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**Using AudioBook-Based Activities for Developing EFL  
Secondary Stage Students' Critical Listening Skills and  
their Attitude towards it**

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## Using AudioBook-Based Activities for Developing EFL Secondary Stage Students' Critical Listening Skills and their Attitude towards it

### Abstract

*The current study aimed at investigating the use of audiobook- based activities to develop EFL secondary stage female students' critical listening skills and their attitude towards critical listening. The researcher used a quasi-experimental design. The study was conducted during the second term in the academic year 2017/ 2018. The sample of the study included one experimental group of first year secondary stage. The group consisted of 34 students. Instruments of the study were a critical listening skills questionnaire to determine the most important critical listening skills appropriate for first year secondary stage students, a pre- post administration critical listening test and pre- post administration critical listening attitude scale. Statistical analyses of students' performance revealed a significant difference between the experimental group students' mean score on the critical listening test pre and post-administration favoring the post-administration. Additionally, Further, the analysis of the critical listening attitude scale revealed that the students had a positive attitude towards critical listening and using audiobooks.*

**Keywords:** Critical listening skills, Audiobooks, Attitude towards critical listening.

### مستخلص

هدفت الدراسة الحالية إلى التحقق من استخدام الأنشطة القائمة على الكتاب الصوتي لتحسين مهارات الإستماع الناقد لدى طالبات اللغة الإنجليزية كلغة اجنبية فى المرحلة الثانوية و التحقق من إتجاهاتهن نحو الإستماع الناقد. وقد استخدم الباحث التصميم البحثى شبه التجريبي. وقد أجريت الدراسة فى الفصل الدراسى الثانى للعام الدراسى ٢٠١٧|٢٠١٨ . وقد اشتملت العينة على مجموعة تجريبية واحدة مكونة من ٣٤ طالب من طلاب الصف الأول الثانوى. و تمثلت ادوات الدراسة على إستبيان لتحديد مهارات الإستماع الناقد الواجب توافرها لدى طلاب المرحلة الثانوية وإختبار قبلى وبعدى لمهارات الإستماع الناقد و مقياس إتجاه نحو الإستماع الناقد. وقد أسفرت نتائج هذه الدراسة على وجود فرق دلالة إحصائية بين متوسطى درجات الطلاب فى المجموعة التجريبية فى الإختبارين القبلى والبعدى لمهارات الإستماع الناقد لصالح متوسط درجاتهم فى الإختبار البعدي. كما أوضحت نتائج التحليل لمقياس الإتجاه للإستماع الناقد على وجود إتجاه إيجابى لدى الطلاب إتجاه الإستماع الناقد وإستخدام الكتاب الصوتي.

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## **Introduction**

English language spreads all over the world because it regards as the language of trade, science and technology. Besides, it facilitates communication among people. One of the most fundamental language skills is listening as it occupied a wide part in daily life communication. Moreover, listening includes comprehending, analyzing and evaluating the message that the others say (Bozorgian, 2012; Vandergrift and Goh, 2012; Eshleman, 2011). Reaching a full understanding of the message needs critical thinkers who have critical ears. Critical listening goes deeper into the message by analyzing, evaluating and judging its content. Then, the listener can give opinions of what is being said and draw a conclusion for the message. Critical listening skills are possible to be developed when technology is used.

The twenty-first-century generation continues to grow up with technology and students of this generation use technology easily. Therefore, there are strong opinions to promote using technology in learning process which provides educators with powerful and effective tools to be used with learners (Motteram, Slaouti and Onat-Stelma, 2013; Eshleman, 2011). One of the technological usages is the audiobook which has been regarded as an effective and motivating tool to acquire English language (Talalakina, 2012; Alcantud-Díaz and Gregori-Signes, 2014).

Audiobook has a positive effect on engaging students in learning process which it is beneficial in EFL classrooms. The positive effect of listening to audiobook is expansion learners' skills through enhancing vocabulary, language acquisition, pronunciation, phonemic awareness, and listening comprehension (Burkery, 2014; Brock, 2013). Another benefit found in EFL classroom is that; it provides critical thinking skills (Saka, 2015; Burkey, 2013; Kartal and Simsek, 2011) and teaches critical listening (Talalakina, 2013; Wolfoson, 2008; Hobbs, 2007).

Critical listening can be related to learner's attitude. Attitude towards language learning is a significant factor to measure the learner's outcomes and their contributions to acquire language skills. Rodríguez (2012) stated that some students, who have negative attitudes towards learning English language, lose their desire to practice the language whether inside or outside the classroom. Therefore, the students' negative attitude may hinder the learning of language skills.

## **Review of Literature:**

Critical listening is part of critical thinking which includes analysis and evaluation of information (Talalakina, 2012). Critical listening is a

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complicated process as it involves interpretation, introspection, production, and evaluation (Arono, 2015). It is, also, using careful systematic thinking and reasoning to see whether a message is reasonable according to valid evidence or not.

Critical listening is attentively treated as effective listening (Kazu and Demiralp, 2017). Listening with an open mind is necessary in critical listening to get a better understanding of the speaker's message. In this process, the listener should think and analyze the words of the speaker's message to assert the validity of information. After that, the process contains a sense of inquiry, comparison, and acquisition of new values. Finally, the listener can determine the speaker's credibility.

Critical listening skills involve not only understanding the message but also responding and evaluating what is being said. The evaluation phase includes making predictions, formulating questions and identifying the main idea. Students can create their own opinions when they listen critically. Accordingly, they can react emotionally to the message they listened to (Lashen, 2016).

With the rapid growth of technology, more sophisticated media and applications are available, which needs critical ear and eye to analyze and evaluate. Audiobooks are effective because it involves listening and reading skills. Additionally, They increase learners' ability to listen actively and improve critical thinking skills (Marchionda, 2001 cited in Kartal and Simsek, 2011). Audiobooks can be used for narration ,telling stories and novels which lead to fun, engaging and amusing learning. Therefore, integrating technology into classrooms as a tool is a vital demand to update the rapid growth of technology. Computers, mobile phones, and World Wide Web are being used massively among students to gain information and communicate with each other.

Audiobooks linked between old culture form, printed novel, and the new digital technology. In recent years, audiobooks have been shifted from a narrow part in most of the public library collection to a widely used product by most of people all over the world. Moyer (2011) stated that the appearance of affordable and easy- to – use personal digital music players which supported audiobook files was came into sight, the interest to listen to audiobook increased.

Harris (2019) illustrated that audiobook can be an exact word - for - word version of a book or a shortened recording. It also can be downloaded in the same manner as other digital audio files like songs. Audiobook can be downloaded from free websites or purchased from online music sites.

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According to that, there are common digital audio formats that can be downloaded or purchased from the internet. These formats are MP3s, WMA (Windows Media Audio) and AAC (Advanced Audio Coding).

Borich (2017) affirmed that listening to stories can develop critical thinking skills because listening to stories improves imaginative and fancy. As stories involve some moral or ethics, learners should think critically and deeply to conclude these morals and ethics. Bovee (2003, p. 71) stated that critical thinking is a part of critical listening because critical thinking is used to examine the major points of the speaker and challenge the speaker's reasoning. It also helps in detecting any weak, vague and misleading links in the speaker's logic.

A well-narrated audiobook helps to mediate the story for the listeners when the narrator chooses appropriate tones, reveals character voices, and makes dialects easy to be understood. Accordingly, audiobook helps the listener to interact with the story along with the development of vocabulary, syntax, and semantics. As a result, stories should be combined with activities while listening to them.

Developing listening skills need great efforts from both a teacher and students. The role of the teacher is designing suitable listening activities with appropriate techniques while the role of the students to participate effectively to gain the benefit from these activities (Doumir, 2018). Consequently, activities have an essential role in developing critical listening skills as well.

In critical listening, it is essential to activate prior knowledge and background knowledge before listening to be familiar with the topic. Therefore, the pre-listening stage in teaching listening goes in line with linking the new topic with the listener's background and knowledge. According to Wong (2010), critical listening is concentrating intently on the speaker's message to reach a full understanding, interpreting, analyzing and critique of the speaker's message. This full comprehending only happens after listening to the speaker's full message. In while-listening stage, learners listen to the whole of the story, after that, they analyze, evaluate the valid or logic information and determine the speaker's emotions and intentions. Finally, they can draw conclusions and express their opinions.

Once teacher uses suitable and engaging activities while listening to audiobooks, students have a highly motivation to learn anytime and anywhere. As using audiobooks to listen to stories is beneficial in developing students' language skills and raising their imaginative, they listen to stories in order to develop critical thinking skills. Thus, the students

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listen to embedded meanings in the audio to find out the real meaning after analyzing and evaluating the events of the story while they are listening.

Audiobook can build critical thinking skills by encouraging the students to use critical thinking skills in understanding sequences, making predictions, drawing conclusions and making inferences (Burkey, 2013; Grover and Hannegan, 2012; Talalakina, 2012; Wolfson, 2008). Listening to audiobook requires analysis for meanings to comprehend the knowledge. The comprehension level of knowledge leads to higher cognitive levels. Yokota, Martinez and Temple (2017) asserted that audiobook is a great tool for teaching critical listening because listening to audiobook alone mimics and parallels the silent reading process.

Attitude has a great role in learning a foreign language in different countries with different cultures, English background, and grades (AlMansour, 2016; Eshghinejad, 2016; Al Samadani and Ibnian, 2013). Positive attitude towards foreign language reinforces language learning success to develop proficiency of the language. On the other hand, negative attitude towards language regards as a psychological obstacle against learning. In this way, attitude varies among negative, natural and positive states.

Listening is a multi-dimensional skill that includes many elements. Attitude is one of the factors which affect listening. Most students construct certain attitudes towards listening as a result of experiences in school and at home. Bohner and Wanke (2002) stated that after listening, students form their attitude according to their involvement to exaggerate the message of listening which leads them to generate positive or negative thoughts. In the same direction, critical listening is one of the listening types that have reflections and attitudes. Waks (2015 p.8) argued that critical listening relies on a background of norms or standards. It also depends on analysis of objects into their components parts which are evaluating, analyzing and inferencing.

Attitude is the main component of effective listening when it is combined with an appropriate strategy, and made a wise choice for the skills used in each listening situation (Brownell, 2016). Furthermore, the advanced use of technology and new methods of communication helps listeners of English confront a continuously changing in the listening environment. Ardies, De Maeyer, Gijbels, and Van Keulen (2014) clarified that both teachers and students can show their ambition of using technology whether this technological tool has positive or negative impacts. Thus, their

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attitude can be measured to determine to what extent their ambitions and their interest.

**Statement of the Problem:**

The researcher recognized difficulties in critical listening skills of first-year secondary stage students, the researcher administered a critical listening test as a pilot study to thirty secondary school students at Al shahid Hisham Barkat secondary school for girls in Kafr ElShiekh governorate (N = 30). Participants listened to a text chosen from the student book under the heading critical thinking. Then, they answered six questions measuring some critical listening skills; each question was assigned one mark.

Based on the researcher's experience as a teacher of EFL and on the results of the pilot study, the problem of the current study can be stated as follows:

First-year Egyptian EFL secondary school students have difficulties in critical listening skills, and these difficulties lead to a weak level in critical listening of these students.

Questions of the Study:

The current study attempted to answer the following questions:

**What is the effectiveness of using audiobook- based activities in developing EFL secondary stage students' critical listening skills and their attitude towards critical listening?**

The major question led to the following sub-questions:

- 1- What are critical listening sub-skills that secondary stage students should master?
- 2- What are the characteristics of audiobook activities for developing these sub-skills?
- 3- How far are audiobook- based activities effective in enhancing critical listening skills?
- 4- How far are audiobook- based activities effective in enhancing students' attitude towards critical listening?

**Hypotheses of the Study:**

The study will attempt to verify the following hypothesis:

- There is a statistically significant difference between the mean score of the experimental group students on the pre- and post –administrations of the critical listening - test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the experimental group students on the pre- and post- administrations of the attitude towards critical listening scale in favor of the post-administration.

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**Purpose of the Study:**

The present study aimed at:

- Developing critical listening skills among first-year secondary stage students
- Identifying critical listening sub-skills necessary for first-year secondary stage students.
- Identifying the features of audiobook activities suitable for developing these sub-skills.
- Determining the effectiveness of using the audiobook- based activities in developing the first-year secondary stage students' attitude towards critical listening skills.

**Significance of the Study**

It is hoped that the present study would contribute to:

- Emphasizing the effectiveness of using audiobooks in teaching and learning EFL critical listening skills.
- Providing authentic audiobooks from literature appropriate for first secondary school students that can be used to develop EFL learners' critical listening.
- Paving the way for other researchers to integrate the use of technology for developing critical language skills.
- Directing the attention of EFL teachers and curriculum designers to the significant use of technology for developing language skills and critical language skills.
- Giving more consideration to the use of literary texts as effective tools in enhancing critical listening skills.
- Emphasizing the importance of audiobook to help students to take charge of their own learning to master English language skills and critical language skills.

**Delimitations of the Study:**

The study proceeded within the following delimitations:

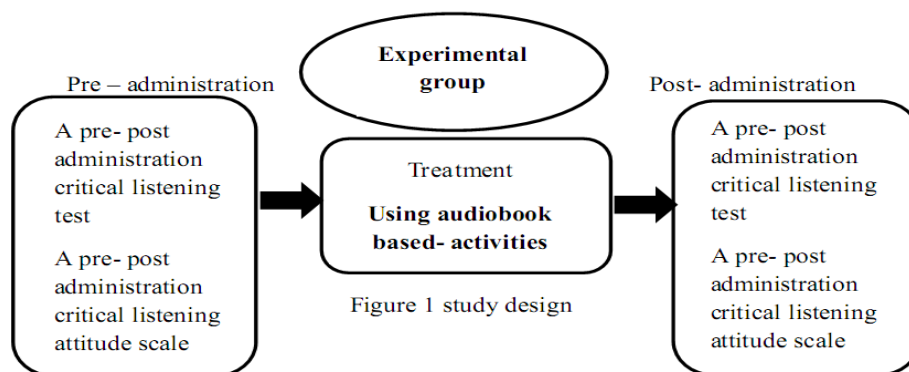
- A sample of first-year secondary public school students.
- Some critical listening skills appropriate for the secondary stage level.

**Method****Research Design:**

This study adopted a quasi-experimental approach including one-group design. One- group pre- post- test design is used to observe one group before (pre- test) and after (post- test) the treatment; therefore there was no control group for comparison. A group of female students at Al-Shahid Hisham Barakat secondary school for girls in Kafer El Shiekh was the



experimental group. The students of the experimental group were taught using collaborative activities based on audiobook. A pre- post- test of critical listening skills and an attitude scale towards critical listening and the audiobook were implemented to the experimental group to check the efficiency of the treatment on the experimental group. The following figure illustrates the design of the study.



**Participants:**

The study was based on one- group pre- post- design. For this reason, one class was chosen as an experimental group. The class was selected randomly and the number of the students was (37) female students. There were (3) students who didn't complete the whole program of this study. Thus, the final number of the sample for the study was (34) students. The age of the students ranged between (15- 16) years old. The main reason for selecting one group pre- post- test design was the audiobook materials used in this study weren't in the content of the textbook for the first secondary stage. For that matter, the stories used in the treatment program were regarded as supplementary and new materials for the students.

**Instruments of the Study:**

- 1) For the purpose of this study, the researcher developed a critical listening skills questionnaire to determine the most important critical listening skills appropriate for first year secondary stage students.
- 2) An EFL pre- post- critical listening skills test was designed and developed by the researcher to assess the EFL secondary stage students' level in the critical listening skills. It was administrated to the experimental group before the application of the program and after applying it to evaluate the effect of using audiobook activities on improving the students' critical listening skills.

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3) Attitude towards critical listening scale was developed and adapted from Eshghinejad (2016) and Tubail (2015). The researcher modified the items of the scale to be suitable for the purpose of the current study to measure the level and type of students' attitude towards using audiobook in order to improve critical listening. The scale was administrated on the experimental group before after implementing the program.

**Critical Listening Skills:**

The critical listening skills were as follow:

- 1- Identifying the main idea.
- 2- Recognizing cause/ effect relationship.
- 3- Identifying the speaker/ author's purposes and motives (Intentions).
- 4- Recognizing the speaker's attitude and / or emotions.
- 5- Listening to make judgments.
- 6- Understanding the message and evaluating what is being said.
- 7- Listening to formulate opinions.
- 8- Drawing a conclusion.
- 9- Proposing as many titles as you can for the listening passage.
- 10- Creating new solutions and making decisions.

**Findings and Discussion:**

**Verifying the First Hypothesis**

In order to validate the first hypothesis stating that **“There is a statistically significant difference between the experimental group students' mean score on the critical listening test pre and post-administration favoring the post-administration”**.

**Table 1 Results of t-test of the experimental group on the pre-post-administrations of the critical listening test**

<i>Skills</i>	<i>Measurement</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>D. f (n-1)</i>	<i>Sig. (2-tailed)</i>
Identifying the main idea	Pre	34	.4706	.50664	8.95	33	0.05
	Post	34	1.4706	.56329			
Identifying the speaker/author's purposes and motives.	Pre	34	1.1176	.72883	5.7		
	Post	34	1.9118	.28790			
Recognize the speaker's attitude and / or emotions	Pre	34	.8235	.62622	6.1		
	Post	34	1.7059	.46250			
Recognizing cause/ effect relationship	Pre	34	.9412	.73613	3.5		
	Post	34	1.4412	.61255			
Listening to make judgment	Pre	34	.7647	.60597	6.74		
	Post	34	1.7059	.52394			
Listening to formulate opinions	Pre	34	1.5882	.55692	3.2		
	Post	34	1.9118	.28790			
evaluating what is being said	Pre	34	.8235	.62622	4.2		
	Post	34	1.4118	.60891			
Drawing a conclusion	Pre	34	.7647	.43056	6.4		
	Post	34	1.6176	.55129			
Propose as many titles as you can for the listening passage.	Pre	34	.7941	.64099	4.4		
	Post	34	1.3235	.68404			
Create new solutions and make decisions	Pre	34	.6765	.58881	5.6		
	Post	34	1.2647	.51102			
Total	Pre	34	8.7647	2.29702	22.2		
	Post	34	15.7647	1.28060			

Results in table (1) indicate that the total mean score of the post-test of critical listening (M=15.7647) was greatly higher than that of the mean score of pre-test (M=8.7647). Therefore, t value was high (t= 22.2) and significant at 0.05 level in favor of the post-test. The results in table (1) verify that there was a statistically significant difference between the experimental group students' mean score on pre and post-administrations of the critical listening test in favor of the post-administration. Therefore, the first hypothesis was accepted.

In the light of the results in table (1), it is revealed that the experimental group students' mean scores on the ten sub- skills of the critical listening post-test were significantly higher than theirs on the pre-test. The "t" value of the critical listening skills measured on the test ranged between (8.95- 3.02) and it was significant at the 0.05. These results showed that audiobook motivated students to listen critically and the activities used in implementing the program were engaging and beneficial to develop the students' critical listening skills.

The effect size of using audiobook activities on developing critical listening skills are presented in the following table

**Table 2 Value of ( $\eta^2$ ) and Levels of Effect Size**

Independent variable	The dependent variable (critical listening skills)	T	D.f (n-1)	Value of Eta- square ( $\eta^2$ )*	Level of effect size
Audiobook-based activities	Identifying the main idea	8.95	33	0.71	High
	Recognizing cause/ effect relationship	5.7		0.50	
	Identifying the speaker/ author's purposes and motives. (intentions)	6.1		0.53	
	Recognize the speaker's attitude and / or emotions	3.5		0.27	
	Listening to make judgments	6.74		0.58	
	Understanding the message and evaluating what is being said	3.2		0.24	
	Listening to formulate opinions	4.2		0.35	
	Drawing a conclusion	6.4		0.55	
	Propose as many titles as you can for the listening passage.	4.4		0.37	
	Create new solutions and make decisions	5.6		0.49	
	Total	22.2		0.94	

Results in table (2) reflect the large effect of using the audiobook-based activities on the development of critical listening skills. The results indicated that the effect size was high ( $\eta^2=0.94$ ). Abo- Hatab and Sadek (2010) clarified that the effect size is considered high when its value is 0.15 or more. Therefore, the effect size of this treatment is considered high according to the variance of the effect size of critical listening skills which ranged between (0.24-0.71).

Results in tables (1) and (2) prove that the statistical difference between the pre-post- administrations of the critical listening test were in favor of the post- administration test. Additionally, the use of audiobook-based activities had a positive effect on first year secondary school student's critical listening skills. Consequently, the first hypothesis of the study was proved and accepted.

#### **Verifying the Second Hypothesis**

In order to verify the second hypothesis *“There is a statistically significant difference between the experimental group students' mean*

*score on the attitude scale towards critical listening pre- and post-administrations favoring the post- administration.”*

Table (3) shows the “t” value for the differences between the mean scores of the experimental group on the pre- and post- administrations of the attitude towards critical listening scale was calculated.

**Table 3 t-test results of the pre-post- administrations of the attitude towards critical listening scale**

Independent variable	Domains of the dependent variable	Measurement	Mean	SD	T	D. f (n-1)	Sig. (2-tailed)
Audiobook-based activities	<i>Attitude towards the importance of critical listening</i>	Pre	15.26	2.67	16.03	33	Significant at 0.05
		Post	24.18	2.19			
	<i>Attitude towards enjoying critical listening</i>	Pre	16.85	3.31	16.43		
		Post	29.68	2.47			
	<i>Attitude towards learning by using audiobooks</i>	Pre	15.41	2.18	17.98		
		Post	25.91	2.69			
<b>Total</b>	Pre	47.53	5.81	23.9			
	Post	79.76	5.31				

Results in table (3) illustrate that the mean score of the experimental group on the post- administration in the three domains and in the total were higher than those on the pre- administration of the attitude scale. Therefore, the “t” value was high (t=23.9) and significant at 0.05 level. These results in table (11) reflect that there is a statistically difference between the mean score of the pre-post- administration of the attitude scale towards critical listening in favor of the post scale.

**Table 4 Value of ( $\eta^2$ ) and Levels of Effect Size**

Independent variable	Domains of the dependent variable	T	D. f (n-1)	Value of Eta – square ( $\eta^2$ )	Level of Effect Size
Audiobook-based activities	<i>Attitude towards the importance of critical listening</i>	16.03	33	0.88	High
	<i>Attitude towards enjoying critical listening</i>	16.43		0.89	
	<i>Attitude towards learning by using audiobooks</i>	17.98		0.91	
<b>Total</b>		23.9		0.95	

The results in table (4) illustrate that the effect size of using audiobook- based activities on the attitude towards critical listening of the experimental group students in the three domains of the scale is high. A more detailed analysis of table (4) reveals that the effect size of the post-administration of the attitude scale ranged between (0.88- 0.91) which

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considered high. Thus, the total effect of using audiobook based activities on students' attitude towards critical listening was ( $\eta^2=0.95$ ) which reflects a high effect.

Results in table (3) reveal there is a significant difference between the pre- and post- administration scale. Additionally, table (4) proves that the effect of using audiobook based activities on students' attitude towards critical listening was high; and this effect is in favor of the post-administration of the attitude scale. Consequently, the second hypothesis was accepted.

### **Discussion**

The main aim of this study was to investigate the possible effect of using audiobook based activities on improving EFL secondary school students' critical listening and their attitude towards critical listening. The above - mentioned results show that using audiobook based- activities was highly effective. Such results can be attributed to the learning experience, various techniques provided for the target participants.

Students had a positive attitude towards using audiobook during the treatment. The gradual improvement in the students' performance revealed that activities used while listening to audiobooks were fruitful in improving their critical listening skills. This was clear and observable in their performance and answers to the questions which increased progressively at the beginning, middle and end of the implementation. In the pre-test, students faced a problem in listening and understanding the audio file although they listened to it 3 times. Some of them asked to repeat it for extra time, and some other students didn't answer the questions in the allocated time.

When the researcher asked students about what their feelings were in the pre-test, some of them said that they were unfamiliar with the questions "*they said that they didn't use to answer this type of questions*" others added that "*they couldn't understand what the speaker said*". This problem was mentioned by other researchers as Kazouz (2015), Hamouda (2013), Benglia (2013) and stated that vocabulary is the main factor which causes difficulties in listening. The wide range of vocabulary facilitates the listening and makes it understandable. They assert on pre- teaching for unfamiliar words and link between their prior knowledge and new words.

While they started the treatment and listened to the stories, they began to show better understanding and performance. Some of them expressed their joy in the second session because she said "*Now, I can understand most of the speaker talking*". After that, the students became

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more familiar with the questions and analyzed the audio to recognize the speaker's emotion, the speaker's motives and recognize the cause and effect. Then, they evaluated the speaker's message and made judgments. Constantly, they were able to express their opinions and draw conclusions.

The analysis of the students' answers revealed that they have developed their new skills as some of them uttered during the treatment that

*"I had discovered that I can think while listening, I should analyze what I listen before speaking or making any decision. I should be wiser."*

*"I can listen and understand English audios easily, I love stories and listening to stories was a great entertainment"*

*"At the beginning, I thought I was difficult to listen to stories. It may be hard to understand the whole story because it is in English. I can't understand the term critical listening, and how to answer these questions. After that, I found it easy to think with my colleagues and share our ideas. It gave me a self- confidence that I had good ideas and I can speak with my colleagues in English."*

Therefore, audiobooks led to significant improvements in the critical listening skills of the experimental group students as proved in the post-administration of the critical listening test. Students improved a positive attitude towards critical listening due to using collaborative and engaging activities to improve critical listening skills.

### **Findings**

- Audiobook proved to be effective in developing critical listening skills.
- Collaborative activities were effective in improving critical listening skills.
- Audiobook- based activities proved high and positive attitude towards improving critical listening skills.
- Audiobook provided the students with an engaging experience for developing their language learning and their performance.
- The students tackled real life problems which expanded their minds and their knowledge.

### **Recommendations**

The following recommendations were proposed:

- 1) Giving more consideration to critical listening skills in the EFL curriculum for secondary school.
- 2) Integrating Audiobook in teaching different skills.
- 3) The necessity of using collaborative activities in teaching different language skills, especially listening to generate more motivation and increase the students' performance in learning.

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- 4) Developing critical thinking skills to help the students to listen critically in their life and in different subjects.
  - 5) Helping students to deal with their problems by analyzing the problem, making judgments, expressing their opinions and finding new solutions.
  - 6) Utilizing technology into classroom activities to improve EFL skills.

#### **Suggestions for Further Research**

The following suggestions are presented to be considered for further research:

- Similar research can be conducted for measuring the effect of using Audiobook on developing other language skills
  - Developing pronunciation and speaking skills.
  - Developing listening comprehension.
  - Developing reading comprehension and critical reading skills.
  - Developing vocabulary and language acquisition.
  - Developing writing skills.
- The same study can be investigated with a different educational level.

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