مجلــة كليــة التربيـة

علمية محكمة ربع سنوية

كلية التربية

جامعة العريش

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مجـــلــة كليــة التربيــة

علمية محكمة ربع سنوية

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(السنة السادسة – العدد الرابع عشر – أبريل ٢٠١٨م)

j_foea@aru.edu.eg

الإشراف العـــــام

عميـد الكلية (رئيس مجلس الإدارة)	أ.د. عادل السيد سرايا
وكيل الكلية للدراسات العليا والبحوث (نائب رئيس مجلس الإدارة)	أ.د. رفعت عمر عزوز

هيئة التحرير

رئيس التحرير	أ.د. محمد رجب فضل الله
نائب رئيس التحرير	أ.د. صالح محمد صالح
مدير التحرير	أ.د. أحمد عبد العظيم سالم
عضو	د. أحمد إبراهيم سلمي أرناؤوط
عضو	د. أسماء حسن صبّاح

الإشراف المالي والإداري

المسؤول المالي	أ. محمد إبراهيم محمد عريبي
المسؤول الإداري	أ. أسماء محمد علي الشاعر

قواعد النشر بمجلة كلية التربية بالعريش

١. تنشر المجلة البحوث والدراسات التي تتوافر فيها الأصالة والمنهجية السليمة على ألا يكون البحث المقدم للنشر قد سبق وأن نشر، أو تم تقديمه للمراجعة والنشر لدى أي جهة أخرى في نفس وقت تقديمه للمجلة.

٢. تُقبل الأبحاث المقدمة للنشر بإحدى اللغتين: العربية أو الإنجليزية.

٣. تقدم الأبحاث الكترونياً مكتوبة بخط (Simplified Arabic)، وحجم الخط ١٢، وهوامش حجم الواحد منها ٢.٥سم، مع مراعاة أن تنسق الفقرة بالتساوي ما بين الهامش الأيسر والأيمن (Justify). وترسل إلكترونياً على شكل ملف (Microsoft Word).

٤. يجب ألا يزيد عدد صفحات البحث بما في ذلك الأشكال والرسوم والمراجع والجداول والملاحق عن (٢٥) صفحة. (الزيادة بحد أقصى ١٠ صفحات برسوم إضافية).

٥. يقدم الباحث ملخصاً لبحثه في صفحة واحدة، تتضمن الفقرة الأولى ملخصاً باللغة العربية، والفقرة الثانية ملخصاً باللغة الإنجليزية، وبما لا يزيد عن ٢٠٠ كلمة لكل منها.

٦. يكتب عنوان البحث واسم المؤلف والمؤسسة التي يعمل بها على صفحة منفصلة ثم يكتب عنوان البحث مرة أخرى على الصفحة الأولى من البحث.

٧. يجب عدم استخدام اسم الباحث في متن البحث أو قائمة المراجع ويتم استبدال الاسم بكلمة "الباحث"، ويتم أيضاً التخلص من أية إشارات أخرى تدل على هوية المؤلف.

٨. البحوث التي تقدم للنشر لا تعاد لأصحابها سواءً قُبِل البحث للنشر أم لم يقبل. وتحتفظ هيئة التحرير بحقها في تحديد أولويات نشر البحوث.

٩. لن ينظر في البحوث التي لا تتفق مع شروط النشر في المجلة، أو تلك التي لا تشمل على ملخص البحث في أي من اللغتين، أو يزيد عدد صفحاتها عن ٣٥ صفحة شاملة الصفحات الزائدة.

١٠. يقوم كل باحث بنسخ وتوقيع وإرفاق إقرار الموافقة على اتفاقية النشر.

١١. يسهم الباحث في تكاليف نشر بحثه، ويتم تحويل التكلفة على الحساب الخاص بالمجلة. يجب إرسال صورة عن قسيمة التحويل أو دفع المبلغ، مع البحث الكترونيا. التكاليف تشمل: مكافأة التحكيم، وتكلفة الطباعة والنشر، والحصول على نسخة من العدد، وعدد (٥) مستلات من البحث.

١٢. يتم نشر البحوث أو رفض نشرها في المجلة بناءً على تقارير المحكمين، ولا يسترد المبلغ في حالة رفض نشر البحث من قبل المحكمين.

١٣. يُمنح كل باحث إفادة بقبول بحثه للنشر بعد إتمام كافة التصويبات والتعديلات المطلوبة.

قواعد التحكيم بمجلة كلية التربية بالعريش

فيما يلي القواعد الأساسية لتحكيم البحوث المقدمة للنشر بمجلة كلية التربية بالعريش

القواعد عامة:

١. مدى ارتباط موضوع البحث بمجال التربية.

٢. مدى مناسبة الدراسات السابقة، وإبرازها لرؤى متعددة.

٣. درجة وضوح أسئلة وأهداف البحث.

٤. مستوى تحديد عينة ومكان البحث.

٥. درجة إتباع البحث لمعايير التوثيق المحددة في دليل رابطة علم النفس الأمريكية، العدد السادس .

٦. احتواء قائمة المراجع على جميع الدراسات المذكورة في متن البحث والعكس أيضاً صحيح.

٧. حدود الدراسة، وتبريراتها.

٨. سلامة تقرير البحث من الأخطاء اللغوية المتعلقة بالنحو والإملاء وكذا المعنى.

٩. تكامل جميع أجزاء تقرير البحث، وترابطها بشكل منطقي.

قواعد الحكم على منهجية البحث:

١. تحديد الفترة الزمنية للبحث.

٢. تحديد منهجية مناسبة للبحث.

٣. تبرير إجراءات للاختيار في حالة دراسة الأفراد أو الجماعات.

٤. تضمين البحث إطاراً نظرياً واضحاً.

٥. توضيح الإجراءات المتعلقة بالجوانب المهنية الأخلاقية مثل: الحصول على موافقة المشاركين المسبقة.

قواعد تحكيم الإجراءات:

١. شرح وسائل جمع المعلومات بوضوح، والعمليات المتبعة فيها.

٢. تحديد وشرح المتغيرات المختلفة.

٣. ترقيم جميع الجداول والأشكال والصور والرسوم البيانية بشكل مناسب وتبويبها والتأكد من سلامتها.

٤. شرح عملية التحليل المتبعة ومبرراتها، والتأكد من اكتمالها وسلامتها.

قواعد الحكم على النتائج:

١. عرض النتائج بوضوح.

٢. توضيح جوانب الاختلاف في حالة تعارض نتائج البحث مع نتائج الدراسات السابقة.

٣. اتساق الخاتمة والتوصيات مع نتائج البحث.

محتويات العدد (١٤)

The Effectiveness of a Training Program Based on the Six Thinking Hats Strategy in Developing English Listening Skills of the Student Teachers at the Faculty of Education

By

Imtyaz Hemdan Mohammad Gomaa
Arish University, Faculty of Education
Curriculum and Instruction Dept.

The Effectiveness of a Training Program Based on the Six Thinking Hats Strategy in Developing English Listening Skills of the Student Teachers at the Faculty of Education

By
Imtyaz Hemdan Mohammad Gomaa
  Arish University, Faculty of Education

Abstract

This study aimed at investigating the effectiveness of a training program based on the six thinking hats strategy in developing some English listening skills of the student teachers at the Faculty of Education. The participants included twenty five student teachers drawn to be the study group. The experiment was carried out on the 3rd of October and ended on the 4th of December at the Faculty of Education, Arish University. The experiment was carried out during the first term of the academic year 2017/2018. The study group was trained on the use of the six thinking hats through the suggested study program. The instruments of the study included a listening comprehension pre-post-test to be administered to the participants. The six thinking hats based program (STHBP) was prepared by the researcher for the purpose of the study. The participants were given the pre-post-test on listening comprehension skills before experimentation. The pre-post test was administered again as a post test. The researcher analyzed the data statistically using mean scores, Chronbach's alpha and Wilcoxon test. The results indicated that listening comprehension skills of student teachers were

developed and that using six thinking hats based program was effective in developing the student teachers' listening comprehension skills.

Key words: Listening comprehension, Six Thinking hats Strategy, Training Program.

Background of the problem

Introduction

Listening is one of English language skills which helps to get good communication because the individual cannot participate in communicative activities using vocabulary and grammatical rules without understanding the message from others. The importance of listening for learning a language comes from the fact that without listening, one cannot interact or communicate.

Bilash (2009) considered listening as a productive skill. It enables learners to receive an important amount of understandable inputs which they can use later during speaking or writing. It is one of the most important skills in learning a foreign language.

Devito (2004) viewed listening as a process of receiving, understanding, evaluating and responding to communicative discourses. Lewis (2000) pointed out that the process of hearing, identifying, understanding and interpreting spoken language is the first step of successful communication.

Vandergrift (2002) asserted that an emphasis on the process of listening as well as comprehension can potentially help students to become more autonomous language learners, better capitalize on the language input they receive, and achieve greater success in language learning.

Lynch (2010, p. 76) added that there are four main factors that affect the listening process:

1. <u>The listener</u>. The listener may tune out topics that are not of interest. A listener who is an active participant in a conversation has more background knowledge to facilitate the understanding of the topic than a listener who is eavesdropping on a conversation.

2. <u>The speaker</u>. The extent to which the speaker uses colloquial language and reduced forms impacts comprehension. A speaker's rate of delivery and many hesitations may make it difficult for a listener to follow.

3. <u>The content of the message</u>. Content that is familiar is easier to understand than content with unfamiliar vocabulary or for which the listener has insufficient background knowledge.

4. <u>Visual support</u>. Visual supports such as video, pictures, diagrams, gestures, facial expression, and body language can increase comprehension of the listener.

Several studies (e.g. Ampa, 2015; Liu, 2014; Mamo, 2013; Sanjana, 2014; Suryani, 2012; Woottipong, 2014) have pointed to the importance of listening comprehension in learning the foreign language, and the acquisition of its skills. They also pointed out the necessity of developing listening comprehension skills through suitable teaching strategies and through designing linguistic programs.

Based on the related literature, previous studies reviewed, meeting some student teachers and the researcher's experience in teaching EFL, it can be claimed that listening comprehension is the most difficult dimension in English language skills.

Statement of the problem

The problem of the study can be stated as thus: EFL third year student teachers at Al-Arish Faculty of Education are not good listeners. Most of them find difficulty in comprehending the listening texts. They do not understand the implicit information or infer some ideas. Some of them are not able to predict or foretell the upcoming events. Therefore, the current study attempted to use a training program based on the six thinking hats strategy to help student teachers improve their listening skills.

Questions of the Study

The current study tried to answer the following main question:

To what extent is a training program based on the six thinking hats strategy effective in developing listening skills for student teachers?

There were some sub – questions stated as follows:

1. What are the English listening comprehension skills that EFL third year student teachers need?

2. What are the features of a training program based on the six thinking hats strategy that can be used in developing listening skills for the student teachers?

3. What is the effectiveness of the training program based on the six thinking hats strategy in developing listening skills for the student teachers?

Hypothesis of the Study

There would be a statistically significant difference at the level of (0. 05) between the study group's mean scores on overall listening skills pre-posttest for the post test.

Significance of the Study

The current study might be significant to:

 1. Student teachers: as it helps them to develop listening skills.

 2. Teachers: as it helps them to use the program for teaching listening at any grade   level.

3. Designers of curricula: as it helps them to incorporate the six thinking hats strategy in their programs.

4. Researchers: as it opens a new avenue of research in the field of teaching and learning language.

Delimitations of the Study

The present study was delimited to:

1. EFL third year student teachers at El-Arish Faculty of Education. (N= 25)

2.Some listening skills including: Recalling facts and ideas, Showing understanding of explicitly stated information, Finding out what is irrelevant.to the listening material, Guessing unknown words and phrases, Identifying the speaker's feelings through verbal expressions, Identifying the speaker's purpose, Deducing causes and effects from events, Making inferences, Predicting outcomes from events described, Formulating opinions and judgments.

3. The first semester of the academic year 2017/2018.

Operational Definition of Terms

Listening: Listening is operationally defined in the current study as "some of the required skills to help third year English majoring students at Al-Arish Faculty of Education to understand conversations in real life".

Six Thinking hats strategy: The six thinking hats strategy is operationally defined in the current study as "a strategy which divides thinking into six patterns and can be used to teach listening for the student teachers at the Faculty of Education at Al-Arish".

A training program: The training program is operationally defined in the current study as "a group of planned and regulated activities based on the six thinking hats strategy that aim to develop listening skills of the student teachers at the Faculty of Education".

Review of literature and related studies

DeBono (2009, p.125) believed that teaching thinking is the key subject in education. It is the most important for personal and professional life. We need to teach broad thinking skills and creative thinking. Fisher (2005, p.1) saw that the role of teaching thinking has become the heart of education in schools, educational communities and organisations.

In addition, modern education emphasizes the importance of thinking and development, through the emphasis on the interest of pursuing the best strategies for education and training for learners to build thinking and to practice their skills to become able to cope with the demands of life to achieve the goals and objectives desired, as the ability to think has become of the main goals of modern school. (Ransom, 2008).

Litak (2015, p.8) stated that DeBono was the first one who dealt with thinking as a skill and said that it can be improved. His techniques can be employed for boosting all four language skills but special attention should be paid to speaking and listening**.**

Soliman (2005, p.21) defined thinking as" a term that encompasses all of the mental activities associated with concept formation, problem solving, intellectual functioning, creativity, complex, learning memory, and symbolic processing image".

Thinking and learning

Alder & Doren (2014, p.13) pointed out that if by thinking we mean the use of our minds to gain knowledge or understanding, then thinking must take place during both listening and reading. Dodd (2004, p.5) added that research suggests that there is much we can do to help students to learn to be better thinkers. When we talk about 'thinking skills' we are referring to higher order thinking. This is more than just rote learning. They also need to think clearly and creatively and use information to solve problems. If we allow them time to reflect on their tasks and to challenge ideas, they will be able to deepen understanding. Creative thinking is the ability to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

When students listen to English, they need to be able to judge, analyze and think critically. They need to think clearly and use information. So, they need to apply thinking to their listening tasks. The researcher thinks that learning needs thinking. Thinking exists in listening. Listening needs thinking.

One of the strategies that can be used to develop thinking skills is the six thinking hats strategy. It is developed by Edward DeBono. It divided

thinking into six patterns. Every pattern has a coloured hat and the person chooses one method of thinking.

Breyfogle (2008, p.895) added that the six thinking hats is a technique that simplifies thinking so that it can be more enjoyable and effective. It simplifies thinking by permitting a thinker to deal with logic, emotions, information, hope, and creativity individually. Instead of judging our way forward, what is needed is a system that helps determine "what can be" not just "what is". The six thinking hats provide this system through parallel thinking, where everyone at any moment is looking at a situation from the same direction.

There are several studies (e.g. Ababneh, 2015; Abd-El Aziz, 2015; Al-Bahadli, 2011) asserting that the six thinking hats strategy can develop a lot of creative and critical thinking skills. It can also develop scientific achievement, reading comprehension and writing. So, the researcher was encouraged to use the strategy based on the six thinking hats to develop some listening comprehension skills among the prospective teachers of EFL.

DeBono (1992, p.99) said that the aim of the hats is to teach students' thinking, putting into consideration that the need for different thinking patterns in many educational situations.

DeBono (2000) added that the six thinking hats have two roles:
1. Simplifying thinking: it gives the thinker the opportunity to deal with one case at the same time.
2. Moving and transferring thinking.

He also explained the goal of each hat and its function. Each hat represents a specific aspect of thinking:

-**The white hat**: with this hat, you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them.

-**The red hat**: wearing the red hat, you look at the decision using intuition, reaction, and emotion. Also, try to think how other people react emotionally, and understand the intuitive responses of people who don't know your responses. No justifications, reasons or basis. All decisions are emotional in the end.

-**The black hat**: when using black thinking, look at things pessimistically, and defensively. Try to see why ideas and approaches might not work. It highlights the weak points in a plan or course of action. It allows you to eliminate them, plan, alter approach, or prepare contingency.

-**The yellow hat**: it helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it, and spon the opportunities that arise from it. Yellow hat thinking helps you to keep going when everything looks gloomy and difficult.

-**The green hat**: it stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. It is an opportunity to express new concepts and new perceptions.

-**The blue hat**: it stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running

dry, they may direct activity into green hat thinking. This is the hat of the leader/facilitator. Use this hat at the start and end of the discussion.

McAleer, (2006, p.44) showed the benefits of using the six thinking hats in the classroom as follows:

• The colors and hats provide a visual image that is easy to learn, remember and use.

• Thinking is visible, focused, in depth, and at higher levels of critical and creative thinking.

• The strategy can be used on a simple, concrete level or abstract, sophisticated level.

• Listening, speaking, reading and writing improve with a strategy for focus.

• Interdisciplinary connections integrate the curriculum.

• Problem solving, decision making, leadership and independence are developed.

• Students ask quality questions.

• Student led discussions and projects are focused and in depth.

• Self-evaluation is systematic.

• Students develop confidence.

Listening and the six thinking hats

There is a remarkable relationship between listening and the six thinking hats. Congdon (2008) asserted that one could mention the importance of active attention. Listening involves mental activity, including cognitive and affective processing of received information. Consequently, educators

enhance listening competence through diligent focus on the mental processes and skills involved in perceptive listening, such as memory, sense making, and evaluation. Listening is a variable communication activity that differs according to the purpose and nature of the listener and the speaker, the content and style of the message, the channel of communication, and the surrounding environment.

Soliman (2005, p.21) defined thinking as" a term that encompasses all of the mental activities associated with concept formation, problem solving, intellectual functioning, creativity, complex, learning memory, and symbolic processing image". The two main characteristics of good listening including thinking and concentrating. Both are influenced by factors such as personal backgrounds, age, intelligence, motivation, emotion, ability to detect ideas, memory, vocabulary, handling of distractions effectively, and the evaluation messages received (Page, 2002).So, listening is a mental process like thinking. Thinking can be improved by the six thinking hats. So, listening can be improved by the six thinking hats.

Alder& Doren (2014, p.13) said that" if by thinking we mean the use of our minds to gain knowledge or understanding, then thinking must take place during both listening and reading. Also, McAleer, (2006) mentioned that reading, speaking, listening and writing can be improved by the six thinking hats. In addition, Litak (2015) added that DeBono was the first one who dealt with thinking as a skill and said that it can be improved. His techniques can be employed for boosting all four language skills but special attention should be paid to speaking and listening.

Furthermore, a listener tries to relate what he/she has heard to his/her own relevant experience in order to make his/her "own" reasonable interpretation. Listening comprehension is a complex, and a problem-solving skill. (Vandergrift, 1999). Crebert et al (2011) & McAleer (2006) pointed out that the six thinking hats develop problem-solving skills. Gross (1998) (cited in Mustafeh,2015) added other advantages for using the six hats strategy as a teaching strategy. It helps in achieving varicosity, general and partial thinking, enabling students to better listening and increasing their learning efficiency.

Review of related studies

Al-Bahadli (2011) investigated The Impact of the six thinking hats (STH) as a teaching technique on EFL college students' performance in composition writing. This study indicated that the STH technique enhanced students' writing performance. This technique produced positive effects on the students' performance in the writing lessons.

Al-Shatii (2013) investigated the effectiveness of using six thinking hats strategy in improving reading comprehension skills for the eighth grade students in communication skills in Jordan. The results of the study showed a significant development in student's reading comprehension skills.

Ababneh(2015) investigated the effect of six thinking hats strategy on the development of inferential reading comprehension for fourth Grade Students in Bani Kennana district. The results of the study showed that there was improvement in the students' reading comprehension.

AL-Tarawneh (2015) aimed at investigating the effect of using the six thinking hats method on the development of EFL female eleventh grade students' writing skill in Al - Mazar Directorate of Education during the academic year 2013/2014. The results provided evidence for the effectiveness of this method in developing the quality and the quantity of students' writing.

Hani, Petrus and Sitinjak (2017) investigated the effects of the six thinking hats on students' speaking achievement in Sriwijaya University in Indonesia. The results provided evidence for the effectiveness of this strategy in developing students' speaking achievement. Thus the researchers of the study think that further research is needed to investigate the impact of using STH on the other language skills and sub-skills like listening comprehension.

By reviewing the previous studies, the following remarks could be concluded:

1.The six thinking hats strategy can easily be adopted in teaching different subject areas such as surgrical nursing as in Karadage (2007), students' achievement in Science as in Bilen & Ercan (2014) and Islamic Education as in Mustafeh(2015).

2. The six thinking hats strategy was proved to be effective in developing EFL students' reading skill (Al-Shatii, 2013), students' writing skill (Al-Bahadli, 2011) and students' speaking skill (Hani et al, 2017). Thus the researchers of these studies think that further research is needed to investigate the impact of using STH on the other language skills and sub-

skills like listening comprehension. So the researcher adopted the six thinking hats strategy to develop student teachers' listening skills.

Having reviewed the literature and previous studies, it can be hypothesized that" There would be a statistically significant difference at the level of (0, 05) between the study group's mean scores on overall listening skills pre- posttest for the post test."

Method and Procedures

The Research Design

This study was a pre-post quasi-experimental design. It was conducted to investigate the effectiveness of a training program based on the six thinking hats strategy on developing some English listening comprehension skills of the student teachers at the Faculty of Education. The experiment was carried out on the 3rd of October, Faculty of Education, Al-Arish University. It was administered to the third year EFL students. The experiment was carried out through the first term of the academic year 2017/2018. The study group was trained on the use of the six thinking hats through the suggested study program.

Participants of the study

The participants of the study were drawn randomly from EFL third year student teachers at Al-Arish Faculty of Education. The participants were twenty five male and female students. They formed one pre-post group design.

Instrumentation

In order to test the hypothesis of the study, the researcher developed a listening comprehension skills test for developing these skills.

Validity of listening skills test

In order to compute the validity of the test, a jury of nine TEFL methodology experts validated it. All of them indicated that the test instructions were clear. Yet, they noticed that some questions needed modifications to suit the participants' level. So the researcher modified the questions until the test appeared to be a valid measure for listening comprehension skills.

Reliability of listening skills test

In refers to the reliability of two (or more) independent raters (Gay, 1991). Since two raters evaluated students' answers to the listening skills performance pre-test and post-test, the inter-rater reliability was calculated using Chronbach's Alpha correlation coefficient. It was found out that the correlation coefficient between the first and the second raters' estimations was 0.851 for the overall listening skills which means that the test was reliable. Below is a table that shows the coefficient correlation for each skill.

Experimental procedures

Administering the test

For administering the pre-posttest, the researcher got a formal permission from Al-Arish Faculty of Education in order to administer the experiment to the third year student teachers at Al-Arish Faculty of Education during the first term in the school year 2017/2018. The researcher held a welcome

session for the random sample (25 participants). The listening skills test had ten questions covering ten listening skills. Students read the instructions, and then answered the questions. Pre-testing took place on the 3rd of October, 2017.

Experimentation Duration

The six thinking hats based program was conducted for eight weeks (two periods per week). It began from the third of October, 2017 to the fourth of December, 2017.

Administering the posttest

After finishing the six thinking hats based program, the post-test was administered on the 4th of December, 2017.

Aim and Objectives of the program

The program was designed aiming to develop student teachers' listening comprehension skills through the six thinking hats strategy.

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

1. Recall facts and ideas.
2. Show understanding of explicitly stated information.
3. Find out what is irrelevant to the listening material.
4. Guess unknown words and phrases.
5. Identify the speaker's feelings through verbal expressions.
6. Identify the speaker's purpose.
7. Deduce causes and effects from events.
8. Make   inferences.
9. Predict outcomes from events described.

10. Formulate opinions and judgments.

Description of the STHBP

The STHBS comprises 15 sessions: (1) An introductory session for breaking the ice and familiarizing learners to the strategy proposed. (2) A theoretical background about DeBono six thinking hats; its history, its significance in TEFL and how it can be implemented to develop language skills. Sessions (3-15) take their names from the hat they refer to. All recordings included in the teaching sessions (3-15) are authentic, i.e., they really appear in their sources. Each recording/listening material is accompanied by comprehension questions designed by the researcher.

The teaching sessions (3-14) as they will appear in part II are given the titles of the thinking skills representing by different hats. Each session has its objectives, aids and materials, source of materials, duration and detailed procedures, then the assessment phase ends each session.

At the end of the STHBP, there is a concluding session that takes number 15, wrapping up the framework of the thinking skills, receiving feedbacks and giving a thank you word to the participants of the strategy.

Data analysis, results and discussions

The data analysis

In order to find the differences in the mean scores of the pre and post-test of listening skills, the researcher used the paired-sample Wilcoxon technique. The results of the paired-samples Wilcoxon were shown in the following table.

Table 6. The paired-samples Wilcoxon of listening skills

Listening	N	Mean	Sum of ranks	Z	Sig

Comprehension Skills		rank			
RF	0	0	0	-4.30	0.000
	24	12.5	300		Sig
	1				
SE	2	7	14	-3.29	0.001
	17	10.35	176		Sig
	6				
FI	0	0	0	-4.15	0.000
	22	11.5	253		Sig
	3				
GW	2	3	6	-4.12	0.000
	22	13.36	294		Sig
	1				
IF	0	0	0	-4.15	0.000
	22	11.5	253		Sig
	3				
IP	0	0	0	-4.23	0.000
	23	12	276		Sig
	2				
DC	0	0	0	-4.42	0.000
	25	13	325		Sig
	0				
MI	2	9.25	18.5	-3.92	0.000
	23	13.33	306.5		Sig
	0				
PO	0	0	0	-4.26	0.000
	23	12	276		Sig
	2				
FJ	0	0	0	-4.23	0.000
	23	12	276		Sig
	2				

Note: Recalling facts and ideas (RF), Showing understanding of explicitly stated information (SE), Finding out what is irrelevant to the listening material (FI), Guessing unknown words and phrases (GW), Identifying the speaker's feelings through verbal expressions (IF), Identifying the speaker's purpose (IP), Deducing causes and effects from

events (DC), Making inferences (MI), Predicting outcomes from events described (PO), Formulating opinions and judgments (FJ)

The above table shows that all the significance values for the Wilcoxon test are less than 0.05, so there is a difference between the pre and post-tests. This means that this difference is due to the experimental treatment. This indicates that there existed a statistically significant difference in the study group's mean scores on the pre and post-tests of listening comprehension in favor of the post test. Therefore, the hypothesis was completely accepted and supported.

Results of the study

A statistically significant difference existed between the mean scores of the study group students on the pretest and post-test of the listening comprehension skills in favor of the post-test. This is shown in table (6) previously mentioned.

Discussion of study results

The results of the present study showed that the study group indicated more improvement on the post administering of the listening comprehension skills test compared to the pre-test. Hence, the significant difference in favor of the post-test might be due to exposing the group to the program (STHBP) The result of the present study revealed significance at (0.05) between the mean scores of the study group in developing listening comprehension skills in favor of their mean scores on the post test. This improvement might be due to the fact that while using STHBP, students were interested in practicing the six thinking hats program as they were given the secure and

relaxing environment of learning and the opportunity to interact freely in the classroom with the teacher (the researcher) and with their colleagues. Besides, it can be stated that the development occurred in the study group's listening comprehension skills was as a result of the effectiveness of the program. The participants practiced the listening comprehension skills through using STHBP that increased their listening comprehension skills

Recommendations

Based on the findings and conclusions of the current study, it is recommended that:

1. Teachers should help students in the various stages to develop their higher- order thinking skills.

2. Teachers should help students interact with the listening texts and try to infer and deduce the ideas embedded in the listening texts.

3. Text-book authors and designers should include some listening tasks and activities in EFL listening books that foster students' listening skills.

4. Teachers of EFL should prepare a secure and non-threatening classroom environment that encourages students to read and try out their thinking skills and reading endeavors without the fear of making mistakes.

5. The six thinking hats strategy should be used by English language teachers in teaching listening.

6. The six thinking hats strategy should be a component of the prescribed curriculum of English classes in different stages.

8. Supervisors and senior teachers should be trained on the use of the six thinking hats strategy and assessment.

9. Changing the teaching strategies applied in classrooms which commonly depended on the regular teaching methods to more recent techniques and strategies including the six hats strategy

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