

A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students

By

Dr. Iman Abdul-Reheem Amin
Dr. Mahsoub Abdul-Sadeq ALy
Dr. Magdy Mohammad Amin

Faculty of Education, Benha University
Benha, Egypt

e-mail: mahsoub90@hotmail.com
mahsoubaly@yahoo.co.uk

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Abstract:

The present study was undertaken to investigate the correlation between EFL students' strategic listening and their listening comprehension skills. Eighty secondary school students participated in this study. Participants' strategic listening was measured by a Strategic Listening Interview (SLI), a Strategic Listening Questionnaire (SLQ) and a Strategic Listening Checklist (SLC) with think-aloud protocol. Their listening comprehension skills were measured by an EFL listening comprehension test. A Pearson correlation analysis was run to test the correlation between strategic listening and listening comprehension test scores. The findings revealed that the relationship between strategic listening and listening comprehension was positive and significant. The higher the level of strategic listening these students obtained, the higher the score they attained on the listening comprehension test and vice versa.

Introduction:

In the last 15 years there has been an explosion in the understanding of how students learn and study, and how teachers can help them to be more motivated strategic and self-regulated learners (*Weinstein, Tombelin, Julie, & Kim, 2004, p. 30*). This tendency calls for learners' responsibility for their own learning. In other words, students should become strategic learners who are active participants in their own learning rather than a passive receiver of what is taught. The role of the teacher is to help students develop strategies which enable them to become more independent as learners and to take some of the responsibility for their own

learning (*White, 2006, p. 113*). Therefore, the most important issue in education is how teachers can help their students become more autonomous, strategic, and motivated so that they can apply their efforts and strategies in a variety of meaningful contexts beyond school (*Paris, 2004, p. 48*).

It has been demonstrated that when students are taught strategies and are given ample encouragement, feedback, and opportunities to use them, they improve in their ability to process information, which, in turn, leads to improved learning. In addition, language learning will be facilitated if learners are aware of a range of strategies that they can select during language learning and language use. The strategic learner knows the value of using particular strategies through experience, and is eager to learn others that might prove beneficial. Besides, learners who consciously make use of language strategies achieve better results in their language performance than those who are not strategic (*Beckman, 2002, pp. 3-4; Cohen, 2007, p. 58*).

In the field of listening comprehension, discussions about listening instruction have emphasized the role of strategy training instruction and learner metacognition in facilitating comprehension. It is agreed that, among the factors that affect listening comprehension and cause deficiency in listening skills is lack of instruction. Students need to “learn to listen” so that they can better “listen to learn” (*Vandergrift, 2004, p. 3*). Although teachers often emphasize the development of speaking, reading, and writing skills, they may neglect to teach students strategies for effective listening. If listening skills are to be acquired, they must be taught along with certain listening strategies. Besides, to turn more learners into competent listeners, language teachers should adopt suitable ways to help learners improve their listening skills and strategies (*Coskun, 2010, p. 35; Ling-hui, 2007, p. 66*).

Teaching listening strategies promotes listening comprehension, shapes students' self-control learning habit and improves independent learning ability. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. Therefore it is important to teach listening strategies along with linguistic features. In order for the students to be strategic listeners, they should be taught listening strategies. In addition, less successful language learners can be taught new strategies, thus helping them become better language learners (*Chamot, 2005, p. 136; Chamot & Robbins, 2006, p. 5; Wen-sheng, 2007, p. 73*). Therefore, becoming a good listener in a second or foreign language requires using listening strategies when their listening skills fail (*White, 2006, p. 128*). Moreover, strategy training activities have become feature of modern language textbooks (*Renandya & Farrell 2011, p. 52*).

In other words, teachers should explicitly teach the students how, when, and why to use a listening comprehension strategy or a combination of appropriate strategies. When the students have both the knowledge and the skill of using the listening strategies, they become strategic listeners.

Accordingly, the present study aimed at investigating the correlation between EFL strategic listening and listening comprehension.

Strategic listening

Strategic listening can be defined as the process of being aware of listening processes, having a repertoire of listening strategies, and knowing which work best with which listening tasks; using various listening strategies in combination and varying the combination with the listening task; being flexible in the use of strategies; using both bottom-up and top-down strategies; and planning, monitoring, and evaluating before, during and after listening (*Schwartz, 1998, p. 7*).

Strategic listening has two dimensions according to the two features of metacognition. Metacognition has two key features, namely, control or executive aspects, and knowledge about cognition state and processes. The former refers to the use of metacognitive strategies, while the latter includes the three categories of metacognitive knowledge (*McCormick, 2003, p. 79*). See figure 1.

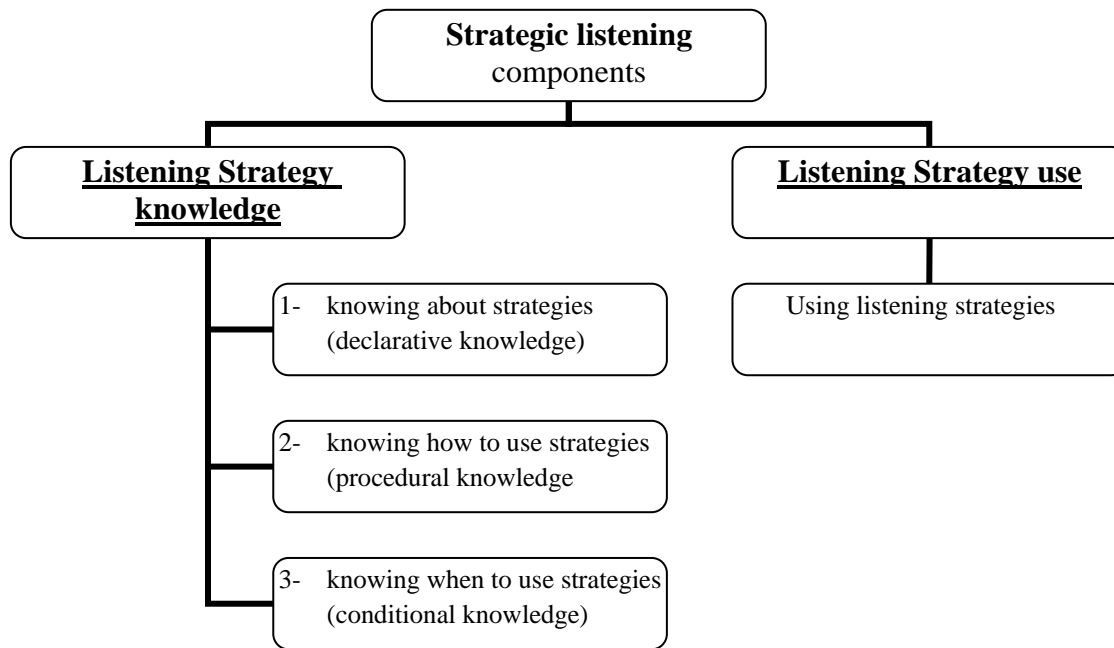


Figure 1. Components of strategic listening¹



Therefore, it can be concluded that strategic listening has two dimensions: metacognitive knowledge about listening strategies and the use of these strategies. In other words, strategic listening encompasses the following metacognitive components: declarative knowledge (what and why of listening strategy use); procedural knowledge (how to use a listening strategy), conditional knowledge (when and where to use) and a regulation component of evaluation or monitoring strategy implementation.

McCormick (2003, p. 82) outlined aspects of metacognition as follows:

- Knowing about skills and procedures you can use to improve your cognitive performance
- Knowing about strategies (declarative knowledge-one's repertoire)
- Knowing how to use strategies (procedural knowledge-the steps)
- Knowing when to use strategies (conditional knowledge-when to use which strategies)

¹ Designed by the present study researcher.

The last three types constitute strategic listening. That is because strategic listeners must have a repertoire of listening strategies (declarative knowledge), procedural knowledge or how to use strategies and conditional knowledge or when to use strategies. In other words, strategic knowledge includes learners' knowledge of strategies that they have used (strategies for particular task), learners' knowledge concerning why they used a strategy to increase their learning proficiency (principles for strategy choice), Learners' assessment of a strategy that they have tried (evaluative of strategy use), learners' knowledge about the strategies that they will probably use to improve their language skills (possible strategies for improving skills) (*Young & Sim, 2003, p. 33*).

Researchers in the field of ESL/EFL listening have emphasized the importance of students' metacognitive knowledge about listening. *Goh & Taib (2006, p. 223)* pointed that development in the three aspects of metacognitive knowledge will enable learners to appraise themselves and to select appropriate strategies for improving their performance. In addition, the ability to manage one's strategies effectively implies a degree of metacognitive awareness, that is, knowledge about, and management of, cognition (*Graham, 2003, p. 65*). Thus knowing how to use listening strategies successfully depends on metacognitive awareness. Besides, learners with metacognitive awareness are more likely to transfer strategies from one skill area to another. *Carrier (2003, p. 383)* affirmed that explicit strategy instruction that includes metacognitive knowledge about what the listening strategy is and what it does is more likely to result in the maintenance and transfer of strategies to other contexts and tasks. Therefore, raising learners' awareness of strategies that they might use to solve potential comprehension problems could develop their oral proficiency. Thus, metacognitive knowledge characterizes the superior performance of high achieving students as compared to low-achievers in text comprehension (*Annevirta, Laakkonen, Kinnunen, & Vauras, 2007, pp. 21-37; Mareschal, 2002, pp. 23-33*).

Vandergrift, in his studies (*2002, 2003a, 2005*), proved that metacognition awareness (planning, monitoring, and evaluation) during listening is correlated to facilitating listening comprehension. Moreover, raising students' awareness of the listening process through tasks designed to develop effective listening strategies increase motivation, and understanding of students' own thinking processes during listening tasks. Vandergrift's sequence for guided listening (*2002, 2003*) was adopted for teaching tertiary-level Chinese English as a second language (ESL)

students, they too reported increased motivation, confidence, and strategy knowledge (*Liu & Goh, 2006, pp. 91-107*).

Further, *Goh (2008, p. 188)* affirmed the role of metacognition in second language listening by pinpointing the relevance of metacognitive instruction to listening comprehension development. *Coskun (2010, p. 35)* proved the effectiveness of using a metacognitive strategy training based on CALLA in developing EFL students' listening proficiency. *Cross (2011, p. 408)* concluded that metacognitive instruction helped less-skilled listeners develop their listening comprehension ability. *Kassaian and Ghadiri (2011)* suggested that listeners' metacognitive awareness should be cultivated and strategy instruction should be integrated into the teaching of listening. In the Egyptian context, *Al-Hariree (2004, p. 1)* and *Abde-Hafez (2006, p. 1)* concluded that training in metacognitive language learning strategies helped develop EFL learners' listening comprehension skills and raise their language proficiency levels.

The second component of strategic listening includes the use of listening strategies. Strategies and the ability to use them effectively are particularly important in second / foreign language listening. Listeners need to actively choose, use, and continually evaluate the effectiveness of their listening strategies in order to successfully construct meaning from language oral input (*Carrier, 2003, pp. 396-398*). When having a repertoire of strategies, good listeners in a second or foreign language use them when their listening skills fail. Moreover, using listening strategy assist in planning for listening, comprehending the listening process, and using, information gained through listening.

Yoshizaw (2002) proved the relationship between strategy use, proficiency, and foreign language aptitude among EFL students. *Wu (2003)* compared the differences in strategy use between effective and ineffective listeners. The study concluded that effective listeners used more selective attention strategy. The ineffective listeners used more translation strategy in the listening task than effective listeners.

Farrell & Mallard (2006) compared the type and frequency of listening strategies used by learners at three different language proficiency levels. Results suggested that learners at all proficiency levels were able to use the strategies when needed without prior training in strategy use. *Chen's (2007)* study aimed to discover what listening strategies used by university students, and how the strategies varied with language proficiency. The results indicated that some

metacognitive, cognitive, socio/affective, and additional strategies differences existed between the two proficiency groups.

Graham, Santos, & Vanderplank (2008) investigated the extent to which listening strategy use is related to listeners' level of linguistic proficiency. The main finding was that while higher linguistic knowledge often led to more effective deployment of strategies, this was not always the case, this leading to conclude that it was not a guarantee of effective listening or effective strategy use. **Worthington (2008)** focused on investigating strategy uses at different proficiency linguistic patterns. Results demonstrated that listeners with both advanced and beginning proficiency levels yielded higher scores on contrary-to-fact statements, followed by functional expression and then negative expression.

When students are taught effective learning strategies, they become equipped to be metacognitively, motivationally, and behaviorally active participants in their own learning (**Ee, Kim, & Potter, 2004, p. 109**). Therefore, it is essential to motivate students to use listening strategies effectively. The hypothesized relationships among metacognition, listening strategy use, motivation, and listening proficiency were explored by **Vandergrift (2005, pp. 70-87)**. The study revealed that when the listening test scores were correlated with students' reported levels of motivation and use of cognitive and metacognitive listening strategies, there was an evidence of high correlations among three levels of motivation, extrinsic motivation, and intrinsic motivation) and reported use of metacognitive strategies.

Goh (2000) suggested two teaching strategies essential for helping learners become better strategic listeners. The direct strategy aimed at improving perception and strategy use. The goal of the indirect strategy was to raise learners' metacognitive awareness about listening. Both strategies are needed to help learners not only improve their listening comprehension but also become more efficient at directing their own learning and development as listeners.

Mareschal (2007, pp. 105-106) investigated the interrelationships between language learners' metacognitive awareness, self-regulatory abilities, listening comprehension strategy use, and the overall success in listening comprehension. Results indicated strong interrelationships between these factors. That is to say when listeners have self-regulatory abilities and metacognitive awareness about listening, they use listening comprehension strategies successfully and that result in their overall success in listening comprehension

There is a positive relationship between students' listening strategy knowledge and their perceived listening strategy use. When the students have the knowledge about their listening strategies and know when, how, and why to use these strategies, they are more likely to use these strategies appropriately. Those students can then be described as strategic listeners.

Listening comprehension

Much has been written and discussed about listening comprehension, learning strategies and their importance to language learning. It is undeniable that we use listening more than any other language skill. In other words, language learning depends on listening because most learners spend more time in listening to the foreign language than in producing it themselves (*Celce-Murcia & Olshtain, 2000 , p. 102*). Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. Therefore, students with good listening comprehension skills are better able to participate effectively in class. In addition, students learn to speak, read and write by listening to others (*Brown, 2001, p. 20; Lin, 2002, p .2*).

The critical role of listening comprehension in the teaching and learning of English as a Foreign Language has been acknowledged by researchers and language educators. Formerly, listening was the least emphasis skill in EFL classes, it is now recognized as a language skill which needs an active process in the learners' mind and therefore has increasingly received more attention in language learning (*Flowerdew & Miller, 2005, p. 20; Hamed, 2003, p. 2; Matheson, Moon & Winiecki, 2000, p. 11; Vandergrift, 2004, p. 3*).

Hence, listening is an important skill which needs more consideration in teaching foreign languages. Researchers estimate that we listen to twice as much language as we speak four times as much as we read, and five times as much times as we write (*Celce-Murcia, & Olshtain, 2000, p. 102*). According to *Nation & Newton (2009, p. 38)* "listening is the way of learning a language".

There are certain reasons for the importance of listening for foreign language learners. First, listening is an essential prerequisite for oral communication to take place. Second, it often influences the development of reading and writing. Third, it plays a central role in academic success, since students understand teachers or lecturers through listening (*El-Koumy, 2002, p. 63*).

However, of the four skills, listening has historically been the most forgotten, neglected and misrepresented in language classrooms and hence the least well taught. In EFL course books, listening is practiced as a skill, but it is often used as a means of exposing students to new language or of practicing language which has already been introduced (*White, 2006, p. 11; Yang, 2006, p. 2*). Listeners' thereby may be provided with practice in listening but fail to learn the skill. Besides, their listening skills may not be improved.

Mendelsohn (2006, p. 75) affirmed that much of what is traditionally misnamed teaching listening should be called testing listening. That is because teaching means showing the learner how to do anything, but testing simply implies having students do something, and then evaluating how well they did it. Most of listening class took the form of having the learners listen and answer questions, without teaching them how to go about it, i.e. testing their listening rather than teaching them to listen.

Language teaching methods initially did not recognize the need to teach listening, but subsequent approaches used a variety of techniques to develop specific or general listening skills (*Flowerdew & Miller, 2005, p. 20*). Recently, there has been a growing interest in and concern for the teaching of listening. This interest is influenced by studies done in foreign language acquisition, discourse analysis, Cognitive processing theory and language learner strategies.

Three main developments have resulted in the changes in teaching of listening: a shift in perspectives that leads to consider listening as a skill that takes priority over details of language content; a wish to relate the nature of listening practiced in the classroom to authentic listening that takes place in real life; and the importance of providing motivation and a focus on listening (*Field, 2005, pp. 110-111*). Consequently, teaching listening and the focus of listening instruction have changed. Initially, listening practices were heavily influenced by models of the written language and a behaviorist approach. Later, the focus has moved to developing listening as a skill needed for constructing and communicating meaning. More recently, the role of strategy instruction and learner metacognition in facilitating comprehension have become the dominant issue in listening instruction.

Becoming a good listener in a foreign language requires using listening strategies when their listening skills fail (*White, 2006, p. 128*). Textbooks developers when attempting to incorporate teaching listening skills and strategies,

they should realize that listening comprehension, thinking, and remembering all go together (*Manjunath & Venkatesh 2005, p.7*). Besides, it is important to realize that the learning goals related to listening are to develop an awareness of skills and strategies related to listening and to use a variety of listening skills effectively (*Flowerdew & Miller, 2005, p. 16*).

Researchers have investigated the effect of knowing and/or using listening strategies on developing students' listening comprehension. See for example the studies done by *Abdel-Hafez (2006); Abu-Essa (2005); Al-Hrree (2004); Carrier (2003); Chang & Read (2006); Goh & Taib (2006); Kohler (2002); Mareschal (2007); O'Bryan & Hegelheimer; Ozeki (2000); Soliman (2008); Tuncer & Altunay (2006), and Coskun (2010)* . The present study is a further attempt to investigate the relationship between strategic listening, which implies the knowledge and use of listening comprehension strategies, and listening comprehension.

Statement of the problem

It is supposed by some researches that students' low level of listening comprehension is basically related to their low level of knowledge and use of listening comprehension strategies (the two components of strategic listening)

Therefore, the present study attempted to answer the following question:
Does a relationship exist between strategic listening and listening comprehension skills?

Method:

Participants:

The subjects of the present study consisted of 80 female secondary school students. They were drawn from first year secondary school students at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, Egypt.

Objective of the study

The present study aimed at investigating the correlation between strategic listening and EFL listening comprehension skills among secondary school students.

Tools of the study

The tools of the present study were:

1. An EFL listening comprehension test.
2. A Strategic Listening Interview (SLI).
3. A Strategic Listening Questionnaire (SLQ).
4. A Strategic Listening Checklist (SLC) with thinking-aloud protocol.

Hypotheses of the study

1. Students' strategic listening is positively correlated to their listening comprehension skills.
2. Students' strategic listening is inversely correlated to their listening comprehension skills.

Procedures

To investigate the relationship between EFL strategic listening and listening comprehension, the following procedures were followed:

- 1- Reviewing literature and studies related to listening comprehension and strategic listening.
- 2- Using a Strategic Listening Interview, a Strategic Listening Questionnaire, a Strategic Listening Checklist with thinking-aloud protocol , and an EFL listening comprehension test .
- 3- Administering the previous tools to a sample of first year secondary school students.
- 4- Treating the data statistically by using SPSS software, version 17.
- 5- Interpreting the findings of the study.
- 6- Introducing the suggestions and recommendations of the study.

Terms of the study:

Strategic listening

Based on *Schwartz (1998, p. 7)* definition of strategic listeners, strategic listening is the process of being aware of listening processes; having a repertoire of listening strategies, and knowing which work best with which listening tasks; using various listening strategies in combination and varying the combinations with the listening task; being flexible in the use of strategies; using both bottom-up and top-down strategies; and planning, monitoring, and evaluating before, during and after listening.

According to *McBride (2007, pp. 31-32)* strategic listening is a behavior in which listeners (1) use strategies to compensate for impoverished information on the linguistic side of listening comprehension, and (2) regulate their own mental processes so as to best focus attention and maximize learning opportunities.

The researcher adopted the first operational definition since it includes the characteristics of strategic listening and what the students should be aware of in order to be strategic listeners.

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 auditory text to guess meaning of new items; predict outcomes ; understand meaning; find the specific facts, or information; and determine the central thought represented in the text".

Findings of the study:

In analyzing the data, certain statistical procedures were carried out in this study: (1) descriptive statistics including minimum and maximum scores, means and standard deviations computed to summarize the students' responses to the strategic listening interview, the strategic listening questionnaire, the strategic listening checklist with think-aloud protocol and the EFL listening comprehension test. (2) Pearson correlation was conducted to examine the relationship between the students' strategic listening and listening comprehension.

Descriptive statistics

Table 1

Descriptive Statistics of the Strategic Listening Interview

No. of participants	No. of items	Min.	Max.	Mean	SD
80	42	10	200	76.75	55.82

In Table 1, the participants' scores on the SLI ranged from a minimum of 10 to a maximum of 200 with a mean of 76.75 and a standard deviation of 55.82. what does it mean

Table 2

Descriptive Statistics of the Strategic Listening Questionnaire

No. of participants	No. of items	Min.	Max	Mean	SD
80	23	20	105	65.03	24.92

In Table 2, the participants' scores on the SLQ ranged from a minimum of 20 to a maximum of 105 with a mean of 65.03 and a standard deviation of 24.92.

Table 3

Descriptive Statistics of the Strategic Listening Checklist with Think-aloud Protocol

No. of participants	No. of items	Min.	Max.	Mean	SD
80	18	0	41	6.88	6.64

In Table 3, the participants' scores on the SLC ranged from a minimum of 0 to a maximum of 41 with a mean of 6.88 and a standard deviation of 6.64.

Table 4

Descriptive Statistics of the EFL Listening Comprehension test

No. of participants	No. of items	Min.	Max.	Mean	SD
80	10	4.5	46.5	11.37	25.73

In Table 4, the participants' scores on the test ranged from a minimum of 4.5 to a maximum of 46.5, with a mean of 11.73 and a standard deviation of 25.73.

Pearson Correlations

Table (5) shows the findings obtained from performing Pearson correlations between the total scores of the strategic listening interview (SLI) and the EFL listening comprehension test (LC).

Table 5

The Correlation between Strategic Listening Interview (SLI) and the EFL Listening Comprehension Test (LC)

Correlations			
	LC	SLI	
LC	Pearson Correlation	1	.700**
	Sig. (1-tailed)		.000
	N	30	80
SLI	Pearson Correlation	.700**	1
	Sig. (1-tailed)	.000	
	N	30	80

** Correlation is significant at the 0.01 level (1-tailed).

As it is reported in Table 5, findings of data analysis in terms of Pearson correlation showed that there was a statistically significant positive correlation between the students' listening comprehension strategy knowledge (first component of strategic listening) as measured by the SLI and their listening comprehension.

Table (6) shows the findings obtained from performing Pearson correlations between the total scores of the strategic listening questionnaire (SLQ) and the EFL listening comprehension test (LC).

Table 6

The Correlation between Strategic Listening Questionnaire (SLQ) and the EFL Listening Comprehension Test (LC)

Correlations			
	LC	SLQ	
LC	Pearson Correlation	1	.807**
	Sig. (1-tailed)		.000
	N	30	80
SLQ	Pearson Correlation	.807**	1
	Sig. (1-tailed)	.000	
	N	30	80

**Correlation is significant at the 0.01 level (1-tailed).

Table (7) presents the findings obtained from performing Pearson correlations between the total scores of the strategic listening checklist (SLC) and the listening comprehension test (LC) test.

Table 7

The Correlation between Strategic Listening Checklist (SLC) and the EFL Listening Comprehension Test (LC)

Correlations		
	LC	SLC
	1	.735**
LC	Pearson Correlation	.000
	Sig. (1-tailed)	.000
	N	80
	.735**	1
SLC	Pearson Correlation	.000
	Sig. (1-tailed)	.000
	N	80

** Correlation is significant at the 0.01 level (1-tailed).

As it is reported in Tables 6 & 7 findings of data analysis in terms of Pearson correlation showed that there was a statistically significant positive correlation between the students' listening comprehension strategy use (second component of strategic listening) as measured by the SLQ and the SLC and their listening comprehension.

To sum up, findings of data analysis in terms of Pearson correlation between strategic listening and listening comprehension scores showed a statistically significant positive correlation between students' strategic listening and their listening comprehension. These findings indicate that students who obtained high scores on strategic listening tools had high LC scores and vice versa.

Discussion of findings

The findings of the present study showed a statistically significant positive correlation between students' strategic listening and their listening comprehension. In other words, the findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies and their listening comprehension development. These findings are in consistence with the findings of *Vandergrift (2002, 2003a, 2005) and Liu & Goh (2006, pp. 91-107)* who found

out that listening strategy knowledge or awareness of listening comprehension strategies is correlated to facilitating listening comprehension. The findings of listening comprehension strategy use were also reached by other researchers such as *Vandergrift (2005, pp. 70-87) and Mareschal (2007, pp. 105-106)*. They concluded that when listeners have metacognitive awareness about listening, they use listening comprehension strategies successfully and that result in their overall success in listening comprehension. The significant relationship between listening development and students' strategy use was also noted by the findings of *Graham, Santos, & Vanderplank (2011)*.

Conclusions of the study

1. A statistically significant positive correlation was found out between students' strategic listening and their listening comprehension.
2. Students who knew how, when and why to use listening strategies achieved high scores on their EFL listening comprehension test.
3. Strategic listeners may be better listeners in a foreign language.
4. Developing students' listening comprehension skills may depend on developing their strategic listening through providing listening strategy instruction.

Recommendations

In the light of the findings and conclusions of the study, it was recommended that

- (1) English language courses should include elements of listening strategy teaching to help students take charge of their own learning of listening comprehension.
- (2) 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. Replication of this study with other EFL populations at university level.
2. Comparing the findings of this study with the subjects of male students.

3. Replication of this study to validate the current findings and to reveal whether different study conditions or data gathering methods yield similar results
4. Investigating the relationship between listening comprehension and strategic listening and other variables such as motivation and self-regulation.

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Appendix A

The EFL listening comprehension test

Name:

Total mark: /

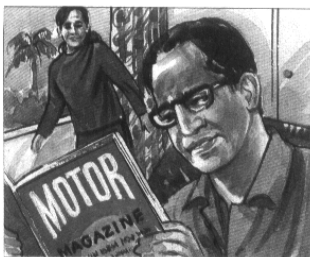
Class:

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 Leila



f Mrs Zakariya

B) Choose the right answer (*Listen for gist*)

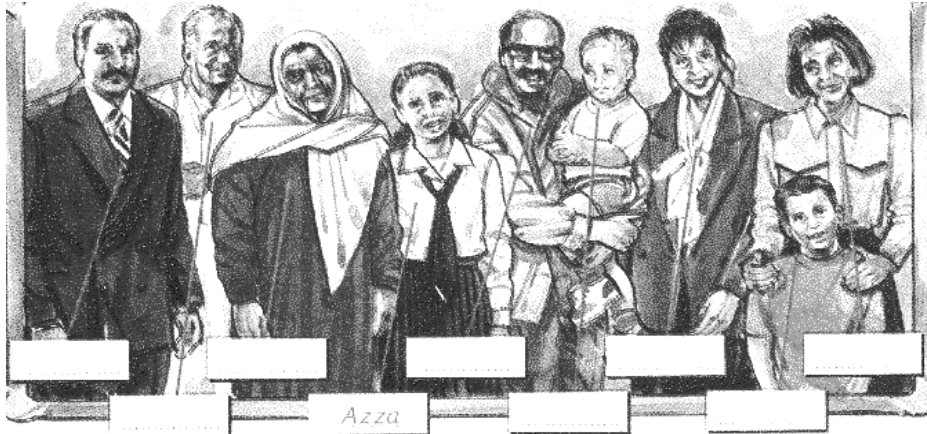
What are these people talking about?

- 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 isMona.
- 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

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 ofplaces.
- 5) The entertainment in London is.....

4) Part four (*Listen for prediction*)

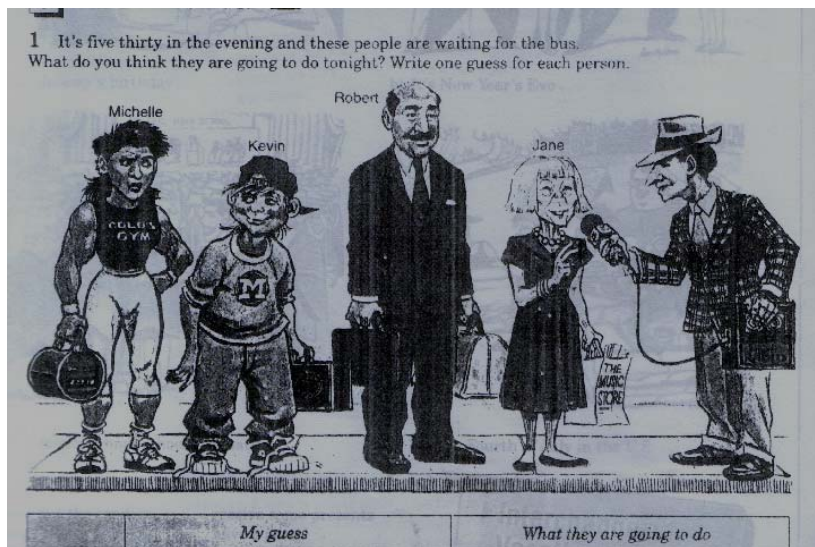
A) Listen to a quizmaster asking questions about animals. Guess the names of the animals



- 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 gym |
| 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			
	A	Measuring students' ability to:	10	

One		(1) Listen for specific information		
Two	B	Measuring students' ability to: (1) Listen for making inference, and	10	
Two	A			
Three	C			
Four	A B	Measuring students' ability to: (1) Listen prediction	10	
One five	B	Measuring students' ability to: (1) listen for gist	10	
Total			50	

Appendix B

The Strategic listening interview (SLI)

Name:

Class:

Date:

strategy	What is meant by (name of strategy)?	When do you use it in the listening process? (pre-during-post) listening	Why do you use it in the listening process? (The reason behind using the strategy)
1. Planning (إستراتيجية التخطيط)			
2. Monitoring (إستراتيجية المراقبة)			
3. Evaluation (إستراتيجية التقييم)			
4. Making Inference (إستراتيجية الاستدلال)			
5. Elaboration (إستراتيجية استخدام المعلومات السابقة)			
6. Imagery (إستراتيجية التخيل)			
7. Summarization (إستراتيجية التلخيص)			
8. Note taking (إستراتيجية تدوين الملاحظات)			

9. Resourcing إستراتيجية استخدام المراجع			
10. auditory representation إستراتيجية التمثيل الصوتي			
11. predicting إستراتيجية التنبؤ			
12. Questioning for clarification إستراتيجية استخدام الاسئلة للتوضيح			
13. Co-operation إستراتيجية التعلم التعاوني			
14. Self-talk إستراتيجية التحدث مع الذات			

Appendix C

The Strategic listening questionnaire (the English version)_

Pre-listening stage		Always	Usually	Sometimes	Rarely	Never
1.	I set goals.(the goal of listening to a specific task)					
2.	I plan how to accomplish the task (choose strategies).					
3.	I connect the topic of the text to my prior knowledge.					
4.	I guess the content of the text.					
5.	I develop a positive attitude toward the task and believe that it is possible for me to understand what i will hear.					
6.	I decide to attend to specific situational details that assist in understanding the listening task.					
7.	I use reference materials such as dictionaries, encyclopedias, or textbooks.					
8.	I ask for an explanation or verification from the teacher or a peer.					

9.	I encourage myself to reduce my anxiety by reminding myself of my progress					
10	I predict the main idea of the text with the help of pictures or title.					
During listening-stage						
11	I use information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task.					
12	I listen for specific details.					
13	I focus on key information.					
14	I use visual images to understand and remember information.					
15	I classify words, terminology, or concepts according to their attributes.					
16	I take notes of key information.					
17	I connect my prior knowledge to the existing information of the heard text.					
Post-listening stage						
18	I make mental or written summary of key information of the heard text.					
19	I release a word, phrase, or piece of information to assist with recall.					
20	I collaborate with peers to check the task.					
21	I collaborate with peers to get feedback on performance.					
22	I decide how effective the strategies were.					
23	I identify changes I will make the next time I have a similar task.					

استبيان الاستماع الإستراتيجي *

مرحلة ما قبل الاستماع		دائماً	غالباً	أحياناً	نادراً	أبداً
1.	أحدد هدفي من الاستماع لموضوع معين.					
2.	أخطط لكيفية إتمام تمرين الاستماع (اختار الإستراتيجيات)					
3.	أقوم بربط موضوع النص بمعرفتي السابقة					
4.	أخمن محتوى النص الذي سأستمع إليه					
5.	أكون اتجاهاً إيجابياً نحو تمرين الاستماع و أعتقد أنه من الممكن أن أفهم ما سوف أستمع إليه					
6.	أقرر أن انتبه إلي تفاصيل محددة من الموقف الذي سأستمع إليه لكي تساعدني في فهم تمرين الاستماع.					
7.	أستخدم المصادر المرجعية مثل القواميس و الموسوعات أو الكتب الدراسية.					
8.	أطلب تفسيراً أو إيضاحاً من المعلم أو أحد الزملاء					
9.	أشجع نفسي عن طريق تذكر ما أنجزه و ذلك لتقليل قلقي.					
10.	أنتبأ بالفكرة الرئيسية للنص المسموع عن طريق الصور أو العناوين					
مرحلة أثناء الاستماع						
11.	أستخدم المعلومات المتاحة في النص أو سياق المحادثة في تخمين معاني العبارات اللغوية الجديدة.					
12.	أستمع لتفاصيل محددة.					
13.	أركز علي المعلومات المهمة					
14.	أستخدم التخيل البصري في فهم وتذكر المعلومات.					
15.	أصنف الكلمات و المصطلحات و المفاهيم طبقاً لخصائصها.					
16.	أدون ملاحظاتي للمعلومات الرئيسية.					
17.	أربط معلوماتي السابقة بالمعلومات الواردة بالنص المسموع.					

* تمت المراجعة اللغوية بواسطة: 1- د/ ماهر شعبان- قسم المناهج و طرق التدريس- كلية التربية- جامعة بنها
2- ا/ أيمن محمد- مدرس أول لغة عربية- مدرسة الأورمان الخاصة - إدارة شمال الجيزة التعليمية

مرحلة ما بعد الاستماع					
				أقوم بعمل تلخيص في ذهني او علي الورق للمعلومات الرئيسية في النص.	18.
				أتذكر كلمة أو عبارة أو معلومة تساعدني في استرجاع المعلومات.	19.
				أتعاون مع زملائي في مراجعة إجابات تمرين الاستماع.	20.
				أتعاون مع زملائي للحصول علي تغذية مرتدة علي أدائي.	21.
				أقوم بتحديد مدي فاعلية الإستراتيجيات التي استخدمتها.	22.
				أحدد التغييرات التي سأقوم بها المرة القادمة عندما أقوم بأداء تمرين مشابهة.	23.

Appendix D

Protocol instructions for the students

تعليمات بروتوكول التفكير بصوت عال:

عزيزي الطالب /عزيزتي الطالبة:

1. سوف يقدم لك تمرين استماع- محادثه بين مجموعة من الأصدقاء-
2. ليس من المطلوب منك الإجابة عن أسئلة تمرين الاستماع ,و لكن المطلوب قراءة الأسئلة ثم التفكير بصوت عال : بمعنى التعبير عما ما سوف تفعله و تفكر فيه قبل الاستماع إلي الشريط الصوتي, لكي تفهم ما سوف تستمع إليه.
3. سوف تستمع إلي أجزاء من المحادثة, ثم سيتم إيقاف الشريط الصوتي لكي تعبر عما واجهك من مشاكل أثناء الاستماع و ماذا فكرت أو تفكر فيه للتغلب علي تلك المشكلة و فهم النص المسموع أو فهم الكلمات الصعبة.
4. بعد الانتهاء من الاستماع, عبر عما تفكر فيه أو ماذا ستفعل , بمعنى هل ستقوم بأي شئ يساعدك في حل الأسئلة.

The listening task (used for the checklist)

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

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

Source of the listening task (used for the checklist)

Dallas , D. & Gomm, H. (1999). Students' textbook : Hello 6. Cairo, Egyptian international publishing company-Longman.

Appendix D

The Strategic Listening Checklist (SLC)

Name:

Class:

Date:

	NO,	The items to be observed	yes	No
<u>Prior-listening stage</u>	1.	The student sets the goal of the listening task		
	2.	The student plans how to accomplish the task		
	3.	The student asks questions for clarification		
	4.	The student guesses the content of the text		
	5.	The student decides in advance to attend in general to the listening task		
	6.	The student predicts the main idea of the text with the help of pictures or titles		
<u>During</u>	7.	The student uses text clues to guess meaning.		
	8.	The student uses text clues to predict upcoming information.		

	9.	The student takes notes of key words
	10.	The student uses information within the text to guess the meanings of unfamiliar language items associated with the listening task
	11.	The student uses information within the text to fill in missing information
	12.	The student uses visual images to understand and remember information
<u>post-listening stage</u>	13.	The student makes mental or written summary of key information of the listening text
	14.	The student remembers word , phrase or piece of information to assist with recall
	15.	The student collaborates with peers to check the task
	16.	The student collaborates with peers to get feedback on information
	17.	The student assesses how well he/ she used the strategies
	18.	The student identifies changes that he/ she will make the next time she has a similar task.

END