

ABSTRACT

Algita Dwi Rahmawati (2026): THE USE OF DISCUSSION AS A POST-LISTENING STRATEGY TO FOSTER CRITICAL THINKING: A CASE STUDY IN UNIVERSITY EFL EXTENSIVE LISTENING CLASS

Critical thinking is often treated as a by-product of language instruction rather than a skill that is explicitly and deliberately cultivated, and post-listening activities in EFL classrooms frequently stop at answer-checking rather than engaging students in deeper reasoning. This gap is particularly evident in university EFL listening classes, where post-listening discussion is commonly used but rarely examined for the extent to which it actually promotes analytical and evaluative thinking rather than simple comprehension recall. This study therefore examines how post-listening discussion is implemented as a listening strategy in a university EFL classroom and what critical thinking skills, specifically analysis and evaluation, students demonstrate while engaging in that discussion.

Using a qualitative case study design, this research was conducted in an Extensive Listening course at UIN Sunan Gunung Djati Bandung, involving one lecturer and five students as participants. Data were gathered through classroom observation across two meetings and semi-structured interviews with the lecturer and students, then analyzed qualitatively by identifying recurring patterns in relation to the two research questions and the study's theoretical framework.

The findings show that post-listening discussion was implemented through two complementary modes: peer-centered small-group interaction and lecturer-scaffolded whole-class discussion, with the appropriate mode shaped by task design, learning objectives, and classroom dynamics; the lecturer's strategic questioning, particularly repeated prompts of “why” and “what is the function,” was found to be central in scaffolding students' thinking during this stage. In terms of the critical thinking skills students demonstrated, analysis was evident as students identified supporting details and relationships within the listening material, explained the reasoning behind their answers, and compared their interpretations with those of their classmates, while evaluation emerged as students judged the credibility of competing answers, weighed alternative explanations, and revised their positions when confronted with more convincing evidence from peers.

These findings contribute to the understanding of post-listening discussion not merely as a comprehension check but as an interactional space in which critical thinking is practiced and developed, offering EFL lecturers a concrete, classroom-grounded picture of how questioning and peer interaction can be structured to elicit analysis and evaluation. The study also extends the application of Facione's critical thinking framework to the specific context of post-listening discussion in university EFL listening classrooms, an area that has received comparatively little empirical attention in Indonesian higher education.

Keywords: *critical thinking, post-listening discussion, EFL listening, case study.*