

A Programme Based on Integrating Story Grammar and Lesson Study to Develop Secondary School Students' EFL Listening Comprehension, Critical Writing, and Self-Determination

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ABSTRACT

The current study is mainly intended to develop EFL listening comprehension, critical writing skills and self-determination of the secondary stage students through story grammar and lesson study. Accomplishing this purpose, the present study followed the pre-post, quasi-experimental-control group design. The researcher used two groups; experimental and control groups. Conducting the current research, a total of eighty EFL first secondary stage students from AL Sayeda Khadija school, East Zagazig Directorate, Sharkia Governorate, Egypt, was randomly allocated to two groups: forty students for experimental group and forty for the control group, and a pre- and post-testing technique was characteristically used for data gathering and analyzing. The researcher designed an EFL listening comprehension test to measure EFL listening comprehension, critical writing skills and a self-determination scale to measure the dimension of self-determination according to their gradual development by using story grammar and lesson study before and after the treatment. Generally, the current study was conducted over a period of ten weeks, along with 10 sessions for pre-test, applying the gradual steps of the story grammar and lesson study on listening comprehension and writing skills and determination. Finally, the results of the study proved that story grammar and lesson study are effective in developing EFL listening comprehension, critical writing and self-determination of the secondary stage students, also it has clear and noticeable effect on their motivation to understand listening and write effectively.....

INTRODUCTION

Listening has been regarded as the primary skill for receiving external influences within the educational environment. It is one of the communication dimensions. It can facilitate interaction with others in both personal and professional situations. Listening should be with self-determined awareness. Learning to listen consciously takes extra effort. Becoming a conscious learner makes you more sensitive to the needs of the listener (audience) and people in general. Listening is not the same as hearing. Hearing refers to the sounds that enter your ears. It is a physical process that, if you do not have any hearing problems, happens automatically. Listening, however, requires more than that: it requires focus and concentrated effort, both mental and, sometimes, physical. A Speaker has to be able to anticipate and produce a specific discourse situation. Despite the importance of speaking, it's considered the most neglected skill. Speaking a language is especially difficult for foreign language learners, because it requires the ability to use the language appropriately in social interactions and to recall the various amounts of vocabulary he has been taught before.

Herrity (2023) discussed the reasons why listening is important. He mentioned that it demonstrates your ability to pay attention to an individual's thoughts, behaviours and feelings; increases your power to influence, serve, motivate or develop people effectively; enhances basic human interaction and builds personal and professional relationships.. ...

Marks (2014) adopted new ways to teach listening as follows: use plenty of recorded material. Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary, etc.3-Before the learners listen, set a listening task which directs them to an overall 'gist' understanding of the passage. Check the answers to this task, playing the recording again if necessary. Set a further task, or tasks, which direct learners to a more detailed understanding. Only use the tape script (if there is one!) as a last resort.

Critical is, for a start, used to mean many things in an educational context. To some, critical writing simply means the ability to see logical flaws in arguments or to weigh up the evidence for explicit claims. Critical partly means resisting the assumptions on which "rational arguments" are based, by explaining and questioning how common-sense "logic" establishes its categories in the first place (Goatly, 2013).

Writing is a kind of speaking up, but on paper. For ourselves, we write (or, anyway, increasingly we try to write) partly for the sheer love of words. And if that seems self-indulgent, then let's add that we write to communicate. We write to 'speak truth to power'; the power of men, of States, of managers, of ideology. The writing we like doesn't just tell people things in a didactic way; it opens a door for an experience to be had by the reader or listener. Good writing is suggestive and pungent; it evokes feelings, relief, recognition, drama, horror and bodily responses.

With critical writing, students are participating in the academic debate. This is more challenging and riskier. They need to weigh up the evidence and arguments of others, and to contribute their own. They need to consider the quality of the evidence and argument they have read or listened to; identify key positive and negative aspects they can comment upon; assess their relevance and usefulness to the debate that they are engaging in for their assignment; and identify how best they can be woven into the argument that they are developing. A much higher level of skill is needed for critical writing.

Scott, Patrick & Ryan (1992) showed that self-determination is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their capacities and attributes. These outcomes are manifestations of being intrinsically motivated and internalising values and regulatory processes. Research suggests that these processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment.

Previous studies have pointed out that self-determination is considered a salient factor affecting students' learning outcomes. With a systematic approach, self-determination illustrates the interplay of psychological needs, motivation, and well-being for human beings in a variety of contexts. It proposes that the satisfaction of the three needs of autonomy, competence, and relatedness promotes self-determination, which in turn brings about positive outcomes. In other words, a person tends to become self-determined when experiencing a sense of agency (perceiving options in a given situation), capability (being confident to carry out a task), and relatedness (connecting with others), while engaging in daily behaviours. (Wehmeyer & others, 2012)

Story grammar provides students with a framework to help students understand narrative texts and includes common elements such as plot, character, setting, and theme. This review provides an overview of research focused on using story grammar as a comprehension strategy, as well as examines the success of the strategy with students with special needs and difficulties. (Shetter, 2010). Story grammars are a concrete representation of a story schema (Whaley, 1981). Cognitive Load Theory suggests that the story grammar framework can act as a schema for building a complete story. Story grammar elements include the characters, setting, initiating event, internal response, plan, attempt, consequence, and resolution of a story" (Miller, 2013)

Lesson study is an approach for preparing students for listening to text. A team of teachers collaborates to target an area of development in students' learning by designing, teaching, observing, and evaluating lessons. Studies have shown that classrooms provide powerful, practice-based contexts in which teachers learn ways to support student learning. "Lesson Study has been used successfully to improve teaching techniques and pupil progress in core subjects in primary and secondary schools and to develop broader pedagogic approaches such as assessment for learning." (Duddy, 2014).

Purpose of the study

The present research aims to develop EFL listening comprehension, critical writing, and self-determination in first-year secondary language school students via story-grammar and lesson-study.

Study problem:

The problem of the current research is that students enrolled in the first year of secondary school in Sharkia Governorate have poor levels of EFL listening proficiency, critical reading and self-determination learning. Addressing such a problem, the current research investigates the effect of a program based on the integration between story-grammar and lesson-study to develop secondary stage students' EFL listening comprehension, critical writing and self-determination.

Questions of the study:

What is the effect of story-grammar and lesson-study program on developing secondary language school stage students' EFL listening comprehension, critical writing and self-determination learning?

This main question reflects the following sub-questions:

1. What are the listening comprehension skills targeted for (1st year) secondary stage students?
2. What are the critical writing skills targeted for (1st year) secondary stage students?
3. What are the self-determination dimensions required for (1st year) secondary stage students?
4. What is the actual level of students in listening comprehension of (1st year) secondary stage students?

5. What is the actual level of students in critical writing of (1st year) secondary stage students?
6. What is the actual level of students in self-determination of (1st year) secondary stage students?
7. What are the features of story-grammar and lesson-study for developing secondary stage students' EFL listening comprehension, critical writing and self-determination?
8. To what extent do story-grammar and lesson-study affect developing secondary stage students' EFL listening comprehension skills?
9. To what extent do story-grammar and lesson-study affect developing secondary stage students' EFL critical-writing skills?
10. To what extent do story-grammar and lesson-study affect developing secondary stage students' self-determination learning?

Significance of the study:

For Students:

To enhance students' level of oral language production. To enhance students' self-confidence to speak foreign languages.

For Teachers:

To attract students to learn easier than before. To build on different levels of students' learning to reach the desired outcome. To benefit the teachers of other languages to use this new method.

For Specialists:

To provide specialists with a new method to achieve the aimed outcomes. The quantitative data will be collected as follows: Listening Comprehension , An EFL listening comprehension skills questionnaire as a prerequisite procedure for designing the test and the rubric. An EFL listening test as the real instrument. Listening skills scoring rubric as a post-requisite procedure for scoring the test. An EFL critical writing skills questionnaire as a prerequisite procedure for designing the test and the rubric.

An EFL critical writing test as the real instrument. A critical writing rubric as a post-requisite procedure for scoring the test. A self-determination checklist as a prerequisite procedure for designing the scale. A self-regulation scale as the real instrument. The qualitative data will be collected through interviews administered to the research participants before and after the treatment to gain greater insight into participants' EFL listening comprehension, critical writing and self-determination and their opinions concerning the program and the treatment.

Delimitation of the study:

The present research delimited to (a) a random sample of forty EFL students enrolled in the first year, Public Secondary School for girls, East Zagazig zone, Sharkia Governorate, Egypt, (b) some listening comprehension skills, (c) some EFL critical writing skills, and (d) the self-determination scale.

Procedures of the study:

Making an interview with some EFL secondary school students to know their difficulties and needs in listening comprehension skills, critical writing and self-determination before any treatment. Reviewing the relevant literature and previous studies related to story grammar and lesson study in EFL teaching, listening, critical writing skills and self-determination needed for secondary school students.

Preparing a questionnaire of EFL listening comprehension skills and consulting some EFL experts to select the most appropriate skills to be developed. Preparing a questionnaire of EFL critical writing skills and consulting several EFL experts to select the most appropriate skills to be developed. Preparing a list of self-determination dimensions and consulting several EFL experts to select the most appropriate ones to be developed. Constructing the listening comprehension and critical writing pre-post tests and submitting them to jury members to identify their validity. Constructing the self-determination scale and submitting it to the jury members to identify its validity. Designing a programme based on story grammar and lesson study, to develop the identified EFL listening comprehension and critical writing skills and validating these contents by submitting them to a jury of specialists.

Choosing the study participants from the first year secondary school, East Zagazig Zone, Sharkia Governorate, Egypt and dividing them into experimental and control groups. Pre-administering the study instruments to both groups.

Teaching the experimental group using the proposed programme and the control group through regular instruction. Post administering the study instruments to both groups.

Comparing the pre-post-test results statistically of both groups Collecting and analysing the quantitative data. Holding another meeting with the previously selected students after treatment to know the effectiveness of using story grammar and lesson study on their listening comprehension, critical writing and self-determination. Collecting data and describing their opinions about the programme.

Comparing the results of the two interviews (before and after the experiment). Interpreting the result, providing the study conclusions, recommendations and Suggestions for further research.

Results of the study:

Ultimately, the general results of the current study confirm that:

- a) The quasi-experimental group outperformed the control group in the post-test of the overall listening comprehension test

and its sub-skills.

- b) There would be a statistically significant difference between the mean scores of the quasi- experimental group in the pre and post-test of overall oral fluency skills favoring the post-test.
- c) Story grammar and lesson study are effective in developing EFL listening comprehension and critical writing skills of the first-year secondary stage students.
- d) Story grammar and lesson study have a clear effect on developing the students' self-determination.

CONCLUSION & RECOMMENDATIONS

Programme integrating Story Grammar and Lesson Study was effective in developing secondary school students' EFL listening comprehension and critical writing skills.

It also contributed to enhancing students' self-determination, motivation, autonomy, and active engagement in learning. The integration of both approaches provided students with meaningful opportunities for collaboration, reflection, critical thinking, and language use.

Therefore, the programme can be considered a promising student-centred approach for improving EFL learning outcomes. The study recommends applying and further investigating this integrated approach across different educational contexts...

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