

# INVESTIGATING THE ROLE OF CBCL LISTENING E-MODULE IN FOSTERING 21<sup>ST</sup> CENTURY SKILLS: AN EXPERIMENTAL STUDY

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**Abstract:** This study examines the effectiveness of a Case-Based Collaborative Learning (CBCL) listening e-module in enhancing the 21st-century skills of ELT students, specifically focusing on critical and creative thinking skills. Employing an experimental research design, this study involved 38 participants divided into an experimental group utilizing CBCL e-module and a control group, with an experimental group using the e-module and a control group receiving traditional instruction. Pre- and post-test analyses revealed that the experimental group showed significant improvements in critical and creative thinking compared to the control group. Students' feedback indicated high satisfaction with the e-module's content, multimedia features, and scaffolded learning activities. The findings conclude that the CBCL-based e-module effectively enhances critical and creative thinking skills, demonstrating its potential to innovate teaching practices in ELT. It is recommended that educators incorporate CBCL-based strategies into their instructional design to better equip students with essential 21st-century skills.

**Keywords:** case-based learning; collaborative listening; critical and creative thinking; 21<sup>st</sup> century skills.

## INTRODUCTION

The ability to think critically and creatively has become indispensable for individuals navigating increasingly complex and interconnected global challenges (Lincoln & Kearney, 2019; McBean & Feinberg, 2020). These skills are not merely academic; they are life skills that equip individuals to analyse, evaluate, and generate innovative solutions in real-world scenarios. Further, critical and creative thinking are foundational for success in today's knowledge-driven economy (Hart et al., 2021; Santos Meneses, 2020). For students in English Language Teaching (ELT) programs, mastering these competencies is particularly crucial. ELT students are not only learners but also future educators, tasked with fostering these very skills in their prospective students while effectively addressing language learning challenges. Among the core language skills—listening, speaking,

reading, and writing—listening holds a foundational role (Mickan & Wallace, 2020; Tavella, 2017).

Some experts highlight that listening is the basis for effective communication, enabling learners to build connections between spoken input and other language skills (Leonard, 2019; McLelland, 2017; Thi, 2021; Yurko & Styfanyshyn, 2022). It is not merely the passive reception of words but an active, cognitive process requiring learners to decode, interpret, and infer meaning from spoken texts. As such, listening becomes an intellectual activity that integrates simultaneous processing of sound, meaning, and context, making it integral to overall language acquisition (Egamnazarova & Mukhamedova, 2021; Lantos, 2016; Ngo, 2019).

Despite its importance, the teaching of listening often emphasizes comprehension alone, neglecting opportunities to develop higher-order thinking

skills such as critical and creative thinking. These methods may enhance surface level understanding but fail to promote deeper cognitive engagement or intellectual growth.

Research has consistently shown that traditional listening instruction in ELT often fails to engage students in tasks that promote analytical reasoning or innovative problem-solving. Maulina, et al., (2023) assume that traditional approaches to teach listening often focus on comprehension task, such as identifying main ideas or summarizing content, while neglecting opportunities to cultivate higher-order thinking skills like critical and creative reasoning. Additionally, ELT students frequently struggle with authentic listening materials due to challenges such as varying accents, rapid speech, and idiomatic expressions, further limiting their ability to engage critically or creatively with the content (Krivosheyeva & Shodiyeva, 2020).

Such activities do little to foster deep engagement or intellectual growth. Furthermore, Ma'fiyah, I; Sitoresmi, U; Yulianto (2021) argue that students frequently encounter difficulties with listening materials, including understanding varied accents, interpreting idiomatic expressions, and keeping pace with native speakers' rapid speech. These challenges highlight the urgent need for innovative instructional approaches that not only address listening comprehension but also equip students with critical and creative thinking skills (Choi et al., 2021).

Case-Based Collaborative Learning (CBCL) offers a promising framework to bridge this gap. It emphasizes real-world problem-solving, collaborative learning, and reflective practice, aligning well with the demands of 21st-century education (Krain, 2016; Yin, 2018). By incorporating authentic listening materials, scaffolded activities, and group discussions, this CBCL-based e module transforms passive listening exercises into dynamic and interactive learning experiences. Students are encouraged to analyse cases critically, collaborate with peers, and reflect on their learning, fostering a deeper understanding of language and its practical applications.

However, while CBCL's potential for promoting critical and creative thinking is well-documented in general educational contexts (Hart et al., 2021; Tan, 2019; Wengrowicz et al., 2018), its application in ELT—particularly in listening instruction—remains underexplored. Few studies have examined the integration of CBCL with digital learning materials to address both listening

comprehension and higher-order thinking skills in ELT contexts. .

To address this gap, this study investigates the effectiveness of a CBCL-based listening e-module in fostering critical and creative thinking among ELT students. By using authentic audio materials, interactive multimedia features, and structured learning activities, this study seeks to provide valuable insights of how CBCL-based digital resources can be utilized to meet the dual goals of enhancing listening skills and fostering essential 21<sup>st</sup> century competencies. The findings are expected to contribute to the development of more effective ELT curricula and instructional practices, ultimately equipping students with the tools they need to succeed in a rapidly evolving world.

## **METHOD**

This study employed a quasi-experimental design to evaluate the effectiveness of a case-based collaborative listening e-module to enhance students' critical and creative thinking skills. This involved both experimental and control groups, with pre-tests and post-tests administered to measure the impact of the intervention.

This study was conducted in the second semester of the English Language Education Program during an intermediate listening course. Preparations, including collaboration among researchers, began in February 2024, with the research carried out until September 2024.

The participants included 38 students enrolled in the intermediate listening course, divided equally into an experimental group (19 students) and a control group (19 students). Some lecturers teaching the subject were also involved to provide additional insights. Participants were selected purposively based on their ability to provide credible and valid data for the study.

The research procedure involved multiple phases aimed at refining and evaluating the teaching material. Initially, the material underwent an individual trial with a small group of students to assess its practicality and usability, with revisions made based on their feedback and interviews. Following this, the revised material was tested on a larger scale with a full class to evaluate its effectiveness and practicality.

During this phase, pre-tests and post-tests were administered to measure improvements in students' critical and creative thinking skills, and the feedback collected was analysed to further refine the product. Finally, feasibility testing was conducted using paired t-tests to determine whether the revisions resulted in significant

enhancements in students' critical and creative thinking abilities.

Effectiveness testing was carried out using the quasi-experimental design. The experimental group used the case-based collaborative listening e-module, while the control group received traditional instruction. Pre-tests and post-tests measured improvements in critical and creative thinking skills, enabling a comparative analysis of the e-module's impact.

The data collected in this study comprised both qualitative and quantitative components. Qualitative data included feedback from students and lecturers, while quantitative data consisted of pre-test and post-test scores. To analyse the quantitative data, several statistical tests were employed to ensure the validity and reliability of the results. The Kolmogorov-Smirnov (K-S) test

was used to assess the normality of the data distribution, with the hypothesis that  $H_0$  (data are normally distributed) would be accepted if the significance value (p-value) exceeded  $\alpha = 0.05$ . Both the experimental and control groups showed p-values greater than 0.05, indicating a normal distribution.

The homogeneity of variance was verified using Levene's Test, which confirmed that variances were equal across groups, as the significance value also exceeded  $\alpha = 0.05$ . Finally, paired T-tests were conducted to evaluate the e-module's impact on students' critical and creative thinking skills, revealing significant improvements. According to table 1, the data is normally distributed ( $p > 0.05$ ), thereby confirming the e-module's effectiveness.

Table 1. *Normality test results*

Variable	Groups	Kolmogorov-Smirnov		
		Statistic	df	Sig.
“In a Workplace”	Experimental	.959	19	.559
	Control	.930	19	.176

Table 2. *Homogeneity test results*

Levene Statistic	df1	df2	Sig.
.254	1	36	.617

The primary instrument for this study was a test comprising 11 open-ended questions designed to evaluate critical and creative thinking skills. These questions were crafted to assess various dimensions of CCT, including analysis, interpretation, evaluation, inference, and explanation for critical thinking, and idea generation, concept connection, and solution proposal for creative thinking.

Additionally, documentation and video recordings were utilized as supplementary evidence of the module's implementation, providing qualitative insights into the learning process. The module's quality was considered satisfactory if the quantitative analysis yielded a score above 81%, and the paired t-test indicated significant improvement in critical and creative thinking skills in the experimental group compared to the control group.

Table 3. *Instrument for assessing CCT in intermediate listening*

Critical Thinking	
“in a Workplace”	
1. Analysis	Listen to the provided audio about a workplace conflict. Identify the main issue being discussed and list two contributing factors mentioned by the speaker.
2. Interpretations	In the audio, the speaker uses the phrase “a blessing in disguise.” What does the speaker mean, and how does this relate to the resolution of the problem?
3. Evaluation	Evaluate the argument presented in the audio about remote working. What evidence supports the speaker's opinion, and do you find it convincing? Why or why not?
4. Inference	Based on the speaker's tone and word choice, what can you infer about their attitude towards the challenges of remote work? Provide justification for your answer.
5. Explanation	How does the speaker justify the solution proposed in the audio? Are there any limitations or weaknesses in their explanation?

Creative Thinking	
6. Idea Generation	Imagine you are in the position of the speaker in the audio. Propose two alternative solutions to the problem discussed and explain how these solutions could work better.
7. Concept Connection	Relate the challenges presented in the audio to a similar issue in your local context. How can lessons from the audio be applied to address this local problem?
8. Solution Proposal	Based on the discussion in the audio, design a detailed plan to implement a solution to the problem. Include specific steps and the expected outcomes.
Supplementary Elements	
9. Collaborative Listening and Analysis	In a group, listen to a news report about climate change. Summarize the key points, analyse the main argument, and identify possible biases in the report. Present your findings to the class.
10. Reflective Questions	Reflect on your listening experience. How did the speaker's pace, tone, and use of language influence your understanding of the message? What strategies helped you comprehend the audio better?
11. Creative Visualisation	Create a mind map showing the relationships between the key points in the audio and your proposed solutions. Use symbols and visuals to enhance clarity.

The Listening e-module in this study was designed using CBCL framework, which emphasizes transformative, case-based, collaborative, and observational learning. Previous research has demonstrated that CBCL frameworks are effective in promoting critical and creative thinking by engaging students in active, contextualized, and reflective learning (Poudel, 2020; Wengrowicz et al., 2018). The integration of scaffolded activities, engaging multimedia, and reflective tasks has been shown to stimulate students' higher-order thinking skills (Lincoln & Kearney, 2019; Ma'fiyah et al., 2023).

Content topics were chosen based on relevance to students' experiences, which, as previous studies suggest, can significantly enhance motivation and engagement. Survey results revealed that 54.1% of students found the content relatable and effective in improving listening skills, while 73.8% expressed satisfaction with the content organization and its alignment with learning goals (Ma'fiyah et al., 2023). This finding is consistent with studies by Maulina et al. (2022) which emphasize that relatable and contextually grounded materials foster deeper learning and engagement.

The e-module employed scaffolded learning activities structured into three phases: pre-listening, main activity, and post-listening. The pre-listening phase activated students' prior knowledge, aligning with Choi et al. (2021) who highlighted the importance of preparatory activities for effective learning. The main activity phase provided tasks targeting critical thinking, and post-listening phase emphasized reflection and evaluation, fostering metacognitive skills, as supported by Djaborova (2020). Feedback from students indicated that 52.5% rated the scaffolded

activities as "very satisfying" and 47.5% as "satisfying".

The use of interactive audio and visual components enriched the learning experience by accommodating diverse learning styles. Research by Domínguez Romero & Bobkina (2021) supports the effectiveness of multimedia elements in maintaining student interest and improving comprehension. In this study, 49.2% of students found the multimedia elements highly motivating, and 37.7% described them as motivating. Although a small number of students encountered internet connectivity challenges, the majority valued the flexibility and accessibility offered by the digital materials. Collaborative exercises, particularly Think-Pair and Share sections, were integral to the e-module, encouraging teamwork and critical dialogue. Previous studies have shown that collaborative strategies foster deeper learning and social interaction among students (Rao, 2019). In this study, 52.5% of students agreed that these activities effectively promoted collaboration.

Reflect and Evaluate sections at the end of each unit provided students with opportunities to self-assess their progress, thereby fostering essential metacognitive skills. As highlighted by Ma'fiyah et al. (2023) such reflective practices are crucial for enabling students to identify areas for improvement and promoting greater learning autonomy. The integration of the CBCL framework, scaffolded activities, multimedia elements, and collaborative exercises in the listening e-module effectively addressed students' needs, promoting critical and creative thinking skills. The findings of this study, supported by prior research, highlight the potential of well-designed e-modules to transform listening

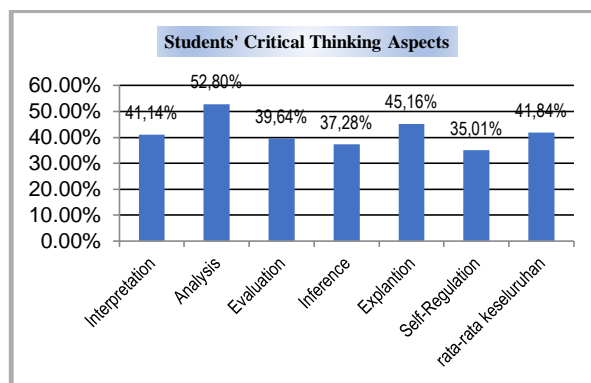
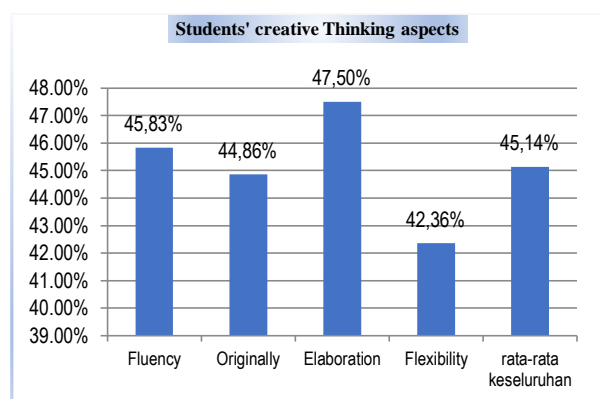
instruction into a dynamic and meaningful learning experience.

### *Its influence on Critical and Creative Thinking (CCT) skills*

The CBCL-based e-modules significantly enhanced students' critical and creative thinking skills, as evidenced by improvements in their performance post-implementation.

#### *Initial CCT levels*

Initial assessments revealed that students began with low levels of critical and creative thinking, with mean scores of 41.84 and 45.14, respectively. These findings underscored the need for targeted interventions to address gaps in critical and creative thinking skills within the context of the listening course, which align with the recommendations of Anderson (2021), advocating for structured, interactive, and contextualized learning approaches to foster critical analysis, creativity, and problem-solving.



Figures 1. *Students' initial critical and creative thinking skills*

### *The effectiveness of CBCL-based materials and students' acceptance*

The implementation of CBCL-based e-modules resulted in notable improvements. A paired t-test analysis of pre-test and post-test scores revealed significant differences, confirming the e-modules' effectiveness in developing students' analytical, interpretive, and evaluative abilities. This outcome aligns with previous research the potential of CBCL-based approaches emphasizing the potential of technology-integrated learning approaches to transform learning experiences and enhance critical thinking and promote active engagement in higher education (Tambunan & Ferdiansyah, 2024).

Table 6. *T-test result*

Variable "in a Workplace"		Levene's Test for t-test for Equality of Means Equality of Variances							95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	.676	.416	-.306	36	.761	-.26316	.85875	-2.00479	1.47848
	Equal variances not assumed			-.306	34.907	.761	-.26316	.85875	-2.00669	1.48037
Post-test	Equal variances assumed	.254	.617	8.214	36	.000	8.31579	1.01239	6.26257	10.36901
	Equal variances not assumed			8.214	34.607	.000	8.31579	1.01239	6.25970	10.37188

Paired t-test analysis (Table 6) was conducted to compare pre-test and post-test scores, aiming to determine whether there was a statistically significant improvement in students' performance after using the CBCL-based e-module. According to the table 6, the p-value of pre-test score was 0.761 (Sig. 2-tailed), which is greater than the significance level of  $\alpha = 0.05$ . This result indicates no significant difference between the experimental and control groups at the beginning of the study, suggesting that both groups were comparable in terms of their baseline critical and creative thinking abilities before the intervention.

In contrast, the post-test results revealed a p-value of 0.000 (Sig. 2-tailed), which is far below the significance level of  $\alpha = 0.05$ . This finding confirms a statistically significant improvement in the performance of the experimental group compared to the control group. The intervention, therefore, had a measurable and positive effect on students who used the CBCL-based e-module. Further evidence of the e-module's effectiveness is demonstrated by the mean difference in post-test scores, which was 8.31579, with a 95% confidence interval ranging from 6.26257 to 10.36901. This range indicates a consistently positive effect of the intervention across the sample. Additionally, the t-value for post-test scores was 8.214, a substantial value that highlights the strong statistical difference between pre- and post-test results. Collectively, these findings underscore the significant impact of the CBCL-based e-module in enhancing students' critical and creative thinking skills.

This study also explored student acceptance of CBCL-based e-modules by analysing satisfaction levels with their components. The findings revealed that most students appreciated the modules' content relevance (73.8%), scaffolded activities (77%), and interactive multimedia elements (49.2%). These results are consistent with prior studies highlighting the importance of well-structured e-learning materials in enhancing student engagement and comprehension (Faravani & Zeraatpishe, 2016).

Feedback from students further emphasized the modules' effectiveness in fostering a deeper understanding of the material and supporting independent learning. Guided questions and reflective tasks were particularly praised for their ability to stimulate critical thinking and maintain engagement, aligning with research by Umam & Fauziah (2022), which identified reflective tasks as pivotal for developing higher-order thinking skills in learning environments. While a small

percentage of students faced challenges related to internet connectivity, this did not significantly impact the overall acceptance of the e-modules. This finding aligns with Hughes-Roberts et al. (2020), who noted that the flexibility and accessibility of e-learning tools could mitigate some technical barriers, enabling broader adoption in diverse learning contexts. Collectively, these results highlight the effectiveness of CBCL-based e-modules not only in enhancing learning outcomes but also in ensuring student satisfaction through thoughtful design and interactive features.

## CONCLUSION

The findings indicate that CBCL-based e-modules are highly effective in improving students' critical and creative thinking skills. These modules were also well-received by students due to their engaging, collaborative, and accessible design. By addressing the specific needs of students and leveraging innovative teaching strategies, these digital materials provide a valuable resource for enhancing learning outcomes. Future efforts should focus on improving internet accessibility to further optimize the learning experience for all students.

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