

# The Effect of Directed Listening Strategies on Enhancing Listening Proficiency Among Intermediate EFL Learners

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## Abstract

*This study aimed to reveal the effect of the Directed Listening strategy on developing listening skills among EFL Intermediate Stage Students. The researchers employed a quasi-experimental design with two groups, experimental and control groups. The study sample consisted of (44) third-grade intermediate school female students studying English as a foreign language. The control group included (22) students, while the experimental group comprised (22). The tool was a listening skills test designed from the English curriculum prescribed for third-grade intermediate students in Saudi Arabia. The study findings indicated that using the Directed Listening strategy significantly impacted learning listening skills (comprehending ideas, understanding the speaker's purpose, and extracting meaning) among third-grade intermediate school female students. Additionally, the Directed Listening strategy encourages students' participation in designing educational activities, helping them connect prior knowledge with new information and predict expected new information from the text. The study recommended providing a suitable environment for implementing the Directed Listening strategy and organizing training programs for teachers to apply it effectively.*

**Keywords:** *Directed Listening Strategy, Listening Skills, English as a Foreign Language.*

## Introduction

With the growing importance of effective communication as a fundamental tool for interaction and learning, listening skills have become vital in enhancing students' academic and social performance. Listening skills are an integral part of the educational process, helping students absorb information and deepen their understanding of present ideas, boosting their ability to interact positively with their teachers and peers (Abdul Rahman, 2020). In this context, various strategies have emerged to develop these skills, including the "Directed Listening Strategy," which supports effective communication and develops listening skills interactively and practically. This enables students to understand better the content conveyed to them and increases their ability to express their thoughts clearly and confidently (Al-Ahmad, 2019).

The Directed Listening strategy is one of the strategies that helps establish a purpose for listening before engaging with the text. It provides learners with a framework to monitor their understanding and comprehension. During listening, the teacher pauses periodically to ask students questions, ensuring they understand what they have heard. The Directed Listening strategy aids students in comprehending the text; when they listen in a structured and guided way, they become more capable of understanding the content and engaging with questions. This is supported by the study of Hazim & Firas (2018), which indicates that the Directed Listening strategy enhances learners' auditory comprehension, positively impacting their engagement with the lesson. The Directed Listening strategy can also add excitement and enjoyment to the learning process. This was highlighted in Al-Khayyat's (2015) study, which found that the Directed Listening strategy positively impacts listening skills and enhances enjoyable learning for students, helping them develop skills in analyzing and critiquing what they hear.

The Directed Listening strategy is an educational approach to develop students' active listening and comprehension skills by guiding them toward critical thinking during the listening process. This strategy relies on structured steps that help students predict what they will hear, connect it to prior knowledge and engage with the content (Swain, 2005). It involves preparing students by providing context or a general idea

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about the content and encouraging them to predict the listening material based on specific elements like the title or illustrations, making them more engaged and interactive during listening (Brown & Yule, 1983).

The Directed Listening technique significantly improves comprehension of educational material and fosters the development of analytical and critical abilities. Research by Cooper et al. (2001) indicates that employing the Directed Listening technique with students boosts their enthusiasm to learn and improves their comprehension of the primary ideas in auditory texts, facilitating active engagement with the topic.

This strategy is also beneficial in adapting instruction to different student levels, as it enables the teacher to guide students toward specific points and explore predictions about the text, helping them build their abilities in processing and analyzing information (Vandergrift, 2007).

The weakness of intermediate school female students in listening skills is evident, as most struggle to comprehend what is heard and cannot interpret and analyze sounds in the language sufficiently or retrieve information effectively. This can be attributed to a lack of focus on this skill, insufficient training and practice, an absence of a conducive listening environment, and issues such as the speed and clarity of speech, as well as variations in speaker accents.

This deficiency in students' listening skills manifests in various linguistic situations where they fail to recognize or understand what they hear. Awareness of this study's issue emerged from several sources, including the results and recommendations of previous research. Many studies have highlighted weaknesses and deficiencies in listening skills among intermediate school female students, such as in the studies of Al-Khayyat and Diao (2019), Al-Enezi (2013), and Mostafa (2011). These studies recommended developing listening skills among students at different educational levels.

This study aims to assist English curriculum planners and developers in emphasizing listening skills. It will also support those responsible for designing training programs for English teachers by guiding them toward using the Directed Listening strategy as an effective training tool. The study offers an educational model based on the Directed Listening strategy, which can be applied to other educational levels in Saudi schools, contributing to improved education quality and achieving curriculum goals.

The study aims to provide multiple contributions, including supporting English curriculum planners and developers in emphasizing listening skill development within the curriculum. It seeks to enhance the listening skills of third-grade intermediate school students, thereby improving their comprehension of the English language. Additionally, the study provides an educational model based on the Directed Listening strategy that can be applied at other educational levels in Saudi schools. The study also aims to assist English teachers in identifying essential listening skills for students and working on developing them, thereby enhancing education quality and serving educational objectives.

### *Questions of the Study*

This study attempts to answer the following questions:

What is the effectiveness of the Directed Listening strategy in developing the skill of understanding ideas in the English curriculum for third-grade intermediate school female students?

What is the effectiveness of the Directed Listening strategy in developing the skill of recognizing the speaker's purpose in the English curriculum for third-grade intermediate school female students?

What is the effectiveness of the Directed Listening strategy in developing the skill of extracting meaning in the English curriculum for third-grade intermediate school female students?

What is the effectiveness of the Directed Listening strategy in developing listening skills in English for third-grade intermediate school female students?

## *Theoretical Framework*

### *First: Directed Listening Strategy*

Directed Listening strategy was first introduced by Stauffer (1980) to activate students' roles in the reading process by encouraging them to make predictions. These predictions are based on their prior knowledge about the text or by using images. Students then engage in a designated activity before, during, and after reading. Originally designed to enhance reading comprehension, Directed Listening has been the focus of extensive studies, particularly in foreign research. Crawford et al. (2005) noted that numerous studies have investigated the reciprocal effects between listening and reading and language skills in general, with most indicating a positive impact of using reading strategies with listening and vice versa. They highlighted a strong integrative relationship between listening and reading, where both skills complement each other.

The Directed Listening strategy emphasizes role exchange between the teacher and student and among students, fostering interaction and dialogue. It is structured around three stages: prediction, clarification, and discussion. This strategy also stresses the importance of prior knowledge. Clarification is used when there is a gap in understanding, while prediction draws on previous experiences.

The importance of the Directed Listening strategy lies in providing students with mental and collaborative processes that enhance comprehension of the listened text. Crawford et al. (2005) highlighted several benefits of this strategy, including its ease of application in classrooms, its effectiveness in developing comprehension skills for students with weak listening abilities, and its suitability for large classes. It also fosters the ability to engage in dialogue and discussion. This strategy aligns with the modern view of listening as an interactive activity through which students construct meaning from what they hear. Hazim & Firas (2018) added further advantages, noting that it helps students think about their tasks, training them to reflect on, evaluate, and monitor their performance to achieve desired goals. Additionally, it activates students' prior knowledge, helping them recall their information, knowledge, and values to understand the text better.

### *Directed Listening Strategic Stages*

This strategy involves several stages that students go through under the teacher's supervision during the three listening phases: before, during, and after listening. Al-Hawamdeh & Al-Bulheid (2016), as well as Al-Mutairi (2015), have pointed out these stages as follows:

#### *Stage One: Pre-Listening*

**Making Predictions:** In this stage, the student makes predictions about the text before actually listening to it, using her previous experiences. This helps to connect past experiences with what she will listen to, facilitating understanding. The teacher assists the student in making predictions beforehand through:

Reading the main title and subtitles.

Using images.

Asking questions about the title.

Asking questions about names, numbers, dates, and tables included in the text.

#### *Second Stage: During Listening*

**Clarification:** In this stage, while listening to the text, the student revisits her predictions, verifies them, and checks their accuracy. She identifies any unclear words, terms, or concepts within the text. To clarify, the student uses context to understand the meaning, and the teacher may assist by replaying the text if needed.

### *Third Stage: Post-Listening*

*Discussion after Listening:* In this stage, the teacher discusses the students' predictions with them, assessing their relevance. The student may adjust her previous misconceptions or connect the new information with her prior knowledge.

This strategy is a circular process. It begins with making predictions in the pre-listening phase, which relies on the text's title, some images, and the teacher's questions. Then comes the clarification phase during listening, which aims to verify the accuracy of these predictions. Following that is the post-listening phase, which involves discussion and multiple activities to adjust prior information or receive new information.

From the previous review of the stages, it is evident that the procedures of the Directed Listening strategy include several steps aimed at activating listening skills and enhancing understanding among students. These procedures begin with the preparatory phase before listening, where the teacher prepares the students for the topic by discussing the main ideas and clarifying complex concepts or words while setting listening objectives to direct the students' focus. This is followed by asking predictive questions, where the teacher encourages students to predict the content of the text based on the title or images, which develops their forecasting skills and increases their engagement with the listening material.

Next comes the Directed Listening phase, where students listen to the content according to specific objectives, following the main points to answer previous questions, which helps them concentrate and avoid distractions. In the discussion phase, after listening, the teacher conducts a dialogue with the students to summarize ideas, clarify ambiguous points, and ensure their understanding of the topic. Finally, there is the evaluation and follow-up phase, where students are asked to complete evaluative tasks, such as answering detailed questions or writing a summary, which reinforces understanding and solidifies acquired information. These integrated procedures contribute to developing active listening skills and deepening students' comprehension of auditory content, enriching their educational experience.

The Directed Listening strategy faces several challenges that may limit its effectiveness in improving students' listening skills. Among the most notable challenges is the lack of sufficient training for some teachers on effectively implementing Directed Listening, which negatively impacts the quality of its execution. Additionally, the limited time in a busy school schedule may not allow for dedicating the necessary time to listening activities and follow-ups. A shortage of educational resources, such as audio materials and technological tools, also hinders the complete application of the strategy. Furthermore, differences in student levels present a challenge, as individual differences may require additional support for some students. A lack of interest or motivation among students, crucial for the strategy's success, can also be a limiting factor. Lastly, the difficulty of the listening content can be an additional obstacle, especially given some students' weaknesses in basic listening skills, which require preparation and reinforcement before implementing the strategy.

### *Second: Listening*

Abdul Hadi et al. (2017) defined listening as: "the reception of sound and its arrival at the ear to pay attention. It is the most commonly used means of human communication." Muhammad (2016) defines it as: "a mental process that requires effort on the listener to follow the speaker, understand the meaning of what is being said, retain the ideas, recall them when necessary, and make connections between multiple ideas."

The researchers view listening as a mental activity that enables students to perceive the auditory material and focus on it in a way that allows for understanding through the received message. Listening is a process that contains several complex and interrelated operations. It is a process in which the listener intentionally pays attention to what the ear receives regarding sounds and linguistic symbols and understands their meanings. It involves perceiving the message contained in these symbols through their interaction with the student's experiences, attempting to analyze the content of the message, understanding the ideas, grasping the speaker's intent, and extracting meaning.

Quora et al. (2011) outlined the general objectives for acquiring listening skills, which include the student's ability to remember the sequence of events accurately, listen attentively while retaining as many concepts and words as possible, organize the heard ideas, and distinguish between words. Al-Tahhan (2008) believes that listening skills aim to develop the student's oral language, enhancing her ability to express herself and construct sentences correctly. This skill also enriches the student's vocabulary with new words and expressions and helps her organize her thoughts coherently and sequentially. Additionally, it fosters critical thinking by listening to diverse opinions and ideas on various topics. Abd al-Bari (2010) emphasizes that one of the primary objectives of listening skills is to develop imagination and linguistic creativity, enabling the student to form mental images or concepts that may not exist. It also helps the student make conscious connections between her prior knowledge and new information acquired from the listened text.

Teachers face many obstacles when teaching listening skills, some related to physical, psychological, or cognitive factors, while others are external. Abu Diya (2009) pointed out physical reasons, such as a student's hearing impairment, which hinders her ability to distinguish sounds spoken by the teacher, leading to a distorted reception. Tuaima & Manaa (2016) discussed psychological and cognitive factors, including the listener's mental distraction, boredom and frustration due to not understanding the material, low energy levels during listening, and the tendency to jump to conclusions. External factors include issues like a weak teacher's voice or an inadequate audio device, which prevents clear sound from reaching the students, or a teacher's scattered and unclear ideas, which impede clear information communication to students.

## Study Methodology

The researchers used a quasi-experimental approach based on the causal relationship between two variables: the independent variable represented by the Directed Listening strategy and the dependent variable represented by developing listening skills in the English language curriculum for third-grade intermediate students. The researchers employed a quasi-experimental design with the experimental and the control groups.

### *Study Sample Population*

The study population consists of all third-grade intermediate female students at one of the intermediate schools in Bisha Governorate during the second semester of the 2022/2023 academic year.

The researchers relied on simple random sampling to select the study sample. They identified the number of intermediate schools under the Education Office in Bisha Governorate. The school was randomly assigned through a lottery, and a class of third-grade intermediate female students was selected to represent the experimental group. The number of students in the experimental group was (22), who studied listening skills using the Directed Listening strategy. Another class of third-grade intermediate female students was selected to form the control group, which studied listening skills using the conventional method, with (22) students. The following table illustrates the study sample:

**Table (1). Distribution of the Sample Between the Experimental And Control Groups**

School	Group	Class	No. of Students
3 <sup>rd</sup> Intermediate School	Experimental	Third (A)	22
3 <sup>rd</sup> Intermediate School	Control	Third (B)	22
Total			44

### *Study Tools and Materials*

Given the nature and objectives of the study, the following tool and materials were used:

A list of appropriate listening skills for third-grade intermediate school students.

A teacher's guide for teaching listening skills in the proposed unit according to the Directed Listening strategy.

A listening skills test from the English curriculum.

#### *Steps for Preparing the Listening Test*

##### *Step One: Determine the Objective of the Test*

The test measures listening skills (the skill of understanding ideas, the skill of perceiving the speaker's intent, and the skill of extracting meaning). Additionally, it aims to verify the effectiveness of using the Directed Listening strategy in developing listening skills for third-grade intermediate students in the English language curriculum.

##### *Step Two: Identify the Appropriate Study Unit*

The researchers selected Units Four ("Who Used My Toothpaste"), Five ("Making Choices"), and Six ("Culture Shock") from the English language textbook prescribed for third-grade intermediate students (Super Goal 6).

##### *Step Three: Formulate Test Questions*

The questions were formulated to cover all topics of the units based on listening skills (the skill of understanding ideas, the skill of perceiving the speaker's intent, and the skill of extracting meaning). The test questions were set at a total of (25) questions.

##### *Step Four: Writing the Test Instructions*

The test instructions were written for the students to enable them to understand the test better and approach it with confidence. These instructions begin by informing the student of what to expect, providing a comprehensive overview of the test's topic, components, and how to answer. This helps clarify what is required. Additionally, these instructions help prepare students mentally, giving them a sense of reassurance and readiness before beginning the test. The instructions also remind students to review their answers before final submission and to ensure they write their name and grade on the test paper to complete the required information.

##### *Step Five: Presenting the Test to Reviewers*

The researchers designed a form for reviewing the listening test and presented the preliminary version to a group of experienced and specialized reviewers for evaluation according to the following criteria:

Appropriateness of the question for assessing the objective.

Relevance of the question to the objective level.

Clarity of the question's wording.

The test was modified, and some questions were rephrased based on the reviewers' feedback.

##### *Pilot Study*

After preparing the achievement test and modifying it based on the reviewers' feedback, the study tool was piloted on a random sample of (30) students outside the study sample. This procedure aimed to verify the ease, difficulty, and discrimination coefficients, as well as the validity and reliability of the study tool.

*Calculating the Difficulty and Ease Coefficients*

The researchers calculated the difficulty and ease coefficients for a pilot sample of (30) students outside the study sample.

**Table (2). Ease and Difficulty Index for the Listening Test**

Question Number	Difficulty Index	Ease Index	Question Number	Difficulty Index	Ease Index
1	42.1	57.9	16	61.4	38.6
2	37.3	62.7	17	47.4	52.6
3	36.4	63.6	18	59.5	40.5
4	50.2	49.8	19	55.3	44.7
5	44.3	55.7	20	47.3	52.7
6	45.2	54.8	21	45.3	54.7
7	37.4	62.6	22	60.1	49.9
8	35.5	64.5	23	58.3	41.7
9	40.4	59.6	24	40.2	59.8
10	51.5	48.5	25	36.2	62.8
11	34.2	50.5	26	39.2	60.8
12	54.8	45.2	27	38.7	61.3
13	61.3	39.9	28	40.8	59.2
14	54.3	45.7	29	42.9	57.1
15	58.5	41.5	30	44.3	55.7

It is evident from Table (2) that the values of the Difficulty Index ranged between (34.2 and 61.4). The ease indices ranged from (38.6 - 65.8). All of these values are acceptable and demonstrate the validity of the test for field application.

*Calculating the Internal Consistency Validity of the Test*

The researchers calculated the internal consistency of the test items by determining the Pearson correlation coefficients between each item and the test's total score. This is illustrated in the following table:

**Table (3). Correlation Coefficients of Test Items with the Total Test Score**

Question No.	Correlation Coefficient	Question No.	Correlation Coefficient
1	0.712**	16	0.831**
2	0.851**	17	0.852**
3	0.816**	18	0.890**
4	0.867**	19	0.834**
5	0.851**	20	0.786**
6	0.871**	21	0.865**
7	0.740**	22	0.828**
8	0.809**	23	0.814**
9	0.834**	24	0.877**
10	0.894**	25	0.856**
11	0.891**	26	0.898**
12	0.893**	27	0.894**
13	0.891**	28	0.863**

14	0.890**	29	0.850**
15	0.906**	30	0.890**

\*\* Significant at the level 0.01 or lower.

Table (3) clearly shows that several items in the achievement test are significant at the 0.01 level. Thus, the test's items possess a high degree of validity, making it suitable for field application.

#### *Calculating the Reliability of the Test*

To verify the reliability of the test items, the researchers used Cronbach's alpha and split-half methods. The results are presented in the following table:

**Table (4). Cronbach's Alpha Reliability Coefficients for the Listening Test**

Skill	Cronbach's Alpha Reliability Coefficient	Split-Half Reliability Coefficient
Overall Reliability Coefficient	91.4	90.5

The results above show that Cronbach's alpha reliability coefficient was (91.4), and the split-half reliability coefficient was (90.5). These acceptable reliability values indicate the test's suitability for field application.

#### *Equivalence in Academic Achievement Level*

**Table (5). Significance of Differences Between the Mean Scores of the Experimental and Control Groups in the Pre-Test for Listening**

Skills	Groups	Sample	Average Score	Standard Deviation	T-Value	Degrees of Freedom	Level of Significance
Understanding Ideas	Control	22	3.39	0.63	0.272	42	0.672
	Experimental	22	3.32	0.54			
Recognizing the Speaker's Purpose	Control	22	3.40	0.77	0.250	42	0.762
	Experimental	22	3.24	0.69			
Extracting Meaning	Control	22	3.50	0.81	0.310	42	0.562
	Experimental	22	3.30	0.78			
Listening Skills	Control	22	10.29	1.02	0.164	42	0.492
	Experimental	22	9.86	0.98			

It is clear from Table (5) that there are no statistically significant differences at the (0.05) level between the students in the experimental and control groups in the pre-test for the achievement test in listening skills (comprehension of ideas skill – understanding the speaker's purpose skill – extracting meaning skill). The overall test scores were (0.672, 0.762, 0.562, and 0.492). This indicates the equivalence of the two groups



in listening skills: (comprehension of ideas skill – understanding the speaker's purpose skill – extracting meaning skill).

### *Study Results, Discussion, and Interpretation*

*Answer to the First Question:* What is the effectiveness of the Directed Listening strategy in developing the comprehension of ideas skill in the English curriculum for third-grade intermediate school students?

To identify the effectiveness of the Directed Listening strategy in developing the comprehension of ideas skill in the English curriculum for third-grade intermediate school students, the researchers calculated the differences between the mean scores of the experimental and control groups after applying the comprehension of ideas test.

To verify the existence of statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the students in the experimental group and the control group in the comprehension of ideas test after application, the researchers used the Independent Samples Test (t-test). This test aims to compare the students' scores in both the experimental and control groups in the post-application of the test related to the comprehension of ideas skill. The results were as follows:

**Table (6). T-Value And Significance Level To Determine Whether The Observed Differences Are Statistically Significant**

Skill	Group	Sample	Average Score	Standard Deviation	T-Value	Degree of Freedom	Level of Significance
Understanding Ideas	Control	22	4.80	0.89	9.57	21	*0.00
	Experimental	22	9.24	1.14			

\*Significant at the level 0.05

It is evident from Table (6) that the experimental group outperformed the control group in the post-application of the achievement test for the comprehension of ideas skill. The mean score of the experimental group in the comprehension of ideas achievement test was (9.24), while the control group's mean score was (4.80) with (42) degrees of freedom. It was also found that the significance level was (0.00), which is statistically significant at the ( $\alpha \leq 0.05$ ) level. This indicates that there are statistically significant differences at the ( $\alpha \leq 0.05$ ) level between the mean scores of the students in the experimental and control groups on the achievement test for the comprehension of ideas skill in favour of the experimental group.

**Table (7). Eta-Squared ( $\eta^2$ ) Values to Show the Effect of Using the Proposed Unit in Developing the Skill of Understanding Ideas in The English Curriculum for Third-Grade Intermediate School Female Students in Light of The Directed Listening Strategy**

Skill	Calculated (T) Value	Squared (T) Value	Degrees of Freedom	Eta Squared ( $\eta^2$ )
Understanding Ideas	9.64	92.93	42	0.69

By applying the values of (t) and the degrees of freedom in Table (7), and according to the previous Eta formula, we conclude that the Eta-squared value for the skill of understanding ideas in the test reached 0.69, greater than (0.14). This indicates a significant effect of using the Directed Listening strategy in developing an understanding of ideas among third-grade intermediate school female students.

**Answer to the second question:** What is the effectiveness of the Directed Listening strategy in developing the skill of recognizing the speaker's purpose in the English curriculum for third-grade intermediate school female students?

To assess the effectiveness of the Directed Listening strategy in developing the skill of recognizing the speaker's purpose in the English curriculum for third-grade intermediate school female students, the researchers calculated the differences between the mean scores of the experimental and control groups in the post-test for this skill. They also measured the effect of using the proposed unit on learning this skill among third-grade intermediate school female students in light of the Directed Listening strategy.

The researchers used the independent samples T-test to verify the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the post-test for recognizing the speaker's purpose. This test aims to clarify the differences between the mean scores of the two groups in the post-test for the skill of recognizing the speaker's purpose. The results were as follows:

**Table (8). T-Test for Independent Samples to Show the Differences Between the Mean Scores of The Experimental and Control Groups in The Post-Test for The Skill of Recognizing the Speaker's Purpose.**

Skill	Group	Sample	Average Score	Standard Deviation	T-Value	Degree of Freedom	Level of Significance
Recognizing the Speaker's Purpose	Control	22	4.75	0.78	7.84	21	*0.00
	Experimental	22	8.85	1.03			

\*Significant at the level 0.05

Table (8) shows the superiority of the experimental group in the post-test for achievement in recognizing the speaker's purpose. The mean score of the experimental group in the achievement test for this skill in the post-test was (7.85), while the control group's mean score was (4.57), with a degree of freedom of (42). The significance level was (0.00), statistically significant at (0.05) ( $\alpha \leq 0.05$ ). This indicates the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the achievement test for the skill of recognizing the speaker's purpose, in favour of the experimental group.

**Table (9). Eta-Squared (Eta) Values to Show the Effect of Using the Proposed Unit in Developing the Skill of Recognizing the Speaker's Purpose Among Third-Grade Intermediate School Female Students in Light Of The Directed Listening Strategy**

Skill	Calculated (T) Value	Squared (T) Value	Degrees of Freedom	Eta Squared ( $\eta^2$ )
Recognizing the Speaker's Purpose	7.84	61.46	42	0.59

By applying the values of (T) and the degrees of freedom in Table (9), and according to the previous Eta formula, we conclude that the Eta-squared value for the skill of recognizing the speaker's purpose in the test reached (0.69), which is greater than (0.14). This indicates a significant effect of using the Directed Listening strategy in developing the skill of recognizing the speaker's purpose among third-grade intermediate school female students.

**Answer to the third question:** What is the effectiveness of the Directed Listening strategy in developing the skill of deriving meaning in the English curriculum for third-grade intermediate school female students?

To determine the effectiveness of the Directed Listening strategy in developing the skill of deriving meaning in the English curriculum for third-grade intermediate school female students, the researchers calculated the differences between the mean scores of the experimental and control groups in the post-test for recognizing the speaker's purpose. They also measured the effect of using the proposed unit in developing

the skill of deriving meaning among third-grade intermediate school female students in light of the Directed Listening strategy.

To verify the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the post-test for the skill of deriving meaning, the researchers used the independent samples T-test. This test aims to clarify the differences between the mean scores of the two groups in the post-test for the skill of deriving meaning. The results were as follows:

**Table (10): T-Test for Independent Samples to Show the Differences Between the Mean Scores of The Experimental and Control Groups in The Post-Test for The Skill of Deriving Meaning.**

Skill	Group	Sample	Average Score	Standard Deviation	T-Value	Degree of Freedom	Level of Significance
Extracting Meaning	Control	22	4.84	0.78	8.94	21	*0.00
	Experimental	22	8.90	1.03			

\*Significant at the level 0.05

Table (10) shows the superiority of the experimental group in the post-test for listening in the skill of deriving meaning. The mean score of the experimental group in the listening test for the skill of deriving meaning in the post-test was (8.90), while the control group's mean score was 4.84, with a degree of freedom of (42). The significance level was 0.00, statistically significant at the (0.05) level ( $\alpha \leq 0.05$ ). This indicates the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the achievement test for deriving meaning in favour of the experimental group.

**Table (11). Eta-Squared (H2) Values to Show the Effect of Using the Proposed Unit in Developing the Skill of Deriving Meaning Among Third-Grade Intermediate School Female Students in Light of The Directed Listening Strategy**

Skill	Calculated (T) Value	Squared (T) Value	Degrees of Freedom	Eta Squared ( $\eta^2$ )
Extracting Meaning	8.94	79.92	42	0.65

By applying the values of (t) and the degrees of freedom in Table (11), and according to the previous Eta formula, we conclude that the Eta-squared value for the skill of deriving meaning in the test reached (0.65), greater than (0.14). This indicates a significant effect of using the Directed Listening strategy in developing the skill of deriving meaning among third-grade intermediate school female students.

*Answer to the fourth question:* What is the effectiveness of the Directed Listening strategy in developing listening skills in the English curriculum for third-grade intermediate school female students?

To determine the effectiveness of the Directed Listening strategy in developing listening skills in the English curriculum for third-grade intermediate school female students, the researchers calculated the differences between the mean scores of the experimental and control groups in the post-test for listening skills. They also assessed the effect of using the proposed unit in developing listening skills among third-grade intermediate school female students in light of the Directed Listening strategy.

The researchers used the one-sample T-test to verify the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the post-test for listening skills. This test aims to clarify the differences between the mean scores of the experimental group in the test before and after the application regarding listening skills. The results were as follows:

**Table (12). T-Test for Independent Samples to Show The Differences Between the Mean Scores of the Experimental And Control Groups in the Post-Test For Overall Listening Skills**

Skill	Group	Sample	Average Score	Standard Deviation	T-Value	Degree of Freedom	Level of Significance
Listening Skills	Control	22	14.39	2.18	10.63	21	*0.00
	Experimental	22	27.00	3.73			

\*Significant at the level 0.05

Table (12) shows the superiority of the experimental group in the post-test for listening skills. The mean score of the experimental group in the listening skills test in the post-test was (27.00), while the control group's mean score was 14.39, with a degree of freedom of (42). The significance level was (0.00), statistically significant at the (0.05) level ( $\alpha \leq 0.05$ ). This indicates the presence of statistically significant differences at the (0.05) level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental and control groups in the listening skills test in favour of the experimental group.

**Table (13). Eta-Squared (H2) Values to Show the Effect of Using the Proposed Unit in Developing the Skill of Deriving Meaning Among Third-Grade Intermediate School Female Students in Light of The Directed Listening Strategy**

Skill	Calculated (T) Value	Squared (T) Value	Degrees of Freedom	Eta Squared ( $\eta^2$ )
Listening Skills	8.94	79.92	42	0.65

By applying the values of (t) and the degrees of freedom in Table (13) and according to the previous Eta formula, we conclude that the Eta-squared value for the skill of deriving meaning reached (0.65), which is greater than (0.14). This indicates a significant effect of using the Directed Listening strategy in developing the skill of deriving meaning among third-grade intermediate school female students.

This result aligns with many previous studies that demonstrated the effectiveness of using the Directed Listening strategy in the educational process in general. It agrees with the study by Ahmad (2010), which found the effectiveness of using guided listening in developing silent reading skills among elementary school students. It also aligns with the study by Astuti (2018), which found statistically significant differences in auditory comprehension using the guided listening strategy among first-year students in favour of the experimental group. This suggests the effectiveness of the guided listening strategy in enhancing auditory comprehension in the sample of the study.

Additionally, the study by Susilawati (2012) concluded that the directed auditory thinking strategy effectively develops comprehension skills among first-year intermediate school students. Similarly, the study by Al-Khayyat (2015) found that the guided listening strategy positively impacts listening skills. It indicated that the Directed Listening strategy helps learners understand the text. When they engage in organized and directed listening, they become capable of comprehending the text and interacting with the teacher's questions. Furthermore, the study by Al-Khayyat (2015) reported statistically significant differences between the two groups in the quality of listening among first-year university students in favour of the experimental group, attributed to the directed listening teaching method. Finally, the study by Rahayu (2018) found improvements in listening skills through applying the guided listening learning strategy Directed Listening.

## Summary

The study reached the following conclusions: First, there is a noticeable weakness and deficiency in listening skills among third-grade intermediate school female students in teaching English as a second language. This is evident in many linguistic situations where they struggle to recognize or comprehend spoken

language and critique what they hear. Second, statistically significant differences were found at the (0.05) level between the mean scores of the students in the pre-test and post-test for achievement in learning listening skills, such as understanding ideas, recognizing the speaker's purpose, and deriving meaning, in favour of the post-test. It was also shown that there is a significant effect of using the Directed Listening strategy in learning listening skills (understanding ideas, recognizing the speaker's purpose, deriving meaning) among third-grade intermediate school female students. Third, the Directed Listening strategy contributes to students' involvement in designing educational situations and activities, helping them connect prior knowledge with new knowledge and predict expected new information about the content of the text. Finally, the Directed Listening strategy helps diagnose the students' abilities and skills, enhancing the effectiveness of teaching and improving learning outcomes.

## Recommendations

Based on the results of the study, the researchers recommend the following: First, there is a necessity to use the guided listening strategy in teaching listening skills in the English curriculum for intermediate school due to its significant positive effect on improving reading and listening skills across different grades. Second, it is essential to provide a suitable environment that supports the effective use of the Directed Listening strategy. Third, teachers should be trained on implementing this strategy in the classroom to ensure maximum benefit from it. Finally, it is recommended that guidance programs be offered for teachers on how to apply the Directed Listening strategy inside and outside the classroom, which would enhance the quality of the educational process and develop students' skills.

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