Using a Program Based on Embodied Learning and Online Task Activities For Developing Student Teachers' EFL Critical Listening Skills and Willingness to Communicate

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Abstract

The study aimed to investigate the effectiveness of using a program based embodied learning and online task activities in developing student teachers' EFL critical listening skills and willingness to communicate.The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. The participants of the study were fifty (N= 50) students enrolled in the third -year English section at the Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using embodied learning and online task activities The instruments of the study included an EFL critical listening skills test, an EFL willingness to communicate scale and a semi-structured interview.The results of the study revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the EFL critical listening skills test and willingness to communicate scale in favor of the post administrations. These results were ascribed to a program based embodied learning and online task activities**.**

Keywords: Embodied Learning -Online Task Activities - EFL Critical Listening Skills –Willingness to Communicate

المستخلص

استخدام برنامج قائم على التعلم المتجسد وأنشطة المهام عبر الإنترنت لتنمية مهارات الاستماع الناقد والاستعداد للتواصل فى اللغة الإنجليزية كلغة أجنبية لدى الطلاب المعلمين

تهدف الدراسة إلى توضيح فاعلية استخدام برنامج قائم التعلم المتجسد وأنشطة المهام عبر الإنترنت لتنمية مهارات الاستماع الناقد والاستعداد للتواصل فى اللغة الإنجليزية كلغة أجنبية لدى الطلاب المعلمين. ويعد هذا البحث من البحوث المختلطة / المدمجة التى دمجت أساليب البحث الكمية والكيفية معا. وتكونت عينة الدراسة من خمسين طالب من الطلاب المعلمين تم اختيارهم عشوائيا من طلاب الفرقة الثالثة شعبة اللغة الإنجليزية بكلية التربية جامعة بنها، جمهورية مصر العربية. هذا وقد تم اختبار عينة الدراسة قبل اجراء المعالجة وبعد تطبيق البرنامج القائم على التعلم المتجسد وأنشطة المهام عبر الإنترنت. واشتملت أدوات الدراسة على اختبار فى مهارات الإستماع الناقد فى اللغة الإنجليزية ، ومقياس الاستعداد للتواصل باللغة الإنجليزية ومقابلة شبه منظمة. واشارت نتائج البحث الى وجود فروق ذات دلالة احصائية بين درجات الطلاب (عينة الدراسة) فى القياس القبلى – البعدى فى مهارات الاستماع الناقد والاستعداد للتواصل فى اللغة الإنجليزية كلغة أجنبية لصالح القياس البعدى . وترجع هذه النتائج الى فاعلية استخدام البرنامج القائم التعلم المتجسد وأنشطة المهام عبر الإنترنت.

الكلمات المفتاحية : التعلم المتجسد – أنشطة المهام عبر الإنترنت –مهارات الاستماع الناقد فى اللغة الإنجليزية –الاستعداد للتواصل فى اللغة الإنجليزية

Introduction

English language is a tool for communicating ideas and information all over the world. Communicating in language and ensuring written and verbal communication are the main function of language and essential for language learning. English language is divided into language systems and language skills. The language skills are listening, speaking, reading and writing. The language systems are spelling, pronunciation, vocabulary and grammar. Both language skills and systems should be known by the learners. This knowledge is essential for developing their language.

Listening is a skill that has an important role in communication and is recommended to be mastered first in the early stages of language learning. In addition, it is responding or receiving intentional sounds. It is the absorption of the meanings of words and sentences by the brain and leads to the understanding of facts and ideas.Historically, listening has been taught using both bottom-up and top-down as the main approaches. Bottom-up processing helps students to connect and interpret what they listen to and top-down allows students to use their background to understand the audios. In fact, both processes were important to encourage listening skills. Listening practices include paying attention to what others are saying, avoiding distraction, listening attentively to what is being said, showing respect to the speakers, waiting for communication time and participating in the conversation. Listeners use their ears to search for a variety of sounds. Teachers should help students develop and reach a specific goal in listening activities.The students want to become successful communicators and active listeners. Most people are able to take advantage of innate listening abilities to receive and develop their language competences. They can produce various thoughts to enrich their life experiences as they effectively capture and comprehend what other people express to them (Kuo ,2009, Rahimia & Abedi, 2014,Córdoba Zúñiga & Rangel Gutiérrez, 2018 , Sharaf, Mobaraki & Nia, 2018, Baharman , Damaianti & Mulyati,2019, Rajagukguk , 2019).

Throughout the communication process, the efficient use of listening skills is required to understand a person and perceive the external environment. Listening is an important skill not only for the time it takes within communication but also for its contribution to daily life. It is a

process since the individuals analyse what they hear, synthesize them with their current knowledge and evaluate them. In practice, listening helps EFL students to effectively interact with the content and context of a spoken message, either face-to-face conversations or audio-visual recordings. Another issue in listening instruction is the lack of guidance on how learners can self-direct and evaluate their efforts to improve their listening. Many learners desire to improve their listening by actively participating in class activities and doing homework in the hope that these will help them become good listeners (Córdoba Zúñiga & Rangel Gutiérrez, 2018, Kazu & DemiralP ,2017 ,Li , 2017).

Baharman , Damaianti & Mulyati (2019) clarified that listening is the process of interpreting an utterance or speech in English language by combining what is heard and what is already known.It is a series of codes that are made by a speaker through the process of coding and then received by the listener through the process of decoding. It is considered more difficult among learners. The listeners are faced with several variables out of their control such as the speaker's rate of speech, the accent of the speaker and the cultural context. Listening is not only based on someone' ability but also his/her intensity in learning listening activities. Zobler (2010) and Arono (2015) noted that in listening strategy , students were guided through some steps which used in learning listening systematically and continually to measure and analyze the activity done actively and individually. In fact, they seldom do learning activities systematically, but they measure only their listening ability. This is the source of their limitation in learning or developing their listening skills .

Listening as the basic skill in language skill can be used in developing interactive multimedia to improve students' critical listening skill.Critical listening is used to determine whether what is heard is true. In general, critical listening is more likely to examine the location of deficiencies, errors, inaccuracies contained in a person's speech or conversation. It is an exception if a listener can listen objectively and can appreciate information that demands feelings and comes up with a factual and reliable conclusion. To be able to listen well, the person should be in a condition that is ready to listen, because listening well requires attention, thought, reasoning, interpretation and imagination.

Listeners must project themselves into the mind of the speaker and try to understand not only what the speaker is saying, but also what he or she means. Students are expected to be fixers, decision makers and never stop to learn. It is very important for them to be independent thinking people since there are many jobs in the future which need the best thinking people who have critical listening ability (Arono, 2015 ,Erkek & Batur, 2020).

Kazu & Demiralp (2017) revealed that critical listening is listening in order to evaluate , judge and form opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval. It is attentively treated as an effective listening type that requires listening with an open mind to understand the speaker's purpose. It is important that listening with an open mind can be completed by critical listening because it enables a better understanding of what is being told, whereas critical listening enables for better analysis and assessment . Smialek & Boburka (2006) defined critical listening as a combination of perception and critical thinking. Thus, in their study, they explored the effectiveness of music listening exercises that involved cooperative learning in developing critical listening skills among college students. In their study, Kazu & Demiralp (2017) clarified the level of critical listening among the teacher candidates.

Moreover, Baharman , Damaianti & Mulyati (2019) clarified that critical listening is a type of listening activity that seeks to find mistakes or errors and even the good and correct points of speech of a speaker with strong reasons that can be accepted by common sense. Another understanding of critical listening is listening to analyze the purpose of the speaker, for example in discussions, debates, conversations or to find out emotional deviations, exaggerating propaganda, aggravation, confusion and so on. Likewise, it can be said that critical listening is listening in the process that will be observed. In other words, the listener makes a careful assessment of everything the speaker has said, in his efforts to determine whether the information and views expressed by the speaker are trusted, reliable or not . El-Gendy (2020) revealed that critical listening seeks a high understanding through going deeper into the human 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.

Therefore, critical listening is a process of inquiry and comparison. Throughout the process, the listener thinks whether the words of the speaker are based on his profession, the extent of a general or subjective approach and whether the asserted information maintains validity. Since the process comprises the sense of inquiry, comparison and acquisition of new values, the message is transmitted fast via the verbal channel. As high level thinking skills are employed in the interpretation and assessment process, the listener should be very fast with critical listening. The critical listening skill comprises both physical (hearing) and cognitive (attention, perception, comprehension, analysis, assessment) aspects. Critical listening is impossible when the listeners are totally passive .In teaching-learning environments, critical listening will help students to understand accurately to examine their teacher by listening carefully, analyzing critically and evaluating what has been told. However, very few teachers have been able to teach students how they should listen and how they can improve their listening skills (Kazu & Demiralp ,2017).

Baharman , Damaianti & Mulyati (2019) and Rajagukguk (2019) clarified that there are six stages of critical listening: listening, identifying, interpreting, understanding, assessing and responding critically. At the listening stage, there is a process of verbally informing from the speaker to the listener. At this stage, a listener needs to know the language and meaning of each language he or she listens to. The process of listening must be done with full attention and concentration and not easily disturbed by elements from outside the simulated material. The second stage is identification stage. It is carried out by the listener after the stimulus in the form of sound (language) is received by the listener in his/her memory. The stimulus needs to be responded to by identifying the message. The message information that has been identified is then grouped, considered and carried out the completion of the language elements in a series of thought points. Identification is also carried out on the sorting of each topic or message ideas. The third stage is interpreting stage. It is carried out after all messages are well-identified in certain groups. The interpretation that begins with appreciation is carried out, especially in speech data or oral texts that contain the

contents of the main message. All contents of messages or points of thought related to the contents of messages desired by the speaker are interpreted. The interpretation will produce the true meaning of the message, such as what is delivered by the speaker.

The fourth stage is understanding stage. At this stage, the listeners do an understanding of all data information received (comprehension fact). What has been interpreted needs to be carefully understood in its meaning. It can be noted that the stage of understanding is the stage of giving meaning to the message being heard in order to be achieved as close as possible to the message intended by the speaker. The fifth stage is assessing stage .It is the process of appreciating the message that has been received, interpreted and understood. Assessing means associating the usefulness of the meaning of the message in relation to something in life has a clear use. It focused on connecting the message with the interests of the user in meeting the needs of life individually or in groups. The last stage is critical response stage. At this stage, the listener tests or carries out a critical thinking process by asking the question of what is the cause and why. The results of the assessment which is the process of connecting the meaning of the message with its usefulness need to be reviewed by asking some critical questions, such as why (Baharman , Damaianti & Mulyati ,2019, Rajagukguk ,2019).

Beheery (2016) stated that critical listening is an active process of assessing and evaluating arguments put forward by the speaker. It makes the listener gather all the information presented to him in the listening text to be able to assess and evaluate it in a logical way. In addition , the listeners can listen to the subject matter , think citically about the argument they listen then make judgments and draw conclusion. Morever, critical listening is a three levels process. The first level is perception which measures the level of understanding and the awareness of the listeners after they listen to the topic. The second level is critical thinking that enables the listeners to practice the critical thinking skills to make a judgement based on rationality. The third level is drawing conclusion in which the listeners draw the last conclusion of the topic.

According to Hiner (2016) critical listeners had seven features. First, they think systematically, analytically and resort to knowledge, claims and reasoning. Second, they can empathize and try to understand the needs, assumptions, values and ideas of the speaker. Third, they are

completely meticulous and do not form an answer until the speaker finishes his / her speech. Fourth, they are active and seek intentional understanding and messages when they listen. Fifth, they collaborate and seek a common path in the combination of ideas and inputs. Sixth, they seek clarity and ask follow-up questions until they reach the conclusion. Seventh, they are sensitive and interpret the speaker's explanations to show that they understand.

In critical listening students make predictions about the development and the result of the events in what they listen. They guess the meaning of the words which they do not know in what they listen. They also find the main idea of what they listen. The students question consistency of what they listen. They determine the ways of improving thinking process used in what they listen. The students express their opinions about what they listen and evaluate the context. They understand non-verbal messages of the speaker. Therefore, because of the importance of EFL critical listening skills, many researchers conducted various studies to develop these skills at the university level such as Khallaf (2013), Abdel-Latif (2016), Beheery (2016), Lashin (2016) , AbuShosha (2017) and Diyyab (2020) .Thus , it can be concluded that EFL critical listening is an important variable that should be developed among student teachers.

Moreover, the main purpose of learning a foreign language is to use it for meaningful and effective communication both inside and outside the classroom. In foreign-language situations, choosing to communicate or not may be one of the most important decisions a person can make. Language is a fundamental tool for human beings through which they communicate, share feelings and ideas, exchange information and establish networks. Language learning and communication are interconnected. It is generally accepted that one must talk in order to learn. The theory of Willingness to Communicate (WTC) was first introduced by McCroskey & Baer (1985) to refer to communication in the first language.They defined WTC as the possibility to engage in communication when having the choice to do so. The notion of WTC is a model that integrates psychological, linguistic and communicative variables to describe, explain and predict communication .

Based on McCroskey & Baer's theory of WTC, MacIntyre & Gardner (1994) proposed a model to illustrate the factors for WTC to take place

in the first language such as personality, apprehension, relationship between the speakers and self-esteem that may affect a student's WTC. Mahdi (2014) clarified that there is a significant positive correlation between personality traits and WTC in communicative situations, such as meeting and public speaking contexts.He stated that personality traits greatly affect WTC in two communicative situation types, meetings and public speaking and two interlocutor types, acquaintances and strangers. Thus , in his study, Mahdi (2014) explored EFL students' WTC in English at University and how their personality traits affect their WTC. MacIntyre (2020) & Öksüz-Zerey & Cephe (2020) defined learners' WTC as the probability that they would choose to initiate communication given the opportunity. They revealed that WTC was originally conceptualized as a trait, reflecting a stable pattern over time.

Moreover, listening constitutes an important part of communicative competence. Learners are expected to be equipped with listening and speaking abilities as their communicative competence increases. It can be noted that the original form WTC is mainly focused on speaking and writing abilities. Most of WTC scales have the dimensions of speaking and writing. Though listening skill is accepted as an important component in communication .WTC scales underestimate listening as a dimension to be measured in learners' WTC. Indeed, the original form of WTC, developed for language, assesses how a person is willing to speak in various situations. It is a complex construct and can simply be defined as one's preference to speak without any pressure or something else (Akdemir ,2016, Bursalı & Öz, 2017).

WTC advocates that a person's willingness to engage in communication can play a significant role in creating individual differences in both language learning and communication. It is defined as a speaker's or writer's ability to engage into an interpersonal communication when the situation requires. The concept of WTC has been developed from three different constructs unwillingness to communicate, predispositions toward verbal behavior and shyness. WTC is one of the important factors in language and puts emphasis on meaningful communication (Mohammadzadeh & Jafarigohar ,2012, Khazaei , Zadeh &   Ketabi, 2012). Morever, McCroskey & Baer (1985) observed that people vary with regard to how much they talk, some talk a lot, some mostly keep their silence and some talk under certain

conditions. WTC was an indicator of language output and affected by perceived competence and language anxiety. MacIntyre, Baker, Clement & Donovan (2003) stated that WTC is the probability of initiating communication, specifically talking, when the opportunity arises. It represents a conscious intention to seek out communication and may be based on a synthesis of communication apprehension, perceived competences, social norms, attitudes, motivation and other factors .

McCroskey & Richmond (1990) , Shamsudin, Othman, Jahedi & Aralas (2017) , Öz & Bursalı (2018) & Kamdideh & Barhesteh (2019) revealed that WTC is a personality trait and defined as the individual's intention to initiate communication and participate in conversation in various situations. Moreover, it is considered a personality-based, trait-like predisposition which is relatively consistent across a variety of communication contexts and types of receivers. Moreover, it is defined as a readiness to speak at a particular time with a specific person. WTC refers to a person's motivation to use the target language to communicate in a situation . The WTC model integrates affective, social, cognitive and situational variables as contributing factors to a person's WTC. WTC is mostly dependent on two elements i.e., communication apprehension (CA) and self-Communicative competence (CC). Moreover, Matsuoka, Matsumoto, Poole & Matsuoka (2014) revealed that WTC is negatively correlated with introversion and communication apprehension and positively correlated with self-perceived communication competence and these correlations are present in a variety of sociocultural contexts .

WTC is a complex construct, influenced by a number of other individual difference factors such as communication anxiety, perceived communication competence and perceived behavioral control . The models of WTC were developed through a hierarchy of antecedents starting with personality traits and moved towards more communication-related variables, like communication apprehension and perceived competence. The variables contributing to WTC were classified into four main contexts: cultural context, social and psychological context, classroom context and social and individual context (McCroskey and Baer, 1985, Pattapong, 2015,Robson, 2015, Altiner ,2018 ,Van Le, Cunningham & Watson, 2018,Mohammadi & Mahdivand, 2019 ,Khajavy, Makiabadi & Navokhi, 2019, Mohammadi, Barati & Youhanaee, 2019).

With increasing emphasis on authentic communication as an essential part of learning and instruction, WTC has also been proposed as one of the key concepts in learning and instruction. Bukhari, Cheng & Khan (2015) noted that WTC is learner's readiness to enter into discourse at a particular time with a specific person or persons using the foreign language .Therefore, because of the importance of EFL WTC, many researchers conducted various studies to develop these skills at the university level such as Compton (2007),Zarrinabadi & Abdi (2011) ,Mohammadzadeh & Jafarigohar (2012) , Mesgarshahr & Abdollahzadeh (2014) , Yanguas & Flores (2014) , Lahuerta (2014) ,Aliakbari, Kamangar & Khany (2016) ,Turjoman (2016) , Alikhani & Bagheridoust (2017) , Papin (2018) , Ma , Wannaruk & Lei (2019) and BAŞÖZ & & ERTEN (2019)., it can be concluded that EFL WTC is an important variable that should be developed among student teachers.

It can be concluded that students need to be motivated in order to evaluate, judge and express their opinions while listening critically through using suitable methods, techniques or approaches .These methods, approaches and techniques are student centered and should be used to help them develop their critical listening skills and WTC . One of these approaches is integrating embodied learning and online task activities.

Embodied learning is a holistic view of constructing knowledge that engages the body as a site of learning, usually in connection with other domains of knowing such as spiritual, affective, symbolic, cultural and rational. Embodied learning involves coming to know ourselves and the world around us better, neither as an abstract object nor as an instrument, but as a lived body subject that senses and does the sensing in a meaningful way.The most influential philosopher of embodiment in the twentieth century was and still is Maurice Merleau-Ponty, whose thoughts on the body's direct and immediate grasp of the world have inspired a lot of theoreticians as well as practitioners. The focus of his philosophy is the role of the body in the dialectic of the pre-reflective and the reflective. He argues that the body functions as a general instrument of comprehension. Embodied teaching and learning are being in the moment at the stage between self and other. The continuous process of reciprocal interaction and modification is embodiment's significance in teaching and learning. In embodied pedagogy, bodies are

acknowledged as valid knowledge producers and elevated. It recognizes the importance of the body for both students and teacher by acknowledging that the location of their bodies affects their interactions with one another (Freiler, 2008, Stolz, 2015, Tobin, 2012, Anumudu, 2017).

It can be noted that the awareness of the body calls for experience followed by a cycle of pre-reflection and reflection. The body and its role in learning are central to the exploration into the concept of embodiment. Embodiment is defined as the knowledge that is revealed through the body's unique way of comprehending the world. It is what the body takes in and expresses in an implicit way gained through experience and so registered in non-discursive ways or as it is attached to meaning from experiences already had. Embodiment implies an experience and becoming part of a person in a holistic sense. Although embodied knowledge can be accessed through reflection, it is often more efficacious to access it through creative activities. In this way, the body is a site for learning. Embodied knowledge is the combination of knowledge, experiences, perceptions and reflections all resulting from state of being in the world.

Lu (2011) indicates that embodiment in cognition includes cognitive linguistics, situated action, simulation and social simulation theories. Embodied cognition is primarily characterized as action and perception in human cognition. Embodiment as an explanation of cognition emphasizes that the body exists as part of the world. In a dynamic process, perception and action occur and the body interacts with the world to allow for the processes of simulation and representation. Blatt-Gross (2015) revealed that in implementing embodied learning and the body itself is integral to pedagogy. The body can be utilized as a powerful vehicle through which educators can reach students and embed content. Moreover, Sullivan (2018) states that when watching someone else perform an action, such as writing, the observer's premotor areas for writing would be activated as if they were planning to do the action themselves. Having a body and mind that work inseparably to create an understanding of the world and of each experience allows one to conceptualize how another body and mind might react in a given situation.

Shapiro (2011) indicates that embodied cognition focuses on three major aspects: conceptualization, replacement and constitution. Conceptualization implies that properties of a person's body constrain the ability to acquire and perform. Replacement suggests that the need for representational processes that are believed to be at the core of cognition can be replaced by the person's interaction with the environment. Constitution presupposes that the body and environment have a constitutive role in cognitive processing. Moreover, Lu (2011) clarifies that embodied cognition provides three understandings: simulation, analogical representations and image schemas. Simulation is the cognitive re-enactment of perceptual, motor and introspective states acquired during experience. Analogical representations store patterns of how bodies match with the environment. The patterns incorporate environmental information. Image schemas are recurrent patterns of bodily experience. They are analog representations based on cumulative sensory experience that help solve adaptive problems in complex physical environments.

Lu, Wu, Fadjo and Black (2010) provide a framework that lists five types of instructional embodiment: direct embodiment (DE), surrogate embodiment (SE), imagined embodiment (IE), reflective embodiment (RE) and haptic embodiment (HE). Direct or physical embodiment often used in robotics research and refers to an agent acting as or embodying a being or robot. Physical embodiment requires a coherent physical realization to persist over time .Surrogate embodiment refers to physically manipulating an agent, which has been designed to represent a particular object or person .Imagined embodiment refers to consciously engaging one's imagination to mentally picture movement or action. Reflective embodiment refers to the use of a webcam in the process of embodiment in which learners are able to see themselves move on the computer screen when they interact with the computer in a game. Haptic embodiment emphasizes the sense registry through haptic channel such that learners use their hands to write, touch, or click a mouse. In the same context, Glenberg et al. (2004) found that imagined and physical embodiment accompanying reading enhances young readers' comprehension and memory retrieval as compared to reading without embodiment.

Embodiment is the notion that cognition arises not just from the mind, but also through individuals bodies' physical and social interactions with the world around them (Melcer, 2018). Kuo, Hsu, Fang& Chen (2014) clarify that language learning with the form of human body could promote learner performance on the basis of theory of embodied cognition. They also indicate that there are two trends of embodiment that, in fact, complement each other. The first one is the embodiment of mind in body. This aspect of embodiment indicates that there is no clear division between mind and body, i.e. the body embodies the mind and in the act of perception they both function together as one lived body. In addition, Barsalou (2008) cited in Kuo, Hsu, Fang& Chen (2014) proposed the theory of embodied cognition, indicating that the nature of the human mind can be largely determined by the form of the human body. Embodied cognition is all aspects of cognition are shaped by surroundings, simulation, situated action and aspects of the body. Embodied cognition is an essential research topic in social and cognitive psychology, covering issues such as social interaction and decision-making.

In addition to embodied learning, it can be noted that the field of language teaching has experienced numerous changes. New trends in language teaching and learning try to promote communicative competence instead of mastering grammar, vocabulary, listening reading or writing in isolation. Thus, Task based learning (TBL) promotes real practice in the target language and offers different contexts for language study. It provides opportunities to experience listening, spoken, reading and written language through meaningful class assignments that involve learners in practical and functional use of language. It promotes and stimulates the integration of skills through completing daily life activities that improve students' communicative competence because it offers learners the possibility of practicing the target language (Zuniga, 2016).

TBL is characterized by the use of content oriented activities, the provision of supportive feedback and consideration of linguistic forms in the context of actual language use. This approach promotes meaningful use of target language and communicative competence rather than mastery of discrete skills. Thus, the best way to provide high quality instruction for underserved English Language Learners around the world is to combine TBL with computer- assisted instruction. TBL is a

communicative approach widely applied in settings where English has been taught as a foreign language. It is a process-oriented approach that has applied to language and encourages the meaningful use of the target language through communicative tasks (Pérez, 2016). In his study, Pierson (2015) examines the impact of integrating CALL and TBLL with English Language Learners and their teachers.

Nunan (2004) defined task as it is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express and convey meaning rather than manipulate form. The task should also have a sense of completeness and being able to stand alone as a communicative act in its own right with a beginning, middle and an end. Also, Salmani - Nodoushan (2007) clarifies that tasks with specific goals are good ways of engaging students to interact in the target language in the language classroom. Thus, task based instruction is the result of cognitive approaches to language learning and psycholinguistics. Zuniga (2016) indicates that in English language education, tasks are viewed as important components to help develop proficiency and facilitate the learning of foreign language by increasing learners' activity in the classroom.

TBL is considered as one of the main approaches to language learning and teaching. Thus, it supports meaning production through technology use (Muller-Hartmann & Ditfurth, 2010).It is viewed as an approach to language learning according to which tasks done by students become central to the learning process. It requires the teacher to organize classroom activities around those practical tasks that language users will engage in.It provides learners with opportunities to produce the target language in meaningful context, as it moves away from the traditional approach which focuses on the language, to a more communicative approach that encourages real interaction between learners (Abdallah & Mansour, 2015, Batardière, 2013). In addition, Arslanyilmaz (2012) clarifies that TBL method improves negotiation of meaning using meaningful and communicative task completion activities. It also provides opportunities for students to practice language in a meaningful context and engage them in the authentic context of language.

Nunan (2004) presented seven principles of TBL to evaluate teaching materials and tools. Thus, it is possible to objectively assess mobile applications and their potential in language learning. The first principle is scaffolding. It implies that learners should be guided by the instructor on how and what to do within supportive frameworks. The second one is task dependency that refers to one task should lead to another so that the sequence tells a pedagogical story. The third principle is recycling. It explains the importance of repeating an item again for learners to gain full mastery over it and also depict whether they have really understood it or not. The fourth is active learning where learners need to be provided with maximum opportunities to practically use the language. The fifth principle is integration. It illustrates that learners should not only be aware of the meaning of the linguistic item taught, but more importantly of the communicative function it serves. The sixth principle is reproduction to creation where students should be taught how to reproduce items they learn. Then, they should be instructed to creatively employ them. The last one is reflection where tasks should allow students to personal reflection on learning to understand the importance of a particular task for learning language.

TBL is a teaching methodology that involves the students interacting to perform a meaningful task in the target language. Tasks are considered as a variety of activities that range from simple to complex and vary in length of time. Effective learning in TBL occurs when students are fully engaged in a language task, rather than just learning about language .TBL promotes complex foreign language communication as learners acquire language over time. It provides purposeful, guidance for teachers to design communicative opportunities that are social in nature and appropriately complex according to the learner's stage of language acquisition. Thus, tasks are classroom activities that are modeled after real-world scenarios and provided foreign language learners with opportunities to apply the foreign language vocabulary and structure to complete the task. Foreign language tasks include four components: a focus on meaning, learner-driven transmission of meaning, information, or opinion, learners who demonstrate reliance on their own linguistic skills scaffolded resources, an outcome or task purpose (Laurence, 2015 ,Derakhshan, 2018,Erickson-Betz, 2018).

TBL is focused on the completion of the task. Thus, tasks are usually performed in pairs or small groups so they provide opportunities for interaction and for the learners' active use of the language. To complete the task successfully, the focus is on understanding and communicating meanings. All tasks must have a measurable outcome. An outcome that is intrinsically engaging is more likely to develop and maintain learners' intrinsic motivation .Moreover, Huang (2010) and Rahimpour & Safarie (2011) clarified that TBL had certain stages. The first stage is the pre-task stage where students are introduced to the topic and prepared to cope with the task in a variety of ways. Next, the task cycle offers students the chance to use the language they already know and improve the language under teacher guidance. Students gain fluency and confidence during the task stage. They then improve the language during the planning stage with access to the teacher's help when they need it. The report stage gives students motivation to improve upon the language they use. At the end of the task cycle, students are provided with recordings or texts which provide familiar contexts for the teaching of grammar. The language focus stage leads naturally out of the task cycle. Students have opportunities to see grammar rules.

Arslanyilmaz (2012) stated that the advent of information technology has improved the quality of language education and language learning. Computer-based activities for language learning offer capabilities that cannot be easily substituted by any other language teaching procedure within a traditional classroom environment. These capabilities include rapid global access at any time from any computer with Internet access, integration of graphics, audio and text and ease and low cost of publication. Therefore, online task-based language learning with rich multimedia experience is increasingly being used .In order to identify the importance of employing technology in task based learning approach. In their study , BavaHarji, Gheitanchian & Letchumanan (2014) incorporated Web-based Multimedia Technology (MT) into TBL, i.e. termed as Multimedia Task Based Language Teaching and Learning (MMTBLT) approach. They also tested its importance in EFL context.

With the rapid growth in mobile technologies and increase in the number of its users, technological practices have become more and more sophisticated. Mobile applications are developed for daily interactive communication, their use in TBL can meet the needs of current learners

who used to handle technological tools. Therefore, they engage learners in a variety of interesting and enjoyable tasks beyond the traditional use of textbooks. As these applications provide the advantages of flexibility, low cost and user-friendliness, it is important to understand how they can be adopted for different pedagogical purposes to foster English task-based learning (Ahmad & Farrukh, 2015).

The introduction of technology into the definition of tasks enlarges the number of venues and resources for task performance and allows for the possibility of freer and less structured tasks. Doughty & Long (2003) clarified the relation between technology and TBLT. Technology provides a natural and authentic venue for the realization of the methodological principles of TBL . TBL provides a rationale and pedagogical framework for the selection and use of technology. Lamy (2007) revealed that a technology-enhanced task should be less structured, more inquiry-based task space to encourage learners to exercise agency and enact identities. In addition, Lai & Li (2011) stated that tasks are holistic activities in which learners make use of their language and cross-cultural and communicative resources to achieve some nonlinguistic outcome through stretching their linguistic, cross-cultural, internet-based communication, and digital literacy skills.

Pellerin (2014) examines how the use of mobile technologies such as iPods and tablets contributes to the reconceptualization of approaches to language tasks for learners in classroom contexts. She examines how the use of these new touch screen technological devices supports the designing of learning environments and language tasks. She also examines the pedagogical shift from instructional approaches to task based learner-centered approaches that support the shared creation of learning environments and language tasks by teachers and learners to promote active and meaningful language learning for learners.

Moreover, Rashid, Watson & Cunningham (2017) reveal that the combination of smartphones and a TBLT approach have a positive impact on students' motivation and engagement with the learning process. Smartphones in the classroom with the targeted guidance of the teacher can create learning environments that promote self-confidence and interaction with the teacher and peers. Therefore, the rise of TBLT and the growth of technology are considered two significant trends in teaching and learning. Jarvis (2015) clarified that with TBLT, there is a

challenging of more traditional structure based models of delivery and the increased capacity and mobility of computer desktops, laptops, notebooks and other mobile devices have had an impact on how students learn.

Anwar & Husniah (2016) clarify that task activities always contain three stages of the main activities. Pre-task activities require teachers to prepare all materials and explanation of the tasks to be performed by the students. Task activities are the stages where students perform learning activities to do activities together for both small and large groups. In addition to activities, students can also be asked to do the planning to make a report (post-task) which contains analysis and review of the group to be presented in the form of a recording, video, text, presentations, etc., and give each other feedback to others. The model developed by Willis (1996) included a more complete of six stages, namely pre-task, the main task, task evaluation, planning, task presentation and post-task. In the application of TBL, the most important thing is the role of students as learners where they should be active and maximize their role in their activities with full of responsibility, both in the involvement of content and language used. Thus, the teacher should motivate the students either individually or in groups in conducting independent and interdependent task completion.

It can be noted that the advanced learning patterns are always matched with the development of information and technology, particularly in the application of learning by CALL. Anwar & Husniah (2016) and Calabrich (2016) clarified that the combination of the application of TBL with CALL is a good lesson plan to meet the demands of learning. As a result, the need for integrating CALL and TBL is considered a part of the necessity of the learners themselves who live in the information era. Kim et al. (2013) provided an example of a MALL task that encouraged students to contribute actively to their language learning. In this task, students were assigned presentations that required them to create videos to be shared on YouTube. They also provided different tasks through using mobile phones. In his study, Calabrich (2016) clarifies that the mobile assisted tasks involved learners posting a review online based on a real past experience, as well as using web-search engines to gather enough information . Jalil (2017) provides guidelines for appropriate use of a mobile learning application and

design it as tools based on MOBIlearn task model to support personal learning activities in formal, informal and non-formal educational contexts.

Moreover , Lai & Li (2011) examined whether and how online tasks, either individual communication tasks or in systematic TBLT cycles have positive effects on language learning. The online tasks that have been investigated include text-based and multimodal computer-mediated communication (CMC) tasks consisting of synchronous (e.g., online chatting) and asynchronous (e.g., email, blogs, and wikis) forms of communication. Moreover, Chong & Lee (2012) investigated the need for a suitable framework for scaffolding creative writing through learning software. Therefore, Storyworld is designed to improve creative writing. In addition, Wilson (2011) clarifies that a creative assignment provides a valid context for students and enhance their desire to write.

It can be concluded that the need of integrating CALL and TBL is a part of the necessity of the learners themselves who live in the information era. It can be noted that the integration of technology in TBL has long been a source of attraction for language teachers (Pierson, 2015). In addition, mobile phones are the modern form of technology commonly available at low cost to individuals as well as institutions. As a result , researchers conducted studies using TBL through technology at the university level such as BavaHarji, Gheitanchian & Letchumanan (2014) ,Abdallah & Mansour (2015) ,Mohammadi & Safdari (2015) , Tang, Chiou & Jarsaillon (2015) , Anwar & Husniah (2016) ,Anwar & Arifani (2016), Rashid, Watson, & Cunningham (2017), Alian, Khodabandeh & Soleimani (2018) and Derakhshan (2018) . Thus, it can be concluded that the combination of embodied learning and and online task activities is an important independent variable that should be used to develop EFL critical listening skills and WTC among student teachers.

Based on the previous review, it can be concluded that both EFL critical listening skills and willingness to commuicate are important variables that should be developed among EFL learners. Moreover, the combination of embodied learning and and online task activities seems to be an effective treatment .Accordingly, the present study focused on using a program based on embodied learning and online task activities to develop student teachers' EFL critical listening skills and WTC.

Context of the Study

In language classroom,listening activities focused on the outcome of listening and many of the listening activities do little more than test how well the learners listen. Listening instruction has become the practice of answering listening comprehension questions followed by the provision of the correct answers and finishing with an explanation of the meaning of the transcripts. This form of repeated drill-based practice may inhibit students from being active listeners, reducing their interest and motivation to learn how to listen in foreign language context. As a result, listening comprehension has been regarded as one of the most difficult skills for most students to learn (Chen, 2013).

Moreover, learners feel anxious about listening because learners are often put in situations where they have to show how much they have understood or what they have not understood. Additionally, learners' stress and anxiety level increases even further when they have to understand the aural texts and have to respond in an appropriate way at the same time (Vandergrift & Goh, 2012). In addition to anxiety, the real challenge for listeners is that they do not know how to listen when they encounter listening input. For example, learners often miss the first part of an aural text once the audio or video begins because they are seldom taught how to listen (Goh, 2000).

In her study, Khallaf (2013) revealed that there was a lack of critical listening and critical reading skills among third year English Majors. She stated that critical listening and critical reading are very important to students' learning as they enhance their learning and research skills. Students should follow certain steps to acquire and use critical listening and critical reading skills to enrich their learning experience. These skills developed their ability to judge and evaluate any spoken or written text to cope with the global professionalism requirements. As a result in her study, she investigated the effectiveness of a blended learning program based on genre discourse analysis in developing English majors' critical listening and critical reading skills.

Beheery (2016) clarified that critical listening has an essential role in language learning. In spite the importance of it, there are shortcomings in teaching EFL critical listening in Egyptian faculties of Education. Critical listening is neglected because course designers and curriculum

developers do not pay attention to critical listening. As a result, the English department students need to be trained on the critical listening skills to be able to form opinion , evaluate and make judgments of what is managed orally. Lashin (2016) developed critical Listening and speaking skills among third year, English Majors at faculty of Education, October Six university through using content-based instruction. Moreover, AbuShosha (2017) investigated the effect of 4MA T and allowing for multiple right answers strategies on developing critical listening skills for English section students of the Faculty of Education, Helwan University. El-Gendy (2020) clarified the effectiveness of using audiobook-based activities for developing EFL critical listening skills.Diyyab (2020) investigated the effectiveness of Integrating SRS Tools into Listening Triangle Strategy in Enhancing Faculty of Education English Majors' EFL critical Listening Skills.

In light of the researcher's experience in teaching at the university level, she noticed that students have problems in their EFL critical listening skills and willingness to communicate (WTC) . The EFL critical listening skills and WTC are neglected among students at the university level. Students have problems in understanding the main idea of the listening text , guessing the meaning of unkown words from the context and unable to form opinion , evaluate and make judgments of what is managed orally. In addition, this low level was addressed by reviewing previous studies such as Khallaf (2013), Abdel-Latif (2016), Beheery (2016), Lashin (2016) , AbuShosha (2017) and Diyyab (2020). All of these studies reported the low level of EFL critical listening skills and willingness to commuicate among the student teachers.

To document the problem, the researcher conducted a pilot study on thirty students from the third -year students enrolled in English section at Faculty of Education, Benha University. The pilot study consisted of an EFL critical listening skills test and WTC scale . The results of the test and the scale revealed the weakness of EFL critical listening skills and willingness to commuicate among third-year students enrolled in English section at Faculty of Education, Benha University. The students had problems in getting the main idea of the listening text, guessing the meaning of unkown words, expressing their opinion about what they listened to. They could not be able to evaluate the listening text and make judgement. They also refused to communicate with each others , they

feared from interacting and expressing opinions. Therefore, there is a need for using an effective approach to develop EFL critical listening skills and willingness to commuicate among the third- year students in English Section at Benha Faculty of Education. The present study attempted to overcome such a problem by using a program based on embodied learning and online task activities.

Statement of the Problem

Based on the observation of the researcher, the results of the pilot study and taking into consideration some recommendations of related studies, she noticed students' level in EFL critical listening skills and WTC is low. In spite the importance of EFL critical listening skills and WTC, the level of the third- year students enrolled in English section at Benha Faculty of Education in EFL critical listening skills and WTC is low. Therefore, the present study aims at examining the effectiveness of using a program based on embodied learning and online task activities in developing student teachers' EFL critical listening skills and WTC.

Questions of the Study

1. What are the EFL critical listening skills required for student teachers at the Faculty of Education?
2. What are the aspects of EFL willingness to commuicate required for student teachers at the Faculty of Education?
3. How far is a program based on embodied learning and online task activities effective in developing student teachers' EFL critical listening skills ?
4. How far is a program based on embodied learning and online task activities pandemic effective in developing student teachers' EFL willingness to commuicate?

Hypotheses of the Study

Based on the related studies and research questions, the following hypotheses were formulated:
1. There is a statistically significant difference between the mean score of the study participants in EFL critical listening skills on the pre and post administrations of EFL critical listening skills test in favor of the post administration.
2. There is a statistically significant difference between the mean score of the study participants in EFL critical listening sub-skills on the pre

and post administrations of EFL critical listening skills test in favor of the post administration.

3. There is a statistically significant difference between the mean score of the study participants in willingness to commuicate on the pre and post administrations of willingness to commuicate scale in favor of the post administration.

Method of the Study

A. Participants

The participants of the study consisted of fifty students (N=50). They were chosen from the third- year students enrolled in English section at Benha Faculty of Education. The participants represented one group taught through a program based on embodied learning and online task activities.

B. Design

The present study is a partially mixed research methodology. It combines both quantitative and qualitative methods of collecting data to help in bridging the gap between quantitative and qualitative research. To conduct the quantitative analysis the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition a qualitative analysis of the students' performance is provided.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A. An EFL Critical Listening Skills Test

The EFL critical listening skills test was prepared by the researcher to measure EFL critical listening skills among the third- year students enrolled in English section at Faculty of Education, Benha University (***See appendix A***). It was used as a pre-posttest (applied before and after implementing the program). The test consisted of fifty multiple choice questions (***See appendix B***). The students were required to answer the fifty questions of the test. The time of the EFL critical listening skills test lasted one hour. The researcher calculated time taken by each student finishing the test and the average was found to be one hour .The test was graded by the researcher by giving (1 for the right answer and zero for the wrong one).

B. An EFL Willingness to Communicate (WTC) Scale

The EFL WTC scale was used in order to measure the degree of WTC in the students (*See Appendix C).* The scale was adapted from Richmond & Hickson (2001).The scale measures WTC . It also measures the students' willingness to engage in communication inside the classroom. The scale includes (24) items and the students are asked to choose an answer based on the Likert scale from 1 to 5 (strongly disagree = 1; disagree = 2; are neutral =3; agree = 4; strongly agree = 5).The scale was administered to the student teachers two times: one before the treatment and one after the treatment. The time of the EFL WTC scale lasted one hour. The researcher calculated time taken by each student finishing the scale and the average was found to be one hour .

C .An EFL Semi-Structured Interview

The semi- structured interview was constructed to examine the importance of using a program based on embodied learning and online task activities among the third -year student teachers enrolled in English section at Benha Faculty of Education and its effectiveness in developing their EFL critical listening skills and WTC. The interview took the format of face to face semi-structured interview. The researcher interviewed students one time at the beginning of the study, a second time in the middle and a third time at the end of the study to gain greater insight on their developing EFL critical listening skills and WTC throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open ended questions to avoid responding with yes-no (*See Appendix D).* Seven students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted her students and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or changed it. At the end of the interview, the researcher thanked the students for their participation.

Establishing the Validity of the Study Instruments

The EFL critical listening skills test, WTC scale and the interview were submitted to jury members. They were asked to determine the validity of the instruments in terms of clear instructions, items and its suitability for the students' level. They indicated that the test, the scale and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the test, scale and the interview were considered valid measures of EFL critical listening skills and WTC (Face Validity).To ensure the content validity of the test, scale and interview, they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test, the scale and the interview questions and methods of correction. Therefore, the content of the test, the scale and the interview was representative of the skills that were intended to be measured. Thus, the tests and the interview were valid having content validity.

Establishing the Reliability of the Study Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of the third-year students enrolled in English section at Benha Faculty of Education. Then, they were administered to the same group again after two weeks. The Pearson correlation between the two administrations was (0.89) at the 0.01 level. Therefore, the instruments were reliable.

A program Based on Embodied Learning and Online Task Activities

For achieving the purpose of the study, the researcher prepared a program based on embodied learning and online task activities. After assessing the third- year students' EFL critical listening skills and WTC, the study participants were required to attend a program based on embodied learning and online task activities (*See appendix G*)**.**

The Rationale for using Embodied Learning and Online Task Activities

Students' right to education is threatened at times of crisis . The COVID-19 outbreak across the globe has forced educational institutions to suspend campus learning in order to curb the spread of the virus. The coronavirus pandemic has had an impact on teaching. Due to the COVID-19 pandemic, almost all universities switched to online learning as an alternative of face-to-face study especially in March 2020. The instructors faced the reality of switching to online teaching using Zoom or any other platforms.. In online mode of flexible learning, students are

provided with a variety of choices for their learning and allow them to take more responsibility for their own learning (Graham, Tolar & Hokayem, 2020,Munna & Shaikh, 2020, Sahbaz ,2020, Zayapragassarazan, 2020, Hira & Anderson (2021).

Barry & Kanematsu (2020) clarified that everything was closed during lockdown. Schools were closed, instructors (working from home) had to care for their students and assist them with their online schoolwork and lessons. It can be noted that students' lives were changed. They had to adjust to online learning instead of being in a classroom. Zoom and Microsoft Teams are used in teaching during the pandemic. Zoom was used for audio and video conference meetings and Microsoft Teams was used for a variety of tasks . Virtual whiteboards and video calls are available too.

Therefore, the current study focused on using embodied learning and online task activities to overcome the challenges that students face during COVID-19 pandemic. They can communicate with the researcher through social media and online platforms such as Zoom , Microsoft Teams and Telegram. They performed the required tasks and sent them online to the researcher and their peers. The researcher conducted discussions with her students online and encourage them to work collaboratively and in teams.

The Aim of the Program

The program aimed at developing EFL critical listening skills and WTC among third-year students enrolled in English section at Benha Faculty of Education, Egypt

The Objectives of the Program

By the end of the program, third- year students will be able to:-

- Make predictions about listening.
- Listen for the main idea of the listening text.
- Express opinions about listening.
- Evaluate the context of listening.
- Listen for agreement.
- Listen for expressions of uncertainty and suggestion.
- Guess the meaning of unknown words.
- Listen for untrue condition.
- Recognize the non-verbal messages of the speaker..
- Distinguish between literal and implied meaning.

- Draw conclusion about who, what , where.
- Communicate clearly and with confidence.

The Content of the Program

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and discussions designed for developing EFL critical listening skills and WTC. They were suitable for the third – year students enrolled in English section at Benha Faculty of Education such as: Willis (1996), Nunan (2004), Shapiro (2011) , Kim, Rueckert, Kim, & Seo (2013),Trace (2013) , Tang, Chiou & Jarsaillon (2015),   Anwar& Arifani,(2016) & Calabrich (2016), ,AbuShosha (2017), Anumudu (2017), Ebedy (2017), Altiner (2018), Rajagukguk (2019).

The Framework of the Program

The treatment began in the second semester of the academic year 2020-2021 . The researcher taught the students three hours per week for ten weeks and also communicated with them via what's app messages and Telegram groups. She met them face to face only three times . Then, she communicated with them through social media applications because of COVID-19 . Week (1) was used for pre-testing and week (10) was used for post- testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied.

The program was taught to the study participants by the researcher herself. It lasted ten weeks with sixteen instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of EFL critical listening skills and WTC. Then, she began to introduce the concept of embodied learning and mobile technologies assisted task based approach and its importance for language learning and EFL critical listening skills and WTC.

Following the introduction to the program, the rest of the program were instructional sessions through which the EFL critical listening skills and WTC were introduced .At the beginning of each session, the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of the each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed the students' achievement after implementing the program using EFL critical listening skills test and WTC scale (summative evaluation).

The procedures of the Program

Based on the procedures clarified by Tobin (2012) ,Kim, Rueckert, Kim, & Seo (2013),Tang, Chiou & Jarsaillon (2015) ,Anwar& Arifani,(2016) & Calabrich (2016), the researcher used the following procedures that expressed the integration between embodied learning and online task activities in her study as follows:-

Warm –Up (Pre-Task)

- The researcher created Facebook page for the participants and friended them .She asked them to like and follow the page. Students were required to use their mobile devices to report what they were doing during participating in the program on the Facebook page, what's app group , Microsoft Teams or zoom.
- The researcher elicited students' experiences and previous knowledge to motivate and encourage them.
- She used Zoom platform .This platform allowed the reseearcher to meet online with students
- While using Zoom, participants were recruited via email invitations. She could mute everyone to prevent distracting background noise or just mute and unmute individuals. Screen views could be selected to show everyone at once or just the person talking.
- She divided the participants into groups to actually experience some critical listening and body awareness exercises to collaborate and discuss critical listening , bodily awareness and connecting the two to meaning making. She used Microsoft Teams because she divided her studnets into group.Each group has his or her own channel for

carrying out tasks, etc. and the ability to access other individuals' channels for collaborative projects .

▪ The researcher asked her students simulate an activity that would have taken place and discussed it with each other.

Pair- Group Discussion

▪ The researcher used pair and group discussion to facilitate students' cognitive processes such as selecting, classifying and evaluating information.

▪ Then she asked students to try the activity they performed at the planning stage on their own and write about the experience.

Task Cycle

▪ During this task activities, students performed particular tasks, which are usually done in small groups depended on the types of the tasks they have to cope with.

▪ The researcher signed in (Blogger.com) and constructed a blog for her participants in order to use it while conducting the study. She posted the listening tasks descriptions in (Blogspot: it is a sub domain of Blogger, a free weblog publishing tool powered by Google).

▪ The students negotiated a body awareness activity to engage the practice and write about it.

▪ They wrote about their experience and e-mailed the researcher segments of their experience throughout the process and check in.

▪ The students draw awareness to the body via an embodied practice, such as a meditative act. They used their personal forms of meditation or another body awareness activity.

▪ The students began to live in experience with embodied practices. They defined body awareness activities in a way that best fits their own interests, lifestyle or practice. The idea was to bring awareness to the body and how it may impact their individual writing process.

▪ Then the researcher created mobile mediated Tasks. The primary rationale behind using mobile mediated tasks is the pedagogical affordances students gain from accessing authentic materials on the internet in the language classroom from their own mobile devices.

▪ In the mobile mediated tasks , students accessed websites to choose, search and gather the information and the material themselves for

each task. In addition, the researcher provided students with a list of suggested websites but they encouraged to use any website suitable for the task.

- Students were assigned to watch a YouTube video that provided information about their topics. They simply logged into the mobile learning website and were able to watch YouTube videos that were already embedded there. They also listened to podcats in order to discuss what they listened to and gave their own opinions.
- Students were asked to complete a body awareness activity on their own.
- They chose a body awareness activity of their preference and were provided with examples ranging from sitting or walking meditation, yoga practice, deep breathing, exercising ,getting massages or some other body work or creating a piece of artwork. The students performed the activities according to their desire, ability and willingness.
- They were asked to complete the body awareness.
- After completing the body awareness activity, they were asked to write and reflect on the experience with particular awareness of the body.

Report
- Students presented their results of tasks to be delivered for the whole class members through Microsoft Teams , Facebook and what's app group.
- **An online discussion board** was used in the program to encourage students to think more deeply about the topics being taught and articulate their ideas and opinions about a variety of issues related to their topics.
- Students were required to post their own responses to the listening tasks prompts that the researcher had posted and then responded to postings made by two of their peers.
- Students were asked to respond to a prompt in a reflexive journal format, recounting their experiences in their own words with the practice of meditation, bodily awareness, writing and writing process.
- The journal provided an opportunity for reflection on the students' experiences of body awareness and the role of the body in learning.

The journal provided the freedom and personal space for participants to explore their thoughts, ideas and experiences with body awareness.

▪ Reflective journaling took place where the students were asked to complete a body awareness practice and then write about their experiences.

Post Task \ Task Production and Assessment

▪ **Analysis**: in this case the researcher reviewed what she covered during the task accomplishment.

▪ Students were asked to write a review on one of the topics they had listened. Students were told to use their mobile devices to post their reviews online on the Microsoft Teams, what's app or Facebook page.

▪ **Review**: this can be done in terms of final report, a plan, an analysis, and any practices, and when the learners had created real linguistic product for example texts, presentation, audio or videos, they can review each other by giving constructive feedbacks.

▪ All students were assigned presentations about what they listened to and then posted it to the class Facebook page. Peers had to leave comments . The comments were designed to give peer assessment of the strengths and potential modifications that could be made .

Findings of the Study

A. Quantitative Analysis of the Findings

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Testing Hypothesis (1)

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall critical listening skills on the pre-and post- administrations of the EFL critical listening skills test in favor of the post administration .Table (1) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL critical listening skills.

Table (1):
"t" test between the mean scores of the study participants in the pre and post assessment of the Overall EFL critical listening skills

Skill	Test	N	Mean	S.D	T-Value	D.F	Sig.
EFL Critical Listening Skills	Pre	50	20.0200	2.96572			
	Post	50	43.7000	2.10199	44.985	49	0.01

Table (1) showed that the study participants outperformed in the post administration of the overall EFL critical listening skills, where "t-value" is (44.985) which is significant at the (0.01) level .Thus, the first hypothesis was supported.

Testing Hypothesis (2)

The second hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL critical listening sub-skills on the pre-and post- administrations of the EFL critical listening skills test in favor of the post administration .Table (2) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL critical listening sub-skills.

The second hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in making predictions about listening on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in listen for the main idea of the listening text on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in expressing opinions about listening on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in evaluating the context of listening on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in distinguish between factand opinion in the

listening text on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.

- There is a statistically significant difference between the mean score of the study participants in listen for expressions of uncertainty and suggestion on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in guessing the meaning of unknown words on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in recognizing the speaker's purpose and viewpoints on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in recognize the non-verbal messages of the speaker on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in drawing conclusion about who, what , where on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in distinguishing between literal and implied meaning on the pre-and post- administration of the EFL critical listening skills test in favor of the post- administration.

Table (2):
"t" test between the mean scores of the study participants in the pre and post assessment of the EFL critical listening sub-skills

Skills	Test	N	Mean	S.D	T-Value	D.F	Sig.
make predictions about listening	Pre	50	1.7800	0.67883	13.527	49	**0.01**
	Post		3.8400	0.71027			
listen for the main idea of the listening text	Pre	50	1.9200	0.80407	16.752	49	**0.01**
	Post		4.0200	0.84491			
expressing opinions about listening	Pre	50	1.9000	0.73540	24.909	49	**0.01**
	Post		4.5400	0.50346			
evaluating the context of listening	Pre	50	2.0400	0.66884	27.938	49	**0.01**
	Post		4.4200	0.67279			
distinguish between fact and opinion in the listening text.	Pre	50	2.1400	0.63920	17.463	49	**0.01**
	Post		4.4400	0.57711			
listen for expressions of uncertainty and suggestion	Pre	50	2.1800	0.59556	18.985	49	**0.01**
	Post		4.5200	0.50467			
guess the meaning of unknown words	Pre	50	2.2600	0.59966	16.211	49	**0.01**
	Post		4.5200	0.67733			
Recognize the speaker's purpose and viewpoints	Pre	50	2.2200	0.84007	12.793	49	**0.01**
	Post		4.3400	0.62629			
recognize the non-verbal messages of the speaker	Pre	50	1.7800	0.78999	16.273	49	**0.01**
	Post		4.2000	0.78246			
draw conclusion about who, what , where	Pre	50	1.6600	0.71742	24.489	49	**0.01**
	Post		4.4200	0.60911			
distinguish between literal and implied meaning	Pre	50	1.9200	0.77828	18.129	49	**0.01**
	Post		4.2800	0.67128			

Thus, table (2) indicated that the study participants were much better in the post administration than the pre administration in EFL critical listening sub-skills where "t" value is (13.527) for making predictions about listening, (16.752) for listen for the main idea of the listening text, (24.909) for expressing opinions about listening, (27.938) for evaluating the context of listening, (17.463) for distinguish between fact and opinion in the listening text, (18.985) for listen for expressions of uncertainty and suggestion , (16.211) for guessing the meaning of unknown words, (12.793) for Recognize the speaker's purpose and viewpoints, (16.273) for recognize the non-verbal messages of the speaker, (24.489) for drawing conclusion about who, what , where and (18.129) for distinguishing between literal and implied meaning which is significant at the (0.01) level. Therefore, the second hypothesis was confirmed.

Testing Hypothesis (3)

The third hypothesis states; there is a statistically significant difference between the mean score of the study participants in willingness to communicate on the pre and post administrations of willingness to communicate scale in favor of the post administrations.Table (3) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessment of the study participants in EFL willingness to communicate.

Table (3):
"t" test between the mean scores of the study participants in the pre and post assessment of the EFL willingness to communicate

Scale	Test	N	Mean	S.D	T-Value	D.F	Sig.
EFL Willingness to Communicate	**Pre**	**50**	**70.0000**	**11.47313**	**22.311**	**49**	**0.01**
	Post	**50**	**91.3800**	**15.59551**			

Table (3) showed that the study participants outperformed in the post administration of the EFL willingness to communicate, where "t-value" is (22.311) which is significant at the (0.01) level .Thus, the third hypothesis was supported.

B . Qualitative Analysis of the Findings

At the beginning of the program, the students had problems in listening skills in general and in critical listening in specific. They had problems in getting the main idea of the listening text, using the context to guess the meaning of unknown words and expressing their own opinion on the listening text. They could not evaluate what they listened to as they had problems in understanding the listening texts. In addition , they did not know the speaker's perspective to draw conclusion.They also faced problems in making judgements and distinguish between facts and opinions. In addition , they were afraid of communicating and interacting with others.

After participating in the program based on embodied learning and online task activities, students gained more confidence and began to communicate with their peers .Their critical listening skills were developed. They became able to understand the main idea of the listening text and use context to guess the meaning of unknown words. They also began to understand the context in order to draw conclusion. They knew the speakers' perspective and began to draw a picture of the information they listened to predict the upcoming events. In the interview data, seven students had similar positive reaction towards using a program based on embodied learning and online task activities. They clarified that participating in the program helped everyone to move forward in a clear direction. Everyone works to achieve common, shared goals. They also worked together, collaborating and co-operating to make progress.

To understand how students perceived the importance of the program based on embodied learning and online task activities in developing EFL critical listening skills and WTC , some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perception about the activities in the suggested program. Students clarified that their EFL critical listening skills and WTC were improved because of the various activities that participated in . Therefore, it can be suggested that the steps of the program based on embodied learning and online task activities included activities and tasks that are effective in improving EFL critical listening skills and WTC. The   students' views in this regard are as follows:

Student (1): Using embodied learning and online task activities helped me to understand and recognize the main idea of the listening text.

Student (2): Through using embodied learning and online task activities, I became able to understand the speaker's perspective and draw conclusion on it.

Student (3): Embodied learning and embodied learning and online task activities helped me to participate in different tasks that helped me to express my opinion and evaluate the listening text.

Student (4): In the past , I faced difficulties in listening skills in general . The listening skill was demotivating me . After participating in the program based on embodied learning and online task activities, I preferred listening . It made the learning experience better for me . Moreover, I learnt well by working with my colleagues in Zoom , Microsoft teams and WhatsApp because we could discuss our views related to the listening tasks.

Student (5): Using embodied learning and online task activities helped me to recognize the non-verbal messages of the speaker and distinguish between facts and opinions.

Student (6): I felt motivated and had self-autonomy while communicating , because the suggested program provided me with the freedom in where, when and how to learn. Really, I became an independent learner.

Student (7): The program included different activities that helped me to communicate with confidence and not fear from anything.

Discussion of the Results

The primary purpose of the present study was to develop student teachers' EFL critical listening skills and WTC through using embodied learning and online task activities The program included variety of tasks and activities for helping students to enhance their EFL critical listening skills and WTC. The results of the study revealed that the program proved to be statistically and educationally significant in developing student teachers' EFL critical listening skills and WTC. It can be clarified that using embodied learning and online task activities in language teaching in general and in particular helped to increase student teachers' EFL critical listening skills and WTC. In addition, the program highlighted the role of various activities in enhancing EFL critical

listening skills and WTC. The use of embodied learning and online task activities particularly in language classroom provided non-threating and motivating learning environment which considered one of the essentials of language learning. It offered various means such as animation, pictures when presenting the information. This made learning more interactive, interesting and fun.

It can be noted that students' EFL critical listening skills were developed through participating in the program. Student teachers became able to recognize and understand the main idea of the listening text. First, they think about the topic they listened to. They began to ask themselves what they knew about it and tried to understand what is happening.Through participating in the program , the students performed tasks on the listening texts to check whether they have understood the tasks correctly. Thus, their abilty to identify the main idea of the listening text is developed. Before implementing the program ,students ignored the questions that required thinking and focused on literal questions. After , participating in the suggested program, their abilty to think improved. According to making prediction in the listening texts, students participated in various mobile tasks that helped them to predict the upcoming events. First , they thought about the topic of the text , focused on the title and began to use their prior knowledge to predict what they expected to listen to.

In addition, the students used different activities such as social networking especially (Facebook ,Zoom, Whatsapp and Microsoft Teams). The researcher constructed five WhatsApp , Facebook and Microsoft Teams groups for her students to collaborate with each other . She also constructed a group for all the participants to present their opinion freely . The students began to understand the listening text and get the main idea of it in order to express their opinion to all their colleagues. Through social networking sites they could share and transfer files easily . They also had the abilities to divide the tasks between them. After that each group began to write and put into consideration the skills they wanted to develop. Then the researcher encouraged her students to use social networking sites to monitor their learning by receiving feedback from their colleagues..

Morerver, before participating in the program, the students refused to communicate with their peers. They felt inferior and afraid of making

mistakes . They had poor self-confidence. After participating , they were confident enough and began to communicate freely. These results are consistent with Öksüz-Zerey & Cephe (2020) who stated that in language classes, it is expected that students display WTC in the target language and participate in tasks actively because classrooms can be most of the time only platform for learning and using the language, specifically for English as a foreign language (EFL).In addition , Tan, et.al., (2020) stated that teachers aim to produce students who can communicate competently in authentic situations. Getting one's message across effectively is an overall objective in speaking classes. The achievement of this objective is affected by students' WTC, which is defined as their free choice to initiate communication when the occasion arises .Increasing EFL learners' WTC has always been a concern to teachers. Thus, Kamdideh & Barhesteh (2019) in their study investigated the effect of extended wait time in EFL classrooms on the learners' WTC. BAŞÖZ & & ERTEN (2019) aimed at probing the EFL learners' perceptions of the factors influencing their WTC in English in the classroom. They demonstrated that learners' in-class WTC is affected by a variety of factors including classmates, instructional methods, teacher, atmosphere, materials, class size, motivation, fear of being ridiculed, language anxiety, fear of making mistakes, topic interest, topic familiarity, shyness, introversion, vocabulary knowledge, pronunciation, practice and past communication experience.

For critical listening, students began to develop inference skills. Through participating in the suggested program, their ability to connect ideas and establish relationships is improved. In the same context Trace (2013) clarified that once an inference goes too far beyond the explicit and implicit information of a task, then it is open to interpretation. Therefore inference must be tied to the task at hand. Inference is focused on understanding the larger relationships within a task or a lecture, then it becomes less about interpretation and guesswork, and more about understanding the speaker's intent. Moreover, students participated in different tasks that helped them to evaluate the listening texts and form their opinion. This results is consistent with Beheery (2016) ,Lashin (2016) and AbuShosha (2017) who clarified that the English department students need to train on the critical listening skills to be able

to form opinion , evaluate and make judgments of what is managed orally.

Throughout the program, students are involved in doing tasks mediated by technological means. They performed online tasks, either individual communication tasks or in systematic TBL cycles in order to enhance their critical listening skills and willingness to communicate. They also participated in online audio chat sessions to develop their listening skills in general and critical listening in specific. These results are consistent with Lai & Li (2011) who revealed that online tasks included text-based and multimodal computer-mediated communication (CMC) tasks consisting of synchronous (e.g., online chatting) and asynchronous (e.g., email, blogs, and wikis) forms of communication. Moreover, multimodal CMC, in which audio, video and text are all available to learners, helped to boost language production during task performance.

Through the program, the participants involved and participated in various video based tasks and activities that helped them to develop their critical listening skills. In the same context, Sarani, Behtash & Arani (2014) clarified that participating in tasks helped them to improve their listening skills. In preview (pre-task phase), the researcher prepared students' expectations about what they are going to watch and aid in their comprehension .She used warm-up questions, brainstormed relevant vocabulary, and conducted other preview activities. After a preview activity, the students participated in view (task phase). The researcher played the video clip first for general comprehension to allow students to get the main idea or the general story. Then, replayed it several times for students to grasp more details. The pause button was used as needed to focus on sections students had difficulty understanding. Next, students were asked to complete an exercise on the corresponding activity while they were watching. In review (post-task phase), the researcher asked students comprehension questions and testified that they had understood the gist of the video clips. Questions included a variety of question types – yes / no questions, simple wh- questions, and inferential questions.

In addition, through participating in the suggested program, the participants became motivated to communicate and had the willingness to communicate and interact. These results are consistent with Ebedy

(2017) who clarified that, task-based activities provided students with opportunities to use the English language contextually and explore it through situational activities. Because TBL is student centered, students were relaxed and encouraged to use language creatively through the tasks they are asked to perform. Furthermore it helped them to practice English in an anxiety free classroom. In the task-cycle phase, the students worked together and they shared their ideas and exchanged information. The students were mixed as weak and strong and the successful ones helped the others by explaining the tasks and encourage these students. Moreover, the students provided feedback by saying that they enjoyed learning language through task-based activities.

Moreover, Ebedy (2017) added that each phase of task-based activities was focused the need for students to use language authentically in real-life situations in order to attain the completion of the task efficiently. Task-based activities provided a stress-free class environment. This helped students to achieve the tasks. The researcher's friendly manner helped the participants feel comfortable and relaxed about their mistakes. Also, the researcher after each task-based learning noted that the students were motivated and excited by the variety and challenge of class activities. The participants paid attention to and completed all tasks given by the teacher. The authentic use of language in the task-based activities related students' daily life routines and these topics motivated them because they had the opportunity to share their opinions with their friends. The researcher should provide a learning environment for the students that is free from stress and relaxed for supporting students' learning and be more tolerant towards students' mistakes emphasizing that making mistakes is natural in learning process.

It can be concluded that using embodied learning and online task activities provided students with a safe and a friendly environment where they interacted with each other, brainstormed ideas and commented on various writings. As the students had very limited contact hours in the lecture, these activities gave them extra time to practice using English outside the classroom. Students also felt very comfortable and confident enough.

Conclusions

The results of the study revealed that the participants' EFL critical listening skills and WTC developed after the implementation of embodied learning and online task activities. The effectiveness of embodied learning and online task activities may be due to the various activities, tasks and strategies the researcher presented to the students. Through the implementation of embodied learning and online task activities, major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment. Moreover, their emphasis on certain personal developments such as thinking, self-confidence, communication skills and team spirit and their consideration of instructor as a guide for learning.

The advent of information technology has improved the quality of language education and language learning. Computer-based activities for language learning offer capabilities that cannot be easily substituted by any other language teaching procedure within a traditional classroom environment. These capabilities include rapid global access at any time from any computer with Internet access, integration of graphics, audio and text and ease and low cost of publication. Thus, they make it possible to create an optimal task-based language learning environment, that is interactive, motivating, highly contextualized , realistic task-oriented and authentic. Therefore, online task-based language learning with rich multimedia experience is increasingly being used (Arslanyilmaz, 2012).

It can be concluded that students who participated in the study became more motivated to communicate more and more. In addition , their critical listening skills are developed. They clarified that using their mobile phones in learning helped them to perform the tasks easily and in an interesting way. They confirmed the effectiveness of embodied learning and online task activities in developing their EFL critical listening skills and WTC.

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

- English language teachers should be trained on using embodied learning and online task activities while teaching English to their students in different educational stages.
- English language teacher should emphasize the development of the students' EFL critical listening skills and willingness to communicate in the early educational stages to develop them in the following stages.
- Curriculum designers should make use of embodied learning and online task activities when designing English language courses and overcoming any teaching or learning problems.

Suggestions for Further Research

Based on the findings of the present research, the following implications for further research are suggested:-

- The effectiveness of embodied learning and online task activities in English language learning among student teachers at University level.
- The influence of embodied learning and online task activities on other language skills such as reading , speaking and writing .
- The effectiveness of embodied learning and online task activities in enhancing students' creative listening.
- The effect of using other strategies on developing students' EFL critical listening skills and willingness to communicate.

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