

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

Dr. Ali Ahmed Ali Bedaiwy

Lecturer at Department of Languages (EFL)
Sadat Academy for Management Sciences

ABSTRACT

This study aimed at investigating the effect of interactive approach on developing EFL critical listening skills for college of management sciences students (English section). The researcher adopted the quasi-experimental design. The Participants of the study were 66 second year college of management students at Sadat Academy for Management Sciences. A checklist was designed to identify the required critical listening skills for second year students. A critical listening skills test was designed by the researcher and used as a pre-posttest for the two groups. The researcher used some critical listening activities which were used in teaching the experimental group, while the regular method was used in teaching the control one in the academic year (2020-2021). The data were analyzed statistically by SPSS. Results of the study revealed a positive effect on developing experimental group's critical listening skills.

Key words: Interactive Approach, Critical Listening Skills.

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

Dr. Ali Ahmed Ali Bedaiwy

Lecturer at Department of Languages (EFL)
Sadat Academy for Management Sciences

Introduction

Since it is recognised as one of the previous conditions of oral output in the language learning process, listening skills have been a major concern for language instruction. Listening is a sine qua non in language learning because it is the primary tool that learners use to create their understandings in target language and acquire the input. According to Ozbay (2005), critical listening is an important and effective as it involves "perception" and "comprehension" which are commonly used in listening.

Every day, EFL students are exposed to hundreds of audiovisual persuasive speeches in English on a variety of topics, and they are expected to demonstrate excellent critical listening abilities. Critical listeners compare, and analyse what they hear in order to make decisions based on their findings. Critical listeners should be able to judge whether or not what they hear is factual based on genuine facts in a systematic manner. Furthermore, they are expected to understand the demands, assumptions, decisions, attitudes, beliefs, and ideas of speakers analytically. Above all, they must be extremely careful not to create any kind of response or opinion before the speakers have finished speaking, as well as be open-minded and engaged in finding intentional illustration and understanding in the mix of ideas and inputs. As a result, critical listening is vital in obtaining understandable input, because learning and change do not occur without feedback (Hiner, 2016; Erkek & Batur, 2020).

Abdullah(2013) pointed out that critical listening abilities are regarded a cornerstone for students' success in EFL lessons, as they are crucial for academic and professional success. They are essential

for studying and teaching English as a foreign or second language. Students fulfil many of their cognitive, psychomotor, emotional, and social needs by listening to others. At the same time, critical listening is a key component of both formal and informal learning. However, in EFL language lessons, students are always given direct teaching in reading, writing, and speaking, but in which they regarded as listening skills (passive skills) to be developed, without any support, practise, or supervision.

Teaching English in Egyptian schools, on the other hand, emphasises on reading and writing abilities, with listening skills being neglected and badly taught. As a result, learning EFL critical listening skills becomes a struggle for non-native students, leading them to hear (perceive sounds with their ears) instead of listening actively and attentively to learn (Abdullah, 2013). Furthermore, listening courses and resources are frequently restricted, which is why EFL teachers must develop effective tactics and strategies to aid in the development of critical listening abilities. As a result, using effective critical listening skills in is a must. The researcher hypothesized that critical listening skills could be developed through using interactive approach (IA)

Nicolai and Cotter (2015) investigated the interactive approach to language learning, arguing that it provides opportunities that more prescriptive techniques do not. It is an approach based on tenets rather than hard and fast rules; one that sees the learner as an active participant in the classroom rather than a passive one; and one that believes language should be more than just a subject of study, but rather an interactive experience in which students willingly engage with one another and communicate in the second or foreign language.

As a result, the fundamental ideas of the interactive approach are to change students' roles from passive to active through cooperation, pair work, and group discussion in doing so students become efficacious in critical listening.

Context of the problem

1-Personal experience

Out of the researcher as a lecturer of EFL at Sadat Academy for management sciences, he noticed that students' have difficulty in critical listening skills. They cannot evaluate or criticize what they listen to. They cannot pass judgments on any listening text either.

2- Reviewing previous studies.

Some previous studies ensured that there were weakness in critical listening such as Diyyab (2020) study that found Egyptian university students lack critical listening skills as a result of regular teaching practises that rely on direct recitation and ignore other skills while focusing on the literal auditory standard. Bell (2018) showed that teachers did not devote enough time to teaching listening skills in English classes.

Al Ghamdi,(2012) Taher & Yaghadn,(2018) ensured that students lack critical listening abilities. This is due to a lack of sophisticated tactics, programmes, online apps, educational and instructional materials.

Statement of the Problem

Students at the college of management sciences face several problems in critical listening that's why the current study was an attempt to investigate the effect of the interactive approach in developing students' EFL critical listening skills.

Questions of the study

The current study was carried out to answer the following questions:

1. What are the required critical listening skills for second year faculty of management (English section) students?
2. What is the level of second year faculty of management (English section) students in critical listening skills?
3. What is the effect of interactive approach on developing EFL critical listening skills for second year faculty of management students (English section) students?

Hypotheses of the study

The current study verified the following hypotheses:

- 1-There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of overall critical listening skills test in favor of the experimental group.
- 2- There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of each of overall critical listening skills test in favor of the experimental group.
- 3-There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on overall critical listening skills test in favor of the post-test.
- 4- There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on each of the overall critical listening skills test in favor of the post-test.

Aim of the Study:

- Investigating the effect of interactive approach on developing EFL critical listening skills for Faculty of management , English section students.

Definition of terms

Interactive Approach

Zhuo (2017) defined it as a kind of teaching and learning based on information and affective communication between teachers and students. This approach requires teachers and students to actively participate in the teaching process or express the interesting information among each other, and teacher should act as an organizer who organizes the classroom activities or a designer who designs the learning tasks in the teaching process.

The researcher defined interactive approach operationally as the interaction between teacher and students in developing students' critical listening skills.

Critical Listening Skills

Critical listening, according to Melanlioglu (2011) and Daniel (2014), is a process of concentrating and understanding what is said in order to properly analyse communications, make coherent judgements, and create an opinion on whether the speech is legitimate or not.

The researcher defined critical listening skills operationally as college students' ability to actively, systematically, analyse and assess the speakers' message of the listening materials on collaborative learning

Delimitations of the study

This study was delimited to the following:

1. 66 second year college of management sciences (English Section) students at participated in the research.
2. Some EFL critical listening skills required for second year faculty of management sciences (English Section) students.
3. The first semester of the academic year 2020/2021.

Significance of the Study

The results of this study may provide useful information to those who are interested in critical listening skills as follows:

- 1- College of Management sciences students.
- 2- College of Management faculty members (English section).
- 3- Researchers in the field of EFL curriculum and teaching methods.

Critical Listening Skills (CLS)

Wolvin and Coakley (1985) as cited in Hong (2016) 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.

Levels of Critical Listening

Critical listening, according to Tubail (2015), is an advanced form of listening that involves higher-order cognitive skills such as analysis, interpretation, judgment, and evaluation. Critical listening demands intense concentration and a thorough understanding of the listening speech's substance. Proper interaction with auditory speech necessitates the realisation and derivation of relationships, as well as the ability to discriminate, compare, and realise the speaker's true aims. It is a multilevel procedure that begins with easy levels and progresses dynamically and quickly to more complicated levels.

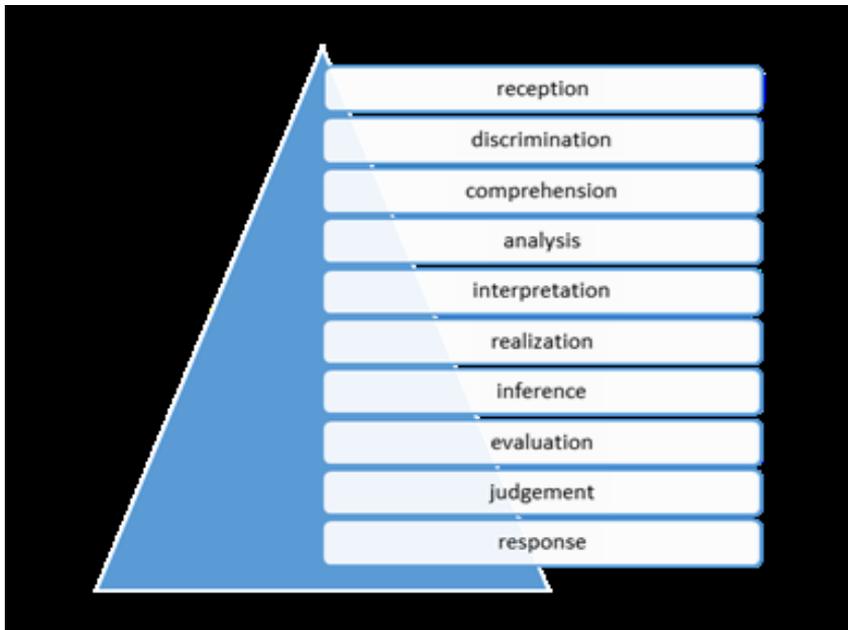


Figure (1) Levels of Critical Listening (Tubail, 2015)

This diagram is important because it depicts all stages of critical listening, beginning with receiving the tale (reception), then discriminating the story's content, and finally interpreting what has been heard. After there, there is an inquiry or analysis, and then there are all of the CLS steps that show how developing DST by students helps in each of the preceding stages. During the production process, peer review and collaborative conversations aid

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

comprehension, criticism, hints, reasons, justifications, critical judgement, and students' reactions or responses.

Importance of Critical Listening

Several studies have confirmed the importance of critical listening and the necessity to teach and develop it (Corey, 2016; Mee, 2017). The CLS is significant because it uses scientific and practical approaches to encourage and develop thinking. Because listening is so closely linked to other language abilities like speaking, reading, and writing, it helps to develop them. All other talents improve as a result of developing critical listening skills. It is essential for producing, rephrasing, and assessing meanings, as well as for renewing knowledge.

CLS also improves academic achievement by encouraging students to think deeply, pay attention, remember, and comprehend thoroughly. It helps kids comprehend others, boosts self-esteem, and improves their ability to converse favourably and objectively critique. It assists students in efficiently using information by linking it to their schemata, criticising, interpreting, and learning new literacies that they can use to make logical conclusions and judgments. One of the main goals of this research is to develop CLS in English, as English is the universal language through which many international cultures and information are transmitted.

The function of CLS is determined according to various main skills and sub-skills. The main skills of CLS (Worthington and Fitch-Hauser, 2018; Tang, 2016; El Harbi 2016) are auditory discrimination, analysis, inference, and evaluation and judgment.

Main Skill	Sub-Skills
Listening for Gist	Recognizing the speaker's purpose
	Discriminating between main ideas and minor ones,
	Recognizing the speaker's motives

Main Skill	Sub-Skills
	Identifying the speaker's attitudes and/or emotions.
	Analyzing characters according to their tone.
Making Inferences	Identifying new vocabulary meanings from context.
	Evaluating the speaker's ideas and quality of supporting evidence
	Identifying different relations in audio material.
	Recognizing cause/effect relationship
	Distinguishing between literal and implied meanings
Intensive Listening	Predicting future incidents according to the speech from audio material.
	Spotting weaknesses in reasoning
	Recognizing biases
	Deducing comparisons, similarities and differences.
	Making predictions and formulating questions

The table depicts the various skills targeted in this study, such as completing and memorising main ideas, discriminating between main points and different ideas, discriminating between main ideas and minor ideas, 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, identifying different relations in audio material, identifying different relations in audio material, identifying different relations in audio material, identifying Apart from that, finding reasons and implications, discrimination in listening material, employing heard ideas to solve problems, detecting the speaker's

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

approach to influence the audience, and interpreting and evaluating the message are all important skills to have.

Critical listening processes

Kazu & Demiralp (2017), kasem (2015) There are two basic processes in critical listening: (1) physical (hearing) and (2) cognitive (attention, perception, comprehension, analysis, assessment). According to some researchers, students often attribute their lack of EFL critical listening skills to two main reasons: (1) insufficient competence, as students' listening skills are often poor, ineffective, and do not always meet the actual need; and (2) inadequate competence, as students' listening skills are often poor, ineffective, and do not always meet the actual need. (2) The level of difficulty of the stimulation items.

Some researchers attempted to be more precise by classifying the two key factors that have a detrimental impact on learners' listening capacity in a broader sense as internal and external causes. Internal reasons include worry about learning a foreign language, a lack of enthusiasm, and a lack of relevant expertise. External variables can include inability to understand incoming speech due to speaker characteristics or surrounding disturbances, as well as the diversity of speakers' accents and the length of the speech. As a result, instructors of English as a foreign language face a number of challenges when attempting to help students develop critical listening skills, including understanding the listening process, selecting the best medium for teaching listening, and dealing with affective factors such as anxiety and motivation.

Critical listening abilities were shown to be extremely important for EFL learners who are exposed to a variety of cultures and ways of thinking, according to Diyyab (2020). In FL programmes, critical thinking abilities are also shown to be the foundation for developing critical listening skills. Following that, critical listening is an important aspect of foreign language acquisition since it connects classroom and real-life language. Researchers have also underlined that FL instructors should use a

variety of tactics and approaches to help create a positive psychological and physical classroom environment, as well as provide additional resources to support the training process.

Furthermore, FL instructors should encourage students to work in pairs and groups to promote active engagement and all sorts of classroom interaction, according to the findings. On the basis of the preceding, it can be argued that large regular classes are ineffective for developing critical listening skills. Instead, educators must use the finest tactics and technology to address the issues of overcrowding in the classroom, a shortage of classroom aids and facilities, and restricted study time. Students' motivation and collaboration may be harmed as a result of these issues, which may further raise their language anxiety. The interactive method is an example of these tactics and tools.

The Interactive Approach:

The interactive approach, according to Zhou (2017), requires teachers to create an active and productive classroom in which students can actively participate in the teaching process or convey intriguing knowledge among themselves. Also, in interactive classrooms, an interactive teacher should be able to operate as a controller, director, manager, facilitator, and resource.

Origin of the interactive approach:

Since its inception in the 1970s, the interactive approach has evolved into a widely used teaching system that has received widespread recognition in European and North American countries. The interactive approach involves a sequence of exercises including teacher-students, student-student, and student-text collaboration to complete various learning tasks. Wilga Rivers examines and stresses the basic function of interest in the interactive activity from the standpoint of cognitive psychology. Rivers explains that if listeners are interested in the conversation's substance, information feedback will automatically occur. As a result, teachers in foreign language classes seek to motivate students and keep them engaged in

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

interactive activities. Students in an interactive classroom will pick up the language quickly by listening to real language materials or by hearing what other students in the class have to say. The majority of the helpful material can be absorbed by students into their own understanding. They have the ability to reactivate prior knowledge or learn new knowledge in an indirect manner. Students will be able to recognise the characteristics of a language in a realistic setting.

The interactive approach, according to Rivers, is a process of information communication, most commonly between teachers and students. Teachers and students endeavour to express their ideas and thoughts openly and spontaneously to each other through communication. The interactive method to communication also aids in the exchange of ideas with other students. In language learning, more pupils will benefit from each other's suggestions. The language environment is critical for kids to gain a more thorough understanding and subsequently to come up with more innovative and creative ideas. Students must participate in the entire teaching and learning process in order to complete the interactive exercises.

The Advantages of the Interactive Approach

The primary benefit, according to Zhou (2017), is that the Interactive Approach improves students' awareness of their speaking in English oral instruction. On the one hand, the Interactive Approach encourages students to actively participate in the speaking process in order to improve their capacity to use language in real-life situations. The Interactive Approach, on the other hand, improves integration abilities such as listening, speaking, reading, and writing. Students will be more focused on improving their spoken English.

Second, the Interactive Approach helps students overcome their fear of speaking English before they begin. Students will be encouraged to openly express their own thoughts in an interactive class, and they will be able to discuss their views with peers. Students gradually lose their phobia of speaking English. Furthermore, the Interactive Approach has the potential to increase

students' thinking and broaden their horizons to some level. Students can express themselves about the topic from textbooks as much as possible because the teacher provides a relaxed and free environment for them in the interactive classroom. Students get greater opportunities to interact with their classmates and teachers. In the process of several educational technologies, such as presentation, correction, and structural analysis, students can also acquire good ideas and creative ideas from other students. Furthermore, the Interactive Approach can increase students' self-confidence and boost their interest in speaking. Six elements impacting pronunciation learning were identified by H. Douglas Brown. "Motivation and concern for proper pronunciation" is the sixth factor. (2017, Zhou).

According to Zhou (2017), the Interactive Approach is a good and successful approach to use in English oral classrooms. The Interactive Approach encourages students to participate in the entire oral teaching process, allowing them to produce more effective and comprehensible language in oral English. Because of the dynamic and open classes, they have a good attitude toward the Interactive Approach. As a result, in college English speaking, the Interactive Approach is an acceptable and successful approach to use.

Zhou added that interactive approach is a type of teaching and learning approach centred on information and affective exchange between teachers and students. Teachers and students must actively participate in the teaching process or express intriguing information to one another, and the teacher must serve as an organiser who organises classroom activities or a designer who designs learning assignments in the teaching process.

According to Fahim and Seidi (2013), teachers sometimes have difficulty engaging pupils in class activities. Teachers may believe that interactive teaching is a minor component of classroom instruction in comparison to other activities, and that interactive teaching requires additional time, which is incorrect. This means they've largely had teacher-centered lessons, with little opportunity for student autonomy or a collaborative relationship between the

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

teacher and the language learners. Teachers' control is not limited in interactive teaching, and students have more influence. Teachers can engage students' existing understanding of the topic by teaching interactively, allowing them to apply it to their current and future learning tasks. There are sometimes weaknesses in what students have previously learned, and by revisiting it, teachers can provide remedial comments to help students eliminate those flaws.

The Principles of the Interactive Approach:

Seven interactive principles are listed by Douglas and Frazier (2001) as the foundations of interactive theory in the language classroom.

These include the following:

- 1- The principle of automation.
- 2- The principle of interests.
- 3- The principle of strategic investment.
- 4- The principle of risk-taking.
- 5- The principle of language-culture connection.
- 6- The principle of inter-language.
- 7- The principle of communicative competence.

Stages of the interactive approach

New interactive modes of teaching are one approach to improve the educational process, with the goal of effectively solving educational challenges and increasing students' cognitive activity. According to Eshonkulova (2020), the interactive approach has several stages:

1. **The call's current stage.** The objectives at this stage are to engage pupils, to immerse them in the topic's essence, to feel it, and to prepare them for the understanding process. Students exchange ideas while responding to questions presented by the teacher in this procedure.

One strategy to improve the educational process and effectively solve educational problems is to use new interactive modes of teaching. 2. **The Mental attack phase.** This strategy, which can be employed at any time during the class, entails solving

the problem by expressing your own thoughts and opinions. For example, a teacher might put the word language on the board and ask students, "What did you think of this term, or how else can you understand that word?" to increase students' cognitive engagement.

Teacher can write the following on the board in the order that the students presented their opinions: Teachers' opinions should not be discovered to be incorrect, but they should assist pupils as much as possible. Encourage them not to be afraid of the heat, and the teacher should then assess each of their thoughts. Students learn a lot about the word in this process, because the problem is presented to them as a mental attack, which they open with their thoughts, and as a result, the topic becomes easier to understand.

3-The comprehension stage. Teacher fills in the gaps with fresh ideas at the conclusion of the discussion on the topic of the stage of mental attack. The concept is reinforced through questions and replies.

4. The contemplation stage.

Students are asked to express in writing, in brief lines, the knowledge and concepts they have gained on the topic. The teacher splits the students into groups of 3-7 persons and gives each group a sheet of paper to do this job. On the topic of "Word-sentences," for example, the teacher assigns each group the job of identifying three distinct aspects of words sentences and allots a specific amount of time for this task. Every kid in the class has their own point of view. One pupil jots down his or her thoughts. While the students work in groups on the task, the teacher moves about the classroom, monitoring everyone and commenting on the task, as well as assisting those who require assistance.

Everyone's attention is pulled to the blackboard at the end of the time. Each group sends one representative (presenter) to the class board to present the assignment completed by the group to the entire class. Every presentation will be assessed. The teacher explains everything to them at the end of each group project, corrects and summarises any errors, and gives an overall assessment of the group's performance. Each instructor makes excellent use of

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

interactive lessons to enhance teaching and learning activities. They should help pupils enhance their abilities to acquire knowledge on their own, develop critical thinking skills, and grow as well-rounded individuals. The primary goal of using interactive methods in education is to assist teachers in rethinking their pedagogical treasures, to engender a desire for a higher-quality methodological orientation, and to stimulate more thinking, study, and experimenting.

Teaching critical listening via interactive approach:

Rivers (1987) described some classroom activities that can be used in classroom such as: listening to material in the first language, discussion of pictures or objects, pair work, the incorporation of films or television series, poetry reading and writing, cross-cultural sharing of perspectives, reading and interpretation, grammar as an interactive task, testing of ability to produce real-life language, and community service, according to Nicolai & Cotter (2015). (pp. 10-14). Some of these activities, such as pair work, first language materials, and cross-cultural dialogues, are already used in the authors' classes. Poetry reading (it would be interesting to see how students in Japan react to it), community interaction (possibly via the internet), an interactive approach to testing (conventional tests often do not measure a student's overall ability), and perhaps the most intriguing, an interactive approach to grammar could all be tried out.

According to Nicolai and Cotter (2015), there are several ways in which the interactive approach can be implemented in the classroom. This approach is still in its early phases, as Brown points out, but it does not minimise its value. The innatist, cognitive, and behaviourist theories briefly presented in this work all have validity, but one essential ingredient is noticeably absent: the notion of interaction as a constructive learning process. The significance of interaction can be defined in terms of the process of conceiving, transforming, and developing learning from input. With his social interactionist theory, Long (1985) paved the path, and others like

Rivers expanded on it and implemented it in the classroom with positive results. Because everyone contributes to the direction of the activities by investing their own thoughts and feelings, the interactive classroom is dynamic and imaginative. The teacher relinquishes authority, and the pupil embraces responsibility and leadership. There is no guidebook that applies to every circumstance in the interactive classroom, and there will undoubtedly be difficulties, but at the very least, the classroom will never be a room full of kids who must passively learn about a language rather than how to apply it.

Hayati and Muslem (2020) looked into the efficacy of using an interactive approach to teach reading comprehension. It also looked into the students' reactions to the use of an interactive approach in reading instruction. The study's instruments were a test and a questionnaire. The findings suggest that using an interactive approach enhanced students' reading scores, and they also expressed good feelings about using an interactive approach to teach reading.

On the theme of "The Importance of Interactive Methods and Principles in English Language Lessons," Eshonkulova (2020) examines the concepts and ideas. The employment of current teaching methods results in a high level of efficiency in the classroom. These strategies should be chosen based on the didactic task of each lesson. Traditionally, foreign language education approaches differentiate between didactic and methodological principles. Principles are commonly thought of as basic methodological provisions that define the educational and raising process.

Diyab (2020) explored whether incorporating SRS (Student Response System) tools into a listening triangle technique was useful in improving EFL critical listening skills among faculty of education majors. The study's participants were split into two groups: experimental and control (30 students each). The research instrument was an EFL critical listening test created by the researcher to track the students' growth and improvement in EFL critical listening skills. The current research findings demonstrated

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

that integrating SRS tools into the listening triangle technique was helpful in developing EFL critical listening abilities among faculty of education English majors after delivering the EFL critical listening test to the research participants.

Method of the study

This section of the study deals with study design, participants, instruments, materials, variables, and experimental procedures.

Design of the Study

The quasi-experimental design was used in this study. Two groups , experimental and control with an experimental and a control group of 66 students. The research participants were chosen randomly. Before starting the experiment, both groups were examined to see how homogeneous they were. For this study, administering the pre-test was critical. To be critical listeners, participants must have a particular level of linguistic skill. To make sense of hearing content, they need enough language competence in their listening comprehension level. Before implementing the SRS tools and the listening triangle technique, the research participants were given the EFL critical listening test. Participants had 45 seconds to choose the correct answer and indicate it in the answer sheet provided after listening to the recorded material for each multiple choice listening question, which had three response options. The substance of the recorded material was read out by native American males and females. It took 30 minutes to complete the testing. The test was conducted in classrooms, which allowed participants to avoid external distractions like noise and crowds. As a pre-post exam, the critical listening test was used. During the experiment, the participants were put into ten groups, each with three members (speaker, listener and monitor). After each task, participants in each group switched roles. They were introduced to the use of SRS tools such as Kahoot, plotagon, and PowerPoint, as well as the listening triangle method, while the control group received standard training. After the trial was completed, the two

groups were retested to see if there were any significant differences in their EFL critical listening skills.

Research participants

In the academic year 2020/2021, the participants included 66 first-year Faculty of Management Sciences(English Section). The participants were randomly assigned to two groups.

Instruments of the study

To achieve the aim of this study, the researcher prepared and used the following instruments:

- An EFL critical listening checklist.
- An EFL critical listening pre-posttest.

Data collection and Procedures

A) The critical listening checklist (Appendix 1)

1) The Aim of the checklist was to identify the required skills for college students.

2) Description of the checklist.

The checklist included (26) critical listening skills in its first version .The researcher referred some sources to identify such skills. These sources included Kazu & Demiralp (2017), kasem (2015)and Diyyab (2020).(the Initial version was attached in appendix (1)

3) Validity of the checklist

The checklist was presented to 5 jurors in curriculum and instruction EFL methodology to validate the checklist they omitted some critical listening skills and modified some others. The researcher made the required modification and the final form of the checklist was attached in Appendix (2).

The EFL critical listening test

The EFL critical listening test was used.

A) To ensure the participants level before and after treatment.

B) Description of the test

It was divided into three sections to assess some EFL critical listening skills (Listening for the gist, making inferences, and intensive listening).Each main skill contains some sub-skills such as Recognizing the speaker's purpose, Discriminating between main ideas and minor ones, Recognizing the speaker's motives,

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

Identifying the speaker's attitudes and/or emotions, Identifying new vocabulary meanings from context, Recognizing cause/effect relationship..etc.

Before receiving the answer sheet, students were required to carefully listen to an audio recording twice. Students were instructed to begin answering questions from part one, which consisted of 5 multiple choice questions, after listening to the audio recording. Students were instructed to pay close attention to each question and to choose the proper answer within thirty seconds of the question's completion.

The test's second section was designed to assess skills such as spotting biases, emotionally reacting to the speaker's message, and generating own judgments. Students were asked to read five random sentences then, listen to the soundtrack twice. They were asked to arrange these five sentences according to the audio file. This section of the test of aimed at assessing critical listening skills in English as a foreign language, such as (making predictions ,relating new and previously learned information). Furthermore, the Third question consisted of five multiple choice items. Students were asked to choose the correct answer based on the audio file. This question was created to assess some EFL critical listening skills, including as (Comprehending and solving the problem in the message and Summarizing main ideas).

The researcher verified the availability of the psychometric conditions (validity, reliability, coefficient of difficulty and ease, discrimination coefficient) of the test as follows:

First: Validity of the test

The test was submitted to some jurors to validate it in terms of clarity, readability, and appropriateness for the students' level. The final form of the test is in appendix (3).The list of jury members is in appendix (4)

A. Validity by the Jury:

The researcher presented the test in its initial form he field of curriculum and teaching methods to express their opinions on the appropriateness of the dimensions of the test, the. Based on the viewpoints agreed upon by the jury members, the researcher has done the modifications agreed upon by the jury⁽¹⁾ (80.00% and more). Cooper's equation has been used to calculate the percentage of agreement among the jury members. The rate of agreement among the jurors on validation dimensions of test ranged between (80.00% - 100.00%), as the percentage of agreement on the test as a whole reached (90.38%), which is a high percentage indicating the validity of the test, after making the modifications approved by the jury members, which included an amendment to the formulation of some of the questions of the test, The researcher made the modifications referred to by the jury members, which included modifying the wording of some items of the test and time and score of some test items.

Also, the internal consistency was calculated through the administration of the test on (20) students other than experimental or control groups as follows:

The correlation coefficients among the test items and the overall score of the overall test:

Table (1)
Correlation coefficients between items of Critical Listening Skills test and whole test

Listening for Gist		Making Inferences		Intensive Listening	
Question 1	Correlation Coefficient of the Item with the whole Test	Question 2	Correlation Coefficient of the Item with the whole Test	Question 3	Correlation Coefficient of the Item with the whole Test
1	0.826**	1	0.521**	1	0.865**
2	0.778**			2	0.826**
3	0.569**			3	0.883**
4	0.775**			4	0.880**
5	0.818**			5	0.658**

** Correlation is significant at the at level (0.01)

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

The previous table (1) shows that correlation coefficients between the test items and the overall score of test ranged between (0.521) and (0.883). This indicates that there are a statistically significant differences at the level of (0.01). reflecting the internal consistency.

The reliability of the test

The reliability of the test was calculated using Cronbach's Alpha , and the test-retest methods ,as follows:

A. Cronbach's Alpha: The researcher used this method to calculate the reliability of the test by applying it to a group (20) students. The Cronbach's Alpha coefficients was (0.847) .

B. Test re-test: The reliability of the test was calculated by the method of administration and re-administration of the test using the Pearson correlation coefficient, where the researcher re-administered the test on (20) students after two weeks from the first administration, The value of the reliability coefficient was (0.819) at the level (0.01).

These values indicate that the test has an appropriate degree of reliability to measure students' Critical Listening Skills, and thus the reliability of the test as a whole. This means that the values are appropriate and indicate the reliability of the test for administration.

The Difficulty Coefficient Calculation

The researcher calculated the difficulty coefficient of the items of test. The following table shows the difficulty coefficient of the test items:

Table (2)
Values of difficulty coefficient of Critical Listening Skills test

Questions	Coefficients of difficulty	Item	Coefficients of difficulty	Item	Coefficients of difficulty	Item	Coefficients of difficulty
1	0.49	4	0.60	7	0.60	10	0.57
2	0.52	5	0.48	8	0.49	11	0.52
3	0.55	6	0.54	9	0.47		

It is clear from the previous table (2) that the difficulty coefficients ranged between (0.47 - 0.60), which are good difficulty coefficients. The difficulty coefficients of the test as a whole was (0.53). These results indicate the validity of the test for use.

Discrimination Coefficient Calculation

Discrimination is the test's ability to discriminate between the high- ability students and low-ability ones. The following table shows the discrimination coefficients of the test:

Table (3)
Values of the discrimination coefficients of the items of the Critical Listening Skills test

Question	Discrimination Coefficients	Item	Discrimination Coefficients	Item	Discrimination Coefficients	Item	Discrimination Coefficients
1	0.55	4	0.53	7	0.68	10	0.61
2	0.65	5	0.52	8	0.59	11	0.67
3	0.60	6	0.66	9	0.53		

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

From the previous table (3), it is found that the values ranged from (0.52 to 0.68) , which are acceptable values and indicate the ability of the items to distinguish between the students. The overall test discrimination coefficient was (0.60).

Statistical treatment methods:

The Social Sciences Statistical Package (SPSS ver.22) was used to perform statistical analyses. The methods used were as follows:

- "t-test" for the independent groups to examine the equivalence in the Critical Listening Skills test between the experimental group & control groups. and its significance was calculated by the value of (t).
- "t-test" for the independent groups to examine the significance of the differences between the degrees of students (experimental students group & control students group) to determine the difference in the level of critical listening skills test in both groups, and its significance was verified by the value of (t).
- "t-test" for two paired groups to examine the significance of the differences between the degrees of pre and post-administration of critical listening skills test for the experimental students group to determine the difference in the level of critical listening skills in both administrations, and its significance was verified by the value of (t).

Results and Discussion

• Pre-administration of the critical listening skills test:

The aim of the prior administration of the Critical Listening Skills test is to ensure the homogeneity of the two groups in the level of critical listening skills before treatment. The results and statistically processed using the (t) test for two independent samples.

(t) value was calculated for two independent groups and the significance of the difference between the mean scores of the experimental group and the control group in each dimension and the overall score of the critical listening skills test; this is shown in table (8)

Table (4)
“t” test value and the level of significance for the difference between experimental and control groups in pre-test of the critical listening skills test

Variable	Groups	N	Mean	Std. Deviation	Df	T	Sig	
Critical Listening Skills	Making Inferences	Experimental Group	33	1.33	1.384	64	0.158	0.875
		Control Group	33	1.27	1.719			
	Listening for Gist	Experimental Group	33	1.76	1.562	64	0.169	0.866
		Control Group	33	1.70	1.334			
	Intensive Listening	Experimental Group	33	1.21	1.654	64	0.143	0.887
		Control Group	33	1.27	1.790			
	Overall skills	Experimental Group	33	4.30	3.245	64	0.079	0.937
		Control Group	33	4.24	2.990			

Table (4) shows that:

- The great similarity between the meanscores of experimental group students and the meanscore of control group students in each skill of the critical listening skills test, and the calculated value of (t) for the significance of the difference between the both scores of experimental group and control group students in each skill of the critical listening Skills test, which is greater than the level of significance (0.05).

Results

- The first hypothesis stated that " There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

of the overall critical listening skills test in favor of the experimental group".

To verify this hypothesis, (t) test was employed to measure independent groups (the experimental and the control groups) in post-administration of each skill of the critical listening skills test. The results are shown in the following table (5):

Table (5)

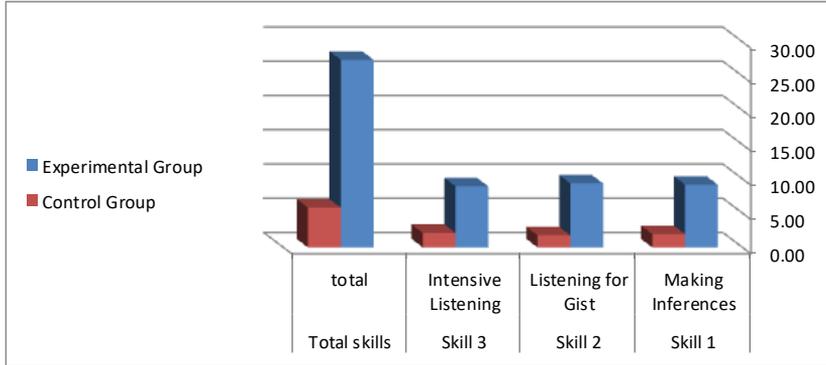
"t" test value and level of significant for the difference between experimental and control group in overall critical listening skills

Variable	Groups	N	Mean	Std. Deviation	df	t	Sig
Overall Skills	Experimental Group	33	27.39	1.694	64	44.631	0.000
	Control Group	33	5.82	2.200			

- There is difference between the mean scores of experimental group and the mean scores of control group in overall critical listening skills test, where experimental group students got (27.39) with a standard deviation (1.694), while the control group students got an mean(5.82) with a standard deviation (2.200). It means that the mean score of the experimental group was higher than that of control group in the overall skills posttest. (t) value for the significance of the difference between the mean scores of the experimental and control groups in overall critical listening skills of the critical listening skills test reached (44.631) and the significance level is (0.000) Thus, there is a statistically difference in the level of significance (0.05) between the two groups in post- administration of overall critical listening skills test in favor of experimental group. This is shown in the following figure.

Figure (2)

Mean scores of the experimental and the control group in post administration of overall critical listening skills test



The effect size of interactive approach on developing critical listening skills

Table (6)

Value of effect size (η^2) for overall critical listening skills

The Dependent Variable (Critical Listening Skills)	T	t ²	Df	t ² + df	η^2	The Effect Size	d	The Effect
Overall Scores of Critical Listening Skills	44.631	1991.926	64	2055.926	0.969	96.9%	11.158	Large

The previous table (6) shows that (η^2) was 0.969 and the effect size was 96.9%. It reflected that using interactive approach has a large effect on developing the overall skills.

This means verifying the first hypothesis of research, and this indicates that there is difference at the level of (0.05) between the experimental and control group in the post- test of the overall critical listening skills test in favor of experimental group.

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

The second hypothesis stated that " **There is a statistically significant difference between the mean scores of the experimental and control groups on the post administration of each skill of overall critical listening skills test in favor of the experimental group**".

To verify this hypothesis, (t) test was employed to measure independent groups (the experimental and the control groups) in post-administration of each skill of the critical listening skills test. The results are shown in the following table (7).

Table (7)
“t” test value and significance level of the difference between the experimental and control groups in each skill of the overall critical listening skills post-test

Variable		Groups	N	Mean	Std. Deviation	df	t	Sig
Critical Listening Skills	Making Inferences	Experimental Group	33	9.15	1.004	64	35.283	0.000
		Control Group	33	1.94	0.609			
	Listening for Gist	Experimental Group	33	9.33	0.957	64	21.477	0.000
		Control Group	33	1.76	1.786			
	Intensive Listening	Experimental Group	33	8.91	1.422	64	21.604	0.000
		Control Group	33	2.12	1.111			

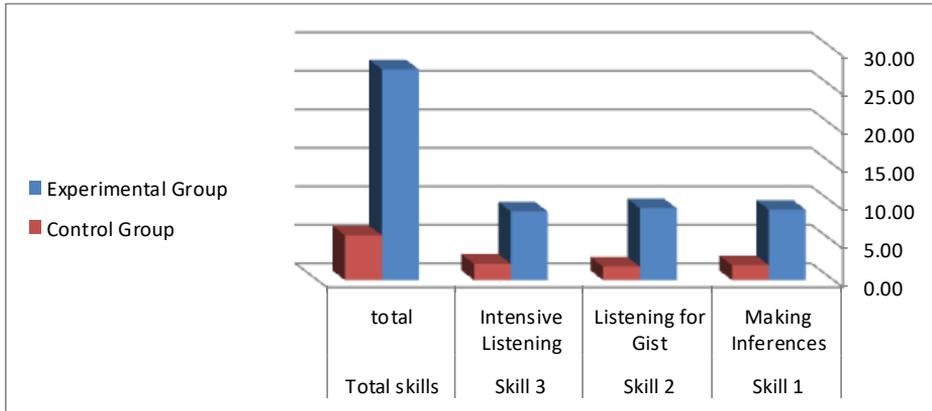
It shown from the previous table (7):

The mean scores of experimental group students was higher than the mean scores of control group students in the post-test of each skill, and the calculated value of (t) for the significance of the difference between the meanscores of experimental group and control group students in each skill of the critical listening skills test, which is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between responses For students of experimental group and control group in post- administration to each skill of the critical listening skills test in favor of experimental group.

- This result can be illustrated by the following figure (3):

Figure (3)

A graph showing of meanscores of experimental group and control group in post-administration to the critical listening skills test



The effect size of interactive approach on developing each skill of the overall critical listening skills:

Table (8)
Value of effect size (η^2) for Critical Listening Skills

The Dependent Variable (Critical Listening Skills)	T	t ²	Df	t ² + df	η^2	The Effect Size	d	The Effect
Making Inferences	35.28 3	1244.890	64	1308.890	0.951	95.1%	8.821	Large
Listening for Gist	21.47 7	461.262	64	525.262	0.878	87.8%	5.369	Large
Intensive Listening	21.60 4	466.733	64	530.733	0.879	87.9%	5.401	Large

The previous table(8) showed that the effect sizes were (95,1%),(87,8) and (87,9) for listening for gist, making inferences,

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

and intensive listening respectively, this reflects that the effect sizes of each of the skills were all large.

The third hypothesis stated that **"There is a statistically significant difference between the pre and post-tests mean scores of the experimental group on overall critical listening skills test in favor of the post-test"**.

To verify this hypothesis, (t) test was employed to two paired groups for showing the difference between the pre-posttest of overall critical listening skills test. This is shown in the following table (9):

**Table (9)
“t” test value and the level of significance the difference between the experimental groups' pre - post administration of overall critical listening skills test**

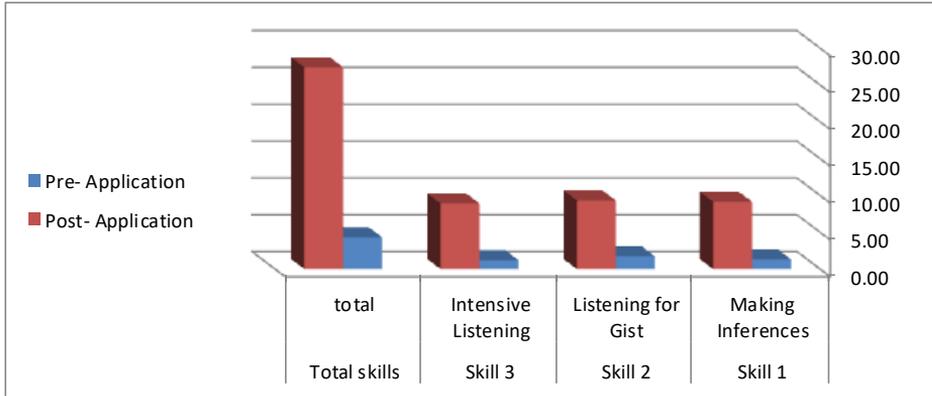
Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	t	Sig
Overall skills	Pre-administration	33	4.30	23.09	3.245	3.844	32	34.512	0.000
	Post-administration	33	27.39		1.694				

It is shown from the previous table (9) that the mean scores of the pre-administration was (4.30) while that of the post administration was (27.39).The (t) value was 34.512.This reflects that the difference between the experimental groups' pre-posttest was significant at the level of (0.000).

This is shown graphically in the following figure (4)

Figure (4)

The mean score of the pre-post administration of overall critical listening skills test for the experimental group



The effect size of Interactive Approach on developing the Critical Listening skills for experimental group:

Table (10)

Value of (η^2) and the level of critical listening skills effect size

The Dependent Variable (Critical Listening Skills)	t	η^2	The Effect Size	d	Effect size level
Overall Degree Of Critical Listening Skills	34.512	0.974	97.4%	3.118	Large

The previous table (10) shows the following:

- This means the effect size of using interactive approach on developing the overall critical listening skills for experimental group is large. This indicates that there has been a clear and significant improvement in the overall critical listening skills. As a result of the use of interactive approach.

The fourth hypothesis stated that "There is a statistically significant difference between the pre and post-tests mean

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

scores of the experimental group on each of the overall critical listening skills test in favor of the post-test''.

To verify this hypothesis, (t) test was employed to two paired groups for showing the difference between the pre-posttest of each critical listening skills test. This is shown in the following table :

Table (11)

“t” test value and the level of significance the difference between the experimental groups' pre - post administration of each critical listening skills test

Variable	Test	N	Mean	Mean paired differences	Std. Deviation	Std. Deviation paired differences	df	T	Sig
Critical Listening Skills	Making Inferences	Pre-administration	33	1.33	7.82	1.384	32	29.354	0.000
		Post-administration	33	9.15		1.004			
	Listening for Gist	Pre-administration	33	1.76	7.58	1.562	32	22.657	0.000
		Post-administration	33	9.33		0.957			
	Intensive Listening	Pre-administration	33	1.21	7.70	1.654	32	17.644	0.000
		Post-administration	33	8.91		1.422			

It is shown from the previous table (14):

- There is difference between the mean scores experimental group students of pre administration and the mean score of post administration in each skill of the critical listening skills test. It means the mean scores in post administration of each skill for experimental group students was higher than the mean scores in pre administration of each skill of the critical listening skills

test. Also, the calculated value of (t) for the significance of the difference between the mean scores of the pre administration and post administration in each skill of the critical listening skills test, which is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between responses For students of experimental group in the pre administration and post administration of each skill of critical listening skills test in favor of the post administration.

- The difference between the mean scores experimental group students of pre administration and the mean scores of post administration in overall skills of the critical listening skills test, where experimental group students got (4.30) in pre administration of overall skills, while got (27.39) in post administration of overall skills. it's mean the mean scores in post administration of overall skills of the critical listening skills test for experimental group students was higher than the mean scores in pre administration of overall skills of the critical listening skills test. Mean paired differences between the mean scores of the pre administration and post administration of overall skills of the critical listening skills test was reached (23.09). also the calculated value of (t) for the significance of the difference between the mean scores of the pre administration and post administration of overall skills of the critical listening skills test, which reached (34.512) and the significance level is (0.000) which is lower than the level of significance (0.05); Thus, there is statistically significant difference at the level of significance (0.05) between responses .For students of experimental group in the pre administration and post administration of overall skills of critical listening skills test in favor of the post administration.

The effect size of Interactive Approach on developing the Critical Listening skills for experimental group:

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

Table (12)
value of (η^2) and the level of Critical Listening skills effect size

The Dependent Variable (Critical Listening Skills)	t	η^2	The Effect Size	d	Effect size level
Making Inferences	29.354	0.964	96.4%	3.637	Large
Listening for Gist	22.657	0.941	94.1%	2.498	Large
Intensive Listening	17.644	0.907	90.7%	1.752	Large

The previous table (12) shows the following:

- This means the effect size of using Interactive Approach on developing each critical listening skills for experimental group is large. This indicates that there has been a clear and significant improvement in the critical listening skills in each skill separately, and critical listening skills as a whole, as a result of the use of Interactive Approach. as a result of the use of Interactive Approach and leads to the verification of the third hypothesis.
- **This means verifying the fourth hypothesis of the study, and indicates that there is difference at the level of (0.05) between the mean scores of the experimental group in the pre administration and post administration of the critical listening skills test as a whole and each skill separately in favor of the post administration.**

Discussion of Results

In the light of the statistical analysis, it can be said that interactive approach had a large effect on developing the experimental group critical listening skills.

The analysis of the obtained data of the experimental group's mean scores on the post test revealed a higher degree of development than their counterparts of the control group. The

participants of the experimental group were better than the control group in the posttest .This development was attributed to the activities that the students' practiced without constrains of the regular teaching. Using interactive approach encouraged students to listen to the correct pronunciation of the words and to maintain word stress accurately. Students interacted in a positive way with each other's and they shared the correct pronunciation of words and sentences. They interacted with each other's in discussing the main ideas and the sub ideas of the listening content.

The results of the study also showed that interactive approach helps students to engage in exploration of knowledge and creation of meaning. Students were enthusiastic to explore new ideas and share new terminologies with each other's since it meets their needs .In addition to that it exceeds the needs of those students who have different learning styles.

Moreover, it also extended the process of search and exploration. It stimulated participants to exercise their minds, search for relevant and irrelevant information that are of importance to the effect on the topic. It constructed a shift in teacher's role from being lecturer to a coach, an organizer, a designer, a facilitator, a planner, and an editor.

Students were able to discuss many social, cultural, and economical issues since they increased their vocabulary knowledge .

An intimate relationship between the teacher and the learners and among the learners themselves was created. A balanced assessment was administered. It permitted to use two types of assessment including (formative and summative). This helped achieve a balanced evaluation of knowledge and skills students have developed.

Furthermore, the participants' anxiety/negative attitude was reduced through engaging them in flexible learning conditions. Participants were provided with the opportunity to be independent learners.

This study's findings are consistent with the results of Diyyab (2020) study that revealed critical listening skills could be achieved

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

through interaction and Zhuo (2017) study that highlighted interactive approach as an effective one in enhancing cooperation and collaborative learning.

Recommendations

Various recommendations for researchers have been made in light of the research findings, including:

- 1- In EFL listening lessons, active involvement, cooperation, role playing, and group work (key elements of the interactive approach) should be ensured.
- 2- Integrating technology-based tools into EFL listening sessions is critical because it allows students to participate in real-world learning settings.
- 3- Using technology in EFL listening lessons is extremely important for EFL instructors since it allows them to get and receive immediate feedback.
4. The selection of EFL listening themes should be centred on current events, rather than complex issues.
- 5- Listening subjects should be varied in order to cover students' areas of interest, and they should not be too long in order to avoid students being distracted.
6. In listening lessons, students' needs and issues should be established and assessed on a regular basis.

Suggestions for further research

The following are suggestions for further research:

- The impact of using an interactive method on the development of other language abilities like speaking, reading, and writing.
- Examining how the interactive approach affects the development of other language abilities including speaking, reading, and writing.
- The impact of various instructional strategies on the developing critical listening skills in education majors.

References

- **Abdullah, A. Q. (2013).** Not just wanna have fun: Teaching listening skills with songs. *Advances in Language and Literary Studies*, 4(2), 96-98.
- **Al Ghamdi, S. M. (2012).** *Difficulties face Saudi EFL learners in the listening skills classroom.* Unpublished MA Thesis,
- **Armbruster, P., Patel, M., Johnson, E., & Weiss, M. (2009).** Active learning and student-centered pedagogy improve student attitudes and performance in introductory biology. *CBE Life Science Education*, 8, 203-213
- **Aydin, H. & Koch, C. (2012).** Romanian second language learners of English requests and apologies. *Theory and Practice in Language Studies*, 2 (2), 233-239.
- **Aytan, T. (2017).** The effect of listening education practices organized by active learning techniques on the attitudes of 6th grade students towards Turkish course. *Journal of Education and Practice*, 8(12), 41-48.
- **Basyoni, A., Bee, M. S., & Seng, G. H. (2020).** The effectiveness of using students' created digital storytelling in enhancing Saudi ninth graders' critical listening skills. *Journal of Education and Social Sciences*, 16 (1), 58, 72.
- **Bell, C. L. (2018).** Critical listening in the ensemble rehearsal: A Community of learners. *Music Educators Journal*, 104(3), 17-25.
- **Corey, J., & Benson, D. H. (2016).** Audio production and critical listening: Technical ear training. Routledge.
- **Erkek, G., & Batur, Z. (2019).** Activity suggestions for improving critical listening skills. *Educational Research and Reviews*, 14(17), 639-646.
- **Hawkins, J. D., & Weis, J. G. (2017).** The social development model: An integrated approach to delinquency prevention. In *Developmental and life-course criminological theories* (pp. 3-27). Routledge.
- **Hayati, N., Kasim, U., & Muslem, A. (2020).** USING INTERACTIVE APPROACH IN ENHANCING STUDENTS'READING COMPREHENSION. *English Education Journal*, 11(2), 231-250.
- **kassem, H. M. (2015).** The Relationship between listening strategies used by Egyptian EFL college sophomores and their listening comprehension and self-efficacy, *English Language Teaching*, 8(2), 153-169.

Using the Interactive Approach to Develop College Students' EFL Critical Listening Skills

- **Kazu, H., & Demiralp, D. (2017).** Comparison of critical listening proficiency of teacher candidates in terms of several variables. *Eurasian Journal of Educational Research*, 68(2017), 81-95.
- **Melanlioglu, D. (2011).** The evaluation of primary school Turkish curriculum in terms of “listening types”. *Inonu University Journal of The Faculty Of Education*, 12 (5), 65-78.
- **Miller, C. H. (2014).** Digital storytelling: A creator’s guide to interactive entertainment. Routledge.
- **Ozbay, M. (2005).** Listening Education as a Language Skill. Bir Dil Becerisi Olarak Dinleme Eğitimi. Ankara: Akcag Publications. Ankara: Akçağ Yayınları.
- **Taher, Y. M., & Yaghadn, R. M. (2018).** Using listening activities and authentic materials to enhance EFL Iraqi university students. *The Egyptian Association for Reading and Knowledge*, 1-21
- Daniel, C. (2014).** Controlled critical listening skills from the CCSS. *School Library Monthly*; Santa Barbara, 30(6), 19-21.
- Diyyab, Eman Aly El-ssayed. (2020).** Integrating SRS Tools into Listening Triangle Strategy for Enhancing Faculty of Education English Majors' EFL critical Listening Skills. *Fayoum University Journal of Educational and Psychological Sciences*, 14(11), 1047-1102.
- Douglas, D. A. N., & Frazier, S. (2001).** Teaching by Principles: An Interactive Approach to Language Pedagogy .: H. Douglas Brown.
- Eshonkulova, S. (2020).** The importance of interactive methods and principles in English language lessons. *Science and Education*, 1(7), 356-361.
- Fahim, M., & Seidi, A. (2013).** Interaction and Interactive English Teaching in the High School Level. *Theory & Practice in Language Studies*, 3(6).
- Hong, H. S. (2016).** The Effects of Listening Comprehension on ESL Learners' English Language Proficiency. *Malaysian Journal of ELT Research*, 12(2). Montfort University, England.
- Nicolai, J., Sato, K. J. M., & Cotter, M. J. (2015).** The Interactive Approach. (97), 157-163.
- Nunan, D. (2000).** *Designing tasks for the communicative classroom*. Beijing, Foreign Language Teaching and Research Press.

Rivers, W. M. (1987). *Interactive language teaching*. Cambridge University Press, 40 West 20th Street, New York, NY 10011 (hardcover--ISBN-0-521-32216-2; paperback--ISBN-0-521-31108-X).

Shukla, M., Dos Santos, R., Chen, F., & Lu, C. T. (2017). Discrn: A distributed storytelling framework for intelligence analysis. *Big data*, 5(3), 225-245.

Tubail, M. M. (2015). The Effectiveness of A Suggested Program in Developing Eighth Graders' Listening Comprehension Skills and Their Attitudes towards Listening.

Welch, S. A., & Mickelson, W. (2020). Listening across the life span: A listening environment comparison. *International Journal of Listening*, 34(2), 97-109.

Zhou, L. (2017). The administration of the interactive approach to college oral English in China.