The Effect of a Language Learning Strategies-Based Model on Developing Secondary Stage Students' Listening Comprehension Skills and Attitudes towards Strategies Use

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Abstract

The purpose of the present study was to investigate the effect of a language learning strategies-based model on developing listening comprehension skills and attitudes towards strategies use among first year secondary stage students. The design of the present study was a pre-post, quasi-experimental design. The participants of the study were forty-two first year secondary stage students. The participants were trained to use specific language learning strategies when responding to listening tasks. The instruments of the present study included a listening comprehension skills test for assessing the participants' listening comprehension skills, and a scale for measuring the participants' attitudes towards strategies use. The test and the scale were administered to the participants before and after the treatment. Data were treated statistically using SPSS (version 19). Results of the study revealed that the language learning strategies-based model was found to be effective in developing first year secondary stage students' listening comprehension skills and attitudes towards strategies use.

Key words:

Language learning strategies, listening comprehension skills, attitudes.

1- Introduction

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign language learning.

Throughout the language teaching history, teaching methods, textbooks, and grammatical paradigms were cited as the primary factors in successful learning. In recent years, language teaching focused on the role of the learner in the process. This is based on the "styles" and "strategies" of the learners. Wasilewska (2012) stated that research in the field of teaching English as a Foreign Language (EFL) indicates that introducing language learning strategies and their supervised practicing in classroom setting may contribute to effective language learning and students' understanding overall processes of language acquisition.

1/1 The Problem of the Study

Despite the importance of listening practice in language instruction, English language classes, in Egypt, still emphasize only the skills of reading and writing, and listening has been overlooked to the large extent. This problem is especially a commonplace case of an EFL situation where English is taught as a subject at school and used only inside not outside the classroom. EFL students are studying English where it is not their spoken language, so, these students have very few opportunities to hear real language, and therefore they aren't accustomed to hearing the language as produced by native speakers for native speakers. Consequently, students frequently have serious difficulty in understanding English spoken to them. Besides, the quality and quantity of language input they receive from their language learning materials and teachers in limited time of the classroom is not enough to real spoken and written language in use.

Listening skill is widely acknowledged as a major challenge for EFL learners, and it has been reported as one of the most difficult skills in comparison with reading, speaking and writing, especially for EFL learners with relatively lower English proficiency (Farrell & Mallard, 2006; Renandya & Farrell, 2010). One of the possible reasons is that listening is mainly characterized as a fleeting and irreversible and multi-dimensional process (Rost, 2013; Britton & Graesser, 2014).

To sum up, problem of the present study can be stated as follows: the first year secondary stage students face different challenges when listening such as unfamiliar vocabulary, length and speed of listening, accent, and cultural differences. So, students need to be trained to use language learning strategies to develop their listening comprehension skills and overcome these challenges.

1/2   Purpose of the Study

The current study aimed to develop some EFL listening comprehension skills and attitudes towards strategies use among the first year secondary stage students through a language learning strategies-based model.

1/3   Questions of the Study

This study is an attempt to answer the following questions:

1- What is the effect of the LLS-based model on developing first year secondary stage students' overall listening comprehension skills?

2- What is the effect of the LLS-based model on developing first year secondary stage students' attitudes towards strategies use?

1/4 Hypotheses of the Study

Hypotheses of the present study can be stated as follows:

1- There is a statistically significant difference between the mean score of the study participants on the overall listening comprehension skills pre-posttest in favor of the post.

2- There is a statistically significant difference between the mean score of the study participants on listening for specific information skill pre-posttest in favor of the post.

3- There is a statistically significant difference between the mean score of the study participants on guessing the meanings of words from context skill pre-posttest in favor of the post.

4- There is a statistically significant difference between the mean score of the study participants on checking predictions skill pre-posttest in favor of the post.

5- There is a statistically significant difference between the mean score of the study participants on listening for detail skill pre-posttest in favor of the post.

6- There is a statistically significant difference between the mean score of the study participants on listening for gist skill pre-posttest in favor of the post.

7- There is a statistically significant difference between the mean score of the study participants in the pre and post administrations of the scale of attitude towards strategies use in favor of the post administration.

1/5   Significance of the Study

The current study is significant as it might help first year secondary stage students develop their listening comprehension skills and be able to comprehend speech well. Also, it encourages students using appropriate language learning strategies to accomplish learning tasks and activities. In addition, strategy training helps students increase their motivation to learn.

1/6 Delimitations of the Study

The present study was delimited to the following:

1- Forty-two first year secondary stage students, El-Ramady Secondary School, Edfu Educational Administration, Aswan Governorate.

2- The EFL listening comprehension skills which are included in the English language syllabus presented to first year secondary stage students, the second semester of the academic year 2017/2018.

1/7   Definition of Terms

Language learning strategies

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987, p.19) described language learning strategies as '' any sets of operations, steps, plans, routines used by the learner to facilitate obtaining, storage, retrieval, and use of the information''.

Oxford (1990, p. 8) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"

In the current study, language learning strategies are defined operationally as the learning techniques, steps, and plans that the first year secondary stage students use, when responding to specific listening tasks and activities, to develop their listening comprehension skills and attitudes towards strategy use.

Listening comprehension skills

According to Richards, Platt and Platt (2000), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

According to Morley (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and developed faster than the other language skills, which indicates that it makes easy the development of the other language skills.

According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her

ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.

The researcher defines listening comprehension operationally as the ability of first year secondary stage students to listen for specific information, guess the meanings of words from context, check predictions, listen for detail, and listen for gist properly, using numerous language learning strategies.

2- Review of Literature

2/1 Language Learning Strategies

Many ESL/EFL (English as a Second or Foreign Language) teachers wonder why some learners learn faster than other learners. They also wonder why classroom tasks are much easier for some students than for others. One of the reasons is related to the strategies ESL/EFL learners employ to accomplish their needs or the tasks assigned. Theory has shown (Cohen, 2003; Oxford, 1990) that strategy use favors effectiveness in language learning. That is, the more aware learners are on the strategies they employ (why use them), the more effective and skillful learners they will be.

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the easiest way to do what is required, that is, using language learning strategies is necessary.

Effective language learners are aware of the strategies they use and why they use them. Likewise, skilled language learners select those strategies that work well for specific tasks. Less effective learners are also aware of their learning strategies, but employ them randomly, without a careful selection or focus of a particular strategy for an assigned task. De Araúz (2009) argued that language learning strategy instruction can help EFL students "learn better" by raising students' awareness of language learning strategies, highlighting the

relationship between strategy use and language learning tasks, and by increasing students' existing language learning strategies.

Oxford (1990) stated that language learning strategies are specific actions or behaviors taken by students to enhance learning and self-direction. Moreover, LLS are flexible, easy to teach and modify and finally, affected by many factors such as age, learning style, stage of learning.

2/1/1 Classification of Language Learning Strategies

LLS have been classified by many scholars (O'Malley et al. 1985; Wenden and Rubin 1987; Oxford 1990; Stern 1992; Ellis 1994). However, most of these attempts to classify LLS reflect more or less the same categorizations of language learning strategies without any radical changes. In all the existing classification systems, LLS are mainly divided into cognitive strategies, metacognitive and affective or social strategies.

Among a massive number of existing strategy classifications, probably the most recognized and quite frequently referred to is the taxonomy established by Oxford in 1990. It classifies six categories (memory, cognitive, compensation, metacognitive, affective, and social) into direct and indirect strategies. According to Oxford (1990), direct strategies include memory, cognitive and compensation strategies while indirect strategies are divided into metacognitive, affective and social strategies

Language learners, using a wide variety of LLS appropriately, can improve their language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

To conclude, EFL students can use different LLS to improve their language skills in general. In particular, to enhance their listening comprehension skills, students can:

- Listen to audio materials and looking up the new words.

- Memorize the words and their meanings.
- Understand the grammar of sentences.
- Try to translate what is read.
- Watch audiovisual materials and doing exercises.
- Predict the meaning of new words.
- Listen to different audio materials on the same subject.
- Listen to authentic materials.
- Use native language to understand the texts.
- Have background information about what they listen.
- Use computers and internet to have rich listening materials.

2/2 Strategy-Based Instruction Models

As language learning strategies are clearly teachable, there seems to be a need to include in syllabi modules teaching strategies to students. Such modules, currently known as Strategy Based Instruction (SBI) models have been developed by many researchers (O' Malley & Chamot, 1990; Oxford, 1990; Cohen, 1998; Chamot et al., 1999; Grenfell & Harris, 1999). The basic difference among different SBI models is that some of them constitute a separate training while other models are integrated with the courses.

Strategy instruction models are intended to promote effective learning and create an independent learner, who will be trained in self-management. SBI models cannot be viewed as universal for all groups of learners. They require some adjustment to students' age, goals and motivation. They should also be integrated with the context of teaching. The most promising results show SBI trainings that are content related and refer students to their actual problems. Throughout the SBI, students need to realize their individual patterns in strategy use and concentrate on improving these that need improvement (Chamot 2004).

In practice, SBI models may slightly vary in length but the overall structure remains similar. It consists of the strategy diagnosis, raising awareness stage, practice, evaluation and final assessment of learning results. Some models are based on a plan, which needs to be covered only once throughout the course, others are in a form of one action to be repeated continuously over the course, each time with a

different goal. All SBI models contain modules developing students' metacognitive skills and suggest that learning strategies can be facilitated through teacher demonstration and modeling. The importance of providing multiple practice opportunities is stressed so that after the training, students can use strategies autonomously. It is suggested that learners should evaluate how well a strategy has worked for them, choose strategies for a task and be able to transfer them to new tasks (Wasilewska, 2012).

2/3 Listening Comprehension

Language learning is a long and complex process which requires knowledge on fundamental grammar, vocabulary, phonological elements, and communicative functions along with the four basic language skills- listening, speaking, reading, and writing, which will be used to meet the communicative needs of learners. Of all these four skills, listening integrated with speaking is, perhaps, the most frequently used one for different functions of language.

Listening is a fundamental language skill, and as such it merits a critical priority among the four skill areas for language students. 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 sociocultural context of the utterance (Vandergrift, 1999, p.168).

Listening skills are important in foreign language learning because the key to acquire a language is to receive language input appropriately. Language acquisition takes place only when students absorb enough comprehensible input. Rost (1994) confirmed that listening is vital in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role in students' language development. Thus, language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input.

Without understanding inputs at the right level, any kind of learning simply cannot occur.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani & Ahmadi, 2011). Both instructors and students acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Coakley & Wolvin, 1997; Ferris, 1998).

Hasan (2000) pointed out that listening comprehension provides the right conditions for language acquisition and development of other language skills. Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency. Rost (2002) also indicated that developing proficiency in listening is the key to achieving proficiency in speaking.

According to Bouach (2010), listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, evaluation, and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation.

Listening comprehension needs more concentration and a quick understanding is also required. When listening, a lot of factors should be specifically paid attention to. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers (Ziane, 2011).

According to Rost (1994), listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen. Doff (1995) and Ziane (2011) represented that listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill. If a learner has a good listening ability in English language, it would be very easy for him to listen to

the radio, to study, watch films, or communicate with foreigners. Learners should have a lot of practice and exposure to English in order to develop this ability. There is a relationship between listening to a language and learning it. Consequently, learners need as much exposure to English language as possible.

Among the considerable studies conducted to improve learners' English listening proficiency, listening strategy is regarded widely accepted as one of the most effective ways. Previous studies have suggested that listening strategies could be taught to broaden learners' strategy choices and enable them to become competent listeners (Goh,1998; Vandergrift, 1998). In this strand, researchers have set out to explore the models of listening strategy instruction and validate its effectiveness in enhancing students' listening performance (Thompson & Rubin, 1996; Seo, 2000; Cross, 2009). As indicated by previous studies, listening strategy instruction could equip students with the appropriate skills (Siegel, 2011), thereby enhancing learners' awareness in listening strategy use and equipping them with the skills needed in carrying out listening activities (Thompson & Rubin, 1996; Goh, 2002; Goh & Taib, 2006; Graham, Santos, & Vanderplank, 2008).

In this line, considerable attention has also been paid to examining the effectiveness of listening strategy training from a longitudinal perspective. For instance, Graham, Santos &Vanderplank (2008) investigated the development of listening strategies and listening performance of two lower-intermediate French learners over six months. Their results showed great differences in the strategy used by the higher- and lower- proficient learners, and there was a high degree of stability of strategies used over the period of the study.

Chulim (2008) performed a study about exploring the utilization of listening strategies by students in five Mexican universities. The findings indicated that the most frequent use of strategies was emphasizing on particular information, while taking notes and previous knowledge were the least strategies. There weren't any significant differences across universities in the use of listening strategies. A study was done by Mohseny and Raeisi (2009) about the relationship between

language proficiency of Iranian EFL learners and their listening strategy use. Statistical analysis revealed a significant positive relationship between proficiency level and listening strategy use.

Ahmed (2016) investigated the effect of the flipped classroom model on Egyptian EFL students' listening comprehension. A one-group pre-posttest design was adopted. Thirty-four 3rdyear EFL students at the Faculty of Education, Suez University, were pretested on listening comprehension before the experiment and then posttested after it. Paired-samples t-test revealed a statistically significant improvement in participants' listening comprehension between the pretest and the posttest in favor of the posttest. Therefore, it was concluded that the flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students.

Alakawy (2016) explored the effect of Computer Assisted Language Learning (CALL) on improving Egyptian EFL learners' listening skill in the Flipped Classroom. The participants in this quantitative study included 40 EFL learners who study EFL at Alexandria University, English Department. Participants were assigned into experimental and control group. The data analysis of the post-test listening comprehension scores indicated a significant difference between the experimental and control groups; that is to say, the experimental group outperformed the control group and obtained a higher average in the listening exam. Thus, the implementation of CALL in the flipped classroom proved to be effective in enhancing the Egyptian EFL learners' listening skill.

In spite of its importance in foreign language learning, the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs. Osada (2004) reported that listening has not drawn much attention of both teachers and learners, they are generally less aware of its importance. In classrooms, teachers seem to test, not to teach listening. Meanwhile, students seem to learn listening, not listening comprehension. As a result, it remains the most neglected and the least understood aspect of language teaching

Taking into consideration the importance of the listening comprehension skill to language students and its dimensions of difficulty, the current study is an attempt to help first year secondary stage students use the appropriate language learning strategies when listening to oral texts, and use these strategies to overcome the listening difficulties and problems. It is also intended to improve students' attitudes towards strategies use. It is hoped that findings from this study will provide insights for the teaching and learning of listening comprehension skills.

3- Methodology

The present study is a pre-post quasi-experimental study. The only one group design was used. This group was tested before and after implementing the experiment.

3/1 Participants

The participants of the present study were forty-two first year secondary stage students, El-Ramady Secondary School, Edfu Educational Administration, Aswan Governorate.

3/2 Instruments and Materials

The researcher prepared and used the following instruments in order to fulfill the aims of the present study:-

1/2/1 The EFL Listening Comprehension Skills List

The current study concerned with the listening comprehension skills which are included in English language syllabus presented to first year secondary stage students, the second semester of the academic year 2017/2018. See (Appendix 1)

1/2/2 The EFL Listening Comprehension Skills Test
1.2.1.1   Test Description

The EFL listening comprehension skills test (Appendix 2), aimed to test the students' performance on the intended listening comprehension skills the study is concerned with. The test consists of two parts; in part (A), students listen to a teacher giving students advice for exams and circle the best answer to the given questions. In

part (B), students listen to different speakers describing their favorite things and write the word to fill the gaps. To answer the questions correctly, students have to listen for specific information, guess the meanings of words from context, check predictions, listen for detail, and finally listen for gist. The EFL listening comprehension skills test was piloted by administering it to 40 first year secondary stage students, in order to determine the following:

- The suitability of the test for the participants.
- The simplicity/difficulty of the test items.
- The clarity of the test instructions.

To score the test, one mark is assigned for each point in part (A) and part (B), the maximum score was 36.

1.2.1.2   Test Validity and Reliability

The test was given to EFL jurors (n=5) to judge its validity. The EFL jurors agreed that the test is valid and measures the intended skills. In addition, the validity coefficient of the EFL listening comprehension skills test was calculated using the square root of the reliability coefficient. Based on that, the test validity coefficient was (.86) which is considered acceptable. Thus, the test is valid and can measure participants' EFL listening comprehension skills before and after intervention. Moreover, the test-retest method was used to estimate the test reliability. The participants were first tested on the 21st of February 2018. Two weeks later, they were retested. The correlation coefficient was 0.74.

1.2.1.3   The Scale of Attitude towards Strategies Use (appendix 3)

1.2.1.4   Description and Purpose

The scale of attitude towards strategies use was used before the implementation of the LLS-based model to measure the participants' attitudes towards strategies use. Moreover, it was used after the implementation of the LLS-based model in order to investigate the effect of the model on developing listening comprehension skills and attitudes towards strategies use among first year secondary stage students.

The scale consists of fourteen statements. These statements are on a five-point response scale (A- Always true of me; B- Usually true

of me; C- Somewhat true of me; D- Usually not true of me; E- Never true of me.

1.2.1.5   Scale Validity and Reliability

To achieve the content validity of the scale of attitude towards strategies use in its preliminary form, it was submitted to a panel of EFL jurors (n=5). They were asked to judge the scale face validity in terms of items clarity and suitability for the participants' level. All jury members indicated that the scale of attitude towards strategies use was clear and suitable for the participants of the present study and valid for measuring their attitudes towards strategies use.

In addition, the test re-test method was used to determine the reliability of the scale of attitude towards strategies use. The scale was administered to a group of first year secondary stage students (N=40) on the 21st of February 2018. Two weeks later, it was administered to the same group again. The Pearson correlation between the two administrations was (.72). This means that the scale of attitude towards strategies use is a reliable tool to measure the participants' attitude towards strategies use.

1.2.1.6   Scoring the Scale of Attitude towards Strategies Use

Under the guidance of the researcher, the participants were asked to complete the scale and choose one of the options' always true of me', 'usually true of me', 'somewhat true of me', 'usually not true of me' or 'never true of me' in response to each of the fourteen statements. These options are scored out of 5 points for 'always true of me' to 1 point for 'never true of me'. The total score of the scale is 70, and the minimum score is 14.

1.3 The Strategies-Based Instruction Model

The aim of the model was to help first year secondary stage students develop their listening comprehension skills and attitude towards strategies use. The Strategies-Based Instruction Model was

implemented in the second semester of the academic year 2017-2018. It lasted for 2 months and consisted of six sessions; each of which took 2 hours. The first session was devoted to the introduction of the model for the first year secondary stage students. The remaining sessions were instructional sessions through which the students were trained to use different LLS to develop their listening comprehension skills. The Strategies-Based Instruction Model stages are as follows:

- **Strategy diagnosis**

At first, students are asked to describe the strategies they used to use, and then the researcher helps students to determine the appropriate listening strategy in light of the listening skill offered.

- **Raising awareness**

At this stage, the researcher presents background information about the nature of the target listening skill. In addition, the appropriate listening strategies are discussed and students are asked to pay their attention and concentrate on the determined listening strategies in order to accomplish the listening tasks accurately.

- **Practice**

After determining the appropriate listening strategies and raising students' awareness, they are asked to listen to different youtube videos to practice listening skills. The students listen to the videos different times, each time they are asked to determine the appropriate listening strategies to improve their listening skills.

- **Evaluation**

At this stage, the students assess the information they received, both qualitatively and quantitatively, form an opinion of what they heard and, if necessary, develop a response. This stage of critical analysis is important for the students in terms of how what they heard will affect their own ideas, decisions, actions, and/or beliefs.

- **Assessment**

This is the last stage in which the EFL listening comprehension skills test is administered to the participants of the current study.

4- Findings of the Study

The findings of the current study are presented in light of the hypotheses of the study using the Statistical Package for Social Sciences (SPSS) version 19. The findings are stated as follows:

4 /1 Findings of Hypotheses (1)

The first hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the overall listening comprehension skills pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the overall listening comprehension skills pre-posttest.
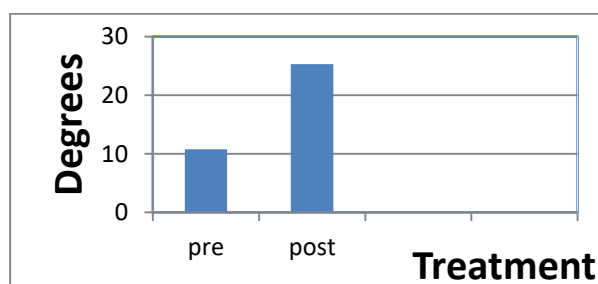
Table (1):
The t-value, mean scores, standard deviations, and level of significance in the overall listening comprehension skills pre-posttest.

Skill	Measurement	N	Mean	S.D	T- Value	D.F	Sig.
Overall listening comprehension skills	Pre	42	10.78	1.33	41.87	41	0.05
	Post	42	25.28	1.43			

As table (1) indicates, the mean score of the study participants in the overall listening comprehension skills posttest is higher than their mean score in the pre-test, where "t-value" is (41.87) which is significant at the (0.05) level of significance. Consequently, the first hypothesis was confirmed.

The findings of the first hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the overall listening comprehension skills pre-posttest in favor of the post. As indicated in table (1), the study sample showed more development in their overall listening comprehension skills in the post assessment than in the pre assessment. This proved and confirmed the first hypothesis statistically. This development as indicated in Figure (1) can be related to the administration of the LLS-based model.

Figure (1): The mean scores of the study participants in the overall listening comprehension skills pre-post test

The effect size of the LLS-based model is indicated in the following table:

Table (2):
The effect size of the LLS-based model on the overall listening comprehension skills.

Skill	t-value	μ^2 value	d-value	Effect size
Overall listening comprehension skills	41.87	0.97	7.58	Large

As indicated in table (2), the development of the study participants' overall listening comprehension skills can be related to the use of the LLS-based model which is found to be effective in developing students' listening comprehension skills.

4 /2   Findings of Hypotheses (2)

The second hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the listening for specific information skill pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the listening for specific information pre-posttest.

Table (3):
The t-value, mean scores, standard deviations, and level of significance in the listening for specific information skill pre-posttest.

	Measurement	N	Mean	S.D	T- Value	D.F	Sig.
Listening for specific information	Pre	42	1.80	0.70	14.21	41	0.05
	Post	42	4.23	0.82			

As table (3) indicates, the mean score of the study participants in the listening for specific information skill posttest is higher than their mean scores in the pre-test, where "t-value" is (14.21) which is significant at the (0.05) level of significance. Consequently, the second hypothesis was confirmed.

The findings of the second hypothesis indicated that there was a statistically significant difference between the mean score of the study participants on the listening for specific information skill pre-posttest in favor of the post. Table (3) indicated that t-value was significant at 0.05 level. This proved and supported the second hypothesis statistically. Figure (2) illuminates these findings:

Figure (2): The mean scores of the study participants in the listening for specific information skill pre-post test
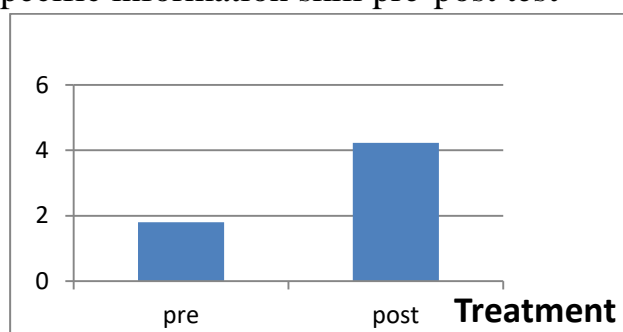
The present study focused on developing first year secondary stage students' listening for specific information skill through the incorporation of the LLS-based model. The first year secondary stage students began to think about the topic of the text they are going to listen to, determine the type of text content, determine the words come to mind and they already know, and determine the words they want to look up. As a result, the post assessment has indicated that the first year secondary stage students' listening for specific information skill was developed due to the influence of the LLS-based model as illustrated in the following table:

Table (4)
The effect size of the LLS-based model
on the listening for specific information skill.

Skill	t-value	μ^2 value	d-value	Effect size
Listening for specific information	14.21	0.83	3.17	Large

4/3 Findings of Hypotheses (3)

The third hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the guessing the meanings of words from context skill pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the guessing the meanings of words from context skill pre-posttest.

Table (5)
The t-value, mean scores, standard deviations, and level of significance in the guessing the meanings of words from context skill pre-posttest.

Skill	Measurement	N	Mean	S.D	T- Value	D.F	Sig.
Guessing the meanings of words from context	Pre	42	1.97	0.74	14.89	41	0.05
	Post	42	4.26	0.66			

As table (5) indicates, the mean score of the study participants in the guessing the meanings of words from context skill posttest is higher than their mean scores in the pre-test, where "t-value" is (14.89) which is significant at the (0.05) level of significance. Consequently, the third hypothesis was confirmed.

The findings of the third hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the guessing the meanings of words from context skill pre-posttest in favor of the post. Table (5) indicated that t-value was significant at 0.05 level. This proved and supported the third hypothesis statistically. Figure (3) illuminates these findings:

Figure (3): The mean scores of the study participants in the guessing the meanings of words from context skill pre-post test
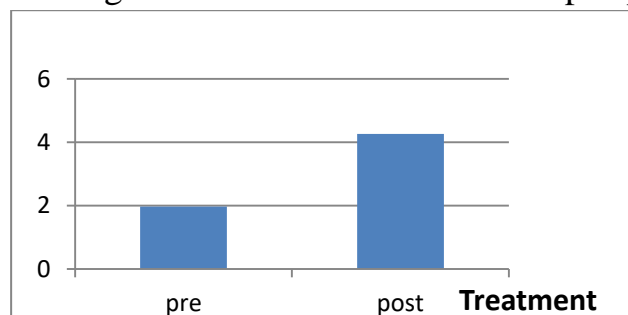
The present study focused on developing first year secondary stage students' guessing the meanings of words from context skill through the incorporation of the LLS- based model. The first year secondary stage students began to determine the part of speech of the word, check the grammar, study the wider context (usually the conjunction relationships), and try to guess the word and check the guess. As a result, the post assessment has indicated that the first year secondary stage students' guessing the meanings of words from context skill was developed due to the influence of the LLS- based model as illustrated in the following table:

Table (6): The effect size of the LLS-based model on the guessing the meanings of words from context skill.

Skill	t-value	μ^2 value	d-value	Effect size
Guessing the meanings of words from context	14.89	0.84	3.22	Large

4.4. Findings of Hypotheses (4)

The fourth hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the checking predictions skill pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the checking predictions skill pre-posttest.

Table (7): The t-value, mean scores, standard deviations, and level of significance in the checking predictions skill pre-posttest.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
Checking predictions skill	Pre	42	1.57	0.70	18.87	41	0.05
	Post	42	4.26	0.66			

As table (7) indicates, the mean score of the study group on the checking predictions skill posttest is higher than their mean scores on the pre-test, where "t-value" is (18.87) which is significant at the (0.05) level of significance. Consequently, the fourth hypothesis was confirmed.

The findings of the forth hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the checking predictions skill pre-posttest in favor of the post. Table (7) indicated that t-value was significant at 0.05 level. This proved and supported the forth hypothesis statistically. Figure (4) represents these findings:

Figure (4): The mean scores of the study participants in the checking predictions skill pre-posttest.
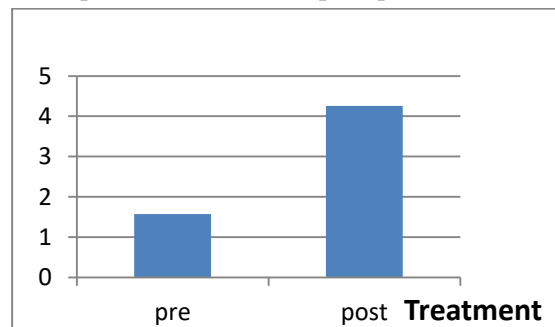
The present study focused on developing first year secondary stage students' checking predictions skill through the incorporation of the LLS- based model. The first year secondary stage students began to think about the topic of the text, read/focus on the title, consider their own knowledge, think about the type of text (i.e. news article, lecture), predict what they expect to hear about. As a result, the post assessment has indicated that the first year secondary stage students'

checking predictions skill was developed due to the influence of the LLS- based model as illustrated in the following table:

Table (7): The effect size of the LLS-based model on the checking predictions skill.

Skill	t-value	μ^2 value	d-value	Effect size
Checking predictions skill	18.87	0.89	3.93	Large

4.5. Findings of Hypotheses (5)

The fifth hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the listening for detail skill pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t - value and level of significance in the listening for detail skill pre-posttest.

Table (8): The t-value, mean scores, standard deviations, and level of significance in the listening for detail skill pre-posttest.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
Listening for detail skill	Pre	42	1.90	0.69	14.47	41	0.05
	Post	42	4.26	0.70			

Table (8) shows that the mean score of the study sample in the listening for detail skill posttest is higher than their mean score in the pre-test, where "t-value" is (14.47) which is significant at the (0.05) level. Based on that, the fifth hypothesis was confirmed.

The findings of the fifth hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the listening for detail skill pre-posttest in favor of the post. Table (8) showed that t-value is significant at (0.05) level. Thus, the sixth hypothesis was confirmed and supported statistically. Figure (5) represents these findings:

Figure (5): The mean scores of the study participants in the pre and post assessment of participants' listening for detail skill
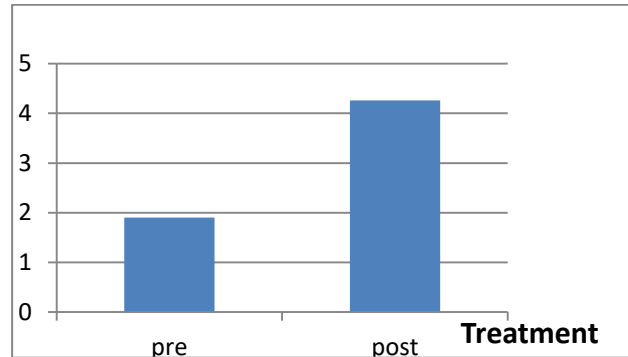
The present study focused on developing first year secondary stage students' listening for detail skill through the incorporation of the LLS- based model. The first year secondary stage students began to ignore anything that does not sound relevant, use key words and phrases, take bullet-point notes, and practice rephrasing information. As a result, the post assessment has indicated that the first year secondary stage students' listening for detail skill was developed due to the influence of the LLS- based model as illustrated in the following table:

Table (9): The effect size of the LLS-based model on the study participants' listening for detail skill.

Skill	t-value	μ^2 value	d-value	Effect size
Listening for detail skill	14.47	0.83	3.38	Large

4.6. Findings of Hypotheses (6)

The sixth hypothesis states that "There is a statistically significant difference between the mean score of the study participants on the listening for gist skill pre-posttest in favor of the post". The following table presents students' mean scores, standard deviations, t-value and level of significance in the listening for gist skill pre-posttest.

Table (10): The t-value, mean scores, standard deviations, and level of significance in the listening for gist skill pre-posttest.

Skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
Listening for gist skill	Pre	42	1.88	0.80	15.76	41	0.05
	Post	42	4.19	0.67			

Table (10) shows that the mean score of the study participants in the listening for gist skill posttest is higher than their mean score in pretest, where "t-value" is (15.76) which is significant at the (0.05) level of significance. Based on that, the sixth hypothesis was confirmed.

The findings of the sixth hypothesis revealed that there was a statistically significant difference between the mean score of the study participants on the listening for gist skill pre-posttest in favor of the post. Table (10) showed that t-value is significant at (0.05) level. Thus, the seventh hypothesis was confirmed and supported statistically. Figure (6) represents these findings:

Figure (6): The mean scores of the study participants in the pre and post assessment of participants' listening for gist skill
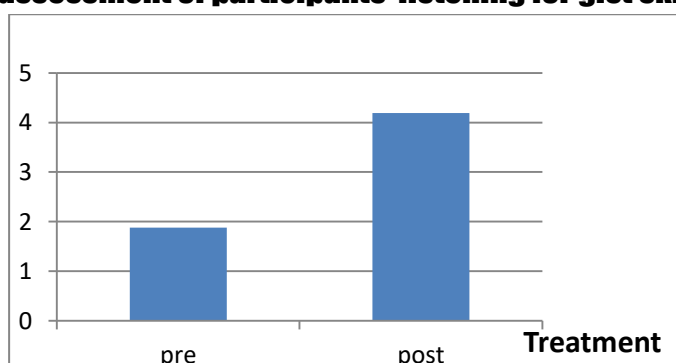
The present study focused on developing first year secondary stage students' listening for gist skill through the incorporation of the LLS- based model. The first year secondary stage students began to pick out the main idea, key words, intonation, and other clues in the

text and take notes of the specific details. As a result, the post assessment has indicated that the first year secondary stage students' listening for gist skill was developed due to the influence of the LLS-based model as illustrated in the following table:

Table (11): The effect size of the LLS-based model on the study participants' listening for gist skill.

Skill	t-value	μ^2 value	d-value	Effect size
Listening for gist skill	15.76	0.85	3.11	Large

4.7. Findings of Hypotheses (7)

The seventh hypothesis states that "There is a statistically significant difference between the mean score of the study participants in the pre and post administrations of the scale of attitude towards strategies use in favor of the post administration". The following table presents students' mean scores, standard deviations, t-value and level of significance in the pre and post administrations of the strategies use attitudes scale.

Table (12): The t-value, mean scores, standard deviations, and level of significance in the pre and post administrations of the scale of attitude towards strategies use.

Scale	Measurement	N	Mean	S.D	T-Value	D.F	Sig.
The Strategies Use Attitudes Scale	Pre	42	30.07	3.99	35.57	41	0.05
	Post	42	57.71	3.54			

Table (12) shows that the mean score of the study sample in the post administration of the scale of attitude towards strategies use is higher than their mean score in the pre administration of the same scale, where "t-value" is (35.57) which is significant at the (0.05) level of significance. Based on that, the seventh hypothesis was confirmed.

The findings of the seventh hypothesis revealed that there was a statistically significant difference between the mean score of the study participants in the pre and post administrations of the scale of attitude towards strategies use in favor of the post administration. Table (12) showed that t-value is significant at (0.05) level. Thus, the seventh hypothesis was confirmed and supported statistically. Figure (7) represents these findings:

Figure (7): The mean scores of the study participants in the pre and post administrations of the scale of attitude towards strategies use
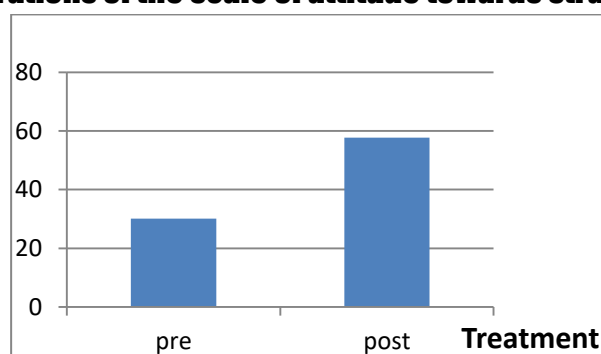
The present study focused on developing the first year secondary stage students' attitudes towards strategies use through the offered listening activities, tasks, and exercises. These activities motivated each student to use different language learning strategies such as looking for opportunities to listen as much as possible in English, thinking about their progress in listening skills, finding out how to develop their listening skills, understanding the grammar of sentences while listening, predicting the meaning of new words while listening, guessing the meaning of unfamiliar words in the listening texts, using native language to understand the listening texts, summarizing the important points to understand the listening texts, and using computers and internet to have rich listening materials. As a result, the post assessment has indicated that the first year secondary stage students' attitudes towards strategies use were developed due to the influence of the LLS-based model. The following table presents the effect size of the LLS-based model on the study participants' attitudes towards strategies use:

Table (13): The effect size of the LLS-based model on the study participants' attitudes towards strategies use.

Scale	t-value	μ^2 value	d-value	Effect size
Scale of Attitude towards Strategies Use	**35.57**	**0.96**	**7.31**	**Large**

2. Discussion of Findings:

The primary purpose of the present study was to develop listening comprehension skills and attitudes towards strategies use among first year secondary stage students through using the LLS-based model. The model followed different steps and included various listening comprehension activities and tasks that were introduced to the study sample. The results of the present study showed that the LLS-based model has improved the study participants' listening comprehension skills and attitudes towards strategies use. These improvements can be due to the effectiveness of using the LLS-based model and the appropriateness of the listening activities and tasks, offered through the sessions, to the study participants.

After implementing the LLS-based model, the first year secondary stage students' listening comprehension skills and attitudes towards strategies use were developed. Students became able to listen for specific information, guess the meanings of words from context, check predictions, listen for detail, and listen for gist. Moreover, they showed positive attitudes towards using different listening strategies such as looking for opportunities to listen as much as possible in English, thinking about their progress in listening skills, memorizing the words and their meanings to best respond to listening tasks, understanding the grammar of sentences while listening, translating what is read to have a clear idea about what is said, and summarizing and remembering the important points to understand the listening texts.

3. Conclusions:

The current study investigated the effect of a language learning strategies-based model on developing secondary stage students' listening comprehension skills and attitudes towards strategies use. Findings indicated that the students' listening comprehension skills and attitudes towards strategies use were developed as a result of studying the LLS-based model. One way teachers could support the students' listening competence is through a systematic strategy instruction model, which in turn could offer an additional benefit the development of the independent language learner. If teachers are equipped with knowledge and understanding about how learning to listen can take place, it will help students to become effective and efficient listeners.

It is necessary for teachers to provide learners with opportunities to practice the new strategies so as to integrate them into the process of language learning. Learners themselves can apply the strategies while working on different listening tasks and activities. Using listening strategies increases their awareness about the listening process, which leads to better performance.

Based on the findings of the current study, the LLS-based model has a significant positive effect on secondary stage students' listening comprehension skills and attitudes towards strategies use. It is an effective instructional material that helps students determine and use the suitable strategies in a variety of listening situations.

4. Recommendations of the Study :

The recommendations of the present study can be stated as follows:

- EFL teachers must pay attention to developing all language skills in a systematic and deliberate manner, and in particular, to the listening skill.
- The listening skill and its instruction should be an essential component of the EFL curricula class.

- Learners who are taught what to do when faced a listening task and are guided on how to deal with the received aural input will be more likely to process it successfully.
- More listening should take place inside and outside the classroom, and that teachers should focus on its process rather than just offering opportunities for listening.
- The evaluation of listening should focus on task-based activities that engage EFL learners in more authentic, real-life situations, and meaningful activities.

5. Suggestions for Further Research:

- Investigating what factors facilitate the acquisition and application of LLS to listening tasks among secondary stage students.
- Identifying the LLS that are most effective in the EFL class according to students' level of proficiency.
- Investigating the impact of online tools (e.g., e-mails, discussion boards, and weblogs) on listening comprehension and attitudes towards listening strategies use.
- Further research is required to investigate any possible relationships between use of language learning strategies and other factors thought to affect strategy use such as degree of awareness, stage of learning, age, and motivation level.

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