The effectiveness of using an explicit language learning strategy-based instruction in developing secondary school students' EFL listening comprehension skills

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Abstract

The present study aimed at exploring the effectiveness of using explicit language learning strategy-based instruction in developing secondary school students' EFL listening comprehension skills. It was hypothesized that using explicit strategy-based instruction would develop students' EFL listening comprehension skill and its sub-skills. The sub-skills were identified according to students' text-book, teacher's guide, and Ministry of Education Directives for secondary school teachers (2010-2011). An EFL listening comprehension test was used for measuring students' development in listening comprehension. The subjects of the study were randomly drawn from two classes at El-Shimaa Secondary School for girls, Benha, Qalyoubiya Governorate, Egypt. The experiment lasted for five weeks at a rate of three sessions a week (90 minutes each). The strategy instruction used in the present research study was the Cognitive Academic Language Learning Approach or CALLA. The sessions included listening comprehension activities followed the five phases of the CALLA approach. Findings of the study were statistically dealt with the Statistical Package for the Social Science software (SPSS) version 17. T-value, mean scores, standard deviation, and degree of freedom were calculated. It was found out that the experimental group achieved more gains in their EFL listening comprehension skill and each sub-skill due to using the explicit language learning strategy instruction.
Keywords: *Strategy-based instruction, Listening comprehension skills, EFL, Listening comprehension strategies, and CALLA.*

Introduction

Learning strategy instruction is "a cognitive approach to teaching that helps students to learn conscious processes and techniques that

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facilitate the comprehension, acquisition, and retention of new skills and concepts*" (O'Malley & Chamot, 1990, p. 96).* Learning strategies instruction improves students' acquisition of a foreign language. It helps them building a repertoire of strategies. In addition, students not only acquire new strategies, but they also discover how and when to apply them. Learning strategy instruction increases their ability to use strategies effectively and to match them appropriately with tasks. The goal of learning strategies instruction is for students to become independent learners with the ability to use strategies aptly in a variety of contexts. This is because effective learners should have a repertoire of strategies, the skill of selecting appropriately from them, and the orientation to learn more. *(Watkins, Carnell, Lodge, Wanger, & Whalley, 2000, p. 37)*

A number of factors has contributed to recent interest in strategy instruction:

(1) The greatest emphasize on learners and learning rather than on teachers and teaching.

(2) The concern of researchers dealing with the area of foreign language learning on how learners process new information and what kinds of strategies they employ to understand, learn, or remember information.

(3) The apparent relationship between learner autonomy and learning strategies, the teach ability of learning strategies.

(4) The necessity of providing unsuccessful students with a wide repertoire of strategies in order to become successful learners.

(5) The possibility of increasing students' motivation and range of strategies through explicit instruction in learning strategies The recent development in attribution theory which suggests that learners may attribute their success to their sense of control over their learning process.

(6) The impossibility of teaching all learners in the same manner because of differences in learning styles.

(7) The necessity of helping students learns how to learn

(Grenfell & Harris, 1999, p. 84; Harris & Gasper, 2001, pp. 15-18; Hismanolgu, 2000, p. 1).

Thereby, instruction in learning strategies enables learners to learn how to learn more effectively; give them the tools and confidence to tackle their learning independently, and give them the sense of content so

that they are not constantly reliant on the teacher *(Macaro, 2002, p. 272).* Learning strategies are the primary tools, students use to meet their learning goals. They help them generate meaning, monitor their own learning progress, and store new information in ways that facilitate future recall and application *(Weinstein, Tombelin, Julie, & Kim, 2004, p. 288).* Thus they can be described as a mental tool kit for dealing with language learning tasks *(Allison & Harklau, 2010, p. 138).*

The value of learning strategy training has been widely recognized among education researchers. Extensive investigations has shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learners' language use. The benefits of supporting language learners in being more strategic learners and users of a second or foreign language have been firmly established (See for example, *Abu-Radwan, 2011, p. 115; Cohen, 2003a, p. 1, 2008, p. 45; Oxford, 2001, pp. 166-172; Goh, 2008, p. 188*; *Harris, 2003, p. 2; Wakamoto, 2009, p. 29).*

Accordingly, most successful students use a greater variety of strategies and use them in ways appropriate to the language learning task. Less successful learners not only have fewer strategy types in their repertoire but also use strategies that are inappropriate to the task. They often use the same strategies over and over again and do not make significant progress in their task. They do not recognize that the strategies they are using are not helping them to accomplish their goals. These less successful learners seem to be unaware of the appropriate strategies to a particular language task *(Anderson, 2005, P. 757; Chamot & El-Dinary, 2000, p. 1; Harris & Gasper, 2001, P. 15; Kumaravadivelu , 2001, P. 137).*

Advocates of strategy instruction for learners would posit that if learners have a well-functioning strategy repertoire then this set of strategies will enhance the learning of an l2 *(Kinoshita, 2003, p. 1).* Besides, strategies play an important role in giving learners a sense of control and changing their perceptions of themselves. (*Cohen, 2007, pp. 57-71).* If learners have a well-functioning repertoire, then these strategies will facilitate the language learning process by promoting successful and efficient completion of language learning tasks, as well as, by allowing learners to develop their own individualized approach to learning (*Cohen, 2008, p. 280; Harris & Gasper, 2001, pp. 15-16).*

Due to the importance of language learning strategies, it is necessary to train learners on the effective use of these strategies. Learners have to know the meaning of language learning strategies and

the classification of these strategies and when, why, how and where to use them appropriately.

A scheme of language strategies

Strategies have been classified in different ways. The following are some of the more common approaches to strategy descriptions. One basic distinction is between language learning strategies (i.e., learning language material for the first time) vs. language use strategies (i.e., using the material that has already been learned). In contrast to language learning strategies, language use strategies are seen to come into play once the language material is already accessible. Whereas language learning strategies would be used with an explicit goal of improving learners' knowledge of a given language, language use strategies have their focus primarily on helping students utilize whatever amount of language they have already learned. Thus the purpose of strategy use is to improve performance in the learning and use of one's second or foreign language *(Anderson, 2005, p. 757; Cohen, 2002b, p. 51)*.

Strategies can be classified by skill area. This classification includes the receptive skills of listening and reading and the productive skills of speaking and writing. There are also skill-related strategies that cut across all four skill areas, such as vocabulary learning. Also grammar strategies cut across all four skills, since they may play a role in how learners listen or read as well as in the production of spoken or written language. There are more ways of classifying strategies such as "good/poor strategy" and direct/ indirect strategies. Unlike poor/ inappropriate strategies, good strategies are appropriate strategies for a given learner at a particular instant on a given task, given the manner in which the learner is using the strategies. In addition, where direct strategies are intended to refer to those involving direct use of language and indirect strategies refer to strategies such as metacognitive or affective strategies *(Anderson, 2005, p. 760).*

Another classification of strategies is by purpose in which strategies are classified as cognitive, metacognitive, and social/affective strategies. Thus language learning strategies repertoire includes cognitive strategies for memorizing and manipulating target language structures; metacognitive strategies for managing and supervising their strategy use; affective strategies for gauging their emotional reactions to learning and lower anxieties; and social strategies for enhancing learning: such as cooperating with other learners and seeking opportunities to interact with
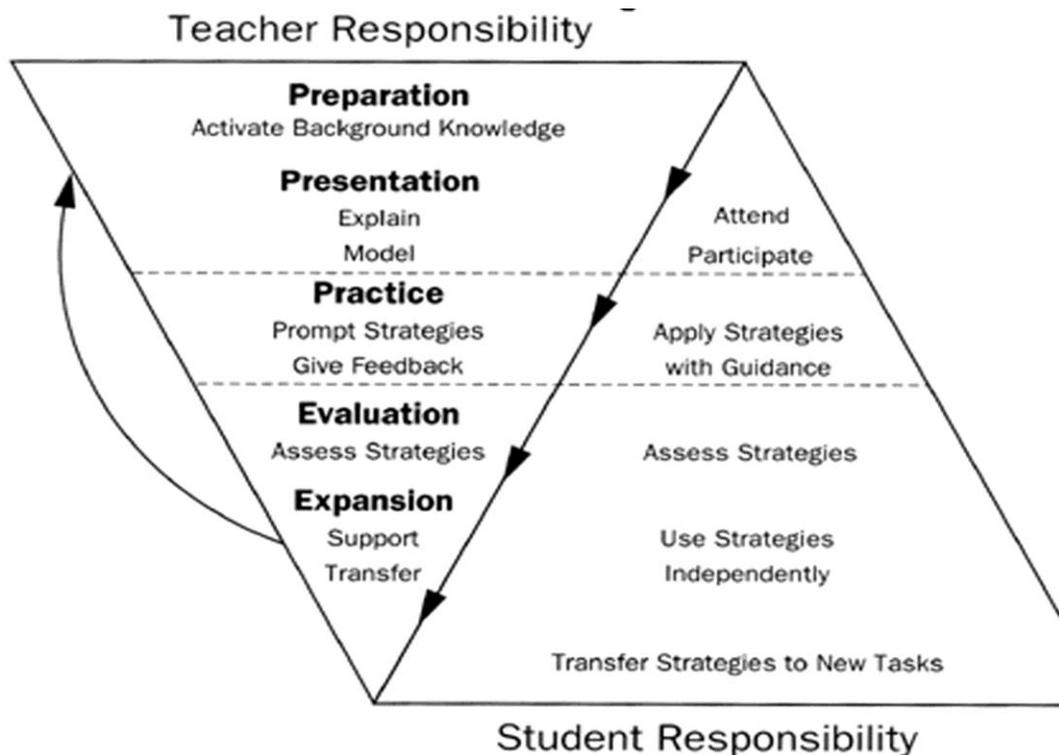
native speakers. *(Cohen, 2008, p. 46; Fernande, 2008, p. 42; O'Malley & Chamot, 1990, p. 196).*

Guidelines for strategy instruction

Cohen (2008, p. 49); Grenfell and Harris (1999, pp. 98-107) & Harris and Gaspar (2001, pp. 21-23) provided a summary of strategy instruction guidelines:

1- Introduce the purpose of strategy instruction explicitly to the learners.
2- Integrate strategy instruction with regular coursework.
3- Select material that is neither too easy nor too difficult.
4- Teach strategies that are most effective with language skills to be practiced.
5- Focus on one skill area (e.g. memorizing words) because within each skill, there is a complex range of strategies.
6- Start instruction with a discussion of what it is like to (read, write, listen or speak) in one's native language.
7- Raise awareness of the strategies learners are already using.
8- Teach strategies to beginning level as well as to more advanced students.
9- Do not try to teach many strategies at the same time. Keep it simple.
10- Model the strategies for students by think aloud about your own mental strategies.
11- Provide multiple practice opportunities to help learners move towards autonomous use of the strategies through gradual withdrawal of the teacher scaffolding.
12- Make the instruction explicit. Mention the strategies by name. Give the strategies names in the target language.
13- Practice the strategies throughout the school year.
14- Get learners to monitor and evaluate the effectiveness of the strategies used and their efforts to transfer these strategies to new tasks.

An example of strategy-based approaches is the CALLA approach that was developed by O'Malley and Chamot. CALLA is based on the Cognitive learning theory and focuses on explicit language learning-strategy instruction. CALLA has five phases in which teachers combine the three components of content, language, and learning strategies. It includes an instructional design sequence to assist teachers incorporate CALLA's components and principles in their planning instruction and assessment. The CALLA instructional design is task-based and includes

Teacher Responsibility

Preparation
Activate Background Knowledge

Presentation
Explain   Attend
Model   Participate

Practice
Prompt Strategies   Apply Strategies
Give Feedback   with Guidance

Evaluation
Assess Strategies   Assess Strategies

Expansion
Support   Use Strategies
Transfer   Independently

Transfer Strategies to New Tasks

Student Responsibility

both teacher-directed and learner-centered activities *(Chamot, 2007, p. 320).* For teacher and students responsibility in CALLA see figure (1)

Figure 1. **framework for strategies instruction**

Adapted from (Chamot , Barnhardt, , El-Dinary, & Robbins 1999, p. 36)

The instructional sequence designed for CALLA provides a five-stage cycle for introducing, teaching, practicing, evaluating, and applying language learning strategies. The five stages of the CALLA instructional sequence are not always followed in strict sequence bur are often recursive *(Chamot, 2001, p. 2). O'Malley & Chamot (1990, p .158)* introduced a scope and sequence framework for learning strategy instruction that should be adopted by CALLA's teachers (see: Table 1)

Table 1
The five phases of the CALLA approach along with the aim of each phase and its corresponding steps.

Stage	Aim	Seps
Preparation	Develop student awareness of different strategies through:	1-small group retrospective interviews about school tasks 2-modeling think-aloud, then having students think aloud in small groups. 3-discussion of interviews and think-aloud.
Presentation	Develop student knowledge about strategies by:	1-providing rational for strategy use. 2-describing and naming strategy. 3-modeling strategy.
Practice	Develop student skills in using strategies for academic learning through:	1-cooperative learning tasks. 2-think-louds while problem solving. 3-peer tutoring in academic tasks. 4-group discussions.
Evaluation	Develop student ability to evaluate own strategy use through:	1-writing strategies used immediately after task. 2-discussing strategy use in class. 3-keeping dialogue journals (with teacher) on strategy use.
Expansion	Develop transfer of strategies to new tasks by:	1-additional practice on similar academic tasks. 2-assignments to use learning strategies on tasks related to cultural backgrounds of students.

*Adapted from **O'Malley & Chamot (1990, p. 158)***

A number of studies investigated the application of the CALLA approach in EFL classes such as*: Rasekh & Ranjbary (2003), Al-Hriree (2004), Olson and Land (2007), Coskun (2010), Jurkovič (2010), and Takallou (2011). Rasekh & Ranjbary (2003)* investigated the effect of metacognitive strategy training through the use of explicit strategy instruction on the development of lexical knowledge of EFL students. The training model used was based on the framework for direct language learning strategies instruction proposed by Chamot and O'Malley. The findings of the study showed that explicit metacognitive strategy training has a significant positive effect on the vocabulary learning of EFL students

Al-Hriree (2004) aimed at developing some listening comprehension skills for first year secondary school students through the use of some metacognitive strategies. The experimental group received training through a program to teach metacognitive strategies through the strategy based approach and the Cognitive Academic Language Learning Approach (CALLA). The study proved the effectiveness of using metacognitive strategies in developing students listening comprehension skills.

The purpose of *Olson and Land's study (2007)* was to assess the impact of CALLA approach on the reading and writing abilities of English language learners secondary schools. Students receiving cognitive strategies instruction significantly out-gained peers on holistically scored assessments of academic writing for seven consecutive years. Teachers and students were exposed to an extensive set of cognitive strategies and a wide array of curricular approaches to strategy use (comprehensiveness) in a manner designed to cultivate deep knowledge and application of those strategies in reading and writing (density) over an extended period of time (duration). Findings indicated the efficacy of using the CALLA approach with English language learners.

Coskun (2010) investigated the effect of metacognitive listening strategy training on the listening performance of a group of beginner preparatory school students at a university in Turkey. The CALLA approach strategy phases were applied for the metacognitive listening strategy training. It was concluded that the CALLA approach five phases had a positive impact on the listening performance of EFL students.

Jurkovič (2010) explored the effect of an explicit language learning strategy instruction-based on the CALLA approach five phases- on the development of English as a foreign language within higher education students. The findings showed that explicit language learning strategy instruction did not yield a statistically significant effect on language progress.

Takallou (2011) examined the effect of metacognitive (planning & self-monitoring) strategy instruction-based on the CALLA approach on EFL learners' reading comprehension performance (on authentic and inauthentic texts) and their metacognitive awareness. The findings showed that experimental groups' awareness to metacognitive strategies and their reading comprehension performance significantly increased after instruction

CALLA has been used to improve learners' English language through teaching the students the effective use of language learning strategies. Previous studies proved the effectiveness of this approach with EFL learners. The purpose of the present study is to explore the effectiveness of strategy instruction-based on the CALLA approach in developing EFL students' listening comprehension.

Context of the problem

Although listening is necessary for fostering language learning, there is little emphasis on teaching listening comprehension skills in secondary schools. This lack of instruction causes deficiency in students' listening comprehension skills. In addition, both teachers and students are exam-oriented and since exams are in the form of pencil and paper, some teachers completely neglect teaching listening comprehensions skills. Other times teachers change listening comprehension tasks into reading passages by reading the transcript orally to the students or by giving them a written copy to read and answer questions ***(Abdel-Hafez, 2006; Abo-Hadid, 2000; Abu-Essa, 2005; Al-Hriree, 2004 ; Hamed, 2003; Mekheimer, 2001; Radwan, 2010; Soliman, 2008).***

Another problem that may hinder students' ability to comprehend listening materials is students' low level of awareness in listening strategies as well as the neglect in teaching students strategies for effective listening. Therefore, it is important to teach listening strategies along with linguistic features**.** Besides, less successful language learners can be taught new strategies, thus helping them become better language

learners *(Abdel-Hafez, 2006, p. 3; Abo-Hadid, 2000, p. 2; Chamot, 2005, p. 135; Ling-hui, 2007, p. 65; Vandergrift, 2004, p. 4; Wen-sheng, 2007, pp. 73-74)*.

A number of studies, which pinpoints the importance of listening comprehension skills, calls for training students on how to listen by making them aware of the appropriate strategies used before , during and after listening and training students on how to use them (e.g. *Imhof , 2000*; *Mekheimer, 2001; Hamed, 2003;* **Al-Hriree, 2004; Abu Essa, 2005** *; Goh & Taib, 2006; Tuncer & Altunay, 2006; Paquette, Fello & Jalongo, 2007).*

Statement of the problem

There is a lack in EFL listening comprehension skills among first year secondary school students. Moreover, it is recommended by previous studies that instruction in listening comprehension strategies help enhancing students' listening comprehension skills.
(Abo-Hadid, 2000; Al-Hriree, 2004; Hamed, 2003; Radwan, 2010; Soliman, 2008)

Hence, this study was an attempt to develop students EFL listening comprehension skills via applying a strategy-based instruction based on the Cognitive Academic Language Learning Approach which highlights the importance of teaching language learning strategies.

Therefore, the present study attempted to answer the following questions:

1. What are the principles of the language strategy-based instruction used for the present study?
2. What is the effectiveness of the language strategy-based instruction used for the present study in developing first year secondary school students' EFL listening comprehension skills?

Objective of the study

The present study aimed at developing EFL listening comprehension skills through using a strategy-based instruction based on the CALLA approach.

Sample of the study

The sample of the present study consisted of 80 first year secondary school female students. They were drawn from first year

secondary school students at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, Egypt.

Limitations of the study
This study was limited to:

    a) Some first year secondary school students

    b) Female students at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, according to the permission given by the security office at Benha Education Directorate.

    c) Some EFL listening comprehension skills required for fist year secondary school students in the light of Ministry of Education Directives for secondary school teachers and teachers' guide of first year secondary schools.

Tool of the study
An EFL listening comprehension test that was developed and conducted by the present study researcher. (See Appendix A)

Description of the test
The test consisted of 10 questions in five parts to measure five EFL listening comprehension sub-skills divided as indicated in table (2)

Table 2
Description of the EFL listening comprehension test

part	question	objectives	Total Score
One	A	Measuring students' ability to:	10
Two	B	Listen for specific information	
Two	A	Measuring students' ability to: Listen for making inference	10
Three	C		
Three	A	Measuring students' ability to: listen for detailed information	10
	B		
Four	A	Measuring students' ability to:	10
	B	Listen for prediction	

Five		Measuring students' ability to:	10
		listen for gist	
One	B		

Scoring system

The total score of the test was 50. It was assigned as follows: one score for each correct answer, zero for incorrect or left questions. However part 4 was assigned 1.25 for each picture. The scoring system was determined in that way in order to assign 10 marks for each of the five EFL listening comprehension sub-skill.

Sources of the test

To develop the EFL listening comprehension test, activities were adapted, with some additional questions, from students' textbook Hello 6, (1999) by Don Dallas and Helena Gomm, and from two additonal books by Jack C. Richards (2005) and Jack C. Richards, Jonathan Hull, and Susan Proctor (2005)

Hypotheses of the study

1. There are statistically significant differences between the means of the experimental group and those of the control group students in the overall EFL listening comprehension skill in favour of the former.
2. There are statistically significant differences between the means of the experimental group and those of the control group students in EFL listening comprehension sub-skills in favour of the former.

Procedures of the study:

To answer the questions of the study, the present study followed the following procedures:

1. Determining the principles of the strategy-based instruction that based on Cognitive Academic Language Learning Approach (CALLA) through:

   a) Reviewing literature and studies related to both the CALLA approach and listening comprehension skills and strategies.
   a) Identifying the procedures followed during the implementation of the CALLA approach

b) Preparing a teacher's guide for first year secondary school teachers.
c) Submitting the teacher's guide to a jury to verify its validity.
d) Modifying and setting the teacher's guide in its final form according to their suggestions.

2. Identifying the effectiveness of using a strategy-based instruction based on the CALLA approach in developing first year secondary school students' listening comprehension skills through:

   a. Assigning a sample of first year secondary school students randomly into two groups: the experimental and the control group.
   b. Administering the EFL listening comprehension test.
   c. Teaching the experimental group using the strategy-based instruction based on the CALLA approach.
   d. Applying the post assessment on the study sample.

3. Interpreting the findings of the study.
4. Introducing the suggestions and recommendations of the study.

Terms of the study:

Listening comprehension

According to ***Vandergrift (1999, p. 168),*** listening comprehension is "a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance". Thus, listening comprehension involves a great deal of mental activity on the part of the listener. Vandergrift's definition indicates that listening comprehension involves bottom-up and top-down processing of incoming speech.

For ***Rost (2005, p. 503)*** listening comprehension encompasses receptive, constructive, and interpretive aspects of cognition. Therefore, listening comprehension is "a complex cognitive process that allows a person to understand spoken language".

Further, ***Caldwell (2008)*** asserted that comprehension is an unobservable process which is extremely complicated and multifaceted

entity. So, he defined listening comprehension as "the process of simultaneously extracting and constructing meaning through interaction with oral language" (p.4)

Based on the above definitions, the present study researcher defined listening comprehension as "a complex process in which listeners have the ability to use information in the oral text or spoken language to guess meaning of new items; predict outcomes; understand and construct meaning; find the specific facts, information or ideas; and determine the central thought or ideas represented in the text".

CALLA

The Cognitive Academic Language Learning Approach (CALLA) is an instructional approach for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks (***Chamot & Robbins, 2006, p. 6)***

The present study researcher defined CALLA as an instructional approach that incorporates learning strategy instruction presented through five phases (preparation, presentation, practice, evaluation, and expansion) for helping students learn conscious processes for facilitate the acquisition of new skills

Sources of the test

To develop the EFL listening comprehension test, activities were adapted, with some additional questions, from students' textbook Hello 6, (1999) by Don Dallas and Helena Gomm, and from two additonal books by Jack C. Richards (2005) and Jack C. Richards, Jonathan Hull, and Susan Proctor (2005)

Findings of the study

To test the first hypothesis, T-test was used to analyze the differences between the means of the experimental group and the control group students on the EFL listening comprehension test in the post-assessment. Findings are shown in Table (3)

Table 3

Findings of T-test between the means of the experimental group and control group students on the overall EFL listening comprehension skills.

Groups	N	Means	S.D	T-value	DF	Sig*.
Experimental	40	35.71	5.33	16.62	78	0.01
Control	40	15.75	5.40			

*P < 0.01

From the previous table, it is obvious that the mean of the experimental group students (35.71) is higher than that of the control group (15.75) where T-value is 16.62 which is significant a 0.01.

To test the second hypothesis, T-test was used to analyze the differences between the means of the experimental group and the control group students on the EFL listening comprehension test in the post-assessment of each listening comprehension sub-skill. Findings are shown in Table (4)

Table 4

Findings of T-test between the means of the experimental group and the control group students' post-assessment of each EFL listening comprehension sub-skill.

Listening comprehension sub-skills	Experimental group		Control group		T-value	DF	Sig.*
	mean	S.D	Mean	S.D			
1- Listening for detailed information.	7.05	1.97	3.77	2.01	7.33	78	0.01
2- Listening for specific information.	9.00	1.51	4.12	1.77	13.21	78	0.01
3- Listening for prediction	4.93	2.07	2.02	1.87	6.58	78	0.01
4- Listening for gist	8.22	2.39	3.17	1.64	11.00	78	0.01

| 5- | Listening for making inferences. | 6.42 | 2.03 | 2.65 | 1.57 | 9.26 | 78 | 0.01 |

*P < 0.01

Findings of Table (4) indicate the following:

1) The mean of the experimental group students (7.05) is higher in "listening for detailed information" than that of the control group (3.77), where T-value is 7.33 which is significant at 0.01.
2) The mean of the experimental group students (9.00) is higher in "listening for specific information" than that of the control group (4.12), where T-value is 13.2 which is significant at 0.01.
3) The mean of the experimental group students (4.93) is higher in "listening for prediction" than that of the control group (2.02), where T-value is 6.85 which is significant at 0.01.
4) The mean of the experimental group students (8.22) is higher in "listening for gist" than that of the control group 3.17, where T-value is 11.00 which is significant at 0.01.
5) The mean of the experimental group students (6.42) is higher in "listening for making inferences" than that of the control group (2.65), where T-value is 9.26 which is significant at 0.01.

The total effect size of the explicit language learning strategy-based instruction

To calculate the total effect size of the strategy-based instruction which is based on the CALLA approach on developing students' EFL listening comprehension skills, the following formula was used:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

η^2 is the total effect size of the program.
t is the value of t-test.
df is the degree of freedom.
(Abou-Hatab & Sadek, 2010, p. 441)

Abou-Hatab & Sadek (2010, p. 441) suggested a base for evaluating the effect size of the independent variable as follows:
(a) The effect is low when η^2 equals about 1%.

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(b) The effect is moderate when η^2 equals about 6%.
(c) The effect is high when η^2 equals about 15% or more.

        The total effect size of the explicit language learning strategy-based instruction (η^2 value) for students' overall EFL listening comprehension skills and each sub-skill was calculated as presented in the following table.

Table 5
The Total Effect Size of the Explicit Language Learning Strategy-based Instruction (η2 value) for Students' Overall EFL Listening Comprehension Skills and each Sub-skill.

	Sub-skills	T-value	DF	η^2	%
EFL listening comprehension skills	1- Listening for detailed information	7.33	78	40	40
	2- Listening for specific information	13.21	78	69	69
	3- Listening for prediction	6.58	78	35	35
	4- Listening for gist	11.00	78	60	60
	5- Listening for making inferences.	9.26	78	52	52
Overall EFL listening comprehension skills		16.62	78	77	77

        From findings of Table (5), it is obvious that the explicit language learning strategy-based instruction is highly effective in enhancing the experimental group students' overall EFL listening comprehension skills %77. It is also clear that this instruction developed listening comprehension sub-skills in different percentages: (1) Listening for detailed information 40%, (2) Listening for specific information 69 %, (3) Listening for prediction 35%, (4) Listening for gist 60 %, and (5) Listening for making inferences 52%.

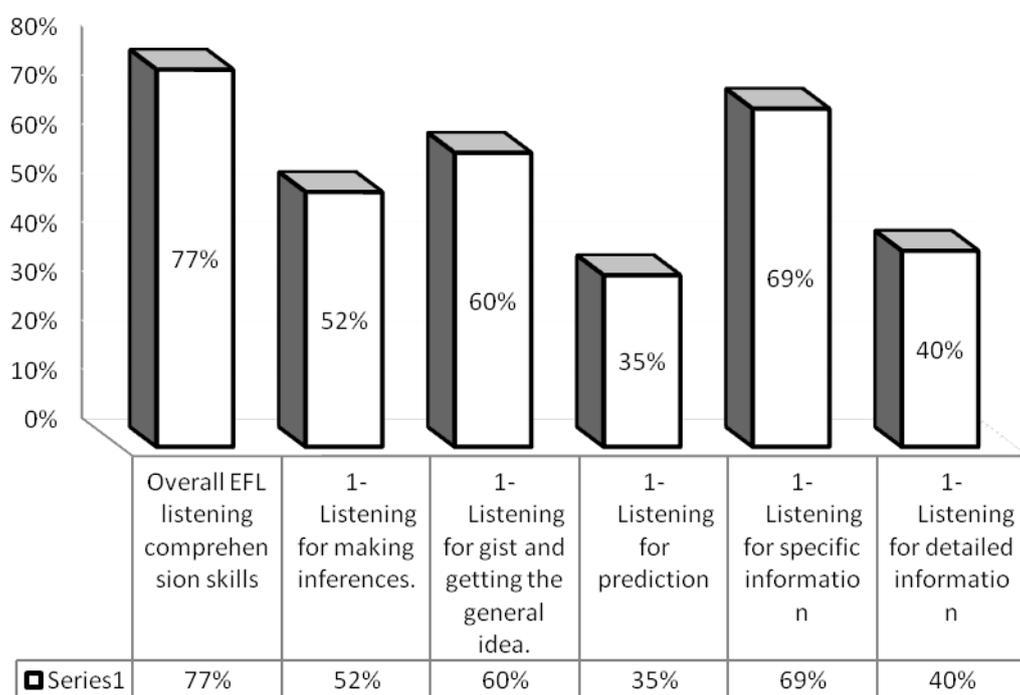Figure (2) shows the (η^2 value) of overall EFL listening comprehension skills and each sub-skill.

Figure 2. The (η^2 value) of overall EFL listening comprehension skills and each sub-skill.

Discussion of findings

EFL listening comprehension skills

The overall EFL listening comprehension skills
skills

Findings of the present study revealed that there are significant differences between the means of the experimental group and the control group students in the post-assessment of EFL listening comprehension, in favour of the former.

Figure (3) shows the means of the experimental group and the control group in the post-assessment of overall listening comprehension skills.
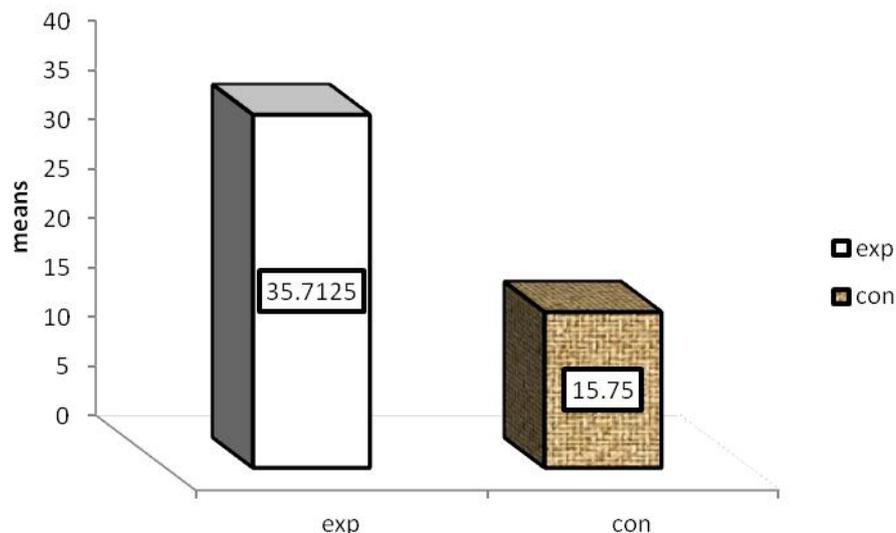
Figure 3. The means of the experimental group and the control group students in the post-assessment of the overall EFL listening comprehension skills.

T-test analysis of data from the EFL listening comprehension test revealed that there were significant differences at the level 0.01 between the means of the experimental group and the control group in the post-assessment of overall listening comprehension skills, in favour of the former. Therefore, it could be concluded that the experimental group students performed much better than those of the control group in the overall listening comprehension skills.

At the beginning of the treatment, experimental group students did not realize the value of EFL listening comprehension skills. From their comments, it appeared that they were exam-oriented. They felt that listening comprehension was not important because there was no test for it. They used to study reading comprehension, writing, vocabulary, grammar, and translation.

The present study researcher tried to draw their attention to the importance of listening comprehension and how it leads to improvement in their speaking skill which is also necessary for success in most universities and work fields. In the first session, there was a discussion with the class on the importance of EFL listening comprehension skills and methods for developing them. Students were also told that using listening comprehension strategies could help them in understanding auditory texts and answering listening comprehension questions.

The purpose of the study was mainly to develop students' knowledge and use of listening comprehension strategies in order to be able to use listening comprehension strategies flexibly to answer any listening comprehension task. This purpose was also sought by other researchers such as *Goh (2000) and Kohler (2002).*

Developing students' EFL listening comprehension skills might be attributed to using the explicit language learning strategy-based instruction that is based on the CALLA approach. All listening tasks were represented through the five phases of CALLA, in a method that incorporated listening comprehension strategies. Using listening comprehension strategies improved students' understanding of listening comprehension tasks. Thus, it could be concluded that if learners have a well-functioning strategy repertoire, then this set of strategies will enhance the learning and acquisition of a foreign language. This conclusion is consistence with that of *Al-Hriree (2004) & Carrier (2003).*

The strategies taught were classified as cognitive, metacognitive, and social/affective. Therefore, all the sessions of the treatment included forms of these strategies. The strategies were taught to the students in order to use them prior to listening, during listening, and after listening. Each session aimed at enabling the students to know when, how and why to use appropriate listening comprehension strategies so as to tackle listening comprehension tasks. The importance of developing students' listening comprehension strategy knowledge was pinpointed by the studies of *Liu & Goh (2006), Mareschal (2002), and Vandergrift (2003b).*

Besides, the sessions of the treatment represented a variety of listening comprehension activities that aimed at developing students' EFL listening comprehension skills. Some of these activities were done individually; others were done in pairs or in groups. Examples of these activities are the following: (a) listen and choose the answer, (b) listen and complete, (c) listen and take notes, (d) listen and number, (e) listen and check the answer, (f) listen and correct, (g) listen and match, and (h) listen and compare.

Moreover, in each session there were tasks for activating students' background knowledge for listening. The preparation phase of each session included pre-listening activities to develop students' awareness of content schemata, lexical knowledge and appropriate listening comprehension strategies for the coming listening tasks. For example,

task (1) in session (2) aimed at activating students' prior knowledge of the characters there were going to hear about in listening tasks of unit (1). Task (1) in session (3) aimed at activating students' schemata about some of the words they were going to listen to in tasks (2 & 3). Task (1) in session (5) aimed at activating students' prior knowledge about the appropriate listening comprehension strategies used for the listening tasks of that session. The importance of providing background knowledge about listening topics and vocabulary was proven to be effective by the results of *Chang & Read (2006)*

In addition, the present study researcher modeled to the students how to use EFL listening comprehension strategies in understanding and answering listening comprehension tasks. Teacher-modeling is fundamentally needed in strategy instruction since most strategies are hard to understand if they are new to the learner. Modeling strategies by an expert was suggested by methodologists such as: *Harris & Gaspar (2001, p. 22) & Macaro (2002, p. 187)*

Thereby, the purpose of listening comprehension strategy instruction in the CALLA approach was to help the students became aware of their own metacognition, cognitive, and social/affective strategies to help them became better listeners in EFL. Thus, it may be concluded that using the explicit language learning strategy-based instruction which employed the principles and phases of the CALLA approach developed the experimental group students' EFL listening comprehension skills.

EFL listening comprehension sub-skills

The findings of the present study revealed that there were significant differences between the means of the experimental group and the control group students in the post-assessment of each EFL listening comprehension sub-skill, in favour of the former. Figures (4, 5, 6, 7, and 8) show the means of the experimental and the control group students in the post-assessment of each listening comprehension sub-skill.
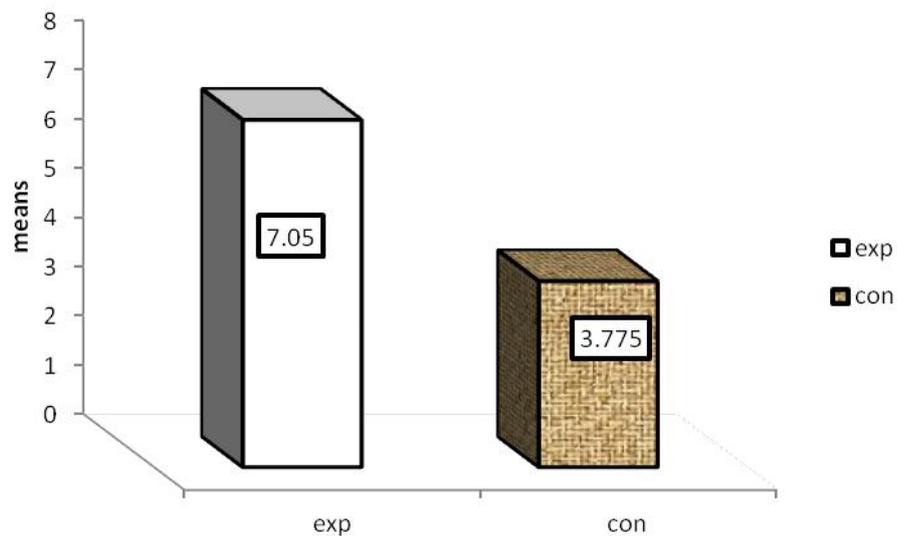
(1) listening for detailed information

Figure 4. The means of the experimental and the control group students in the post-assessment of listening for detailed information

T-test analysis of data from the EFL listening comprehension test revealed that there were significant differences at the level of 0.01 between the means of the experimental and the control group students' scores in the post-assessment of " listening for detailed information" in favour of the former.

Listening for detailed information is one of the EFL listening comprehension sub-skills *(Brown & Smith, 2007, p. x).* This sub-skill implies students' ability to understand and construct meaning from detailed information stated in auditory texts. This sub-skill was taught to the experimental group students in most of the sessions. For example, there were activities that enhanced the development of listening for detailed information in sessions (2, 3, 6,7,11, 12, &13). These activities were done individually or in groups.

Students were also taught how to use note-taking, elaboration, and auditory representation strategies that aided them in remembering detailed information. Use of listening strategies in order to comprehend listening texts was proposed by *Field (2000, p. 189)* and *White, (2006, p. 128).*Tasks such listen and complete, listen and choose the answer, listen and select the second half of a sentence from different possibilities, and listen and choose true or false were examples of tasks used to teach and assess students' ability to listen for detailed information. These types of tasks was suggested by *Harper, Smith & Beaven (2005, p. 87)* .This sub-skill was assessed in the EFL listening comprehension test. The

experimental group got higher scores than the control group in the post-assessment of this sub-skill. Thus, the experimental group students' development in "listening for detailed information" might be attributed to the treatment which utilized the CALLA approach. This may be because this sub-skill was taught according to the five phases of the CALLA approach. This finding was also reached by *Al-Hriree (2004).*
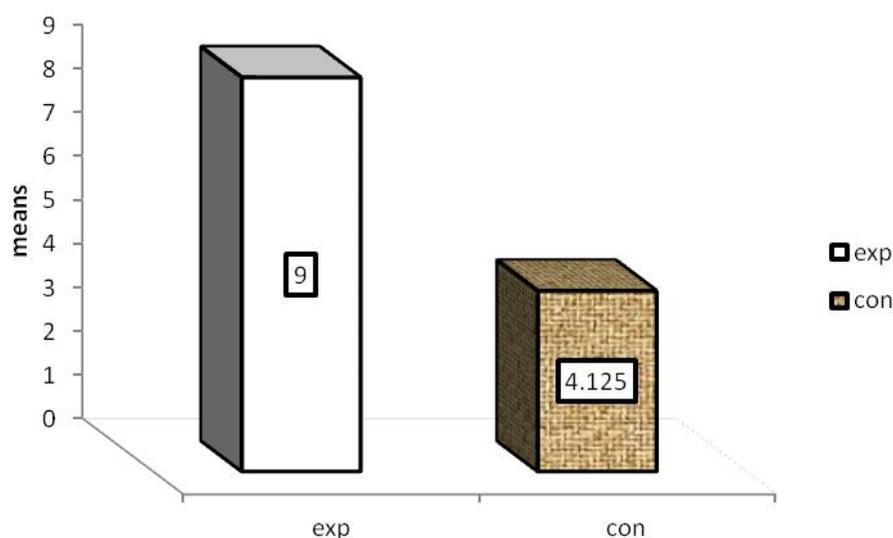
(2) Listening for specific information

Figure 5. The means of the experimental group and the control group students in the post-assessment of listening for specific information

T-test analysis of data from the EFL listening comprehension test indicated that there were significant differences at the level of 0.01 between the means of the experimental and the control group students' scores in the post-assessment of "listening for specific information" in favour of the former.

Listening for specific information is one of the EFL listening comprehension sub-skills. This sub-skill refers to students' ability to find out the specific facts or ideas stated directly in the text. This sub-skill was reinforced during most of the sessions (e.g. sessions no. 3, 5, 7, 8, 9, 10). Students were taught listening comprehension strategies that helped them to find specific information or ideas stated in listening auditory texts. Examples of these strategies are (1) advance-organization, to be prepared for the listening task, (2) elaboration strategy to help them use the prior knowledge to remember specific new information stated in the listening text, and (3) auditory representation to help them recall specific information.

Students were also encouraged to use self-talk, and co-operation strategies in order to reduce their anxiety towards listening for specific information. These socio/ affective strategies were important because the students felt that finding specific information was difficult for them. They commented that they could get a general idea during listening to EFL listening text, but concentrating on specific information was hard. Accordingly, the researcher modeled these important strategies by using think-aloud protocol. Teaching these listening comprehension strategies were done through the strategy-based instruction that includes the five phases of the CALLA approach. Tasks such as listen and choose the right answer, listen and match, listen and complete were used to teach and test students' ability to listen for specific information. Students used listening comprehension strategies to answer tasks on listening for specific information. Thereby, it could be pinpointed that students' success in this sub-skill might be attributed to using the strategy-based instruction through which they knew how to use listening comprehension strategies in order to listen for specific information. In addition, this sub-skill is the most developed one (%69) as shown by calculating the total effect size of the strategy-based instruction.

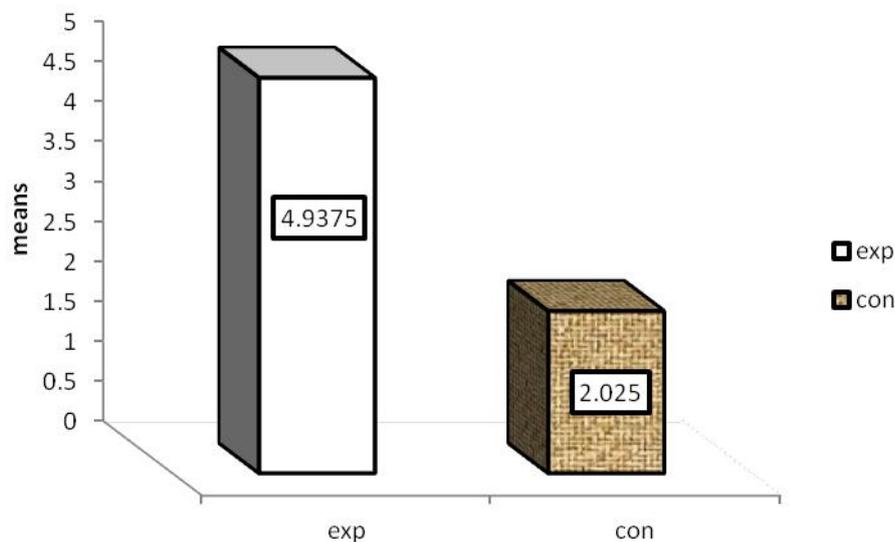## (3) **Listening for prediction**

Figure 6. The means of the experimental group and the control group students in the post-assessment of listening for prediction.

T-test analysis of data from the EFL listening comprehension test revealed that there were significant differences at the level of 0.01 between the means of the experimental group and the control group students in the post-assessment of " listening for prediction" in favor of the former.

Listening for prediction is one of the EFL listening comprehension sub-skills. This sub-skill refers to students' ability to use parts of a text such as illustrations, images, titles, headings, organization to anticipate what is likely to occur and make logical guesses about what will happen. *(Vandergrift, 2003b, pp. 494-496)*

Listening for prediction was emphasized through sessions no. 3,4,7,11,13. Most listening tasks were accompanied by pictures to help students predict what is likely to happen. In addition, pre-listening tasks, in the preparation phase, such as discuss in pairs, check your vocabulary, read and discuss, look and speak were used to help in developing listening for prediction. These tasks gave the students information that helped them predict through listening. These activities also encouraged the students to discuss and interpret listening texts, and thus activating their prior knowledge and relating it to the listening exercise.

The present study researcher modeled through think-aloud protocol how to use listening comprehension strategies that helped the students in listening for prediction exercises. Examples of these listening comprehension strategies are the following: (a) co-operation strategy when students worked in pairs or groups to discuss topics of the listening tasks, (b) using resources when students used their Active Study Dictionary * to check the meanings of vocabularies they were going to listen to during the listening stage of listening tasks, (c) self-talk and self-encouragement strategies to reduce their anxiety towards listening tasks, and (d) asking question strategy when they were encouraged to ask questions for clarification which might help them in listening for prediction there were also peer-tutoring and class discussions on the use of listening comprehension strategies. Moreover, during using these strategies, positive feedback was used to encourage further use of strategies.

Listening for prediction exercises were conducted through the five phases of CALLA. First, students were prepared to listening topics and the appropriate strategies that might help them in listening for prediction. Second, the researcher presented to the students examples of how to answer and deal with that type of listening exercises by using appropriate listening comprehension strategies. Third, in the practice phase, students were exposed to listening for prediction exercises. They also tried to

*Longman active study dictionary for Egyptian secondary schools (1999). Cairo, Egyptian International Publishing Company-Longman.

apply appropriate listening comprehension strategies to answer listening questions. Fourth, during the evaluation phase, they were asked to self-evaluate their work. Finally, there were opportunities to encourage them to further use of listening comprehension strategies that enhanced listening for prediction sub-skill. Therefore, it might be concluded that using the explicit language learning strategy-based instruction which employed the principles and the five phases of the CALLA approach helped in developing students listening for prediction sub-skill.

Findings of listening for prediction in the present study are consistence with the findings of **Vandergrift (2003a)**. In his study Vandergrift found that motivation, positive feedback and collaboration helped the students to concentrate on the power of prediction for successful listening.
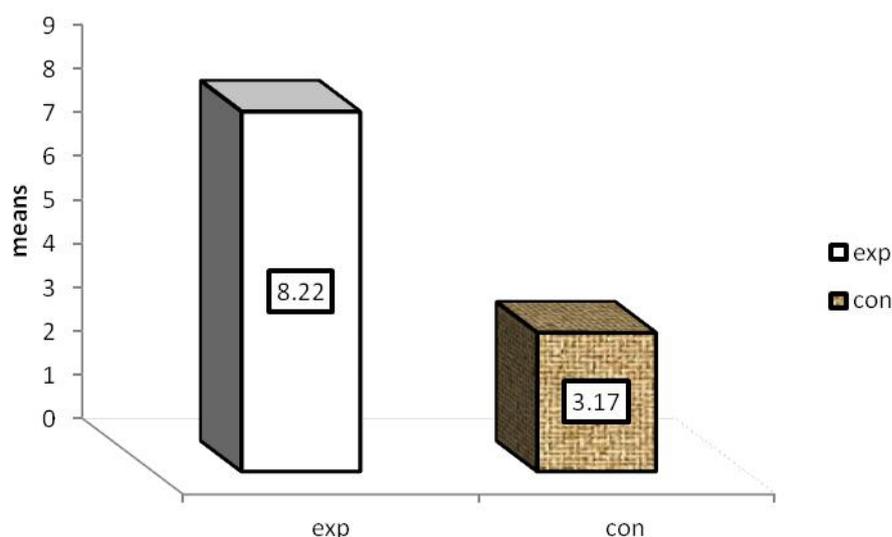
(4)**Listening for gist**

Figure 7. The means of the experimental group and the control group students in the post-assessment of listening for gist.

T-test analysis of data from the EFL listening comprehension test revealed that there were significant differences at the level of 0.01 between the means of the experimental group and the control group students in the post-assessment of " listening for gist" in favour of the former. Listening for gist is one of the EFL listening comprehension sub-skills. This sub-skill means concentrating on the main idea of a text and disregarding irrelevant information. *(Brown & Smith, 2007, p. x)*

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Sessions no. 2, 5, 6, 8, 9, 10, 12 included activities for developing listening for gist. Listening for gist exercises included (1) summarizing in one sentence what the text is about, (2) ordering pictures as the students listen, (3) making a brief notes on the listening passage, and (4) identifying key points in a listening comprehension passage. Most listening for gist activities were done individually and then the students were asked to work in pairs to check their answers. Typical tasks were: listen and number pictures, listen and match, listen and answer, and listen and write.

The listening comprehension strategies that were used to enhance the development of this sub-skill were advance-organization, selective attention, note-taking, summarizing, co-operation, monitoring and evaluation. These strategies were taught to the experimental group students according to the five phases of the CALLA approach. Accordingly, the present study researcher modeled to the students how to listen for gist by using appropriate listening comprehension strategies. Then the students were asked to work individually to answer similar listening for gist exercises. After that, they worked on monitoring and evaluating their answers. During that they were give positive feedback. Notes were taken on students' performance to see what areas needed more focus and further practice and teaching. There were also opportunities for expanding the students' use of listening comprehension strategies to support further development of listening for gist.

Therefore, it might be concluded that the experimental group students in this sub-skill was due to using the explicit language learning strategy-based instruction that includes the CALLA approach phases of strategy instruction. This finding was also supported by those of *Al-Hriree (2004).*
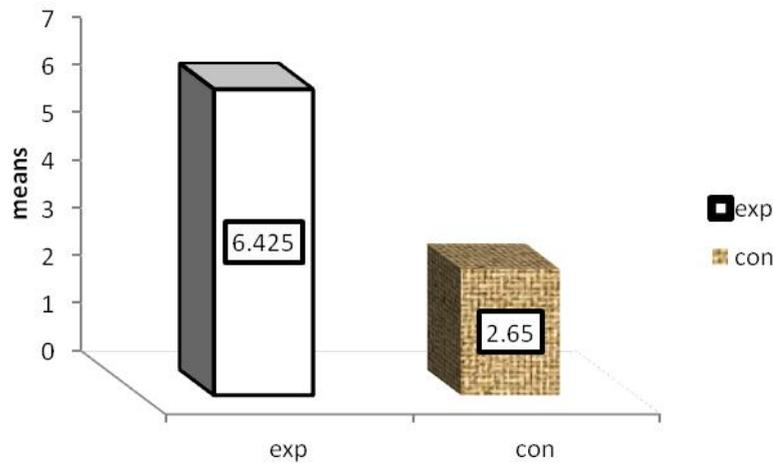
(5) Listening for making inferences

Figure 7. The means of the experimental group and the control group students in the post-assessment of listening for making inferences

T-test analysis of data from the EFL listening comprehension test revealed that there were significant differences at the level of 0.01 between the means of the experimental and the control group students in the post-assessment of " listening for making inference " in favour of the former.

Listening for making inferences is one of the EFL listening comprehension sub-skills. This sub-skill was the most difficult listening comprehension sub-skill for the students. This is because this sub-skill implies the ability to listen between lines. It refers to students' ability to use information in the oral text (known words, tone of voice, background sound, and relationships between speakers, content of the text, knowledge of language structure, knowledge of text structure, and prior knowledge of the topic) to guess the meanings of new items, predict outcomes or completing missing parts *(O'Malley & Chamot, 1990, p. 119, Rost, 2005, p. 514, Vandergrift, 2003b, pp. 494-496)*.

Sessions no. 2, 3, 5, 8, 9, 12, 13 included activities for developing this sub-skill. Listening for making inference questions included asking about anything that is not clearly stated but that is deliberately stated by the speaker (e.g. by choice of words or tone of voice or connotation of words) *(Buck, 2001, p. 19).*

Typical tasks for listening for making inference were: listen and complete, listen and chose the correct answer, and listen and write. These tasks were done in pairs and the students were given positive feedback.

The sessions included listening comprehension strategies for developing listening for making inference. Examples of these strategies were: self-talk, advance-organization, selective-attention, auditory representation, co-operation, monitoring and evaluation. Students were often asked to read the questions of listening for making inference questions. This procedure aimed at enabling the students to be prepared and listen selectively to the listening comprehension passage. Then, the present study researcher modeled how to use listening comprehension strategies to answer listening foe making inference questions. There were also opportunities for the students to practice, evaluate and expand their use of listening comprehension strategies and listening for making inference skill.

Thus, the explicit language learning strategy-based instruction that included the five phases of the CALLA approach were used to enhance students' use of listening comprehension strategies and consequently developing their listening for making inference skill. Therefore, it might be concluded that the experimental group students' development in listening for making inference was due to using the explicit strategy-based instruction.

Conclusion

The main objective of this study was to explore the effect of using an explicit language learning strategy-based instruction based on the CALLA approach on developing secondary school students' EFL listening comprehension skills. Unlike the control group students, the experimental group students achieved development in their EFL listening comprehension skills this development might be attributed to using the explicit language learning strategy-based instruction based on the CALLA approach. Thus, using the five phases of CALLA (preparation, presentation, practice, evaluation, and expansion) was proven to be effective in enhancing students' knowledge and use of listening comprehension strategies and consequently developing their listening comprehension skill. The effectiveness of using strategy-based instruction based on the CALLA approach in teaching different types of listening comprehension strategies to enhance students listening comprehension skills or competence was investigated by researchers such as: *Al-Hriree (2004, p. 2) & Coskun (2010, p. 34).*The results of their studies are

consistence with that of the present study. These two studies dealt only with metacognitive strategies, but the present study included teaching metacognitive, cognitive, social and affective strategies.

Integrating metacognitive, cognitive, and social affective strategies enabled the students to get the benefits of each type. Training the students on using social/affective strategies such as self-talk and asking questions for clarifications helped them in overcoming their anxiety towards conducting listening comprehension tasks. This conclusion has been drawn by advocates of strategy instruction such as *Cohen (2007, pp. 57-71), Harris & Gasper (2001, pp. 15-16), and Kinoshita (2003, p. 1)*.

Different types of listening activities presented through the five phases of the CALLA approach and its principles provided the students with opportunities to develop their overall EFL listening comprehension skill and its sub-skills. So, the traditional idea of only exposing students to listening texts should be replaced by a more effective approach in which students receive strategy training in order to develop their listening comprehension skills. This purpose was also sought by other researchers such as *Abo-Hdid (2000), Carrier (2003), Goh (2000), and Kohler (2002).*

To conclude, it should be noted that the success of strategy training depends on teachers' awareness of the value of providing strategy instruction. Hence, foreign language teacher development should include the area of learning strategies in particular. This conclusion was also reached by *Lawes & Santos (2007, pp. 221-237)*.

Recommendations
In the light of the findings and conclusions of the study, it is recommended that:

(1)   More time and effort should be exerted to develop EFL listening comprehension skill and its sub-skills.
(2)   English language tests should include sections for testing listening comprehension skill which will guarantee more attention on behalf of both teachers and their students.
(3)   English language courses should include elements of explicit listening strategy teaching to help students take charge of their own learning of listening comprehension.
(4)   English language strategy instruction should go through the five phases of the CALLA approach: preparation, presentation, practice, evaluation and expansion.

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(5)   Students should learn different types of language learning strategies (i.e. metacognitive, cognitive, and social/affective strategies) to use before, during and after listening to facilitate their understanding of oral texts.

(6)   Positive feedback should be used by teachers to encourage their students to perform listening comprehension tasks.

(7)   Students should be taught how to self-evaluate their listening comprehension and thus developing their metacognitive awareness of their listening comprehension process.

(8)   Motivational training should accompany listening strategy instruction. Examples of motivational training are modeling by teacher, scaffolding instruction and co-operative learning.

(9)   Teachers should monitor their students' listening strategies use by systematic observation and note-taking on their students' use of strategies to help them in making decisions about the need for more practice.

(10)   EFL teacher preparation courses and in-service staff development should integrate information and skills to provide strategy instruction in listening comprehension.

Suggestions for further research

The following ideas for further research were suggested:

1) Investigating the effectiveness of explicit language learning strategy-based instruction based on the Cognitive Academic Language Learning Approach (CALLA) in developing reading, writing, and speaking skills.

2) Developing remedial courses for overcoming learners' problems on EFL listening comprehension skills among prep school or university students.

3) Developing in-service teacher preparation courses for developing their skills in introducing language learning strategy instruction for their students.

4) Investigating the effectiveness of developing students' knowledge and use of different EFL language learning strategies on enhancing students' EFL speaking, reading and writing skills.

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Appendix A
The EFL listening comprehension test

Name: *Total mark: /*

Class: *Date:*

Answer the following questions:

1- *Part one*

A)   Look at the pictures and listen to what the people say. Number the pictures. *(Listen for specific information)*

a ☐ Mr Abd El-Aziz   b ☐ Mrs Abd El-Salam   c ☐ Mr Fahmy

d ☐ Mrs El-Shazli   e 1 Leila   f ☐ Mrs Zakariya

B) Choose the right answer (Listen for gist)

What are these people talking about?

1- Mr. Abdel-Aziz   (T.V news- modern cars- the weather)

2- Mrs. Abdel-Salam (school classes- shopping-computers)

3-Mr. Fahmy   (a new baby- school inspector-modern cars)

4-Mrs. El-Shazli   (the weather-shopping-a new baby)

5- Mrs. Zakariya   (friends-school classes- sky)

6- Mrs. Leila   (a new baby- friends- the weather)

2- *Part two*

A.   Azza is talking about her family photograph. Listen and write the phrases which tell you where the people are. *(Listen for making inference)*

1. Hatem is …………Mona.
2. Selim is………….Karim.
3. Aza is…………………..
4. Nada is…………Mustafa.
5. Amr is………………….

B. Now listen again and write the correct name under each member of the family.

(Listen for specific information)

Hatem –Karim- - Mustafa -Amr - Selim

3- *Part three* (Listen for detailed information)

A. Listen to four Londoners and their Egyptian friends talking about London. Tick (√) for a favorable comment or cross (X) for unfavorable one on the topics each person mentions.

	Architecture	Entertainment	Cost of living	Safety	Public transport
Dan					
Jane					
Peter					
Rose					
Ali					
Azza					

B. Comprehension
Listen to the tape again and answer these questions.

1) Does Dan think that London is a more dangerous city than Johannesburg?

2) What does Jane complain about?

3) Which city is one of the most polluted in the world?

4) What do you think "the underground" is?

5) Does Azza like life in London?

c. Listen and complete *(Listen for making inference)*

1) Life in London isn't as…………..as Johannesburg.
2) Prices in London are…………………………..
3) The underground in London is………………...
4) London is full of ………………………………places.
5) The entertainment in London is……….............

4) *Part four (Listen for prediction)*

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A) *Listen to a quizmaster asking questions about animals. Guess the names of the animals*

1-   **2-**   **3-**   **4-**

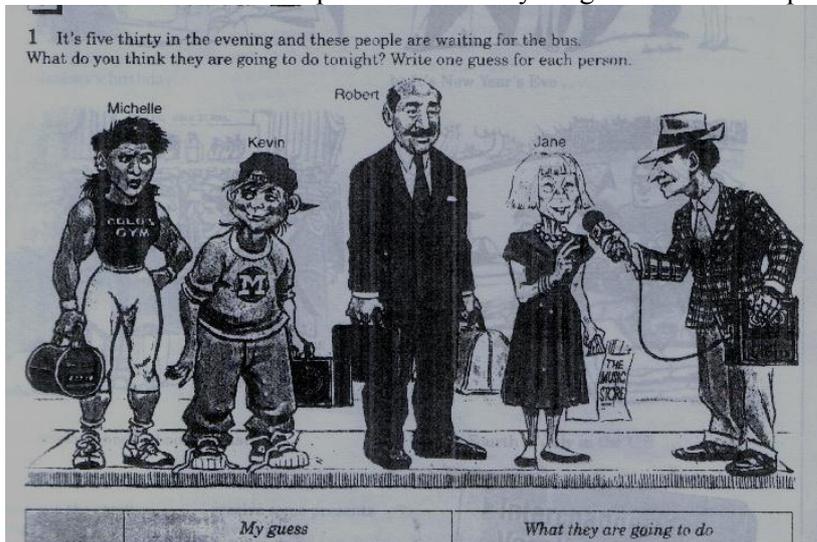**B)** It is 5: 30 p.m and these people are waiting for the bus. What are they going to do? Listen and look at the pictures to make your guesses then complete the table.

Listen and complete

Name	What is he \ she going to do?
Michelle	
Kevin	
Robert	
Jane	

5- Part five (Listen for gist)

Listen to Ted, Wanda, Kim and Mike talking about their evening's activities.
Which subject does each person talk about?

Listen and match

1- Ted   a) Playing football

2- Wanda   b) Going jogging

3- Kim   c) Going to the gum

4- Mike   d) Playing tennis

e) Playing the guitar

Scoring table:

part	question	objectives	Total Score	Student score
Three	A	Measuring students' ability to: (1) listen for detailed information,	10	
	B			
One	A	Measuring students' ability to: (1) Listen for specific information	10	
Two	B			
Two	A	Measuring students' ability to: (1) Listen for making inference, and	10	
Three	C			
Four	A B	Measuring students' ability to: (1) Listen for prediction	10	
One five	B	Measuring students' ability to: (1) listen for gist	10	
Total			**50**	

END