thinking skills such as analysis, inference, and judgement. The integration of procedural strategies and stages allowed students to explain, describe, make connections, and engage in active processes. These findings met the researcher's expectations and supported the research's hypotheses.

Through the implementation of the strategies, the discrimination skills were developed as an outcome of procedural strategies. The current research's questions were designed to determine whether the use of procedural strategies would improve students' critical listening skills. Based on the statistical analysis of the results, it is clear that students' critical listening skills were developed which could be attributed to the use of procedural strategies. To demonstrate this, the researcher found that the participants' performance was enhanced in the two critical listening skills (discrimination, analysis).

Concerning the second hypothesis:

The second hypothesis indicated that 'there is a statistically significant difference between the mean scores of the experimental group and those of the control group in analysis skills in the post-test in favor of the experimental group". The t-value is (10.450) which is significant at the (0.01) level of significance. The effect size is high as η^2 is greater than 0.14. Thus, the second sub-hypothesis was supported.

A variety of factors can be attributed to this improvement in participants' analysis abilities. The first factor is using the think-pair-and-share strategy, which helped students think effectively about the topic so that they can use higher order thinking skills to identify and discuss what they know, what they do not know, and what they want to know. The

second factor is the procedural strategy environment. This environment allowed students to freely express their ideas and opinions. According to the hypothesis, procedural strategies promoted meaningful education by fostering an ongoing and purposeful environment in which instruction and curriculum strategies successfully reached every student. Furthermore, it promoted contingent thinking.

Participants listened to audio recordings of real-life situations in which the foreign language is used, such as narrative, conversation, or discussion. They discovered that when presented with listening materials, they became less dependent in their learning and behaviour. Because they explored a variety of cognitive and communicative contexts, procedural strategies encouraged learners. This result is corresponded with El-Naggar (2019) and Muhammad (2019).

Concerning the third hypothesis:

The findings revealed that there is a statistically significant difference at the 0.01 level between the mean scores of the experimental group exposed to procedural strategies and those of the control in the overall post-test of the EFL critical listening skills in favor of the experimental group, where t-value is (38.775) which is significant at the (0.01) level of significance. The effect size is high as η^2 is greater than 0.14. Thus, the previous hypothesis was supported.

The purpose of the present research was to demonstrate a correlation between EFL critical listening skills and procedural strategies. The findings of the present research indicated that the procedural strategies had a positive effect on the participant's experimental critical listening skills (discrimination, analysis).

As a result, the procedural strategies were effective in developing the participants' overall critical listening skills in EFL. This advancement can be attributed to the progress of its two components in the previous two hypotheses.

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