

The Effect of Self-Regulatory Strategies in Enhancing Listening Skills and Self-Efficacy of EFL Learners

Dr. Saneaia Abdel HameedElsherbiniAteia

TEFL Lecturer, Dep. of Foreign Languages

Faculty of Managerial Sciences, Saadat Academy

Abstract

This study was conducted to explore *The Effect of Self-Regulatory Strategies in Enhancing Listening Skills and Self-Efficacy of EFL Learners*. Participants of the current study were 80 female 3rd level female students divided into two groups (experimental and control group) with 40 each. The experimental group students trained in self-regulation strategies in learning listening skills while the control group used the traditional way in their learning. The findings indicated that students in the experimental group surpassed the control group in terms of listening performance using self-regulation strategies. Furthermore, results revealed that self-regulation strategies training helped students improve their self-efficacy. The study suggested that due to the significant role of self-regulatory strategies, it is seems relevant to do a comprehensive review on the role of self-regulation in learning a foreign language to gain a deeper understanding of the development of self-regulation in learning a foreign, how language teachers can help the learners to use self-regulatory strategies in a proper way to create positive beliefs about their abilities to learn a foreign language.

Keywords: *Self-Regulatory Strategies, Listening Skills, Self-Efficacy.*

Introduction and Background:

Foreign language research over the past three decades has indicated that listening plays a key role in language learning (Dunkel, 1991; Faerch& Kasper, 1986; Medelsohn, 1993; O'Malley&Chamot, 1990; Rubin, 1994; Tsui&Fullilove, 1998, Carter &Nunan, 2001). In many language curricula, listening is still frequently viewed as a complex skill, for which the best approach appears to be simply more practice. Listening skill instruction as well as strategy development still need greater attention in order to demystify its process (Rost, 2001).

In a number of language learning contexts, learners may have encountered difficulties at listening texts, these are attended to in terms of the language and meaning of the text, but no attention is paid to what is wrong in the process of listening. Hence, confronted again with a comparable text, learners will use the same, unsuccessful methods. Success in listening comprehension is measured by correct responses to questions or tasks. Teachers concentrate on the outcomes of listening, rather than upon learning itself, upon product rather than process (Field, 1998&Goh, 2000).

Many language learners attribute their difficulties in listening to their low ability, or the high difficulty of the listening texts, with little awareness or understanding of the role played by their ineffective techniques or strategy use. Such attributions demonstrate a sense of passivity and helplessness in language learners which may result in their becoming demotivated, and being less effective listeners (Graham, 2006; Morley, 2001 & Rost, 2001).

Research results in L2 listener's comprehension problems have revealed that advanced interrelationships exist between listeners' listening skills, and their self-regulation. These interrelationships have a significant influence on l2 listeners' strategic approach and achievement incomprehension (Field, 1998; Goh, 200²a, b; Vandergrift, 2002, 2003b; Victori & Lockhart, 1995; Wilson, 2003; Wu, 1998).

The importance of self-regulation during learning is monitoring one's progress while performing a task and finding new strategies when the previous one did not lead to successful task completion. Research also showss that students who lack skills in self-regulation tend not only to achieve poor academic results, but also to have difficulties in their social relations, both in expressing their thoughts, and feelings and in trying to understand others (Schunk& Zimmerman, 1994b; Largere, 2001&Zumbrum et. al., 2011).

Furthermore, self-regulatory learning strategies are a good match for promoting self-efficacy in the classroom. Delcourt and Kinizie (1993) noted that “perceived self-efficacy reflects an individual’s confidence in his or her ability to perform the behavior required to produce specific outcomes” (p.36). Self-efficacy, therefore, refers to the judgments of the skills one has rather the judgments of the skills themselves (Bandura, 1997). Consider students possess similar levels of English listening comprehension skills; depending on how they judge their abilities to perform the task. Even though they have similar perceptions of efficacy, it does not mean they are equally competent in their English listening skills.

Review of Related Literature:

As shown in the introduction and background of this study, self-regulatory strategy is a good match for promoting students’ language learning achievement and their self-efficacy. In the following pages an intensive review of literature on self-regulatory strategy application, its relationship to EFL listening achievement, and students’ self-efficacy were been demonstrated.

Self-regulatory Strategy and Learning Achievement:

Research on academic self-regulation has established that students’ self-regulatory beliefs and processes are not only measurable, but highly correlated with academic achievement, whether these two factors are measured using grade point average, achievement track in school, standardized tests, or task-specific measures. An abundance of studies, in numerous fields of research, have also demonstrated that it is possible to teach self-regulated learning processes, and that these processes can significantly enhance students’ achievement (Boekaerts, 1999; Boekaerts, Pintrich&Zeidner, 2000; Bolitho, et al., 2003; Ehrman, 2000; Purpura, 1997, 1998; Winne, 1995, 2001; Zimmerman&Risemberg, 1997).

A qualitative study by Ching (2002) was carried out to find out if self-regulation instruction would help students to plan and

revise their essays and if students had the competence and ability to regulate their writing, would it improve their attribution, self-efficacy and self-determination. Findings suggest that strategy and self-regulation instruction had equipped students with the knowledge on how to plan and revise their essays. Furthermore, strategy and self-regulation has improved students' self-efficacy.

Mirhassani and Others (2002) study was an attempt to investigate the relationship between Iranian EFL learners' goal-oriented and self-regulated learning and their language proficiency. In this study, the goal orientation scale and self-regulation trait questionnaire were piloted on 199 and 189 participants. The result of data analysis showed that there was a significant relationship between task goal orientation and language proficiency. In addition, there was a significant relationship between self-regulated learning and language proficiency. Also, all the four subscales of self-regulated learning (planning, self-checking, effort, and self-efficacy) were positively related to language proficiency. Also, multiple regressions showed that self-regulated learning was a good predictor of language proficiency.

Lizarraga and Others (2003) examined the effects of teaching self-regulation strategies to 40 middle school students in a compulsory secondary education setting, who presented difficulties in self-reflection, self-inquiry, assertiveness, and empathy. A quasi-experimental design with pre- and post-test measurements was employed. Results are discussed in terms of the implications was employed. Results are discussed in terms of the implications concerning how teachers can implement self-regulatory activities in their daily classroom practice to meet the educational needs of students with social problems. Nevertheless, the students of compulsory secondary education who participated in the study improved in the self-regulation of their behavior and showed higher levels of social skills and academic performance compared with their peers in the control group.

Hammann (2005) investigated self-regulatory behaviors and epistemology beliefs of pre-service teachers in academic writing tasks. Students completed self-report measures of self-regulation, epistemology, and beliefs about writing. Both knowledge and regulation of cognition were positively related to writing enjoyment, and knowledge of cognition was negatively related to beliefs of ability as a fixed entity. Students who are more self-regulated during writing also believe they can learn to improve their writing skills. Students' beliefs and feelings about learning and writing play an important and complex role in their self-regulation behaviors.

In Graham and others (2005) study, the effectiveness of an instruction model, self-regulated strategy development (SRSD), designed to foster development in each of these areas, was examined. Received SRSD instruction focused primarily low-income families, received SRSD instruction focused primarily on learning writing strategies and knowledge for planning and composing stories and persuasive essays, students wrote longer, more complete, and qualitatively better papers for both of these genres than peers in the comparison condition. These effects were maintained over time for story writing and generalized to a third to a third uninstructed genre, informative writing. SRSD instruction boosted student' knowledge about writing as well.

A mixed methods study of Bryant (2006) investigated the role of self-regulation in entrepreneurial decision-making, including the significance of learning in relation to these processes. Findings from survey data measuring three existing self-regulatory constructs-regulatory pride, entrepreneurial self-efficacy, and metacognitive awareness-suggest that entrepreneurs are distinguished from other managers by a distinctive pattern of self-regulation. When analyzed in combination with interview data, the results suggest a strong relationship between self-regulation and prior learning experiences in decision-making. At the same time, educational research has shown that self-regulatory skills are critical for

achieving learning outcomes and that those skills can be enhanced by appropriate interventions.

Souvignier and Mokhesgerami (2006) suggested that self-regulated learning might be a powerful framework to optimize effects on reading comprehension. With a pre-, post-, and retention- test design with 20 classes, comprising of 593 fifth-graders (11 years), development of strategy knowledge, reading comprehension, school-related self-efficacy, and motivational orientation towards learning goals were assessed. While all strategy-oriented programs proved to enhance reading competence, understanding of reading strategies and competence, for application of reading strategies, gains in self-efficacy did not differ from the control condition. As regards the relation test, the program that covered all aspect of strategy instruction showed strongest effects as predicated by self-regulate on theory.

Nuckles and Other (2008) in an experimental study, supported a protocol writing with prompts to elicit important strategies as postulated by a cyclical model of self-regulated learning. Students (N=103) received either (a) no prompts, (b)cognitive prompts, (c) metacognitive prompts, (d) mixed prompts without, or (e) including prompts for planning of remedial strategies. Prompting all essential sub-processes of self-regulated learning fostered students' comprehension best.

Studies above concluded that students' self-regulatory beliefs and processes are highly correlated with academic achievement. They demonstrated that it is possible to teach self-regulated learning processes and that these processes can significantly enhance students' achievement. Self-regulated learning was a good predictor of language proficiency and academic performance. Research at the same time has shown that self-regulatory skills are critical for achieving learning outcomes.

Self-regulatory Strategy and Self-efficacy:

Self-regulatory learning strategy is a good match for promoting self-efficacy in the classroom. A qualitative study by Ching (2002) was one of the few found that discusses how self-efficacy might be improved in ESL students' writing. The study takes a closer look at strategy and self-regulation instruction and how it might assist students in essays writing over a 15-week instructional period. Results found that after the strategy and self-regulation instruction, 22 out of 29 students would persist even in their writing even when faced with difficulties. Overall, the self-regulatory strategy practice in this study helped to improve students' self-efficacy.

Pajares and Valiante (2002) purpose of study was to provide a developmental perspective on students' self-efficacy in their self-regulatory learning strategies using data obtained from Cohort groups of students ranging from age 9 to 17 (N= 1257), to determine whether this confidence differs as a function of gender, and to discover whether these differences are a function of gender orientation beliefs rather than gender. Confidence in self-regulation decreased as students progressed from elementary school to high school, and the decrease was steeper than a similar decrease in self-perceptions of academic competence.

Usher&Pajares(2008)examined the influence of Bandura's hypothesized sources of self-efficacy on the academic and self-regulatory beliefs of entering middle school students (N= 263) and to explore whether these sources differ as a function of gender and reading ability. For the full sample, mastery experience, social persuasions and physiological state independently predicated academic and self-regulatory, self-efficacy, with mastery experience proving the strongest predictor. Mastery experience did not predict the self-efficacy beliefs of low-achieving students.

Zimmerman, Bonner& Kovach (2006) claim the cycle of self-regulatory learning enhances both students' learning and their perception of self-efficacy. Self-regulatory models of

instruction focus on students' use of specific processes to motivate and guide their learning. In order to be a self-regulatory learner, the processes of self-judgment, self-observation, and self-reaction need to be used. By using self-regulatory practice habitually, students become more aware of their academic progress and experience a high sense of self-efficacy.

Orhan (2007) examined the effect of the blended learning environment on learners' self-efficacy for learning and performance and self-regulated learning strategies. In this study, during the semester students used different self-regulated strategies such as self-evaluating, appreciating their classmates' critics on their work; monitoring their work by comparing it with that of other students in the class and monitoring their study exams through follow up quizzes; monitoring their study times, keeping journals in a blended learning environment to help themselves to improve their use of self-regulated strategies. Research result revealed that students' self-efficacy and self-regulated strategies perception benefited from the blended learning environment with self-regulated learning strategies. Students learning within a blended learning environment with self-regulatory learning strategies improved their perception of self- efficacy for learning and performance.

However, it is noticed from the above studies that self-regulatory strategy practice help to improve students' self-efficacy. Also, by using self-regulatory practice habitually, students become more aware of their academic progress and experience a high sense of self-efficacy.

Self-Efficacy and Language Learning:

For foreign language learners' self-efficacy and learning strategies used, research has indicated that learners' self-efficacy correlates with the language strategies they used. Learners with high levels of self-efficacy reported using more types of learning strategies. That is, students with strong self-efficacy beliefs would actively increase their exposure to English outside the classroom (Shmais, 2003& Yang, 1999).

Hsieh (2004) examined the general question of the relationship between foreign language learners' attribution, self-efficacy beliefs, general language learning beliefs, and their achievement in foreign language classes. Participants were 500 undergraduates who were asked to fill out self-report questionnaires about their language learning beliefs, attitudes and motivation towards foreign language learning and to provide attribution and self-efficacy ratings upon receiving two mind-semester exam grades. Results indicated that self-efficacy correlated positively with internal personal and stable attribution. Results also indicated that students who made internal or stable attributions for success had higher self-efficacy beliefs than students who made external or unstable attributions.

Observing the low English achievements of Iranian senior high school students, Rahemi (2005) investigated the humanities students' English self-efficacy beliefs, and examined the contributions they make to their EFL achievements. A total of 80 senior high school students and 20 high school English teachers participated in the study. The methodology underlying the study was both qualitative (teacher interview, classroom observations, and student dairies) and quantitative (through the implementation of a structured questionnaire and a measure of EFL achievement). The results revealed that the students majority in humanities had a very weak English self-efficacy and held negative beliefs about their academic ability as a foreign language learners. A strong positive correlation was found between their EFL achievements and self-efficacy.

Vang and Motanez (2005) examined the relationship between self-efficacy and the performance of English language learners in reading. Pre- and post-exams were taken by students in reading to determine the level and to measure their progress throughout a program during the summer course. Results showed that completion of the program increased participants' perceived self-efficacy in reading. In addition, self-efficacy in reading and learning vocabulary was found to be a significant predictor of growth in reading and vocabulary.

Wong (2005) explored graduate pre-service teachers' language learning strategies and language self-efficacy and the relationship between these two constructs. Seventy-four graduate English as a second language (ESL) pre-service teachers (13 males, 61 females) from a teachers' college in Kuching, Malaysia, participated in this study. Pearson Correlation Coefficients shows that there was a significant positive relationship between language learning strategies and language self-efficacy. High self-efficacy pre-service teachers reported more frequent use of more number of language learning strategies than did low self-efficacy pre-service teachers.

Mahyuddin and Others (2006) pertinent to find out whether performance in English language is largely determined by their perceived English language efficacy. A descriptive-correlational study was conducted on 1,146 students from eight secondary schools. The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Correlational analysis showed positive correlation between several dimensions of self-efficacy that is, academic achievement efficacy.

Gahungu (2007) investigated the interrelationships among language learning strategy use, self-efficacy, and language ability. The study participants were thirty-seven college students studying at a Midwestern , medium-size, university. The students' use of language learning strategies was a measured through a forty-item questionnaire in which they expressed their levels of certainty that they could perform learning tasks at desired level of proficiency. The results of the study revealed the existence of positive and significant relationships among the language learning strategy use, self-efficacy, and language ability.

Graham (2007) investigated the impact of strategy training in listening on learners of French, aged 16 to 17. One aim of the project was to investigate whether such training might have a positive effect on the self-efficacy of learners, by helping them see the relationship between the strategies they employed and what they achieved. As a result of the training, there was some

evidence that students who had received feedback had made the biggest gains in certain aspects of self-efficacy for listening.

Wang and Pape (2007) investigated three Chinese boys' self-efficacy beliefs learning English as a second language across English language tasks. Participants reported higher self-efficacy to complete listening and speaking activities than during reading and writing activities. All participants claimed limited vocabulary and reported low self-efficacy for reading tasks that demanded advanced vocabulary. The analysis provided descriptive evidence for associations between the participants' self-efficacy beliefs and various factors, such as content area expertise, English proficiency self-perceptions, task difficulty level, interest, attitude toward the English language.

Shang (2008) investigated Taiwanese EFL learners' three reading strategy uses (cognitive, metacognitive, compensation strategies), their perceived self-efficacy, and the relationships between these two constructs on their reading comprehension. Fifty-three English major freshmen were participated in this study. Results showed that there was a significant positive relationship between the use of reading strategies and perceptions of self-efficacy.

Studies above concluded that students with strong self-efficacy beliefs would increase their language learning. A strong positive correlation was found between students' EFL achievements and their self-efficacy. Thus, high self-efficacy students reported more frequent use of more number of language learning strategies than did low self-efficacy students. Results of the studies indicated that achievement in English language learning will improve when students have high self-efficacy. They also revealed the existence of positive and significant relationships among language learning strategy use, self-efficacy and language ability.

Enhancing students' self-efficacy and self-regulating learning strategies may be crucial to their language learning process as a whole and some EFL learning skills specifically and

should be included in classroom approaches. This study therefore was designed to provide a description of the current level of a sample of college EFL learners' self-efficacy beliefs and self-regulation strategies and to examine how these constructed are related to students' achievement in EFL listening skills.

Statement of the Problem:

Based on review of literature and the results of the pilot study, the problem of the study can be stated as follows:

Third level EFL learners in the Faculty of Arts, department of English seems to face difficulty in learning listening skills. The difficulty might be a result of ineffective listening teaching strategies which led to their low level in Listening.

Research Questions:

In light of the importance of listening skills in language acquisition, the many difficulties facing listening in the early stages of EFL learning, and the promising new evidence from the few studies which have recently investigated the effects of self-regulatory strategy to enhancing listening and self-efficacy, led the researcher to investigate the following questions:

1. What are the self-regulation strategies used by the third level EFL learners while learning listening?
2. How far will training in self-regulation strategies enhance students' listening comprehension skills?
3. Will training in self-regulation strategies increase students' self-efficacy?
4. Will raising students' self-efficacy enhance students' listening skills?

Purpose of the Study:

Listening instruction often does not take account students' personal and strategy variables. Most recently, research in educational and cognitive psychology has revealed that intricate interrelationships exist between EFL listening, self-regulation and self-efficacy which likely exert a fundamental influence on students' achievement (Butler&Winne, 1995; Fernandez-Dudue,

Baird& Posner, 2000a,b; Rivers, 2001; Shimamura, 2000; Veenman&Spaan, 2005). The precise nature of these interrelationships between language learners' self-regulation, their self-efficacy and overall success in EFL listening comprehension are the focus of this research.

Hypotheses of the Study:

1. There is a significant difference at the 0.05 level between the mean score of the experimental group students trained in self-regulation strategies and the control group in post listening comprehension test scores in favor of the experimental group.
2. There is a significant difference at the 0.05 level between the mean score of the experimental group students trained in self-regulation strategies and the control group on the self-efficacy questionnaire in favor of the experimental group students.
3. There is a significant difference at the 0.05 level between the mean score of the students of high self-efficacy level and of low self-efficacy on the post listening comprehension test in favor of the students of high self-efficacy level.

Methodology:

Sample:

Forty^{3rd} level female students drawn from the English department at the Faculty of Arts in Al-Baha University, Kingdom of Saudi Arabia, constituted the sample of the study. Age ranged from 18 to 20 years. The English listening was held once a week for one hour in a multi-media equipped language laboratory. The students enrolled in the listening class are considered intermediate to advanced language major learners. However, depending on students' grades on the English listening pre-achievement test, the students' listening levels ranged from poor to intermediate (Poor =52%, Intermediate=48%).

Instruments:

For the purpose of this study four instruments were used; a pre listening achievement test, a post listening achievement test, a self-efficacy questionnaire, and a self-regulation listening strategies questionnaire.

- Pre and Post Listening Achievement Test (Appendix: A)

The pre-achievement test was used to measure the students' listening level before the experiment. The post-achievement test was used to measure the students' listening level after the experiment.

Content Validity and Reliability:

Considering reliability as one of the most important characteristics of the test, the listening test was selected from the teacher's manual of the course book that has been used. The test comprised seven questions, six completion questions and one multiple choices questions. The achievement test was pilot tested on a representative sample of 40 EFL learners who were not involved in the actual study. The Cronbach alpha of this test was 0.81 indicating satisfactory reliability.

Table (1): Pre-Post listening achievement test content Reliability

Categories	Cronbach alpha
Multiple Choices	0.86
Completion	0.74
Total	0.81

*Table (2): Pre-Post listening achievement test content validity
(Internal Consistency: Coefficient correlation between each items of
the test and the total mark*

Items	1	2	3	4	5	6	7	Total Mark
1		0.85**	0.45**	0.48**	0.72**	0.48**	0.46**	0.57**
2			0.67**	0.63**	0.85**	0.76**	0.75**	0.65**
3				0.76**	0.56**	0.92**	0.94**	0.89**
4					0.54**	0.83**	0.82**	0.59**
5						0.65**	0.64**	0.41**
6							0.98**	0.83**
7								0.84**

The internal consistency of the Pre-Post listening achievement test was also quite high.

- A Self-Efficacy Questionnaire (Appendix: B)

Fifteen self-efficacy items was adapted from different resources (Gahungu, 2007, Ghanizadeh, 2012, Magno, 2009, Mills, et al., 2007, Sardareh et al., 2012, Vang& Montanez, 2005,Wang, et al., 2012) and was developed by the researcher. The items measured students' efficacy for learning listening and English as a whole.

The researcher read each statement aloud and the students were asked to indicate agreement on a five Likert-type scale. Points on the scale ranged from 1 (strongly disagree) to 5 (strongly agree). Practice using the scale was provided by having students judge their ability to jump progressively longer distances. Participants were asked to be honest and marked privately the appropriate number on the scale.

Content Validity and Reliability:

Reliability:

The self-efficacy questionnaire was pilot tested on a representative sample of 40 students who were not involved in the actual study. The Cronbach alpha of this test was 0.79 indicating satisfactory reliability.

Table (3): Pre-Post listening achievement test content Reliability

No. of Items	Cronbach alpha
15	0.79

Validity of Jurors:

After preparing the initial form of *A Self-Efficacy Questionnaire*, it has been presented to a group of arbitrators specialized in the field of teaching EFL and curriculum and teaching methods. The arbitrators are asked to give their viewpoints and comments on the following:

1. The appropriateness of the skills for the students' level.
2. The extent of affiliation of the skill for the domain that is fall under it.

3. The clarity of the skill and validity of its linguistic formulation.
4. Provides their feedback or modifications that are required and delete the unnecessary skills according to their opinions.

After presenting *A Self-Efficacy Questionnaire* on the number of jurors and in terms of their opinions and notes, the researcher conducted some modifications on the questionnaire and reached to the appropriate and its final form (*see appendix: B*).

- A Self-Regulation Listening Strategies Questionnaire(Appendix: C)

The questionnaire of Self-Regulation Listening Strategies includes 40 items (appendix: C) was adapted from different resources (Bonyadi et al., 2012, Nosratinia, et al., 2014, Pintrich& De Groot, 1990; Vandergrift, et al., 2006& Wang, et al. 2012) and was developed by the researcher. Each items describes a self-regulation learning strategy commonly used in studying English. Seven categories of self-regulation listening strategies were used in this study: (1) Memory Strategy (items 1-6), Goal Strategies (7-9), Organizing Strategy (items 10-15), Self-evaluating Strategy (items 16-27), Responsibility Strategy (items 28-31), Seeking assistance Strategy (items 32-36) and Environmental strategy (items 37-40).

Content Validity and Reliability:

Reliability:

Reliability of *A Self-Regulation Listening Strategies Questionnaire* appeared to be excellent. In a sample of 40 students with varying levels (good- mediate- poor), the *Self-Regulation Listening Strategies Questionnaire* was administered twice, separated by 72 hours, to test stability of scores it provided. Test- retest reliability of the *Self-Regulation Listening Strategies Questionnaire* score was high ($r = .93, p < .001$).

Validity:

After preparing and formulating the items of the *Self-Regulation Listening Strategies Questionnaire* in its initial form, it was presented to a number of jurors who are specialized in the field of curriculum and teaching methods of English language to have their opinion around the strategies according to the following items:

1. The validity and clarity in the formulation of items.
2. The appropriateness of the strategies to student's level.
3. Deleting, adding, and modifying the items of the strategies according to the jurors' opinions.

The jurors have shown some suggestions that were taken by the researcher for the compatibility with the objectives of the research.

Data Analysis:

In analyzing the data, some statistical procedures were carried out in this study: descriptive statistics including Cronbach alpha, mean and standard deviations computed to summarize the students' responses to the self-efficacy questionnaire and listening comprehension test, paired sample T-test were done to explore the effects of high and low self-efficacy on listening proficiency.

Results and Discussion:

Results in table (4) indicated the difference between the mean score of the experimental group students trained in self-regulation strategies and the control group in the post listening comprehension test score in favor of the experimental group at 0.01 level.

Table (4): Mean, Standard deviation (SD), and t-test of the listening comprehension achievement test:

Group	No.	Mean	Std. Deviation	df	T	(sig.) p. value
Exp.	40	32.62	2.61	78	44.72	0.01
Con.	40	8.22	2.26			

As shown in table (4) above, finding of data analysis of the independent sample T-test in this study revealed that the mean scores of the experimental group ($M= 32.62$) were significantly different ($T= 44.72$); $P < 0.01$) from the control group ($M= 8.22$). In other words, the experimental group surpassed the control group in terms of listening performance using self-regulation strategies. This finding seems to corroborate with the reviewed studies revealing that self-regulation strategies facilitated and enhanced students' listening skills and had positive impact on the listening performance of EFL students.

Table (5) illustrates that there are significant differences at the 0.01 level between the mean scores of the experimental group students trained in self-regulation strategies and the control group on the self-efficacy questionnaire in favor of the experimental group students.

Table (5): Mean, Standard deviation (SD), and t-test of self-efficacy questionnaire:

Group	No.	Mean	Std. Deviation	df	T	(sig.) p. value
Exp.	40	64.72		78	51.54	0.01
Con.	40	31.82				

Independent sample T-test was used in order to determine whether using self-regulatory strategies while listening has any effect on students' self-efficacy. Considering the data and the results illustrated in table (5), a significantly positive effect was found between the use of self-regulation strategies and the experimental group students' self-efficacy (Mean= 64.72). When comparing the gain mean scores between the control group ($M= 31.82$) and the experimental group (Mean= 64.72), a very significant difference between the experimental and control groups' self-efficacy in favor of the experimental group students was found. This shows that self-regulation strategies training helps students improve their self-efficacy.

Table (6) showed the results of carrying out pair sample tests to determine if the degree of self-efficacy has any effect on listening test achievement. The students were divided into two

groups: one group with high self-efficacy and the other group with low self- efficacy.

Table (6): Paired samples T-tests for the pair 11 (high self-efficacy-listening test scores) and Pair 2 (low self-efficacy-listening test scores)

Paired Samples	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Pair 1 (high self-efficacy-listening test scores)	32.080	3.040	52.76	24	0.01
Pair 2 (low self-efficacy-listening test scores)	21.400	4.154	19.951	14	0.01

As reported in table (6) above, findings of data analysis in terms of T-test in this study revealed that high self-efficacy affected listening achievement of the students significantly and positively (Mean= 32.080; T=52.758), but low self-efficacy affected listening achievement of students insignificantly and negatively (Mean= 21.400; T=19.951). Finding supported that the literature confirmed the importance of EFL learners' self-efficacy about listening achievement. Also, along with self-efficacy, self-regulation helped to promote listening achievement.

Recommendations:

The results of the current study indicated the necessity for language teachers and specialists to pay more attention to self-regulatory strategies and its effective role in enhancing EFL listening skills in classrooms and improving students' self-efficacy. Due to some limitations in this research including single gender (female), and relatively small sample size, it was recommended to replicate this study on larger sample of both genders. Given a significant role of self-regulatory strategies, it is seems relevant to do a comprehensive review on the role of self-regulation in learning a foreign language to gain a deeper understanding of the development of self-regulation in learning a foreign language, and how language teachers can help the learners to use self-regulatory strategies in a proper way to create positive beliefs about their abilities to learn a foreign language.

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