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An interactive listening strategies-based program to develop EFL listening comprehension skills of preparatory stage students and their self-efficacy

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Abstract

The present research aimed at investigating the effect of using an interactive listening strategies-based program to develop EFL listening comprehension skills of preparatory stage students and their self-efficacy towards listening comprehension. The researcher used the quasi-experimental design using thirty 2th year preparatory stage students as the research participants. The researcher divided them into two groups: an experimental group received the interactive listening strategies treatment and a control group received the regular classes. In order to collect the data, the researcher used interactive listening strategies checklist, listening comprehension skills test and listening self-efficacy scale. Results showed that the experimental group outperformed the control group both in listening comprehension skills and self-efficacy due to the treatment perceived by the experimental group. These results indicated that interactive listening strategies led to developing students listening comprehension skills and self-efficacy. It was recommended that interactive listening strategies should be used in EFL teaching to develop both listening comprehension skills and speaking skills.

Key words: interactive listening, self-efficacy, EFL listening comprehension, preparatory students.

Introduction and background

English is a world language. Despite the fact that English is not the globe's first spoken language, people from all over the world use it to communicate. Listening is an essential skill to have when learning English. It is the first stage in the Communication Cycle. Students should improve their listening skills in order to comprehend their teachers, connect with their peers, and communicate in social situations.

Of the four major verbal communication skills, listening takes up the greatest time—adults devote 42 to 60% of their verbal communication time to listening (Doghonadze and Avci, 2017). Instead of reading and reviewing a piece of writing, listeners are compelled to understand in real time (Juan and Abidin, 2013). Students suffer from concentrating when answering and listening at the same time and guessing what comes next (Darti and

Asmawati, 2017; Renukadevi, 2014). This is considerd as an obstacle for EFL preparatory stage students.

Language acquisition and communication based on listening skills (Cotter, 2014). Listening is not a significant aspect of many course instructions, and the majority of teachers do not give attention to this crucial skill in their lessons (Gilakjani and Sabouri, 2016). EFL students face a lot of challenges when listening to English such as quality of recorded materials, different cultural materials, difficult accent, unfamiliar vocabulary and length and speed of listening (Saraswaty, 2018).

Self-efficacy means an individual's evaluation of his/her capacity or proficiency to carry out a task, accomplish a goal, or get over a challenge (Ahmadi, 2020). A person who has great self-efficacy for a certain endeavour will stay resilient and persistent in the face of difficulties (Hoper, 2021). A strong self-perceived sense of self-efficacy is likely to decrease the stress that students may face while learning (Sharma and Nasa, 2014). According to Deglar (2018) determining the self-efficacy levels of students will facilitate the development of tactics that emphasize both their participation and acceleration of learning.

Celestine, 2019; Donohoo, 2019; Yilmaz, 2020; Chung, 2022; Cherry, 2023 and Garido, 2023 mentioned four factors of self-efficacy, including mastery experience (positive prior experiences with a certain task), Vicarious experience (modeling successful people), verbal persuasion(trustworthy individuals convey assurance, motivation, and support for someone else's achievement), affective states(how to deal with a feeling of anxiety or excitement).

In order to help students overcome their listening challenges and increase their listening self-efficacy, teachers should make use of interactive listening as represented in interactive listening strategies. Bruno (2018) defined interactive listening as a style of conversation where the listener actively participates in understanding by offering comments, asking questions, and encouraging the speaker. In this research, the researcher included the following interactive listening strategies: global reprise, specific reprise, note-taking, forward inference, continuation signal, summarizing, kinesics, Hypothesis testing and recalling.

Interactive listening strategies enable the teacher to make discussions which help the students feel less depressed and anxious (Water ford, 2020). Students often have more positive perceptions of themselves and better levels of self-esteem (Lang, 2020). A combination of some interactive listening strategies may help the students to understand, gather

information, question assumptions and ideas, find answers, change perspectives, show respect and build relationships (Topornycky and Golparian, 2016).

Several studies were conducted to support the positive effect of interactive listening on enhancing listening skills and increasing listening self-efficacy. Few studies dealt with interactive listening strategies. For example: Togawa (2004) conducted a study to look into how interactive listening strategies affected students' listening skills and motivation. The study results indicated that interactive listening strategies have the power to improve students' listening skills and motivate them towards listening activities. Also, in order to determine the relationship between self-efficacy and listening comprehension, Octaviani (2017) conducted a study. The findings of the study indicated that there was positive correlation between students' self-efficacy and their listening comprehension performance.

The current research investigates the effect of interactive listening strategies in improving second year preparatory stage students' EFL listening comprehension and their self-efficacy.

Listening comprehension

According to Louisiana et al, (2008) listening comprehension is a critical language skill, necessary for competent communication in its many manifestations (e.g., reading, speaking). Yildirim (2016) states that being aware of the difference between hearing and listening is an important feature for learning and teaching listening effectively. According to Rost (2011) hearing is a neurological circuitry, part of the vestibular system of the brain, which is responsible for spatial orientation (balance) and temporal orientation (timing), as well as interoception, the monitoring of sensate data for our internal bodily systems

Listening comprehension students face a lot of problems while listening to audio records or through listening to natural speech. (Bingol, et al, 2014; Gilakjani and Sabouri, 2016; Saraswaty, 2018) emphasized some of the listening comprehension problems which are categorized into five categories. First, quality of recorded materials: The quality of sound system can impact the comprehending of learners' listening. Second, cultural differences: If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. Third, accent: Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Fourth, unfamiliar vocabulary: Listening passages with known words are easier for

learners to understand, even if the theme is unknown to them. Fifth, length and speed of listening: It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks.

Minh and Tuyen (2018) mentioned difficulties related to the teacher. It can be interpreted that teachers' practice can affect what students learn in the classroom. Therefore, it can be concluded that professional growth should be the top priority and teachers are supposed to constantly develop not only their knowledge of the subject they are teaching but also their pedagogical knowledge. Many language teachers are likely to rely on the textbook and become less creative in teaching.

Ghamry (2020) investigated the effect of using podcasting on developing listening comprehension skills of first year secondary stage students. The subjects of the study were 36 first year secondary stage students from ALsadat Secondary School for Girls, Alzaqaziq. To reach the purpose of the study the researcher used pre-post listening comprehension test. The results of the study assured that using podcasting has a significant effect on improving students' listening comprehension skills.

Xiaoxian and Yan (2010) described interactive listening as a continuous process of interaction between the listener and the speaker. The listener receives messages and gives a response which promotes the speaker to give feedback too.

Interactive listening strategies:

There are a lot of interactive listening strategies. Here are the major types of it followed by different techniques.

- **Global reprise**

Global reprise was described by Vandergrift and Goh (2012) as requesting an explicit repetition, rewording, or simplification of the previous utterance or utilizing nonverbal cues to express misunderstanding.

- **Local/specific reprise:**

Local/specific reprise was described by Xiaoxian and Yan (2010) as asking a question about a particular word, phrase, or sentence that was unclear in the prior utterance. It is an umbrella term for the following:

- **Hypothesis testing**

Bruno (2018) described hypothesis testing as asking targeted questions to provide an interpretive summary of the discussed information.

- **Continuation signal**

According to Xiaoxian and Yan (2010), a continuation signal is a nonverbal cue or an overt remark that indicates the current level of comprehension

without asking for further explanation or repetition. It consists of two supporting tactics:

a. uptaking: The listener indicates to the other person that they understand and would want to proceed by using kinesics, verbal cues, or other nonverbal cues. This includes the bare minimum of answers, such as "Uh-huh."
b. faking: In order to avoid asking for more explanation or acknowledging to the other person that they have not understood, the listener may often give uptaking signs or provide ambiguous answers.

- **Forward inference**

Vandergrift and Goh (2012) described forward inference as the process of posing a question based on pre-existing knowledge provided by the other person.

- **Recalling**

Recalling is the process of repeating or muttering the previous words in order to rebuild a coherent interpretation (Xiaoxian and Yan, 2010).

- **Kinesics**

Lewis (2023) described kinesics as the nonverbal cues we employ to convey messages through our bodies, such as posture, eye contact, gestures, and facial expressions.

Summarizing

Summarizing is a type of approach that students use to reprocess knowledge and replicate it in their own words (Khavazi, 2018).

Note-taking

According to Alghazo (2023), taking notes entails focusing on what is being said to identify what is significant and highlighting pertinent information as opposed to writing everything down.

Students who actively listen are more likely to think critically and may experience less anxiety and depression. Peers are more likely to view them as approachable and engaged when they participate in discussions, which can help students build relationships (Water Ford, 2020). When the listener concentrates with the speaker, this decreases the risk of miscommunications, which is considered as a major cause for delays (Symonds, 2022). Students who are good at active listening tend to have higher self-esteem and a higher self-image (Lang, 2020).

Togawa (2004) conducted a study on interactive listening activities .The study aimed at increasing student's motivation and their level of English listening comprehension .The subjects of the study were 44 second

year junior high school students. The instruments of the study were: an experimental project, questionnaires and self-evaluations. The result indicated that interactive listening strategies has the power to improve Japanese junior high school EFL learner's listening skills and develop their motivation towards listening activities.

Tokeshi (2003) investigated the effect of interactive listening on Japanese junior high school students of English. The study explored two main aspects and the interplay between the learner's listening strategies, the speaker's speech modification and non-linguistic cues. The participants of the study were six Japanese junior high school students and a native. Data was collected through using recall procedures and task procedures. The results indicated that interactive listening as a collaborative process between the listener and the speaker enhances comprehensibility. The most successful strategies were those which depend on repetition by the native speaker. The study emphasized the rule of interactive listening in enhancing the communicative language ability of Japanese students of English in their English lessons.

Self-efficacy means the individual’s capacity to produce important actions (flamer, 2018). A person with strong self-efficacy for a particular task will remain resilient and persistent in the face of setbacks, whereas a person with low self-efficacy for that task may disengage or avoid the circumstance (Hopper, 2021). Having a high self-perceived sense of competence is likely to reduce the stress that students may experience during their learning (Sharma and Nasa, 2014).

Highly perceived self-efficacy enables people to design advantageous circumstances and select the people over whom they can exert some control during social contact (Al-momani and Atoum, 2018). Figuring out students' levels of self-efficacy will aid in creating strategies that focus on accelerating their learning and including them in the process (Deglar, 2018).

Lestari (2017) aimed at examining the correlation between self-efficacy concerning listening skill and listening comprehension. The participants of the study were 93 students from eleventh grade of SMA Negeri 1 Pemulutan Selatan (Indonesian high school). The researcher collected the data through using listening comprehension test and self-efficacy questionnaire. The results of the study showed that there was no correlation between self-efficacy concerning listening skill and listening comprehension. In addition to showing that strategy instruction can help improve L2 listening comprehension regardless of learners' proficiency

levels, the study has methodological implications because the strategy analyses showed how important it is to investigate strategy use using a qualitative approach.

To determine whether there was a substantial relationship between students' self-efficacy and listening comprehension as well as the significant impact that students' self-efficacy had on their listening comprehension, Octaviani (2016) performed a study. 312 students from Sriwijaya University's English Education Study Programme served as the study's subjects. To gather the data, the researcher employed a listening comprehension test and a questionnaire. The findings demonstrated a favorable relationship between students' listening comprehension and self-efficacy.

Statement of the problem

Based on the review of the related literature and the results of the pilot study (depending on the score of listening section in school English exam) the problem of the present research can be stated as follows: prep school students have difficulties in some listening comprehension skills and they need to improve them. An Interactive Listening strategy program will be used to help develop student's listening skills and their self-efficacy.

Questions of the research

The research answered the following questions:

1. What are the interactive listening strategies suitable for second year prep school students?
2. What are the components of interactive listening strategies based program to enhance EFL listening skills of second year prep students?
3. What is the effectiveness of an Interactive Listening Strategies program in enhancing listening skills of second year prep students?
4. What is the effectiveness of an interactive listening strategies program in enhancing second year prep students' self-efficacy?

Purpose

The present research aimed at:

1. Identifying the features of an interactive listening strategies-based program for improving second year prep student's listening skills.
2. Investigating the impact of using an interactive listening strategies-based program in improving second year prep students listening skills.
3. Investigating the impact of using an interactive listening strategies-based program in improving second year prep students self-efficacy.

Participants

Participants are second year preparatory students from Elsaida Khadija preparatory school in Elmatria, Dakahlia Governorate for the school year (2022-2023). Sixty students were chosen, thirty students were assigned to be the experimental group who were taught through the proposed program and thirty students in the control group were taught through the regular method of teaching.

Limitation of the research

The present research is limited to:

1. A selected sample of second year preparatory stage students
2. Some interactive listening strategies (Global Reprise, Local Reprise, Hypothesis Testing, Kinesics, continuation signal, summarizing, forward inference and recalling)
3. Some listening comprehension skills suitable for second year prep stage students (seeking clarification, recognizing key lexical items related to the topic, understanding specific details, verifying, understanding the speaker's objective or goal, retaining relevant information and drawing conclusions)
4. Content of the first term from student book.

The research instruments

In order to conduct the research, the researcher designed and used the following instruments:

1. An EFL checklist to determine the most important interactive listening strategies suitable for second grade prep stage students.
2. An EFL listening Skills Test(pre-post) to measure the EFL preparatory stage students listening comprehension skills before and after implementing interactive listening strategies.
3. An EFL listening self-efficacy scale to assess students' self-efficacy before and after applying interactive listening strategies.

Design of the research

The present research used the qusai-experimental design using two independent groups to investigate the effect of Interactive Listening Strategies based program on developing EFL listening comprehension skills of the participants of the study. The experimental group was taught through the interactive listening strategies while the control group was taught through the regular method.

Definition of key terms

Listening comprehension

Banani (2012) defined listening as a process of receiving what the speaker says, constructing and representing meaning, discussing meaning with the speaker and incorporating involvement, imagination and empathy.

Ahmadi (2016) stated that listening comprehension is an active process in which meaning is constructed through using cues from contextual information in addition to using numerous strategic resources to perform the listening process.

The researcher operationally defined listening comprehension as "the ability to comprehend verbal and non-verbal language followed by effective feedback"

Self-efficacy

Atoum and Al-momani (2018) defined self-efficacy as students' estimation of their expectations towards abilities"

According to Maraghi, et al (2018) self- efficacy is the beliefs in one's capabilities to organize and execute the courses of action required producing given attainments.

The researcher operationally defined self-efficacy as the belief in one's own abilities to motivate himself/herself and as a result achieve goals and priorities.

Interactive listening

Jingyan and Jr (2011) dfined interactive listening as listening in collaborative conversation, in which listeners interact with native speaker or with each other.

Xiaoxian and Yan (2010) stated that interactive listening is an ongoing interactional process between the listener and the speaker. The listener receives messages and gives a response which elicits feedback response from the speaker.

The researcher operationally defined interactive listening as providing an environment that permit interaction between the listener and the speaker.

Establishing homogeneity

In order to make sure that the two research group were equal before implementing the interactive listening strategies based program, two (z) values were administered in order to establish the homogeneity of both experimental group and control group. One is for listening comprehension test and the other is for listening self-efficacy scale.

Table (6) Comparing the control and the experimental groups on the EFL listening skills pre-test.

Skills	The group	N.of cases	Means	S.D	Df	t.Value	Sig.
Seeking clarification	Experimental	30	1.13	0.860	58	0.500	0.619 Not Sig.
	Control	30	1.23	0.679			
Recognizing key lexical items	Experimental	30	3.03	1.189		0.548	0.586 Not Sig.
	Control	30	2.87	1.167			
Understanding specific details	Experimental	30	1.27	0.450		1.077	0.286 Not Sig.
	Control	30	1.13	0.507			
Verifying	Experimental	30	0.28	0.552		0.252	0.802 Not Sig.
	Control	30	0.25	0.469			
Understanding the speaker's objective/goal	Experimental	30	0.27	0.450		1.351	0.182 Not Sig.
	Control	30	0.43	0.504			
Retaining relevant information	Experimental	30	1.20	0.847		0.583	0.562 Not Sig.
	Control	30	1.33	0.922			
Drawing conclusions	Experimental	30	1.17	0.747		0.375	0.709 Not Sig.
	Control	30	1.23	0.626			
Total degree of Test	Experimental	30	8.35	2.904		0.185	0.854 Not Sig.
	Control	30	8.48	2.680			

It is clear from the results of table (6) that there are no statistically significant differences between the mean scores of students in the experimental and control groups in all listening test skills and in the total score of the test. This means that the two groups are almost equal before the program is applied to them.

The following table (7) shows the homogeneity between the two groups in the listening self-efficacy scale.

Table (7) Comparing the control and the experimental groups performance on the self-efficacy scale before the implementation of the program.

	The group	N.of cases	Means	S.D	df	t.Value	Sig.
Total degree of the Scale	Experimental	30	56.73	4.479	58	0.390	0.698 Not Sig.
	Control	30	56.23	5.406			

Table 7 indicated that there are no statistically significant differences between the mean scores of students in the experimental and control groups in the pre-measurement on the listening self-efficacy scale. The value (t =

0.390) was not statistically significant. This means that the two groups were almost equal before the program is applied to them.

Results of the research hypothesis

To investigate the effect of the implementation of the interactive listening strategies-based program on the target students' listening comprehension test and self-efficacy scale, the hypotheses of the study were tested. The following section presents the validity of each hypothesis individually.

Testing the first hypothesis

The first hypothesis stated that "There is a statistically significant difference at the ≤ .05 level between the mean score of experimental group and control group on the post listening skills test in favor of the experimental group''.

In order to validate this hypothesis the researcher used the t-test for paired sample. The results are illustrated in table (8).

Table (8) Comparing the listening comprehension performance of the control group and the experimental group on the post administration of the EFL listening comprehension test.

Skills	The group	N.of cases	Means	S.D	Df	t.Value
Seeking clarification	Experimental	30	1.97	0.183	58	3.203
	Control	30	1.67	0.479		
Recognizing key lexical items	Experimental	30	4.80	0.610		5.190
	Control	30	3.33	1.422		
Understanding specific details	Experimental	30	3.87	0.434		7.731
	Control	30	2.23	1.073		
Verifying	Experimental	30	1.32	0.905		5.298
	Control	30	0.300	0.535		
Understanding the speaker's objective/goal	Experimental	30	2.27	1.135		3.202
	Control	30	1.383	0.997		
Retaining relevant information	Experimental	30	3.90	1.583		2.829
	Control	30	2.67	1.788		
Drawing conclusions	Experimental	30	1.90	0.305		3.664
	Control	30	1.47	0.571		
Total score of Test	Experimental	30	20.02	3.621		7.187
	Control	30	13.05	3.883		

** significant at .01 level.

It is clear from the results in table (8) that:

There are statistically significant differences between the mean scores of the experimental and control groups in the total score of the listening test in the post-adminstration in favor of the experimental group (higher mean = 20.02). The t.value (t = 7.187) was statistically significant at

the (0.01) level. These results validate the first hypothesis. The researcher attributes these differences to the implementation of the proposed program.

Testing the second hypothesis

The second hypothesis stated that "There is a statistically significant difference at the ≤ .05 level between the mean scores of the experimental group on the pre-post listening skills test in favor of the post listening skills test as a result for using interactive listening strategies.

In order to validate this hypothesis the researcher used the t-test for paired sample. The results are illustrated in table (9).

Table (9) Comparing the listening comprehension performance of the experimental on the pre and post administration of the EFL listening comprehension test.

Skills	Application	N.of cases	Means	S.D	df	T.Value
Seeking clarification	pre – test	30	1.13	0.860	29	5.221
	post – test	30	1.97	0.183		
Recognizing key lexical items	pre – test	30	3.03	1.189		7.737
	post – test	30	4.80	0.610		
Understanding specific details	pre – test	30	1.27	0.450		21.108
	post – test	30	3.87	0.434		
Verifying	pre – test	30	0.283	0.552		7.093
	post – test	30	1.32	0.905		
Understanding the speaker's objective/goal	pre – test	30	0.267	0.445		10.043
	post – test	30	2.27	1.135		
Retaining relevant information	pre – test	30	1.20	0.847		9.498
	post – test	30	3.90	1.583		
Drawing conclusions	pre – test	30	1.17	0.747		5.809
	post – test	30	1.90	0.305		
Total score of Test	pre – test	30	8.35	2.904		17.192
	post – test	30	20.02	3.621		

** Significant at .01 level.

It is clear from the results of table (9) that there are statistically significant differences between the mean scores of the experimental group students in the pre- and post-measurements in all listening test skills and the total score in favor of the post-measurement (higher mean). All (t) values were statistically significant at the (0.01) level. These results validate the second hypothesis. The researcher attributes these differences to the implementation of the proposed program.

Effect size

In order to calculate the effect size, the researcher used the effect size coefficient (η2*) as shown in table (10). Fouad Abu Hatab and Amal

Sadiq (1991: 442) mention that there is a rule based on experience proposed by (Cohen) to evaluate the effect of the independent variable on the dependent as the following:

1- IF $\eta^2 \geq (15\%)$ then Effect size is High
2- IF $(6\%) \leq \eta^2 < (15\%)$ then Effect size is Medium
3- IF $\eta^2 < (6\%)$ then Effect size is Low

Table (10) The effect size of the program on improving listening comprehension skills.

Skills	η^2	Effect size
Seeking clarification	48.5 %	High
Recognizing key lexical items	67.4 %	High
Understanding specific details	93.9 %	High
Verifying	63.4 %	High
Understanding the speaker's objective/goal	77.7 %	High
Retaining relevant information	75.7 %	High
Drawing conclusions	53.8 %	High
Total score of Test	91.1 %	High

It is clear from the table (10) the strength of the effect of interactive listening strategies on the total score of the listening test and its sub-skills, as the values of (η^2) in each skill and in the total score of the test ranged between (0.485, 0.911).

The total estimated η^2values for the listening skills test are 91.1which indicate a large effect size for the experimental treatment for all the listening skills.

Testing the third hypothesis

The third hypothesis stated that "There is a statistically significant difference at the ≤ .05 level between the mean score of the control group and the experimental group on post administration of self-efficacy scale in favor of the experimental group''.

In order to validate this hypothesis the researcher used the t-test for paired sample. The results are illustrated in table (11)

Table (11) Comparing the listening self-efficacy performance of the experimental group and control group on the post administration of the EFL listening self-efficacy scale.

	The group	N.of cases	Means	S.D	Df	T.Value
Total degree of the Scale	Experimental	30	85.83	5.318	58	19.303
	Control	30	59.17	5.382		

It is clear from the results of table (11) that there are statistically significant differences between the mean scores of the experimental and control groups in the total score of the listening self-efficacy scale in the post-measurement in favor of the experimental group (higher mean = 85.83). The (t) value (t = 19.303) was statistically significant at (0.01) level .These results validate the third hypothesis. The researcher attributes these differences to the implementation of the proposed program.

Testing the fourth hypothesis:

The fourth hypothesis stated that "*there is a statistically significant difference at the ≤ .05 level between the mean score of the experimental group on the pre-post administrative self-efficacy scale as a result for using interactive listening strategies".*

Table (12) Comparing the listening self-efficacy performance of the experimental group on the pre and post administration of the EFL listening self-efficacy scale.

	Application	N.of cases	Means	S.D	Df	T.Value
Total score of the Scale	pre – scale	30	56.73	4.479	29	23.372
	post – scale	30	85.83	5.318		

**significant at .01 level.

It is clear from the results of table (12) that there are statistically significant differences between the average scores of the experimental group students in the pre- and post-measurements in the total score of the self-efficacy scale for listening in favor of the post-measurement (the highest mean = 85.83). The t value (t = 23.372) was Statistically at (0.01)level. These results validate the fourth hypothesis The researcher attributes these differences to the implementation of the proposed program.

Effect size

Table (13) The effect size of the treatment on developing listening self-efficacy.

	η^2	Effect size
Total score of the Scale	95 %	High

It is clear from table (13) the strength of the effect of interactive listening strategies on the total score of the listening self-efficacy scale, as the value of (13) came in the total score of the scale. This means that 95% of the total variance in the dependent variable (Total score of the Scale) can be explained. With the independent variable (interactive listening strategies), this indicates the significant impact of the program.

The magnitude of the program's impact on the total score of the listening self-efficacy scale is clarified graphically as follows:

Discussion of results

Based on the previous research findings it can be concluded that the participants' performance in EFL listening comprehension and self-efficacy has been significantly developed. These results may be attributed to the use of interactive listening strategies. Interactive listening is a reciprocal process between the listener and the speaker that implicate both direct and indirect communication. The listener receives information and responds, which results in a feedback response from the speaker.

The research results are consistent with (Ghamry, 2020; Mardhotilla, 2019; Abd EL Ghany, 2019; Al-Baekani and Ridwan, 2018; Tubail, 2015; Setiawan, 2014; Dyah, 2012; Al-Hammadi, 2011; Al Yami, 2008).

Few studies presented interactive listening strategies (Togawa, 2004; Tokeshi, 2003). They presented a detailed description for interactive listening strategies and its use.

The students' engagement and enthusiasm were clearly evident as they actively employed interactive listening techniques, engaging with both their peers and the researcher. This was also reflected in their responses on the self-efficacy scale, where the majority expressed confidence in their abilities, choosing "I can do it and I can do it well."

The researcher not only relied on quantitative statistical results to demonstrate the positive impact of interactive listening strategies but also utilized qualitative data, including observations and note-taking of student responses, which further confirmed the effectiveness of employing these strategies.

The researcher noticed the following through observing the students:

- They liked to listen to English audios followed by the teacher
- They admired the idea of communicating with the teacher while listening and this is because they used to stay silent in the regular listening classes.
- During the after listening stage, they liked the activities that permit them to move, most of them seem to have bodily kinethic intelligence.
- Although they are not perfect on drawing, they liked to draw and compare their drawings.

The present research revealed that the effect size of interactive listening strategies on improving students' self-efficacy as the students of the experimental group far exceeded those of the controlled group. These

results are in line with literature findings (Luo, 2021; Hashem, 2020; Octaviani, 2016; Michelle, 2015; Lyda, 2014).

It was confirmed throughout this research that students when perform active listening, feel less depressed and anxious, have higher self-esteem, decrease the risk of miscommunication and build relationships (Lang, 2020; Bodie et al, 2016; Topornycky and Golparian, 2016; Vandergrift and Goh, 2012).

Finally, it can be concluded that the interactive listening strategies based program could provide a useful frame work for developing second year preparatory stage students' listening comprehension skills and their self-efficacy.

Recommendations

Based on the results of the research the following recommendations should be considered:

- Integrating the interactive listening strategies in the EFL curriculum in Egypt.
- Integrating regular evaluation for the use of interactive listening strategies during the whole academic year.
- Teachers should shift from lecturing to guiding and supporting students as required.
- Allowing students to practice using listening skills activities and tasks would develop their listening comprehension level.

Suggestions

The current research suggests the following researches:

- Examining the impact of using interactive listening strategies on developing speaking skills.
- Investigating the effect of using interactive listening strategies on developing listening and speaking for different stages (primary and secondary).
- Incorporating technology programs in line with interactive listening strategies.

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