



**Lebanese University**  
**Doctoral School of Literature,**  
**Humanities and Social Sciences**

**Effectiveness of Combined Strategy Instruction in**  
**Improving Listening Comprehension and Reducing Anxiety in**  
**Secondary Classes**

**Thesis Submitted for the Degree of Lebanese Doctorate in English**  
**Language and Literature**

**By Abeer Abou Ali**

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**Academic Year 2021- 2022**

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## **Copyright Statement**

### **Effectiveness of Combined Strategy Instruction in Improving Listening Comprehension and Reducing Anxiety in Secondary Classes**

By

**Abeer Abou Ali**

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## **Dedication**

This dissertation is dedicated to my parents for their endless love, support and encouragement. It is also dedicated to my lovely sister and her sons who gave me the strength to reach for the stars and chase my dreams.

## **Acknowledgement**

Throughout the writing of this dissertation I have received a great deal of support and assistance.

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I would like to acknowledge my colleagues for their wonderful collaboration. In addition, I would like to thank my parents for their wise counsel and sympathetic ear. Finally, I could not have completed this dissertation without my friends, Rola Abou Zeid and Suzan Kobrosly, who provided me with unlimited love and support.

## **Effectiveness of Combined Strategy Instruction in Improving Listening Comprehension and Reducing Anxiety in Secondary Classes**

**Abeer Abou Ali**

### **Abstract**

The study aimed at investigating the effectiveness of combined strategy instruction in improving listening comprehension and reducing anxiety among male and female grade 10 English- as- a foreign language (EFL) learners in Lebanese public schools. In spite of its importance, listening skill does not receive much emphasis in the English EFL classroom, especially in Lebanese public schools. Lebanese students might lack directions on how to listen. They are not equipped with appropriate strategies to independently develop their listening comprehension. To address this concern, an experimental research study was carried out. A total of 180 EFL learners, both males and females, participated in this study. To collect the data, four instruments were used: a background questionnaire, a pre and post foreign language listening anxiety questionnaire, a pre and post International English Language Testing System (IELTS) listening test and a pre and post English language assessment test. The findings of the study revealed that combined listening strategy instruction could improve participants' listening comprehension, reduce their anxiety and develop their academic performance. Regarding the effect of gender on listening anxiety, the findings showed that female learners were less anxious than male learners. In addition, the study findings indicated a negative statistically significant relationship between listening anxiety and listening strategy use.

**Keywords:** *listening anxiety, listening comprehension, strategy instruction, and EFL learners.*

## **Efficacité de l'enseignement de stratégies combinées pour améliorer la compréhension auditive et réduire l'anxiété dans les classes secondaires Abeer Abou Ali**

### **Abstrait**

L'étude visait à étudier l'efficacité de l'enseignement de stratégies combinées pour améliorer la compréhension orale et réduire l'anxiété chez les apprenants d'anglais comme langue étrangère (EFL) garçons et filles confondus de la 10<sup>ème</sup> année scolaire dans les écoles publiques libanaises. Malgré son importance, la capacité d'écoute ne reçoit pas beaucoup d'importance dans la classe d'anglais EFL, en particulier dans les écoles publiques libanaises. Les étudiants libanais peuvent manquer d'instructions sur la façon d'écouter. Ils ne sont pas équipés de stratégies appropriées pour développer de manière autonome leur compréhension orale. Pour répondre à cette préoccupation, une étude de recherche expérimentale a été menée. Un total de 180 apprenants EFL, hommes et femmes, ont participé à cette étude. Pour collecter les données, quatre instruments ont été utilisés:

- un questionnaire de base destiné à recueillir des informations sur le contexte éducatif et social des apprenants
- un avant et après questionnaire d'évaluation de l'anxiété relative à l'écoute en anglais langue étrangère,
- un avant et après évaluation de la compréhension orale : International English Language Testing System listening (IELTS)
- un avant et après test d'évaluation de la langue anglaise.

Les résultats de l'étude ont révélé que l'enseignement combiné de stratégies d'écoute pouvait améliorer la compréhension auditive des participants, réduire leur anxiété et développer leurs performances scolaires. En ce qui concerne l'effet du sexe sur l'anxiété d'écoute, les résultats ont montré que les apprenants féminins étaient moins anxieux que les apprenants masculins. En outre, les résultats de l'étude ont indiqué une relation négative statistiquement significative entre l'anxiété d'écoute et l'utilisation de stratégies d'écoute.

**Mots clés:** anxiété de l'oral, compréhension orale, enseignement de la stratégie et apprenants EFL.

فاعلية تقنيات الإصغاء في تحسين الاستيعاب السمعي والتخفيف من الشعور بالقلق لدى تلامذة اللغة

الإنجليزية للصف العاشر

عبير ابو علي

## Abstract in Arabic

هدفت هذه الدراسة إلى التحقق من فعالية الاستراتيجيات المستخدمة في تعليم الإصغاء والتخفيف من الشعور بالقلق لدى متعلّمي اللغة الإنجليزية كلغة أجنبية "صف عاشر" "إناث وذكور" في المدارس الرسمية اللبنانية . رغم أهمية الإصغاء في تعلّم اللغة الانجليزية، فإنه لم يحظَ بالاهتمام والتركيز في حصص اللغة الأجنبية خاصة في المدارس الرسمية اللبنانية حيث يفتقر التلامذة اللبنانيون إلى الإرشادات حول كيفية الإصغاء. هم غير مزودين باستراتيجيات مناسبة لتطوير مهاراتهم في الإصغاء . لمعالجة هذه الإشكالية ، تم إجراء دراسة بحثية تجريبية. أجريت هذه الدراسة على عينة مكونة من 180 تلميذا ، من الذكور والإناث، يدرسون اللغة الإنجليزية كلغة أجنبية. لجمع البيانات، استُخدمت أربع أدوات: استبيان أساسي يهدف إلى جمع المعلومات حول السياق التربوي والاجتماعي للمتعلّمين، استبيان "قبلي وبعدي" لتقييم الشعور بالقلق عند الاستماع إلى اللغة الأجنبية، اختبار "قبلي وبعدي" لتقييم الفهم الشفوي وفق نظام اختبار اللغة الإنجليزية الدولي IELTS ، اختبار تقييم اللغة الإنجليزية قبل وبعد عملية الإصغاء. كشفت نتائج الدراسة أن استخدام تقنيات الإصغاء في التعليم، ساهم في تحسين الاستيعاب عند الإصغاء لدى المتعلّمين، وفي التخفيف من شعورهم بالقلق، وفي تطوير أدائهم الأكاديمي. فيما يتعلق بتأثير الجنس على الشعور بالقلق، أظهرت النتائج أن التلامذة الإناث أقل قلقا من الذكور. بالإضافة إلى ذلك ، أشارت نتائج الدراسة إلى وجود علاقة سلبية ذات دلالة إحصائية بين الشعور بالقلق الذي يسببه الإصغاء من جهة وبين استخدام الاستراتيجيات لتعليم مهارة الإصغاء من جهة أخرى.

**الكلمات المفتاحية:** الشعور بالقلق خلال الإصغاء، الفهم الشفهي ، تعليم الاستراتيجية و متعلمي اللغة الانكليزية



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### **List of Acronyms and Abbreviations**

ALM	: Audio Lingual Method
CBI	: Content Based Instruction
CG	: Control Group
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
EG	: Experimental Group
ESOL	: English for Speakers of Other Languages
FLLAS	: Foreign Language Listening Anxiety Scale
FL	: Foreign Language
IELTS	: International English Language Testing System
L2	: A persons` second language
LC	: Language Comprehension
LSI	: Listening Strategy Instruction
LTA	: Language Testing and Assessment
MALQ	: Metacognitive Awareness of Listening Questionnaire
MCI	: Metacognitive Listening Instruction
MANCOVA	: Multivariate Analysis of Covariance
MANOVA	: Multivariate Analysis of Variance
NCERD	: National Center for Educational Resource Development
SBI	: Strategy Based Instruction
SL	: Second Language
SIMT	: Setting, Interpersonal Relations between Speakers, Mood and Topic

SPSS : Statistical Package for Social Sciences

TOEIF : Test of English for International Communication

TPR : Total Physical Response

## Chapter One

*“Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively.”*

(Nunan, 1998, p. 86)

This introductory chapter provides general background information about the study. It includes a contemporary perspective on the importance of listening skill, the statement of the problem, the research questions, and the hypotheses generated to address the study questions. The chapter further presents the significance of the study and its limitations. It ends with a glossary of key terms used in the study.

### Background of the Study

English language has been used by people all over the world as a means of communication to transfer ideas, thoughts, feelings, attitudes, or messages (Azkiyah & Mukminin, 2017; Sofwan, & Mukminin, 2016; Mukminin & Ashari, 2015). This is in line with Crystal's (2003) claim that English is a global language (as cited in Ariesca & Marzulina, 2016) that is widely used in various countries and domains.

To communicate, there are four basic language skills that teachers have to teach and develop in the English language classroom: reading, listening, writing, and speaking (Fikri Yansyah, & Mukminin, 2018; Habibi, Mukminin, Sofwan, & Sulistiyo, 2017). However, listening is one of the most essential skills needed to acquire the other language skills. Brown (2004) stated that listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and the brain. Mastering listening comprehension is the first step towards fully acquiring the English language (Liu, 2008). When people

communicate with each other, they spend the largest proportion of time, 45% in listening, 30 % in speaking, 16 % in reading, and 9 % only in writing (Huy, 2015). Golchi (2012) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary.

It has been noted that listening is one of the most difficult skills to use. As one form of communication, it is a language skill that takes a bigger part in daily communication along with speaking, reading, and writing (Fajry, 2016). Using appropriate strategies in teaching makes it easier for Lebanese EFL students to learn it in public schools. Listening strategies, as well as linguistic knowledge, are necessary for successful listening comprehension. O'Malley and Chamot's (1990) stated that learning strategies categorized as meta-cognitive, cognitive, and socio-affective strategies are steps taken to help learners acquire, store, retrieve, and use information. Furthermore, Gilakjani and Sabouri (2016) suggested that teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability. Based on the explanation above, it is logical to pay more attention to students' centered learning by teaching combined strategies to reduce anxiety and improve listening comprehension in the English as a foreign language classroom especially in Mount Lebanon public schools.

The process of language teaching and learning focuses on communication which includes listening, reading, speaking, and writing. Communication is reported to be one of the most important aspect in any healthy relationship. Not only should both parties be able to verbalize their thoughts, questions, and ideas; but they should both be willing to really work at listening to each other. According to Gibbs (2002),

“Teachers need to be able to survive the demands, the threats, and the challenges within the diverse circumstances of teaching” (p.76). He stated that a successful teacher needs the capacity to be persistent, flexible, and innovative in teaching new approaches.

It is worth mentioning that listening comprehension is an important part of language learning (Rost, 2011; Vandergrift, 2007; Kurita, 2012). According to Rost (2011) and Kurita (2012), a major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning.

Therefore, the listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Krashen, Terrell, Ehrman, and Herzog (1984) and Hamouda (2013), acquisition happens when learners have sufficient comprehensible input. Rost (2011) stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners’ language.

Krashen (1985) and Hamouda (2013) further explained that the listening skill is an important element in obtaining understandable input. Learning will not occur if there is not any input. Hasan (2000) and Hamouda (2013) expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Rost (2002) expressed that the development of the listening skill is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the widely used language in normal daily life.

Accordingly, the listening comprehension process provides beneficial intuitions in teaching listening. Learners may find listening comprehension skills difficult to

learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones. Developing listening comprehension skills helps Lebanese EFL learners to succeed in language learning and to enhance comprehensible input. Since learners' self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers (Kurita, 2012).

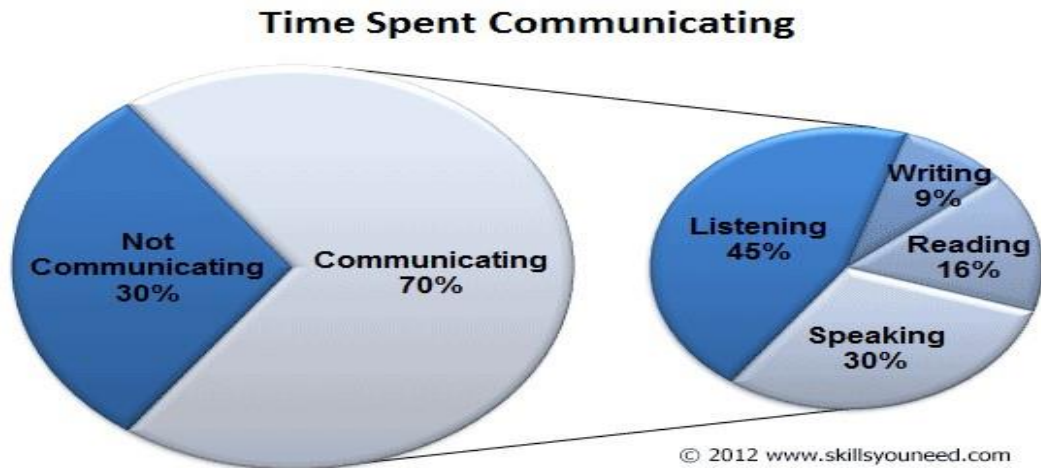
In the communication process, listening plays a significant role. Hamouda (2013) expressed that listening is the most frequently used skill in language classrooms. Therefore, it is obvious that listening is very important for the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many English as a foreign language (EFL) classes in Lebanon. According to Oxford (2010), listening develops faster than the three other language skills and it can expedite the development of the other language skills.

As has been noted, the first language mode that children acquire is listening since it provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (1950) found that people listen 45 percent of the time they spend communicating (as cited by Martin, 2009). Wilt reported that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in 1928 that people spent 70 percent of their time communicating, and three-fourths of this time was spent listening and speaking.

As a consequence, adults spend an average of 70% of their time engaged in some sort of communication. The results of research shows that an average of 45% is



spent listening compared to 30% speaking, 16% reading and 9% writing (Adler, R. et al. 2001).



*Source: Based on the research of Adler, R., Rosenfeld, L., and Proctor, R. (2001)*

**Figure 1. The process of interpersonal communication**

Interplay: the process of interpersonal communicating (8th ed.), Fort Worth, TX: Harcourt.

For instance, a critical look at the current state of teaching listening skill in Lebanon shows that English language skills are taught as independent skills. As far as the Lebanese curriculum is concerned, a heavier emphasis is laid on academic language functions, with communicative listening tasks given less attention. This contradicts the principles underlying the curriculum which emphasize that all language skills are interdependent. Listening, speaking, reading, and writing skills are not thought of by language users as independent skills; they are rather perceived as interdependent where one skill often activates the other skills as well as the paralinguistic skills required for the achievement of effective communication (NCERD, 1971). The teaching of English starts in the first grade or even earlier in

most countries, one would expect that by the time learners reached high schools and universities, they would have no problem pursuing their studies through the medium of English. However, expectations are one thing, and reality is another (Shaaban, 2013). If foreign language teachers and researchers take a closer look at the general outcomes of the English language education process at the secondary level, they will notice that the level of proficiency in English of high school does not speak well for the prevalent English language education practices and policies in place. It does not even prepare them to pass in any international academic English exam to be accepted at any university locally or internationally.

### **Statement of the Problem**

Improving listening comprehension skills is one of the urgent contemporary educational problems in the field of second language acquisition. In spite of the importance of listening in the development of the communicative and cognitive skills, few research was done and it was given little pedagogical attention. Shaaban (2013) addresses the disparity between the ideals of the set curriculum objectives and the reality of classroom practice. He presented the following serious challenges to ELL in Lebanon: the dominance of old teaching methods such as grammar-translation and the audiolingual approach; teachers' ignorance of or lack of understanding of the goals, objectives, and implementation guidelines outlined in the English Curriculum (NCERD: 1998); inadequate teacher preparation and professional development programs; ill-prepared textbooks with multiple, disharmonious authors; and assessment practices not in line with curricular standards.

Undoubtedly, the teaching of English in Lebanon, especially the listening skill, remains problematic and fails to meet society's expectations. The English language education scene still shows "inadequate preparation of teachers, lack of motivation on

the part of the learners, teacher-centered methods and inadequate assessment techniques among the major problems that render EFL programs unable to deliver as expected", (Fareh, 2010).

In the first and the second language acquisition, listening is the initial stage. It is defined as making sense of sounds heard and reacting after this process. It is the most used skill in the classroom environment (Taylor, 1994). This indicates that listening is as important as academic attitudes and reading skills for academic success (Conaway, 1982). For this reason, special importance is attached today to efforts oriented towards improving the listening skill, which is thought to have initially been ignored (Kline, 1996; Ozbay, 2010), in the mother tongue curriculum. Although improving the listening skill has a significant part in the curricula, it is a highly difficult process for teachers (Dawes, 2008) because numerous variables need to be taken into account while trying to improve this skill.

As might be expected, listening is generally considered the most difficult skill to teach and learn (Field, 2008). However, teaching listening skills especially listening strategy-based instruction in an EFL setting has not been widely researched as other language skills (Plonsky, 2011). Among innovative approaches to listening instruction, listening strategy instruction (LSI) has been supported by some scholars (Siegel, 2013; Vandergrift & Tafaghodtari, 2010) because of its positive and wide ranging impacts on EFL learners. LSI has been reported to improve students' listening comprehension and enhance their self-efficacy, motivation, and confidence (Cross, 2011; Graham & Macaro, 2008; Yeldham & Gruba, 2016).

However, there is a dearth of studies providing insights into learners' perceptions of the impacts of LSI in a particular context while the effectiveness of LSI is context-bound (Cohen, 2011). It is essential to explore how LSI works in an actual

classroom to gain an in-depth understanding of students' learning processes to help them develop their listening skills (Siegel, 2013). This implies that, it is critically important to gain insights into how students learn and improve their listening comprehension to make changes in the teaching and the learning of listening skills. (Forbes and Fisher, 2015, p. 13) reason "if there is a change in proficiency, it is also valuable to focus on the reasons why."

Indeed, several studies (Do, 2007; Vu & Shah, 2016) found that for EFL students, listening is the most difficult skill. Based on an informal survey that constitutes the participation of many English language colleagues, it was found that 60 % of Lebanese high school students fail when taking any International English exam, especially in the listening section, since they are not equipped with the appropriate strategies to independently develop their listening comprehension. Leaving students to self-study, without equipping them with self- directed learning skills, therefore can explain the unexpected low levels of listening proficiency (Nguyen, 2013; Vu & Shah, 2016). Lebanese students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary.

Ozbay (2010) states that poor listening ability results from many factors, such as the insufficient emphasis on the listening skills by the whole society, the immature teaching methodologies, the ineffective listening strategies, and the students' lack of vocabulary, but the increasingly important one is that of anxiety. It is an effective factor in the listening comprehension since it plays a very important role because the anticipation of foreign language use in receiving information can provoke anxiety.

Therefore, success in listening depends on numerous external factors such as the quality of messages received, the visual behaviors of the message source and the way

the communication instrument (voice) is used (Ciftci, 2001), and the students who do not always encounter well-constructed talks in their everyday lives. Students, who repeatedly fail in such situations, may eventually experience several negative feelings in their listening tasks.

Consequently, these negative feelings, which are generally referred to as anxiety, constitute yet another external factor that influences EFL learners' success in listening (Ozbay, 2010). This is in line with (Umagan, 2007) who demonstrates that problematic environments and tasks that stir up anxiety in students negatively influence the development of the listening skills. For example, teachers' efforts to include students in the listening activity by imposing a strict discipline about remaining silent render the listening process ineffective, and at the same time, cause students to experience listening anxiety.

It could, therefore, be suggested that not only should the education given in schools prepare students for real life listening situations, but also it should help remove negative ideas and feelings that they have developed or may develop in the future such as listening anxiety. So what should teachers do to help their students? It is difficult to give a single answer to this question. First of all, they should carefully address the listening anxiety experienced by their students and its underlying reasons, because both listening anxiety and its reasons can negatively affect listening comprehension. Then, they can implement combined effective strategies that will prevent their students from experiencing listening anxiety and enhance their experiences by enabling them to encounter problematic situations that will prepare them for real life listening situations.

It is worth mentioning that a positive attitude towards listening depends on the successful development in the listening skills and listening comprehension. Problems

in the education process regarding the development of the listening skills and inability to comprehend what is listened to stir negative attitudes towards listening (Joiner, 1996). Listening anxiety affects the student at each level of the listening skill, and he/she avoids listening activities as the level of anxiety rises. When this happens, it may be too late to determine the listening anxiety of the student and to improve his/her listening skills because it is a form of indistinct fear that might include unhappiness, despair, uneasiness, feeling of failure, and incapability (Unlu, 2007). This anxiety, experienced by individuals for once or more, makes the individual feel anxious and suspicious (Woolfolk, 2007). For this reason, it could be stated that anxiety is a disturbing process for individuals since it manifests itself generally in the emotional form (Beck and Emery, 2006).

Besides, Woolfolk (2007) stated that anxiety is highly influential in the academic success. It can affect learning positively or negatively (Scovel, 1991). This effect depends on the degree of anxiety. If it is high, the realization of learning becomes difficult (Zeidner, 1998). That is, anxiety affects learning negatively in such a situation. For example, students' expectations of an assessment following the listening process and the features of the material to – listen (tale, dialog, radio play etc.) are thought to be the reasons – for listening anxiety (MacIntyre and Gardner, 1991).

Similarly, Kim et al. (2000) argued that there are diverse reasons for anxiety that can negatively affect listening comprehension. Listening anxiety generally emerges when students face a difficult or new listening situation, and it increases when the listener cannot hear the words, misunderstands what she hears or makes wrong inferences from them. Factors that could arouse anxiety before listening are a distraction and lack of information on the material to be listened to. These factors hinder a healthy listening process. After listening, on the other hand, the level of

anxiety may increase if the listener fails to establish a link between their new and previous knowledge. Therefore, Tobias (1986) suggests that listening anxiety should be addressed in three main phases: before listening, during listening and after listening.

According to MacIntyre and Gardner (1989), as the students improve their listening skills, negative influences of anxiety start to fade away and their positive experiences start to grow. Therefore, the importance of educational environments and tasks further increases. These environments and tasks should enable students to be successful when they exhibit the required performance, they should enable them to gain experience in different listening situations, and they should appeal to their everyday lives and interests. Therefore, it is necessary to present examples from daily life to students during the listening skill education in order to increase their positive experiences. It is clearly indicated that the use of effective listening strategies may play an important role in lowering listening anxiety and improving comprehension.

More importantly, research about how to teach listening has yielded positive outcomes over the past decade mainly by proposing process-oriented approaches to teaching listening. According to Vandergrift (2004), listening instruction has shifted its focus from product-oriented listening (listening to learn) to process-oriented listening (learning to listen). In the process-oriented listening instruction, teachers guide learners on how to listen by enhancing learners' strategy knowledge and strategy use. In other words, learners are assisted to explore and extend their capabilities to achieve an overall listening development (Field, 2008; Goh, 2010; Vandergrift, 2010). This runs contrary to product-oriented listening instruction, in which memorizing the details in listening, repeating them, and answering comprehension questions are fundamental (Vandergrift & Goh, 2012).

It is widely agreed that the process-oriented listening instruction promotes learners' listening proficiency (e.g., Graham & Macaro, 2008; Graham, Santos, & Vanderplank, 2008, 2011; Mareschal, 2007; Vandergrift, 2003, 2007; Vandergrift & Tafaghodtari, 2010; Yeldham & Gruba, 2016), yet, little is known about whether teachers employ this kind of listening instruction. Consequently, although teacher cognition research has provided substantial new insights into what EFL teachers believe and do in practice, very few studies have gathered evidence of what teachers do in the classroom for listening (Graham, 2017).

### **Rationale of the Study**

It is believed that listening, both in and outside the classroom, involves listening for the gist of the message in interactions or other auditory input, note-taking, analyzing, and evaluating the input. As far as the Lebanese curriculum is concerned, a heavier emphasis is laid on academic language functions, with communicative listening tasks given less attention. The secondary cycle listening tasks emphasize rhetoric, listening functions and informal speaking situations, such as academic lectures and public speeches. The real world communicative needs of learners planning to enter the workplace are not given much emphasis. Moreover, the scope is not always clear, as some of the performance tasks are phrased in ambiguous terms and at times replicated across levels.

Concerning English language instruction in Lebanon, it is worth noting that English language is a compulsory subject in school curriculums from Grade 1 to Grade 12 in public schools. However, the curriculum for public schools is mainly focused on grammar instruction than on communication skills and it fails to develop students' communicative competence effectively (Shaaban, 2013).



Although the curriculum calls for an assessment of all skills, teachers remain exclusively interested in grammar, vocabulary, reading and writing only as these are the skills and language elements tested on official national examinations (Ghaith & Awada, 2014). Accordingly, the reception skills of listening and reading as well as the productive skills of speaking and writing cannot be considered properly taught and assessed as well as the cultural awareness, critical thinking, study skills objectives, and performance tasks of the curriculum.

As a matter of fact, the use of linguistically and developmentally appropriate instructional material is a prerequisite for teaching English as a foreign language around the world, and especially in the Arab world where the textbook remains essential in the eyes of all stakeholders (Shaaban, 2013). In other words, whether educational institutions adopt, adapt, or create instructional materials, the textbook remains the cornerstone of the teaching/learning process. Consequently, textbooks and other instructional materials, including technology-based materials, need to be relevant to students' lives and their language and content background, goals, and abilities. He adds that they should also be in line with students' interests and concerns, neither difficult nor easy (using comprehensible input, and culturally sensitive texts), and engaging in their topics, textual content, and practice activities.

However, very little attention is paid to the proficiency level of the students and their linguistic and communicative needs and goals; the relevance of the instructional materials to the everyday life, interests, and academic needs of the students; the ability of teachers to deliver the materials; and the alignment of these textbooks with the curriculum. The core of the problem lies in the fact that the national English books and are not based on EFL learners' needs (Shaaban, 2013).

Indeed, the prevalent condition suggests the need for a broad and systematic evaluation and review of the implementation of the English curriculum in order to empirically assess its impact and determine the factors that affect the EFL learners' proficiency and academic achievement. It is worth noting that Lebanese English as a foreign language (EFL) learners prefer to attend private language centers so that they can learn spoken language and oral skills more effectively (Saba' Ayon, N. 2012). The majority of Lebanese learners are very unlikely to be exposed to spoken English outside the class, making it more difficult for them to improve their speaking and listening skills. In addition, other factors such as the lack of educational facilities, large class sizes, students with heterogeneous language backgrounds, inadequate materials, and inappropriate evaluation procedures have hindered the effective development of communicative skills.

Moreover, listening instruction in Lebanon is based on the product approach in which no real instruction may occur, and students are just required to listen and answer the questions. In the Lebanese EFL classrooms, strategy instruction appears to be absent in L2 listening instruction, which is more concerned with teaching reading and writing than enhancing the listening skill.

The first and probably the biggest problem is that listening is not given a priority in teaching EFL learners, because adequate teaching and materials to develop it has not been provided. In a typical listening lesson, students either listen just to the taped script of a reading textbook or, after listening to some materials, they answer some comprehension questions based on the content of the listening materials. In this kind of lesson, correct answers are emphasized, but the listening process necessary to decode the information is ignored, and the kinds of skills and strategies for effective listening are not practiced. That is, students are just tested on their own ability to

answer correctly and are not taught how to listen to English. Second, the amount of time for listening lessons is limited in comparison with reading, writing, and speaking. For example, it is estimated that the average time devoted to listening activities in every class is 15 minutes per unit.

However, EFL learners are not sufficiently exposed to a variety of authentic materials, either. In short, although they are accustomed to English spoken clearly and slowly in classroom materials and can understand it, they get embarrassed and frustrated when they encounter real English which is spoken at a normal speed. Third, they are not used to the difference between spoken English and written English. Spoken English has different features such as ungrammatical utterances, false starts, hesitation, assimilation, and redundancy. If they are not familiar with those phenomena, they may not be able to listen to English and understand it.

In fact, teachers have just noticed the outcome of this skill. Actually, most of the time, teachers are testing their students not teaching them. Listening comprehension does not mean answering the questions correctly; sometimes learners comprehend the listening task completely but they cannot answer the questions correctly (Seyyedi, 2017). Most EFL learners in Lebanon do not master listening and they are not autonomous in the process of listening comprehension. Given the discussion above, it could be said that the proper development of listening skills is a real problem in language classes and that teachers and students always challenge with this experiment.

Similarly, Shabaan and Ghaith (1999) remarked that the disparity between the curriculum and the National Center for Educational Resource Development (NCERD) textbooks was a very serious problem the teachers had to face on a daily basis. In fact, there is a lack of scope and sequence among textbooks and within the same textbook

as a result of the lack of coordination among textbook writing committees in different cycles and among those working on the same cycle.

Besides, Or (2011) observed that “state schools use national textbooks”, developed by NCERD (p.37). However, these books do not seem to be compatible with the Lebanese context. Esseili (2011) remarked that for the private and public school teachers she had interviewed for her Ph.D. study, the main challenge was the textbook. Moreover, Esseili stated that public school teachers viewed the NCERD textbooks as “total failure”, “worthless” and “not enough to create a solid foundation in the English language” (p.136). This pitfall to integrate all the English language skills in teaching has led to the failure of a high number of students in the International English Exams that are required for admission in some of the local universities in Lebanon and other international universities.

To illustrate, the state textbooks have few listening exercises, and there is no listening exam. In the evaluation of students` success, the emphasis is placed on reading and writing and there is no room for evaluating listening comprehension. Sufficient time is not being devoted to the listening comprehension activities in the teaching of EFL in the Lebanese National Curriculum. It is important that EFL learners understand spoken English, but whenever teachers try to speak English with them they have trouble understanding the spoken language. Therefore, how can teachers help students to improve their listening skills? In the light of these theoretical and empirical backdrops and to bridge the gaps pointed out above, the present study was set to investigate the effects of listening strategy instruction on improving listening ability and reducing listening anxiety of Lebanese EFL learners.

To address this gap, this study explores the effectiveness of those practices in improving listening comprehension and reducing anxiety. There is a great need to

provide the students with tools that will facilitate the development of their listening skills. Only then perhaps will the Lebanese EFL students' listening proficiency improve. This study, therefore, examines the changes in the Lebanese EFL students' listening comprehension when participating in a LSI intervention and the factors affecting these changes.

### **Significance of the Study**

It is hoped that the findings of this research study provide good views for the teaching and learning of listening comprehension for both teachers and learners. Developing communication skills is the latest cry and demand from all parts and corners of the world. First of all, promoting the ability of Lebanese EFL learners in high school to pass entrance examinations must not be the main purpose. Neither must be teaching English which is acceptable only just in the classroom. More emphasis on the development of students' fundamental and practical communication skills such as listening and speaking should be taken into consideration. This is a natural progression in the age in which, due to the rapid development of internationalization and globalization, EFL learners will definitely have much more opportunity than now to use English in order to communicate with people all over the world.

This study is of significance in that it attempts to explore the relationship between listening anxiety and listening proficiency along with the listening strategies listeners with different levels of anxiety use while listening. Although many studies have been done in the area of listening strategies, few, if any, have correlated the relationship between listening anxiety and listening strategies in EFL contexts. The study is practically remarkable because if a relationship between anxiety level and the use of listening strategies is found, it can inform EFL teachers about the strategic use

of listeners with different anxiety levels and the extent to which those strategies can promote or hinder their comprehension process.

Besides, this study is also noteworthy in that it investigates the relationships between listening strategy use and listening proficiency. As the history of the language teaching profession has witnessed, the majority of teaching methods have focused on the outcome or the actual performance of listeners and few of them have ever considered those variables that may directly or indirectly affect that actual performance. Hence, the number of research done in this area is scarce, so it is worth special attention in part of language researchers.

As has been noted, the main objective of this study is to investigate the relationship between listening anxiety, listening strategies and listening proficiency among EFL students. If any relationships among these variables are found, the results will be of great benefit to EFL language teachers concerned with teaching listening for having a more fruitful instruction.

Accordingly, the study is significant as it might help both students and teachers as well. If students learn these combined strategies, they will acquire a more active approach to problem-solving that may be generalized to other kinds of listening tasks. This will help in decreasing anxiety and improving their listening comprehension. As concerning teachers, they can guide learners in the use of alternative strategies for listening. As a result, these strategies may provide insights for teachers to employ in designing the listening components of their programs. On the other hand, developing a taxonomy of the strategies used by proficient listeners could help the teachers use these strategies to improve the listening habits of poor listeners.

Undoubtedly, the ability to communicate in English in real life situations continues to be essential. Besides, the ability to understand all kinds of English, including some accent features, will also be necessary so that EFL Lebanese learners can communicate successfully with all people who speak English. To fulfil this purpose, by including strategies in teaching listening, teachers can lower students' anxiety and help improve their listening skill.

Therefore, one of the most urgent contemporary educational problems, solving of which is important for foreign language teaching and learning is improving listening comprehension skills and reducing anxiety, as they help to develop communicative competence of foreign language learners. Listening comprehension is one of the most important components of oral speech communication which provides the basis for development of other speech aspects and cognitive development (Yachina, 2015). It is a prerequisite for language acquisition. As has been noted, it is the first kind of speech activity a child acquires and it takes the most time to acquire it.

Despite its obvious importance to language learning, the listening skill was for a long time relegated to a marginal place in foreign language curricula. With the advent of communicative language teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention. However, listening is not yet fully integrated into the Lebanese curriculum and needs to be given more "prime time" in class and homework.

Henceforth, listening comprehension can sometimes be regarded as an independent kind of communicative comprehension (Martynova, 2012; Yachina, 2015; Grigoryeva et al., 2015; Yusupova, Podgorecki & Markova, 2015; Asaphova & Golovanova, 2015; Chiknaverova, 2015). One of the most important aims of teaching listening comprehension is to develop such key components of foreign language

communicative competence as speech competence, linguistic competence, sociocultural competence, discourse competence, educational and cognitive competence, and adaptive competence.

According to Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires Lebanese teachers to change their listening exercises into more effective ones. In some of the Lebanese public as well as private schools, the listening activities used in teaching in most cases only test learners how well they can listen without actually teaching them how to listen. This tendency to test rather than teach listening continues in many classrooms these days (Vandergrift and Goh, 2012).

Interestingly, the importance of the English language nowadays thrusts foreign language educators and researchers to find new methods to teach English more efficiently due to the increasing numbers of students who are trying to learn English. However, due to the obstacles and challenges in learning the English language, many Lebanese EFL students may feel strained or discouraged, and this will eventually make them anxious. The students' strain or discouragement is based on some language learning factors which are addressed by a number of language researchers (i.e., Horwitz et al, 1986; MacIntyre & Gardner, 1989; 1991; 1994; Liu & Huang, 2011) who concluded that there are many factors that influence foreign language learning, and that language anxiety is one of the major factors affecting language acquisition, performance and achievements inside the English language classrooms. Language anxiety is depicted as a state in which feelings of worry, fear and uneasiness can be stimulated in the human's nerve system (Bouras & Holt, 2007).



To demonstrate, language anxiety is defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, p.284). Horwitz et al., (1986) also defines foreign language anxiety as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). Language learning anxiety has been hypothesized to be one of the most effective factors in foreign language achievement and performance where low levels of language anxiety lead to better performance in the target language (Horwitz, 2001).

Given that listening anxiety is overwhelmingly viewed in the literature as a psychological state of being, it is not surprising that in the L2 listening classroom, listening anxiety is often the result of students lacking confidence in their speaking abilities (Golchi, 2012). It might also be added that this situation arises out of the low proficiency level of the students.

Above all, not everyone has good listening skills and this includes teachers. However, there are certain things that can be done to improve listening skills. There are ample concepts that may help teachers to become better listeners and help them to model these skills to their students in the classroom. The key concept is that successful communication involves being an active listener. The necessity to design new, effective and flexible programs to teach listening comprehension is urgent in modern society due to increasing international cooperation and collaboration. Taking into consideration the linguistic basis of speech activity and listening comprehension as one of its main components one can offer reliable and working teaching techniques. Many linguists consider that the primary prerequisite of improving the existing foreign language teaching methods is knowledge of objective laws of the process of language

acquisition (Chugaeva, 2007; Leontyev, 1965; Krause, 2002; Rumyantseva, 2000 and others).

For instance, L. V. Shcherba was one of the first Russian scholars to treat methods of language teaching as a field of applied linguistics. He considered that a teacher, when teaching some activities, has to not only be able to perform this activity but also to know its general laws and mechanisms. In his view, only a person who knows the linguistic basis of speech activity can be efficient in teaching a language (Shcherba, 1974). But when preparing foreign language teachers, the first thing which is paid attention to is their ability to speak this language well and to know its rules.

For this reason, teaching listening comprehension should be based on the specific complicated laws of this kind of speech activity and it should be consistent and systematic. However, the main principle employed in foreign language teaching is still the principle of “self-learning ability of the perceptive system” (Ventsov, Kasevich, 1994; Gutman et al., 2014; Lopatina et al., 2015, p.163). The systematic approach to this problem can be based on the fact that peculiarities of listening comprehension and perception strategies depend on the linguistic features of a certain language.

As mentioned above, listening is one of the most important skills in English language learning. When Lebanese EFL learners listen to English, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because schools and universities pay more attention to writing, reading and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes. Unfortunately, listening is one of the weakest points of most English learners in Lebanese public and private high schools.

Henceforth, poor listening ability results from many factors, such as the insufficient emphasis on listening by the whole society, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary, but the increasingly important one is anxiety, an effective factor in listening comprehension, plays a very important role because of the anticipation of foreign language use in receiving information can provoke anxiety. Young (1992) said that listening comprehension is highly anxiety-provoking if the discourse is incomprehensible (as cited in Golchi, 2012, p. 115).

There are few, if any, disciplines in the curriculum which lay open to anxiety production more than foreign or second language learning. There is a great deal of vulnerability involved in trying to express oneself before others in a shaky linguistic vehicle. It is possible in some cases that the methodology used can contribute to furthering anxiety. With the grammar-translation method, one might assume a reduction of the possibility of anxiety, since the learners have relatively little of themselves invested in the activities required.

For this reason, learners may suffer from anxiety about several aspects of the teaching-learning process; for example, the language itself, speaking in front of other learners, the language class, the behavior of their peers, their standing in the competition with fellow learners, taking tests, and the speakers of the language they are learning. The more anxious they are, the less well they can perform.

In particular, classroom anxiety has become extreme for the student with the lowest proficiency. Each class presents new challenges and the anxiety seemed to be debilitating. It is helpful for teachers to understand the pressures felt by learners in the classrooms. Foss and Reitzel (1991) suggested that knowledge and skills can best be dealt with through role play, drama, and oral interpretation. Through performing the

works of others, thoroughly rehearsed in terms of both verbal and non-verbal language, the students experience less communication anxiety than if they themselves must generate their own target language utterances.

Given these points, foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context (Chen and Chang, 2004; Hewitt and Stephenson, 2012). Moreover, it can “make learners discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well” (Na, 2007, p.30). Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui, 2011).

As indicated above, listening anxiety has a detrimental effect on language learners. In the Lebanese EFL context, listening comprehension remains one of the most problematic skills for learners. The anxiety that accompanies the listening comprehension (LC) task is difficult to detect, but potentially is one of the most debilitating, because, in order to effectively interact verbally, the listener must first understand what is being said. To overcome all these sources of difficulty, EFL learners need to be strategic listeners. The identification of listening strategies used more often by EFL learners in a given context can provide valuable information for strategy training interventions. The area of strategic listening has not so far received due attention in the Lebanese context.

In the long run, research shows that to be effective listeners, learners must be able to actively and strategically participate in the listening process within a low anxiety classroom environment. As such, if English language teachers want students to experience success in listening comprehension task in Foreign Language (FL) learning, an important step, is to create a positive low-anxiety atmosphere within the classroom. An important role of language anxiety in foreign language learning has

been demonstrated in several studies showing a negative correlation between high levels of anxiety and language achievement (Saguanpong, 2007; Yu-Ching & Wu, 2004; Kondo & Yang, 2003).

However, the anxiety that accompanies the LC task is the one that is most easily ignored because the goal of most classroom activities focuses on the speaking skill. When considered a stepping-stone to speaking, LC is more often than not treated as a passive skill that will “happen” during the regular classroom activities. With speaking, teachers anticipate anxiety on the part of the students and expect them to stumble and hesitate. To remedy the situation, teachers engage in all kinds of structured practice designed to help the students overcome their fear of speaking. LC anxiety can undermine speech production. To interact verbally, the listener must first understand what is being said. Therefore, LC anxiety should not be ignored, but actively addressed.

As a result, when teachers become aware of students' learning difficulties, they can help them develop effective listening strategies and finally reduce their anxiety and improve their listening comprehension abilities. Wilson (2003) said that in the socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities and raise motivation in improving listening skill.

Moreover, Mendelsohn (1995) calls for a strategic based approach to teaching listening and advises teachers to focus on teaching language listeners how to develop "meta-strategic awareness" to help students become autonomous learners. Mendelsohn's (1995) view of strategy training captures a very concise and explicit L2 listening pedagogy paradigm because his technique focuses on the process instead of product. Thus, the focus of language listening in the classroom should not be testing;

it should be on practicing listening comprehension through a variety of sources that take into consideration the proficiency level of each listener, and offers ample opportunities for learning (Mendelsohn, 2001).

Learning to listen, therefore, requires the interactive orchestration between metacognitive, cognitive, and socio-affective strategies to facilitate comprehension and to make learning more effective (Vandergrift, 2011). For teachers of L2 listening, it is important to keep in mind specific meta-strategic facts, such as the following six suggestions as per Mendelsohn's (1994) strategy-based approach and Rubin and Thompson's (1994) guide to second language teachers (as cited in Chamot, 1995).

Consequently, listening comprehension needs involvement of individuals in an assortment of activities ranging between complete comprehension and discrimination of sounds of the speaker's message. Furthermore, assorted procedures are invested by listeners, which endow them to observe and understand the language more effectively (Al-Alwan et al., 2013). Listening comprehension is considered a cognitive ability due to its active and sentient approach (Podhajski, 2016). Listening comprehension strategies differentiate proficient and less proficient language listeners from each other. Escalating strategies assist language listeners in achieving listening activities more efficiently. The positive and imperative influence of listening strategies are effective in listening comprehension of EFL (English as a Foreign Language) learners (Tavakoli and Biria, 2014).

Furthermore, the confidence of learners is improved, as well as anxiety is eradicated, through listening to aural input and; therefore, less proficient learners are benefited from the instruction strategies. According to Rahimi and Abedi (2015), the ability to regulate and monitor the progression, future learning, and performance cannot be achieved without acquiring listening comprehension strategies.

Furthermore, language learners who adapt and utilize metacognitive strategies tend to be more proficient learners. Planning for learning, thinking regarding the learning process, evaluating learning procedures and monitoring production, or understanding are all regarded as listening strategies (Klingner et al., 2015). Therefore, cognitive, metacognitive and social-affective strategies are the most essential strategies that depend on the cognitive theory (Serri et al., 2012).

Among all these factors, metacognitive strategies are considered to be the most effective in developing abilities of learners (Zhang and Sipho, 2013). The impact of development in linguistics and cognitive psychology has encouraged researchers to concentrate on the evidence-based and well-acknowledged approaches to adopt instruction entailing metacognitive familiarity (Rahimi and Katal, 2013). The attributes of strategic learners and the aspects used by learners towards particular language learning tasks have been outlined by scholars (Rasouli et al., 2013; Abdelhamid, 2012).

As has been stated, listening comprehension abilities are supported by myriad literature embodying learning as an effective approach complying with the cognitive necessities, allowing them to further quest for more efficacy (Lysenko and Abrami, 2014). Language learners with high proficiency of metacognitive comprehension are better at storing and processing new information, searching the better approaches to exercise, and reinforcing learning material (Riding and Rayner, 2013). Listening comprehension strategies represent the most fundamental element in establishing the abilities of learners in guiding and enhancing the performance. This assertion is being supported by Rasouli et al. (2013), who pointed that the cognitive strategies of learners are well-associated with the proficient learning of all learning contexts. Furthermore, the direct and imperative effect of listening strategies on listening performance is

approved in the context of second language attainment, which is known to be determined in particular (Riding and Rayner, 2013).

Therefore, successful listening can also be observed on the basis of strategies used by the listener after being taught effective ways of approaching and managing the listening. These activities seek to involve listeners actively in the process of listening. Zhang and Seepho (2013) have focused on metacognitive strategies as planning and consciously implementing appropriate actions to accomplish a specific objective. In addition, listening comprehension strategies have been implemented to regulate the entire learning process. The listening strategies entail the comprehension of a language learner to realize the level of implemented strategies and recognize the extent of listening comprehension processes (Zanjani and Izadpanah, 2016).

While researchers have progressed in their understanding of the strategies that listeners use, research on the teaching of listening strategies has been limited. Nevertheless, the few studies that have been done provide encouraging evidence that students can learn to use listening strategies and that the use of strategies can improve listening comprehension.

In consequence, the potential results of this research will help determine if instruction in listening strategies can enhance listening comprehension and reduce anxiety. This study aims to explore if the explicit instruction of listening strategies helps EFL students become more efficient learners. Consequently, it will control whether EFL learners are better able to access and retrieve information from authentic aural sources through a process of selection and use of cognitive, metacognitive, and socio-affective listening strategies.

Considering what is mentioned above, there is a big gap between the demands and needs of the learners and their real ability. What has caused this gap? To what



extent could the Lebanese English teachers solve this problem by improving our teaching methods?

To bridge this gap, in this research, the researcher would like to discuss those teaching methods in which the process of listening is emphasized, and the skills and the strategies for effective listening are fostered. Also, she will propose an improved approach to teaching listening comprehension which focuses on using combined strategies to improve the listening comprehension of foreign language learners and decrease their anxiety while listening. Therefore, the study aims to investigate the relative effectiveness of the combined strategy instruction in increasing listening comprehension of spoken discourse and decreasing anxiety. Besides, the study examines the possible interaction of the treatment conditions (control versus experimental) with the two moderator variables of learners' gender and levels of proficiency.

Despite its importance, listening skill does not receive much emphasis in teaching English as a foreign language especially in Lebanese public schools. Several studies (Do, 2007; VU & Shah, 2016) found that for EFL students, listening is the most difficult skill. Lebanese students might lack directions on how to listen. They are not equipped with appropriate strategies to independently develop their listening comprehension. Leaving students to self-study, without equipping them with the right strategies, therefore, can explain the unexpectedly high level of anxiety and low levels of listening proficiency (Nguyen, 2013; VU & Shah, 2016).

It is therefore, important for EFL programs to prepare students for successful listening tasks by implementing combined listening strategy instruction in English language classes. For the last two decades, English as a foreign language methodology

has been actively considering the importance of using combined strategy instruction to improve listening comprehension and reduce listening anxiety. It has been proved that these strategies are effective to inspire students in English learning. Furthermore, by using the combined strategy instruction, language can be acquired in a relaxing and interesting atmosphere and thus enhance students' listening comprehension.

### **Purpose of the Study**

The first aim of the study is to investigate the relative effect of combined strategy instruction on improving the listening comprehension of EFL learners in the Mount Lebanon public high schools and decreasing their listening anxiety. The secondary aim of the study is to examine the relationship between listening anxiety and listening comprehension and to evaluate this anxiety across two learner characteristics: gender and level of proficiency.

Most previous studies conducted on listening strategies focused solely on the types of listening strategies that foreign language learners used and did not investigate the relationship between these two variables, listening anxiety, and listening strategies. Moreover, most of the studies on listening anxiety have been conducted in the US and it is difficult to generalize the results to other contexts. Thus, it is useful to have different types of participants like Lebanese who may have their anxiety-related to foreign language learning.

Therefore, this study examined the existence of listening anxiety and its relationship with listening comprehension, focusing on Lebanese grade 10 EFL learners. Besides, it tried to figure out the relationship between listening anxiety and listening strategies as well as the relationship between listening proficiency and listening strategies. It is theoretically significant because unlike other common trends that focus on the output or the actual performance, this study focused on an aspect that

has yet received minimal attention. It tried to explore the effect of affective variables like anxiety on listening achievement. It is also important to understand the feeling processes that the listener undergoes while interacting with listening comprehension and the extent to the influence exerted by affective factors like anxiety affect the students' performance.

### **Research Questions**

This study addresses the following research questions:

**RQ1:** How effective is combined strategy instruction in improving the listening comprehension of grade 10 EFL learners?

**RQ2:** Is there an interaction effect between the treatment conditions and the participants' gender on listening comprehension?

**RQ3:** Is there an interaction effect between the treatment conditions and the participants' levels on academic performance?

**RQ4:** How effective is combined strategy instruction in decreasing listening anxiety?

**RQ5:** Is there an interaction effect between the treatment conditions and the participants' gender in decreasing listening anxiety?

**RQ6:** Is there an interaction effect between using combined strategy instruction and the participants' levels of academic performance in decreasing listening anxiety?

### **Research Null Hypotheses**

This study aimed at testing the following null hypotheses:

**H0 1:** There will be no significant difference in the listening comprehension mean scores of the control and experiment group participants at the  $\alpha \leq .05$ .

**H0 2:** There will be no significant interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq .05$ .

**H0 3:** There will be no significant interaction effect between the treatment conditions and the participants' academic performance on listening comprehension at the  $\alpha \leq .05$ .

**H 4:** There will be no significant difference in the listening anxiety mean scores of the control and experiment group participants at the  $\alpha \leq .05$ .

**H0 5:** There will be no significant interaction effect between the treatment conditions and the participants' gender on decreasing listening anxiety at the  $\alpha \leq .05$ .

**H0 6:** There will be no significant interaction effect between using combined strategy instruction and the participants' academic performance on decreasing listening anxiety at the  $\alpha \leq .05$ .

### **Limitations of the Study**

This study has its limitations in that findings cannot be generalized unless bigger samples are tested. The findings are only valid concerning the specific sample included in this study. In other words, the results of this study are tentative and limited to the context of using combined strategies to improve listening comprehension and reduce the anxiety of grade 10 EFL learners in public secondary schools in Lebanon. However, it is hoped that the accumulation of findings will not only shed light on specific aspects of improving the listening comprehension skills of high school learners, but will also be helpful to develop well-grounded approaches and strategies to teaching and learning English as a foreign language in the Lebanese public schools.

### **Definitions of Key Terms**

It is necessary to define the glossary of key terms that are frequently used in this research. The terms are:

**Academic performance:** It refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic

performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

**Affective filter:** It is a term originally coined by the linguist Stephen Krashen in the 1970s. It describes the invisible, psychological filter that either aids or deters the process of language acquisition.

**Anxiety:** The term anxiety is commonly used as an umbrella term to include fear, stress, phobia and neurosis. In terms of a language learning context, anxiety can be traced to three major sources. They are communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986).

**Bottom -up strategies:** They are text-based strategies for comprehension, focusing on combinations of sounds, words and grammar (Richard, 2008).

**Combined strategy:** Listening strategies are defined as approaches for enhancing the process of listening comprehension (Goh, 2002; Vandergrift, 2003, 2007). Oxford (1990: 18-21) divides them into two major classes: direct and indirect strategies. Memory strategies, cognitive strategies, and compensation strategies which are involved directly into the language are classified as direct strategies, while metacognitive strategies, affective strategies, and social strategies are the indirect ones. Oxford emphasizes that strategies are supposed to work hand in hand with one another (Oxford, 1990: 135). In short, strategies do not work separately, they can be combined in order to achieve the goal of learning.

**Compensatory strategies:** They are thinking strategies that enable the listener to adopt a cognitive perspective to improve comprehension or interaction (Brown, 2007).

**Comprehensible input:** It means that the spoken or written message is delivered at the learner's level of comprehension. The concepts being taught should not be simplified, but the language used to present the concepts must be made

comprehensible. Basic concepts should be presented in a variety of ways (Krashen, 1988).

**Cognitive strategies:** They are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies and top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message (Richard, 2008).

**Content schemata:** It is the organization of knowledge in the listener's mind that is relevant to understanding the topic domain of the input (Anderson, 1977; Brown & Yule, 1983).

**Cultural schema theory:** It is a theory that explains the familiar and pre-acquainted knowledge one uses when entering a familiar situation in his or her own culture (Nishida, 1999).

**English as a foreign language (EFL):** It is the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication in those countries (e.g., in government, or business).

**English as a second language (ESL):** It is the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication in those countries (e.g., in government, or business).

**Foreign language anxiety (or xenoglossophobia):** It is the feeling Foreign language of unease, worry, nervousness and apprehension experienced when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening.

**Inference / making inference:** It means filling in missing parts of a text or adding reasoning processes to make sense of a text.

**Input Hypothesis:** In language acquisition theory, a hypothesis claiming that second languages are acquired by understanding messages or by receiving comprehensible input (Krashen, 1987).

**Learning strategy:** It is an intentional behavior and thought that learners use during learning to help them understand, learn, or remember new information (Richard, 1992).

**Listening:** It is a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or the oral text (Rost, 2002).

**Listening for comprehension:** It is a communication strategy in which the learner aims to understand what was said without additional intention to learn more about the language that was spoken (Mendelsohn, 1998).

**Listening Comprehension Strategies:** The term is used to refer to the strategies that listeners consciously or unconsciously use to understand, analyze, and interpret a text according to Vandergrift's (2007).

**Metacognitive strategy:** It is a kind of self-regulated learning. It includes the attempt to plan, check, monitor, select, revise, and evaluate, etc. For example, for metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task (Vandergrift, 1999).

**NCERD:** It is the National Centre for Educational Resource Development

**Second language acquisition or SLA:** It refers to the process of language acquisition by a speaker who already knows another language. The study of second language acquisition aims to describe and explain that process (cf. Frawley, William J. 2003).

*International Encyclopedia of Linguistics*. 2<sup>nd</sup> edition. Vol. 1. Oxford: Oxford Univ. Press, p. 24).

**Social affective strategies:** Vandergrift (2003) defined these strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Habte-Gabr (2006) stated that socio-affective strategies were those which were non-academic and involve stimulating learning through establishing a level of empathy between the instructor and students. They included considering factors such as emotions and attitudes (Oxford, 1990).

**Students' Academic Performance:** The outcomes of the teaching and learning process in terms of knowledge and skills in students acquire from schools as measures by scores obtained in Certificate for Secondary Examinations (CSEE).

**Total Physical Response (TPR):** It is a language teaching method developed by Asher (1981). Orders, commands, and instructions that are presented require a physical response from the learner.

### **Organization of the Study**

This study consists of five chapters:

#### **Chapter One**

The introduction includes background information about the study. It states the problem, the rationale, the purpose and the significance of the study. It further presents the contribution and the limitation of the study. This chapter also consists of the research questions, and the null hypotheses. It also provides the glossary of key terms used in the study and ends with an overview of the organizational structure of it.

#### **Chapter Two: Literature Review**

The literature relevant to this study is presented in three main parts. The first part defines listening in terms of overlapping types of processing: neurological



processing, linguistic processing, semantic processing, and pragmatic processing. The second part focuses on the review of related literature. Finally, the third part provides an overview of approaches for teaching listening, theoretical perspective, and pedagogical application.

### **Chapter Three: Research Methodology**

Chapter three examines the research methodology adopted in this dissertation. It first outlines the philosophy that underpins the approach taken by the researcher, discussing the researcher's positivist stance to research and the consequent choice of a quantitative approach. It presents and discusses the steps taken in conducting this research study such as the setting, the subjects, the research design, the variables, the research instruments, the steps of pilot testing and the reliability and validity procedures. It also provides an overview of the data collection methods used for the dissertation, as well as the means used to analyze the data. The chapter concludes with ethical considerations.

### **Chapter Four: Research Results and Discussion**

The chapter reports the data analysis and research results. Firstly, the purpose of the research is restated and is then followed by testing the null hypotheses. It also presents the data and interpretation of results of research carried out in three randomly selected schools in Mount Lebanon. The data collected were analyzed based on the hypotheses. Summary of the findings and detailed description of the results are discussed.

### **Chapter Five: Discussion and Conclusion**

The chapter demonstrates the summary of the findings that were obtained from the examinations of the data collected in this study. It states the conclusion based on the achieved results. Besides, this chapter reveals the personal gains from conducting

this study and its contribution to the literature. It ends by proposing some implications for using combined strategy instruction while teaching the listening skill and suitable recommendations for foreign language teachers, curriculum designers and further research.

To recapitulate, this chapter examines a wide range of perspectives about listening to find those which are the most complete, the most inclusive, and will, therefore, best serve in the teaching and research of spoken language. It highlights the negligence of teaching listening skills at the Lebanese public schools which is considered one of the most urgent contemporary educational problems, solving of which is important for foreign language teaching and learning. For that reason, the researcher suggests integrating the listening skill in the national curriculum and using combined strategy instruction to improve the listening skill of EFL learners and to reduce their anxiety.

## **Chapter Two**

### **Literature Review**

The literature relevant to this study is presented in three main parts: The first part defines listening in terms of overlapping types of processing: neurological processing, linguistic processing, semantic processing, and pragmatic processing. The second part focuses on the review of related literature. Finally, the third part provides an overview of the approaches for teaching listening, the theoretical perspective, and the pedagogical application.

#### **Definition of Listening**

##### **Neurological processing.**

##### ***Hearing.***

According to Rost (2011), hearing is the primary physiological system that allows for the reception and conversion of sound waves. Sound waves are experienced as pressure pulses and can be measured in Pascal's (Force over an Area:  $p = F/A$ ). The normal threshold for human hearing is about 20 micro pascals – equivalent to the sound of a mosquito flying about 3 m away from the ear. These converted electrical pulses are transmitted from the outer ear through the inner ear to the auditory cortex of the brain. As with other sensory phenomena, auditory sensations are considered to reach perception only if they are received and processed by a cortical area in the brain. Although people often think of sensory perception as a passive process, the responses of neurons in the auditory cortex of the brain can be strongly modulated by attention (Fritz *et al.*, 2007; Feldman, 2003).

Of all the senses, hearing may be said to be the most grounded and most essential to awareness because it occurs in real-time, in a temporal continuum. Hearing involves continually grouping incoming sounds into pulse-like auditory events that

span several seconds (Handel, 2006). Sound perception is about always anticipating what is about to be heard – hearing forward – as well as retrospectively organizing what has just been heard – hearing backward –to assemble coherent packages of sound.

While hearing provides a basis for listening, it is only a precursor for it. Though the terms hearing and listening are often used interchangeably in everyday talk, there are essential differences between them. While both hearing and listening are initiated through sound perception, the difference between them is essentially a degree of intention. The intention is known to involve several levels, but initially intention is an acknowledgment of a distal source and a willingness to be influenced by this source (Allwood, 2006). The purpose of listening is to acquire spoken language and knowledge of the world by developing and integrating auditory neural pathways throughout the brain. Better quality and quantity of auditory information means that stronger neural connections are developed in the brain (Kral et al, 2016).

### *Consciousness.*

Consciousness is the aspect of mind that has a self-centered point of view and orientation to the environment. Consciousness is directly related to intentionality, the intention to understand and to be understood. The concept that has been used most often to describe this neurological cognitive bridge between individual and universal perception and experience is consciousness (Chafe, 2000). Consciousness is the root concept for describing the processes that initiate attention, meaning construction, memory and learning.

As an illustration, it has been described as a flow of energy, emerging when two cognitive processes coincide. First, the brain identifies an outside object or event as consisting of independent properties; and second, the brain sets up the listener as the central agent who willingly and purposefully witnesses this object or event.

Consciousness is the phenomenon of experiencing this integration as a subjective phenomenon (cf. Czikszentmihalyi, 1992; Chella and Manzotti, 2007).

Beyond this characterization of subjective experience, it has been said that consciousness is a dynamic neurophysiological mechanism that allows a person to become active and goal-directed in both internal and external environments (Alexandrov and Sams, 2005). This means that consciousness is a continuous force that links experiences in the internal and external environments and allows the experiencer to make sense of these experiences and, to some degree, direct them. To describe listening, the concept of consciousness is important because it helps to define the notion of context. Consciousness involves the activation of portions of the listener's model of the surrounding world, a model that is necessarily self-referenced.

For this reason, the concept of consciousness is important for communication, both listening and speaking, because something must direct the individual's attention to the external world. Listening comprehension is considered as a cognitive ability due to its active and sentient approach (Podhajski, 2016). For the speaker, consciousness influences what aspects of the person's experience to communicate, the signaling and displaying levels of communication (Holmqvist and Holsanova, 2007). For the listener, consciousness guides the person's intentions to experience the speaker's world and to attempt to construct meaning from this experience. This is very well illustrated in the following table.

**Table 1** *The properties of consciousness*


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There are five properties of consciousness that affect listening.

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- Consciousness is *embedded* in a surrounding area of peripheral awareness. The active focus is surrounded by a periphery of semi-active information that provides a context for it.
  - Consciousness is *dynamic*. The focus of consciousness moves constantly from one focus, or item of information, to the next. This movement is experienced by the listener as a continuous event, rather than as a discrete series of ‘snapshots’.
  - Consciousness has a *point of view*. One’s model of the world is necessarily centered on a self. The location and needs of that self-establish a point of view, which is a constant ingredient of consciousness and a guide for the selection of subsequent movements.
  - Consciousness has a need for *orientation*. Peripheral awareness must include information regarding a person’s location in space, time, society and ongoing activity. This orientation allows consciousness to shift from an immediate mode, in which the person is attending to present, tangible references, to a distal mode, in which the person is attending to non-present, abstract, or imaginary references and concepts.
  - Consciousness can *focus* on only one thing at a time. The limited capacity of consciousness is reflected as a linguistic constraint: A speaker can produce only one focus of consciousness at a time, which is reflected in brief spurts of language, called intonation units.
- 

Adapted from Chalmers (1996), Chafe (2000) and Allwood (2006)

### ***Attention.***

Attention is the operational aspect of consciousness and can be discussed more concretely. Attention has identifiable physical correlates: specific areas of the brain that are activated in response to a decision to attend to a particular source or aspect of input. Attention is the focusing of consciousness on an object or train of thought, which

activates parts of the cortex that are equipped to process it. Attention is considered to be the beginning of involvement, which is the essential differentiation between hearing and listening (Carter, 2003).

Accordingly, the two notions are central to understanding how attention influences listening: limited capacity and selective attention. The notion of limited capacity is important in listening. People's consciousness can interact with only one source of information at a time, although they can readily and rapidly switch back and forth between different sources, and even bundle disparate sources into a single focus of attention. Whenever multiple sources, or streams of information are present, selective attention must be used. Selective attention involves a decision, a commitment of limited capacity process to one stream of information or one bundled set of features (Rost, 2011).

### **Linguistic processing.**

#### ***Perceiving speech.***

The goal of speech production is to maximize communication, putting as many bits of retrievable information into every second of speech as possible (Boersma, 1998). Languages evolve in congruence with this efficiency principle. To this end, the most frequently used words tend to be the shortest ones in a language, and communication patterns develop to allow for a maximum of ellipsis, omissions of what is presumed to be understood by the listener. Zipf (1949) first summarized this evolutionary tendency as the principle of least effort, speakers want to minimize articulatory effort and hence encourage brevity and phonological reduction.

In the same way, the listener has to adopt an efficient principle for understanding speech. This means processing language as efficiently as possible to keep up with the speaker. At a perception level, two fundamental heuristics are needed to do this:

- *Maximization of recognition.* Because the speaker is reducing effort in production, the listener will try to make maximum use of the available acoustic information to reconstruct the meaning of the utterance.
- *Minimization of categorization.* Because there are large variations between speakers, the listener must tolerate ambiguity and create as few perceptual classes as possible into which the acoustic input can be grouped.

Therefore, to maximize recognition of what has been spoken, the listener uses three types of perceptual experience. The first type is the experience of articulatory causes for the sounds that strike the ear. For spoken language, the perceptual objects are the effects of particular vocal configurations in the speaker (the lip, tongue and vocal tract movements that cause the proximal stimulation in the ear). The second type is through psychoacoustic effects. The perceptual objects are identified as auditory qualities (the frequency, timbre and duration of sounds that reach the ear).

The third type is the listener's construction of a model of the speaker's linguistic intentions. The perceived sounds are drawn from a matrix of contrasts at multiple levels of a language (phonemic, morphological, lexical, semantic, and pragmatic). The listener's knowledge of and experience with these three systems: articulatory causes of sounds, the psychoacoustic effects of sounds, and the likely linguistic intentions of a speaker, all maximize the efficiency of speech perception. At the same time, if the listener's knowledge or experience is incomplete or flawed, the use of these systems will limit or distort perception.



***Identifying units of spoken language.***

To manage speech in real- time, the listener needs to group the speech into a small number of constituents that can be worked easily within short-term memory.

To understand the perceptual process fully, it is crucial to understand the preperceptual and post-perceptual states of the listener. Spoken language has evolved in a way that allows a listener to parse speech in real time, in the most effective manner given the specific resources of our short-term memory. Based on examinations of multiple corpora of language spoken in naturally occurring contexts (unplanned discourse), researchers have found several characteristics to be representative of spontaneously spoken English (Chafe and Tannen, 1987; Houston, 2004; Carter and McCarthy, 2004). The reason is that the conventions and standards for spoken language have evolved interactively: they allow speaker and listener to co-ordinate on the time, timing and conditions needed to communicate in an oral medium. The features of the spoken language are demonstrated in the following table.

**Table 2 *Feature of spoken language***

<b>Feature</b>	<b>Example</b>
Speakers speak in short bursts of speech	Speakers frequently use additive (paratactic) ordering with <i>and</i> , <i>then</i> , <i>so</i> , <i>but</i>
Spoken language contains more topic-comment structures and uses more topic restatement	<i>The next time I saw him/ he wasn't as friendly/ I don't know why.</i>  <i>The people in this town – they're not as friendly as they used to be.</i>

<p><i>He came home/ and then he just turned on the TV/ but he didn't say anything/ so I didn't think much about it/</i></p>	<p>Speakers use the most frequent words of the language, leading to more loosely packed, often imprecise language</p> <p>Topics may not be stated explicitly</p>
<p>Speech is marked by a high ratio of function (or grammatical) words (particles, preposition, pro- forms, articles, <i>be</i> verbs, auxiliary verbs, conjunctions) to content words (nouns, verbs, adjectives, adverbs, question words)</p>	<p>Speakers use a lot of fillers, interactive</p> <p>Written version: <i>The court declared that the deadline must be honoured.</i> (Content words, 4; function words, 5)</p> <p>Spoken version: <i>The court said that the deadline was going to have to be kept.</i> (Content words, 4; function words, 9)</p>
<p>Speech is marked by incomplete grammatical units, false starts, incomplete/abandoned structures</p>	<p><i>I was wondering if . . . Do you want to go together?</i></p>
<p>Speakers frequently use ellipsis – omitting known grammatical elements</p>	<p><i>It's not that I . . . I mean, I don't want to imply . . .</i></p> <p><i>(Are you) Coming (to dinner)?</i></p>

*(I'll be there) In a minute.*

*the way it's put together*

*(v. its structure)*

Speakers employ frequent exophoric reference, and rely on gesture and non-verbal cues

*That's not a good idea.* (The topic

is *that*, the action referred to

earlier, but never explicitly

mentioned)

Speakers use variable speeds, accents, paralinguistic features and gestures *like, a bunch of people . . .*

*And I'm thinking, like, what the hell's that got to do with it?*

*And, well, um, you know, there was,* markers and evocative expressions

*that guy over there this*

*thing why are you*

*wearing that?*

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*Source.* Based on McCarthy and Slade (2006), Roland *et al.* (2007).

### **Semantic processing.**

#### ***Cognitive Understanding: The Role of Schemata.***

Listening is primarily a cognitive activity, involving the activation and modification of concepts in the listener's mind. The conceptual knowledge that the listener brings to text comprehension needs to be coordinated in ways that allow him or her to activate it efficiently and continuously arrive at an acceptable cognitive understanding of the input.

As a way of referring to activated portions of conceptual knowledge, cognitive psychologists and linguists often refer to modules of knowledge as schemata. It is estimated that any normal adult would have hundreds of thousands of available schemas in memory, which would be interrelated in an infinite number of ways. Further, new schemata are created and existing ones are updated constantly: every time a person reads, listens to, or observes something new he creates a new schema by relating one fact to another through logical or semiotic links (Amoretti *et al.*, 2007; Reitbauer, 2006).

In like manner, comprehension researchers agree that a key to effective comprehension is activating appropriate schemata that will assist in understanding the incoming text. A schema is a figurative description for any set of simultaneously activated connections in the vast frontal cortex of the brain. According to schema theory, the entire network of activation may be triggered by the individual activation of any node in the network (Rumelhart and Norman, 1981). What defines a schema is not its structure, since a schema is not a neurological structure, but rather its heuristic nature. For schemata to be useful as heuristics for real time comprehension, new schemata are created every day and existing ones are updated constantly.

Consequently, the speaker and the listener do not need to have identical schemata related to the conversational topics for adequate understanding to take place. Simply activating an appropriately related schema allows the listener to make inferences that are essential to comprehending a text (Rost, 2012). When there is a relative match or congruence of schemata in the listener's and speaker's mind, it can be said an acceptable understanding has taken place. When there are significant mismatches between the speaker's and the listener's schemata, it is believed that misunderstanding has occurred. When there are lapses and the listener is unable to

activate any appropriate schema, then non-understanding has occurred. This is clearly indicated in the following table.

**Table 3** *Types of understanding and non-understanding discourse*

Type	Listener Action
Non-understanding	Listener is unable to activate any appropriate schemata to understand speaker
Misunderstanding	Listener activates schemata that have significant mismatches to speaker's schemata
Partial understanding	Listener activates schema that include some overlap with speaker's active schemata
Plausible understanding	Listener activates schema that include central items in speaker's discourse, though not largely shared with speaker
Acceptable understanding	Listener activates schema that include central items in speaker's discourse, largely 'shared' with speaker
Complete understanding	Listener activates schema that include central items in speaker's discourse, largely 'shared' with speaker

*Note.* This table represents a range of possible understandings in discourse. At any given time in a discourse a listener may gravitate from non-understanding to complete understanding, based on shared schemata with the speaker.

***Social Understanding: The Role of Common Ground.***

According to Rost (2012), understanding spoken discourse goes beyond creating a cognitive map of the speaker's intended meaning. Social frameworks and affective elements are also involved, even with seemingly objective texts and innocuous interactions. What a listener understands depends to a large degree upon having common ground with the speaker: shared concepts and shared routines, ways of acting in and reacting to the world. Of course, two persons cannot share an identical schema or perspective for any conversational topic, for either something concrete like 'having breakfast' or for something abstract, like 'an ideal marriage'.

Similarly, two speakers cannot have same the script for sequences of action, like 'commuting to work' or 'having an argument with a spouse'. However, it is possible that two conversants will share what is known as common activation spaces in memory that will allow them to arrive at a mutual empathy and acceptable understanding, due to their having common cultural or educational or experiential backgrounds (Bowe and Martin, 2007; Poldrack *et al.*, 2009).

When relevant knowledge is activated during comprehension, additional information in related schemata becomes available to the listener. At the same time, whenever a knowledge structure is activated, the listener also may experience an effective response associated with it, a cognitive commitment, which further influences connections with the speaker and her ideas, and empathic responses to what she has said (cf. Havas *et al.*, 2007; Zwaan, 2004; Firth and Firth, 2006).

***The Role of Inference in Constructing Meaning.***

The listener has to rely repeatedly on the process of inference to arrive at an acceptable interpretation of each utterance and the connection between a series of utterances, since he does not have direct access to a speaker's intended meaning in

producing an utterance or series of utterances. Rost (2012) states that one part of the process of inference by the listener is achieved through conventional inference involving linkages within the language used and another part is achieved through problem-solving-oriented heuristic procedures involving both logic and real-world knowledge.

When a speaker makes an utterance, she is typically adding successive bits of information about a topic or set of topics that are already ‘in play’. The references for information within any one utterance and the connections between the bits of information across utterances will be signaled by the speaker through conventional use of cohesive devices, such as anaphora, lexical substitution, conjunction and ellipsis. All of these are in the domain of text linguistics, and a competent user of the language will acquire the ability to process them quickly via a cognitive process known as priming, which helps the listener anticipate and recall expected discourse structures (Hoey, 2005). The following table displays the necessary cohesive devices for understanding any discourse.

**Table 4** *Cohesion devices and extended discourse*

Language comprehension involves finding coherence across utterances.
The listener must be able to construct coherence by following the speaker’s use of cohesion devices.
<ul style="list-style-type: none"> <li>• <i>Anaphora</i>: reference back to an item previously mentioned in the text.</li> </ul> <p>‘My brother stayed at my apartment last week. He left his dog here.</p> <ul style="list-style-type: none"> <li>• <i>Exophora</i>: reference to an item outside the text. (<i>Pointing</i>) ‘That’s his dog.’</li> <li>• <i>Lexical substitution</i>: using a similar lexical item to substitute for a previous one. ‘His dog . . . that animal . . .’</li> </ul>



- *Lexical chaining*: using a related lexical item as a link to one already mentioned. ‘The dog makes a mess . . . it sheds everywhere, it tears up newspapers . . .’
  - *Conjunction*: using links between propositions, such as *and*, *but*, *so*. ‘The dog is a bit much for me, but I promised I’d take care of it.’
  - *Ellipsis*: omission of lexical items that can be recovered by the listener through conventional grammatical knowledge. ‘I promised to take care of it, so I will’ (take care of it).
  - *Integration*: synthesizing visual and aural cues.
- 

### ***Listener Enrichment of Input.***

Speech processing is known to be aided by consistent visual signals from the speaker, in the form of both gestures and articulatory movements (of the mouth, lips, cheeks, chin, throat, and chest) that correspond to the production of speech. (Conversely, speech processing is hindered by unfamiliar or inconsistent visual signals.) Because of the importance of visual cues, psycholinguists consider face-to-face and audio-visual speech perception to be bi-modal, involving both auditory and visual senses (Massaro, 2001; Ouni *et al.*, 2007). Indeed, it has been shown that children acquire speech perception in their L1 through a strong dependence on visual signals from their caretakers (Ochs and Schieffelin, 2009).

When visual and auditory signals do not coincide, there are a great number of incidences of blended mishearing, called the McGurk Effect (McGurk and MacDonald, 1976). This cognitive effect occurs when part of the signals taken from visual cues and auditory cues are fused and illustrates how a listener attempts to integrate information from multiple channels. (Stork and Hennecke, 1996 provided additional examples and discussion of blended mishearing). Consistent with the principle of integration, when auditory cues are completely absent (as in listening on

the telephone or to the radio), acoustic mishearing and other comprehension problems are significantly higher than in face-to-face delivery of messages (Blevins, 2007).

Thus, understanding any extended text or an extended speaking turn involves making use of semantic knowledge or background knowledge. Although an understanding of text-level cohesion devices aids comprehension, a large part of language understanding cannot be explained in terms of conventional language knowledge. Language comprehension requires activation of stores of knowledge that are not contained in the text and maybe only indirectly signaled in it. The speaker has to leave much of this supplementing and retrieval work to the listener (listener enrichment in Levinson's terms) if the discourse is to proceed at a comfortable pace. The process of providing these supplements, or enrichment, to understand texts can be called making inferences or simply inferencing.

### **Pragmatic processing.**

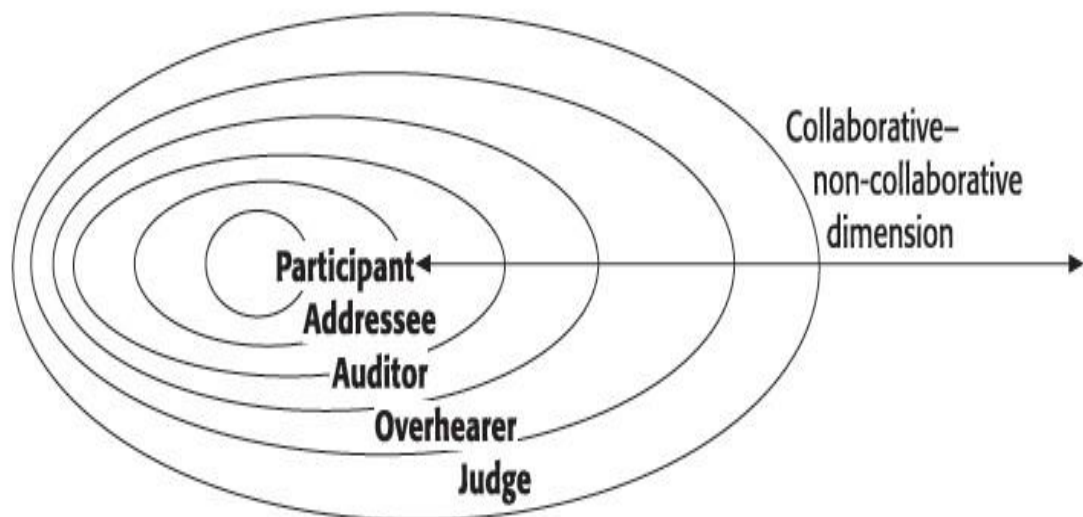
#### ***Listening from a Pragmatic Perspective.***

According to Rost (2011), the listener has access to multiple layers of information in the speech signal. To make use of this information, the listener needs to access multiple interconnections in memory when listening. Effective listening involves making use of available information in the speech signal and activating these cognitive resources.

However, there is more to listening than linguistic decoding and semantic processing. There is an additional, overarching component which we will call pragmatic competence. This competence is essential to the social dimension of listening, including pragmatic comprehension (Kasper, 2006; Taguchi, 2009), interactional competence (Hymes, 2001), and symbolic competence (Kramsch and Whiteside, 2008). Discourse analysis, as a branch of pragmatics, is concerned with the

ways listeners make use of linguistic information and background knowledge as they listen in a social context. The ability to understand another speaker's intended meaning, in context, can be considered a primary goal of listening and a primary objective in learning to listen in an L2.

To describe listening from a pragmatic perspective is to consider the phenomena of language from the subjective point of view of the speaker and the listener, and the inter subjectivity that is co-constructed in an interaction. A pragmatic perspective includes what Verschueren (2009) refers to as the speaker's and the listener's situated presence at the time of the interaction. When the listener's role is considered, in particular, it is important to emphasize that presence entails engagement in an event. The notion of engagement encompasses the listener's relationship with the speaker, including his or her awareness of emotional shifts in the speaker's state. This engaged state of listening is referred to as pragmatic processing.



*Source: Based on Rost (2012), Applied Linguistics in Action, p:86*

**Figure 2. Listener's role**

### ***Inferring Speaker`s Intention.***

From a pragmatic perspective, both the speaker and the listener have intentions in any discourse situation, and the interaction of their intentions contributes to the meaning of the discourse. In every situation, the listener has an intention to complete a communication process to some degree, even if the listener intends only partial participation or feigned comprehension. For this completion to occur, there must be engagement, in which a listener takes on an interpreter role (Verschuere, 1999). The implicit assumption in a pragmatic view of communication is that language resources, the listener's knowledge of phonology, morphology, syntax, lexis, cannot be activated until the listener takes on a pragmatic perspective.

Another key point is that a pragmatic perspective includes the degree of coordination and collaboration between speaker and listener on the goals of the interaction and the rules for conducting the interaction. In nearly all-natural language use, this coordination is always a less than perfect heuristic: there are never guarantees of successful coordination, successful assumptions or inferences, or mutual understanding. Researchers in the area of pragmatics concur that four key pragmatic notions contribute to a listener's understanding of spoken language: (1) deixis, anchoring of language to a real context; (2) intention, indicating the desired force of the language used; (3) strategy; and (4) conversational meaning (Rost, 2011).

It must be remembered that language used meaningfully in communication has to be anchored in the real world. As they interact, listener and speaker continuously point to or indicate variables of time (*then, now, today, eventually, whenever . . .*), space (*there, here, come back . . .*), objects (*that, it, those . . .*), persons (*he, she, we, they . . .*), and status (*sir, hey you, . . .* or versus distinctions in French). These deictic elements of an utterance can only be interpreted concerning the physical context in

which they are uttered. Deictic reference is a crucial notion in understanding how listening occurs in context.

In his seminal work on the topic, Hymes (2009) set forth these elements as identifiable features of context:

- **Addressor** (the speaker of the utterance), the **addressee** (the intended listener).
- **Recipient** (of the speaker's utterance), **audience** (any **over hearers**).
- **Topic** (what is being talked about).
- **Setting** (where the event is situated in place and time).
- **Code** (the linguistic features of the utterance).
- **Channel** (how the communication is maintained – by speech, writing, texting, images, etc.).
- **Event** (the social norms affecting the interaction and its interpretation).
- **Message form** (the conventional categories of speech events).
- **Key** (the tone, manner, or spirit of the event).
- **Purpose** (the intended outcome of the event).

Markedly, Hymes' ethnographic features serve as a checklist that would allow an observer of a communication event to describe its various layers of potential meaning for the participants. From a listener's perspective, it can be outlined that the parallel situational co-ordinates or indices needed to interpret an utterance fully. Lewis (1970), in an early treatment of semantics in spoken discourse, called this the 'package of relevant factors' needed in interpreting an utterance beyond the sentence level. The listener coordinates and their use in understanding meaning are:

- *Possible world*: to account for references to current and possible states of affairs: 'Our financial situation is really serious, and it's not likely to get better any time soon.'

- *Time*: to account for adverbials and tenses, necessary for example, to interpret the utterance ‘I’ll see you next week.’
- *Place*: to account for deictic utterances such as ‘I found it. Here it is.’
- *Speaker*: to account for personal reference: ‘Give it to me, please.’
- *Audience*: to account for the directional force of utterance: ‘I need you to pick up the kids today.’
- *Indicated object*: to account for demonstrative pointers: ‘This is the right room.’
- *Previous discourse*: to account for reactivation of elements in an utterance: ‘The guy I told you about is.’
- *Assignment*: to account for ordering, inclusion, exclusion: ‘The second choice is better.’

From a pragmatic perspective, if a listener can establish coordinates for even some of these variables, there is at least partial comprehension of what the speaker says, and often ‘good enough comprehension’ for the situational demands (Ferreira *et al.*, 2002).

In sum, the different knowledge sources work together with the cognitive processes to help listeners arrive at a meaningful interpretation of a listening text. Some of these knowledge sources, such as prior knowledge can be transferred from L1. In other cases, depending on the similarities between the languages (root language, script system, and cultural conventions), some elements of pragmatic, discourse, and linguistic knowledge may transfer. As L2 listeners gain more language experience and their language proficiency develops, they are able to process information more efficiently and access these knowledge sources more rapidly.

### *Adjusting Affective Involvement.*

How interlocutors in a conversation define their status relative to the other, that is, how they wish to set up the participant frame will determine a great deal about how they will communicate with each other, the style they will adopt in the conversation. Not only will the participant frame influence what is and is not said, but will also influence the affective involvement of both participants.

For instance, one aspect of affective involvement in an interaction is the raising or lowering of anxiety and self-confidence, and thus the motivation to participate in interactions in meaningful, open and self-revelatory ways. For listeners, greater affective involvement promotes better understanding through better connection with the speaker, while lower effective involvement typically results in less connection, less understanding and minimal efforts to evaluate and repair any misunderstandings that arise. For example, Yang (1993) found in a study of Chinese learners of English as a clear negative correlation between learners' levels of anxiety and their listening performance. Aniero (1990) noted that this situational anxiety (sometimes called receiver apprehension or communication apprehension) correlated with poor listening performances in pair interactions.

One implication is that receiver apprehension may indeed be triggered by social factors, such as the perception of roles and status, and the sense that one's interlocutor does or does not have a parallel recognition of these roles, and may also be amplified by a low action orientation to listening (Villaume and Bodie, 2007), one of several personality variables that affects communication style.

As mentioned before, listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pouhosein

Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps people to understand the world around them and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

The aforementioned information focuses on the definition of listening and the components of listening comprehension. As has been stated, there are different definitions of the term “listening comprehension.” Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein, Gilakjani & Sabouri, 2016). 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 even though the listener may repeat the sounds without real comprehension.

Similarly, O'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

In short, the first part of the literature review describes the neurological processing as involving consciousness, hearing and attention. It depicts also the linguistic processing, the aspect of listening that requires input from a linguistic source-what most language users would consider the fundamental aspect of listening to language. Besides, this part details semantic processing, the aspect of listening that



integrates memory and prior experience into understanding events. Finally, it introduces the broad issue of pragmatic processing.

### **Review of the Related Literature**

Second or foreign language (L2) listening is a crucial skill that provides the L2 learners with the ability to process L2 input and to have interaction with speakers of other languages in their real-life everyday communications (Xu & Huang, 2018). L2 listening is conceptualized as a perceptual process requiring learners to employ auditory phonetics to organize, detect, and overcome lexical segmentation inadequacies (Field, 2003). Moreover, it is a complex and demanding process that involves invoking both linguistic knowledge and world knowledge to comprehend the aural texts (Vandergrift & Baker, 2015). In comparison with other L2 skills such as reading and writing, listening has not been adequately researched (Goh, 2017).

It has been noted that the current view toward L2 listening is the fact that it should not be considered as a skill that is developed naturally on its own, but it is a skill that requires explicit instruction to be developed (Goh, 2010; Ngo, 2019). As a result of this conceptualization of the skill, numerous researchers have investigated the effectiveness of strategic instruction for L2 listening (Goh, 2017; Graham, 2017; Ngo, 2019; Vandergrift & Tafaghodtari, 2010; Yeldham, 2016). Listening strategies are subsumed under language learning strategies that are viewed as procedures, techniques, or deliberate activities carried out by learners so as to enhance learning, processing, and remembering of both linguistic and schematic knowledge (Chamot, 2005). L2 learning strategies have been conceptualized as one of the most influential individual difference factors in L2 learning (Lu & Liu, 2011). A significant research based on language learning strategies asserts that teaching language learning strategies assists language learners in fostering the effective use of strategies (Chamot, 2005),

and that effective strategy use and L2 achievements are positively correlated (Oxford et al., 2004). Listening strategy instruction is regarded as a means of fostering the learners' competence in selection and coordination of appropriate strategies for their listening objectives and needs so as to be able to comprehend more effectively (Cohen, 2011).

As research into the use of L2 strategies accumulated, numerous researchers attended to the employment of strategies in particular L2 tasks and skills (Cohen, 2011a; Oxford, 1990). Skill-specific strategies are effective in helping learners to make up for L2 inadequacies in doing particular L2-related skills or tasks (Nakatani, 2010). In line with this heightened interest in L2 strategies, listening strategies were also received with some research attention by researchers (Vandergrift, 2003, 2004, 2007). As successful comprehension is a function of the balanced coordination and synchrony of top-down and bottom-up strategies (Siegel, 2015), one way to help the learners to be able to effectively synchronize these processes is strategy use.

Furthermore, listening strategies are a set of direct and deliberate techniques employed to improve listening and to remedy experienced or predicted comprehension inadequacies or breakdowns (Field, 2003). Because of the warranted merits associated with successful use of listening strategies, listening strategy instruction programs received research attention by numerous researchers (e.g., Graham, 2017; Graham & Macaro, 2008; Vandergrift & Baker, 2015; Vandergrift & Tafaghodtari, 2010).

Strategy instruction programs have been set to provide the listeners with a collection of workable strategies to help them successfully carry out listening tasks in real-life contexts (Mendelsohn, 1994). The strategic instructions can be designed to enhance top-down processes of learners to guess meaning and to make more accurate predictions about the aural text (Vandergrift, 2007). These instructional programs

should also pay due attention to bottom-up processes that can enhance meaning centered comprehension and sentence-level linguistic processing necessary for successful comprehension (Tsui & Fullilove, 1998).

With regard to strategy instruction approaches or models, the recent intervention studies have used either more explicit instructional approaches (e.g., Graham & Macaro, 2008) or more implicit models mainly designed for instruction of metacognitive strategies (e.g., Vandergrift & Tafaghodtari, 2010). Oxford (2011) conceptualizes explicit strategy instruction as a “completely informed strategy training” (p.181), in which strategies are named, demonstrated, taught, and practiced. Learners are made cognizant of metacognitive knowledge and strategies’ contingent benefits in academic and real-world listening. These strategies can tell what the strategy is and what it does and, thus, culminating in the maintenance and transfer of strategies to other contexts and tasks (Carrier, 2003).

However, strategy use is integrated in doing various language tasks in more implicit models (Oxford, 1990). The underlying tenet governing either of these models is the necessity of strategy instruction and acknowledging the fact that listening cannot be naturally developed through just exposure to language input. Given the fact that the research evidence on strategy instruction has yielded inconclusive results, and with respect to the dearth of research on listening strategy instruction (Siegel, 2015), the present research can hone the understanding of the effectiveness of combined strategy instruction in improving the listening comprehension and reducing anxiety of grade 10 EFL learners.

As the other variable under the examination of this study, L2 listening anxiety is viewed as a category of foreign language anxiety (FLA). Considered as the anxiety felt when a context or task needs the use of L2 by learners who are not very competent

language users (MacIntyre & Gardner, 1994), FLA is claimed to be existing in all dimensions of L2 such as the four skills (Elkhafaifi, 2005; Horwitz et al., 1986; Vogely, 1999). Listening anxiety pervasively exists in doing L2 listening tasks mainly because of the variables such as unintelligibility, perceived difficulty, unfamiliarity of tasks, and fear of failure in comprehension (Elkhafaifi, 2005). A bulk of L2 listening research states that L2 listening anxiety is separate from global FLA and has detrimental effects on L2 listening performance (Elkhafaifi, 2005; Vogely, 1999). In spite of the fact that FLA has received much research attention by L2 researchers (Dewaele & MacIntyre, 2014; Horwitz et al., 1986; MacIntyre & Gardner, 1994), skill-specific L2 anxiety (i.e., listening anxiety) has remained more of a less researched construct (Elkhafaifi, 2005). By the same token, although numerous studies have indicated that FLA is closely related with the use of L2 strategies (Lu & Liu, 2011; W. Zhang & Liu, 2013), the associations between L2 skill-specific anxiety and strategy use have not been widely researched (Liu, 2016).

### **The Present Study.**

In spite of the existence of a significant bulk of literature on L2 listening comprehension, research into affective variables in L2 listening is essentially scarce compared with other skills (Andringa et al., 2012). Because listening seems to be a formidable and complex skill for many L2 learners (Graham, 2011), the investigation of the effectiveness of instructional interventions, especially combined strategy instruction on L2 listening affective factors (i.e., anxiety), is much needed. Because of the complex nature of listening process, successful listening is highly reliant on an array of individual and affective characteristics of L2 listeners (Bang & Hiver, 2016).

It is argued that in addition to cognitive dimensions of linguistic knowledge as well as strategy use in L2 listening, affective variables have a significant share of

variance in positively affecting L2 listening success (Vandergrift & Goh, 2012). Affective variables, which can positively cooperate with other cognitive and linguistics aspects, play a very influential role in enhancing L2 listening ability (Dewaele & MacIntyre, 2014). Overall, L2 listening as well as its psychological factors has remained an under-researched area with relatively few empirical studies. Therefore, replication studies are called for to shed more light on cognitive, metacognitive and affective variables in L2 listening (Vandergrift & Cross, 2017).

Furthermore, it is worth noting that the use and effectiveness of language leaning strategies are context dependent (Griffiths, 2013; Ngo, 2019). From this perspective, strategy use and strategy instruction may yield different results in the particular socio-educational context of Lebanon. Concerning English language instruction in Lebanon, it is worth noting that English language is a compulsory subject in school curriculums from grade 1 to grade 12 in public schools. However, the curriculum for public schools is mainly focused on grammar instruction than on communication skills and it fails to develop students' communicative competence effectively (Shaaban, 2013). Nevertheless, Lebanese learners are very unlikely to be exposed to spoken English outside the class, making it more difficult for them to improve their speaking and listening. In addition, other factors such as educational facilities, large class sizes, students with heterogeneous language backgrounds, inadequate materials, and inappropriate evaluation procedures have hindered the effective development of communicative skills.

Moreover, listening instruction in Lebanon is based on the product approach in which no real instruction may occur, and students are just required to listen and answer the questions. In Lebanon EFL classrooms, strategy instruction appears to be absent in L2 listening instruction, which is more concerned with doing listening activities and

tasks than with enhancing and teaching listening. Therefore, in the light of these theoretical and empirical backdrops and to bridge the gaps pointed out above, the present research explores, for the first time, the effectiveness of combined strategy listening instruction on improving listening comprehension and reducing listening anxiety of Lebanese EFL learners.

### **Theoretical Perspectives**

Early views of teaching listening considered listening to be a passive skill that would develop naturally with speaking and reading. To some extent, this is true since there are underlying competencies for all language skills. However, listening is now receiving fresh attention as an active skill that can be taught directly. In the last part of the twentieth century, some teaching methodologies developed that included a key role for listening, among them: the Audio-Lingual Method (ALM), with its focus on the presentation of models; Communicative Language Teaching (CLT), with its focus on the authentic conversation; Content-Based Instruction (CBI), with its focus on rich input; the Natural Approach, with its focus on immersion incomprehensible input (and its proposed avoidance of speaking).

The development and adoption of methods gave way to a post-method view of teaching that draws upon principles of language acquisition (Kumaravadevelu, 2006). Currently, there are several variables, complementary theories of language development and instruction that articulate a clear role for listening, and a positive role for explicit instruction of listening as a skill (Norris and Ortega, 2000).

Accordingly, three main key influences that are derived directly from second language acquisition research and that are effective in implementing this study: the affective filter hypothesis and the two general listening instructional approaches that

take a process orientation: strategy-based listening instruction (SBI) and metacognitive listening instruction (MCI).

### **Affective Filter Hypothesis.**

Of all the hypotheses in Krashen's model, (Acquisition-Learning Hypothesis, Monitor Hypothesis, Natural Order Hypothesis, Input Hypothesis, Affective Filter Hypothesis) the fourth and the fifth ones, are of special relevance to the concerns of this current study. The affective filter was first proposed by Dulay and Burt (2003) to account for how affective variables such as motivation, attitude, influence in the process of L2 learning.

In subsequent work by Krashen (1982, 1985) the concept was given more extensive treatment. While comprehensible input is an important factor in the process of acquiring a language, Krashen contends that for an acquisition to be attained, the comprehensible input must reach the Language Acquisition Device, which refers to an innate built-in system in every individual that facilitates the acquisition of a language.

The crucial thing about the way the Language Acquisition Device works is that it is not an independent entity. Rather according to the Affective Filter Hypothesis, whether comprehensible input successfully arrives at the Language Acquisition Device or not is determined or regulated by the Affective Filter. The affective filter refers to all such affective variables as the learner's motives, needs, attitudes, and emotional states. And it is these affective variables that will determine or regulate which and what input would be allowed into the Language Acquisition Device.

Thus, in the context of listening anxiety, the affective filter would function as follows: the filter will be activated or functioning in a situation where the "learner is stressed, self-conscious, or unmotivated" and conversely the filter will be inactive or not functioning when the "learner is relaxed and motivated" (Lightbrown & Spada,

1993, p. 28). One of the notable applications of Krashen's notion of the affective filter is in the field of L2 learning and instruction where it could explain why when given the same teaching and learning conditions, some students perform better than others.

As far back as the 1970's teachers as well as researchers have acknowledged that language learning anxiety affects the learning process and success of a learner. Indeed, as MacIntyre and Gardner, (1991, 1989, 1988; Horwitz et al., 1986) have pointed out, the process of learning a language has been considered as one of the most anxiety-provoking contexts which brings with it negative effects. As such it is not surprising that the concept of anxiety is a widely researched topic, even though from a psychological perspective, there is no one single definition of anxiety which has given rise to some controversy.

Nevertheless, the term anxiety is commonly used as an umbrella term to include fear, stress, phobia and neurosis. In terms of a language learning context, anxiety can be traced to three major sources. They are communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986). Accordingly, Foss and Reitzel (1988) contend that "the symptoms of tension, fear, or panic that accompany some students' efforts to study the new language may render their efforts at learning ineffective".

Similarly, MacIntyre and Gardner (1991) point out that given the likelihood that anxiety can be an obstacle in the process of language acquisition, retention and production of a new language, it follows, therefore, that on account of learning a foreign or second language, L2 learners would experience a higher level of anxiety than others.

Indeed, Krashen (1982) posited the notion that anxiety interferes with the learner's ability to acquire a new language. Besides, the learning process can be



affected by the interaction among anxiety, learner's ability and task difficulty which work together to hamper the input, processing, retrieval and finally the output level. Thus, if cognitive function is affected by anxiety, then anxious students would probably learn less and cannot progress in their learning. This in turn would lead to feelings of frustration. According to Horwitz, et al., (1986) learners of a foreign language are anxious because they have problems expressing their ideas and opinions in the target language and this in turn would lead to them having a sense of low-esteem.

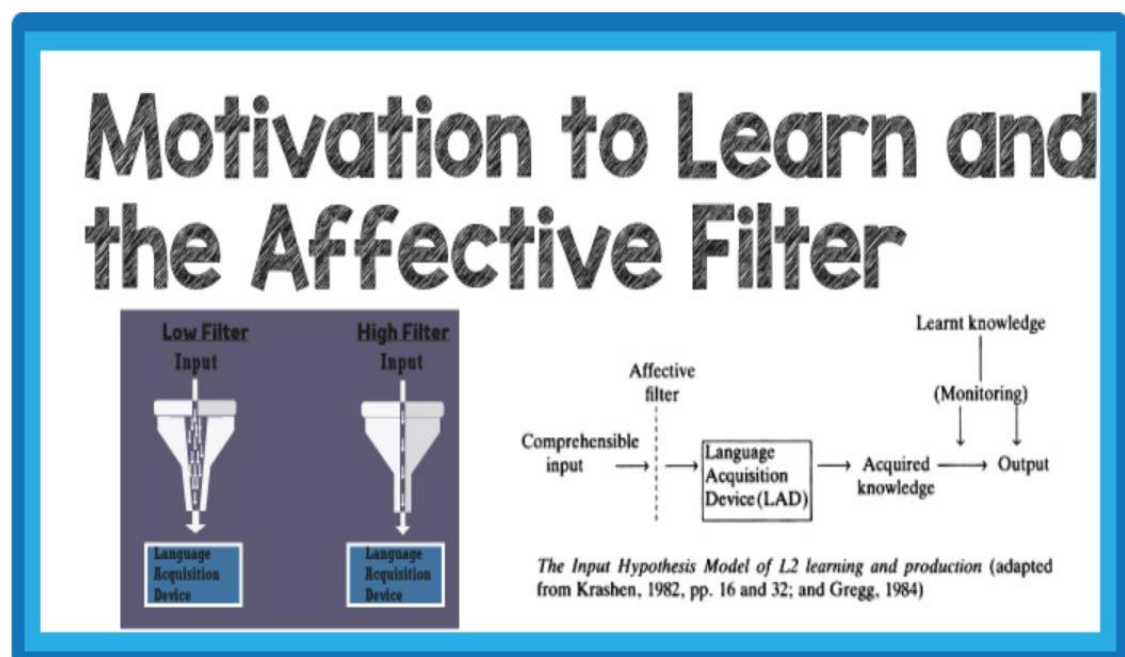
Indeed, as Koichi and Rod (2003) indicated, there is an inverse relationship between confidence and anxiety. That is the lower a student's level of anxiety; the greater the sense of self-confidence and when this happens there is a strong possibility that the student will be more proficient in the target language. Besides, another factor that contributes to language learners feeling anxious and frustrated in the classroom is the belief they hold regarding learning a language (Horwitz et al., 1986).

As Horwitz (1988) explains, some learners, unfortunately, have unrealistic views of language learning. Some of the more prevalent views are: some learners hold the view that it is more important to be able to use the language correctly rather than being able to communicate in the language even incorrectly. Some learners hold the view that it is important to be able to speak the target language with a native-like accent.

Horwitz adds that the listener's attitudinal state may well be one of the most significant psychological influences on the listener's behavior. Attitudes have three components which are the cognitive which has to do with the ways which a listener thinks about himself or herself, the listening environment and the context of listening. The second component is the way the listener feels about himself or herself, the purpose of listening, the speaker, and the goal of listening and so on. The way the

listener thinks or feels conditions the way he or she behaves. The behavioral attitude of the listener is one of the components that constitute the attitude of listening. The research studied not only the influence of attitude and gender on students' listening comprehension in the English language, but also focused particularly on listening anxiety in the foreign language classroom.

The filter is proposed to be a part of the internal processing system that subconsciously screens incoming language based on affect: the learner's motives, needs, attitudes and emotional states. According to the hypothesis, those aspects of the learning experience (including the input itself) that are congruent with the learner's motives, needs, attitudes, and emotions tend to lower this filter, and allow increased learning to take place. Those aspects of the learning experience that are incongruent tend to raise the filter and inhibit learning. This is clearly demonstrated in the following figure.



*Source: The Input Hypothesis Model of L2 Learning and Production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)*

### **Figure 3. The Affective Filter: Low vs. High**

#### **Metacognitive Hypothesis.**

Metacognitive listening instruction (MCI) was proposed by Vandergrift (2004, 2007) and Goh (1997, 2008) as a development of SBI. The metacognitive approach focuses on learners' development of autonomy, self-appraisal, self-management, and self-regulation. The contribution of this approach lies in its potential to provide systematic support for learners to attain long-term listening development using creative process-based activities both within and beyond the classroom. In this sense, listening is taught holistically.

At the center of MCI, rests the concept of metacognition which was first posed by John Flavell (1976) and was first applied to language learning by Wenden (1987). Metacognition is defined as "one's knowledge concerning one's cognitive processes and products or anything related to them. It embraces one's awareness of ongoing planning, monitoring, evaluation and orchestration of these processes" (Flavell, 1976, p. 232). It may be of interest here to make it clear how MCI and SBI differ.

Although both MCI and SBI follow a process-oriented approach to teaching listening, each has its unique features. According to Vandergrift & Goh (2012), MCI offers a variety of strategies to develop more significant metacognitive knowledge and more effective strategy use through the systematic and principled planning of learning activities in the classroom as well as in contexts beyond the classroom.

However, SBI tends to focus narrowly on cognitive strategy instruction in the classroom, hence, it may not sufficiently support learners in developing the metacognitive aspects of learning. Although a range of strategies is explicitly taught in SBI, their metacognitive rationale is often taken for granted. Thus, metacognitive aspects of

learning, both within and beyond the classroom are less likely to be developed. Additionally, SBI is devoid of a variety of structural support, since strategy instruction is the primary focus. Moreover, listeners learn how to listen often individually without the opportunity to share knowledge and discuss their experiences with others (Vandergrift & Goh, 2012). Very briefly put, MCI is SBI but with a broader scope and a direct metacognitive focus.

To draw attention to the distinction between these two approaches, Cross and Vandergrift (2015) explain that care needs to be taken to avoid misrepresenting other listening researchers' work regarding both terminology and conceptualization because it misinforms those who read such content uncritically and inaccuracies can be perpetuated. For instance, metacognitive instruction involves a range of activities designed to enable listeners to experience, develop knowledge of, and reflect on the social-cognitive processes of listening comprehension. It does not encompass interventions solely involving the explicit teaching of strategies, be they metacognitive or other. The explicit teaching of strategies refers to strategy instruction [SBI], a strand of listening theory and research that has a narrower focus.

With this intention, the metacognitive process should not be seen as a static process in the service of strategy use, but rather an overarching process that manages learning (Vandergrift & Goh, 2012). In effect, this overriding the process prompted by the teacher should be able to draw learners' conscious attention to how they are listening and guide them to put the obtained awareness into action. For example, learners who find specific strategies and tailor them to bridge the gap in their comprehension, learners who seek help from a peer, or those who ask questions for clarification are putting their metacognitive awareness into action.

This is according to Vandergrift and Goh (2012), 'metacognition in action.' In the light of this, Vandergrift and Goh (2012) have proposed a metacognitive framework for listening instruction that serves two important functions, namely, self-appraisal and self-management. Self-appraisal refers to one's knowledge about his or her cognitive abilities. Self-management refers to the regulation of cognitive aspects of problem solving (Paris & Winograd, 1990). In simpler terms, within the context of listening instruction, the former is referred to as metacognitive knowledge and the latter as strategy use.

As an illustration, the three dimensions of metacognitive knowledge lead to the ability to self-manage or, in practice, they lead to effective strategy use which refers to individual's use of appropriate strategies or deployment specific actions to make learning more efficient, more enjoyable, more self-regulated, or more transferable to new situations (Vandergrift & Goh, 2012). MCI addresses these aspects of cognition through a pedagogical sequence that increase learner awareness about the listening process. Vandergrift and Goh (2012, p.127) defined the metacognitive pedagogical sequence as:

A sequence of learning activities that integrate metacognitive awareness raising with listening input and comprehension activities that offer a structure to help learners improve their understanding of the content of the text and at the same time become more familiar with the metacognitive processes involved. These include planning, predicting, monitoring, evaluation, directed attention, selective attention, and problem-solving.

When accompanied by teacher scaffolding and when integrated with efficient listening tasks, the metacognitive pedagogical sequence enables learners to learn how to listen on their own (Vandergrift & Goh, 2012). Vandergrift's (2004) metacognitive cycle represents the five stages in the metacognitive pedagogical sequence. They include pre-

listening (planning/predicting stage), first verification stage, second verification stage, the final verification stage and reflection/goal-setting stage.

Therefore, to meet the goals and objectives of MCI, Goh (2008) described two types of activities. The first type is called ‘integrated experiential listening tasks’ that are mainly carried out with course books or materials that their teachers have prepared, and typically focus the extraction of information and construction of meaning. These activities enable learners to become aware of various processes that are involved in L2 listening, to experience social-cognitive processes of listening comprehension and apply what they have learned to contexts beyond the classroom, be it to, use appropriate strategies during listening, explore their self-concept as listeners or get an insight into the factors that influence their performance in different listening tasks.

According to Vandergrift and Goh (2012), three main subcategories of these activities are:

- *Metacognitive pedagogical sequence activities*, in which learners are guided at specific stages in a lesson sequence to orchestrate listening strategies to facilitate successful comprehension,
- *Self-directed listening activities* in which learners work with a set of prompts to make pre-listening preparations, monitor and evaluate and reflect on their performance.
- *Post-listening perception activities* in which learners work through language-focused activities, conducted after a listening task, to develop better knowledge about the phonological features that may have affected their comprehension of the text. It is essential that perception activities be carried out after learners completed a listening comprehension task, at the

post-listening stage because at this stage learners no longer feel the anxiety that often occurs during real-time listening.

The second type is 'guided reflections on listening.' Learners are directed to be consciously involved in teacher-led reflection activities that target to pull learners' implicit knowledge about L2 listening and in the meantime inspire them to make new knowledge as they understand their own listening experiences. Learners are guided to think back to events that have taken place and also to plan as a way of managing their learning. According to Vandergrift and Goh (2012), there are four main subcategories of them as follows.

- *Listening diaries* which are used to guide learners to think aloud that is to reflect on a specific listening experience and record their responses to issues related to the three dimensions of metacognitive knowledge.
- *Anxiety and motivation charts* by which learners record changes in the anxiety and motivation levels for various listening tasks they do in and outside of class.
- *Process-based discussions* in which learners discuss ways of addressing listening problems, improving listening proficiency, and strategy use.
- *Self-report checklist* is used by learners to evaluate their knowledge and performance by referring to a list of preselected items of metacognitive knowledge about L2 listening.

As reflection tasks just mentioned may seem tedious to learners after a while, a challenge for teachers is redesigning new formats in a language course where these activities take place (Goh, 2008).

Research studies have extensively investigated the success of MCI. For example, Vandergrift and Tafaghodtari (2010) examined the effect of the

metacognitive, process-based approach to teaching second language listening and reported a growing learner awareness of the metacognitive processes. They discussed that this approach is promising for the teaching of L2 listening. Cross (2009) also showed the effectiveness of regular practice using the pedagogical sequence as significant gains in listening comprehension scores of the participants were observed.

Likewise, the findings of a study by Rahimi and Katal (2013) showed the effectiveness of metacognitive awareness of listening strategies. The researchers also suggested that MCI can be an alternative to traditional teaching listening. In another study, Latifi, Tavakoli, and Dabaghi (2014) found that learners who were taught via the metacognitive pedagogical sequence showed a better listening comprehension ability. In another study with young language learners, Goh and Taib (2006) strongly indicated that metacognitive instruction had contributed to listeners' improvement in listening test scores. In this study, the learners demonstrated some understanding of strategy knowledge and strategy use as well as the nature and the demands of listening.

As was pointed out earlier, little is known about the extent to which EFL teachers employ SBI and MCI. Indeed, very few studies have reported teachers' stated and actual practices for listening. Among the few studies that have been done, a recent one is by Liao and Yeldham (2015), who investigated 36 Taiwanese EFL teachers' approaches to teaching listening using a questionnaire and semi-structured interviews. The participants were experienced high school teachers who were selected through opportunity sampling. The results suggested that the teachers seemed to lack awareness of strategy based-approaches and tended to use product-oriented ones.

In another study, Sebina and Arua (2014) investigated whether the teachers' knowledge and perception of listening aided their instruction. The research was carried out through classroom observation in four schools in Botswana. It was concluded in



this study that listening was taught ineffectively. Additionally, the results revealed a mismatch between the teachers' perception and knowledge of listening and their actual classroom practices. In a recent study, Xu and Huang (2018) do not examine only the mediating influence of listening metacognitive awareness between listening anxiety and listening performance, but also the correlation between test anxiety and listening performance.

Subscribing to this view of listening, scholars and researchers have employed listening strategy instruction as an effective approach for teaching this skill (Graham, 2017). Furthermore, Graham, Santos, and Francis-Brophy (2014) investigated the stated beliefs and stated practices of 115 EFL teachers in England. A comprehensive questionnaire targeting the key issues from the listening literature was developed for this study. Responses to the questionnaires indicated that active listening for the teacher's meant efficient task completion and identification of discrete pieces of information in the listening. Responses also showed lack of prediction, verification, and other metacognitive strategies. In general, the lack of a process-oriented approach was revealed.

Similarly, Siegel (2013) in another study observed and recorded the listening portions of 10 EFL university teachers in Japan. The transcribed data from 30 lessons were analyzed to be matched with many categories that were defined before the data collection. Finally, the findings revealed the highest rate of 'listening as a test of comprehension.' This is what Field (2008) has called the "comprehension approach" in which listening comprehension is tested by a variety of questions without being taught how to listen (p. 26). Meanwhile, nearly half of the lessons (12 of 30) targeted metacognitive strategies as well.

In a recent study, Xu and Huang (2018) also examined the mediating influence of listening metacognitive awareness between listening anxiety and listening performance, also between test anxiety and listening performance. The participants of the study were 402 Chinese EFL learners who answered the questionnaires. Data analysis from structural equation modeling revealed that metacognitive knowledge of listening mediates not only the correlation between listening anxiety and listening performance, but also the correlation between test-related anxiety and listening performance.

Likewise, in a recent study in which the role of context in strategy instruction was emphasized, Ngo (2019) investigated the effects of a listening strategy instruction program on a sample of 27 Vietnamese EFL learners. The findings obtained from the focus group interviews indicated that the participants reported to be able to use the listening strategies more effectively. These changes and effects of strategy instruction were explained in the light of cultural context of English learning and teaching in Vietnam. Overall, the findings of this study underscores a more learner-centered atmosphere in which the learners are scaffolded and mediated by their instructor, peers, and materials to enhance their use of listening strategies.

Therefore, the employment of listening strategies is part of a cognitive approach to learning that emphasizes metacognition, thinking about the ways one processes language. Metacognitive processing is a form of critical thinking, in which students seek to overcome, or at least counterbalance, their instinctive reactive thinking.

As has been stated, instruction in critical thinking can assist listeners with monitoring their comprehension, clarification requests, and responses. Specifically, they can begin to evaluate input texts as clear versus unclear, relevant versus irrelevant,

logical versus illogical, fair versus one-sided, etc. This type of comprehension instruction goes beyond the simple comprehension of information into situation comprehension and strategic training in approach comprehension problems (Duffy et al., 2010).

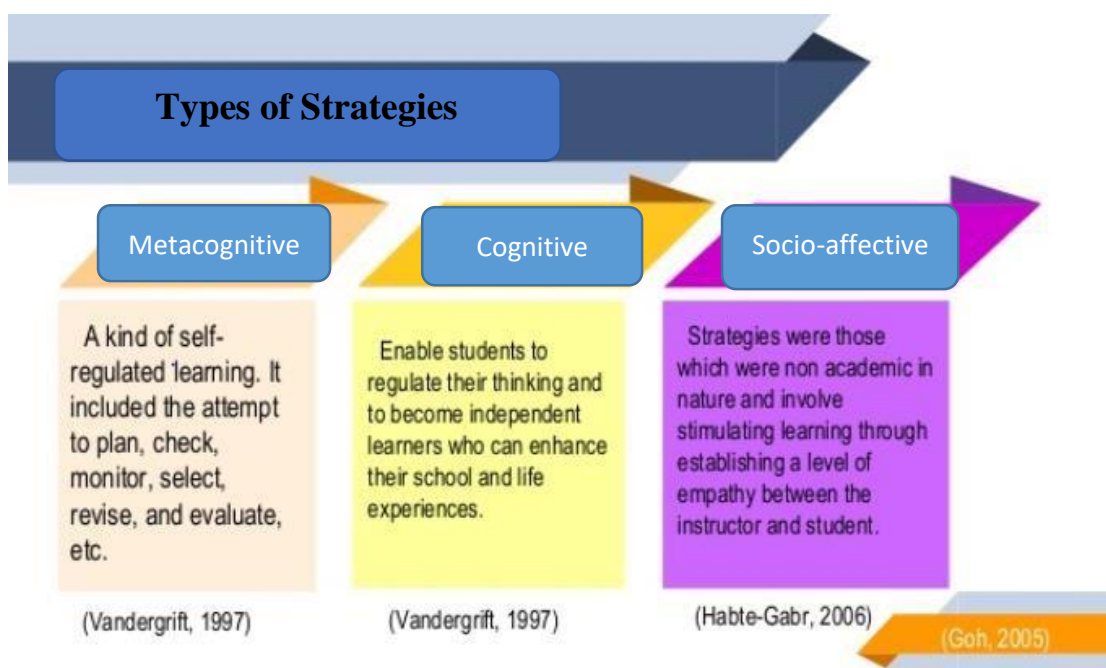
It has been clearly indicated that learning strategies is a term now used to refer to any attitudinal plans or behavioral devices that students use to acquire knowledge or skills. In particular, the notion of learning strategies is used to focus on those plans that aim to increase the transfer of learning from a controlled, pedagogic experience to a more generalized realm. Learning strategies can range from techniques for improved memory of vocabulary to approaches for sustaining conversations with native speakers. They have been studied extensively, both in general education and in language education, though precise definitions of what constitutes a strategy and claims about the effectiveness of strategy instruction are seldom agreed upon (Grenfell and Macaro, 2007; Oxford, 2010).

Historically, and across a variety of disciplines, the purpose of advocating learning strategies has been from a behaviorist perspective. The goal of introducing strategies is to make instructional goals clearer and learning ultimately easier, effectively allowing learners to reach learning objectives with less time on task, less practice, and less effort. Instructional models that attempt to increase the efficiency of learning transfer by supplying supportive information and procedural tips are often called mathemagenic models (Spector et al., 2008).

Moreover, second language learning strategies are generally divided into two basic classes: those types of plans and decisions adopted to benefit long-term learning (e.g. joining a conversation club, listening to a news podcast every evening, making, reviewing vocabulary cards every day) which are often recursive and those adopted for

using the language in a current contact situation (e.g. noting down key words, formulating clarification questions to ask the speaker, reading a related article in the L1 before listening to a news report in the L2) which are often time-sensitive.

The latter category, strategies for current use, include four sub-sets: retrieval strategies, rehearsal strategies, covert strategies (to exert control), and communication strategies (to convey or receive a message) (Chamot, 2005). Language learning strategies and language use strategies can be further differentiated according to whether they are primarily cognitive, metacognitive, affective, or social and this is seen in the following figure.



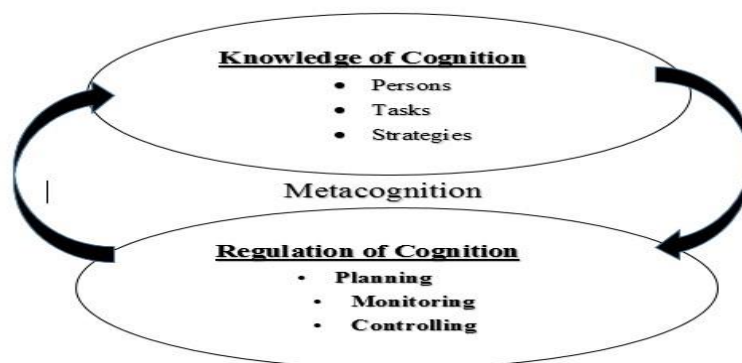
**Figure 4. Types of learning strategies**

Ho (2006) states that “Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input” (p.25). O’malley and Chamot’s (1990) expressed that there are three types of strategies in listening comprehension; they are cognitive, metacognitive, and socio-affective. First, Richard (2008) defined cognitive strategies as mental activities related to comprehending and storing input in working memory or long-term memory

for later retrieval. Next, Ratebi (2013) stated that metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. Third, the socio-affective strategy was combined from socio and affective. “Affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills” (Huy, 2015, p. 26).

In addition, Gonen (2009) explains “social affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning (p. 45). Afshar and Hamzavi (2014) stated “Listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context” (p. 243).

As most learning strategy specialists` advice, the goal of incorporating strategy instruction into language teaching is not to have students employ as many strategies as possible. Rather, the goal is to focus learners` attention on cognitive plans that they can personally employ to overcome obstacles in language use and to develop realistic, efficient plans for long-term language learning. The following figure illustrates the conceptual framework of metacognition.



*Source: Richard, 2008*

**Figure 5. Conceptual framework of metacognition  
Strategy-based Approach.**

The term SBI was first used by Mendelsohn (1994) for a listening course that centered on teaching listening strategies. According to Mendelsohn (2006), in an SBI listening course explicit teaching of listening strategies will become the organizing principle and learners will be taught how to use the strategies to facilitate listening comprehension.

However, it does not mean, by any means, that only strategies will be taught. Learners' employment of a range of listening strategies is a key feature of SBI that differentiates it from traditional listening classes and makes it be more process oriented. Concerning how traditional listening instruction differs from recent process oriented ones, Mendelsohn (2006) noted:

Most common listening classes took the form of having learners listen and answer questions, without teaching them how to go about it, i.e., testing their listening rather than teaching them to listen. This meant that a traditional listening course, if such a component of the second language (L2) course curriculum existed at all, took the form of a substantial amount of listening followed by questions, but with no attempt at training the learners how to go about getting at the meaning.

The aim of SBI is, therefore, to raise learners' awareness of strategy use to facilitate listening comprehension. In this approach, learners are taught to find out which listening strategies work for them and in which situations (Flowerdew & Miller, 2005). Literature offers several different classifications of learning strategies. O'Malley and Chamot (1990) validated a group of such strategies grounded in cognitive theory and classified them into three main groups as cognitive, metacognitive, and social /affective.

Cognitive strategies allow learners to manipulate the material or the input to be learned. They include the language learning strategies of identification, grouping, retention, etc. Cognitive strategies may be restricted in use to a specific skill area or type of activity. According to O'Malley and Chamot (1990), common cognitive strategies that have been discussed in the literature for listening comprehension are:

- Rehearsal, or repeating the names of items that have been heard;
- Organization, or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes;
- Inferencing, or using information in the oral text to guess meanings of new linguistic items;
- Summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained;
- Deduction, or applying rules to understand language;
- Imagery, or using visual images (either generated or actual) to follow and remember new verbal information;
- Transfer, or using known linguistic information to facilitate a new learning task; and
- Elaboration or linking ideas contained in further information or integrating new ideas with known information.

Metacognitive strategies are higher order executive skills that allow learners to control their cognition by planning what they will do, monitoring how it is going and then, evaluating how it went (O'Malley and Chamot, 1990). Metacognitive strategies are essential because they oversee, regulate, or direct the language learning process. According to O'Malley and Chamot (1990, p. 44), the leading metacognitive strategies for receptive or productive language tasks are:

- Selective attention for particular aspects of a learning task, as in planning to listen for keywords or phrases;
- Planning the organization of either written or spoken discourse;
- Monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring; and
- Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

Social/affective strategies serve to control emotions and initiate or increase interaction with another person. For example, learners apply specific techniques to lower their anxiety level, cooperate with classmates, or question the teacher for clarification. According to O'Malley and Chamot (1990, p. 45), the strategies that would be useful in listening comprehension are:

- Cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity;
- Questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples; and
- Self-talk or using the mental control to assure oneself that learning activity will be successful or to reduce anxiety about a task.



In practice, SBI takes two forms of instruction as either direct or embedded. In direct instruction, students are explicitly informed of the value, purpose or even the name of strategies being taught, whereas in embedded instruction, students are presented with activities and materials structured to elicit the use of the strategies being taught, but are not informed of the reasons why this approach to learning is being practiced. (O'Malley and Chamot, 1990).

A substantial body of literature on second language listening pedagogy has shown that SBI enables learners to become more efficient and autonomous listeners (e.g., Flowerdew & Miller, 2005; Lynch & Mendelsohn, 2002; Rost, 2002; Vandergrift, 2004; Yeldham, 2016). Recently, listening strategy instruction has been expanded to include newer metacognitive aspects of learning how to listen to the name metacognitive listening instruction.

David Mendelohn (1995, p.60) a staunch proponent of the strategy based-approach to teaching L2 listening, defines this approach as follows:

"A strategy-based approach is a methodology that is rooted in strategy instruction. It is an approach that sees the objective of the SL / FL course as being to teach students how to listen. This is done first, by making learners aware of how the language functions-i.e., developing metalinguistic awareness, and second, by making them aware of the strategies that they use-i.e., developing what I call "met strategic awareness". Then, the task of the teacher becomes to instruct learners in the use of additional strategies that will assist them in tackling the listening task."

In a strategy-based approach, strategies are often used by so-called good listeners such as predicting, comprehension monitoring, inferencing, clarifying, and

summarizing are selected for systematic and intensive teaching in the classroom. These strategies are mostly metacognitive, i.e., they are mental processes that can be used to direct, organize, monitor, and evaluate learning. A typical model of strategy training normally involves some sort of presentation of a strategy, which is then followed by the practice of the strategy and then an evaluation of how the strategy works. For maximum benefits, strategy researchers recommend intensive and systematic training of strategies.

Previous research on listening strategies focused mostly on cognitive and /or metacognitive, and rarely on socio-affective. However, there feels a lack of research on exploring all these strategies together in relation to listening proficiency and listening anxiety. Some studies have concentrated on metacognitive strategies (i.e. Goh, 2006; Vandergrift, 2005), while others have focused on the listening strategies learners used while taking a listening test (Cohen, 2000, Taguchi, 2002). Besides, most researchers who have studied listening comprehension strategies employed qualitative methods including using a think- aloud procedure, a recall protocol, and a structured interview to collect data.

In brief, different studies have been conducted on listening anxiety and listening strategy use (Wang, 2010; Elkhafaifi, 2005; Fujita, 1984; Ahmadi & Yamini, 2003; Bidabadi & Yamat, 2010). The relationship between listening anxiety and listening strategy use was of little interest, especially in the Lebanese EFL context. Moreover, listening anxiety scales are still new in the field of foreign language education and listening anxiety is believed to be generally high among language learners (Kim & Cha, 2010). Therefore, this study aims at filling the gap in the recent literature on listening anxiety and its relationship with listening strategy use and listening comprehension.

Therefore, in examining the effectiveness of combined strategy instruction in improving listening comprehension and reducing anxiety, these theories provide the constructs for understanding the role of the learner, the content and the delivery of instruction.

### **Influence of Attitude and Gender on Listening Comprehension**

Many factors have been identified as variables that may affect students' performance in the cognitive process of English comprehension; students' attitudes and gender were the two factors this research seeks to investigate. Attitude has a scale of negative, moderate and positive. The negative attitude has been tagged an ineffective attitude to listening. This is usually exhibited by the following behavior, inattention, which occurs usually by lack of ability to sustain attention, lack of interest in listening to someone, lack of giving a close attention to details, forgetting things easily, inability to observe quietness, blurting out the answer when a question has not been completed excessive talking, interrupting conversations, wandering thought, believing that you know it all, and wandering thoughts.

The other side of the continuum is the positive attitude. This is usually signaled by attentiveness, sustained attention, selective, quietness, and avoidance of mental wandering (Colorado, 2012). A positive listening attitude, along with listening knowledge, is a critical ingredient of effective listening. A positive attitude is said to give the listener a willingness to facilitate effective listening (Amuseghan, 2007). Very frequently, the listener sometimes tunes out with the excuse that the topic of interlocation is not interesting. A high level of attitude with active listening is regarded as a responsible approach to listening (Carter, 2004).

Research reveals that males and females listen for different purposes and have different listening goals. The primary contrast appears in task versus interpersonal

understanding: Males are said to pay much attention to facts while females are said to devote more attention to the mood of the communication (Booth-Butterfield, 2004). Dykstra (2006) also examines the role of gender in pragmatic listening. It is observed that gender differences occur in listening as females had a higher score than males in listening exercises. In addition to the physiological influences on listening, listeners may bring psychological variables to comprehension.

### **Contexts for Teaching Listening**

Language learning is essentially an abstract psycholinguistic process, but one that always takes place in concrete social contexts. The contexts, rather than the listening process, provide learners with definable goals, standards, and expectations. As such, before discussing or recommending teaching and learning methodologies, it is important to define what this social context is for a particular learner or group of learners. This will aid in selecting types of input and activities that will help learners improve their listening. To be realistic, it is important to also consider the goals and expectations of other principal participants in that context who influence the learners: teachers, administrators, learners' families, and learners' peers and colleagues (Candlin and Mercer, 2001).

Several specific criteria that can be considered in defining the social context and learning background:

- **Contact.** What is the origin and type of contact with the second language? In other words, when does the learner come into contact with the L2, and how often and how intense is this contact with the L2?
- **Identity.** How does the learner identify himself or herself as a user of a second language? In other words, to what extent does the learner see himself or herself as bilingual?

- Competence. What is the target competence that the learners are expected to attain in the second language?
- Function. For what communicative functions will the second language be used?
- Goal. What is the ultimate or eventual goal of the learner in acquiring a second language?

Answers to these questions help initiate an approach to listening instruction. Identification of learners within this type of framework is useful in estimating intensity (how intense L2 instruction should be with other aspects of the learners' educational and social lives), the value of oracy (the relative role of the spoken language in L2 instruction, including listening), and authenticity (the relative role of the source of L2, which may include local and international sources).

This matrix provides five variables (contact, identity, competence, function and goals) and four descriptors of each variable. Placing a learner group in the matrix helps define instructional goals, and can be applied for purposes of assessment (based on Skutnabb-Kangas, 2008; Willis, 2009; Cummins, 2009).

Another key consideration, one that parallels the identity of the learner, is the description of the educational setting. Educational settings vary widely in terms of how the L2 is treated as a subject matter, as a professional or social tool, or as a medium for communication in the learner's community. Educational setting also concerns the perceived status of the L1 and the L2, as the desirability and acceptability of gaining competence in and using the L2. By understanding the variables in the educational setting, the language teacher or planner can better choose an approach for teaching listening that is most likely to be effective.

The stated or observed norms of the educational setting will interact with the instructional goals as well and provide a useful starting point for decisions about the maintenance of or change to these norms and expectations.

### **Pedagogical Application**

A pedagogical sequence for teaching listening is one way to develop learners' procedural knowledge of metacognitive strategies. For EFL learners' development in learning a FL, mastery of listening comprehension is the first step towards fully acquiring a FL (Ziafar & Namaziandost, 2019). Vandergrift (1997) lists four listening strategy categories, namely, planning, monitoring, evaluation and problem-solving which are based on the cyclical approach of pre-listening, during listening, and post-listening tasks. The metacognitive pedagogical sequence is a process-based approach for listening that has been demonstrated as a successful instructional model by Vandergrift (1999, 2004) and Vandergrift and Tafaghodtari (2010). This approach has several phases: a planning and predicting stage, first listen and verification, second listen and verification, final listen and verification, and a final reflection stage. This process based model of instruction has seen other recent applications in listening strategy instruction research with positive results (Birjandi & Rahimi, 2012; Cross, 2009).

### **Designing instruction to include a range of listening types.**

In the 1980's, at about the time that Tom Wolfe's novel *The Right Stuff* was made into a Hollywood film, an influential SLA book hit the market. Wolfe's story is about air force test pilots who live by an unspoken set of standards and assumptions summed up as having 'the right stuff.' In her (SLA) book, the sociolinguist, Leslie Beebe writes about the role of input in language acquisition and states that the key to successful language acquisition is for the learner to find 'the right stuff' (Rost, 2011).

Carrying this metaphor a bit further: while finding the right input may be key to language acquisition, ultimately it is *how* learners interact with that input that allows them to “fly”. Teachers can categorize ways of interacting with input, and how those ways allow learners to understand and to glean more from the input. The following table outlines six types of listening practice, highlighting the learning focus and activity focus of each type.

Table 5 displays the types of listening, the learning and the activity focus of each one. A balanced approach to listening instruction would aim to include all six types, with an instructional priority on those types that offer the most engagement and are consistent with learning and assessment goals.

**Table 5** *Types of Listening Practice*

<b>Listening Type</b>	<b>Activity Focus</b>	<b>Learning Focus</b>
Intensive	Focus on phonology, syntax, lexis	Learner pays close attention to what is actually said. Teacher feedback on accuracy
Selective	Focus on main ideas, pre-set tasks	Learner attempts to extract key information and construct or utilize information in a meaningful way. Teacher intervention during task and feedback on task completion
Interactive	Focus on becoming active as a listener; attempt to clarify meaning or form	Learner interacts verbally with others, in collaborative tasks, to discover information or negotiate solutions. Teacher feedback on form and outcome of interaction
Extensive	Focus on listening continuously, managing large amounts of listening input	Learner listens to longer extracts and performs meaning oriented tasks. Teacher direct instruction on comprehension strategies; global feedback from teacher



Responsive	Focus on learner response to input	Learner seeks opportunities to respond and convey her own opinions and ideas. Teacher 'pushes output' from learner
Autonomous	Focus on learner management of progress, navigation of 'Help' options	Learner selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others. Global feedback from teacher on learning path

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### **Listening strategy instruction.**

When investigating the effects of listening strategy instruction on learners' listening ability, there are typically two approaches: product-oriented or process oriented (Vandergrift, 2007). When focusing on the product of listening, a comparison between pre- and post-listening test scores typically determines the success of an experiment and some studies have shown significant process-orientated listening improvements (Birjandi & Rahimi, 2012; Carrier, 2003; Coşkun, 2010; Thompson & Rubin, 1996).

However, in order to gain greater insight into the process of listening and the effects of strategy instruction, there have been several studies that utilize various qualitative approaches and retrospection techniques including reflection through learner diaries or reflective journals (Chen, 2009; Chen, 2005; Goh, 2000). Surveys or questionnaires are additional retrospective data collection techniques that have been used to gauge student responses to listening training (Vandergrift, 2002).

One validated method for measuring the effect of strategy training is the Metacognitive Awareness of Listening Questionnaire (MALQ) developed by Vandergrift, Goh, Mareschal, and Tafaghodtari (2006). The survey was created in

response to the argument that learning can be positively influenced by the awareness of learning strategies, and unlike previous strategy assessing instruments, it has been validated through exploratory and confirmatory factor analysis on a large sample group. It consists of 21 six-point Likert-scale items that cover five metacognitive factors as follows (adapted from Vandergrift & Tafaghodtari, 2010):

- Planning and Evaluation - how listeners prepare themselves for listening and evaluate the results of their listening efforts
- Problem Solving - inferencing on what is not understood and monitoring those inferences
- Directed Attention - how listeners concentrate, stay on task and focus their listening efforts
- Mental Translation - the ability to avoid mental translation as a listening strategy and use it sparingly
- Personal Knowledge - learner perceptions concerning how they learn best, the difficulty presented by L2 listening, and their self-efficacy in L2 listening.

The study by Vandergrift et al. (2006) was able to demonstrate a significant relationship between MALQ scores and actual listening behavior and processes. Besides, when comparing the results of the MALQ and actual listening performance test scores, the relationship was found to be significant (Vandergrift et al., 2006). Potential uses of the MALQ include student self-assessment or a conscious-raising tool for learners and instructors. However, the MALQ as a research tool to assess learners' growing awareness of listening strategies has prompted several studies regarding metacognitive awareness and second language listening.

The MALQ survey is statistical which makes it appropriate for quantitative investigations (for example, Kassaian & Ghadiri, 2011) and since the MALQ aims to investigate the listening process, it has provided suitable data for triangulation in more qualitative studies (O'Bryan & Hegelheimer, 2009; Selamat & Sidhu, 2011). Vandergrift and Tafaghodtari (2010) examined the effects of process-based listening strategy training in a study where MALQ response data was reported in conjunction with data from stimulated recall sessions and proficiency tests. The results established improved L2 listening proficiency as well as growing learner awareness of metacognitive listening processes over time.

Vandergrift (2006) stated that integration of learning strategies helps students listen more efficiently, and become more autonomous learners who can acquire language on their own. The introduction of listening strategies needs to be done explicitly, with opportunities for students to identify and explore various strategies and evaluate their effectiveness throughout a language course.

According to Mendelsohn (2006) and Graham (2007), the use of explicit listening strategies can enable students to handle tasks that may be more difficult than their current processing might allow. This stretching of capacity can be instructive to learners and may motivate them to listen to more challenging authentic input, and find ways to comprehend more than they thought possible.

Moreover, Rost (2006) confirmed that listening strategies that are associated with successful learning can be demonstrated and modeled for less successful learners. Over time, less successful learners can consciously adopt these strategies, and due to the change in learning style, make significant gains in their listening comprehension skills and intrinsic motivation toward listening.

Concerning strategy instruction, Thompson and Rubin (1996), Vandergrift (1999), Field (1998), and Mendelsohn (1994, 1995) concluded that there is no immediate effect on enhancing listening comprehension. Moreover, these researchers stated that to make the strategy instruction effective, higher listening proficiency is required. Hsueh-Jui (2008) describes Vandergrift's (2003) investigation, whose aim was to examine the relationship between listening proficiency and listening strategy use. The participants of the study were 36 junior high school students of French in Canada. The researcher wanted to examine their use of listening strategies. The results have shown that the more proficient listeners employed metacognitive strategies more frequently than less proficient listeners.

Vandergrift's study suggested that teaching less proficient listeners to use metacognitive strategies (e.g. analysis of the listening task requirements, activation of appropriate listening processes, making predictions of the task, and monitoring and evaluating one's comprehension) would enhance their listening performance. In Hsueh-Jui's (2008) investigation, 101 university students, who were all non-English majors, participated. The study aimed to investigate the interrelationship between learners' listening strategy use, listening proficiency, and learning style.

Results showed a statistically significant difference in strategy use between advanced, upper-intermediate and lower-intermediate group. The advanced listeners had used all the strategies to enhance their listening comprehension, which resulted in significant variations between the three groups. The study also showed that the more proficient listeners were more flexible than the less proficient listeners in their learning styles.

On the other hand, the less proficient listeners restricted themselves to a particular style. The results of the study suggest that strategy based instruction within

the second or foreign language classrooms would be useful to increase learners' awareness of their learning style and of deciding and choosing the appropriate strategy during task performance. This kind of strategy training would enable a learner to take control of his/her learning by planning a goal, monitoring the process, and evaluating the learning outcome.

Mendelsohn (1995) calls for a strategic based approach to teaching listening and advises teachers to focus on teaching language listeners how to develop "meta-strategic awareness" to help students become autonomous learners. Mendelsohn's (1995) view of strategy training captures a very concise and explicit L2 listening pedagogy paradigm because his technique focuses on process instead of the product. Thus, the focus of language listening in the classroom should not be testing; it should be on practicing listening comprehension through a variety of sources that takes into consideration the proficiency level of each listener and offers ample opportunities for learning (Mendelsohn, 2001). Learning listening, therefore, requires the interactive "orchestration" between metacognitive, cognitive, and socio-affective strategies to facilitate comprehension and to make learning more effective (Vandergrift, 2011).

(Finch, 2001; Sindrey, 2002; Du, 2009) stated that listening experiences that help students lessen their anxiety about listening will generally be beneficial. Using student-centered and collaborative learning formats, such as pair and group work, and employing task types, such as collaborations, friendly competitions, and listening games, and technology tools that learners enjoy, may help learner relax, become more engaged, and make greater progress in listening.

Gay (2000) demonstrated that by taking into account learners' motives and their attitudes about listening, the instructor can better select input or point learners to

the best resources and opportunities for input. Choosing listening content that appeals to the students like current dramas and television programs, music, comedy, or relevant political discussions can help students lower their affective filters toward listening, and get more out of the learning experience.

According to (Breen, 2001), effective instruction needs to take into account differences in learners. This includes individual opportunities to select input of interest, and experimentation with learning styles and task types that may best trigger involvement and acquisition for each learner.

For teachers of L2 listening, it is important to keep in mind specific meta-strategic facts, such as the following six suggestions as per Mendelsohn's (1994) strategy-based approach and Rubin and Thompson's (1994) guide to second language teachers (as cited in Chamot, 1995):

Teachers should:

- Find out what strategies students are using, ask and record responses;
- Select one or two strategies found to be missing and identify them by name.  
Then explicitly explain to students why and when these strategies could be used during the listening process;
- Model how to use each strategy by incorporating 'think aloud' protocols;
- Ask students to describe what they heard /observed;
- Give opportunities for students to practice their listening strategies and ask them to assess how well they used them by engaging them in discussions.
- Encourage students to practice their strategies on a variety of tasks continuously (Chamot, 1995).

Teachers should model how to use each strategy by incorporating "Think Aloud". Modeling is a technique that allows teachers to explicitly show students how

a behavior or activity should be completed. This does not mean students are given the answers, but instead it opens opportunities for teachers to formulate, for example, pre-listening activities that "facilitate the perception and parsing phases of comprehension" (Goh, 2002, p. 5). Hence, during a listening activity, the teacher may play an audiotape, and 'think aloud' the type of information that facilitates comprehension. Mendelsohn (1994) outlines a set of six questions that "facilitate comprehension: where, when, who, how, what, and why" (p.134). These questions are meant to help L2 learners identify the SIMT: setting, interpersonal relationships between speakers, mood, and the topic of a particular listening task.

This strategy is useful because it "greatly enhances the chances of successful predicting, hypothesis formation, and inferencing" (Mendelsohn, 1994, p. 132). So, for example, if the students hear an audiotape where there are sounds of children laughing and children's music playing in the background, they might begin to visualize the setting, the topic, and the mood. They would then be able to narrow down their focus on interpersonal relationships – what the participants are saying. The teacher, of course, would model this activity first before giving students opportunities to practice. This strategy is also useful when students are presented with lexical items familiar to them.

Moreover, teachers should ask students to describe what they heard /observed. What L2 students hear and understand might depend on whether the type of utterance was accompanied by specific linguistic, paralinguistic, and /or extra linguistic signals. Linguistics signals might include descriptors such as syntax, lexis, morphology, phonology (Mendelsohn, 1994), and include the type of register used in the speech (formal, informal). Paralinguistic signals could range from gestures, body language, pauses, rate of speech, and other variables that can add clues as to the SIMT of the

utterance. Extra linguistic-signals, on the other hand, include "background noise, and visual signals such as where something is taking place, and choice of clothes being worn" (Mendelsohn, 1994, p. 83).

In addition, teachers should give opportunities for students to practice their listening strategies. Practice is important in a strategy-based approach to teaching listening (Mendelsohn, 1994); therefore, teachers cannot rely on only one type of listening task or on assessing listening through traditional test questions as a way of validating comprehension. Some activities to consider are thoroughly described by Goh (2002). These activities incorporate one-way and two-way listening. A one-way listening activity, for example, might be for learners to listen to a story while ordering pictures to create a storyboard while a two-way activity may require students to listen to a newscast and answer questions in groups related to the story they just heard.

However, when designing a listening activity, teachers need to consider the proficiency level of the students as well as the type of pre-listening activities that best facilitates the perceptual processing, parsing, and utilization before, during, and after the listening task (Goh 2002). Ur (1996) explains that listening activities can be categorized by "the types of response they elicit" (p. 25 as cited in Goh, 2002). The type of response, therefore, could be matched to the proficiency level of the learner. Beginner students could work on strategies while matching pictures to audio; intermediate students could follow directions by tracing a route in a map as they listen to instructions; more advanced students could listen to a conversation or speech and pick up from what they hear last and continue the story by using inference. These activities, however, are of no value if teachers do not engage students in discussion since strategy awareness needs to be a continuous process.



As demonstrated above, teachers should encourage students to practice their strategies on a variety of tasks on a continuously.

Ultimately, students need to be able to become autonomous learners. Therefore, teachers do need to motivate students to use the strategies they have learned and to recognize the ones that work from the ones that do not work. Strategy awareness tools such as Mendelsohn's (1994) SIMT classification or Lynch's (2009) six descriptors 'macro strategies' checklist of "Predicting, monitoring, responding, clarifying, inferencing, and evaluating" are useful because they foster strategy awareness that support learners' autonomy (p. 88).

However, language teachers need to keep in mind that some of the strategies needed for one-way listening tasks are not necessarily the same as in two-way listening. For example, one-way listening does not lend itself for strategies that allow interruptions among interlocutors, or to the type of compensation strategies listeners can utilize while waiting to speak. Strategies to determine the main meaning of an utterance, on the other hand, are useful for both one way and two-way listening tasks. Hence, understanding discourse markers, the stressed /unstressed system of English, and strategies to activate schemata are needed to understand all types of utterances (Mendelsohn, 1994).

### **Tasks for building up students' listening comprehension.**

#### **Pre-listening activities.**

In real-life situations, people rarely listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students' listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students' interest, and activate students' current background knowledge on

the topic. Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge.

Some suggested pre-listening activities are listed as follows.

- Looking at a list of items before listening
- Reading the text before listening
- Reading through comprehension checks, questions or completion activities
- Predicting /speculating—useful with high achievers
- Previewing new words (*Less than 10 words*)
- Using advanced organizers, pictures, charts, films or comprehension questions
- Give a clear and definite purpose for listening each time
  - Listen for main ideas
  - Listen for details ➤ Listen and make inferences
- Group /pair discussion about the topic.

While-listening activities.

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

- Cloze exercises
- Dictation (picture dictation, partial dictation, dictogloss)
- Taking notes
- Filling gaps with missing words
- Map activities
- Choosing the correct pictures from a description
- Sequencing pictures
- Identifying numbers or letters
- Carrying out actions

- Following a route
- Arranging items in patterns
- Completing grids, forms and charts
- True-false or multiple-choice questions

Post-listening activities.

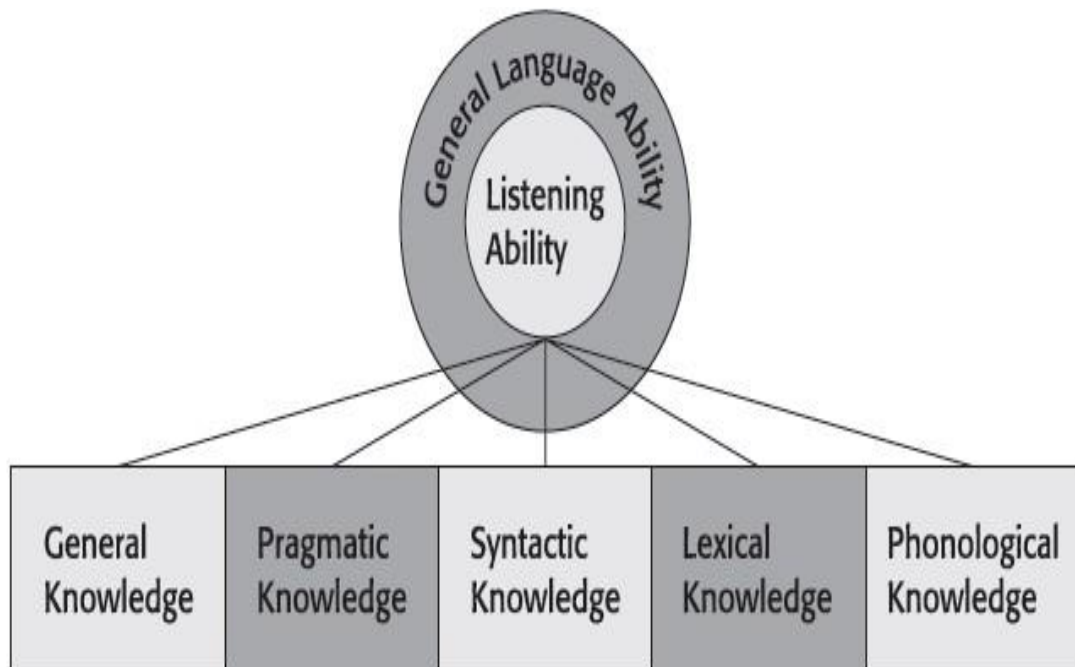
Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary. The following are some suggested activities for the post-listening phase.

- Group / Pair discussion
- Paired reading
- Summary writing
- Shadowing
- Role-play
- Comprehension checks

### **Formulating a Model of Listening for Assessment**

Assessment is an integral part of language teaching for three central reasons. First of all, assessment gives teachers appropriate starting and continuation points for planning instruction. Secondly, assessment provides an explicit means of feedback on learner performance and assists in goal setting for learners. Thirdly, assessment forms part of program evaluation, keeping the curriculum and teacher development on track. In the area of listening, assessment is particularly important because receiving adequate feedback is essential for increasing the learner's confidence and for designing instruction that addresses learners' apparent weaknesses, or the weaknesses in the curriculum (Rost, 2011).

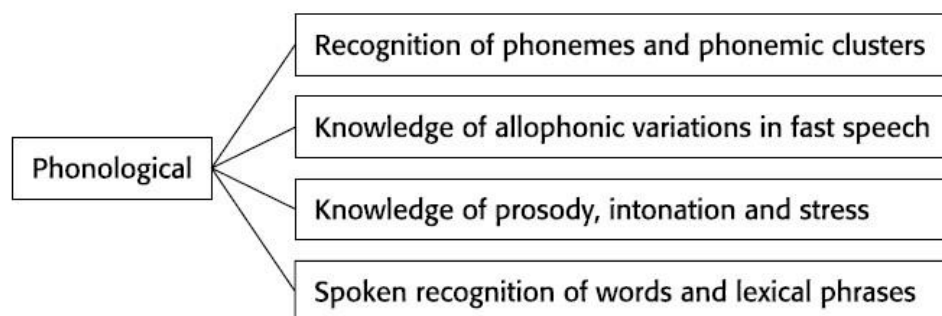
Based on the description of the components of listening involved in valid assessments, it is helpful to formulate a map to guide discussions of listening assessment. Figure 5 provides a general map of the listening ability and shows its overlap with the general language ability.



*Source: Based on Rost (2012), p.212, Applied Linguistic in Action*

**Figure 6. General language and listening ability**

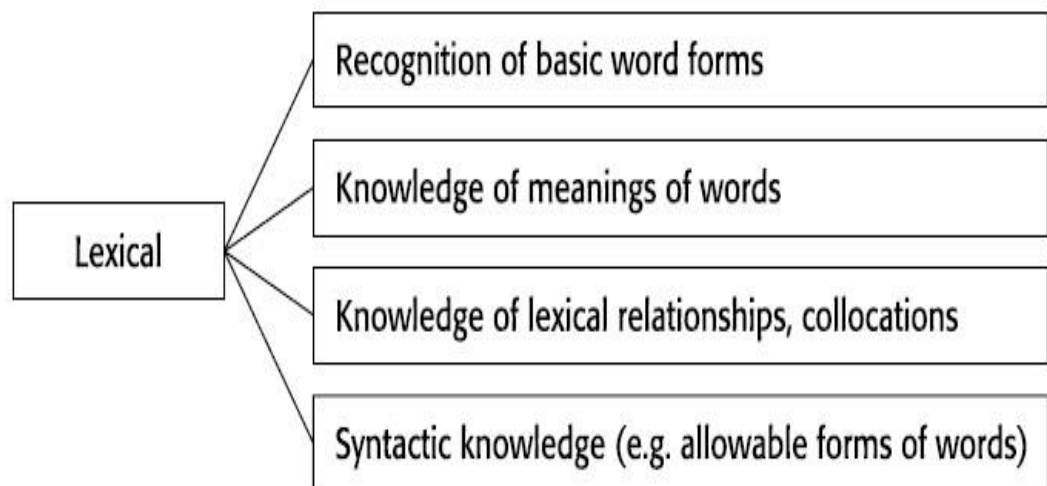
Listening ability is a sub-set of general language ability. Any assessment of listening ability will also be assessing general language ability.



*Source: Based on Rost (2012), p.212, Applied Linguistic in Action*

**Figure 7. Phonological knowledge**

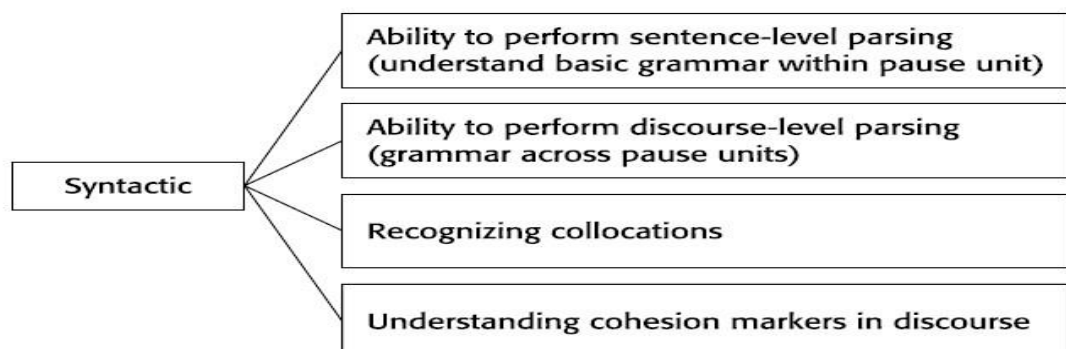
It consists of knowledge of phonemes, allophonic variation, prosody, intonation, and stress. It also includes the application of this knowledge to recognize words in the stream of speech.



*Source: Based on Rost (2012), p.212, Applied Linguistic in Action*

**Figure 8. Lexical knowledge**

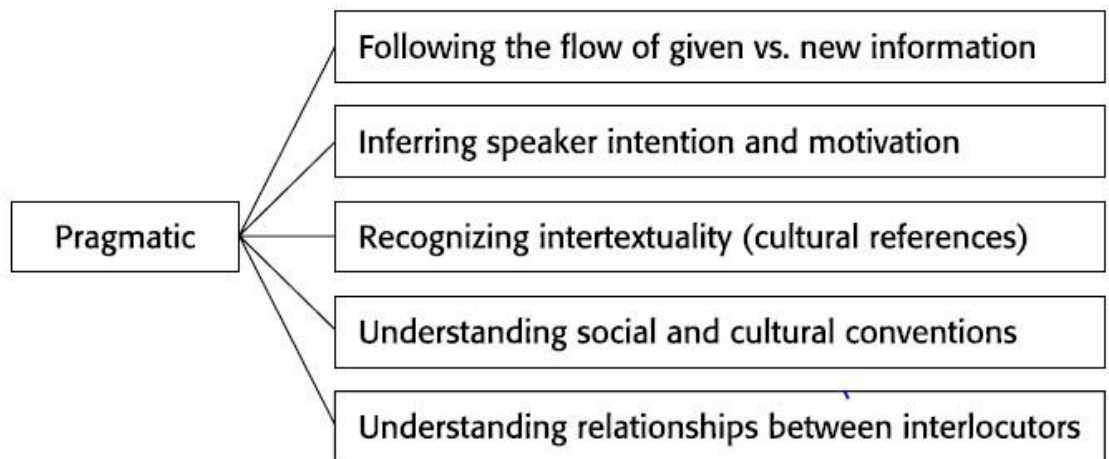
It encompasses knowing the means words and their relationships to other words and collocations.



*Source: Based on Rost (2012), p.213, Applied Linguistic in Action*

**Figure 9. Syntactic knowledge**

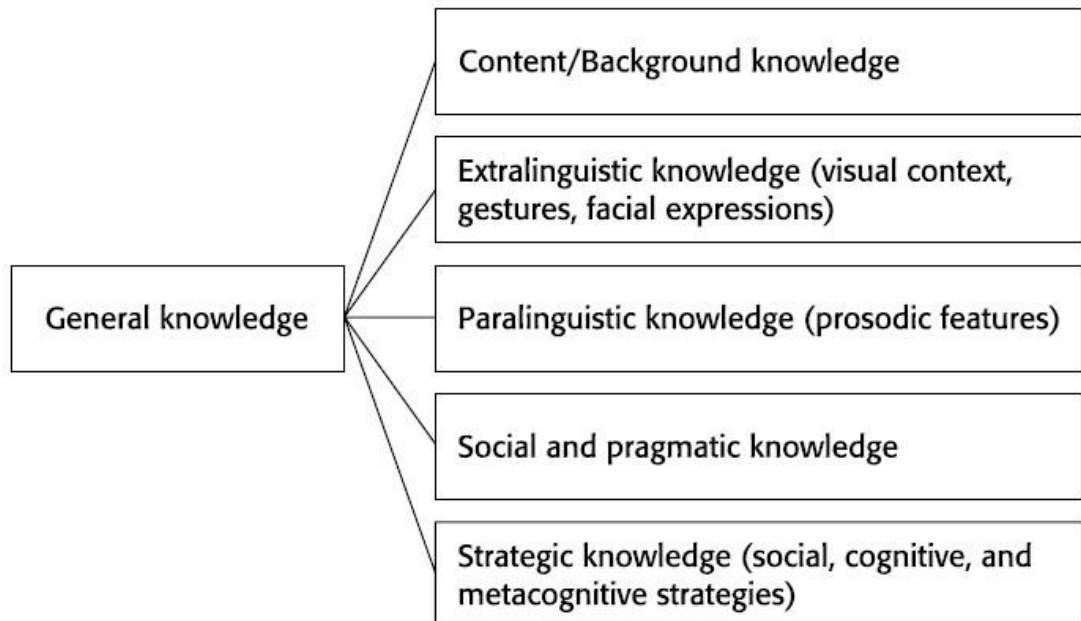
It is based on ability to parse speech at sentence and discourse levels.



*Source: Based on Rost (2012), p.213, Applied Linguistic in Action*

**Figure 10. Pragmatic knowledge**

It includes recognition of social dimensions in speech.



*Source: Based on Rost (2012), p.213, Applied Linguistic in Action*

**Figure 11. General knowledge**

It includes knowledge about the world, including the ways that people communicate.

To recapitulate, this chapter has outlined some of the key considerations for selecting an approach to teach listening. The chapter defines listening in terms of overlapping types of processing: neurological processing, linguistic processing, semantic processing, and pragmatic processing. It also presents a historical review of literature. Finally, it introduced the approaches to teaching listening, the theoretical perspective and the pedagogical application.

## **Chapter Three**

### **Methodology**

The chapter presents the research methodology adopted in this dissertation. It first outlines the philosophy that underpins the approach taken by the researcher, discussing the researcher's positivist stance to research and the consequent choice of a quantitative approach. The chapter discusses the steps taken in conducting this research study as well as describes the setting, the subjects, the research design, the variables, the research instruments, the reliability and validity. Besides, it provides an overview of the data collection methods used for the dissertation, as well as the techniques used to analyze the data. This section concludes with a description of the ethical considerations observed in the study.

#### **Research Paradigm**

All research is based on some essential philosophical beliefs about what can be considered a valid research and which specific research methods are suitable for the development and /or undertaking of knowledge. To conduct and evaluate this research, it is, therefore, important to set up what these beliefs are. This study employs a positivist paradigm that assumes naive realist ontology, a belief that there is a single truth or reality which remains stable and can be measured (objectivist epistemology), and human understanding is gained through a process of experimentation to test hypotheses, provide explanations, make predictions or search for cause and effect relationships of variables (Fadhel, 2002; Searle, 2015). Therefore, this research employs a quantitative experimental methodology. Positivism is thus called Scientific Method, Empirical Science and Quantitative Research (Guba & Lincoln, 2005).



According to Mertens (2015), the beneficent axiology refers to the requirement that all research should maximize good outcomes and avoid or minimize any risk and harm that could occur during the research.

Positivism is another aspect that underpins quantitative research. Weber (2004) mentioned his colleague, Jorgen Sandberg, who has claimed that in positivism person and reality are separate; objective reality exists beyond the human mind; research methods are statistics and content analysis; validity-data truly measures reality; reliability-research results can be reproduced; research object has inherent qualities that exist independently of the researchers. Additionally, Bryman (2012) identified positivism as a nomothetic research (which yields law-like or general actions); in positivism, knowledge is obtained from empirical testing (Richardson, 2012).

### **Setting and Participants**

Elementary, secondary, and higher education in Lebanon are all overseen by the Ministry of Education and Higher Education (MEHE). Also, under the auspices of the MEHE is the National Center for Educational Research and Development (CERD). CERD provides technical expertise on the Lebanese education system to both local and international bodies (Loo & Magazinger, 2017). It also develops and issues textbooks related to the national curriculum. Lebanon has both public and private schools that teach the same national curriculum. In the Lebanese curriculum, the first year of secondary school is a “common” year, where everyone takes the same courses. The majority of the coursework during this year is in languages (Arabic and foreign languages), mathematics, and sciences. The subjects studied in the second and third years are largely the same for all students, but the amount of time spent on each subject varies by theme.

Therefore, to conduct this study, the researcher got permission from the Ministry of Education and Higher Education (MEHE) to implement this experiment on grade 10 EFL learners from the public schools (Appendix 1).

A research study population is defined as "the group of interest to the researcher.....and maybe virtually any size and cover almost any geographical area" (Gay & Airasian, 2003, p. 8). Gay & Airasian (2003) described the target population as "the population that a researcher realistically selects" (p.26). The research followed a quantitative experimental design. A non-probability convenience sample was chosen and 180 usable responses were acquired. The learners in the present study came from the same socio-economic community because it was exceedingly intricate, expensive, and time consuming to collect data of grade 10, EFL learners all over Lebanon.

For this reason, a realistic and sample population to conduct the study was narrowed down to three conveniently selected high secondary public schools. This population was chosen for ample reasons. First, the researcher received admission to implement this study on EFL learners only from a few public schools. The intact classes were selected based on the availability of teachers and their comparable years of experience and language proficiency levels. The three participating teachers agreed to follow the researcher's guidelines and to adhere to the treatment implementation for 28 weeks, one academic year, from September 2018 to the end of May, 2019. Second, it was a very challenging experience for the researcher who received disapproval of researching in many private as well as public schools due to their administrative policies. Third, this population was chosen because it represented a part of the population of 10<sup>th</sup> grade EFL learners in Lebanese public schools.

According to the Ministry of Education, 21992 EFL learners enrolled in grade 10 in Lebanese public high schools in the scholastic year 2018-2019. As far as this study is concerned, a total of 180 EFL learners, both males, and females, participated in it. The number of the participants in this study represents 3,256 % of students in Mount Lebanon and 0.8185 % of the total number of grade 10 EFL learners in Lebanon. These results are based on an official document obtained from the Ministry of Education and Higher Education, presented in (Appendix 1) under MEHE's Approval. The 3 secondary schools identified for this study through random sampling share quite similar backgrounds with regard to their school facilities and funding models.

They were enrolled in the first secondary class for the academic year 2018-2019, in three different public high schools in Mount Lebanon and were assigned to three control groups (N=95) and three experimental groups (N=85). All the participants had at least 12 year experience of learning English language. The pretests (IELTS & Standardized English Test) showed that all the groups were homogenous in terms of English language proficiency. This sample was heterogeneous in terms of ability level, and gender. Their ages ranged between 14 and 17. The student population in public schools was a reflection of the population of Lebanon in this particular region.

In the first school, two classes were selected (control and experimental), the control group consisted of 14 males and 17 females while the experimental group included 15 males and 14 females; in the second school, the sample consisted of two classes (control and experimental), the control group consisted of 18 males and 15 females while the experimental group included 12 males and 15 females. Similarly, in the third school, the sample consisted of two classes (control and experimental), the control group was made up of 14 males and 17 females while the experimental group

included 15 males and 14 females. In all the above schools, the researcher deferred the selection of the experimental and control classes to the cooperating teachers based on the convenience of scheduling and not due to any cognitive or achievement criteria. In the three schools, the cooperating teachers selected the classes to receive the treatment. Their decision was based primarily on the school schedule (either morning or afternoon schedule rotation).

The introduction of the study and the recruitment of the students were done by the researcher who visited each participating class and explained to the students the purpose of the study and the potential benefits to the L2 teachers and EFL learners. At that time, letters of assent, to be signed by the students, were distributed. A total of 180 letters were signed; the response rate showed how much the students were interested to reduce their anxiety so that they can enhance their listening skill.

To recapitulate, the researcher followed the national guidelines on ethical issues, informing participants as to the general nature of the research, guaranteeing anonymity, assuring them that non-participation would not in any way affect their studies or their teachers' opinion of them, and allowing them to withdraw from the project at any time.

### **Context of the Study**

The schools in the present study are three public official secondary schools located in Mount Lebanon and they usually accept approximately 500 new students per year. As mentioned in Chapter 1, English is a foreign language in Lebanon and the learners' exposure to English is not sufficient. The students who are at the secondary level of education at the time of data collection had received at least twelve or thirteen years of compulsory English lessons and had experienced the curriculum change from a more grammar-based approach to a more "thematic, content-based curriculum that

stresses skill integration, cooperative learning, autonomy in learning, cultural awareness, and study habits” (Shabaan, 2005, p. 118).

Although the curriculum calls for an assessment of all skills, teachers are interested in grammar, vocabulary, reading and writing only as these are the skills and language elements tested on official national examinations. As a result, students’ listening comprehension and speaking abilities in public schools, are not adequately developed. Therefore, as outlined in Chapter 1, the change has not brought about the expected improvements in learners’ communicative skills and there is still an incompatibility between the curriculum and the national test, which does not include a form of listening test, meaning that the teaching of listening tends to be neglected.

### **The Study Duration**

This study took place in three secondary official public schools located in Mount Lebanon and they are mandated to offer education to all students without charge. They take instructions from the Ministry of Education and Higher Education and follow the national books while teaching. They have large enrollments and their students have limited English proficiency. As for teachers, they come from different ethnic background and have different qualifications and many years of teaching experience.

The study has extended for one whole academic year 2018-2019, which means 28 weeks, starting at the beginning of September 2018 and finishing at the end of May 2019. The two classes /groups, experimental and control learned listening skills once per week and on the same day. In School A, both experimental and control groups were scheduled to practice listening skills on Monday, the former group in the third and the latter in the fifth period. In School B, both experimental and control groups were scheduled to practice listening skills on Tuesday, the former group in the first and the

latter in the third period. Finally, in School C, both experimental and control groups were scheduled to practice listening skills on Thursday, the former group in the fourth and the latter in the fifth period. The duration of each session was 50 minutes and the schedule for teaching listening skill in all the selected schools for both control and experimental groups was as follows.

Table 6 *Schedule for Teaching the Listening Skill*

Schools	Days of the week	Experimental Group	Control Group
A	Monday	3 <sup>rd</sup> hour	5 <sup>th</sup> hour
B	Tuesday	1 <sup>st</sup> hour	3 <sup>rd</sup> hour
C	Thursday	4 <sup>th</sup> hour	5 <sup>th</sup> hour

### Research Design

This is an experimental research study design. The treatment conditions (control and experimental) constitute the independent variable; whereas gender and participants' academic performance are used as moderator variables. In this study, the independent variable is the use of effective combined strategy instruction in teaching English as a foreign language, while the dependent variables will be the listening comprehension and the listening anxiety.

In terms of the theoretical framework, the research adopted, Krashen (1982), , Mendelson (1995) and Vandergrift and Goh (2008). The present study used only quantitative procedures to test students' listening comprehension, measure their anxiety and track their academic performance over one scholastic year. The quantitative research method is a research method dealing with numbers and anything

measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions regarding the effect of the treatment in improving listening skills and decreasing anxiety. An entire quantitative study usually ends with confirmation or disconfirmation of the hypothesis tested. Researchers using the quantitative method identify one or a few variables that they intend to use in their research work and proceed with data collection related to those variables.

To have a strong experimental design, internal threats to validity were controlled by using pre-testing. To be confident that there were no significant differences among the subjects of the Experimental Group (EG) and Control Group (CG) regarding the variables under investigation, both groups were pre-tested at the beginning of the experiment with one listening section of an actual IELTS test.

Accordingly, this project was driven by a desire to explore the possibilities of a recommended teaching method. Moreover, one of the aims was to gain an authentic situational understanding of how the method may work in the specific setting of this study, but equally importantly, to test this theory of listening strategy instruction suggested by Krashen (1982), Mendelson (1995) and Vandergrift and Goh (2008), by conducting an experimental research in the Lebanese setting and potentially initiate a change in the way listening is taught in Lebanese language classrooms.

In the light of the above information, experimental research, according to Cohen, Manion, and Morrison, is a “powerful tool for change and improvement at the local level” (2005). The goal is not only to create positive evidence that applies to all students and situations, but also to give other practicing teachers a chance to see what was done, what theories were behind the actions, and what the effects were for the teachers as well as for the students. Besides, the goal is that practicing teachers can use the results of the study.

The results then, go beyond the mere statistical evidence of the pre- and post-tests and the listening anxiety questionnaire.

Siegel (2015) suggests that experimental research carried out by a fellow teacher, rather than by a researcher that may not be in tune with the present realities of teaching, may be easier to take to heart. There are two main reasons for conducting an experimental research. The first reason is for improving teaching practice and the second one is for advancing knowledge and theory (McNiff & Witehead, 2005). The design of the study is shown in the following table.

Table 7

*Design of Study for Grade 10 EFL Learners*

<b>Grade 10 EFL Learners</b>	<b>Experimental Group (Total N0. = 87)</b>	<b>Control Group (Total N0. = 96)</b>
<b>Instruments used before treatment</b>	1. Background questionnaire  2. Monthly English Test (Reading/Writing)  3. Pre-listening proficiency test (IELTS)  4. Pre- foreign language listening anxiety questionnaire	1. Background questionnaire  2. Monthly English Test (Reading/Writing)  3. Pre-listening proficiency test (IELTS)  4. Pre- foreign language listening anxiety questionnaire
<b>Treatment Duration (28 weeks)</b>	The subjects received the treatment via texts from <i>Themes Secondary Education First year</i> once per week and practiced for 50 min using strategies (cognitive, metacognitive & socio – affective ones).           The subjects practiced listening to texts from <i>Themes Secondary Education First year</i> for 28 weeks, once per week for 50 min without any strategy training instruction.	



**nstruments used  
after treatment**

1.Post-listening proficiency test (IELTS)	1.Post-listening proficiency test (IELTS)
2.Post-foreign language listening anxiety questionnaire	2. Post- foreign language listening anxiety questionnaire
3.Standardized English language test (Reading/Writing)	3.Standardized English language test (Reading/Writing)

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Therefore, this present study has followed the quantitative design method. Bryman (2012) defined quantitative research as, “A research strategy that emphasizes quantification in the collection and analysis of data...” It means quantitative research denotes amounting to something. This research method attempts to investigate the answers to the questions starting with what, is there, to what extent (Rasinger, 2013). In other words, the method lays heavy stress on measuring something or variables existed in the social world. Payne and Payne (2004) stated that “Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies or rate, whose associations with each other can be explored by statistical techniques, and accessed through researcher-introduced stimuli and systematic measurement” (p. 180). The quantitative research focuses on those aspects of social behavior which can be quantified and patterned.

In the field of language testing and assessment, the quantitative research method seems to be used rather than the qualitative research method. Jang, Wagner, and Park (2014) commented that “The field of Language Testing and Assessment (LTA) has been traditionally dominated by a quantitative paradigm” (p. 121), because language testers carry on using statistical means of test validation. As has been stated,

the quantitative research method is still very powerful in regard to language testing and assessment research because the researchers of language testing around the world mostly employ the quantitative research techniques for their research. Furthermore, statistical techniques of research were employed in almost all the published articles of four issues in the *Language Assessment Quarterly* journal, 2015. So, it is evident that quantitative research is yet a dominant method of research in the field of language assessment and testing research.

### **Variables**

In this study, three types of variables were used: the independent variable was the use of combined strategy instruction, the dependent variables were listening comprehension and listening anxiety and the moderator variables were gender and academic performance. For the purpose of improving the listening comprehension and reducing the anxiety of grade 10<sup>th</sup> EFL learners, combined strategy instruction was used such as cognitive, metacognitive and socio / affective strategies. They were selected to fit in with the curriculum or language points to be taught. Twenty-four English lessons from *Themes Secondary Education First year* were tailored to meet the learners' needs and to teach them how to use strategies while listening to a foreign language, so that they improve their listening comprehension and reduce their anxiety.

### **Research Instruments**

Two sets of materials were applied in the current research study: Firstly, for instruction (instructional materials) and, secondly, for measuring participants' listening abilities (IELTS test), their academic performance (Standardized English Language Test), and for measuring their anxiety (a Foreign Language Listening Anxiety Scale).

**Instructional materials.**

Listening strategy instructions were designed and presented in twenty-four sessions (each session = 50 min) within course requirements.

**Course book.**

The subjects in this study were all taught through the same book, *Themes Secondary Education First year*, a national textbook designed to teach students English as a foreign language. This book does not employ the integrated approach to language teaching whereby the four skills reading, writing, listening and speaking should be equally developed. Therefore, the strategies taught to the experimental groups were adapted from “Collins for Listening” A2 pre-intermediate level by Chris Flint & Jamie Flockhart.

***Background questionnaire.***

The first data collection instrument used in this study was a background questionnaire developed by Lee (1997) and cited in Ho (2006). It asked about students' names, gender, age, nationality and years of studying English. It was utilized to collect personal information about students' identity and educational background.

***Foreign Language Listening Anxiety Scale (FLLAS).***

The second instrument was the Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000) and cited in Kilic (2007). The purpose of using it was to measure grade 10 EFL learners' anxiety while listening to English as a foreign language in their classrooms. The questionnaire consisted of 33 Likert-scale items. Likert-scale from strongly disagree to strongly agree (1–5) was applied in the questionnaire to evaluate responses. The numerical values were given for the quantification of variable as follows:

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Kim (2000) used factor analysis, internal consistency and test-retest reliability for this instrument. The result of internal consistency estimated for the reliability was 0.93 and test-retest reliability was 0.84 (Kilic, 2007; Kimura, 2008). In this study, the internal consistency estimated for reliability of these 33 items was  $\alpha = 0.84$ .

FLLAS is to measure the level of EFL learners' listening anxiety. The researcher chose the main part of Kim's (2000) English version of FLLAS which was based on the Foreign Language Classroom Anxiety Scale designed by Horwitz et al in 1986. The reason for using an anxiety scale for criterion-related validity is based on the fact that the relevant literature provides evidence for the relationship between anxiety and foreign language listening skills. Kim (2000) concluded that, characteristics of the text, personal characteristics and process-related characteristics were the main factors viewed as causing anxiety. Besides, the teaching learning process which is based on a teacher-centered approach may increase anxiety among students (Xu, 2011). Kim's (2000) doctoral dissertation involved extensive research, in which she observed that past anxiety studies had focused on overall second language skills, not on listening.

The questionnaire was based on a five-point Likert-type scale with five possible responses to each of the questions, which ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). The answer indicating the highest degree of anxiety receives 5,

whereas the answer indicating the least anxiety is 1. The final version has 33 items and 3 categories: tension and worry over English listening (Items 2, 3, 4, 9, 10, 12, 13, 14, 16, 17, 19, 20, 21, 22, 24, 31, 32, and 33), lack of confidence in English listening (Items 6, 7, 8, 13, 18, 25, and 27), concern about insufficient prior knowledge (Items 1, 5, 11, 15, 23, 29, and 30) and some items (Items 6, 21, 23, 25, 27, and 31) are negatively worded so that the participants would not “fall into a pattern of marking only one side of the rating scale” (Vandergrift et al, 2006). The range for the FLLAS is 33 to 175, with lower scores indicating lower anxiety and higher scores showing higher anxiety.

In this regard, many researchers have claimed that in their studies, the listening anxiety questionnaire had generated data that was very reliable and valid (Wang, 2010; Kimura, 2008). The listening anxiety questionnaire has been used in studies on college students, adult learners, ESL and EFL students. However, the listening anxiety is usually adapted rather than merely adopted by researchers. Goh (2008) stated that learners may become anxious because they may make a mistake and they fear they will be negatively evaluated by their teachers or other pupils. They cannot control their learning and when they have problems they cannot cope with them in the listening process. Since language teachers would like to know the sources of anxiety, they always have tried to organize the classroom in a manner that minimizes the students' anxiety. Some teaching approaches and methods such as Natural Approach designed to reduce the learners' anxiety (Horwits, 2001).

In the questionnaire, all the items are Likert scale items, which are the most popular ones (Wagner, 2010; Cited in Bryman, 2016; Dörnyei, 2007). Wagner (2010; Cited in Bryman, 2016) states the reason for choosing a Likert Scale is that several

items can be adapted to measure one concept. These Likert scale items for one statement are made up of five items ranging from never to always, and participants only need to put an X in the box under each item. For example:

I get upset when I am not sure whether I understand what I am hearing in English.

Strongly disagree/ disagree / undecided / agree/ strongly agree

According to Horwitz et al. (1986), the internal consistency is 0.93 based on Cronbach's coefficient alpha and test-retest reliability over eight weeks is  $r=0.83$  ( $p<.001$ ). This is a valid and a reliable scale that has been consistently used in previous studies to measure anxiety (Aida, 1994; Elkhaphiefi, 2005; Horwitz et al., 1986; Kim, 2000; Kitano, 2001; Moghaddam, 2014; Price, 1991; Sus, 2002; Şener, 2015; Wang, 2010; Zhao, 2007). Therefore, this questionnaire is very useful because it helps students to identify the causes of anxiety they experience while listening to English as a foreign language (Tafaghodtari, Vandergrit, and Goh, 2010).

### ***English Language Test.***

This test is an English language test designed by national teachers and examiners in Lebanon, drawn from school books sources (New Streams for Today). This test is designed to assess students' language proficiency (Reading & Writing) of a foreign /secondary language and has been implemented as a monthly exam once in a year. Its validity and reliability has been checked by top Lebanese national examiners.

### ***IELTS listening test.***

The fourth instrument was a sample of the IELTS listening test developed by ETS (Cambridge University, 2017). It includes 40 questions. Having responded to the previous questionnaire, the learners were asked to sit for a listening comprehension test. This test was used as a pre-test and post-test in order to specify the proficiency

level of grade 10 EFL learners and also to indicate the effectiveness of the treatment. It consisted of 40 items divided into 4 parts. This sample was administered to obtain IELTS learners' level of listening comprehension.

The IELTS listening comprehension test was administered before the intervention as a pre-experiment test. The test required students to listen to a number of academic listening encounters i.e. dialogues, interviews, and lectures. To verify comprehension, they completed short blank spaces, summary notes, and answered true /false questions and multiple-choice questions. After 28 weeks of explicit listening strategy instruction for the experimental group and the conventional approach of teaching listening for the control group, the post-test was given for both groups and the results were compared. The comparison was made to identify whether there was a statistically significant mean difference in achievement between the experimental and the control groups.

The IELTS test was chosen for several important reasons. First, the study required a standardized test, which could be confidently predicted to provide a sensible balance between reliability and validity. Another reason for using this particular test was that the level of difficulty among the tests was theoretically the same and would, therefore, be a controlled variable. The third reason for using the IELTS listening comprehension test was that a range of English accents and dialects appeared in the recordings that reflected the international usage. Finally, it is very essential to prepare EFL learners at Lebanese public and private schools for the International English Language Testing System (IELTS) exam. There are issues with teaching IELTS to lower levels (**B1 or even A2**), but these can be dealt with effectively if teachers take time to prepare and stage classes.

*Purpose of the test.*

The first instrument used in this study was a sample of the IELTS listening test (Cambridge University, 2017). It is a common English language test accepted worldwide (Stoynoff, 2009). The *IELTS Handbook* (Cambridge ESOL, 2003) indicates that the test is "designed to assess the language ability of candidates who need to study or work where English is the language of communication". It is an internationally recognized English language proficiency test accepted by over 9, 0000 organizations worldwide with over 2.2 million test-takers in a given year (Cambridge ESOL, 2003).

The listening comprehension test was utilized to assess students' listening comprehension before and after the study. It consisted of 40 items divided into four parts. The first section has two speakers who talk about a social situation. The second section is also a social everyday situation with only one speaker. Section three is the first academic section that has three to four speakers. It is challenging because it is an academic discussion and students have to identify the voices of the different speakers. The most difficult is section four which is an academic lecture with only one speaker. The listening test takes 40 minutes in total: 30 minutes to listen to the recording and answer the questions and 10 minutes to transform their answers on the answer sheet.

*Test format.*

The IELTS Listening test is designed to assess a wide range of listening skills including how well the EFL learners: First, understand main ideas and specific factual information; second, recognize the opinions, attitudes and purpose of a speaker and finally, follow the development of an argument. A variety of question types is used, and the students may be asked to:



- answer multiple-choice questions
- label a plan, map or diagram
- fill in a form
- complete a table
- complete a flow-chart
- give short answers

This sample was administered to obtain grade 10 EFL learners' level of listening comprehension. Therefore, students' scores of listening comprehension were between the numbers of zero and 9. The internal consistency of the test in the study was also estimated 0.74 by using Cronbach's alpha. There was no negative point for wrong answers or for the items not answered at all. All instructions in the tests were given in English. During the tests, students were allowed to listen to each passage onetime. After the tape ended, the participants were allowed 10 minutes to transform their answers on the answer sheet. Scores were calculated according to the correct answers students had since the researcher follows the same procedure in scoring. As mentioned above, the purpose of administering the listening test was to find whether there was a significant difference in proficient and less-proficient EFL learners' listening achievement.

#### *IELTS band scores for listening.*

The listening scores were calculated by the number of correct answers the EFL learners had out of 40 questions in the test. They did not lose points for incorrect answers. Scores out of 40 were converted to the IELTS 9-band scale.

Table 8

#### *Listening Assessment Criteria*

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<b>Band Scores</b>	<b>Correct Answers</b>	<b>Description / Skill Level</b>
9	39/40	Has fully operational command of the language
8	35/40	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well
7	30/40	Has operational command of the language, although with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning
6	23/40	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations
5	16/40	Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field
4	10/40	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language
3	6/40	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur

2	3/40	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English
1	1/40	Essentially has no ability to use the language beyond possibly a few isolated words
0	0/40	No assessable information provided

Table 9

*Band Score*

<b>Raw score</b>	39-40	37-38	35-36	32-34	30-32	26-29	23-25	18-22	16-17	13-15	10-12	8-10	6-8	4
<b>Band score</b>	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4			

Table 10

*Band Score Description*

<b>Band</b>	<b>Description</b>
9.0	Expert user
8.0	Very good user
7.0	Good user
6.0	Competent user
5.0	Modest user
4.0	Limited user
3.0	Extremely limited user
2.0	Intermittent user

1.0	Non user
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*IELTS reliability.*

Literature related to the reliability and validity of IELTS is limited. To measure the internal consistency of the listening subsections of IELTS Cronbach's alpha values were reported for 15 test versions (Cambridge ESOL, 2017) and the average reliability across all versions was 0.89. Those data suggest strong internal consistency. Besides, the validity and reliability of the international known test is determined conclusively due to the high demand for this test. In other words, a passing result in this test is indeed a door opening to all international students to be a college student in an English speaking country.

Linked to this idea, over 1,000,000 people a year are now using IELTS to initiate a new life in a foreign English-speaking country. Over 6,000 educational institutions, government agencies and professional organizations across 120 countries around the world including over 2,000 institutions in the USA -recognize IELTS band scores for a range of purposes including further duration, training and immigration. The following two tables summarize the purpose of using the instruments in conducting this study.

Table 11

*Instruments Used in the Baseline Study*

<b>Instruments</b>	<b>Administration date</b>	<b>Information collected</b>
1. Background questionnaire	1 <sup>st</sup> week of Sept 2018	Detailed information about L2 learners' background
2. Pre-listening proficiency test / IELTS	1 <sup>st</sup> week of Sept 2018	The students' listening ability in English

3.Pre-foreign language listening anxiety questionnaire	1st week of Sept 2018	-Students' perceptions and conceptualization about listening anxiety -The problems students faced while listening in English.
4.Pre-standardized English Language Test	1st week of Sept 2018	Getting better understanding of grade 10 EFL learners' academic performance
5.Post-listening proficiency test/ IELTS	2 <sup>nd</sup> week of May, 2019	The impact of the taken approach to teaching listening comprehension on the outcome of listening comprehension
6.Post-foreign language listening anxiety questionnaire	2nd week of May, 2019	The measure of foreign language anxiety after treatment
7.Post- standardized English Language Test	2nd week of May, 2019	Measuring EFL learners' academic performance

Table 11 demonstrates the instruments used in the baseline study and the data collected.

Table 12

*Research Questions and Used Instruments*

Research Questions	Used Instruments
RQ1: What is the relative effect of combined strategy instruction on listening?	Pre & post-IELTS scores
RQ2: Is there an interaction effect between the condition and the participants' gender on treatment listening?	IELTS scores of males & females
RQ3: Is there an interaction effect between the condition and the participants' level on academic performance?	Standardized English Exam scores
RQ4: What is the relative effect of combined strategy instruction on decreasing listening anxiety?	Pre & post FLLAS scores

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RQ5: Is there an interaction effect between the treatment condition and the participants' gender on decreasing listening anxiety?	FLLAS scores of males & females
RQ6: Is there an interaction effect between using combined strategy instruction and the participants' level of academic performance on decreasing listening anxiety?	Post FLLAS scores & Standardized English Test scores

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Table 12 shows the instruments used to answer the research questions.

### **Pilot test.**

All the instruments were pilot tested with two grade 10 classes of 60 EFL learners who shared similar EFL learning backgrounds with the target classes. The pilot study was intended to be a mock-up to the main study to test out the data collection instruments and procedures and also to establish any limitations which the researcher might encounter during the main study. The pilot study was separated into two phases: pre-test and post-test data collection and the intervention.

### ***Changes in stimulated recall protocol.***

Stimulated recall protocol in the pilot study not only served to pilot the instrument, but also as training for the researcher to master the protocols. During stimulated recall sessions, the researcher was required to ease the participants' feelings and attitudes towards the protocols and also to facilitate the recall without leading the participants, as well as giving instructions and retain consistency in procedures. This multi-tasking may appear to be daunting for the researcher, but practice before the actual data collection, in the pilot study, helped the researcher to familiarize herself with the protocol and to anticipate issues that may arise during the session (Gass & Mackey, 2000).

This argument proved to be valid, as during the pilot study, the researcher had encountered a few issues concerning the protocols. First, during the pre-test phase, one participant with lower listening comprehension refused to even listen to the audio text again. This may be the result of the researchers' inability to assure the participant that she was not being asked to perform this difficult task again (Gass & Mackey, 2000). A similar issue did not arise during the main study data collection.

### ***Changes in the questionnaire.***

From the pilot test also, the researcher got an idea about some of the items which appeared to be difficult. Results of the pilot test identified items that were unclear to respondents. This ambiguity resulted in a change of several difficult items from the questionnaire. The ambiguities of the test items, as well as those of the too easy or too difficult test items, were eliminated from the final versions of the questionnaire. The questionnaire was then reviewed by the researcher to make it easily understood by grade 10th EFL learners.

## **Validity and Reliability**

### **International English Language Testing System (IELTS) listening section.**

To measure the listening comprehension ability of the participants prior to the intervention and after the intervention, the IELTS listening practice tests (Scovell et al., 2004) were administered. There are four parts in the IELTS listening module.

The first two parts are concerned with topics of general interest. The Cronbach's alpha reliability coefficient indices for the pre and post tests were .79 and .82, respectively.

### **Foreign Language Listening Anxiety Scale.**

To measure listening anxiety of the participants before and after the intervention, FLLAS that was developed by Kim (2000) was administered to the participants. FLLAS is a self-report scale in the form of a 5-point Likert-type questionnaire designed mainly according to Horwitz et al.'s (1986) scale, which was developed and validated to measure general FLA. FLLAS includes 33 items measuring three dimensions of L2 listening anxiety: tension and worry (10 items), lack of confidence (seven items), and problems encountered (16 items). Kim (2000) reported the internal consistency of the scale to be .93. The reliability coefficient of the scale, as measured by Cronbach's alpha formula, was .81 in the present study. With respect to its validity, it has been administered in the Lebanese context by other researchers.

According to Vandergrift, et al. (2006), FLLA questionnaire has been used with nearly 1,000 learners from various countries. This questionnaire has high internal reliability and at the same time is easy for language learners to understand and use. Some studies (Mareschal 2007; Zeng 2007) have used the instrument successfully to measure learners' change in metacognitive awareness and listening performance. Consequently, the researcher considered this instruments worthy to be used and additionally, the procedure for recording data fits the research questions and hypotheses of this study.

### **Standardized English Language Test**

Cohen, Manion, and Morrison (2007) state that validity is an important component of effective quantitative research. If a research work lacks validity, it is worthless (Winter, as cited by Morrison, Manion, and Morrison, 2007). Researcher of this study analyzed the validity in terms of the following types:



**Internal validity.**

Internal validity is related to accuracy and can be applied in quantitative research. (Cohen, Manion and Morrison, 2007). The internal validity of this study is intended to demonstrate that combined strategy instruction has positive effect on improving listening comprehension. This study did not represent a problem in the quantitative data collection.

**External validity.**

McKay, (as cited by Cohen, Manion, and Morrison, 2007, p. 638) explains that external validity is related to how the findings of one study can be generalized to a wider population or having a random sample of a representative group of the target population. The results of this study can somehow be generalized to other teachers with a similar educational phenomenon.

As far as reliability is concerned, Bryman (2016) defines it as a “consistency of a measure of a concept” (p.169). There are three key factors that can affect reliability: “stability, internal reliability, and inter-rater reliability” (p. 169). Dörnyei (2007) further explains that reliability is the degree that the same results can be obtained among given people in different settings. For anxiety and learning strategy studies, questionnaires are used to guarantee the reliability and validity (Xu, 2013). Questionnaires can help the researcher to get a general view of listening anxiety and learning strategies.

In the phase of quantitative data collection, the researcher adapted the existing questionnaires to ensure the reliability. “Foreign Language Classroom Anxiety Scale (FLCAS)” created by Horwitz, Hortwitz and Cope (1986) is the classic one that appears in most of the studies on foreign language anxieties (Xu, 2013; Elkhafafi, 2005). Horwitz (1986) examined its reliability and validity later in the same year.

“Foreign Language Listening Anxiety Scale (FLLAS)” (Elkhafaifi, 2005) made by Elkhafaifi is widely accepted in listening to anxiety research.

### **Listening strategies instruction**

The instruction presented in this study is the result of a pilot phase which was aimed to test the exploratory model of instruction, identify aspects that somehow could be improved, and make the proper adjustments in order to obtain a refined model of instruction. After this pilot phase, the design and the development of the final instruction implied making decisions about some relevant issues such as type of instruction, selection of strategies, and structure.

#### **Type of instruction.**

The listening strategies instruction was integrated into regular classes of English as a foreign language and into course materials, because, according to most research, learning strategies in context are more effective than learning them separately, as the former promotes transfer of strategy use to other similar tasks (Chamot, 2004). During the teaching process, the teachers made learners aware of the specific strategies, demonstrated how they might be useful, and then provided conscious practice in using those strategies. They opted for an informed instruction instead of for an embedded or blind one, because Gruba (2014) stated that the latter may not make learners aware of the strategies they are using, and, therefore, decrease the chances of both independent use and development of autonomous learning. Finally, the listening strategies instruction the researcher developed was directed by the teachers, since they were the ones in charge of selecting materials, tasks, and strategies according to students’ needs and interests, as well as of promoting independent and autonomous learning.

### **Selection of strategies.**

The research adapted Oxford (1990), Mendelson (1995) and Vandergrift (2003)'s work model as the framework for strategy instruction in the current research. They maintained that a totally embedded approach can be tedious for learners (Vandergrift & Tafaghodtari, 2010), whereas very explicit procedures might be too prescriptive to be interesting to learners. The researcher opted for O'Malley and Chamot's (1990) classification of learning strategies, and, more specifically, for Vandergrift's (1997), Flowerdew and Miller's (2005), and Vandergrift and Gogh's (2012) adaptation of such a classification to listening. This taxonomy differentiates between metacognitive, cognitive, and socio-affective strategies. Each of the main three broad groups includes various types and sub-types of strategies. As many specialists (like Lynch, 2009) recommend to choose a certain number of strategies to be fully taught during the instruction, the researcher decided to select a specific number of listening strategies to be directly and explicitly included in our instruction. The strategies that were selected to be explicitly included in the instruction were the metacognitive strategies of planning (comprehension task checking, focusing attention and global prediction), monitoring (logical monitoring and monitoring between parts), and evaluation (self-evaluation and problem identification); the cognitive strategies of elaboration and inferencing, and the socio-affective strategies of questioning for clarification and cooperation. As recommended by Graham and Macaro (2008), the selected strategies were taught in clusters.

The specific strategies were chosen according to the task, their ability to be transferred to other tasks, skills and contexts, and their empirical support. Firstly, tasks were created on the basis of the textbook's oral materials (recorded conversation, messages, stories, etc.) in a way that the resulting tasks promoted the development of

relevant strategic behavior. Secondly, the strategies the teachers picked could be used in other tasks and learning situations in order to enhance meaningful practice and expansion of use. Thirdly, the selected strategies were considered effective by many experts like Pica (1996), Vandergrift and Goh (2012), and White (2008). When the teachers incorporated listening skills into their EFL classes, their listening instruction comprised three kinds of activities, namely: pre-listening, while-listening, and post-listening activities (Van Dunkel, 1997).

### **Procedures**

The present research explores the effectiveness of combined strategy instruction on improving listening comprehension and reducing anxiety of grade 10 EFL learners.

#### **Description of the treatment.**

After receiving MEHE's approval to conduct this study, meetings were held at the three schools with either the schools' directors or the principals for a final approval. To gather valid and reliable data, the following procedures were followed.

Among 180 students, 87 were placed by their teachers in the experimental group and the rest 96 were placed in the control group. First, students took a sample academic IELTS listening test (Appendix 2) and they were placed in the experimental and control conditions. Students also immediately filled in the background questionnaire and the pre-foreign language listening anxiety questionnaire which was adopted to measure foreign language anxiety during listening comprehension listening strategies (Appendix 3). Besides, before the treatment, pre-administration of a standardized English exam was performed (Appendix 4).

The content of the treatment consisted of training grade 10<sup>th</sup> EFL students how to listen through the instruction of listening strategies to improve their listening comprehension and reduce anxiety. Students did not receive grades for their

participation in the activities. This avoided potential anxiety among them when the focus of listening tasks is limited to comprehension and when they are under pressure to give the correct answer (Vandergrift, 2003). The treatment supported the existing curriculum rather than teaching additional content. Therefore, teachers were not asked to teach additional content, but rather teach differently by incorporating instruction that developed and supported listening skills. Different listening strategies were taught to the subjects in the experimental groups through various listening tasks.

### **Treatment implementation sequence.**

The researcher followed these steps in all the selected schools' sites prior to the implementation of the study: a) met with administrators in order to explain the purpose of the study and secure their permission to conduct the research at their schools, b) introduced the research study to the department of English language and identified cooperating teachers, c) trained the cooperating teachers on the strategies teaching process and modeled instruction, d) introduced the study to the participating classes and distributed consent forms and finally, e) coordinated the initiation of the treatment. The implementation of the research study took a period of one academic scholastic year. It started in the first week of October 2018 and ended up in the second week of May 2019. The total duration of the treatment received by the experimental group was 24 sessions. Besides, the study was conducted in the language classrooms, during regular English classes.

Therefore, the researcher concluded that the most effective model for implementation would begin by enlisting the cooperation of teachers who were willing to incorporate strategies into their regular L2 course. After the researcher introduced the study to the English Department of the participating schools, three teachers expressed interest in becoming cooperating teachers and they volunteered to take part

in the study. They were comparable in their language proficiency level: the teacher from School A has 15-year experience of teaching English as a foreign language; the teacher from school B has above ten-year experience of teaching English as a foreign language and the teacher from School C has Masters in Applied Linguistics in addition to 12-year experience in teaching English to EFL learners. All of them used the same book, *Themes Secondary Education First year*, but the experimental groups were taught lessons that were structured according to lesson designs from the book, *Collins for Listening*, and the lessons were tailored to meet grade 10 EFL learners' needs. Besides, all taught two classes of the first secondary level. The teachers determined which classes were to be experimental and which were to be controlled. So, in each school there was one experimental and one control group taught by the same English language instructor, providing an even distribution of students in both groups.

Vandergrift and Goh (2008), Krashen (1985) and Mendelson (1994) models were adopted as the framework for strategy instruction in the current research. The researcher of this study had piloted the implementation of listening strategy instruction the previous year while conducting a professional development initiative at her school. Based on this experience and further research on the implementation of the combined strategy instruction, the researcher created a teaching sequence for the systematic introduction and practice of direct strategies: memory, cognitive and compensation and the indirect ones: metacognitive and social/affective strategies.

The material was used to train the three cooperating teachers at their schools. The researcher met with the teachers individually five times, for two hours for each session, before the implementation of the study. During these meetings, the emphasis was placed on the importance of listening strategy instruction for grade 10th EFL learners, on raising their level of confidence as well as on decreasing their listening

anxiety in implementing the treatment. This researcher modeled strategy instruction in their classrooms and outlined best practices for its implementation. Besides, cooperating teachers were given a map of the listening booklet (Appendix 5) and a booklet of sample listening lessons tailored to meet the students' needs (Appendix 6). The booklet described in detail the treatment and the listening strategies to be taught. Furthermore, the manual provided instructional guidelines for teachers and students.

In the training, due attention was given to how to integrate the lessons with the intended strategies, how to demonstrate the use of different strategies, and how to reflect on the strategies used. At the end of the training days, the teachers delivered two model lessons to the researcher and discussions were made to improve the quality of the training. Moreover, the teachers delivered three different lessons for the experimental group in the presence of the researcher. At the end, discussion was held and the teachers reflected on what happened, i.e. the challenges they and the students experienced. Accordingly, additional demonstrations and trainings were made and the teachers handled the training.

At the end of the 26 weeks of training, students both in the experimental and control groups were given the listening post-test. The purpose of the post-test was to determine whether listening strategy instruction brought about a significant difference in students' performance in the experimental group and how significant it was. Students in both groups also filled in the post-foreign language listening anxiety questionnaire for the second time. This was also done to see whether listening strategy instruction helped students in the experimental group to bring about a statistically significant mean difference in reducing their foreign listening anxiety and improving their listening comprehension.

During the treatment, the researcher observed the implementation of strategies instruction four times in each classroom to ensure the fidelity of the treatment. The visits were made at the beginning, middle and end of the treatment. Debriefing meetings were held immediately after observations to evaluate the effectiveness of the treatment and discuss areas of concern. Generally, the teachers were comfortable with the use of the manual in guiding their instruction. The researcher maintained regular communication with all the teachers via e-mail, WhatsApp and in person. During these meetings, the researcher reiterated to the cooperating teachers the importance of avoiding strategy instruction to students in the control group. Instead, they were encouraged to continue teaching in the same manner they had done in the past, using the techniques and material suggested by the textbook in use.

Before starting the treatment, the researcher visited each participating classroom and explained to the students the importance of the research and potential benefits to L2 teachers and students. Besides, letters of consent were distributed at that time. After letters of consent to participate in the study were collected from the students, the English language instructors, each one in her school, administered the pre- IELTS test, particularly the listening part, to grade 10<sup>th</sup> EFL learners, both control and experimental groups, to identify the English proficiency level of them.

The tutors gave clear instructions about the test format before administering it. Grade 10<sup>th</sup> EFL learners had to listen to four recordings of native English speakers and to write their answers to a series of questions. There were four sections with ten questions each. The questions were designed so that the answers appear in the order they were heard in the audio. The first two sections dealt with situations set in everyday social contexts. In Section 1, there was a conversation between two speakers and in Section 2, there was a monologue. The final two sections dealt with situations set in



educational and training contexts. In Section 3, there was a conversation between two main speakers and in Section 4, there was a monologue on an academic subject. The recordings were heard only once. They included a range of accents, including British, Australian, New Zealand, American and Canadian.

A variety of question types were used in the test chosen from the following: multiple-choice, matching, plan/map/diagram labeling, form/note/table/flowchart/summary completion and sentence completion. In the first task type, multiple choice, there was a question followed by three possible ways to complete the sentence. Test takers were required to choose the one correct answer A, B or C. Multiple choice questions were used to test a wide range of skills. The task focused on the test takers' ability to have a detailed understanding of specific points or an overall understanding of the main points of the listening text. In the second task type, matching, the test takers were required to match a numbered list items from the listening text to a set of options on the question paper. Matching assessed the skill of listening for detail and whether a test taker can understand the information given in a conversation on an everyday topic. It also assessed the ability to follow the conversation between two people. It was also used to assess test-takers' ability to recognize relationships and connections between facts in the listening text.

In the third task type, plan, map, diagram labeling, test takers were required to complete labels on a plan. The answers were selected from a list on the question paper. This type of task assessed the ability to understand, for example, a description of a place, and to relate this to a visual representation. Task type 4, form, note, table, flowchart, and summary completion, test takers were required to fill in the gaps in an outline of part or of all the listening text. The outline focused on the main ideas/ facts in the text. The grade 10<sup>th</sup> EFL learners had to select their answers from a list on the

question paper or identify the missing words from the recording, keeping the word limit stated in the instructions "NO MORE THAN TWO WORDS AND / OR A NUMBER". The students did not have to change the words from the recording in any way.

In the 5<sup>th</sup> task, sentence completion, the EFL learners were required to read a set of sentences summarizing key information from all the listening text or one part of it and then, they had to fill a gap in each sentence using information from the listening text. A word limit was given, for example, "NO MORE THAN TWO WORDS AND / OR A NUMBER". This task focused on the learners' ability to identify the key information in a listening text. They had to understand functional relationships such as cause and effect. Finally, task type 6, short-answer questions, the students were required to read the question and then write a short answer using information from the listening text. Also the word limit was given, for example, "NO MORE THAN TWO WORDS AND / OR A NUMBER". The sentence completion focused on the learners' ability to listen for concrete facts, such as places, prices or times, within the listening text.

The allotted time for the test was 40 minutes: 30 minutes for listening to four sections and 10 minutes for transferring their answers from the learners' booklet to the answer sheet. Regarding the marks, each question was worth 1 mark. The scores obtained from this test were analyzed to see whether there was any significant difference between the two groups (control & experimental) before intervention program.

Then, the learners were immediately asked after finishing the listening exam to complete a pre-listening anxiety questionnaire, which investigated the degree of anxiety that EFL learners experience in foreign language classrooms. As stated before,

listening anxiety scales are still new in the field of foreign language education and listening anxiety is believed to be generally high among language learners (Kim & Cha, 2010). The average time needed for filling in the questionnaire was fifteen minutes. The students were asked to briefly read through the material and ask questions if something was not clear. In order to fill in the questionnaire, the students had to read each item carefully, and circle the number from one to five, depending on the extent to which certain statements applied to them.

The purpose of the questionnaire was to measure the level of anxiety that grade10th EFL experienced due to the listening proficiency test (IELTS). The questionnaire was self-developed and pilot tested prior to its use. During the instrument development phase, a pilot test was held for 60 students other than the sample group. The aim of the test was to evaluate the content and format of the questionnaire. Respondents involved in the pilot test provided feedback on the ease and difficulty of completing the items and their understanding of the instructions.

From the pilot test, the researcher got an idea about some of the items which appeared to be difficult. Results of the pilot test identified items that were unclear to respondents. This ambiguity resulted in a change in a number of difficult items from the questionnaire. The ambiguities of the test items, as well as those of the too easy or too difficult test items, were eliminated from final versions of the questionnaire. The questionnaire was then reviewed by the researcher to make it easily understood by young learners.

The questionnaire was based on a five-point Likert-type scale with five possible responses to each of the questions, which ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). The answer indicating the highest degree of anxiety receives 5, whereas the answer indicating the least anxiety is 1. The final version has 33 items and

3 categories: tension and worry over English listening (Items 2, 3, 4, 9, 10, 12, 13, 14, 16, 17, 19, 20, 21, 22, 24, 31, 32, and 33), lack of confidence in English listening (Items 6, 7, 8, 13, 18, 25, and 27), concern about insufficient prior knowledge (Items 1, 5, 11, 15, 23, 29, and 30) and some items (Items 6, 21, 23, 25, 27, 31, and 35) are negatively worded so that the participants would not “fall into a pattern of marking only one side of the rating scale” (Vandergrift et al, 2006). The maximum range for the FLLAS is 35 to 175, with lower scores indicating lower anxiety and higher scores showing higher anxiety. All these steps occurred prior to the implementation of the strategy model.

### **The strategy training.**

The listening section of the IELTS was administered to measure the listening comprehension ability of the students before (i.e., as pretest) and after (i.e., as posttest) the strategy instruction. Then, the scale of listening anxiety was administered to them.

During the first week of the intervention for the experimental group, the teachers discussed the significance of teaching listening strategies very briefly and provided the learners with a general description of the instructional program for the whole strategy instruction period. They also briefly explained the strategy instruction framework utilized in the program. In terms of the theoretical framework, the research adapted Oxford (1990), Mendelson (1995) and Vandergrift's (2003) work.

They maintained that a totally embedded approach can be tedious for learners (Vandergrift & Tafaghodtari, 2010), whereas very explicit procedures might be too prescriptive too be interesting to learners.

The strategy teaching framework employed for the present study was cognitive academic language learning approach (CALLA; Chamot & O'malley, 1994) developed by Chamot et al. (1999), constituting five key phases of preparation, presentation, practice, evaluation, and expansion (see Table 3). Moreover, the strategy instruction model used for this study consists of three categories of top-down, bottom-up, and metacognitive set of strategies. Concerning the top-down strategies, the learners of the experimental group were taught on how to make predictions about aural content and lexical items, infer and deduce the meaning of unknown vocabularies in texts, guess the new aspects of text, make use of contextual clues to understand the aural text, and utilize textual markers to predict complicated content and the succeeding content.

As for the bottom-up strategies, the learners were instructed on how to make use of cues and jot down keywords during listening activities to improve their own comprehension, use discourse and text markers to enhance their understanding, and recognize stressed content words in spoken language. Regarding the metacognitive strategies, the students were taught on how to grasp an overview of various listening strategies, concentrate on metacognitive orchestration of different strategies, and monitor more successfully and productively, for example, how to monitor text for malformed utterances and to monitor utterances including confusing schema (Yeldham & Gruba, 2014).

Following what Vandergrift et al. (2006) identify, metacognitive listening strategies are categorized into five types of strategies, encompassing problem solving, planning and evaluation, mental translation, person knowledge, and directed attention. Vandergrift et al. mention that problem solving manifests a group of strategies that listeners need to draw on to predict what they do not infer

in the process of listening and to monitor these inferences. Planning and evaluation strategies pertain to those strategies that listeners utilize to prepare themselves for listening tasks and to evaluate the results of their listening efforts. They further argue that mental translations are those strategies that listeners need to avoid if they want to become tactful listeners (Vandergrift, 2003). Person knowledge strategies encompass listeners' perceptions and attitudes with respect to the difficulty of the listening task and their self-efficacy about second language (L2) listening. Directed attention entails strategies that listeners embark on to concentrate and stay on listening task. Vandergrift et al. postulate that the listeners' awareness of these five types of strategies that can help them regulate the process of L2 listening comprehension.

During the sessions of strategy instruction intervention, listening strategic instruction was incorporated into the regular instruction. This was carried out using the instructional cycle proposed by Vandergrift (2007) to assist learners in coordinating their used strategies. In these sessions, the students were also taught on how to make predictions about the content of the aural texts after having listened to its initial utterances or to identify its topic. In addition, upon being exposed to the text for the first time, the learners checked their predictions as well as their guesses and compared their understanding of the text with that of their peers. When they listened for the second time, they reexamined their own understanding, and talked about their comprehension and interpretations of the aural text with their classmates. While listening for the third time, the learners reflected on their comprehension and made planning for similar subsequent listening activities.

In the meantime, the learners in the control group were taught traditionally without receiving any strategy instruction. By traditional, we mean that they did not

work on different types of combined strategies: cognitive, metacognitive and socio-affective strategies. Moreover, the teachers did not have any discussion on strategy use, neither did they engage the participants in any systematic attempt to reflect on their employed approach to listening. More particularly, the traditional listening instruction was based on the listen–answer–check (Vandergrift, 2004) approach, in which the participants were required to listen to numerous aural texts and then answer the following listening comprehension questions. The aural texts were either dialogues or monologues with various task demands including multiple choice items, fill-in-the-blank questions, and open-ended items (i.e., responding to Wh-questions). The control group received the same listening activities and tasks from the identical course book.

As mentioned above, the participating teachers followed the instructional guidelines described in the listening manual. Each lesson was divided into three stages: Pre-listening, while listening and post-listening with a variety of tasks to improve EFL learners' listening proficiency. Besides, integrated and informed strategy instruction incorporating presentation, practice, and review of strategies was provided, though from week 12 most of the instruction centered on review and practice. The experimental groups were instructed to use strategies while listening to complete each task, whereas the control groups had to practice listening without receiving any strategy instruction. Both groups listened to the recording twice before making the tasks for each part and they practiced listening once per week for 50 minutes.

Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge. This is what the researcher followed in planning the listening lessons to meet the needs

of the learners. During the while listening tasks, students developed their skills of eliciting messages from spoken language by practicing exercises such as cloze exercises, dictation, taking note, filling gaps with missing words, map activities, choosing the correct pictures from a description, sequencing pictures, identifying numbers or letters, carrying out actions, following a route, arranging items in patterns, completing grids, forms, and charts, and true-false or multiple-choice questions.

A diversity of recent topics, related to everyday life, was used during the training sessions for both groups such as shopping, working from home, travel and tourism, home computers, your family, daily life, food, keeping fit and healthy, et... These lessons were from *Themes Secondary English First Year*, but the researcher planned them again and divided each lesson into three phases: Pre, while and post-listening and included specific tasks to be completed by the experimental groups while they were receiving strategies by their English language instructors. So, twelve lessons with their activities were incorporated into a sample English language syllabus for grade 10<sup>th</sup> EFL learners, along with the target language skill of each topic or lesson. While carrying out the research, a laptop, two speakers and two compact discs were used by the instructors. Chang (2006) concludes that all forms of listening support (previewing questions, repeated input, topic preparation, vocabulary instruction) influenced learners' use of strategy to some extent. Previewing questions caused some students to be more selective and helped them focus on information which was required in order to answer the questions. Before listening to the text, the majority of students tried to predict the topic by using the information from the questions. Also, while listening, many students looked for answers by matching the words found in the test questions and the ones heard in the recording. Repeated input offered students the chance to revise their comprehension. It also assisted their strategy use and allowed



them enough time to encourage themselves not to be nervous. With regard to topic preparation, students tended to focus on the details due to the fact that they had been exposed to the global background of the topics. Finally, as far as vocabulary instruction is concerned, students usually tried to predict the topic or content of the text by using the words from the lists.

In the post-listening activities, the English language instructors, guided by the manual written by the researcher, extended the topics discussed during the listening period and engaged students to do the following tasks: Group/pair discussion, paired reading, summary writing, shadowing, role play and comprehension checks. Teachers were free to select which strategies to teach based on the curricular needs at the time of instruction. After a period of independent practice, the teachers discussed the learning experience and offered additional suggestions for their use, making specific connections to the content of the curriculum. Besides, cooperating teachers reinforced particular strategies during other listening activities that took place during class. Teachers were asked to exclude the control group from having any interaction with the treatment during the extension of the study to minimize confounding effects on the dependent variable. All the material developed for this research was made available to the English department at the participating schools for their use with their students after the completion of the study.

Therefore, in the control group, the listening instruction followed traditional teaching methods. It mainly involved students listening and repeating or listening and responding. The major class activities were doing the listening exercises in the textbook without receiving any strategy instruction. Group discussion mainly focused on the meaning of the content or role-playing the dialogues. More particularly, the traditional listening instruction was based on the listen–answer–check (Vandergrift,

2004) approach, in which the participants were required to listen to numerous aural texts and then answer the following listening comprehension questions. The aural texts were either dialogues or monologues with various task demands including multiple-choice items, fill-in-the blank questions, and open-ended items (i.e., responding to wh-questions). The control group received the same listening activities and tasks from the identical course book.

### **Post treatment.**

After teaching the strategies for two semesters, the same listening proficiency test IELTS (post-test) was administered to see whether there is any difference in the scores obtained between grade 10<sup>th</sup> EFL learners before and after treatment. Finally, they responded again to the post-listening foreign language anxiety questionnaire to compare their level of anxiety before and after the treatment. As far as the control groups in this study were concerned, they were not taught any listening strategies. They only answered the pre and the post-listening proficiency test, IELTS, and completed the pre and post-listening anxiety questionnaire and the standardized English exam.

### **Ethical Considerations**

Ethical considerations are inevitable to be concerned when doing a social research (Dörnyei, 2007). Bryman (2016) listed four principles of ethical issues for researchers to consider: whether there is harm to participants, a lack of informed consents, an invasion of privacy and deception. Dörnyei (2007) pointed out some sensitive elements such as “anonymity and ownership of the data”, etc.

As far as the present study is concerned, the researcher followed many steps before conducting it. Firstly, she carefully filled in the Ethical Approval Form under the guidance of the Ministry of Education. Next, she sent the brief information of her

research to the headmasters in some secondary official public as well as private schools to get the permission. Before commencing the data collection, she was granted permission to conduct this research by the headmaster of three randomly selected public schools. The problem with using one of the groups as a control group was discussed.

It is stated that researchers must inform their participants of what the study concerns and protect them from deception. The participants must also know enough about the study to be able to choose if they would like to participate or not. Therefore, the participants were handed a paper, in advance, where they were informed about the purpose of my research. Furthermore, the participants were anonymized, according to Graziano et. al. (2010), the anonymity of informants is a way of protecting their identities. As suggested by some researchers the participants were informed that they could terminate their participation at any time without any negative consequences.

The questionnaire was completely anonymous and confidential and out of reach of participants' teachers or any other people. Participants' names and personal information as well as the name, location of the secondary school would not appear in my study so that they could not be identified. After data collection, all the data were password-protected and stored on my personal computer with a password. The names of the school, teachers and students were given pseudonyms in the reporting.

It was important, therefore, that the participants felt fully informed of the research aims, and believed that the study would be of significance to many stakeholders (students and teachers alike). The researcher was determined to ensure that she had addressed the ethical procedures related to informed consent, anonymity, privacy, confidentiality, and diminishing the risks to participants. This means that no personal information that was given for the purposes of this study will be used for any

other reason than the study itself. The results of the tests and the lesson material, however, would be used in the assessment as they were a part of the students' course.

The schematic representation of the procedure and design appears in the following table.

Table 13

*Schematic Representation of the Procedure and Design*

<b>Pre-treatment</b>	
	Background questionnaire
	Pre-IELTS listening test
	Pre-foreign language listening anxiety scale
	Pre-standardized English exam
<b>During treatment</b>	
	The subjects received the treatment via 24 weeks, listened to texts from Themes Secondary Education First Year once per week and practiced for 50 min using strategies (cognitive, metacognitive & socio - affective ones).
<b>Post-treatment</b>	
	Post-IELTS listening test
	Post-foreign language listening anxiety scale
	Post-standardized English exam

Table 14 shows the schematic representation of the procedure and design.

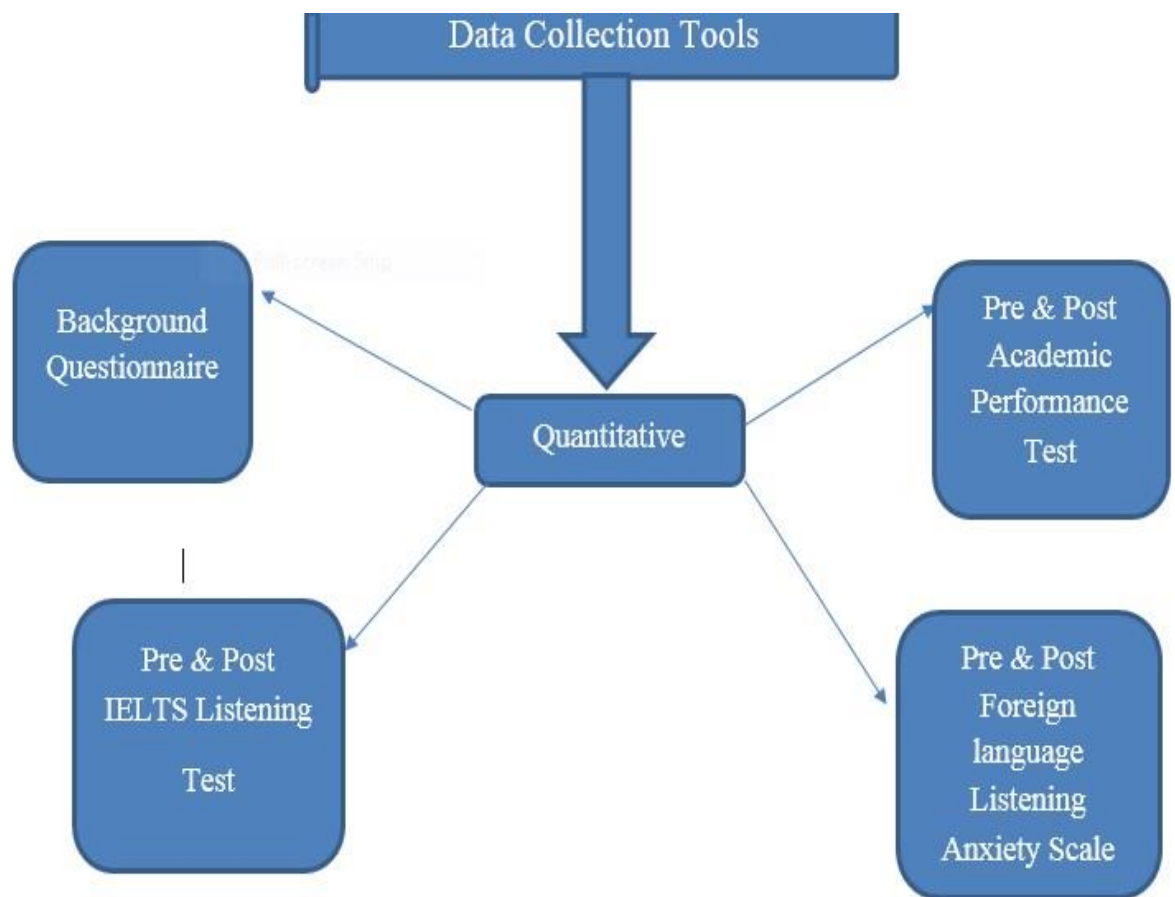
To recapitulate, this chapter discusses the methodology of the present study. First, the research paradigm, the design of the study, the context of the study and the participants and sampling were explained. Then, all the materials and the procedures

utilized and conducted in the research study, quantitative instruments, data collection procedures and the strategy instruction in the intervention, were described in details. The procedures followed to ensure ethical conduct in the study were outlined and the changes to the main study according to the result of the pilot study were also reported. Finally, the data collection and data analysis procedures for the quantitative data will be explained in the following chapter.

## Chapter Four

### Research Results and Discussion

The chapter discusses the procedures of data analysis and reports the study results. Firstly, the purpose of the research is restated and is then followed by testing the null hypotheses. The data collected were analyzed based on the hypotheses. Summary of the findings and detailed description of the results are discussed. To answer each research question, more than one statistical analysis was employed in order to portray the clearest picture of the phenomenon. *Figure 12* below displays the quantitative tools used in this study.



**Figure 12.** Data collection tools

### **Data Analysis**

In order to analyze the data collected for the purpose of the present study, the data gathered through the administration of the above mentioned instruments were analyzed using SPSS version 22. In so doing, both descriptive and inferential statistics were employed. To answer the research questions, two way between-groups, multivariate analysis of covariance (ANCOVA) tests were performed. According to Pallant (2013), ANCOVA can be used when there is a pretest /posttest design (e.g., comparing the effects of two different interventions, taking before and after measures for each group).

The scores on the pretest are considered as a covariate to “control” for pre-existing differences between the groups.

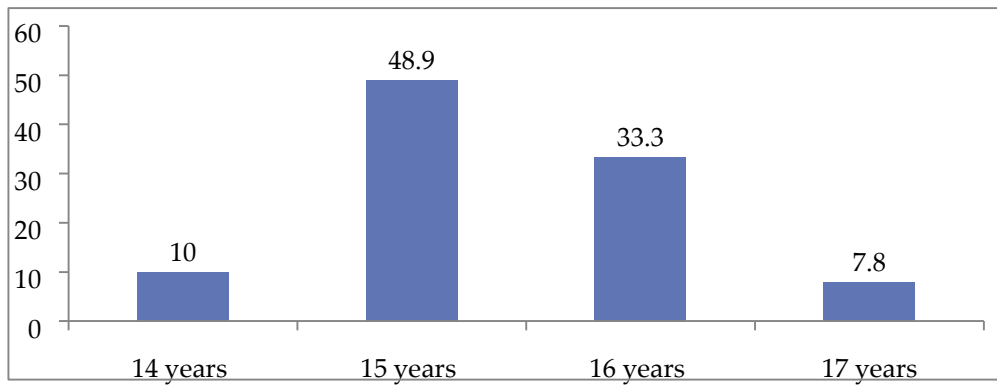
### **Results Aligned with the Research Null Hypotheses**

The following section presents the quantitative results for testing each research null hypothesis. Each section starts with a figure that demonstrates which data collection tool was used to derive the results of each research null hypothesis respectively. Concerning the quantitative analysis, the numerical data obtained from the questionnaires and the IELTS listening test were analyzed using the Statistics Package for Social Sciences (SPSS) version 22. Results were displayed in bar graphs, pie charts, figures and tables.

### **Descriptive Analysis of the Sample under Study**

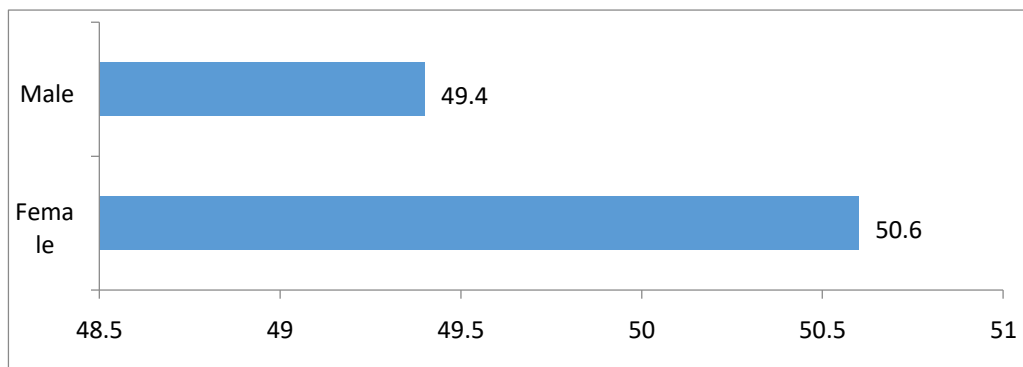
#### **Background questionnaire.**

The data collected from the background questionnaire revealed the demographic characteristics of the respondents in both, the experimental and the control groups, with respect to age, gender, nationality, distributions among schools and years of studying English.



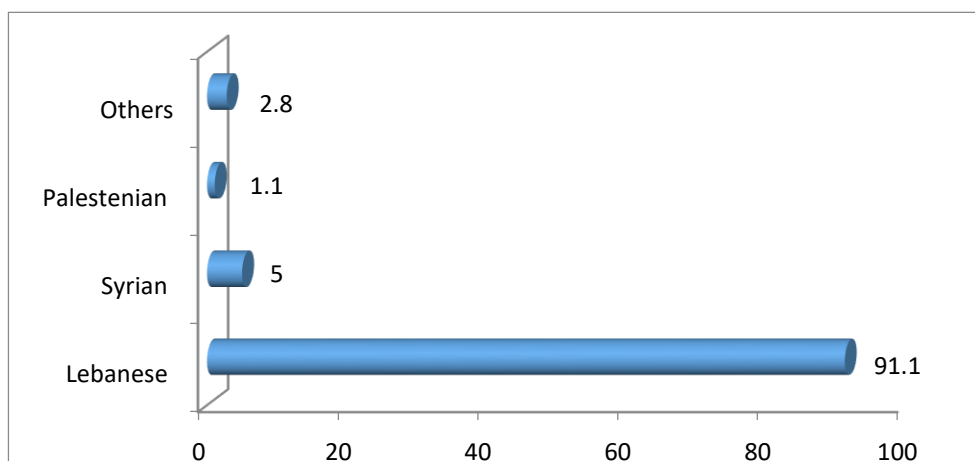
**Figure 13. Demographic details of participants according to age**

Figure 13 shows that 48.9 % of EFL learners in grade 10 were at the age of fifteen, 33.3 % sixteen, 10 % fourteen and only 7.8 % seventeen.



**Figure 14. Demographic details of participants according to gender**

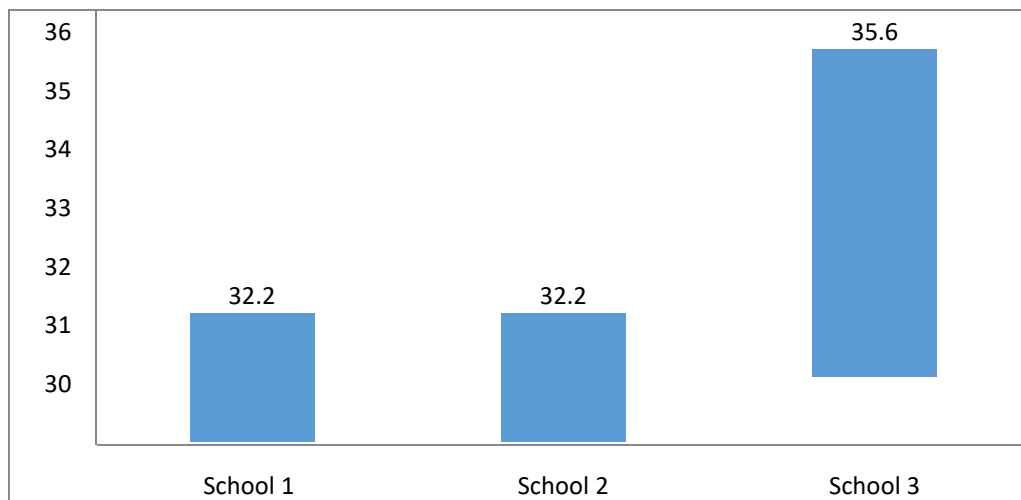
Figure 14 shows the percentages of both males and females in the population under study. It demonstrates that 50 % of the participants are females while 49% are males.





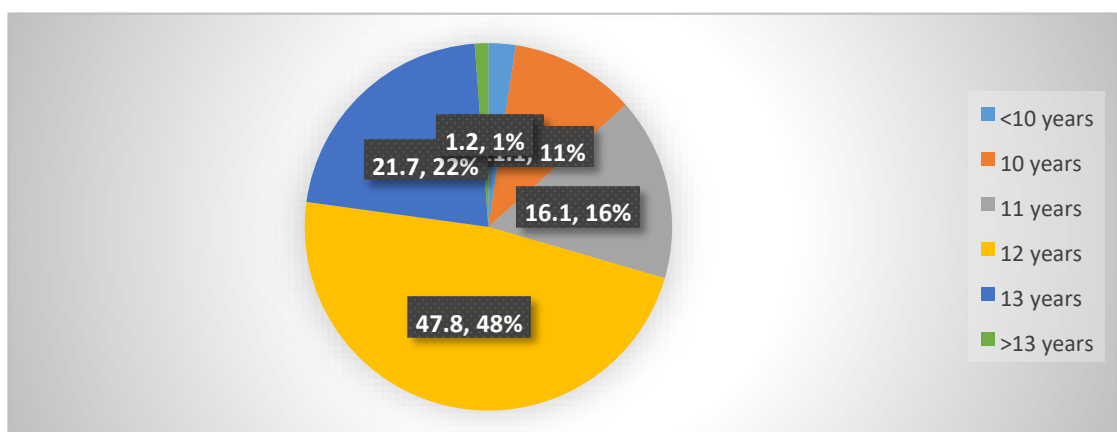
**Figure 15. Grade 10 EFL learners` nationality**

Figure 15 demonstrates that 91.1 % of grade 10 EFL learners were Lebanese, 5 % Syrians, 1.1 % Palestinians and 2.8 % from other nationalities.



**Figure 16. EFL learners` distribution in schools**

Figure 16 demonstrates that 35.6 % of the participants were from school 3, 32.2 % from school 2 and similarly the same number from school 1.



### **Figure 17. Years of studying English**

Figure 17 shows that a high percentage of the participants studied English as a Foreign Language for more than 11 years, while only a low percentage learned it for few years.

### **Investigating the Null Hypotheses**

#### **IELTS listening test.**

**H0 1:** There will be no significant difference in the listening comprehension mean scores of the control and experimental group participants at the  $\alpha \leq 0.05$ .

**Table 14** compares the IELTS scores of the control group participants in pre and post-testing period. To address research hypothesis (#1), a paired sample t-test was conducted to evaluate the development in the student scores after the training period. There was a significant decrease in the score of students in the control group before and after the training period (3.76 vs. 3.37 respectively,  $\alpha$ -value  $< 0.001$ , 95% CI: [-0.047, -0.29]).

Table 14

*Comparing IELTS Scores of CG in Pre and Post Testing Period*

	Mean $\pm$ SD	$\alpha$ -value	95% Confidence Interval	
<b>Pre-test</b>	3.76 $\pm$ 1.41	< 0.001	Lower	Upper
<b>Post-test</b>	3.37 $\pm$ 1.41		-0.047	-0.29

**Table 15** compares the IELTS scores of the experimental group participants in pre and post-testing period. A paired sample t-test was conducted to evaluate the development of the student scores after the training period. There was a statistically significant

increase in the score of students in the experimental group before and after the training period (3.35 vs. 4.8 respectively,  $\alpha$ -value <0.001, 95% CI: [-1.43,-1.14]).

Table 15

*Comparing the IELTS Scores of EG in Pre and Post Testing Period*

	Mean $\pm$ SD	$\alpha$ -value	95% Confidence Interval	
<b>Pre-test</b>	3.5 $\pm$ 1.27	< 0.001	Lower	Upper
<b>Post-test</b>	4.8 $\pm$ 1.46		-1.43	-1.14

**Table 16** compares the pre and post IELTS test scores between the experimental and control groups. An independent sample t-test was conducted to compare the mean of students' IELTS scores between experimental and control groups before and after the testing period to prove that the two groups were homogenous in terms of their listening ability before the administration of the treatment. As displayed in Table 12, the experimental (M = 3.53, SD = 1.27) and control (M = 3.37, SD = 1.41) groups had almost the same means on the pretest IELTS.

There was a significant difference in the grades between the two groups in the pre-test period (3.37 vs. 3.53,  $\alpha$ -value: 0.42). But, there was a statistically significant difference in the IELTS scores between the experimental and the control groups in the post-test period (3.76 vs. 4.82 respectively,  $\alpha$ -value: <0.001). Thus, the first null hypothesis that there was no significant difference in the listening comprehension mean scores of the control and experimental group participants at the  $\alpha \leq .05$  was rejected.

Table 16

*Comparing the IELTS Scores between Experimental and Control Groups*

	Groups	Mean $\pm$ SD	t-value	$\alpha$ -value	95% Confidence Interval	
<b>Pre- test IELTS scores</b>	Control	3.37 $\pm$ 1.41	-0.809	0.42	-0.16	0.2
	Experimental	3.53 $\pm$ 1.27				
<b>Post-test IELTS scores</b>	Control	3.76 $\pm$ 1.42	-4.949	<0.001	-1.06	0.22
	Experimental	4.82 $\pm$ 1.47				

**H0 2:** There will be no significant interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq 0.05$ .

Table 17 compares the IELTS scores between females and males in the control group in the pre and post-testing period. To address research hypothesis (# 2), an independent sample t-test was prepared to compare the mean of students' IELTS scores in the control group (between females and males) before and after the testing period. There was no statistically significant difference in the grades between females and males groups in the pre-test and post-test period.

Table 17

*Comparing the IELTS Scores between Females and Males of CG in Pre and Post- testing Period*

	Groups	Mean $\pm$ SD	t-value	$\alpha$ -value	95% Confidence Interval	
<b>Pre-test</b>	- Females	3.44 $\pm$ 1.32	0.491	0.624	-0.44	0.72
	- Males	3.30 $\pm$ 1.50				
<b>Post-test</b>	- Females	3.79 $\pm$ 1.34	0.254	0.800	-0.51	0.66
	- Males	4.71 $\pm$ 1.50				

Table 17 compares the IELTS scores between females and males in the experimental group in the pre and post-testing period. An independent sample t-test was done to compare the mean of students' IELTS scores in the experimental group (between females and males) before and after the testing period. There was statistically significant difference in the grades between females and males groups in the pre-test period (3.96  $\pm$  1.35 vs. 3.07  $\pm$  1.02 respectively,  $\alpha$ -value: 0.001, 95% CI: [0.88 – 0.26]), and in the post-test period (5.21  $\pm$  1.597 vs. 4.39  $\pm$  1.19 respectively,  $\alpha$ -value: 0.008, 95% CI: [0.82 – 0.301]). Thus, the null hypothesis that there will be no significant

interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq 0.05$  was rejected.

Table 18

*Comparing the IELTS Scores between Females and Males EG in the Pre and Post testing Period*

	Groups	Mean $\pm$ SD	t-value	$\alpha$ -value	95% Confidence Interval	
<b>Pre-test</b>	- Females	3.96 $\pm$ 1.35	3.403	0.001	0.88	0.26
	- Males	3.07 $\pm$ 1.02				
<b>Post-test</b>			2.721	0.008	0.82	0.301
	- Females	5.21 $\pm$ 1.597				
	- Males	4.39 $\pm$ 1.19				

**Table 18** compares the IELTS scores between females and males during the pre and post-testing period. A paired sample t-test was conducted to evaluate the development in the IELTS score after the training period. There was a significant increase in the IELTS scores of females before and after the training period (3.96 vs. 5.21 respectively,  $\alpha$  -value:  $<0.001$ , 95% CI: [-0.96,-0.63]), and there was a significant increase in the IELTS scores of males before and after the training period (3.07 vs. 4.39 respectively,  $\alpha$  -value:  $<0.001$ , 95% CI: [-0.97,- 0.69]). Thus, the null hypothesis that there will be no significant interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq 0.05$  was rejected.

**H0 3:** There will be no significant interaction effect between the treatment conditions and the participants' academic performance on listening comprehension at the  $\alpha \leq .05$ .

Table 19

*Number of Males and Females Participants in CG and EG Between- Subjects*

<i>Factors</i>		<b>Value Label</b>	<b>N</b>
<b>Experimental and Control</b>	1.00	Control	78
	2.00	Experimental	64
<b>Gender</b>	1.00	Females	73
	2.00	Male	69

**Table 19** shows the numbers of males and females participants in CG and EG.

To address the research hypothesis (# 3) regarding the interaction between the treatment conditions and the gender moderator variable, on the academic performance of the study participants, a multivariate analysis of covariance (ANCOVA) was conducted. Specifically, the treatment conditions (control versus experimental) were used as an independent variable and gender as a moderator variable. Meanwhile, the academic performance pretest scores were used as covariates and the posttest scores as a dependent variable.

Table 20

*ANCOVA Test Results for Post-Academic Performance*

Tests of Between-Subjects Effects						
Dependent Variable: PSTAXDACHMNT						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1456.811 <sup>a</sup>	4	364.203	134.292	.000	.754
Intercept	89.493	1	89.493	32.999	.000	.159
PREACDACHVMNT	997.020	1	997.020	367.629	.000	.677
Condition	112.853	1	112.853	41.612	.000	.192
Gender	.476	1	.476	.175	.676	.001
Condition * Gender	1.299	1	1.299	.479	.490	.003
Error	474.605	175	2.712			
Total	22209.250	180				
Corrected Total	1931.415	179				

a. R Squared = .754 (Adjusted R Squared = .749)

**Table 20** presents the ANCOVA test results for post-academic performance. Results indicated a significant difference by treatment conditions (experimental versus control) on the dependent variable of academic performance:  $F(1,175) = 41.61$ ,  $\alpha = .00$ ,  $\eta^2 = .19$ . However, there was no difference by the gender variable on the dependent variable of academic performance:  $F(1,175) = .17$ ,  $\alpha = .67$ ,  $\eta^2 = .00$ . Likewise, there was no interaction effect between the treatment conditions and the gender moderator variables on the dependent variable of academic performance:  $F(1,175) = 1.29$ ,  $P = .49$ ,  $\eta^2 = .003$ .



Table 21

*Levene`s Test of Equality of Error Variances***Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Anxpst

F	df1	df2	Sig.
1.658	3	138	.179

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Anxpre + Condition + Gender + Condition \* Gender

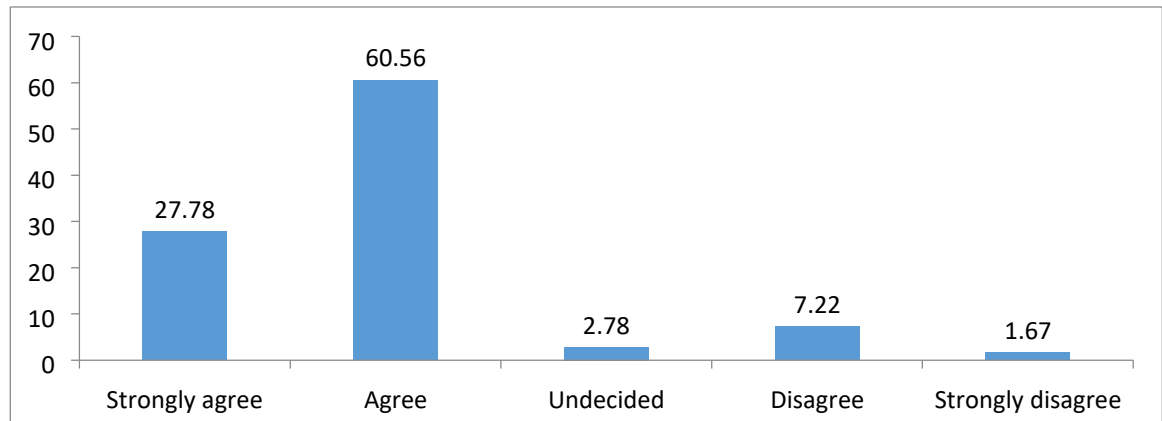
**Table 21** shows Levene`s Test that demonstrates equality of error variance across groups.

**Foreign Language Listening Anxiety Scale**

The Foreign Language Anxiety Scale (FLLAS) is comprised of 33 items scored on a five-point scale with a theoretical range of 35 to 125. After the relatively few negatively worded items (6, 14, 20, 25, and 31) being recoded, a higher score indicates a higher level of listening anxiety and a lower score indicates a lower level of listening anxiety. The three categories of FLLAS: tension and worry over English listening (Items 2, 3, 4, 9, 10,12, 13, 14, 16, 17, 19, 20, 21, 22, 24, 31,32, and 33), lack of confidence in English listening (Items 6, 7, 8, 13, 18, 25, and 27), concern about the insufficient prior knowledge ( Items 1, 5, 11, 15, 23, 29, and 30) receive different scores.

Participants` responses to the FLLAS in the pre- test period.

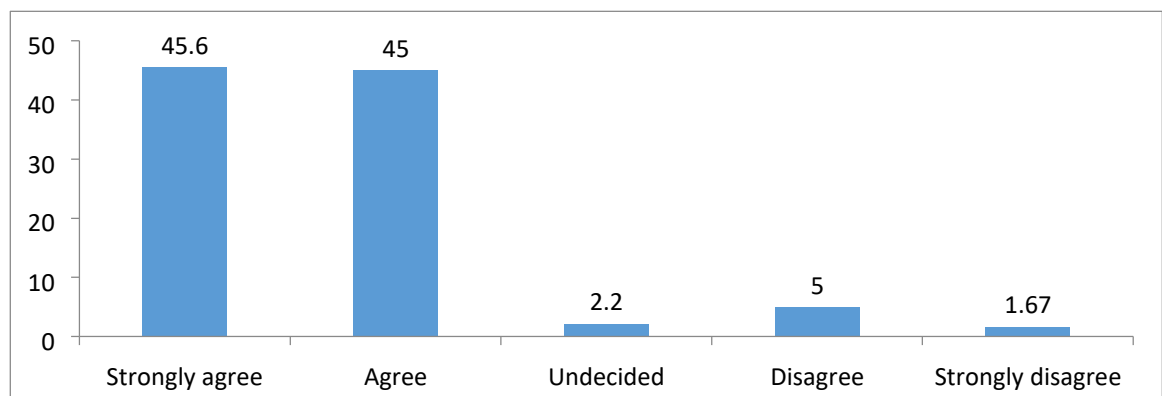
**Statement 1:** when listening to English, I tend to get stuck on one or two unknown words.



**Figure 18. Participants` responses to statement 1**

Figure 18 demonstrates that a high percentage of participants agreed that they got stuck when they hear unfamiliar words, while few percentage strongly disagreed.

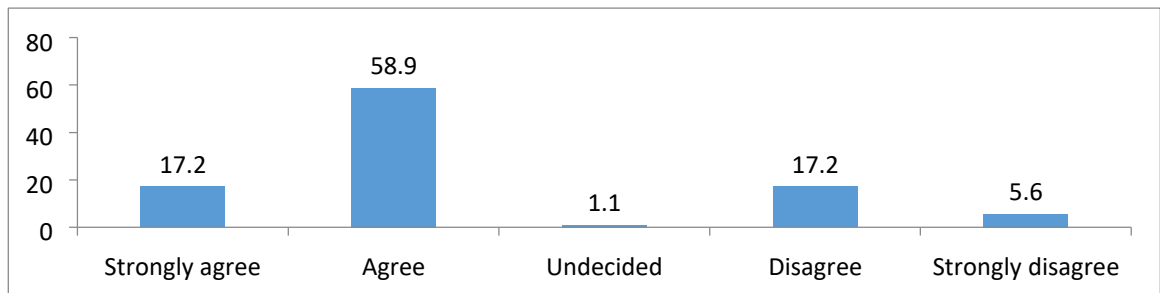
**Statement 2:** I get nervous if a listening passage is read only once during English listening tests.



**Figure 19. Participants` responses to statement 2**

Figure 19 shows that a high number of participants strongly agreed that they get nervous if a listening passage is read only once during English listening tests, while 6 % disagreed.

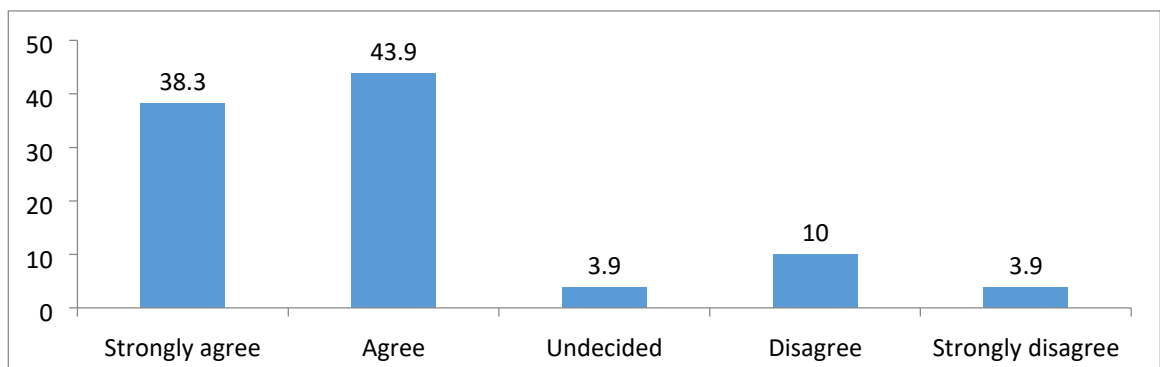
**Statement 3:** When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.



**Figure 20. Participants` responses to statement 3**

Figure 20 illustrates that a high percentage of participants agreed that they would find it difficult to understand when someone pronounces words differently from the way they pronounce them, while less than 20% disagreed.

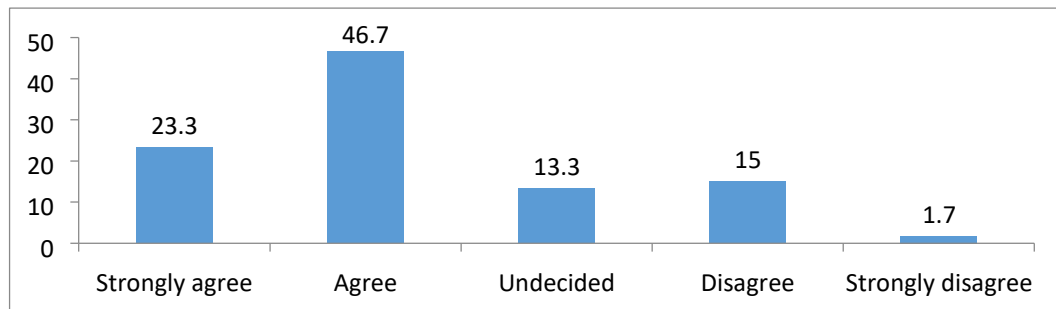
**Statement 4:** When someone speaks English very fast, I worry that I might not understand all of it.



**Figure 21. Participants` responses to statement 4**

Figure 21 shows that 90 % of students agreed that when someone speaks English very fast, they worry that they might not understand all of it, while only 10 % disagreed.

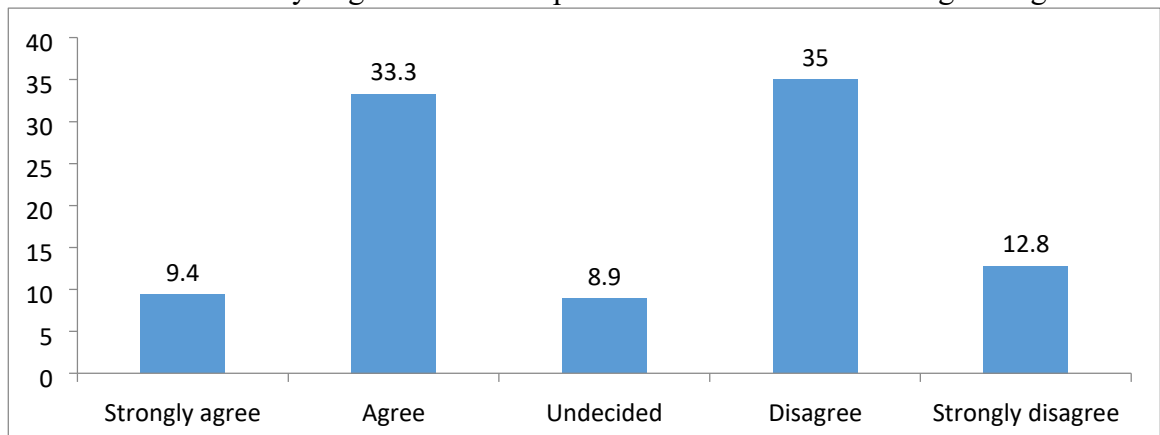
**Statement 5:** I am nervous when I am listening to English if I am not familiar with the topic.



**Figure 22. Participants' responses to statement 5**

Figure 22 demonstrates that more than 50 % of participants agreed that they feel nervous when they are listening to English if they are not familiar with the topic, while less than 20 % disagreed.

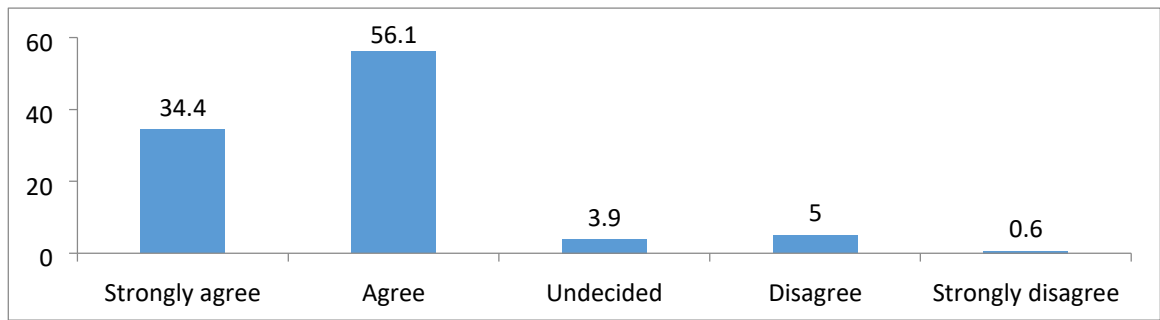
**Statement 6:** It's easy to guess about the parts that I miss while listening to English.



**Figure 23. Participants' responses to statement 6**

Figure 23 shows that 50 % agreed that it is easy to guess about the parts that they miss while listening to English, while the other half disagreed.

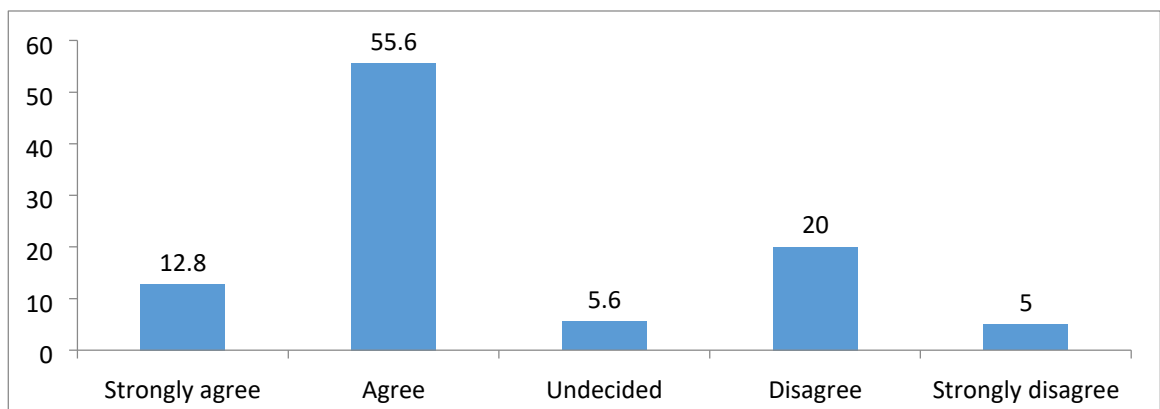
**Statement 7:** If I let my mind drift even a little bit while listening to English, I worry that I miss important idea.



**Figure 24. Participants` responses to statement 7**

Figure 24 indicates that most of the students agreed that if they let their minds drift even a little bit while listening to English, they worry that they miss important idea, while only a small percentage disagreed.

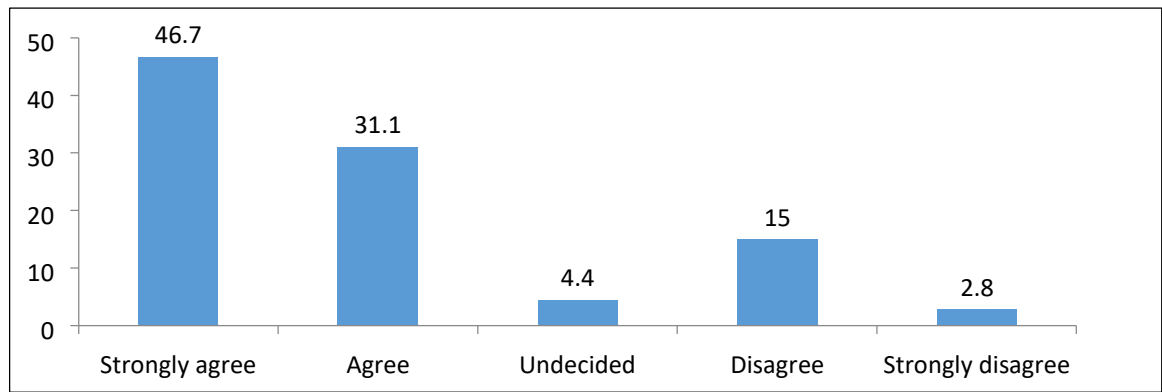
**Statement 8:** When I'm listening to English, I am worried when I can't watch the lips or facial expression of a person who is speaking.



**Figure 25. Participants` responses to statement 8**

Figure 25 displays that around 60 % agreed that when they are listening to English, they feel worried when they can't watch the lips or facial expression of a person who is speaking, while 25 % disagreed.

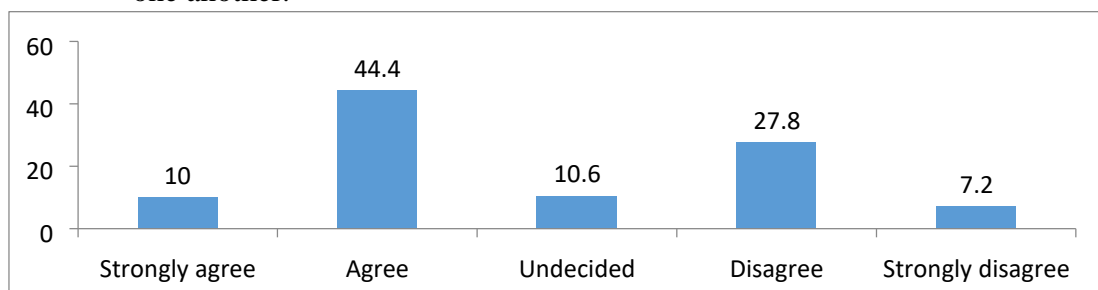
**Statement 9:** During English listening tests, I get nervous and confused when I don't understand every word.



**Figure 26. Participants' responses to statement 9**

Figure 26 shows that a high percentage of participants strongly agreed that during English listening tests, they get nervous and confused when they don't understand every word, while less than 20 % disagreed.

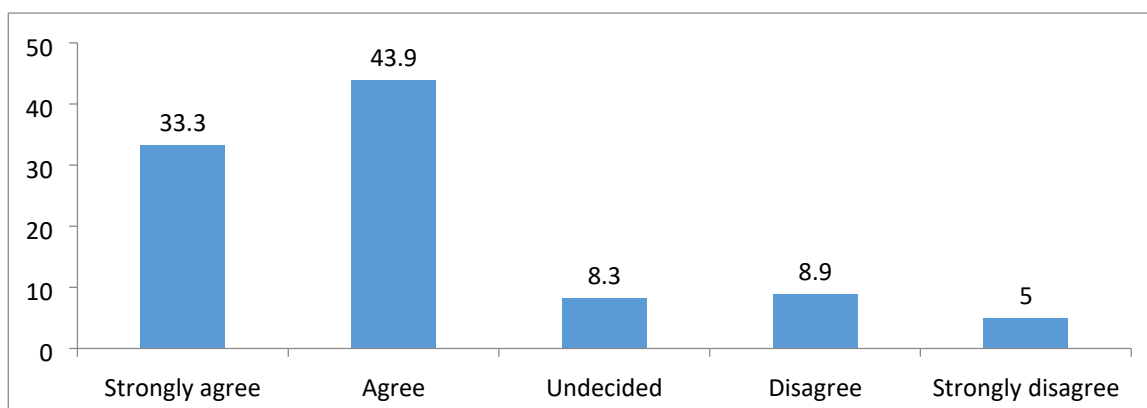
**Statement 10:** When listening to English, it is difficult to differentiate the words from one another.



**Figure 27. Participants' responses to statement 10**

Figure 27 demonstrates that 55 % agreed that when listening to English, it is difficult to differentiate the words from one another, while 35 % disagreed.

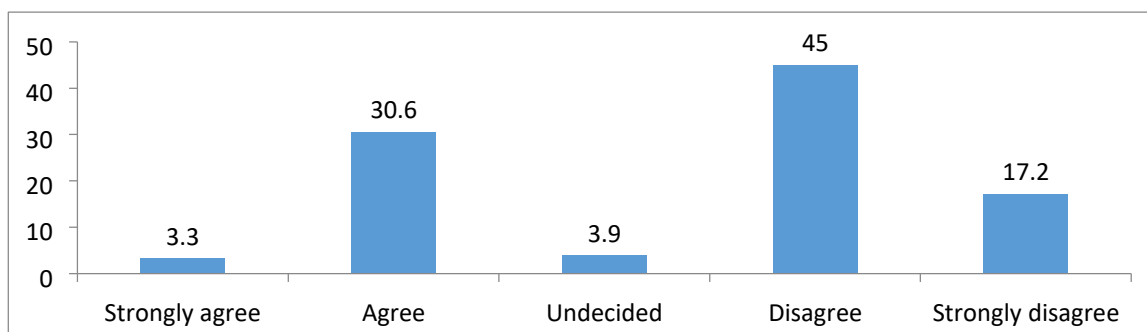
**Statement 11:** I feel uncomfortable in class when listening to English without the written text.



**Figure 28. Participants` responses to statement 11**

Figure 28 displays that a very high percentage of students agreed that they feel uncomfortable in class when listening to English without the written text, while less than 10 % disagreed.

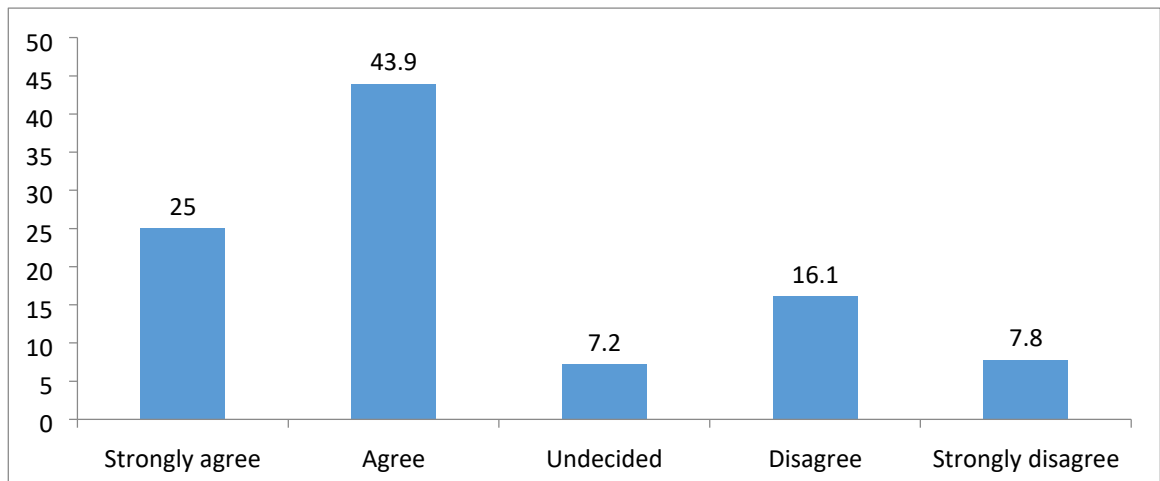
**Statement 12:** I have difficulty understanding oral instructions given to me in English.



**Figure 29. Participants` responses to statement 12**

Figure 29 shows that around 60 % disagreed that they have difficulty understanding the oral instructions given to them in English, while less than 40 % agreed.

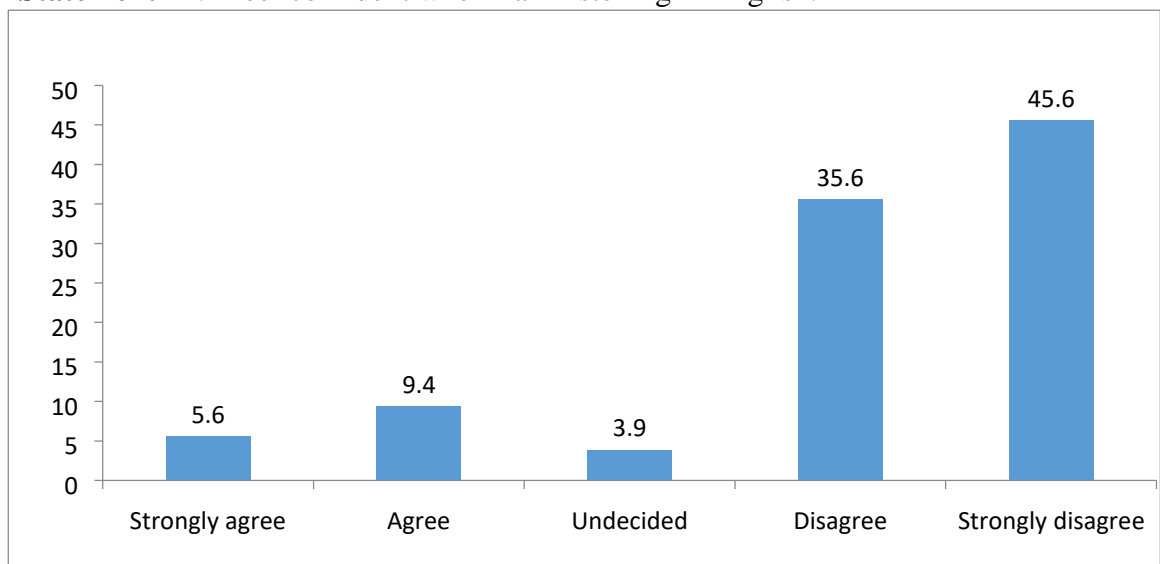
**Statement 13:** It is hard to concentrate on what English speakers are saying unless know them well.



**Figure 30. Participants' responses to statement 13**

Figure 30 illustrates that 70 % of participants agreed that it is hard to concentrate on what English speakers are saying unless they know them well, while less than 25 % disagreed.

**Statement 14:** I feel confident when I am listening in English.

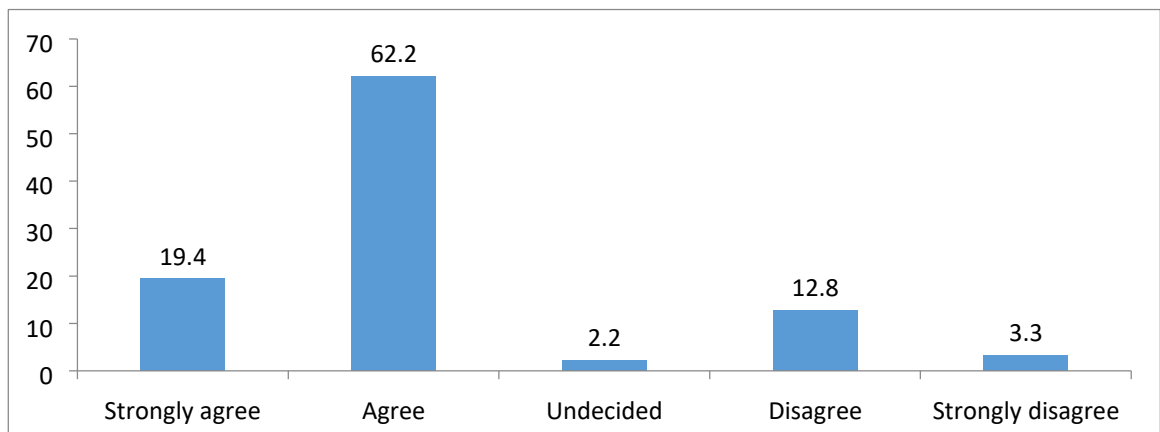


**Figure 31. Participants' responses to statement 14**

Figure 31 shows that a high percentage of participants disagreed that they feel confident when they are listening in English, while a low percentage of them agreed.



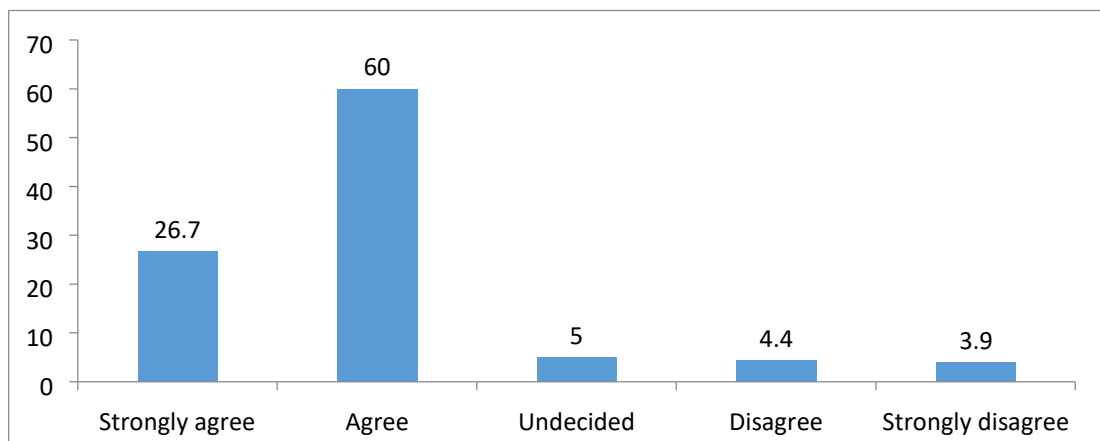
**Statement 15:** When I'm listening to English, I often get so confused I can't remember what I have heard.



**Figure 32.** Participants' responses to statement 15

Figure 32 demonstrates that high percentage of participants 77 % agreed that when they are listening to English, they often get so confused they can't remember what they have heard, while a low percentage disagreed.

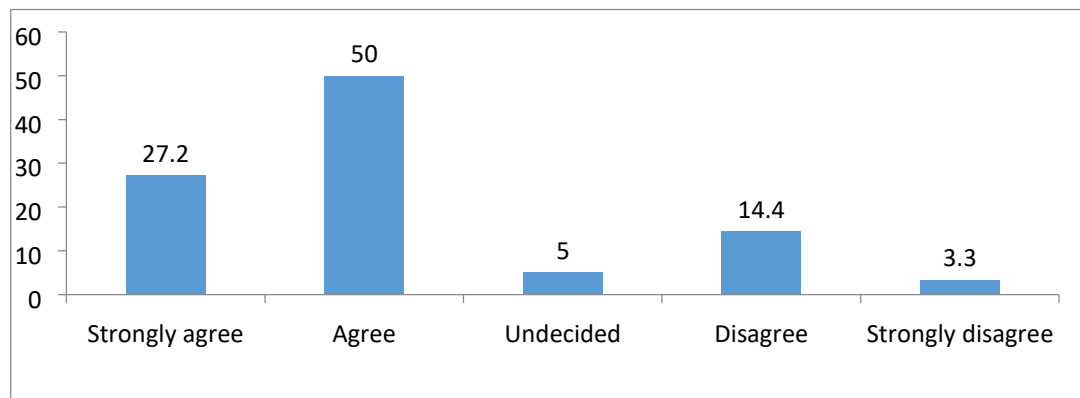
**Statement 16:** I fear I have adequate background knowledge of some topics when listening to important information in English.



**Figure 33.** Participants' responses to statement 16

Figure 33 indicates that a high number of participants 86 % agreed that they fear they have adequate background knowledge of some topics when listening to important information in English, very few 8 % disagreed while 5 % remained undecided.

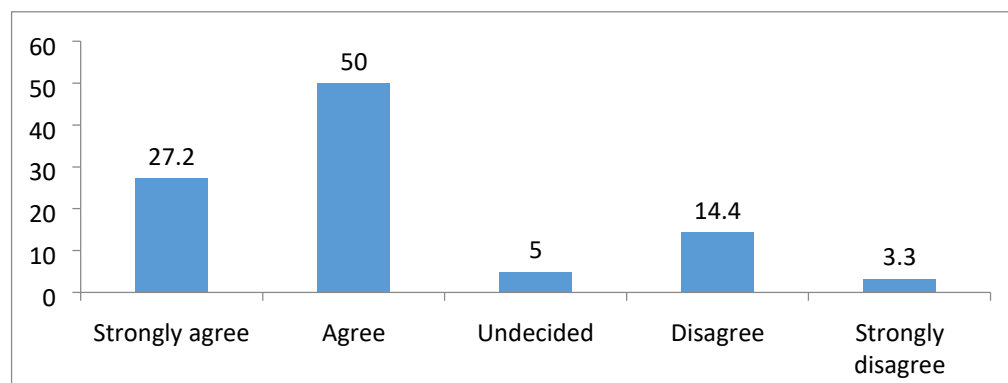
**Statement 17:** My thoughts become jumbled and confused when listening to important information in English.



**Figure 34.** Participants' responses to statement 17

Figure 34 shows that more than half of the participants 77 % agreed that their thoughts become jumbled and confused when listening to important information in English, 17% percentage disagreed while only 5 % remained undecided.

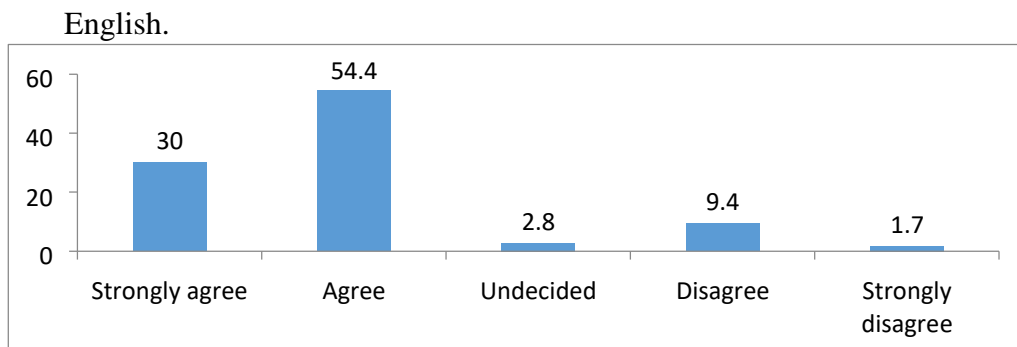
**Statement 18:** My thoughts become jumbled and confused when listening to important information in English.



**Figure 35.** Participants' responses to statement 18

Figure 35 illustrates that more than half 77 % agreed that their thoughts become jumbled and confused when listening to important information in English, while less than 20 % disagreed.

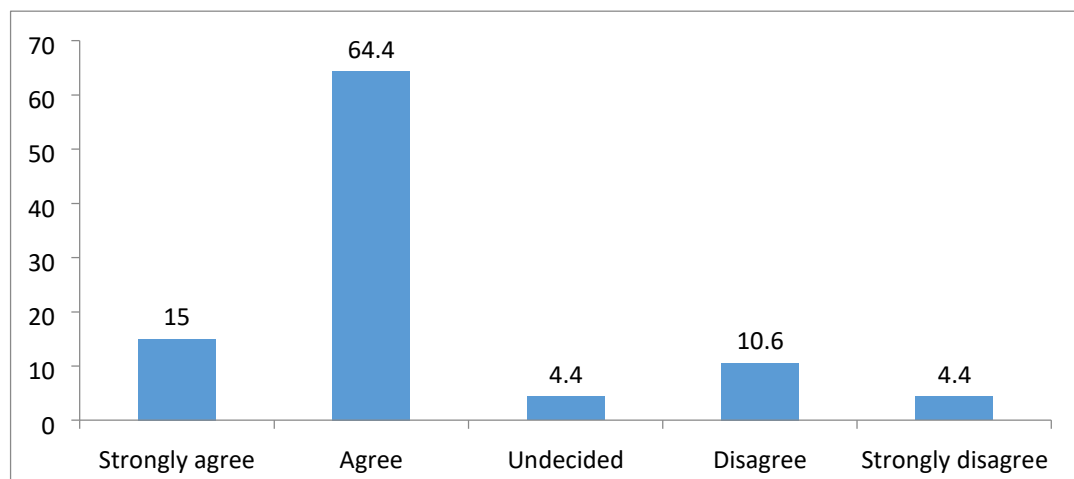
**Statement 19:** I get worried when I have little time to think about what I hear in



**Figure 36. Participants` responses to statement 19**

Figure 36 confirms that more than 85 % agreed that they get worried when they have little time to think about what they hear in English, while less than 13 % disagreed.

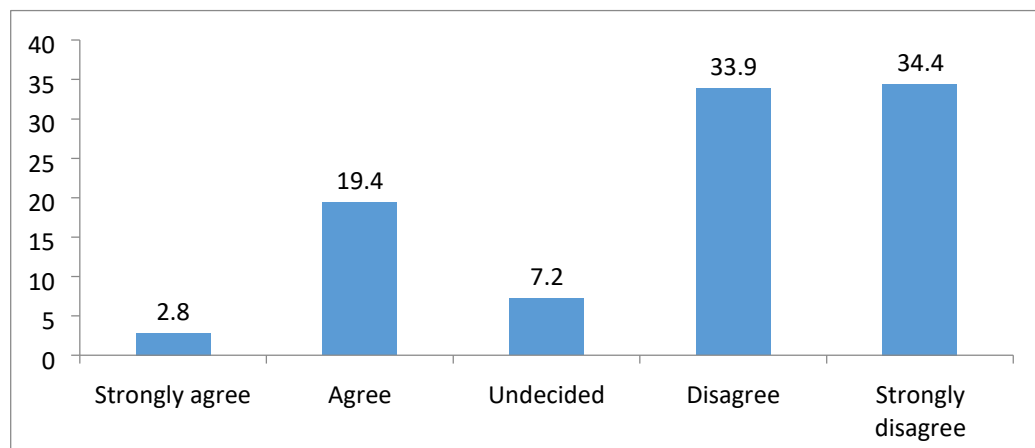
**Statement 20:** When I am listening to English, I usually end up translating word by word without understanding the content.



**Figure 37. Participants` responses to statement 20**

Figure 37 displays that a very high percentage 80 % agreed that when they are listening to English, they usually end up translating word by word without understanding the content, while less than 15 % disagreed.

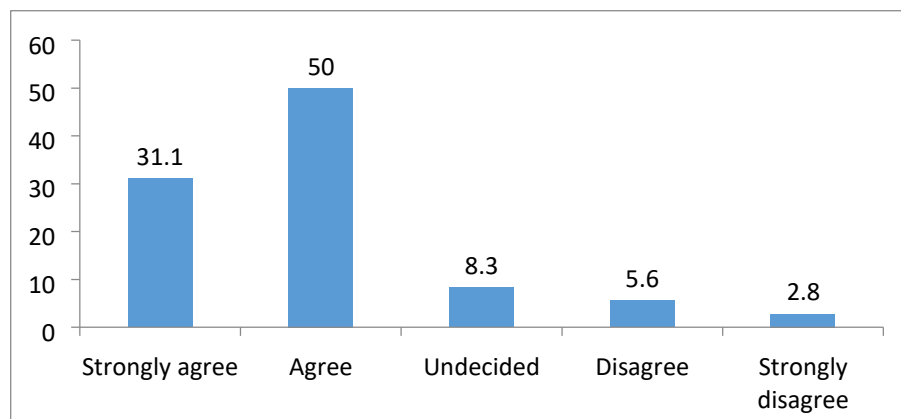
**Statement 21:** I would rather not listen to people who speak English at all.



**Figure 38.** Participants' responses to statement 21

Figure 38 demonstrates that more than 60 % disagreed that they would rather not listen to people who speak English at all, while less than 25 % agreed.

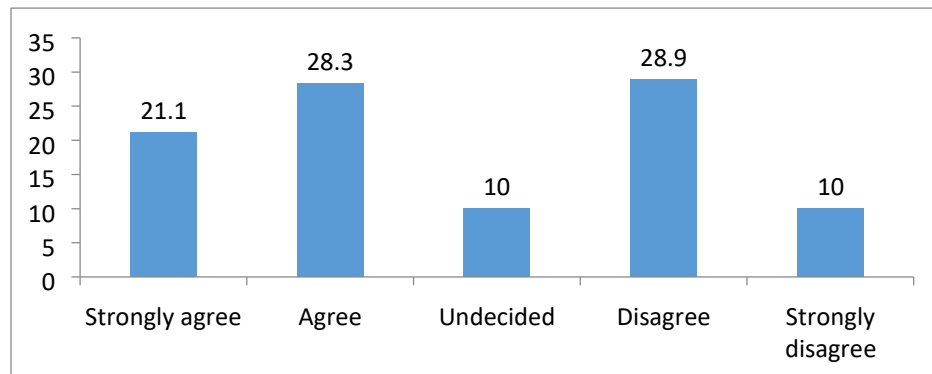
**Statement 22:** I get worried when I can't listen to English at my own pace.



**Figure 39.** Participants' responses to statement 22

Figure 39 indicates that more than 80 % of EFL learners agreed that they get worried when they can't listen to English at their own pace, while less than 10 % disagreed.

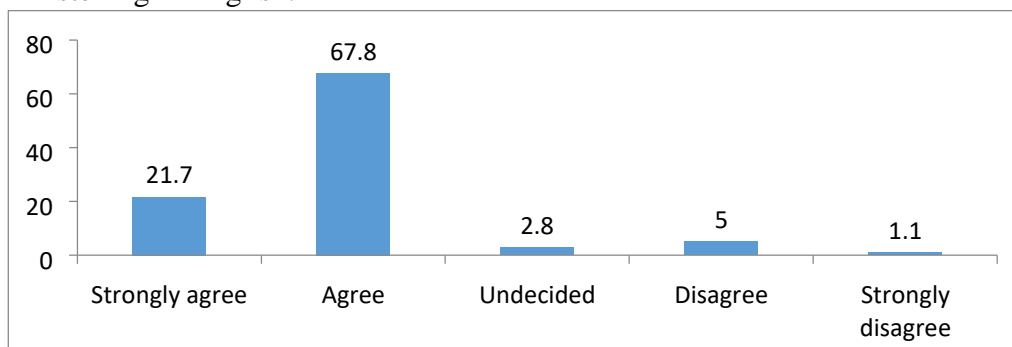
**Statement 23:** I keep thinking that everyone else except me understand very well what an English speaker is saying.



**Figure 40. Participants` responses to statement 23**

Figure 40 indicates that around 50 % agreed that they keep thinking that everyone else except them understand very well what an English speaker is saying, while 30 % disagreed.

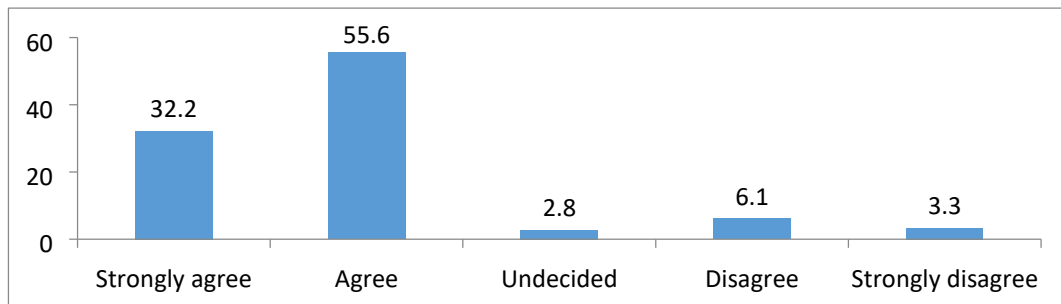
**Statement 24:** I get upset when I'm not sure whether I understand what I am listening in English.



**Figure 41. Participants` responses to statement 24**

Figure 41 indicates that more than 90 % agreed they get upset when they are not sure whether they understand what they are listening in English, while less than 10 % disagreed.

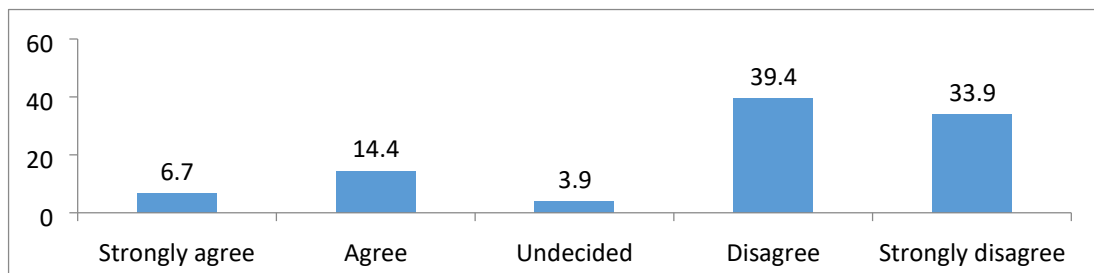
**Statement 25:** If a person speaks English very quietly, I am worried about understanding.



**Figure 42. Participants` responses to statement 25**

Figure 42 shows that more than 85 % agreed that if a person speaks English very quietly, they feel worried about understanding, while less than 10 % disagreed.

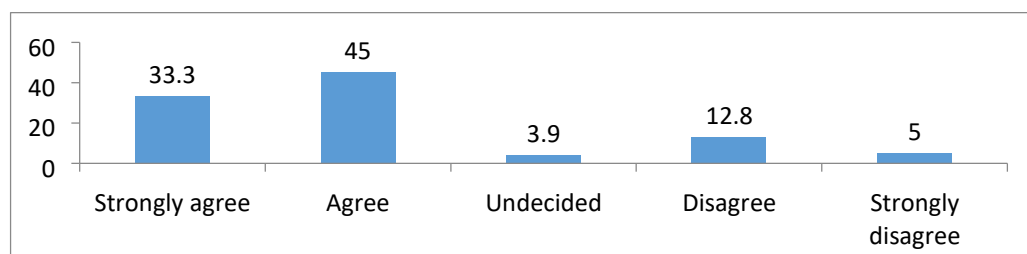
**Statement 26:** I have no fear of listening to English as a member of an audience.



**Figure 43. Participants` responses to statement 26**

Figure 43 illustrates that more than 70 % disagreed that they have no fear of listening to English as members of audience, while less than 25 % agreed.

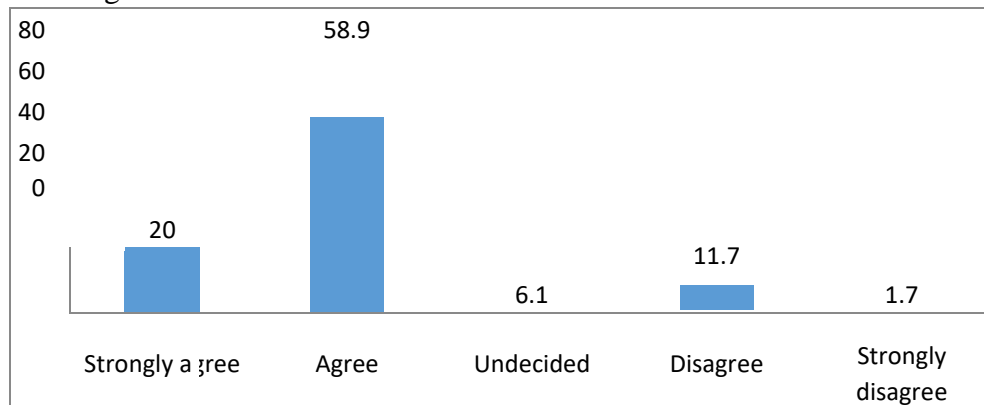
**Statement 27:** I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone.



**Figure 44. Participants` responses to statement 27**

*Figure 44* reveals that more than 75 % agreed that they feel nervous when listening to an English speaker on the phone or when imagining a situation where they listen to an English speaker on the phone, while less than 20 % disagreed.

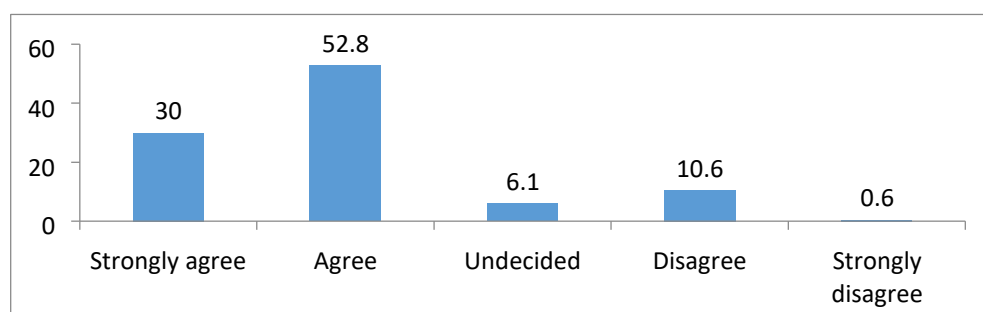
**Statement 28:** It's difficult for me to listen to English when there is even a little bit of background noise.



**Figure 45.** Participants' responses to statement 28

*Figure 45* shows that more than 80 % agreed that it is difficult for them to listen to English when there is even a little bit of background noise, while less than 15 % disagreed.

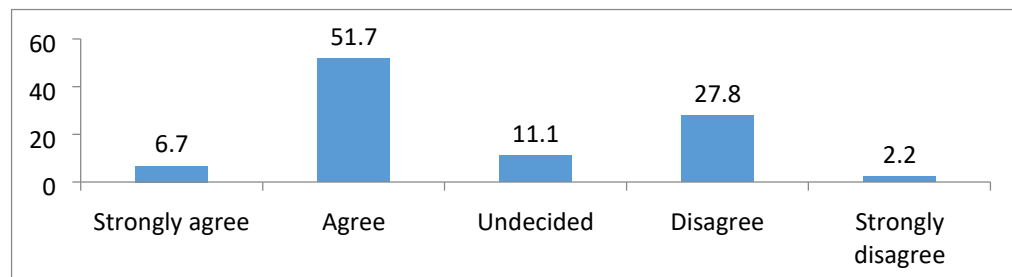
**Statement 29:** Listening to new information in English makes me uneasy.



**Figure 46.** Participants' responses to statement 29

*Figure 46* demonstrates that more than 80% agreed that listening to new information in English makes them uneasy, while less than 15 % disagreed.

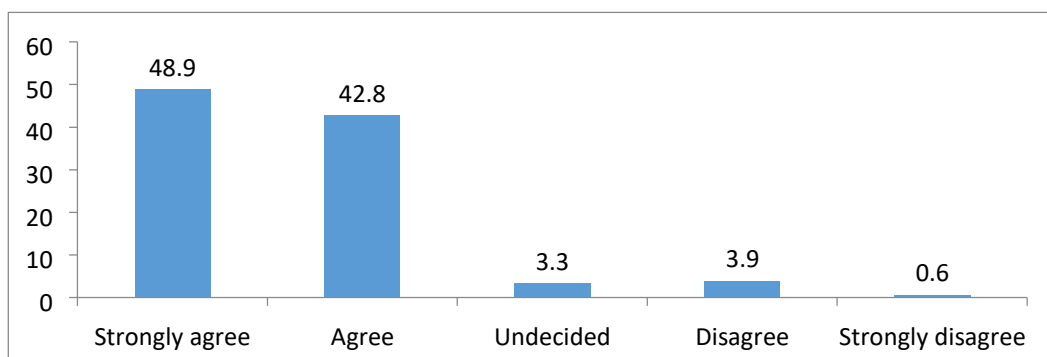
**Statement 30:** I get annoyed when I come across words that I don't understand while listening to English.



**Figure 47. Participants' responses to statement 30**

Figure 47 demonstrates that more than 55 % agreed that they get annoyed when they come across words that they don't understand while listening to English, while less than 30 % disagreed.

**Statement 31:** English stress and intonation seem familiar to me.

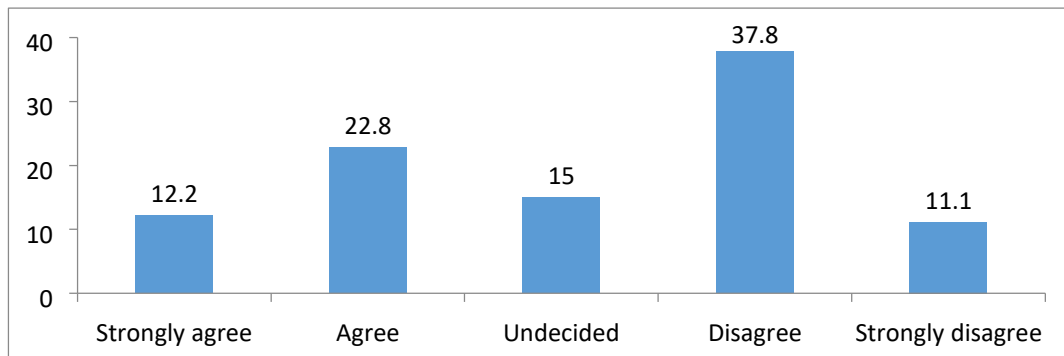


**Figure 48. Participants' responses to statement 31**

Figure 48 shows that more than 93 % agreed that English stress and intonation seem familiar to them, while a very low percentage 6 % disagreed.

**Statement 32:** When listening to English, I often understand the words but still can't quite understand what the speaker means.

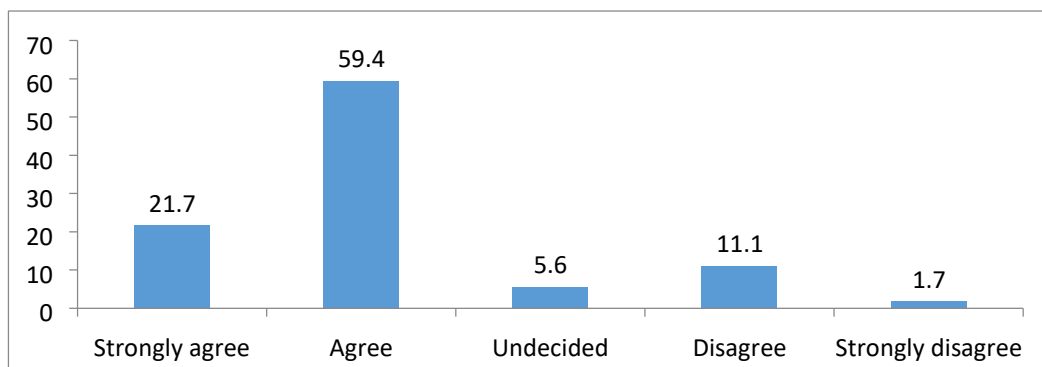




**Figure 49. Participants` responses to statement 32**

Figure 49 shows that more than 45 % disagreed that when listening to English, they often understand the words but still can't quite understand what the speaker means, while less than 40 % agreed.

**Statement 33:** It frightens me when I cannot catch a keyword of an English listening passage.

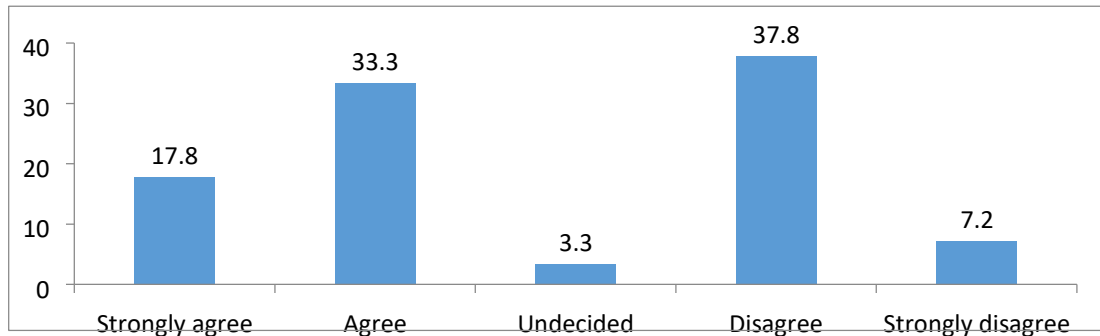


**Figure 50. Participants` responses to statement 33**

Figure 50 indicates that more than 80 % agreed that it frightens them when they cannot catch a keyword of an English listening passage, while less than 15 % disagreed.

### Participants` responses to the FLLAS in the post- test period.

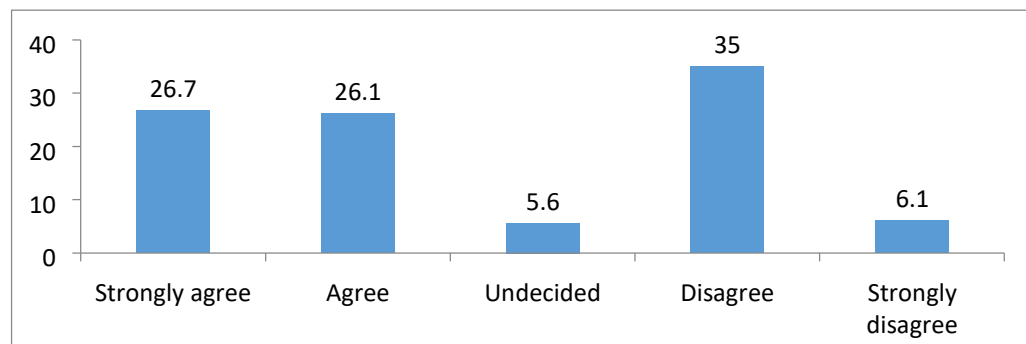
**Statement 1:** When listening to English, I tend to get stuck on one or two unknown words.



*Figure 51.* Participants` responses to statement 1

*Figure 51* demonstrates that around 45 % disagreed that when listening to English they tend to get stuck on one or two unknown words, while 50 % disagreed.

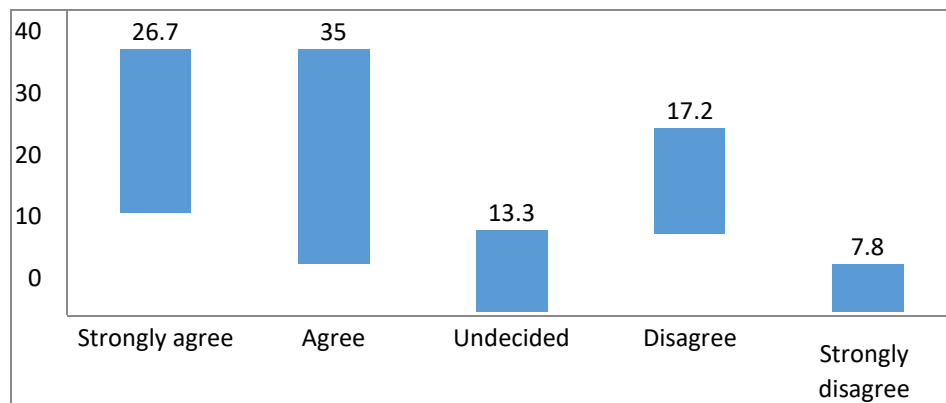
**Statement 2:** I get nervous if a listening passage is read only once during English listening tests.



*Figure 52.* Participants` responses to statement 2

*Figure 52* shows that 52 % of the participants agreed that they get nervous if a listening passage is read only once during English listening tests, while less than 41 % disagreed.

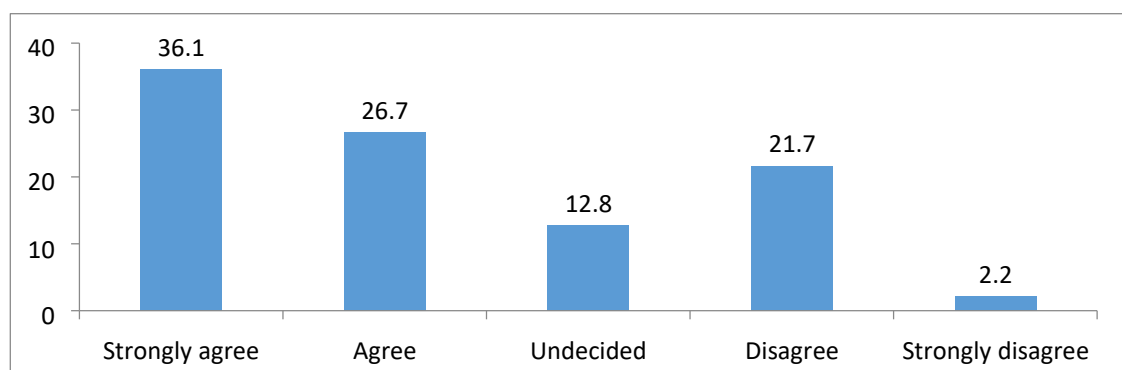
**Statement 3:** When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.



*Figure 53.* Participants` responses to statement 3

*Figure 53* shows that around 61 % agreed that when someone pronounces words differently from the way they pronounce them they find it difficult to understand, while less than 25% disagreed.

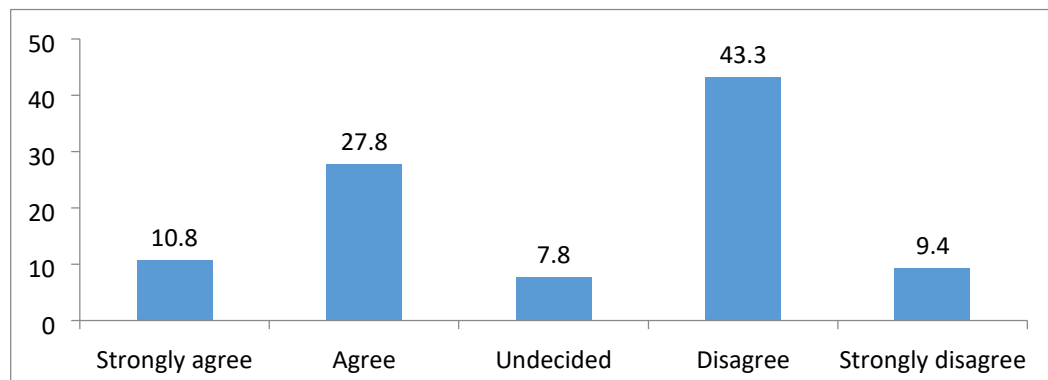
**Statement 4:** When someone speaks English very fast, I worry that I might not understand all of it.



*Figure 54.* Participants` responses to statement 4

*Figure 54* indicates that a high percentage 62 % agreed that when someone speaks English very fast, they worry that they might not understand all of it, while less than 23 % disagreed.

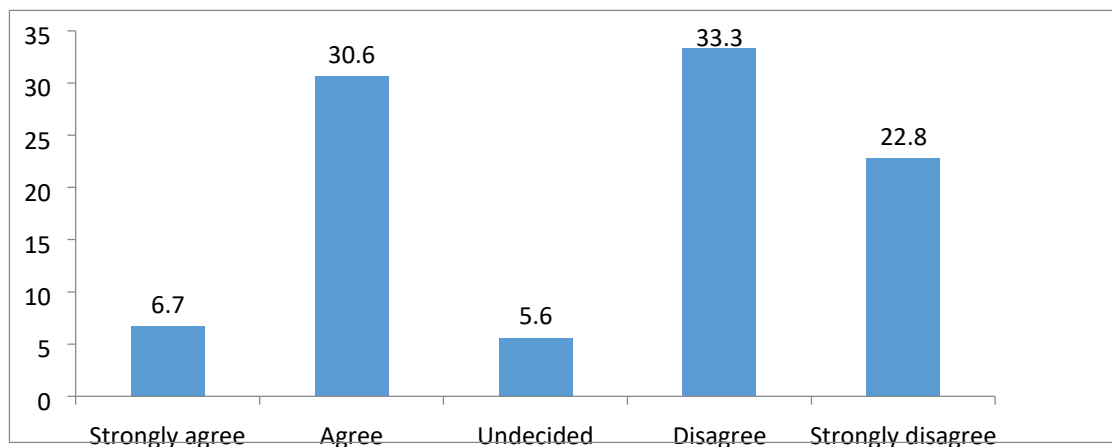
**Statement 5:** I am nervous when I am listening to English if I am not familiar with the topic.



**Figure 55. Participants' responses to statement 5**

Figure 55 shows that more than 52 % do not feel nervous when they are listening to English even if they are not familiar with the topic, while 38 % still feel nervous.

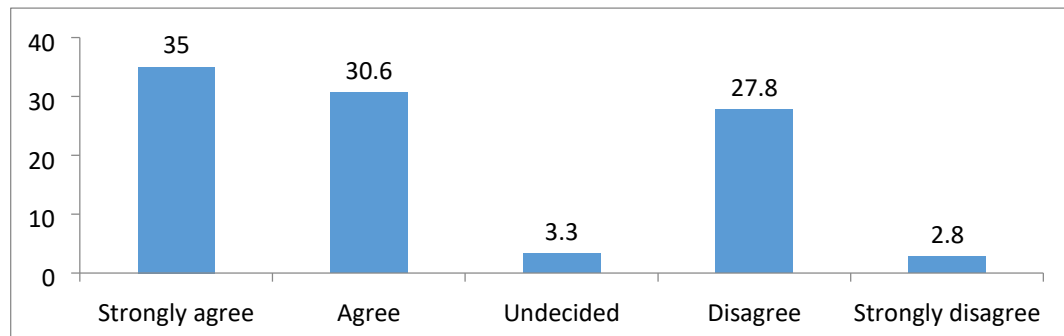
**Statement 6:** It's easy to guess about the parts that I miss while listening to English.



**Figure 56. Participants' responses to statement 6**

Figure 56 indicates that more than 56 % disagreed that it is easy for them to guess about the parts that they miss while listening to English, while less than 37 % agreed.

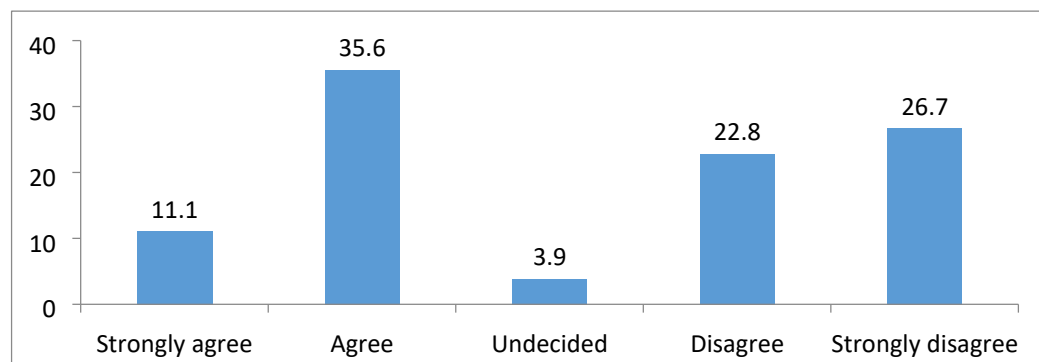
**Statement 7:** If I let my mind drift even a little bit while listening to English, I worry that I miss important idea.



**Figure 57. Participants` responses to statement 7**

Figure 57 shows that around 65% agreed that if they let their mind drift even a little bit while listening to English they worry that they miss important idea, while less than 30 % disagreed.

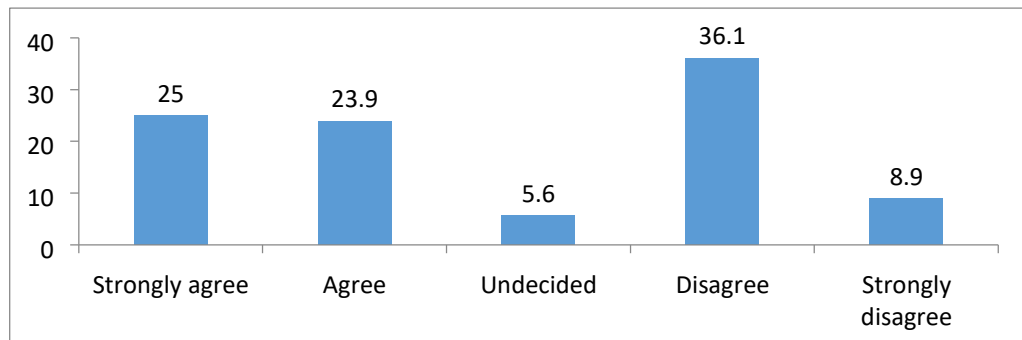
**Statement 8:** When I`m listening to English, I am worried when I can`t watch the lips or facial expression of a person who is speaking.



**Figure 58. Participants` responses to statement 8**

Figure 58 indicates that around 48 % disagreed that when listening to English they feel worried when they can`t watch the lips or facial expression of a person who is speaking, while 46 % agreed and the rest remained undecided.

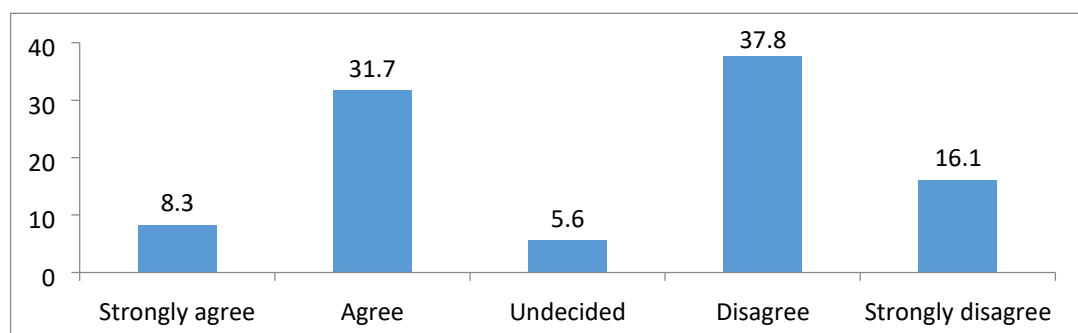
**Statement 9:** During English listening tests, I get nervous and confused when I don`t understand every word.



**Figure 59. Participants` responses to statement 9**

Figure 59 demonstrates that around 45 % disagreed that during English listening tests, they get nervous and confused when they don't understand every word, while 48 % agreed and around 5 % remained undecided.

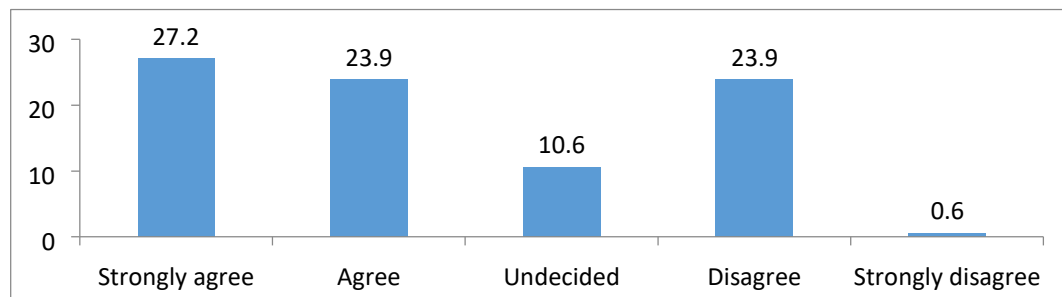
**Statement 10:** When listening to English, it is difficult to differentiate the words from one another.



**Figure 60. Participants` responses to statement 10**

Figure 60 indicates that less than 53 % disagreed that it is difficult to differentiate the words from one another when listening to English, while more than 39 % agreed and the rest remained undecided.

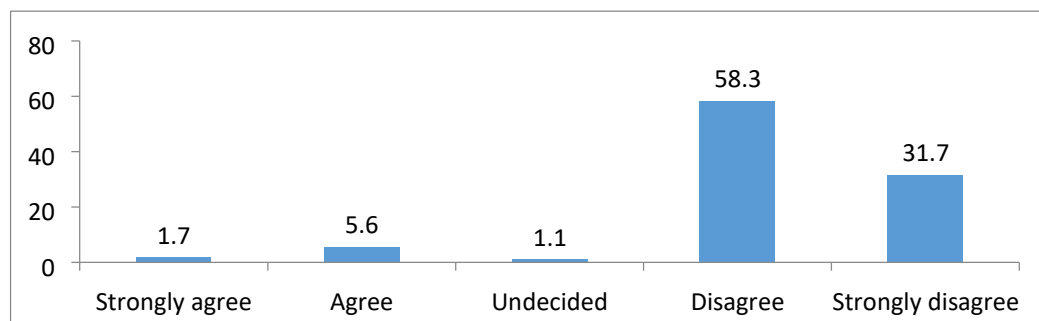
**Statement 11:** I feel comfortable in class when listening to English without the written text.



**Figure 61.** Participants' responses to statement 11

Figure 61 shows that more than 51 % agreed that they feel comfortable in class when listening to English without the written text, while less than 24 % disagreed and the rest remained undecided.

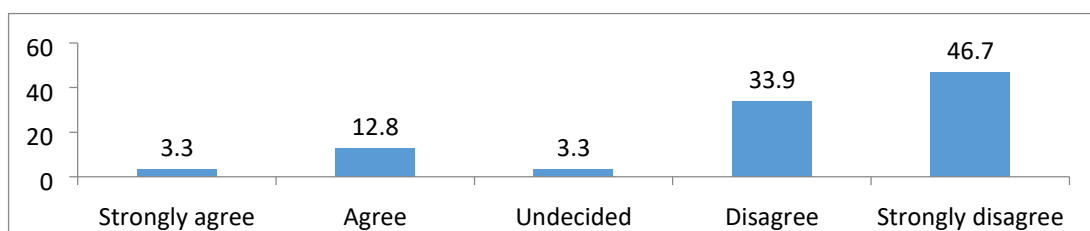
**Statement 12:** I have difficulty understanding oral instructions given to me in English.



**Figure 62.** Participants' responses to statement 12

Figure 62 shows that more than 90 % disagreed that they have difficulty understanding oral instructions given to me in English, while less than 9 % agreed and only 1 % remained undecided.

**Statement 13:** It is hard to concentrate on what English speakers are saying unless I know them well.



**Figure 63. Participants' responses to statement 13**

Figure 63 indicates that more than 80 % disagreed that it is hard to concentrate on what English speakers are saying unless they know them well, while less than 17 % agreed and only 3 % remained undecided.

**Statement 14:** I feel confident when I am listening in English.

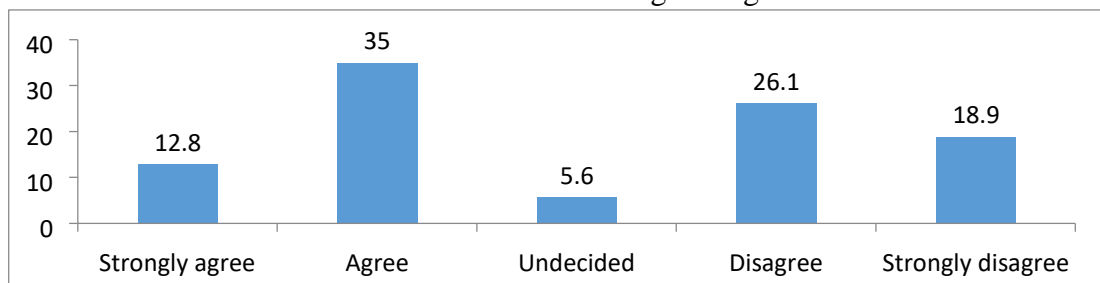
**Figure 64. Participants' responses to statement 14**

Figure 64 shows that around 48 % agreed that they feel confident when they are listening in English, while 44 % disagreed and 6 % remained undecided.

**Statement 15:** When I'm listening to English, I often get so confused I can't remember what I have heard.

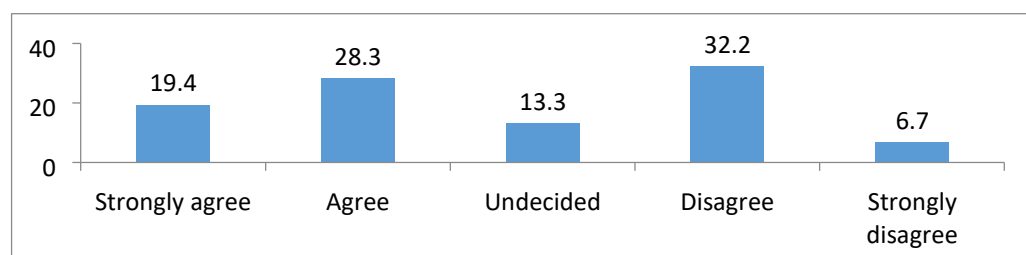
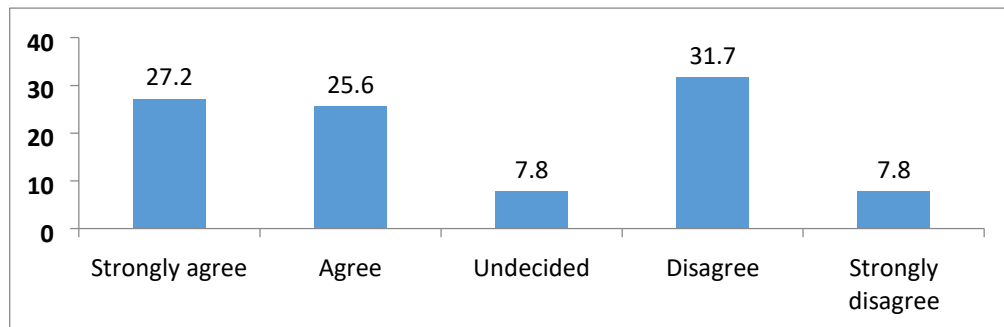
**Figure 65. Participants' responses to statement 15**

Figure 65 demonstrates that around 38% agreed that when they are listening to English, they often get so confused that they can't remember what they have heard, while 39 % disagreed and only 13 % remained undecided.

**Statement 16:** I fear I have inadequate background knowledge of some topics when listening to important information in English.

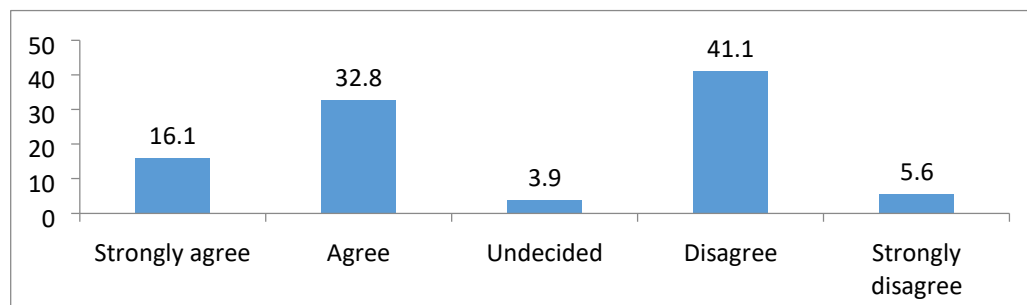




**Figure 66. Participants' responses to statement 16**

Figure 66 shows that around 55 % agreed that they fear they have inadequate background knowledge of some topics when listening to important information in English, while less than 40 % agreed and only 7 % only remained undecided.

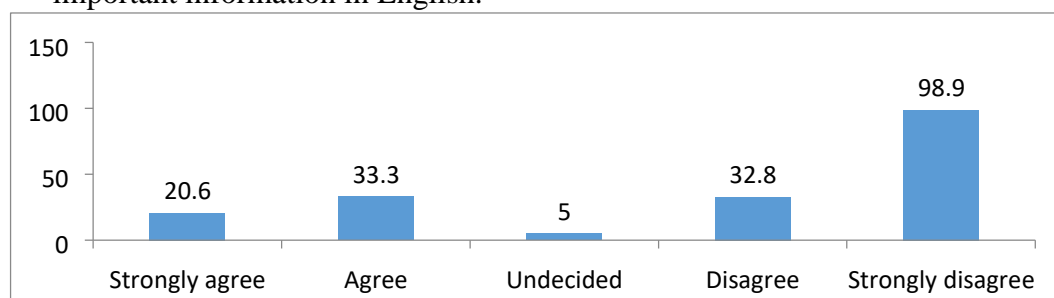
**Statement 17:** My thoughts become jumbled and confused when listening to important information in English.



**Figure 67. Participants' responses to statement 17**

Figure 67 indicates that 48 % agreed that their thoughts become jumbled and confused when listening to important information in English, while 46 % disagreed and only 4 % remained undecided.

**Statement 18:** My thoughts become jumbled and confused when listening to important information in English.



**Figure 68. Participants` responses to statement 18**

Figure 68 shows that a very high percentage 90% strongly disagreed that their thoughts become jumbled and confused when listening to important information in English, while less than 5 % disagreed and only 5 % remained undecided.

**Statement 19:** I get worried when I have little time to think about what I hear in English.

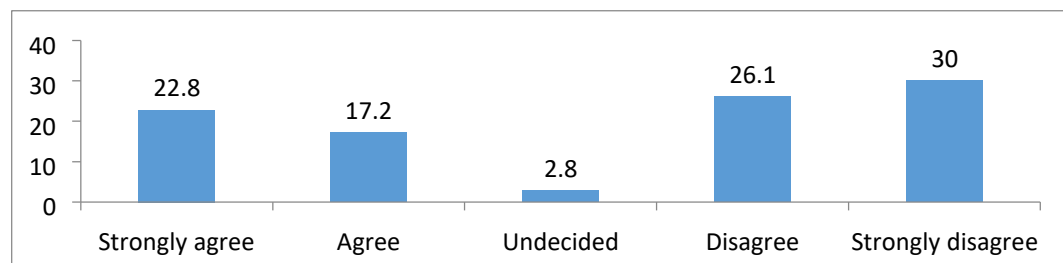
**Figure 69. Participants` responses to statement 19**

Figure 69 shows that around 37 % agreed that they get worried when they have little time to think about what they hear in English, while more than 56 % disagreed and only 3 % remained undecided.

**Statement 20:** When I am listening to English, I usually end up translating word by word without understanding the content.

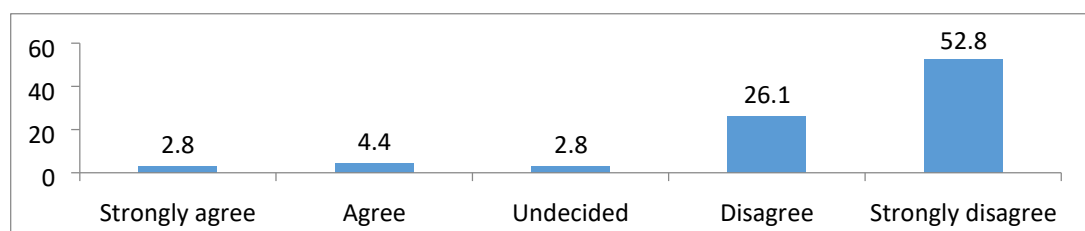
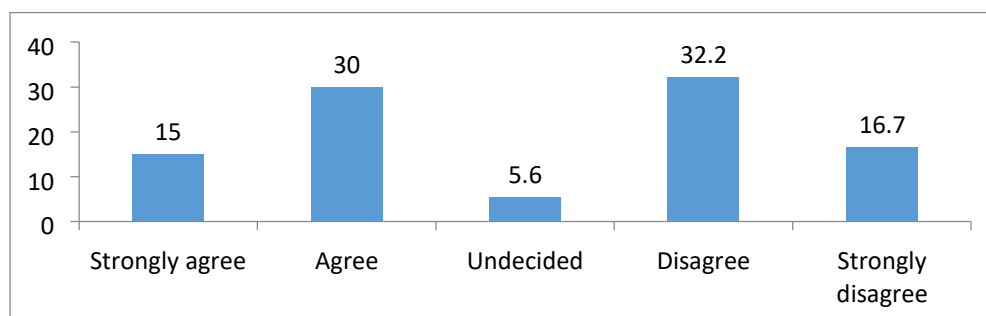
**Figure 70. Participants` responses to statement 20**

Figure 70 indicates that a high percentage of participants 78 % disagreed that they usually end up translating word by word without understanding the content, while less than 10 % agreed and only 2 % remained undecided.

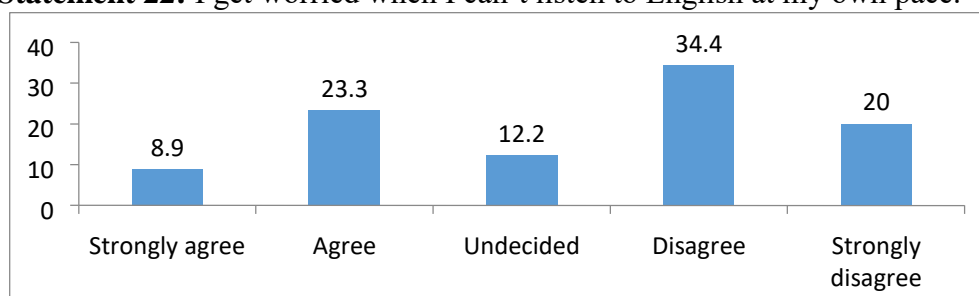
**Statement 21:** I would rather not listen to people who speak English at all.



**Figure 71.** Participants' responses to statement 21

Figure 71 shows that 46 % agreed that they would rather not listen to people who speak English at all, while 49 % disagreed and only 5 % remained undecided.

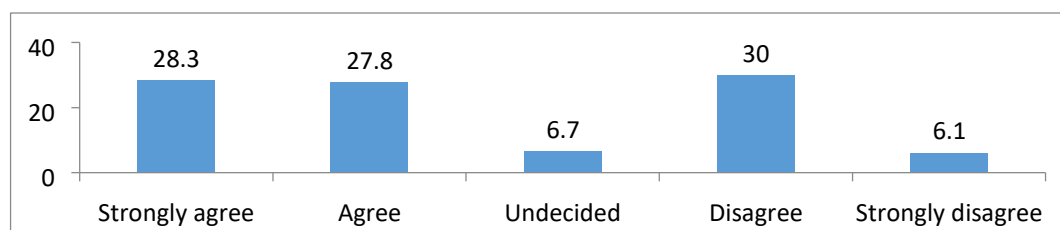
**Statement 22:** I get worried when I can't listen to English at my own pace.



**Figure 72.** Participants' responses to statement 22

Figure 72 indicates that less than 33 % agreed that they get worried when they can't listen to English at my own pace, while more than 55 % disagreed and only 12 % remained undecided.

**Statement 23:** I keep thinking that everyone else except me understand very well what an English speaker is saying.

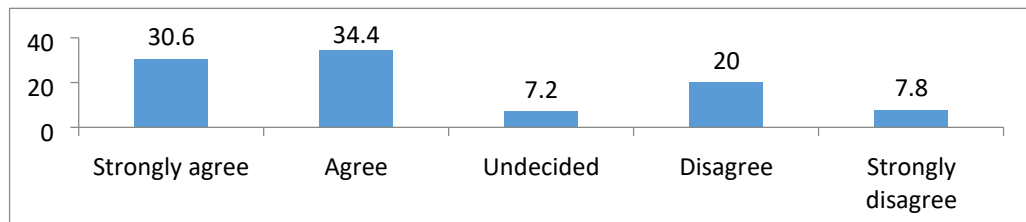


**Figure 73.** Participants' responses to statement 23

Figure 73 shows that 55 % agreed that they keep thinking that everyone else except

them understand very well what an English speaker is saying, while 36 % disagreed and only 6 % remained undecided.

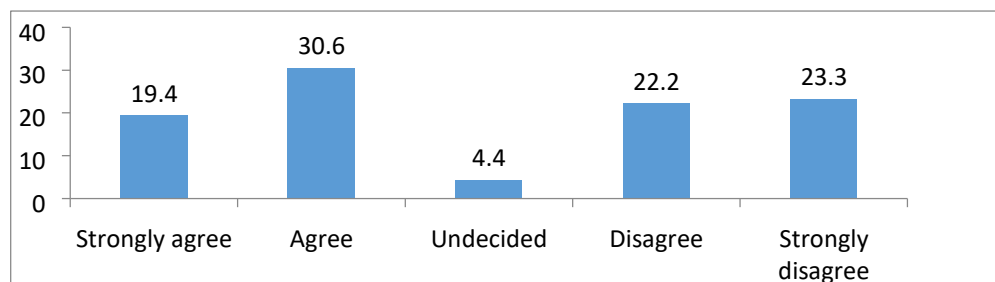
**Statement 24:** I get upset when I'm not sure whether I understand what I am listening in English.



**Figure 74. Participants' responses to statement 24**

Figure 74 shows that 70 % agreed that they get upset when they are not sure whether they understand what I am listening in English. while 28 % disagreed and only 7 % remained undecided.

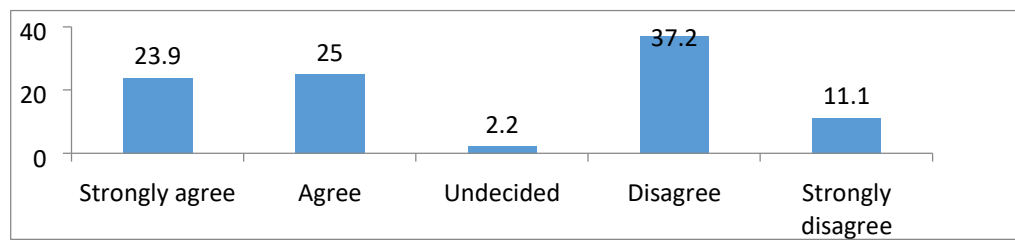
**Statement 25:** If a person speaks English very quietly, I am worried about understanding.



**Figure 75. Participants' responses to statement 25**

Figure 75 indicates that around 50 % agreed that if a person speaks English very quietly, they feel worried about understanding, while 46 % disagreed and only 4 % remained undecided.

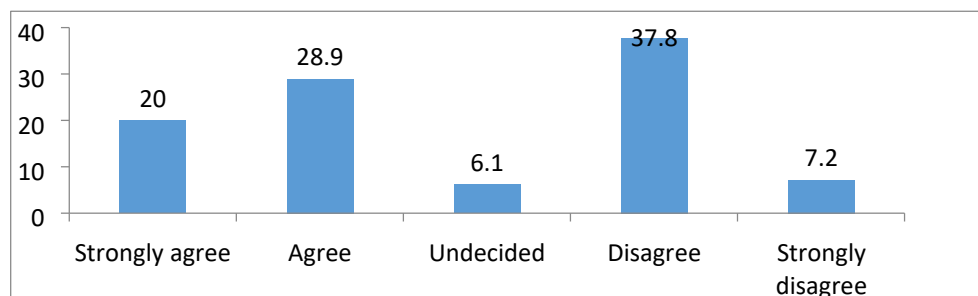
**Statement 26:** I have no fear of listening to English as a member of an audience.



**Figure 76.** Participants` responses to statement 26

Figure 76 shows that 48 % agreed that they have no fear of listening to English as a member of an audience, while 48 % disagreed and only 2 % remained undecided.

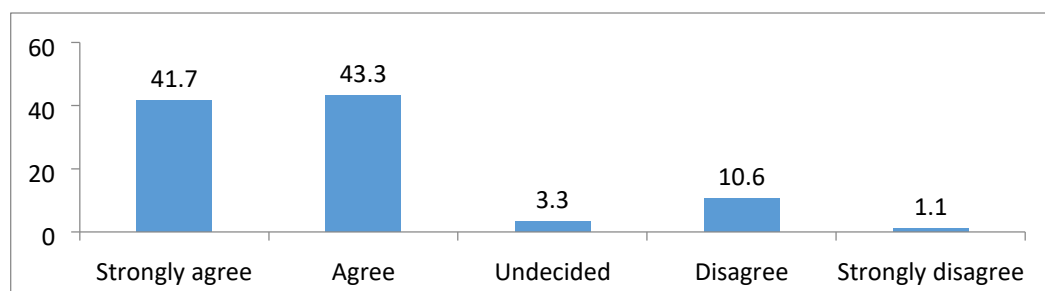
**Statement 27:** I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone.



**Figure 77.** Participants` responses to statement 27

Figure 77 shows that 48 % agreed that they feel nervous when listening to an English speaker on the phone or when imagining a situation where they listen to an English speaker while 43 % disagreed and only 6 % remained undecided.

**Statement 28:** It`s difficult for me to listen to English when there is even a little bit of background noise.



**Figure 78. Participants` responses to statement 28**

Figure 78 indicates that 85 % agreed that it`s difficult for me to listen to English when there is even a little bit of background noise, while 11 % disagreed and only 3 % remained undecided.

**Statement 29:** Listening to new information in English makes me uneasy.

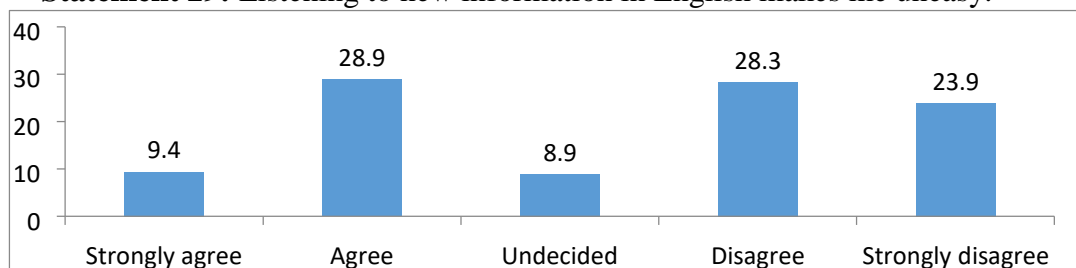
**Figure 79. Participants` responses to statement 29**

Figure 79 shows that 37 % agreed that listening to new information in English makes them uneasy while 51 % disagreed and only 8 % remained undecided.

**Statement 30:** I get annoyed when I come across words that I don`t understand while listening to English.

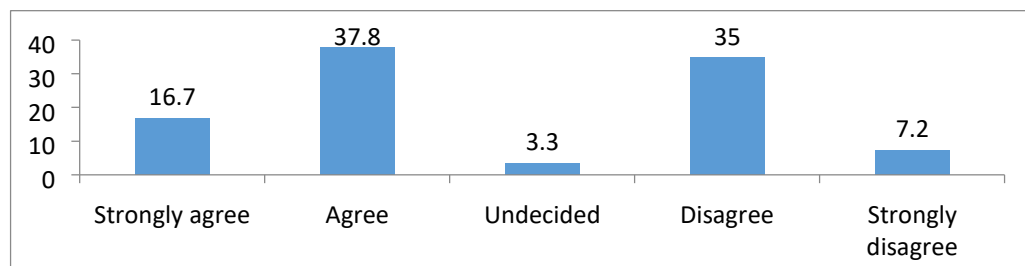
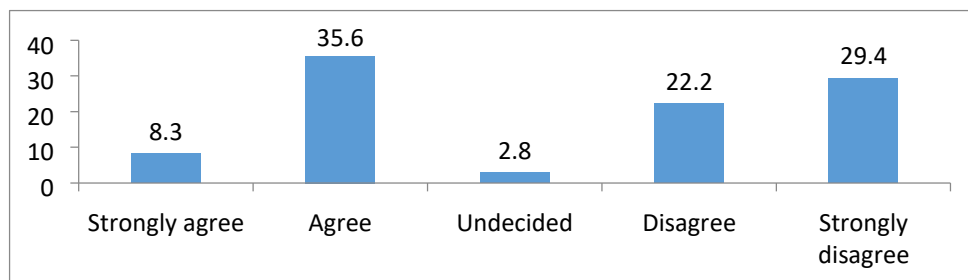
**Figure 80. Participants` responses to statement 30**

Figure 80 indicates that 53 % agreed they get annoyed when they come across words that they don`t understand while listening to English, while 42 % disagreed and only 3 % remained undecided.

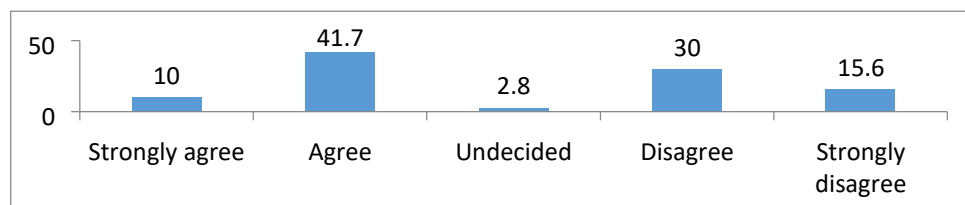
**Statement 31:** English stress and intonation seem familiar to me.



**Figure 81.** Participants` responses to statement 31

Figure 81 shows that 44 % agreed English stress and intonation seem familiar to them, while 52 % disagreed and only 2 % remained undecided.

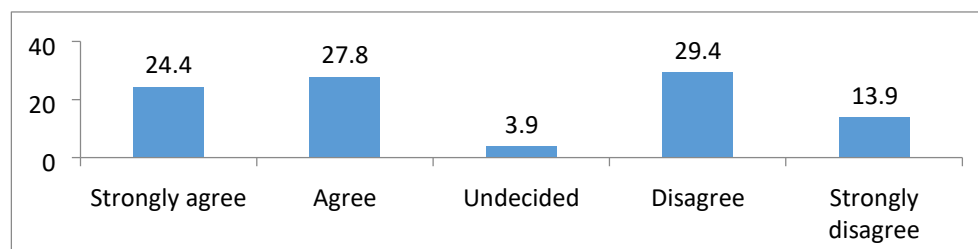
**Statement 32:** English stress and intonation seem familiar to me.



**Figure 82.** Participants ` responses to statement 32

Figure 82 demonstrates that 51 % agreed that English stress and intonation seem familiar to them, while 35 % and only 2 % remained undecided.

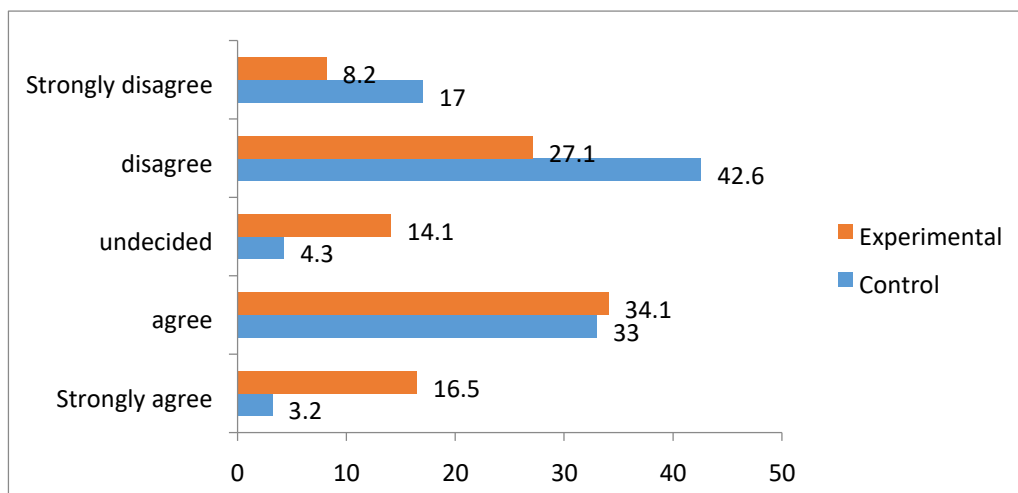
**Statement 33:** English stress and intonation seem familiar to me.



**Figure 83.** Participants ` responses to statement 33

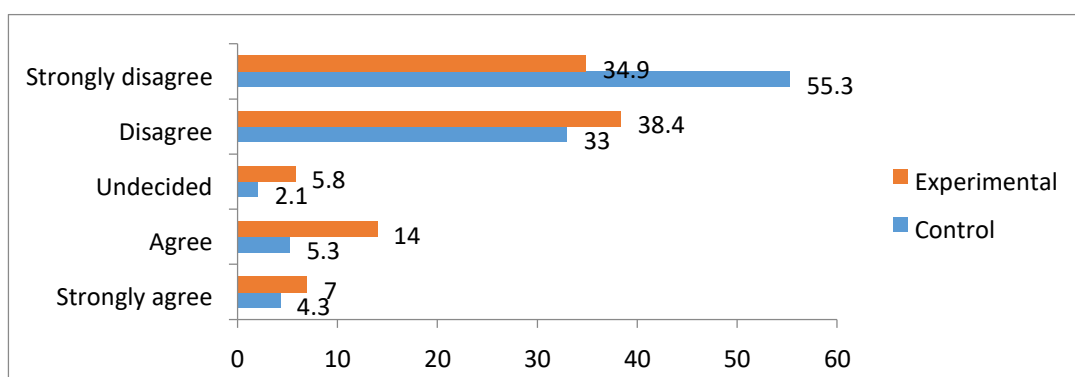
Figure 83 illustrates that 51 % agreed that English stress and intonation seem familiar to them, while 33 % disagreed and only 3 % remained undecided.

**Comparing the responses of both control and experimental in pre-testing period to the negative statements**



**Figure 84. Comparison between the control and experimental group regarding statement 6: It's easy to guess about the parts that I miss while listening to English.**

Figure 84 shows the control and experimental group attitudes towards statement 1. It is obvious that both of them disagreed that it is easy for them to guess about the parts that they miss while listening to English 42% control and 27% experimental.

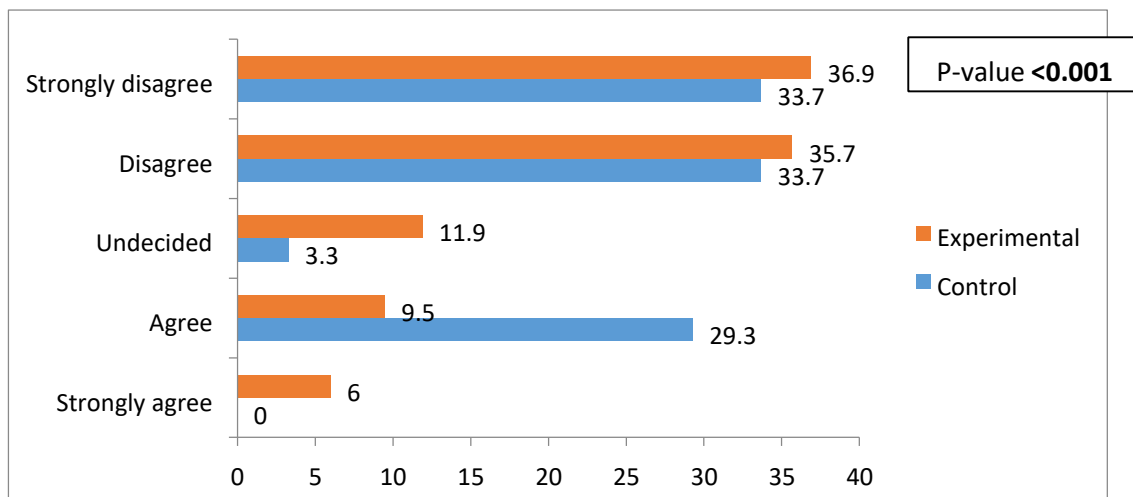


**Figure 85. Comparison between the control and experimental groups regarding statement 14: I feel confident when I am listening in English.**

Figure 85 shows the control and experimental group attitudes towards statement 14. It is obvious that both of them disagreed that they feel confident when they are listening in English 55 %

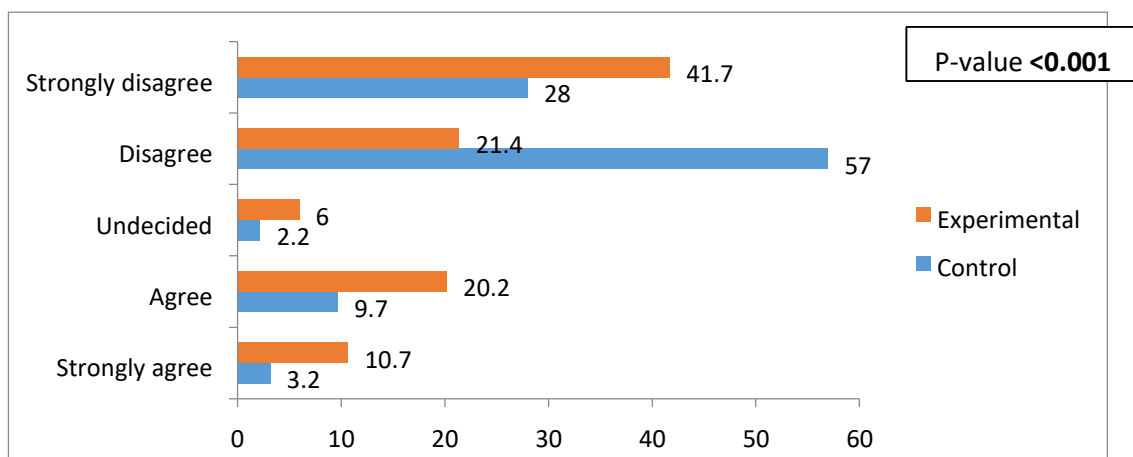


control and 38 % experimental.



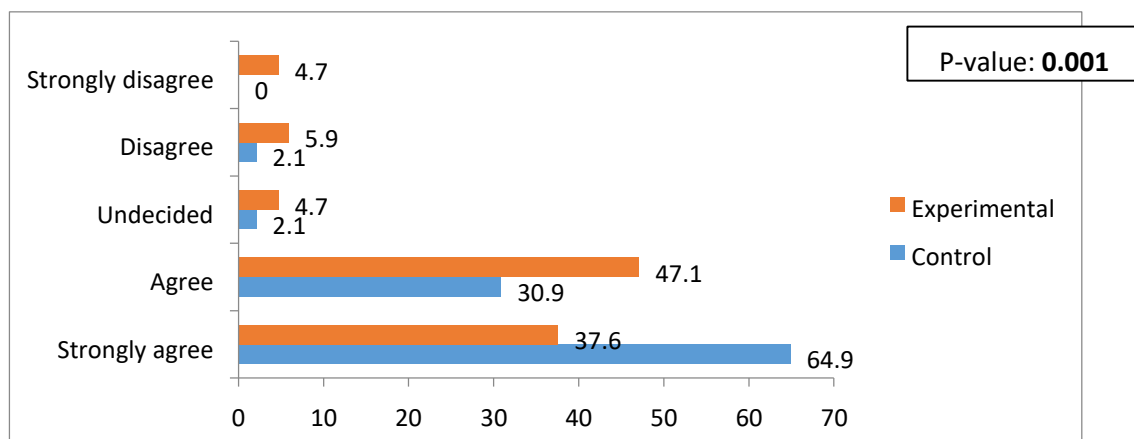
**Figure 86. Comparison between the control and experimental groups regarding statement 20 :When I am listening to English, I usually end up translating word by word without understanding the content.**

Figure 86 shows the control and experimental group attitudes towards statement 14. It is obvious that both of them agreed that they when listening to English, they usually end up translating word by word without understanding the content 37 % control and 34 % experimental.



**Figure 87. Comparison between the control and experimental groups regarding statement 25: If a person speaks English very quietly, I am worried understanding.**

Figure 87 shows the control and experimental group attitudes towards statement 14. It is obvious that both of them agreed that if a person speaks English very quietly, they are worried understanding 41 % control and 57% experimental.

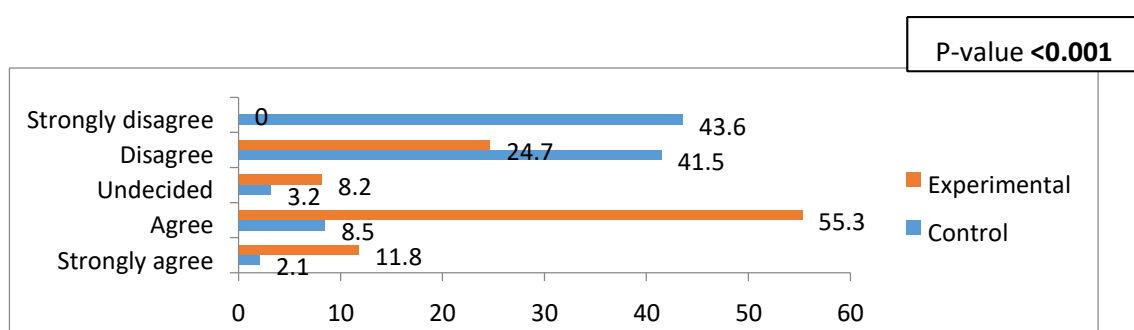


**Figure 88. Comparison between the control and experimental groups**

**Statement 31: English stress and intonation seem familiar to me.**

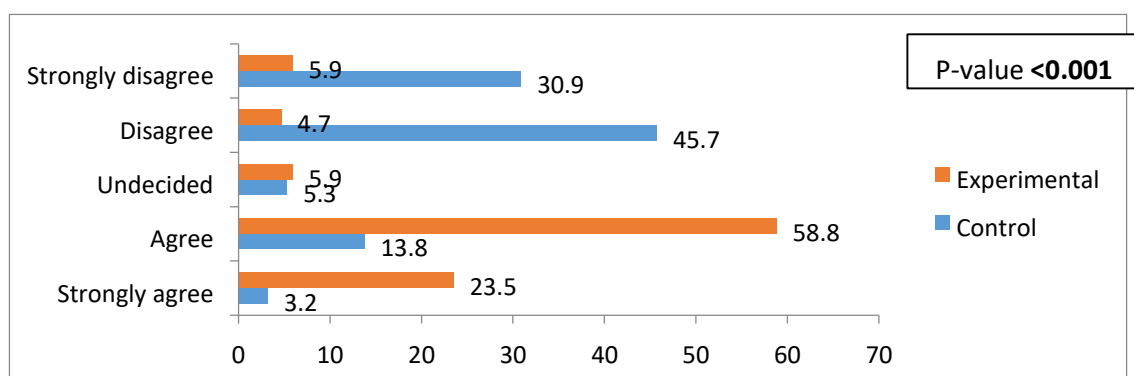
Figure 88 shows the control and experimental group attitudes towards statement 14. It is obvious that both of them agreed that English stress and intonation seem familiar to them 64 % control and 37% experimental.

**Comparing the responses of both control and experimental in the post-testing period.**



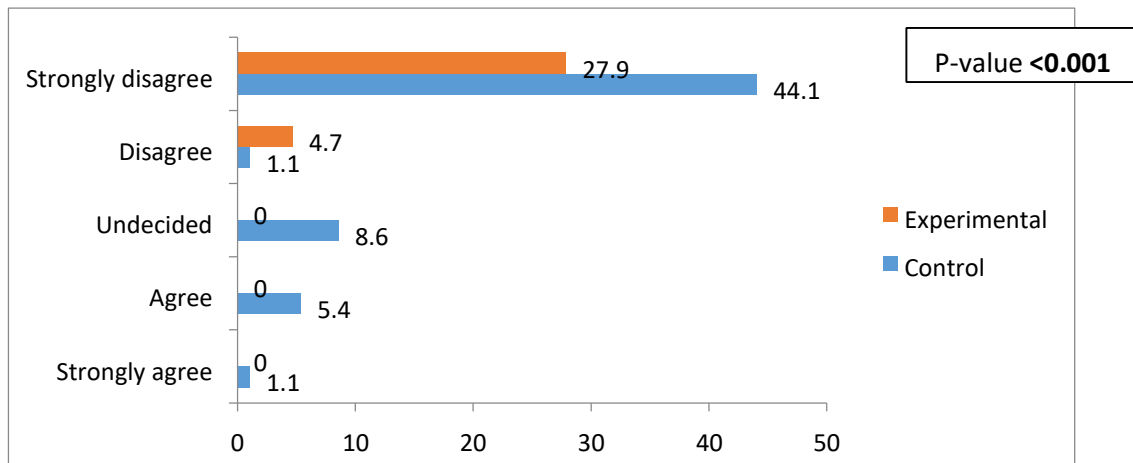
**Figure 89. Comparison between the control and experimental groups responses regarding statement 6: It's easy to guess about the parts that I miss while listening to English.**

Figure 89 shows the control and experimental group attitudes towards statement 6. It is obvious that only the experimental group 76 % agreed that it is easy for them to guess about the parts that they miss while listening to English, but 34% of the control group disagreed.



**Figure 90. Comparison between the control and experimental groups responses regarding statement 14: I feel confident when I am listening in English.**

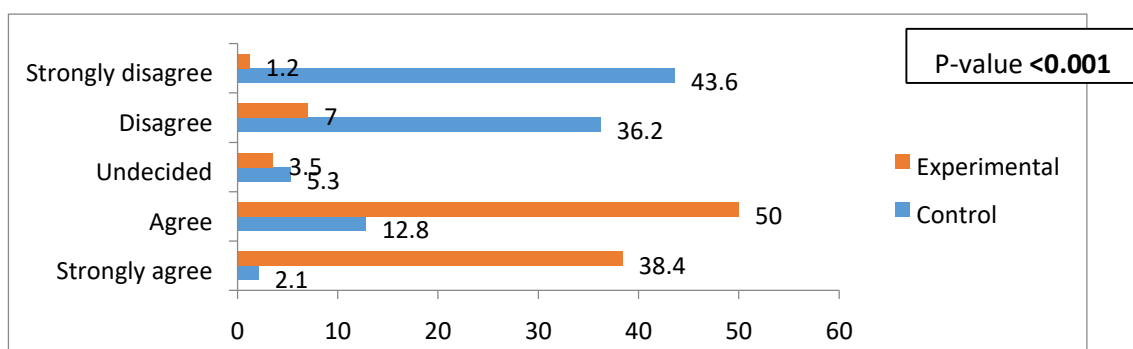
Figure 90 shows the control and experimental group attitudes towards statement 14. It is obvious that only the experimental group 59 % agreed that they feel confident when they are listening to English, but 41 % of the control group disagreed.



**Figure 91. Comparison between the control and experimental groups regarding statement 20: When I am listening to English, I usually end up translating word by word without understanding the content.**

Figure 91 shows the control and experimental group attitudes towards statement 20.

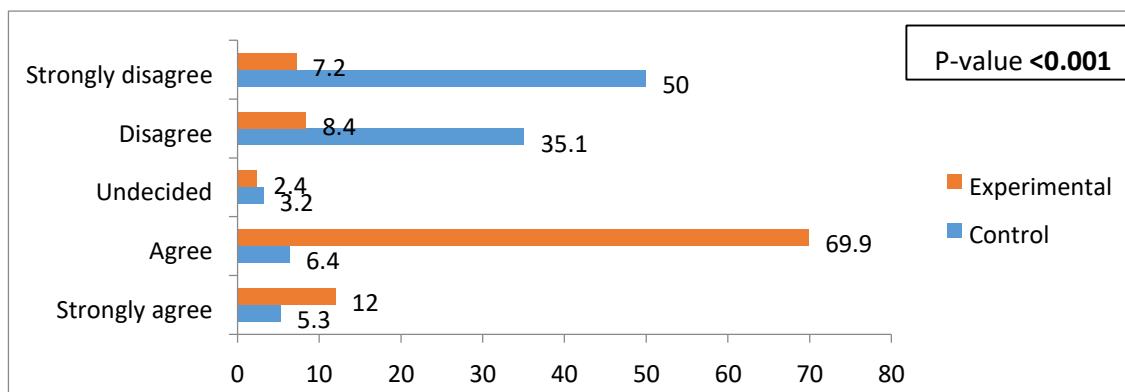
It is obvious that both the experimental 28 % and the control group disagreed 44 % agreed that while they are listening to English, they usually end up translating word by word without understanding the content.



**Figure 92. Comparison between the control and experimental responses to statement 25: If a person speaks English very quietly, I am worried understanding.**

Figure 92 shows the control and experimental group attitudes towards statement

25. It is clearly indicated that 88 % of the experimental disagreed that they feel worried understanding if a person speaks English very quietly while 12 % of the control group agreed that while they are listening to English, they usually end up translating word by word without understanding the content.



**Figure 93. Comparison between the control and experimental regarding statement 31: English stress and intonation seem familiar to me.**

Figure 93 shows the control and experimental group attitudes towards statement 31.

It is clearly indicated that 70 % of the experimental agreed that English stress and intonation seem familiar to them while 30 % of the control group disagreed.

Table 22 shows descriptive statistics of FLLAS in the pre-invention phase. In the pre-intervention phase: the first category ranges from 22 to 92 with a mean of 43.42 and a standard deviation of 13.66. The second category ranges from 10 to 30 with a mean of 20.86 and a standard deviation of 4.99. The third category ranges from 7 to 34 with a mean of 20.13 and a standard deviation of 7.84. The result shows anxiety due to the second and third categories are roughly equal. Anxiety caused by the insufficient prior knowledge for the participants is less than the anxiety due to the lack of confidence or tension and worry over English listening.

**Table 22** *Descriptive statistics of FLLAS in the pre-intervention phase*

	<b>Listening Worry</b>	<b>Confidence</b>	<b>Prior Knowledge</b>
<b>Minimum</b>	22	10	7
<b>Maximum</b>	92	30	34
<b>Mean</b>	43.42	20.86	20.13
<b>Standard Deviation</b>	13.66	4.99	7.84

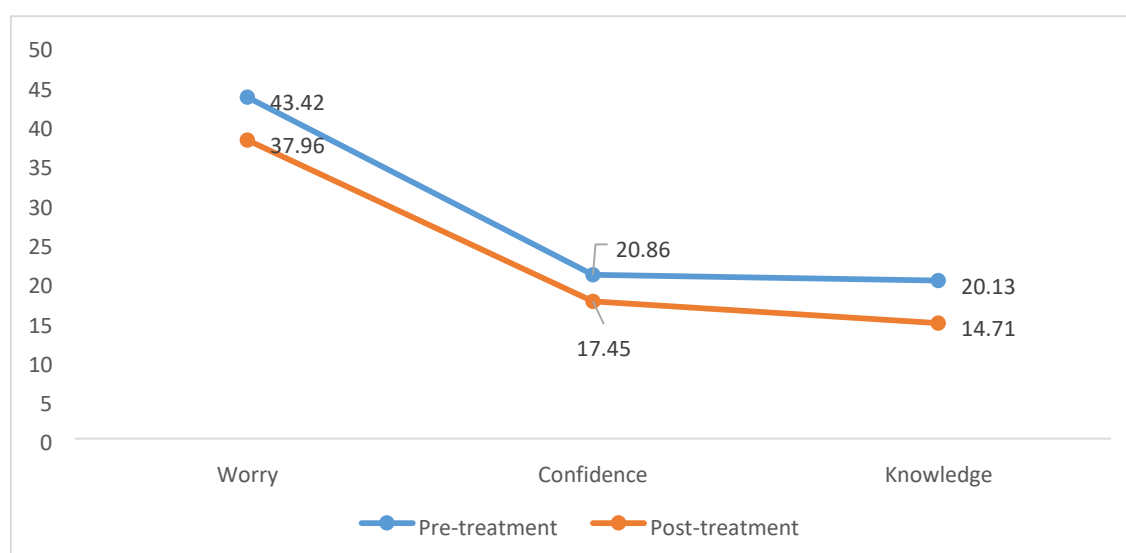
Table 23 highlights the descriptive statistics of FLLAS in the post-intervention phase. In the post-intervention phase: The first category ranges from 24 to 72 with a mean of 37.96 and a standard deviation of 9.84. The second category ranges from 12 to 31 with a mean of 17.45 and a standard deviation of 3.44. The third category ranges from 8 to 30 with a mean of 14.71 and a standard deviation of 4.33. Anxiety caused by the insufficient prior knowledge for the participants is less than the anxiety due to the lack of confidence or tension and worry over English listening

**Table 23** *Descriptive statistics of FLLAS in the post-intervention*

	<b>Listening Worry</b>	<b>Confidence</b>	<b>Prior Knowledge</b>
<b>Minimum</b>	24	12	8
<b>Maximum</b>	72	31	30
<b>Mean</b>	37.96	17.45	14.71

<b>Standard Deviation</b>	9.84	3.44	4.33
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**H0 4:** There will be no significant difference in the listening anxiety mean scores of the control and experiment group participants` at  $\alpha \leq .05$ .



**Figure 94. Graph showing listening anxiety pre and post-treatment**

Figure 94 demonstrates the percentage of listening anxiety before and after the treatment. It is clearly obvious that there was a statistically significant difference in the mean anxiety score in the 3 categories of the overall population.

Table 24 shows the reliability of Foreign Language Anxiety Scale. As a result of SPSS analysis, Cronbach's coefficient alpha is 0.899 for the FLLAS and Cronbach's coefficient alpha of the three categories are 0.808 for the category about the tension and worry over English listening and 0.647 for the category about lack of confidence in English listening and 0.779 for the category about concern about insufficient prior knowledge. The results are acceptable because Cronbach's coefficient alpha of the overall scale is higher than 0.80 and Cronbach's coefficient alpha of the subcategories

is higher than 0.60. Therefore, it is a scale with high reliability and the items in the scale are consistent.

**Table 24 Reliability of Foreign Language Anxiety**

Scale	Cronbach`s Coefficient Alfa
The Anxiety Scale	0.899
Tension and Worry over Listening	0.808
Lack of Self-confidence	0.647
Concern about the Insufficient Prior Knowledge	0.779

Table 24 compares the FLLAS categories in the control group in the pre and post-testing period. To address the research hypothesis (# 4), a paired sample t-test was conducted to compare the anxiety score of the control group in the three categories. Listening worry (pre:  $35.16 \pm 6.55$ , post:  $37.76 \pm 5.93$ ;  $\alpha$ -value  $<0.0021$ ), confidence (pre:  $16.40 \pm 2.99$ , post:  $17.05 \pm 2.93$ ;  $\alpha$ -value  $<0.089$ ) and prior knowledge (pre:  $13.86 \pm 3.53$ , post:  $13.29 \pm 3.21$ ;  $\alpha$ -value  $<0.1$ ).



**Table 25 Comparing the FLLAS Categories in the Control Group in Pre and Post-testing Period**

	Groups	Mean $\pm$ SD	t-value	P-value	95% Confid Interval	
<b>Listening Worry</b>	- Pre test	35.16 $\pm$ 6.55	5.655	<0.001	2.21	4.59
	- Post test	37.76 $\pm$ 5.93				
<b>Confidence</b>	- Pre test	16.40 $\pm$ 2.99	-1.718	0.089	-1.39	0.101
	- Post test	17.05 $\pm$ 2.93				
<b>Prior Knowledge</b>	- Pre test	13.86 $\pm$ 3. 53	1.345	0.182	-0.27	4.42
	- Post test	13.29 $\pm$ 3.21				

Table 25 compares the FLLAS categories in the experimental group in pre and post-testing period. A paired sample t-test was conducted to compare the anxiety score of the three categories in the experimental group. Listening worry (pre: 35.16  $\pm$  6.55, post: 37.76  $\pm$  5.93;  $\alpha$ -value <0.0021), confidence (pre: 25.08  $\pm$  2.75, post: 18.68  $\pm$  3.35;  $\alpha$ -value <0.001) and prior knowledge (pre: 27.55  $\pm$  3.35, post: 15.47  $\pm$  5.934.76;  $\alpha$  value <0.0021). Therefore, the null hypothesis that there will be no significant difference in the listening anxiety mean scores of the control and experiment group participants` at  $\alpha \leq .05$  was rejected.

**Table 26 Comparing the FLLAS Categories in the Experimental Group in Pre and Post testing Period**

	Groups	Mean $\pm$ SD	t-value	P-value	95% Confidence Interval	
<b>Listening Worry</b>	- Pre test	56.27 $\pm$ 6.08	-11.468	<0.001	-18.29	-12.88
	- Post test	40.68 $\pm$ 11.76				
<b>Confidence</b>	- Pre test	18.68 $\pm$ 2.75	-13.997	<0.001	-7.31	-5.49
	- Post test	25 $\pm$ 3.57				
<b>Prior Knowledge</b>	- Pre test	15.55 $\pm$ 3.35	-21.894	<0.001	-13.18	-10.98
	- Post test	27.47 $\pm$ 4.76				

Table 26 compares between FLLAS categories between experimental and control groups in the pre-intervention phase. An independent sample t-test was conducted to compare the mean of anxiety scores in the experimental and control groups before the treatment period.

There was a significant difference in the anxiety score between the control and experimental groups in the three categories: listening worry ( $31.91 \pm 5.92$  vs.  $54.43 \pm 6.11$  respectively, There will be no significant difference in the listening anxiety mean scores of the control and experiment group participants` at  $\alpha \leq .05$ . -value: <0.001), confidence ( $16.93 \pm 2.91$  vs.  $25.15 \pm 2.73$ , There will be no significant difference in the listening anxiety mean scores of the control and experiment group participants` at  $\alpha \leq .05$ . -value: <0.001), and prior knowledge ( $13.29 \pm 3.21$  vs.  $27.54 \pm 3.28$ , There will be no significant difference in the listening anxiety mean scores of the control and

experiment group participants` at  $\alpha \leq .05$ . -value:  $<0.001$ ). Thus, the null hypothesis was rejected.

**Table 27 Comparison between FLLAS Categories between Experimental and Control Groups in the Pre-intervention Phase**

	Groups	Mean $\pm$ SD	t-value	P-value	95% Confidence Interval	
<b>Listening Worry</b>	- Control	31.91 $\pm$ 5.92	-1.585	$<0.001$	-26.38	-22.66
	-Experimental	56.43 $\pm$ 6.11				
<b>Confidence</b>	- Control	16.93 $\pm$ 2.91	-2.62	$<0.001$	-9.065	-7.37
	-Experimental	25.15 $\pm$ 2.73				
<b>Prior Knowledge</b>	- Control	13.29 $\pm$ 3.21	-0.519	$<0.001$	-15.22	-13.28
	- Experimental	27.54 $\pm$ 3.28				

Table 27 compares between FLLAS categories between experimental and control groups in the post-intervention phase. An independent sample t-test was conducted to compare the mean of anxiety scores in the experimental and control groups before the treatment period.

There was a statistically significant difference in the anxiety scores between the control and experimental groups in the three categories: listening worry (31.91  $\pm$  5.92 vs. 54.43  $\pm$  6.11 respectively, -value:  $<0.001$ ), confidence (16.93  $\pm$  2.91 vs. 25.15  $\pm$  2.73, p-value:  $<0.001$ ), and prior knowledge (13.29  $\pm$  3.21 vs. 27.54  $\pm$  3.28, p-value:

<0.001). Thus, the null hypothesis that there will be no significant difference in the listening anxiety mean scores of the control and experiment group participants` at  $\alpha \leq .05$  was rejected.

**Table 28 Comparison between FLLAS Categories between Experimental and Control Groups in the Post-intervention Phase**

	Groups	Mean $\pm$ SD	t-value	$\alpha$ -value	95% Confidence Interval	
<b>Listening Worry</b>	- Control	35.81 $\pm$ 7.8	-16.448	0.003	-7.42	-1.6
	-Experimental	40.32 $\pm$ 11.26				
<b>Confidence</b>	- Control	16.4 $\pm$ 2.97	-12.143	<0.001	-3.22	-1.23
	-Experimental	18.63 $\pm$ 3.57				
<b>Prior Knowledge</b>	- Control	14.13 $\pm$ 3.9	-18.209	0.053	-2.56	0.019
	-Experimental	15.4 $\pm$ 4.72				

**H0 5:** There will be no significant interaction effect between the treatment conditions and the participants` gender on decreasing listening anxiety at the  $\alpha \leq .05$ .

Table 29 compares the FLLAS categories between females and males in post-treatment period. To address the fifth research hypothesis (#5), an independent sample t-test was conducted to compare the mean of anxiety scores between females and males before the treatment period. There was no significant difference in the anxiety scores between females and males groups in the three categories: listening worry ( $\alpha$ -value: 0.671), confidence ( $\alpha$ -value: 0.538), and prior knowledge ( $\alpha$ -value: 0.791).

**Table 29 Comparing the FLLAS Categories between Females and Males in Pre-treatment Period**

	Groups	Mean $\pm$ SD	P-value	95% Confidence Interval	
<b>Listening Worry</b>		42.98 $\pm$ 15.05			
	- Females		0.671	-5.14	3.31
	- Males	43.89 $\pm$ 12.1			
		20.63 $\pm$ 5.36			
<b>Confidence</b>	- Females	21.09 $\pm$ 4.62	0.538	-1.95	1.023
	- Males				
<b>Prior Knowledge</b>	- Females	20.28 $\pm$ 8.33	0.791	-2.03	2.66
	- Males	19.97 $\pm$ 7.33			

Table 30 compares the FLLAS categories between females and males in post-treatment period. There was a statistically significant difference in the anxiety scores between females and males groups in the three categories: listening worry (36.52  $\pm$  8.88 vs. 39.47  $\pm$  10.59 respectively,  $\alpha$ -value: 0.05), confidence (16.79  $\pm$  3.06 vs. 18.13  $\pm$  3.69,  $\alpha$ -value: 0.011), and prior knowledge (13.704  $\pm$  3.97 vs. 15.74  $\pm$  4.47,  $\alpha$ -value: 0.002). It is clearly revealed through the results that anxiety scores for both males and females

declined sharply after the treatment. Thus, the null hypothesis that there will be no significant interaction effect between the treatment conditions and the participants' gender on decreasing listening anxiety at the  $\alpha \leq .05$  was rejected.

**Table 30**

*Comparing the FLLAS Categories between Females and Males in Post- treatment Period*

	Groups	Mean $\pm$ SD	P-value	95% Confidence Interval	
<b>Listening Worry</b>	- Females	36.52 $\pm$ 8.88	0.05	-5.91	0.002
	- Males	39.47 $\pm$ 10.59			
<b>Confidence</b>	- Females		0.011	-2.38	-0.31
	- Males	18.13 $\pm$ 3.69			
<b>Prior Knowledge</b>	- Females	13.704 $\pm$ 3.97	0.002	-3.3	-0.76
	- Males	15.74 $\pm$ 4.47			

**H0 6:** There will be no significant interaction effect between the treatment conditions and the participants' academic performance on decreasing listening anxiety at the  $\alpha \leq .05$ .

Table **31** shows the descriptive statistics for post academic performance. It displays the mean scores of the post academic performance, the control group had a mean score of 9.212 $\pm$ 3.20 while the experimental group had a mean score of 12.14 $\pm$ 2.637.

**Table 31*****ANCOVA Results for Post academic Performance***

Source	Type III sum of squares	df	M square	F	Significance	Partial $\eta^2$
Corrected model	293.766	2	146.883	9.115	.000	.271
Intercept	216.441	1	216.441	13.432	.001	.215
Pretest listening	198.991	1	198.991	12.349	.001	.201
Group	122.007	1	122.007	7.571	.008	.134
Error	789.595	49	16.114			
Total	25,423.168	52				
Corrected total	1,083.361	51				

Table 32 presents the results of the Multivariate Analysis of Variance ANCOVA test on the learners' listening anxiety of the control and experimental groups. Besides, we addressed the research hypothesis (# 6) regarding the interaction between the treatment conditions and the gender moderator variable, on listening anxiety a multivariate analysis of covariance (ANCOVA) was conducted. Specifically, the treatment conditions (control versus experimental) were used as an independent variable and gender as a moderator variable. Meanwhile, the anxiety pretest scores were used as covariates and the anxiety posttest scores as dependent variable.

**Table 32*****ANCOVA Results for Listening Anxiety Scale***

Source	Type III sum of squares	df	M square	F	Significance	Partial $\eta^2$
Corrected model	6,316.842	2	3,158.421	2,315.054	.000	.990
Intercept	34.839	1	34.839	25.536	.000	.343
Pretest anxiety	5,836.989	1	5,836.989	4,278.387	.000	.989
Group	307.110	1	307.110	225.105	.000	.821
Error	66.851	49	1.364			
Total	89,264.000	52				
Corrected total	6,383.692	51				

Note. ANCOVA = analysis of covariance.

Table 32 presents the ANCOVA test results for listening anxiety. Results indicated a significant difference by treatment conditions (experimental versus control) on the dependent variable of listening anxiety:  $F(1,137) = 592.83$ ,  $\alpha = .00$ ,  $D = .81$ . However, there was no difference by the gender variable on the dependent variable listening

anxiety:  $F = (1,137) = .53$ ,  $\alpha = .46$ ,  $D = .00$ . Yet, there was a significant interaction effect between the treatment conditions and the gender moderator variables on the dependent variable of listening anxiety:  $F (1,137) = 7.20$ ,  $\alpha = .00$ ,  $D = .05$ .

**Table 33** *Listening Anxiety in the Pre-treatment Period*

	Groups	Mean $\pm$ SD	$\alpha$ -value	95% Confic Interval	
<b>Listening Worry</b>	- Control	35.81 $\pm$ 7.71	0.007	33.76	37.909
	- Experimental	40.32 $\pm$ 11.48		37.79	42.27
<b>Confidence</b>	- Control	16.4 $\pm$ 2.03	<0.001	15.603	17.04
	- Experimental	18.79 $\pm$ 3.66		18.015	19.568
<b>Prior Knowledge</b>	- Control	14.13 $\pm$ 3.99	0.224	13.222	15.04
	- Experimental	14.96 $\pm$ 4.46		13.976	15.94
<b>Pre -academic performance</b>	- Control	9.59 $\pm$ 3.22	<0.001	8.932	10.246
	- Experimental	11.35 $\pm$ 2.83		10.638	12.057

Table 33 shows listening anxiety in the post-treatment period. There is a significant difference between control and experimental groups when considered jointly on the variables post IELTS and post academic achievement. Wilk's Lambda = 0.107,  $F (4, 151)$ ,  $\alpha$ -value <0.001, and partial eta square = 0.893. Thus, H0 6 hypothesis that there



will be no significant interaction effect between the treatment conditions and the participants' academic performance on decreasing listening anxiety at the  $\alpha \leq .05$  was safely rejected.

**Table 33** *Listening Anxiety in the Post-treatment Period*

	Groups	Mean $\pm$ SD	$\alpha$ -value	95% Confid Interval	
<b>Listening Worry</b>	- Control	31.36 $\pm$ 5.02	<0.001	33.76	37.909
	- Experimental	56.41 $\pm$ 6.15		37.79	42.27
<b>Confidence</b>	- Control	16.82 $\pm$ 2.75	<0.001	15.603	17.04
	- Experimental	25.49 $\pm$ 2.48		18.015	19.568
<b>Prior Knowledge</b>	- Control	13.05 $\pm$ 2.88	<0.001	13.222	15.04
	- Experimental	27.632 $\pm$ 2.08		13.976	15.94
<b>Post-academic performance</b>	- Control	9.39 $\pm$ 3.21	<0.001	8.932	10.246
	- Experimental	12.34 $\pm$ 2.61		10.638	12.057

### Discussion of Findings

Based on the discussion of the aforementioned quantitative results, the research questions are answered next.

**H0 1:** There will be no significant difference in the listening comprehension mean scores of the control and experiment group participants at the  $\alpha \leq .05$ .

This research sought to examine the effects of combined strategy instruction on improving listening comprehension and reducing listening anxiety of grade 10 EFL learners. To accomplish the objectives of this study Krashen (1985), Mendelson (1995) and Vandergrift and Goh (2008) model of strategy instruction was incorporated into a 24 -week treatment period. Results of the first research question indicated that the experimental group significantly outperformed the control group on the listening performance test, corroborating that the listening strategy instruction may be effective in boosting participants' listening comprehension.

The findings of this study resonate with those of previous studies (Graham & Macaro, 2008; Vandergrift & Tafaghodtari, 2010; Yeldham & Gruba, 2014) and are not in alignment with those of Rees-Miller's (1993) and Rossiter's (2003). Furthermore, the findings of this study are suggestive of the fact that Oxford, Mendelson and Vandergrift's model proved to be effective in developing learners' comprehension ability. Because this model is a combination of the direct and the indirect strategy approaches, it yields the most successful results, which have been substantiated by other studies (O'Malley & Chamot, 1990).

Unlike most previous studies that focused on few participants and have focused on the teaching of combined strategies (Oxford,1990), the present study was conducted with a bigger sample of Lebanese EFL students of upper intermediate proficiency level and employed an experimental design. Furthermore, the previously conducted bodies of research focused on the metacognitive strategies and top-down processing (e.g., Goh, 1998; Vandergrift, 1997), but this study employed the combined strategies, both direct and indirect, to teach the listening skill. This finding is consistent with that of Yeldham and Gruba, concluding that drawing on just bottom-up strategy instruction,

without the integration of top-down skills and combined strategies, is less likely to boost the learners' listening comprehension.

This study embarked upon presenting and modeling strategies, and students were given enough practice, which ultimately resulted in the better listening performance of the participants. This conclusion further confirms what Vandergrift and Tafaghodtari (2010) examined the effect of the metacognitive, process-based approach to teaching second language listening and reported a growing learner awareness of the metacognitive processes. They discussed that this approach is promising for the teaching of L2 listening. Cross (2009) also showed the effectiveness of regular practice using the pedagogical sequence as significant gains in listening comprehension scores of the participants were observed.

Likewise, the findings of a study by Rahimi and Katal (2013) showed the effectiveness of metacognitive awareness of listening strategies. The researchers also suggested that MCI can be an alternative to traditional teaching listening. This is in agreement with Latifi, Tavakoli, and Dabaghi (2014) who found that learners who were taught via the metacognitive pedagogical sequence showed a better listening comprehension ability.

The improved listening comprehension of the participants in the experimental group may be justified in light of sociocultural theory (Vygotsky, 1978), in a sense that, listening strategy use was mediated by the scaffolding of the teacher as a more capable person in the learning process of the students (Gardner, 2010). Explaining and modeling the strategy use, the teacher helped the EFL learners to use listening strategies more effectively. As such, the learners might have been empowered to fill the gap between the strategies they knew and their actual competence for using them, an effective situation that helped the learner to improve

their listening comprehension. Thus, the first null hypothesis that there will be no significant difference in the listening comprehension mean scores of the control and experiment group participants at the  $\alpha \leq .05$  was rejected.

**H0 2:** There will be no significant interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq .05$ .

The investigation of the interaction effect between the treatment conditions and the participants' gender on listening comprehension first began by comparing the mean of students' IELTS scores in the control group (between females and males) before and after the testing period. There was no significant difference in the grades between females and males groups in the pre-test, and post-test period. Second, the investigation included a comparison between the IELTS scores of females and males in the experimental groups in the pre and post-testing period. An independent sample t-test was done to compare the mean of students' IELTS scores in the experimental groups (between females and males) before and after the testing period. There was a significant difference in the grades between females and males groups in the pre-test period and in the post-test period. Thus, the null hypothesis was rejected.

Finally, the IELTS scores between females and males during the pre and post-testing period were compared. A paired sample t-test was conducted to evaluate the development in the IELTS score after the training period. There was a statistically significant increase in the IELTS scores of females before and after the training period (3.69 vs. 4.4 respectively,  $\alpha$ -value:  $<0.001$ , 95% CI: [-0.96,-0.63]), and there was a statistically significant increase in the IELTS scores of males before and after the training period (3.12 vs. 4.03 respectively,  $\alpha$ -value:  $<0.001$ , 95% CI: [-0.97,-0.69]). Thus, the null hypothesis was safely rejected.

The findings indicated that female students had a higher listening comprehension than male students. This finding is, however, contrary to the finding of Dang (2010) who found no significant relationship between the students' listening comprehension, performance and gender. But the findings of this study agreed with Sankarakumar, Chandrakanthi and Malathy (2012) who found a significant difference in the performance of males and females students in listening comprehension tests as females performed better than males listening comprehension.

It also confirms Jie and Fenglan (2003) that found that female performed better than male in listening comprehension. The study also established that gender has a significant relationship with students' attitudes to listening. It confirmed the view of Shobein, Omidvar and Prahallada (2006) that the female gender has a positive attitude to listening. Concerning the influence of gender on attitude to listening, the finding revealed that gender influenced the attitude to listening, as female gender had a better attitude to listening than male. This is contrary to the findings of Hughes and Tuch (2003) that found that gender played only a significant role in racial attitude formation. Besides, it disagreed with the findings of Richard and Do-Yeong (2006) who found no gender difference at the individual level and contradicted Richard and DoYeong (2006) who found that males would show a stronger pro risk position than females. However, it confirmed Selim's (2006) finding that gender had a slightly significant influence as female subjects revealed a more positive attitude to listening and validated Anders and Berg (2005) who found that positive attitude change resulted from motivated behavior, like training, while negative attitude change resulted from less motivated behavior of no training. The finding also aligned with that of Barbara and Colette (2006) who found that cognitive intervention resulted in greater attitude change. Therefore, the second

null hypothesis that there was no significant interaction effect between the treatment conditions and the participants' gender on listening comprehension at the  $\alpha \leq .05$  was safely rejected.

**H0 3:** There will be no significant interaction effect between the treatment conditions and the participants' academic performance on listening comprehension at the  $\alpha \leq .05$ .

To address the research hypothesis (# 3) regarding the interaction between the treatment conditions and the gender moderator variable, on the academic performance of the study participants, a multivariate analysis of covariance (ANCOVA) was conducted. Specifically, the treatment conditions (control versus experimental) were used as an independent variable and gender as a moderator variable. Meanwhile, the academic performance pretest scores were used as covariates and the posttest scores as a dependent variable. Results indicated there was no significant interaction effect between the treatment conditions and the gender moderator variables on the dependent variable of academic performance:  $F(1,176) = 5.59, \alpha = .01, D = .02$ .

There was a significant difference between the control and the experimental groups on pre-academic achievement, while there was no statistical significant difference between the control and the experimental groups on pre IELTS. There was also a significant difference between control and experimental groups when considered jointly on the variables post IELTS and post academic achievement.

Besides, there was a significant difference between the control and the experimental groups in post academic achievement with experimental groups (mean: 4.82) scoring higher than the control groups (mean: 3.755), and a statistical significant difference between the control and the experimental groups on post IELTS with experimental groups (mean: 12.15) scoring higher than the control groups (mean:

9.213).

The findings of this question clarified that combined listening strategy instruction could improve participants' IELTS listening scores and has positive effect on their final academic performance. Also, the result of independent sample t-test showed that there was a significant difference between the control and the experimental groups based on final IELTS listening scores.

The results of this study are in accordance with the findings of some previous studies that indicated the significant effect of teaching listening strategies on listening performance (e.g. Graham & Macaro, 2008; Vandergift, & Tafaghodtari, 2010). On the other hand, the findings of this study are against the idea of comprehensible input (Krashen, 1982) which laid too much emphasis on comprehensible input as the main source of improving learners' knowledge. In addition, the results of this study are in contrast with some studies (e.g. Ridgway, 2000). A significant research base on language learning strategies asserts that teaching language learning strategies assists language learners in fostering the effective use of strategies (Chamot, 2005), and that effective strategy use and L2 achievements are positively correlated (Oxford et al., 2004). Consequently, the third null hypothesis that there was no significant interaction effect between the treatment conditions and the participants' academic performance on listening comprehension at the  $\alpha \leq .05$  was safely rejected.

**H0 4:** There will be no significant difference in the listening anxiety mean scores of the control and experiment group participants at the  $\alpha \leq .05$ .

The investigation of the relative effect of combined strategy instruction on decreasing listening anxiety began first by making a comparison of FLLAS categories between experimental and control groups in the pre-intervention. An independent

sample t-test was done to compare the mean of anxiety scores in the experimental and the control groups before the treatment period. There was a statistically significant difference in the anxiety scores between the control and the experimental groups in the three categories. The results revealed that the listening anxiety scores of the control group was very high in both phases, while the listening anxiety scores of the experimental group was very high before the treatment but it decreased significantly after it.

Based on the findings, the relationship between listening anxiety and listening strategy use showed a negative correlation. The findings are in line with the findings of the studies conducted by Chang (2008) and Gonen (2009). Gonen (2009) found that when there is an increase in FL listening anxiety, FL listening strategy use decreases. With respect to the relationship between classroom anxiety and general strategy use, it also supports the findings of Sioson (2011) and Lu and Liu (2011). Sioson (2011) stated that “because LLSs are specific techniques that enable learners to cope and manage their learning, there might have been an increase in their self-confidence, thus lowering their anxiety”.

Based on the results obtained, there is a negative correlation between IELTS learners’ listening anxiety and listening comprehension. When students’ anxiety increases, their comprehension of listening tasks decreases. This finding is in line with the findings of Aneiro (1989), Elkhafaifi (2005), Mills, Pajares and Herron (2006), Chang (2010), Wang (2010) and Kimura (2011). These studies also revealed that learners’ anxiety varies according to their level of ability in foreign language listening.

The results of the fourth research question demonstrated that listening strategy instruction significantly reduced Lebanese EFL learners’ listening anxiety. This



finding concurs with a significant body of L2 listening research in emphasizing the role of strategy instruction in decreasing listening anxiety (Goh & Taib, 2006; Mohamadpour et al., 2019; Movahed, 2014; Vandergrift, 2007). Such a finding also verifies the findings of correlational studies (e.g., Golzadeh & Moivaziri, 2017; Xu & Huang, 2018), which indicated that a negative correlation exists between strategy use and listening anxiety. This finding is attributed to some reasons. First and foremost, one key cause of listening anxiety in L2 is exposure to new vocabularies (Vogely, 1998; X. Zhang, 2013). As the strategy instruction program helped the listeners to make informed guesses about the meaning of unfamiliar words and have less difficulty processing new vocabularies, the participants of the experimental group felt less listening anxiety after receiving strategy instruction. Guessing the meanings from the text that has been frequently employed by the communicative L2 teaching approaches is reported to be conducive in reducing listening anxiety (X. Zhang, 2013).

In addition, strategy instruction might have increased the participants' risk-taking level, which encouraged the learners not to be resistant in guessing incorrectly or making mistakes in L2 classrooms (Yan & Horwitz, 2008). This increased risk taking of the participants could have reduced listening anxiety of the learners. Therefore, the fourth null hypothesis that there was no significant difference in the listening anxiety mean scores of the control and experiment group participants at the  $\alpha \leq .05$  was safely rejected.

**H0 5:** There will be no significant interaction effect between the treatment conditions and the participants' gender on decreasing listening anxiety at the  $\alpha \leq .05$ .

To address the fifth research hypothesis (#5), an independent sample t-test was conducted to compare the mean of anxiety scores between females and males before

the treatment period. There was a statistically significant difference in the anxiety scores between females and males groups in the three categories: listening worry ( $36.52 \pm 8.88$  vs.  $39.47 \pm 10.59$  respectively,  $\alpha$ -value: 0.05), confidence ( $16.79 \pm 3.06$  vs.  $18.13 \pm 3.69$ ,  $\alpha$ -value: 0.011), and prior knowledge ( $13.704 \pm 3.97$  vs.  $15.74 \pm 4.47$ ,  $\alpha$ -value: 0.002). Results revealed that males were more anxious than females in the pre-treatment period. However, in the post treatment period, there was a significant difference in the anxiety scores between females and males groups in the three categories: listening worry (p-value: 0.671), confidence ( $\alpha$ -value: 0.538), and prior knowledge ( $\alpha$ -value: 0.791). Consequently, the null hypothesis that there will be no significant interaction effect between the treatment conditions and the participants' gender on decreasing listening anxiety at the  $\alpha \leq .05$  could be safely rejected.

Regarding the effect of gender on listening anxiety, the findings showed that female learners were less anxious than male learners. Based on the findings, the relationship between listening anxiety and listening strategy use showed a negative correlation. The findings are in line with the findings of the studies conducted by Chang (2008) and Gonen (2009). Gonen (2009) found that when there is an increase in FL listening anxiety, FL listening strategy use decreases. With respect to the relationship between classroom anxiety and general strategy use, it also supports the findings of Sioson (2011) and Lu and Liu (2011). Sioson (2011) stated that "because LLSs are specific techniques that enable learners to cope and manage their learning, there might have been an increase in their self-confidence, thus lowering their anxiety". This finding is in line with the results reported by Ko (2010), Elkhafaifi (2005) and Campbell (1999) who found that gender had no effect on students' listening anxiety.

Based on the results obtained, there is a negative correlation between IELTS learners' listening anxiety and listening comprehension. When students' anxiety

increases, their comprehension of listening tasks decreases. This finding is in line with the findings of Aneiro (1989), Elkhafaifi (2005), Mills, Pajares and Herron (2006), Chang (2010), Wang (2010) and Kimura (2011). These studies also revealed that learners' anxiety varies according to their level of ability in foreign language listening. Consequently, the fifth null hypothesis that there was no significant interaction effect between the treatment conditions and the participants' gender on decreasing listening anxiety at the  $\alpha \leq .05$ .

**H0 6:** There will be no significant interaction effect between the treatment conditions and the participants' academic performance on decreasing listening anxiety at the  $\alpha \leq .05$ .

To address the research hypothesis (# 6) regarding the interaction between the treatment conditions and the gender moderator variable, on listening anxiety a multivariate analysis of covariance (ANCOVA) was conducted. Specifically, the treatment conditions (control versus experimental) were used as an independent variable and gender as a moderator variable. Meanwhile, the anxiety pretest scores were used as covariates and the anxiety posttest scores as dependent variable. Results indicated a statistically significant interaction effect between the treatment conditions and the gender moderator variables on the dependent variable of listening anxiety:  $F(1,137) = 7.20, p = .00, \eta^2 = .05$ .

There was a significant difference between the control and the experimental groups on post- academic achievement and post- anxiety scale categories: Listening worry (p-value: 0.007), confidence (p-value <0.001), post-academic achievement (pvalue <0.001), and prior knowledge (p-value <0.001). Based on the results obtained, there is an interaction effect between the treatment conditions and the participants'

academic performance on decreasing listening anxiety. This is in agreement with some previous studies (Al-Sawalha, 2016; Arnold, 2000; Bekleyen, 2009; Elkhafaifi, 2005; Serraj and Noordin, 2013) which found that listening comprehension anxiety undermines the students' achievement and performance. As a result, the findings of this study have shown that listening comprehension anxiety affected the Lebanese EFL learners academically. Consequently, the sixth null hypothesis was safely rejected and it could be claimed that there was statistically significant interaction effect between the treatment conditions and the participants' academic performance on decreasing listening anxiety at the  $P \leq .05$ .

Therefore, the use of combined strategy instruction served the purpose of improving listening comprehension and reducing anxiety in secondary classes. In second and foreign language learning, learning strategies and language use strategies have been considered a means of helping learners process and/or produce the target language efficiently (Cohen, , 2010). It is very obvious that recent years have seen increased attention being paid to strategy use in academic achievement tests and high stakes language tests in diverse educational environments (Chou, 2013;Cohen, 2006 ;Graham & Macaro, 2008).

To reiterate, this chapter presents the data analysis, the research results and the discussion. The data collected were analyzed based on the hypotheses. Therefore, this chapter reports the results of quantitative analyses that were utilized to test the null hypotheses. Besides, it displays a detailed data analysis to answer each of the research questions.

## **Chapter Five**

### **Summary, Conclusion, Implications and Recommendations**

This chapter demonstrates the summary of the findings that were obtained from the examinations of the data collected in this study. It states the conclusion based on the achieved results. Besides, this chapter reveals the personal gains from conducting this study and its contribution to the literature. It ends by proposing some implications for using combined strategy instruction while teaching the listening skill and suitable recommendations for foreign language teachers, curriculum designers and further research.

#### **Summary**

The present study attempts to investigate the effectiveness of combined strategy instruction in ameliorating the listening comprehension skills of EFL tenth graders in Lebanese public schools. A total of 180 EFL learners, both males and females, participated in this study. They were enrolled in the first secondary class for the academic year 2018-2019, in three different public high schools and were randomly assigned to three control groups (N=96) and three experimental groups (N=87). The six groups were chosen mainly due to their availability. The participants had studied English for about 12 years. The present research developed four instruments for data collection. The instruments were: background questionnaire, pre and post IELTS listening test, pre and post academic performance test and pre and post-Foreign Language Listening Anxiety Scale. Moreover, six null hypotheses were formulated and tested to address the six research questions.

To begin with, the background questionnaire was used to collect demographic information about the participants including age, gender, nationality, and years of

studying the English language. This background information enabled the researcher to report scores and track performance of grade 10 EFL learners. Second, pre and post IELTS listening tests were administered to compare the learners' scores before and after the intervention. Thirdly, pre and post-academic performance tests were administered to measure the participants' academic performance and to investigate the effectiveness of combined strategy instruction on it. Finally, pre and post-Foreign Language Listening scales were administered to measure the participants' listening anxiety before and after the treatment period.

It is note-worthy that combined strategy instruction might have encouraged the participants to manage and monitor their learning, take responsibility of their learning, and gain more self-confidence in doing learning tasks, thereby reducing their anxiety. Appropriate strategy use may assign the learners the competence and confidence to take control of their own learning process and feel more autonomy (Siegel, 2015), all of which might have contributed to reducing listening anxiety. The effect of strategy use in reducing L2 anxiety has been acknowledged in L2 literature (Lu & Liu, 2011). The results of the present study are also partially consistent with those of Sioson (2011), who found that the use of metacognitive language strategies could reduce L2 anxiety by enabling the learners to become more competent in setting goals, planning, and self-monitoring their learning process. This also verifies the claim made by Vandergrift (2010), who stated that metacognitive instruction or raising learners' metacognitive awareness can equip the L2 learners with listening competencies to be able to successfully transfer what they have learned in listening tasks to authentic target language situations outside the class. In this vessel, the study scrutinized the relative effect of combined strategy instruction on improving listening comprehension skills and decreasing listening anxiety.

### **Personal Gains of the Study**

As a foreign language English instructor, writing this research paper gave the researcher a great opportunity to explore a topic that is of particular importance to her, the listening skill. The research process allows her to gain expertise on this interesting topic. The benefits of strong listening skills may begin in class, but they extend through all aspects of the EFL learners' academic and personal lives. Additionally, improved listening skills can lead to improved self-efficacy, or students' beliefs that they can succeed in class. This means that students who develop better listening skills are more likely to feel confident, comfortable, and prepared to succeed in school and university.

Learning how to listen can also teach ESL learners how to communicate their ideas. This is because students who listen collect more knowledge to reflect on and think critically about before they respond. Besides, for dual language learners in EFL classrooms, learning how to listen can help students develop their second language faster. The importance of active listening also branches into social-emotional development. Active listening promotes mindful thinking, which can reduce anxiety and depression in students (Graham, 2010). It can also help students build relationships because as they engage themselves in conversation, their peers are more likely to view them as open and interested. Finally, practicing active listening can promote empathy, a skill that can enrich EFL learners' life both in and outside of the classroom.

By engaging students in active listening activities, teachers allow learners to more effectively practice the English language and also retain the information for later use. An effective classroom leader or lecturer is not only a knowledgeable and skilled teacher he or she is a good active listener. Good listening skills are needed to develop empathy and understanding with the students and to assess whether they understand

what they are being taught. Effective listening produces better understanding which eases tension, helps the speaker to relax, and helps them think more clearly too. This results in easier collaborations and more fulfilling relationships.

Teaching listening skills does not only happen while students are listening, but rather the learning process occurs before, during and after any listening activity. Richards (2015) makes it clear that teachers should plan their listening courses around the goals and levels of the students while also teaching students strategies for listening to English both in class and in the real world.

It is worth noting that the role of teachers in modern classrooms has changed from being a controller and an organizer to being a guide and a facilitator. Teachers now allow learners to have more initiative and responsibility. Learners can now be more in control of their learning process. Therefore, teachers should always consider cultural norms and expectations in addition to various teaching approaches and strategies while teaching.

In general, the positivist paradigm was mainly employed to address my research problems because this approach enabled me to gain better understanding of EFL learners in secondary classes and their practical problems and then to adjust the curriculum in order to appropriately assist them in improving their listening comprehension and reducing anxiety. This also shows that no research paradigm is superior, but each has a specific purpose in providing a distinct means of producing unique knowledge in a specific context. Although the findings of this study may not be generalized to other contexts, they provide teacher-educators, both in Lebanon, or in other educational settings with similar teaching and learning cultures, insights to facilitate meaningful learning for their students. This practice in research would bridge



the perceived gap between research knowledge and practice as educators are the researchers in their own classrooms.

To recapitulate, the results of this study suggest that the introduction of combined strategy instruction might serve as leverage for change in the English language teaching in Lebanese secondary schools in the future. Therefore, the national secondary school English curriculum, should highlight the importance of a learner-centered approach that aims to foster students' English listening, speaking, reading, and writing abilities for real-life communication purposes; to encourage positive learning attitudes toward English; to develop effective English learning methods and autonomous learning; to enable students to respect different cultures and have global views; and to cultivate critical thinking, logical analysis, judgment, and innovative ability.

### **Contribution of the Study**

The core tangible contribution of the study is its attempt to delve into a significant skill neglected by language teachers and learners, listening. The study aims at contributing to the literature in the field of improving listening comprehension and reducing anxiety in secondary EFL classrooms by implementing combined strategy instruction while teaching. It is hoped that the results of this research study would provide new treatments to enhance EFL learners' listening comprehension and to use existing treatments in the best possible ways, in the spirit of providing better educational opportunities and more meaningful interaction with other cultures.

Firstly, the results of this study will hopefully highlight areas in the methodology used in the EFL classroom that needs to be revamped or even replaced to improve the quality of teaching and learning English. Secondly, by identifying the difficulties that Lebanese EFL learners experience in listening, appropriate strategies

or steps could be adopted to help them overcome or minimize these problems. Thirdly, the results from this study could be used as a point of reference for all Lebanese public and private schools in the planning and designing of English language courses in general and the teaching of listening skills in particular.

As a result, this would enable Lebanese students to be competent enough to compete in the international arena where English is often the lingua franca and a major tool for success and development. Fourthly, the findings of this study would prove useful to other schools in the Arab world, that share the same socio-cultural and political values as Lebanon and which are also experiencing problems in enhancing the English language skills of their students especially listening.

Moreover, the results of this research would prove useful to the educational fraternity in general. They would provide useful insight into learning strategies, teaching methods, and learners' inclination towards certain methods of teaching and learning in EFL listening. EFL teachers would be able to use the findings as helpful pointers to improve their students' listening skills. Besides, it would awaken the teachers' awareness of what was holding back the students in their listening and how to help the students to move forward with the right strategies and teaching methods Vandergrift and Tafaghodtari (2010).

In addition to that, this study is expected to raise the level of awareness among EFL teachers, teacher trainers regarding factors that cause problems in listening and possible methods of learning and teaching that could aid in overcoming the obstacles for the EFL learners in Lebanon. The findings of the current study will also inform EFL teachers regarding the listening problems faced by their students in terms of learning strategies as experienced by the students themselves. The teachers will be better equipped to help their students by selecting suitable teaching methodologies

when they are clearer regarding the actual steps of the listening process and the factors that caused listening to be problematic and feared by the students who were trying to acquire any listening in English.

Accordingly, teachers would also include constructive feedback to help students to improve their listening instead of just identifying all the errors made and scoring the students' effort in listening Goodwin, B. & Miller, K. (2012). Subsequently, the teachers could also suggest the right types of references or aids based on the type of errors that may help their students to enrich or improve their listening skills. The student could also be given guidance on how to get more exposure to using their newly learned language skills in English.

Moreover, the findings of the study will contribute to research on the role of affective combined strategy instruction in determining class participation. The research may provide information for curriculum planners, teachers and learners in terms of reducing anxiety in foreign language classes and improving listening comprehension. Finally, this study will add to the little available literature in studies related to EFL and language teaching in Lebanon. The data is also useful for filling the lack of knowledge regarding the variables that affect the listening process of Lebanese EFL learners, particularly in terms of listening anxiety. To fulfil this purpose, English language teachers, must improve the methods of teaching listening so that Lebanese EFL learners can learn how to listen, and foster skills and strategies for effective listening.

Finally, the main objective driving this study is to help EFL learners and English language teachers in Lebanon how to go about listening and how to get over their problems while listening to English as a foreign language. Therefore, the curriculum for English as a second foreign language should attempt to turn all these

objectives into a working curriculum that is in line with the current theories and research findings in the area of second language acquisition and with the recent trends in foreign language curriculum design and teaching methodology.

### **Recommendations**

Numerous studies indicated that efficient listening skills were more important than reading skills as a contributory factor to academic development (Coakley & Wolven;1997). Thus, listening is a fundamental language skill; and as such, it merits a critical priority among the four language skills. As Hasan (2002) pointed out, “listening comprehension provides the right conditions for language acquisition and development of other language skills”. More specifically, Vandergrift (2010) made the strongest claim when he argued that to truly evaluate the listening comprehension ability of the students, language instructors are recommended to first lower the anxiety level of the students in such a way that this effective factor does not interfere with their listening performance.

Furthermore, language teachers should teach anxious listeners those listening strategies that they are not familiar with. Also, they should teach the students that employing a single strategy, like translation from English to Arabic cannot be applied to all situations and having a repertoire of listening strategies that can be employed in different situations is necessary. One of the main reasons for listening anxiety among Lebanese language learners is the paucity of exposure to listening input. This negative feeling, which is experienced by vast majority of language learners, can be reduced by providing an excessive amount of comprehensible input inside the classroom by language instructors. Language instructors should also remind language learners that making mistakes and committing errors in the process of learning a new language is quite natural and they should not be afraid of taking risks.

Goh (2008) pointed out that when teachers gave only negative comments to their students it had a corollary effect on their students in that it dented their confidence and sense of self-worth. On the other hand, when students receive positive comments, they were more likely to develop positive attitudes toward the listening process. Similarly, Goh (2008) pointed to the correlation between positive comments and confidence and the resulting positive attitude to the listening process. While the negative comments of a teacher are a contributory factor to listening anxiety, it is also the case that when the teacher does not provide any comments at all, a student would also be affected negatively. So, teachers who fail to provide any feedback may also be the cause of listening anxiety in their students.

Therefore, it is the responsibility of language instructors to provide a secure environment for the students to feel safe for running risks and making guesses. Language instructors should point out that high expectations like expecting to understand every single word in the listening passage brings about anxiety. Giving language learners some opportunities to share the feeling that they experience in listening classes can also be helpful because in this way they can come up with some creative solutions for solving these negative feelings. As the findings of this study revealed, listening anxiety and listening strategy move in two opposite directions, so combined strategy instruction is highly recommended by language instructors.

### **Implications**

The results of this study bring several important pedagogical implications for foreign language teaching and learning. It seems that the educational administrators, curriculum designers, and practitioners involved in the Lebanese educational foreign language learning system can benefit from the results of the present study.

The obtained outcomes from the present study may offer the following implications. As was already mentioned, listening anxiety may increase during international exams such as IELTS and TOEFL, because the listening section of these exams is only played once. Therefore, instructors can acquaint EFL learners with the importance of listening strategies and possible methods to apply these strategies to reduce their listening anxiety and enhance their listening comprehension. Specifically, training students in using metacognitive strategies can help reduce EFL learners' listening anxiety. Moreover, syllabus designers and IELTS materials developers can provide techniques, strategies and helpful hints to help learners reduce their anxiety and become more proficient listeners. Since these strategies are general in the area of listening skills, all advanced EFL learners can use them to reduce their listening anxiety and increase their comprehension.

### **Implications for teachers.**

This experimental study has shown a negative correlation between FLLA and the subjects' listening achievement. Although FLLA is a complicated and multidimensional phenomenon, English teachers can find out the potential sources of FLLA and coping strategies.

First, as an instructor of listening, s/he needs to pay attention to the affective state of the learners, especially the listening anxiety experienced in listening to help improve the listening proficiency of the students. As the results of this research and many other researches have shown a negative relation between listening anxiety and listening performance, the listening instructors should "create a low-anxiety classroom atmosphere" as Young (1999) says.

Second, listening comprehension strategies are the particular approaches or techniques that learners use to try to reduce or lower students' listening anxiety and

improve their listening comprehension ability (Ellis, 1994). According to the previous researches both at home and abroad, listening anxiety is negatively correlated to the use of listening comprehension strategies. That is to say, the more strategies students use during their listening process, the lower students' anxiety degree is. Therefore, English listening teachers should diagnose English learners' anxiety precisely and carry out corresponding strategies to improve students' listening level. To those highly anxious learners with low listening proficiency, the mastery of a variety of strategies and frequently using these strategies to handle anxiety helps listen and learn. To those less anxious learners with high listening proficiency, using more strategies, integrating different strategies and raising the strategy awareness is helpful for them to make greater achievements.

Third, instructors should get rid of the teaching model which is just to play a record or cassette without giving any instructions. As an instructor of listening, s/he should try to make his or her listening class interesting and rewarding so that a learner does not feel bored or tired about listening. For example, in listening classrooms, music, humorous stories and jokes, interesting narrative stories, deep breath training can be adopted as a supplement to listening textbooks.

Fourth, students should be informed to be more autonomous and know their present level of foreign language learning. They should be faced with English listening anxiety and foreign learning problems objectively and correctly, and find appropriate strategies to lower anxiety and solve problems to improve their listening level and further improve their foreign language learning.

Fifth, EFL teachers, especially those in tertiary education could put into place some strategies to mitigate the effects of low proficiency and anxiety in the listening class. Teachers should introduce more learner-centered activities and allow students

more autonomy in classroom activities. In this way the teacher becomes less prescriptive and functions more as a facilitator. And when students are given more autonomy over how they learn and do things, it follows that confidence is boosted and a positive attitude toward word is fostered. When such a situation is encouraged, it would most likely lead to decreased levels of anxiety.

In terms of the listening process, it should also be stressed that teachers should focus on teaching listening as a skill rather than for the sake of meeting examination requirements. As highlighted in the introduction of the study, while the objective of EFL teaching in Lebanon is to produce students who can pass the official exams, in practice the EFL teachers focus on teaching students how to pass the reading and writing skills without any focus on listening and speaking skills. They do this by focusing on product-based teaching. Teachers should be encouraged to vary their strategies and techniques for teaching the actual process of listening. In order to do this, teachers should be brave and confident enough to experiment with alternative modes of teaching, for instance, using modern technologies. They should keep abreast of the latest developments in pedagogy and methodology.

Sixth, teachers may need to introduce the concept of language learning strategies to students and make students familiar with the learning strategies. They may need to provide instruction and practice in using strategies that have positive influence on their performance. Foreign language teachers should be engaged in an ongoing process of determining the kinds of strategies that have the potential for improving EFL learners' listening ability. It is necessary for teachers to provide learners with opportunities to practice 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. By practicing listening strategies, learners become self-regulated listeners and can succeed in accomplishing different tasks with different levels outside the classroom contexts.

In order to mastering English especially in listening skill, all of the students who are in the English Study Program, Teacher Training and Education Faculty should be aware of finding and applying the suitable strategies in their language learning process. They need to expose themselves to utilize certain technology in this era to support their language learning process. Having goals in language learning also being one of the important thing for students start to doing certain activities especially in the out of campus to improve their listening skill. As well as the participant in this research who had become an outstanding language learner because she is always force herself to studying English everyday through various activities to improve her listening skill. Listening is the early stage of language development in a person who is in the learning foreign language process and it can be integrated in a communicative competence that will allow learners to increase their overall communicative competence.

For all of English teachers are hoped to try to figure out different ways and techniques to encourage their students to have their own strategies in improving listening ability. The findings in this study were worth to be tried by the students, for there were chances where the strategies might be suit and effective in their individual learning.

Given these points, teachers can teach EFL learners cognitive, metacognitive, and social/affective strategies in ages, gender, and want all of them to use these strategies. In other words, these variables don't relate to the kind of these strategies selection, and as it was seen in the results, all the sample learners with the IDs used

cognitive, metacognitive, social/affective strategies in a same proportion without any differences. But, as the last point, it should be said that much more researches need to be done in regard with individual differences and the kind of strategies that are used by learners, in a group with more students and other material of data collection.

In addition, it is recommended that teacher education programs and teacher educators provide the teachers with the necessary skills and knowledge to teach listening. Lack of adequate pedagogical knowledge is mentioned as a contributing factor for teachers' reluctance to teach listening (Siegel, 2014). Moreover, most teachers lack the expertise to prepare their own listening materials and usually use commercially produced materials. As a result, textbook designers and material developers should also provide the language teachers with textbooks and materials which include exercises and tasks supporting strategy instruction.

Finally, it is recommended that English language listening clinics be set up in the English department at Lebanese public schools to help students whenever needed. These clinics could also serve as language clinics to students wishing to improve their proficiency in different areas. These clinics should be stocked with the appropriate teaching and learning materials and be staffed by trained personnel. It is worth mentioning that language clinics are common facilities in countries where English is a second or foreign language, for example, Malaysian schools.

### **Pedagogical implications.**

- 1) Make input comprehensible.

A listener who has experienced success in simple comprehension tasks is more likely to have the necessary self-confidence to adopt these active listening tactics. In

contrast, if learners have been exposed to listening materials that are so difficult as to be incomprehensible, they suffer in two ways: not only is the whole experience a dispiriting one, but it is also likely to encourage passive and unsuccessful listening habits where the learners equate “listening” with sitting back and letting a largely meaningless sequence of sounds wash over them.

Effective listeners seemed to be aware when they stopped attending and made an effort to redirect their attention to the task and ineffective listeners, when faced with loss of comprehension, they usually just stopped listening or failed to be aware of their inattention. The relationship between self-confidence and performance is also reflected in the results of a study by Fujita (1984), who found that self-confidence was considered one of the major factors affecting the LC ability of successful students.

2) Select material of appropriate interest level.

Students perform better with material they want to listen to because they enjoy it. Apart from catering for any specialist interests you may know about, you should find the following generally useful: jokes, personal anecdotes, human interest stories, material containing some puzzle to be solved, and serialized stories.

3) Use your prior knowledge of the material to guide the listeners.

This may be done in two ways:

a) You can introduce the topic with a short discussion; for example you could announce the title or say the first sentence and ask what they think it will be about. This arouses certain expectations and makes the students mentally prepared for the topic; it may also activate latent knowledge of vocabulary associated with the topic.

- b) Perhaps most important of all, you can help students to be selective by giving them a purpose for listening. Give a few questions before the first hearing, or ask them to pick out the 3 main points, or the main steps in a process. Set tasks which entail concentrating on certain features and filtering out irrelevant information.
- 4) Select material at an appropriate level of linguistic difficulty as regards syntax and vocabulary.
- 5) Control the length of the material.  
Listening exercises should be shorter than reading texts, especially in the earlier stages. If you want to use a longer exercise, split it up into short sections and ask questions appropriate to each short section as you go along.
- 6) Repeat the material.

This is obvious but needs to be done with care. In most target situations material will be heard only once. It is, therefore, a good idea to give students something specific to listen for, even on first hearing to prove that they can get some information from a single hearing. It is amazing how often students are prepared to listen to the same thing over and over again provided that they are given a good reason for doing so, like trying to answer specific questions or solving some sort of problem.

Listeners at lower levels of proficiency seem to find that a simple repetition of a noun phrase is the easiest to comprehend; more advanced learners can cope with both pronouns and varied nouns descriptions (Chaudron 1983).

- 7) Control the speed of delivery and clarity of diction.

This again is obvious but it is very easy to take it too far. Students who will eventually have to listen to speech at full speed and with native speaker fluency (with short forms, unstressed words, etc.) should be weaned off.

In order to help students enhance their listening comprehension and improve the current situation of English listening classes, the researcher made some suggestions to reduce listening anxiety as follows.

1. Students should build confidence of improving listening skill. They should face listening anxiety bravely and understand that listening anxiety is a common psychological phenomenon. It is normal to feel anxious in the process of learning.
2. Students should learn to use listening strategies properly to enhance listening skill. The results of the study show that students should pay more attention to listening strategies, since using them properly can direct their listening comprehension and reduce their anxiety. Besides, students should learn to adjust their states of mind and keep high spirits to overcome every difficulty. What's more important, students should establish realistic goals and raise their tolerance of ambiguity. While listening, they should try to grasp the general idea not to understand every word.
3. Students should try their best to reduce the fear of negative evaluation and treat their weaknesses objectively. They should know that even though they cannot respond satisfactorily or give correct answers, they won't be regarded as fools or other laughingstock. Meanwhile, students can advance the communication with teachers, because teachers usually can encourage students to process consciously and give them affirmative praise. It reflects that students look forward to teachers' encouragement, for with teachers' help, they can evaluate themselves correctly and take part in the activities actively.

4. A harmonious and relaxed atmosphere should be created in listening classes. Classroom is a place where teachers and students conduct a wide variety of activities, so its atmosphere is extremely significant. Colorful and active ambience can encourage students to take part in activities positively. While dull and humdrum ambience can reinforce students' stress, make them frustrated and anxious. Therefore, a relaxed atmosphere benefits students in reducing their anxiety and increasing their receiving comprehensible input.

More research evidence has confirmed the positive influence of strategy instruction on developing listening; therefore, incorporating strategy-based tasks and activities in listening textbooks becomes an urgent need. Material developers should allocate specific sections of listening materials to introduce the concept of strategies.

For the relevant institutions are hoped to know any kind of tools that needed the foreign language learners to support their learning process in the classroom. The findings in this study shows that a successful language learner use certain technology to support her language learning process. Therefore, from the result of this study hoped that the relevant institutions are able to provide certain technology needed by students in this 21<sup>st</sup> century for supporting their language learning process in the classroom.

### **Limitations and Directions for Further Research**

Given the fact that L2 listening has been more under researched than other skills (Vandergrift & Goh, 2012) as well as given the invisible and intricate nature of listening process (Vandergrift & Cross, 2017), doing further empirical research on L2 listening and its related psychological factors (i.e., anxiety, self-efficacy, and motivation) across different contexts using various interventions seems to be very warranted. In addition, because strategy use is a covert process, some researchers have

recommended using qualitative research procedures to gain a more comprehensive and in-depth insight into learners' use of listening strategies (Y. Chen, 2005; Ngo, 2019). More specifically, the use of quantitative self-report scales for measuring affective variables may not provide a deep insight into the effects of strategy instruction on such affective variables as anxiety and self-efficacy. Also, participants' general sense of efficacy and academic self-efficacy might have affected the results of this study with regard to the effectiveness of strategy instruction on listening self-efficacy. As a result, future researchers may investigate the moderating effects of general and academic self-efficacy on L2 listening .

All things considered, future researchers are recommended to replicate similar studies using qualitative or mixed-methods research designs. The use of stimulated recalls and think-aloud protocols can help future researchers to cast a better picture of the effect of listening strategy instruction programs on listening affective variables such as anxiety and self-efficacy. Also, future researchers may employ delayed posttests to investigate whether the impacts of listening strategy instruction could be maintained over time. Finally, future researchers can examine the effect of other models of listening strategy instruction on listening ability, anxiety, and self-efficacy of bigger samples of learners at different levels of language proficiency using different listening tasks with various genres.

## **Conclusion**

The study findings have concluded that explicit strategy training should be incorporated in national listening curriculum in Lebanese schools to endow teachers with some guidelines to enhance learners' listening comprehension. Language listening comprehension strategies have been determined as an essential requirement for EFL learners at high school. The results were effective in illustrating that instruction

materials and systematic attention are required for strategy development. Cognitive strategies, metacognitive, and social/affective strategies are essential to establish appropriate practices from the textbook. Better opportunities are endowed by content analysis for the EFL teachers to assist students employing cognitive, metacognitive and social/affective strategies significantly. On the contrary, significant opportunities failed to be established from textbook listening strategies for EFL teachers. Furthermore, the findings did not reveal any statistically significant differences among analyzed and practiced strategies.

Listening comprehension has been regarded as an active and sentient process, which is viable for listeners to receive and process the input, store the information, and decode it. These skills are enhanced through significant role of metacognition. Planning, monitoring, evaluating and problem-solving strategies are the most dominant metacognitive strategies. The study findings are appropriate for endowing teachers with some guidelines to enhance learners' listening comprehension. It has been recommended that explicit strategy training should be incorporated in national listening curriculum in Lebanese schools. Teacher-training program need to be implemented in Lebanese schools.

The concept of implementing these training programs can provide awareness regarding effects of listening comprehension strategies on learner's progress. Further, more concentration must be provided to infuse interesting listening activities. It has been suggested to devise a language textbook that entails assorted constituents of listening strategies. The needs, principles, content, goals, setting and assessment should be considered when devising the textbook. Cognitive, metacognitive and social/affective strategies must be infused among students through innovative ways. Teaching process entails supportive classroom dynamics and language use; therefore,



it is considered as a multi-dimensional strategy. The development of teachers' teaching practices is attained through strategy-based textbooks. However, future studies need to include quantitative approach with larger sample size to examine the impact of listening comprehension strategies on enhancing the learner's skills. Quantitative findings will be appropriate in determining the impact of these strategies on learner's abilities. Furthermore, visual tools must be adopted by teachers to develop listening skills of students and to entail them in interactive listening conversations.

On the other hand, as the discussion on the findings have revealed all these are symptom or effects of a primary cause, which remains unsolved in the Lebanese context. The other issues or symptoms, as the discussions above, highlight only feed into or exacerbated the situation. This means a complete if not major overhaul of the education system and policy in Lebanon in terms of EFL teaching. However, since such a move would take time, immediate remedial action is recommended to mitigate the effects as revealed by the findings. These recommendations would serve not only as an interim measure while a critical appraisal of the education system vis-a-vis the teaching of EFL in Lebanon at pre-tertiary and tertiary levels is carried out but also as practical experiments or applications. The outcome of these practical experiments or applications would hopefully provide the basis for the relevant authorities to open and implement the recommendations of this study and in doing so, it could be argued that the rationale for carrying out this study is endorsed and its significance given its due credit.

The present study examined the effects of combined strategy instruction in improving listening comprehension and reducing anxiety in secondary classes using only quantitative measurements. As a result, more in-depth insights into combined strategy instruction and more objective findings were generated. It is suggested that

more research efforts are needed that use multiple measurements in strategy instruction across different educational contexts, especially those which put a greater emphasis on process-based development of strategy use over time. By doing so, not only can the effects of strategy training be examined more comprehensively, but also more reliable and valid results regarding learners' strategy use and their listening performance can be provided.

Furthermore, this study provided empirical evidence that combined strategy instruction can be integrated into a practical EFL listening classroom and can bring positive effects in developing EFL learners' strategy use, self-directed learning and listening performances. This suggests the strong need to conduct such practices to guide students to effectively activate their listening processes and self-directed learning, especially in a context where listening is predominately tested rather than taught.

However, to achieve effective and efficient strategy instruction, collaboration among students, teachers and policy or curriculum leaders is required. It is hoped that the findings of this study will contribute to the field of EFL listening strategy research through a call for changing conventional listening instruction to a strategy and processbased instruction in listening. Combined strategy instruction could also hold promise for helping students both to enhance their listening macro skill, to foster learner autonomy, and to reduce anxiety, factors which are necessary for students to achieve greater communicative competence.

While this is quite understandable, a serious problem arises from a practical point of view. There is little that English language teachers can do to the transformation of a big list of suggestions into reality. Most of the teachers lack practical, researchbased information, and effective strategies to teach, evaluate and nurture EFL

learners. Also, Lebanese public schools rarely provide their teachers with in-service training opportunities on how to teach listening comprehension to EFL learners in cycle four. Even designed syllabus for teaching English to students in secondary classes concentrates mostly on reading and writing skills to help students pass in the official exam with little emphasis on speaking and listening skills.

Consequently, meeting the learning needs of EFL learners to improve their listening comprehension and reduce their anxiety is a big job, one that requires the coordination and collaboration of the educational system. This means that everyone must support the teaching of listening skills through combined strategy instruction. Furthermore, most of the available practical recommendations are subject to situational constraints: that is they lack universal generalization and application cannot, therefore, be prescribed without adapting them to particular learning situations in which they are to be used. For these reasons, what most researchers in the field of education can do at present is to raise teachers' and curriculum designers' awareness of the importance of using combined strategy instruction to improve listening skills and reduce the anxiety of EFL learners in cycle four. They could provide them with a menu of useful insights and suggestions from which they can select according to EFL learners' actual needs. In this research, the scope of the study was limited to three foreign language Lebanese public schools.

To recapitulate, the conclusion chapter summarizes the rationale of the study, the context of the study, the design of the study, instruments for data collection and intervention, and the results of quantitative data analysis. The chapter also discusses the limitations of the present study and its contribution to empirical evidence and methodological advancement in researching listening strategies. Besides, suggestions were given for future research study into the effectiveness of combined strategy

instruction on improving EFL learners' listening comprehension and reducing their anxiety. Therefore, the researcher, undoubtedly, hopes that this research will be a starting point for evoking in the readers and relevant people some more ideas for further study and new applications. This study is expected to contribute to the enhancement of EFL learners' listening comprehension skills in all cycles.

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## Appendix 1: MEHE`S Approval

رقم الافادة : 38  
رقم الملف : 4620  
رقم التسجيل : 488



### طلب تسهيل مهمة

يفيد عميد المعهد العالي للدكتوراه في الآداب والعلوم الإنسانية والاجتماعية في الجامعة اللبنانية

بأن الطالب (ة) عبير سعيد ابو علي

من الجنسية اللبنانية

يقوم/ تقوم بإعداد أطروحة دكتوراه في اللغة الانكليزية و ادابها وعنوان الأطروحة :

### The effect of combined strategy instruction in improving listening comprehension and reducing anxiety in secondary classes

بإشراف الدكتور (ة) غازي غيث

لذا يرجى السماح له / لها، ضمن القوانين المرعية الإجراء، بالدخول الى المؤسسات والدوائر المعنية وإجراء المقابلات والاطلاع على ما يمكن من الوثائق التي يمكن أن تخدم الأغراض العلمية لهذه الأطروحة. نشكر تعاونكم، ونقدر مساعدتكم في هذا الإطار العلمي الأكاديمي.

مع خالص الاحترام والتقدير.

سن الفيل في : 06/02/2018

عميد المعهد العالي للدكتوراه  
في الآداب والعلوم الإنسانية والاجتماعية

  
محمد محسن



وزارة التربية والتعليم العالي  
مديرية التعليم الثانوي  
ورد في ١٢/١٢/٢٠١٨ رقم ١٢١٩٩  
2018 \ 135 صادر رقم:  
الشويفات 14 \ 06 \ 2018



الجمهورية اللبنانية  
وزارة التربية والتعليم العالي  
مديرية التعليم الثانوي  
ثانوية الشويفات الرسمية

جانب: سعادة المدير العام في وزارة التربية والتعليم العالي المحترم

بواسطة حضرة مديرة التعليم الثانوي المحترمة

الموضوع: إحالة كتاب الاستاذة عبير ابو علي

المرجع: الانظمة النافذة

نحيل إليكم كتاب الاستاذة عبير ابو علي، رقم مالي 445/24، رقم آلي 79119.  
أملين الموافقة.

وتفضلوا قبول الاحترام

رابطاً: كتاب الاستاذة عبير ابو علي



تاريخ الاصدار: 2018-6-14

الرقم الصادر:

جانب سعادة مدير عام وزارة التربية المحترم

بواسطة مديرة التعليم الثانوي

المستدعية: عبير سعيد ابو علي

الموضوع: طلب اجراء بحث دراسي ميداني

لما كنت احضر رسالة الدكتوراه في المعهد العالي للدكتوراه في الجامعة اللبنانية في سن الفيل فرع اللغة الانكليزية وادابها موضوعها:

**"The Effectiveness of Combined Strategy Instruction in Improving  
Listening Comprehension and Reducing Anxiety in Secondary  
Classes"**

**لذلك**

جئت بكتابي هذا راجية من سعادتكم الموافقة و السماح لي الدخول الى بعض الثانويات الرسمية والخاصة لاجراء البحث المذكور اعلاه حيث سيقوم الطلاب باملاء استمارات عن القلق الذي يعانون منه من تعلم اللغة الاجنبية و المهارات السمعية التي يستخدمونها خلال تدريس حصّة الاصغاء في مادة اللغة الانكليزية بحيث ان هدف هذه الدراسة تطوير مهارات الاستماع عند المتعلم في المرحلة الثانوية . فالاستماع شرط اساسي للنمو اللغوي بصفة عامة وبدونه لا توجد اللغة بمعناها الاصطلاحي لدى الانسان . كما ان للاستماع مهارات كثيرة من الاهمية والتعقيد لا يمكن ترك تنميتها للصدفه لانها لا تنمو بطريقة تلقائية دون تعليم وتدريب.

وارفق ربطا افادة صادرة عن المعهد العالي للدكتوراه و نموذج عن الاستمارات .

بيروت في: 14-6-2018

مع فائق التقدير والاحترام

عبير ابو علي





الجمهورية اللبنانية  
وزارة التربية والتعليم العالي

جانب السيد المدير العام

رقم المحفوظات: /

رقم الصادر: ٥/٥٩١١

الموضوع: تسجيل محطة الطالبية عبر ابر عليه

المراجع: الدفترية والدفترية النافذة

تطلب الطالبة في المعهد العالي للدكتوراة في الجامعة اللبنانية المرافقة  
على دخول محطة التوظيف الرسمية بهدف ملء استمارات عمه الطلبة الذي  
يعاني منه عن تعلم اللغة الانجليزية والمهارات السمعية التي تستخدمها خلال  
السنة.  
بعد الاطلاع على محتوى الاستمارة، نقض المرافقة شرط ان يتم التوقيع  
الاسم مع ادارات التوظيف المعنية بحجة لا يوجد ذلك على  
صحة العمل فيه /

مدير التعليم الثانوي بالإنابة  
ب. ٨٠٨ + ٨٠٨

بيروت في ٢٩/٦/٢٠١٨  
وارد COMPUTER

مديرية التربية والتعليم العالي  
البيروت  
٢٠١٨  
٢٩/٦/٢٠١٨  
٢٠١٨

جانب ادارات ثانوية -  
للإطلاع والعمل بحسب مواظفة  
السيد المدير العام رقم ٢٨٨/٥  
تاريخ ٢٩/٦/٢٠١٨

مدير التعليم الثانوي بالإنابة

ب. ٨٠٨ + ٨٠٨

جانب مديرية التعليم الثانوي

الجمهورية اللبنانية  
وزارة التربية والتعليم العالي

رقم الصادر: ٣١/٦/٢٠١٨  
بيروت في:

مع الموافقة على اقتراحكم رقم ٥/٥٩١١ تاريخ ٢٩/٦/٢٠١٨ لإجراء

اللازم وفق الأصول القانونية. /

المدير العام للتربية

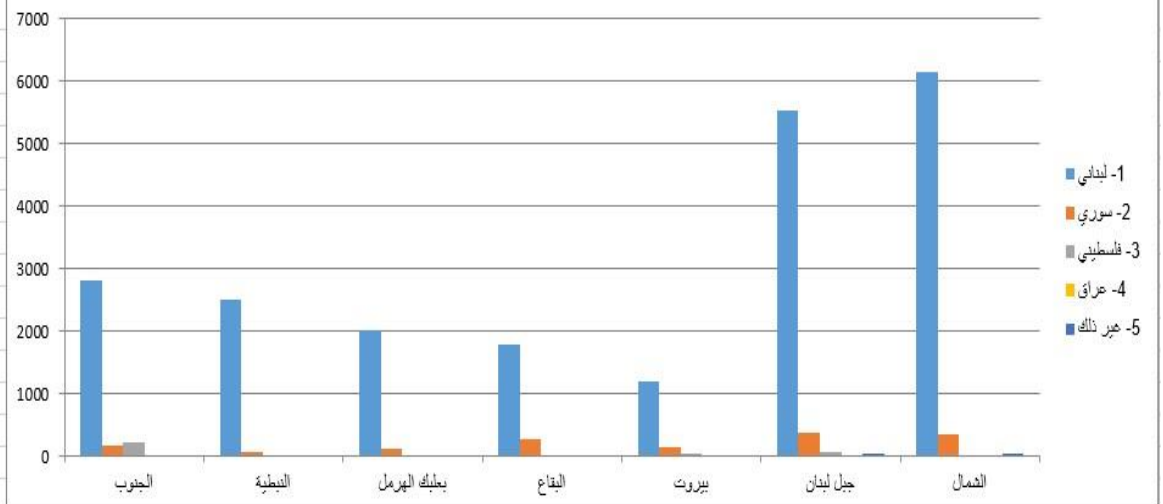
فادي يرق

صادر ٢٩/٦/٢٠١٨

## عدد الطلاب في الصف الثانوي الاول في الثانويات الرسمية للعام الدراسي 2018 - 2019 في جميع المحافظات في لبنان

Total										الجنسية		
		غير ذلك		عراقي		فلسطيني		سوري		لبناني		
عدد التلاميذ	%	عدد التلاميذ	%	عدد التلاميذ	%	عدد التلاميذ	%	عدد التلاميذ	%	عدد التلاميذ	المنطقة التربوية	تسلسل المنطقة
1,393	0.93%	13	0.14%	2	2.73%	38	10.91%	152	85.28%	1,188	بيروت	1
6,036	0.78%	47	0.18%	11	1.08%	65	6.38%	385	91.58%	5,528	جبل لبنان	2
6,547	0.63%	41	0.02%	1	0.37%	24	5.19%	340	93.80%	6,141	الشمال	3
2,087	0.48%	10	0.05%	1	0.77%	16	12.94%	270	85.77%	1,790	البقاع	4
3,225	0.65%	21	0.22%	7	6.73%	217	4.87%	157	87.53%	2,823	الجنوب	5
2,609	0.23%	6	0.23%	6	0.27%	7	2.95%	77	96.32%	2,513	النبطية	6
2,134	0.33%	7	0.09%	2	0.05%	1	5.39%	115	94.14%	2,009	بعلبك الهرمل	7
24,031		145		30		368		1,496		21,992		Total

## عدد الطلاب في الصف الثانوي الاول في الثانويات الرسمية للعام الدراسي 2018 - 2019 في جميع المحافظات في لبنان



## Appendix 2: IELTS Listening Test

<b>Student`s Name</b>	<b>The IELTS Listening Test</b>	<b>Time:40min</b>
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**Section 1      Questions 1-5**

Complete the form below. Write no more than TWO WORDS and / or A NUMBER for each answer.

**Online Writing Course**

**Example**

**First name:** Alex

Last name: 1) \_\_\_\_\_

Address: Flat 4 A,    2) 396 \_\_\_\_\_ Road

Town/ City: Preston

Postcode: 3) \_\_\_\_\_

Phone number: 4) \_\_\_\_\_

Email address: [alex7@ptu.com](mailto:alex7@ptu.com)

Message box: deliver brochure 5) \_\_\_\_\_

**Questions 6-10**

Choose the correct letter **A**, **B** or **C**.

6) The caller wants to do a writing course to help with

- A) his hobby                      B) his job                      C) his children`s education 7)

What does the course pack include?

- A) multimedia items              B) a list of books to buy              C) lesson and assignment dates

8) How much does the course cost?

- A) £ 340                      B) £ 375                      C) £ 400

9) Alex`s first assignment will be about his

- A) family life                      B) school experiences                      C) expectations of the course

10) What does the feedback include?

- A) a tutorial                      B) an exercise                      C) a discussion group

## **Section 2   Questions 11-15**

Choose the correct letter **A**, **B** or **C**.

**11)** Joanne says that visitors to Darwin are often surprised by

- A) the number of young people                      B) the casual atmosphere                      C) the range of cultures

**12)** To enjoy cultural activities, the people of Darwin tend to

- A) travel to Southern Australia                      B) bring in artists from other areas  
C) involve themselves in production

**13)** The Chinese Temple in Darwin

- A) is no longer used for its original purpose                      B) was built after destruction in a storm  
C) was demolished to make room for a new building

**14)** The main problem with travelling by bicycle is

- A) the climate                      B) the traffic                      C) the hills

**15)** What does Joanne say about swimming in the sea?

- A) It is essential to wear a protective suit.                      B) Swimming is only safe during winter.  
C) You should stay in certain restricted areas.

## **Questions 16-20**

What can you find at each of the places below.

Choose your answers from the box and write the correct letter **A-H** next to questions 16-20.

- |                                  |                  |
|----------------------------------|------------------|
| A.     a flower market           |                  |
| B.     a chance to feed the fish | 16) "Aquascene"  |
| _____                            |                  |
| C.     good nightlife            | 17) Smith Street |
| Wall                             |                  |



\_\_\_\_\_  
D. international arts or crafts  
Marina

18) Culten Bay

\_\_\_\_\_  
E. good cheap international food

19) Fannie Bay

\_\_\_\_\_  
F. a trip to catch fish

20) Mitchell Street

\_\_\_\_\_  
G. shops and seafood restaurants

H. a wide range of different plants

### **Section 3      Questions 21-30**

Complete the form below. Write NO MORE THAN THREE WORDS AND /OR A NUMBER.

**Title:** The application of robotics in a non-industrial setting

**Date:** 21) \_\_\_\_\_

Insert your names and comments on the following aspects of the presentation.

	<b>Mark</b>	<b>Anna</b>	<b>Suggestions: Tutor</b>
<b>General impression</b>	Worked well	Not thorough or 22) _____ enough	No comment
<b>Hand-outs</b>	23) _____ looking	The best part	Reduce by 24) _____
<b>Middle of presentation</b>	Power-point slides not in 25) _____	Overestimated 26) _____	More practice with the equipment
<b>Aims and objectives</b>	Very focused	Clearly 27) _____	No comment
<b>Delivery</b>	Performance was 28) _____	Difficult to coordinate speaking and presenting	Needs the 29) _____

Score	six	30)_____	
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**Section 4**      **Questions 31-34** Circle

**T** for true or **F** for false.

**Example**

**The speaker has come from the Theosophical Society.**

**T   F**

31) One of the main points of the talk is to save money.

**T      F**

32) She thinks students should do more housework.

**T      F**

33) She argues that plastic containers won't biodegrade quickly.

**T      F**

34) She warns that asthma sufferers should be careful with her recipes.

**T**

**F**

**Questions 35-37**

Circle the correct letter.

35) To remove tea or coffee stains you should use .....

A) bicarbonate of soda

B) a vacuum cleaner

C) milk

36) If you burn your saucepan accidentally, you should .....

A) give it to a friend  
and boil it

B) wipe it with vinegar

C) put vinegar and salt in it

37) If you scratch wooden furniture, you can remove the marks using.....

A) a salt mixture

B) sesame oil

C) olive oil and vinegar

**Questions 38- 40**

Complete the notes on the bottle label. Write **NO MORE THAN TWO WORDS** for each answer.

**INGREDIENTS**

Pure soap, cloudy ammonia

Washing soda

38)\_\_\_\_\_

### INSTRUCTIONS

Mix ingredients together and apply to the carpet.

39)\_\_\_\_\_ until it lathers.

Wipe off 40)\_\_\_\_\_ **ANSWER KEY**

### **Section 1 Questions 1-10**

1. Sachdeva
2. New Valley
3. PN6 3BZ
4. 0787 345077
5. Next week
6. B
7. A
8. B
9. C
10. C

### **Section 2 Questions 11-20**

11. A 12.
- C
13. B
14. A 15. C
16. B
17. E
18. G
19. H
20. C

### **Section3 Questions 21-30**

21. 2<sup>nd</sup> December
22. Academic
23. Professional
24. About a third
25. Sequence
26. Technical ability
27. Set out
28. Average
29. Most improvement
30. 7 / seven

**Section 4      Questions 31-40**

- 31. T
- 32. F
- 33. T
- 34. F
- 35. A
- 36. C
- 37. C
- 38. Boiling water
- 39. Rub
- 40. Excess

### Appendix 3: Background and Foreign Language Listening Anxiety

#### Lebanese University

Doctoral School of Literature,  
Humanities and Social Sciences

#### Student's Background Questionnaire

##### Part I: General Information

Circle the letter that best corresponds to your answer where applicable. Complete the blank space where specified.

1. Your gender is:

- a. Male                      b. Female

2. Your age: \_\_\_\_\_

3. Nationality:

- a. Lebanese              b. Syrian                      c. Palestinian

4. Number of years learning English:

- a. 3-5 years  
b. 6-8 years  
c. 9 years or more

##### Part II:

Answer the following questions by ticking (✓) the answers that best represent your response.

Survey Items	Strongly Agree 1	Agree 2	Undecided 3	Disagree 4	Strongly Disagree 5
1. When listening to English, I tend to get stuck on one or two unknown words.					
2. I get nervous if a listening passage is read only once during English listening tests.					

3. When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.					
4. When a person speaks English very fast, I worry that I might not understand all of it.					
5. I am nervous when I am listening to English if I am not familiar with the topic.					
6. It's easy to guess about the parts that I miss while listening to English.					
7. If I let my mind drift even a little bit while listening to English, I worry that I miss important ideas.					
8. When I'm listening to English, I am worried when I can't watch the lips or facial expression of a person who is speaking.					
9. During English listening tests, I get nervous and confused when I don't understand every word.					
10. When listening to English, it is difficult to differentiate the words from one another.					
11. I feel uncomfortable in class when listening to English without the written text.					
12. I have difficulty understanding oral instructions given to me in English.					
13. It is hard to concentrate on what English speakers are saying unless I know them well.					

14. I feel confident when I am listening in English.					
15. When I'm listening to English, I often get so confused I can't remember what I have heard.					
16. I fear I have inadequate background knowledge of some topics when listening to important information in English.					
17. My thoughts become jumbled and confused when listening to important information in English.					
18. I get worried when I have little time to think about what I hear in English.					
19. When I'm listening to English, I usually end up translating word by word without understanding the content.					
20. I would rather not have to listen to people speak English at all.					
21. I get worried when I can't listen to English at my own pace.					
22. I keep thinking that everyone else except me understands very well what an English speaker is saying.					
23. I get upset when I'm not sure whether I understand what I am listening to English.					
24. If a person speaks English very quietly, I am worried about understanding.					
25. I have no fear of listening in English as a member of an audience.					



26. I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone.					
27. I feel tense when listening to English as a member of a social gathering or when imagining a situation where I listen to English as a member of social gathering.					
28. It's difficult for me to listen to English when there is even a little bit of background noise.					
29. Listening to new information in English makes me uneasy.					
30. I get annoyed when I come across words that I don't understand while listening to English.					
31. English stress and intonation seem familiar to me.					
32. When listening to English, I often understand the words but still can't quite understand what the speaker means.					
33. It frightens me when I cannot catch a keyword of an English listening passage.					

**Appendix 4: Standardized English Language Test****English Monthly Exam****Time :120 min****Part One : Reading****Score:12\20**

*Read the following text in which the writer criticizes the European leaders who are focusing on reducing the number of irregular migrants and refugees arriving in Europe instead of supporting them. When you are through with it, answer the questions that follow.*

**EU Refugee Crisis: Human Rights Violations and Migrant Deaths Are Being Ignored**

- 1 As people around the globe marked World Refugee Day Tuesday the all too familiar news came that at least 120 people had drowned off the coast of Libya. Their deaths bring the total number of people who have died while attempting to cross the central Mediterranean to more than 1,800 since the start of the year.
- 2 Against this grim backdrop, European leaders are meeting Wednesday and Thursday in Brussels to discuss migration. Each leader will no doubt lament these latest deaths. But despite their hand-wringing rhetoric, the focus of their discussion will not be the importance of saving lives. Instead it will be how to reduce the number of people arriving in Europe in the first place, by reinforcing cooperation with African countries to **stem** irregular migration.
- 3 This strategy not only **exacerbates** the disparity between developed and developing countries in the number of refugees they are taking in, but it also undermines any claim by the European Union to be a standard bearer for human rights. Rather than offering refugees and migrants the chance to avoid irregular border crossings, by creating safe and legal routes for people to move to Europe and

improving conditions in refugee camps, Europe has focused on increasing border controls and stepping up returns.

4 No matter how much money European governments invest in international aid projects purportedly intended to address the root causes of displacement, the reality is that EU leaders have so far largely favored projects that create barriers for migration—and they have used international aid as leverage to get African governments to cooperate in their implementation.

5 The currently preferred method for solving the migrant crisis seems to be "externalization." This involves recruiting countries refugees and migrants come from or travel through to tighten border controls or to shift protection responsibilities to other countries. So-called externalization policies increase the likelihood of human rights violations. This is particularly the case if measures to tighten border control are encouraged politically (including by leveraging aid) and facilitated technically (through training and equipment) in countries with problematic human rights records.

6 These policies can end up encouraging or supporting refoulement, collective expulsions, arbitrary detention, ill treatment and other serious human rights violations. Investing in such measures might not even achieve the desired result of reducing irregular arrivals. In the absence of alternatives, people fleeing conflict, persecution and poverty will still try to flee the only way they can, putting their lives in the hands of unscrupulous smugglers.

7 A shameful example of how this works in practice is Europe's cooperation with Libya. European leaders have deepened cooperation with the Libyan coastguard, through training and even provision of boats, in the hope of stopping sea crossings, despite warnings that this would support and even fuel human rights violations. They

are now looking at supporting Libyan border control capacity in the south of the country.

8 This is happening even though Libya does not have a concrete plan to improve human rights protection. Refugees and migrants are detained automatically and people in need of international protection have no prospect of claiming asylum, as Libya has no legal asylum framework.

9 By empowering the Libyan coastguard to **intercept** refugees and migrants at sea and take them back to Libya, EU policy is exposing thousands to unspeakable abuses in the detention centers where they are sent upon disembarkation; centers where they are detained indefinitely and subjected to torture, beatings, rape and exploitation by guards.

10 Also, as we have seen in multiple sea interceptions carried out over the past months, the Libyan coastguard disregards basic safety protocols and international standards, and has even opened fire during rescue operations at sea. Refugees and migrants are put at risk while the EU looks the other way. Meanwhile, the number of irregular crossings and deaths at sea continues to rise.

11 This might be the most troubling example of how cooperation may lead to unintended but foreseeable consequences, but it is by no means the only one. In the pursuit of quick fixes to reduce migration, European governments are further developing measures—such as the labeling of certain countries as "safe" for returns—that increase the risk of human rights violations. So desperate are they to achieve the goal of reducing arrivals that they are prepared to trample the rights of desperate men, women and children seeking safety in Europe.

12 EU leaders have an opportunity to **revert** this course of action. At the very minimum, they should refrain from any form of cooperation that might leave refugees

and migrants stranded in countries where they are exposed to human rights violations. They must monitor and address the human rights risks that may arise from current externalization policies. But radical change is needed. As they review their external migration policies, European leaders must end their focus on the short-term objective of reducing crossings. Instead, a bold plan is needed to support human rights protection in countries of origin and transit and to make safe routes available to refugees and would-be migrants.

13     Such measures would provide a safer and more orderly alternative to dangerous irregular crossings and in so doing, **steer** refugees and migrants away from criminal networks who leech off their desperation. Only then will the tragedy of lives lost at sea become a thing of the past and the rights of vulnerable men, women and children will be truly protected.

*By Matteo de Bellis*

*Newsweek*

## Questions

- A. Answer each of the following questions in 1-3 complete sentences using your own words.**
1. What critical problem does the writer highlight in the first two paragraphs?  
( 1pt)
  2. Based on paragraph 2 & 3, how are the European leaders expected to react towards this problem? Support your answer with evidence from the text. (1pt)
  3. Based on paragraphs 5&6, how effective is the method of “externalization” in tackling the migrant crisis? Justify your answer (1pt)
  4. What two pieces of advice does the writer provide towards the end of the selection to protect the rights of the migrants?(1pt)
- B. Indicate whether the following statements are TRUE or FALSE and then correct the false ones. (1.5pts)**
1. It is estimated that more than 1,200 migrants lost their lives while attempting to cross the central Mediterranean.
  2. The Libyan coastguard was empowered to protect migrants and refugees and facilitate their movement to Europe.
  3. EU leaders have the chance to change their policies towards migrants and help them.
- C.**
1. What two types of audience might feel interested in reading the above text? Why? (1pt)
  2. How does the writer achieve credibility? Support your answer with two pieces of evidence. (1 pt)
  3. How are paragraphs 9 & 10 thematically related? Justify your answer.  
(1pt)
- D. Look at the given picture carefully and then infer what the cartoonist tries to convey? (1.5 pts)**



- E. Use contextual clues to figure out the meaning of each word in the box below. Then fill in the blanks with the correct words to complete the following sentences. (1pt)

stem (paragraph 2)	exacerbate ( paragraph 3)	intercept (
paragraph 9)		
revert ( paragraph 12)	steer ( paragraph 13)	

- a) He would recover and \_\_\_\_\_ back to being his old passionate self.
- b) Law enforcement agents are planning to \_\_\_\_\_ a shipment of drugs coming from Central America.
- c) These measures are designed to \_\_\_\_\_ the rise of violent crime.
- d) This attack will \_\_\_\_\_ the already tense relations between the two communities.

- F. What does each of the underlined pronouns refer to? (1pt)

- a. their ( paragraph 2)      b. it (paragraph 3)
- c. them (paragraph 9)      d. they (paragraph 11)

## **Part Two: Writing**

**Score: 08/20**

Choose **ONE** of the following prompts **Prompt**

**A:**

Immigration has a major impact on the society. What are the main reasons of immigration? To what consequences can it lead?

In a well-organized essay of 250-300 words, discuss the above statement, focusing on the causes of immigration and its negative effects. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

**Prompt B:**

One of the major problems facing the world today is the growing number of refugees.

The developed nations in the world should tackle this problem by taking more refugees.

In a well-organized essay of 250-300 words, discuss the above statement, focusing on the causes that push refugees to flee from their countries and then suggesting some possible measures that developed nations should take to tackle this issue.

Develop your answer in an essay of unified, coherent and properly sequenced paragraphs. See that, in your introduction, you put your reader in the general atmosphere of your topic and clearly provide a thesis statement; and that each of your body paragraphs starts with a topic sentence which you back up with relevant supporting details. Draft, revise, and proofread your essay.

**{Score 3.5 for ideas and organization, 3.5 for language and style, and 01 for tidiness and legible handwriting}**

**Good luck**



**Answer Key****Part One: Reading Comprehension****Score:12 /20****Questions**

**A. Answer each of the following questions in 1-3 complete sentences using your own words.**

1. The critical problem that the writer highlights in the first two paragraphs is the tragedy of life lost at the sea as a result of irregular migration .**(1pt)**
2. It is expected that European leaders may express sorrow about this miserable situation, but they would not focus on solving it and saving the lives of people. Instead, they will take measures to reduce the number of immigrants and refugees arriving in Europe by cooperating with African countries.**(1 pt)**
3. The “externalization” method used to solve the migrants problem seems to be ineffective in several ways. First, it may increase the violation of human rights such as refoulment, collective expulsions, arbitrary detention, and ill treatment. Second, people will put their lives in the hands of dishonest smugglers as the only chance to flee from conflicts. Therefore, the taken measures would not achieve the desired result of reducing irregular arrivals. **(1 pt)**
4. At the end of the selection, the writer addresses openly the European leaders urging them to make a fundamental change. First, they should design a bold plan to support human rights protection in countries of origin. Second, they have to create safe and legal routes for migrants and refugees to move to Europe.**(1pt)**

**B.** Indicate whether the following statements are **TRUE** or **FALSE** and then correct the false ones. **(1.5pts)**

1. **F:**It is estimated that more than **1,800** migrants lost their lives while attempting to cross the central Mediterranean.

2. **F:**The Libyan coastguard was empowered to intercept/ capture migrants and refugees and take them back to Libya.
3. **True :**EU leaders have the chance to change their policies towards migrants and help them.

**C.**

1. a) NGOs / Social and charitable institutions might find interest in reading the above text because their main concern is to support and provide help for the needy and desperate people (refugees and migrants).  
 b) Policymakers might find interest in reading the above text because they are decision makers and they can take convenient measures to protect the human rights of the refugees and to facilitate their movements to safe countries. **(1pt)**
2. The writer uses various techniques of support in his text to achieve credibility. First, he resorts to numbers such as (120 people had died... ). Second, he mentions the names of important places like (Brussels and Libya...)**(1pt)**
- 3.Paragraphs 9 & 10 are thematically related by addition, reinforcement and support. In p9, the writer states how the Libyan coastguard was empowered to stop the refugees who are moving to Europe and send them back to Libya and then in p 10 he adds more information about how the refugees` rights are violated. **(1pt)**

**D. (1.5 pts)**

This picture is posted in the International New York Times. This picture captures the human face of a tragedy that is still unfolding. The cartoonist tries to shed light on the problem of illegal immigration. There are hundreds of refugees piled into dangerously overcrowded ship, trying to cross the European borders. However, it seems that the lifeguard intercepts them and tries to send them back to their country.

- E. a. revert      b. intercept      c. stem      d. exacerbate **(1pt)**  
F. a. European leaders      b. strategy  
c. refugees & migrants      d. European governments (1pt)

**Part Two: Writing****Score: 08/20**

{Score 3.5 for ideas and organization, 3.5 for language and style, and 01 for tidiness and legible handwriting}.

### Appendix 5: Map of Listening Booklet

Unit	Title	Listening Texts	Listening skills practiced	Topic/ Theme
1	Daily Life	Short Monologues, informative	Listening for detail  Listening for the main idea  Listening for specific vocabulary  Transferring information to the real world	Description of daily activities at home and work
2	Shopping	Short Monologues, informative  Conversation (two people)	Listening for the main idea  Listening for detail  Listening for specific vocabulary Using interactional language in a role-play situation	People`s experience of shopping
3	Travel and Tourism	Short spontaneous monologues	Listening for the main idea  Listening for detail  Listening for specific vocabulary  Recognizing speaker`s way of talking  Elaborating personally	People`s experience in travel and tourism
4	Working from Home	Short spontaneous monologues	Listening for the main idea  Listening for detail	Advantages of working from home

			Listening for specific vocabulary Listening and note –taking Recognizing linguistic inferences Recognizing contrast Transferring information to the real world	
5	Your Family	Interview informative	Listening for the main idea Listening for detail Listening for specific vocabulary Listening and note –taking Recognizing linguistic inferences Elaborating personally	Description of extended family and nuclear family
6	Keeping Fit and Healthy	Conversation (two people)  Short Monologue	Listening for gist Listening and note –taking Recognizing linguistic inferences Writing a summary	Importance of Sports to Health

7	Home Computers	Conversation (four people),spontaneous story-telling  Conversation (two people),spontaneous story-telling	Listening for the main idea  Listening for detail  Listening for specific vocabulary	Experiences with a home computer
---	----------------	---	--	----------------------------------

			Recognizing speaker`s way of talking  Transferring information to the real world	
8	How Disgusting	Conversation (three people) "capping" each other`s stories  Traditional rhyme for reading with rhythm	Identifying the speakers  Recognizing tone and intention  Listening for detail  Recognizing ways of capturing attention  Listening / reading with the transcript	Different Types of Cheeses
9	Starting work	Interview  Monologue  Conversation	Listening for the main idea  Listening for detail  Listening for specific vocabulary	First job and interview questions
10	Food	Conversation (four people)  Interview  Monologue	Listening for gist  Listening and note –taking  Recognizing linguistic inferences Transferring information to the real world	Favorite type of food

11	Studying and learning	<p>Conversation (four people),spontaneous story-telling</p> <p>Conversation (two people),spontaneous story-telling</p>	<p>Listening for the main idea</p> <p>Listening for detail</p> <p>Listening for specific vocabulary</p> <p>Recognizing speaker`s way of talking</p>	Talking about what people study and learn
			Transferring information to the real world	
12	Your future	<p>Interview</p> <p>Monologue</p> <p>Conversation</p>	<p>Listening for the main idea</p> <p>Listening for detail</p> <p>Listening for specific vocabulary</p>	Talking about where people would like to do in the future

## Appendix 6: Listening Booklet

### Lesson 1

#### Daily Life

Time: 50 min

### Part One: Pre-listening



#### Task 1 Discussion

- ☐ Discuss these questions with the rest of the class.
1. What time do you get up in the morning?
  2. What things do you usually do?
  3. What do you do in the evening?
  4. What time do you normally go to bed?

### Part two: While-listening

#### A. Task 1 Selective attention

- In this recording, five people have been asked "What time do you get up in the morning?"  
Choose the correct answer for each person.

- |             |             |          |             |
|-------------|-------------|----------|-------------|
| 1. a) 07:00 | b) 08:00    | c) 09:00 |             |
| 2. a) 06:00 | b) 06:30    | c) 06:45 |             |
| 3. a) 06:45 | b) 07:45    | c) 08:45 | 4. a) 09:30 |
| c) 07:30    | 5. a) 15:00 | b) 16:00 | c) 17:00    |

#### B. Task 1 Imagery ( putting events or items in the right order)

- In this recording, Sam talks about what he actually does in the morning. Look at the pictures, then listen to the recording. Number each picture to show Sam's daily routine.





• **Task 2 Fill in the blanks**

Now listen again and complete the gaps with the action words in the box.

have	do	check	head off	eat
jump				

- Usually the first thing I would \_\_\_\_\_ is put the kettle to make a cup of coffee.
- Then I would \_\_\_\_\_ in the shower, have a \_\_\_\_\_.
- Sometimes I \_\_\_\_\_ breakfast.
- And then just \_\_\_\_\_ toward the train station.
- Then I \_\_\_\_\_ my email.

**C. Task 1 Putting events in order**

In this recording, Deborah talks about her daily routine. Number these events in order.

- \_\_\_\_\_ She works in a hospital.
- \_\_\_\_\_ Then she might go to the cinema.
- \_\_\_\_\_ Deborah travels to work by train.
- \_\_\_\_\_ She normally gets to work at 7 o'clock.
- \_\_\_\_\_ When she gets home she cooks her dinner.

**Task 2 Listening for details**

- Listen again carefully to the recording. Match Deborah's actions to the correct times.
  - Deborah gets up at a. 16: 30
  - She gets to work at b. 06:45
  - She comes home from work at c. 23:00
  - She goes to bed at d. 08: 30

**D. Task 1 Multiple Choice**

- Listen to Ana talking about her routine. Read the questions first, and then listen to the recording. Choose the correct answer.

- What is Ana`s job?  
a. Doctor                      b. journalist                      c. lawyer
- When does she sometimes have to work?  
a. At night                      b. early morning                      c. at the weekend
- What does Ana make after she gets up?  
a. Breakfast                      b. dinner                      c. lunch

**Task 2****Inferencing**

- Listen again to the recording. Fill in the table with a (✓) to show what Ana does before and after work.

	<b>Has breakfast</b>	<b>Watches TV</b>	<b>Gets up</b>	<b>Goes to bed</b>	<b>Makes dinner</b>	<b>Has a shower</b>
<b>Before work</b>						
<b>After work</b>						

**Part three: Post-listening****Task 1****Sharing**

- Use the English vocabulary from the box to describe your daily activities at home.

get up □ wash face □ brush teeth □ get shaved □ have a shower □ get on the bus □ have lessons  
 □ read books □ draw pictures □ play games □ get dressed □ prepare breakfast □ have breakfast  
 □ leave home

- walk to school □ do exercises □ have lunch □ surf the net □ do homework □ listen to music  
 □ ride a bicycle □ drive a car □ drink fruit juice □ watch TV □ sleep

**Lesson 2****Shopping****Time:50 min****Part One: Pre-listening****Task 1 Discussion**

1. What kind of things do you like to go shopping for?
2. What do you like to buy online?
3. Where do you prefer to shop?
4. Do you prefer to shop in the high street or online?

**Part Two: While- listening****A. Task 1 Putting items in order**

- In this recording, five people answer the question “What do you want to buy online?”. Look at the pictures, and then listen to the recording. Number the pictures in the order you hear them.



## Task 2 Sentence completion

- **Listen again to the five people talking about the things they buy online. Fill in the gaps with the word you hear in the recording. Use the words from exercise 1.**
- a. I love buying \_\_\_\_\_ online, buying the flights and booking the hotels.
  - b. I find it easier to buy \_\_\_\_\_ online. I think you can get them delivered very conveniently.
  - c. I never buy CDs any more. I buy all my \_\_\_\_\_ online.
  - d. I don't have time to go to the supermarket, so I buy all my \_\_\_\_\_ online.
  - e. So I shop for \_\_\_\_\_ a lot online, because when I go into stores I struggle to find clothes in my size.

## B. Task 1 Multiple Choice

□ Now listen to Catherine talking about her experience of shopping. Choose the correct answer for each of the following questions.

1. Catherine likes to go shopping for.....  
a. clothes                                      b. books                                      c. food
2. She likes to look round .....  
a. Supermarkets                                      b. book shops                                      c. department stores
3. Catherine says department stores have.....  
a. Everything in one place    b. everything she wants    c. everything you can  
imagine

4. She goes shopping ...  
a. once a week                      b. once a month                      c. once a year
5. Catherine says she hates .....  
a. crowded shops                      b. quiet shops                      c. large shops

## Task 2

### Fill in the blanks

**Listen again carefully to Catherine. She uses several adjectives. Fill the gaps to complete the sentences. Choose from the adjectives in the box.**

careful - obvious - crowded - big - exhausting - fussy

1. It's not too \_\_\_\_\_ looking round and seeing what you'd like to buy.
2. I'm really \_\_\_\_\_ and \_\_\_\_\_ about what I buy.
3. I really hate \_\_\_\_\_ shops.
4. I'll often buy from the same companies, but I don't like it to be too \_\_\_\_\_.
5. I don't like clothes which have got \_\_\_\_\_ logos on them or things like that.

### C. Task 1

## Multiple Choice

□ Genevieve and Fliss both live in London. Listen to their conversation about shopping. Genevieve starts the conversation by asking Fliss whether she prefers online or high street shopping.

Choose the correct answer of the following questions.

1. Fliss likes online shopping because.....  
a. easier                  b. quicker                  c. cheaper
- 2.

Fliss likes online shopping that have .....

- a. big discounts      b. free delivery      c. new clothes

3. Fliiss thinks it's better to try clothes on .....

- a. in a store      b. in your home      c. with friends 4.

Genevieve likes high street shopping because it's more .....

- a. interesting      b. expensive      c. personal

5. Genevieve has experienced what type of customer service?

- a. only good      b. mostly good      c. mostly bad 6.

Genevieve thinks high street shopping is.....

- a. busy and fun      b. boring and dull      c. relaxing

## Task 2

## Selective attention

- Listen carefully again to Genevieve and Fliss. Choose the correct word to complete each phrase they use.
  1. So, do you prefer *city center* / *high street* / *department store* shopping or online shopping?
  2. I like *online* / *electronic* / *home* shopping more.

3. I do like online shopping, just because it`s easier and I haven`t got *money / time / energy* to shop all the time.
4. You get the customer service and you can *wear / buy / try on* your clothes. 5. Yeah, *sometimes / occasionally / often* bad, but the majority I`ve experienced is good.
6. You can try it on your own home and you don`t have to be in a *squashed, hot high street / department store/ changing room*.

**Part Three: Post- listening**

**Task**                      **Use interactional language in a role-play situation**

- Going shopping along a typical Lebanese street. Half the class have shopping lists and the other half own a shop. There are five shops:
  1. a computer shop
  2. a newsagent's
  3. a fruit shop
  4. a small supermarket
  5. a language bookshop

**Lesson 3****Travel and Tourism****Time:50****Part One: Pre-listening****Task 1****Discussion**

1. Where did you go on your last trip?
2. Where would you like to go next?
3. What do you generally like to do on holiday?
4. How do you like to travel?

**Part Two: While-listening****A. Task 1****Putting pictures in order**

- In this recording, six people talk about a place they visited or would like to visit. Look at the pictures and number them in the order you hear them.

Tunisia

Greek Islands

Thailand



Maputo

Budapest

Washington DC



**Task 2****Listening for specific information**

- Read this lists of places. Now listen again to the six people. Underline the names of the places you hear.
- |                  |              |
|------------------|--------------|
| a. America       | f. Santorini |
| b. Spain         | g. Hong Kong |
| c. Mozambique    | h. London    |
| d. Argentina     | i. Paris     |
| e. Sahara Desert | j. Budapest  |

**B. Task 1****True and false**

- Now listen to Lily talking about travel in Argentina. Read the questions before you listen. Are these statements true or false? Put a tick ( ✓ ) to show the correct answer.

**True****False**

- |   |       |
|---|-------|
| 1. There are mountains in the south of the country. | _____ |
| _____   |       |
| 2. Argentina is a beautiful country.                | _____ |
| _____   |       |
| 3. Argentina is a small country.                    | _____ |
| _____   |       |
| 4. It is expensive to fly.                          | _____ |
| _____   |       |
| 5. Most people travel by train.                     | _____ |
| _____   |       |
| 6. Bus journeys can be very long.                   | _____ |
| _____   |       |

**Task 2****Listening for details**

- Listen again carefully. Match the items ( on the left) with the word or phrase Lily uses to describe them (on the right).

- |                    |                                 |
|--------------------|---------------------------------|
| 1. landscape       | a. quite long                   |
| 2. places to visit | b. really beautiful             |
| 3. country         | c. quite expensive              |
| 4. distances       | d. sixteen or twenty hours long |
| 5. flying          | e. really beautiful             |
| 6. journeys        | f. big                          |

**C. Task 1****Recognizing tone and intention**

- Now listen to Jen talking about where she likes to go and what she likes do on holiday. Which one of the three statements best represents her feelings about holidays?



- a) She likes to go to the mountains, especially to go skiing.
- b) She likes to go to the beach, but she also enjoys sightseeing in the city.
- c) She likes to go on long bus journeys and to visit new cities.

### Task 2 Gap fill

- Now listen again and fill in the gaps in what Jen says. Use the words in the box below.

Sightseeing	holiday	off	weekends	beach (×2)	day
-------------	---------	-----	----------	------------	-----

1. I'd like to relax when I'm on\_\_\_\_\_.
2. I spend so much of my working \_\_\_\_\_in quite stressful situations.
3. I like to just get on a \_\_\_\_\_and lie on a \_\_\_\_\_.
4. I also quite like having \_\_\_\_\_away to interesting places.
5. I quite like just having a couple of days of city or\_\_\_\_\_.
6. If I have a week\_\_\_\_\_work, I like to sit on a beach.

### Task 3 Inferencing

- Now listen to Jen talking about where she likes to go and what she likes to do on holidays. Fill in the table with a tick ( ) below to show how Jen feels about each activity.

	To relax	To lie on a beach	Weekends away	sightseeing	Different activities	To read a book	To get a tan
Likes							
Quite likes							

### Part Three: Post- listening

#### Task

#### Personal elaboration

Imagine that you are visiting a new city for the first time as a tourist, whether it be Paris, London, Sydney, Rome, or New York City. Many people are looking for cheap travel ideas. What things would you like to do? What places would you visit? What would you buy? Does your choice of activities depend on whether you are on a Hawaiian honeymoon, a travel adventure, or on business?

**Lesson 4****Working from Home****Time:50 min****Part One: Pre-listening****Task 1                      Discussion**

1. Do you work from home?
2. If you don't, would you like to and why?
3. Is there anything you wouldn't like about it?

**Part Two: While-listening****A.Task 1                      Numbering photos in order**

- In this recording, you will hear three people talk about working from home .Number the photos in the order you hear them.

Furniture maker      Translator      Caterer      Child-minder

**Task 2****Listening for General Information**

- Listen again. Use the speaker's words to answer the questions below.

a. What does the first speaker help the kids do?

\_\_\_\_\_.

b. What does the second speaker translate into German?

\_\_\_\_\_.

c. What does the third speaker prepare for her clients?

\_\_\_\_\_.

d. What types of furniture does the fourth speaker make?

\_\_\_\_\_.

### A. Task 1

#### Listening for specific information

- In this recording, Abie talks about working from home as a writer. Look at the table below and fill in the information about her work.

How long?	Why?	Job
Good points	Bad points	Does she enjoy it ?

### Task 2

#### Linguistic Inference (Vocabulary)

- Listen again and complete the phrases using the definitions on the right.

1. a long \_\_\_\_\_

2. I'm \_\_\_\_\_ there

3. \_\_\_\_\_ at your desk

children after school

5. \_\_\_\_\_ the work

6. I'm quite \_\_\_\_\_ at home

a. the journey to work

b. organized and ready

c. unable to move 4. \_\_\_\_\_ the

d. collect

e. going very fast

f. doing a lot of work

**B. Task 1 Inferencing**

- Dave also works at home . Does he have a similar experience to Abie. Are these statements true for Abie and Dave? Tick ( ✓ ) the boxes which you think are true.

Statements	Abie	Dave
<input type="checkbox"/> They work from home every day.		
<input type="checkbox"/> It's a long way from their homes to work/ the city.		
<input type="checkbox"/> They use a computer for work.		
<input type="checkbox"/> They stay in touch with work during the day.		
<input type="checkbox"/> They like to see people during the day.		
<input type="checkbox"/> They prefer to work at home all the time.		

**Task 2 Gap fill**

- Complete the gaps with what Dave says with the verbs in the box.

Access	rely on	provides	keep up with	connect into	do
--------	---------	----------	--------------	--------------	----

- a) My company \_\_\_\_\_ remote access.  
 b) I \_\_\_\_\_ the network...  
 c) ...and \_\_\_\_\_ all the same files.  
 d) It was pretty easy to \_\_\_\_\_ things.  
 e) Go out and \_\_\_\_\_ errands.  
 f) You kind of \_\_\_\_\_ email.

**Task 3****Note Taking**

Like Abie , Dave also gives reasons and explanations using because and so. Listen again and note down what Dave is explaining.

- a. I work from home because \_\_\_\_\_.  
 b. It's about an hour drive so \_\_\_\_\_.  
 c. It's good \_\_\_\_\_  
    `cause \_\_\_\_\_.  
 d. I do miss being able to just go up to someone and ask a question,  
    because \_\_\_\_\_.

**Task 4****True or false**

- What does Dave think will happen in the future? Read the statements first, then play the recording. Are these statements true or false? Put a tick (✓) to show the correct answer.

**True False**

- a. Dave thinks that in the future more people will work from home.  
    \_\_\_\_\_
- b. Dave thinks that people don't work well when they are at home.  
    \_\_\_\_\_

- c. Dave thinks working from home makes people happy  
\_\_\_\_\_
- d. When Dave is in the office, he always talks to people before sending them an email.  
\_\_\_\_\_

**Part Three: Post- listening****Task****Discussion**

Working from home is a dream for many but it has its pitfalls. Students will work in groups to discuss the advantages and disadvantages of working from home.

**Lesson 5****Your Family****Time: 50 min****Part One: Pre-listening****Task 1 Discussion**

Discuss these questions with the rest of the class.

1. Are you an only child or are you from a large family?
2. Do you have many uncles and aunts, cousins, nieces and nephews?
3. Are you close to your family or do you have little contact with family members?

**Part two: While-listening****A.****Task 1 Listening for gist**

- Alex is from a small English town in Derbyshire in the East Midlands. In this recording, he talks about his own family and his wife's family

1. Do any of Alex's family members live within walking distance of where he lives?

\_\_\_\_\_.

2. How many of his wife's sisters (his sisters-in-law) have children?

\_\_\_\_\_.

3. Alex expresses regret that his and his wife's parents do not live nearby. Why?

\_\_\_\_\_. 4.

How many brothers and sisters does Alex have?

\_\_\_\_\_.

5. Why is Alex happy to be part of his wife's larger family?

\_\_\_\_\_.

**Task 2 Fill in the blanks**

- Now listen again, and complete the gaps in the sentences.

1. We don't really have any family in close \_\_\_\_\_.

2. Mine are up in Derbyshire where I, where I \_\_\_\_\_.

3. It is difficult not having any immediate family that you can rely on for

\_\_\_\_\_.

4. We make a conscious effort obviously to stay in touch with \_\_\_\_\_ of our family.
5. I'm an \_\_\_\_\_. I don't have any brothers or sisters.
6. To kind of becoming part of this big \_\_\_\_\_ family {...} is really great.

### Task 3 Linguistic inferencing ( Unfamiliar Words)

- Listen to the recording one more time and identify words and phrases with similar meanings to the following words.
  1. Children \_\_\_\_\_
  2. All except \_\_\_\_\_
  3. Very close family \_\_\_\_\_
  4. A serious effort \_\_\_\_\_
  5. Looking after children \_\_\_\_\_
  6. Depend on \_\_\_\_\_

### B.

#### Task 1 True and false

- In this recording, Patrick, who is from Southern Pines in North Carolina, USA, talks about the people who make up his extended family. Read the questions and then play the recording. Are these statements true or false?

**True**

#### False

1. Patrick has three siblings. \_\_\_\_\_
2. His mother has several brothers and sisters. \_\_\_\_\_
3. He has three uncles and three aunts. \_\_\_\_\_
4. Elec is a common name in America. \_\_\_\_\_
5. His grandmother remarried ten years after her divorce from his grandfather. \_\_\_\_\_
6. His grandmother's new husband has not been welcomed into the family. \_\_\_\_\_

### Task 2 Sentence completion

- Now listen again and complete the following sentences.
  1. My \_\_\_\_\_ family isn't so big.
  2. I have a brother and two step-sisters, as my mom is \_\_\_\_\_.
  3. We're anywhere from \_\_\_\_\_ for a normal family gathering.
  4. Obviously \_\_\_\_\_ Alexander would be Alex.
  5. My grandma is definitely the \_\_\_\_\_ of the family.
  6. Don't get me wrong, she's a \_\_\_\_\_, she's very loving \_\_\_\_\_.

### Task 3 Linguistic Inference (Idiomatic Expressions)

- Patrick uses a number of idiomatic phrases and sayings. Match the idiomatic expressions on the left with the simpler alternative on the right.
 

1. as a matter of fact	a) please don't misunderstand me
2. isn't so big	b) well-known for
3. loads and loads of	c) a well-respected man

- |                             |                            |
|-----------------------------|----------------------------|
| 4. don't get me wrong       | d) a large number of       |
| 5. pretty famous for        | e) actually                |
| 6. that's how we look at it | f) is not particularly big |
| 7. a really good guy        | g) that is our view        |

**Part three: Post-listening****Task 1                  Sharing**

Draw a picture of your family and tell your friends about each one of them.



**Lesson 6****Keeping Fit and Healthy****Time:50 min****Part One: Pre-listening****Task 1 Discussion**

1. How do you keep fit and healthy?
2. Do you go to a gym / health club?
3. Do you prefer to walk or cycle than drive or take the bus?
4. Do you keep healthy by sticking to a good diet?

**Part Two: While-listening****A. Task 1****Listening for gist**

In the first recording, a gym receptionist from London describes gym facilities to Holy, a potential member. Read the questions below. Listen to the recording and answer the questions to check your general understanding.

1. What are the two rooms in the gym used for?

\_\_\_\_\_.

2. Why might the swimming pool be busy in the middle of the day?

\_\_\_\_\_.

3. What is the best time to come to the pool for a quiet swim?

\_\_\_\_\_.

4. What kind of ID (identification) do you need to show if you wish to join the gym?

\_\_\_\_\_.

## Task 2 Understanding New Terms

- Note the special language used to talk about the gym and swimming pool facilities. Listen to the recording and complete the sentences with the suitable term from the box.

Treadmills	mirrors	exercises	weightlifting	aero-biking
lanes				

1. We have one room for the \_\_\_\_\_.
2. ...and the other side is for the \_\_\_\_\_.
3. They have a bike section for the \_\_\_\_\_ as well.
4. And also they have \_\_\_\_\_.
5. Do they have quite a lot of \_\_\_\_\_ there?
6. In the \_\_\_\_\_ swims, do you have different speeds?

## B. Task 1 Inferencing

- In this recording, Holly meets a fitness instructor and discusses the need for a healthy diet. What kind of questions might you expect Holly to ask him? What advice would you expect him to give?

Listen to the recording and write whether these statements are true or false.

**True      False**

1. He advises her to eat raisin and nuts before going to the gym.  
\_\_\_\_\_
2. The instructor believes that when you eat and how much you eat are more important than what you eat.  
\_\_\_\_\_
3. He advises her to use the stairs rather than using the lift.  
\_\_\_\_\_
4. He advises her not to sit down while she is working.  
\_\_\_\_\_
5. He thinks that when you exercise regularly, you feel better within yourself and you feel more active.  
\_\_\_\_\_

## Task 2 Listening for details

- Now listen again and focus on the specific requests for advice and on the advice given. Complete the phrases.

1. I'm never really sure if \_\_\_\_\_, or what I should be eating before I do exercise.
2. After you've \_\_\_\_\_, then you would probably eat something a bit more balanced.
3. So I \_\_\_\_\_ you that you can't eat this or can't eat that.
4. But obviously watch \_\_\_\_\_ when you're having it.
5. Forget about the \_\_\_\_\_, take the \_\_\_\_\_.

6. Make sure you `ve got a good \_\_\_\_\_, no \_\_\_\_\_ and things like that..

**Task 3****Linguistic inference ( Vocabulary)**

- Match the verbs taken from the recording (on the left) with words that have similar meanings (on the right).

- |              |                              |
|--------------|------------------------------|
| 1. Posture   | a. fitness training          |
| 2. Nutrition | b. quantity                  |
| 3. Exercise  | c. diet                      |
| 4. Amount    | d. vitality                  |
| 5. Energy    | e. way of standing / sitting |

**Task 4****Listening for general information**

- Tare is from New Zealand. He regularly works out at a gym and in this recording he talks about why he wants to keep fit. Read the questions first and then listen to the recording to answer each.
- What is the main reason Tare gives for going to the gym regularly?  
\_\_\_\_\_
  - What does he want to do with his family when he is forty?  
\_\_\_\_\_
  - Does he enjoy going to the gym?  
\_\_\_\_\_
  - How does he feel after a session in the gym?  
\_\_\_\_\_

**Part Three: Post- listening****Task****Writing a summary**

- Listen to the final speaker, Tare from New Zealand and write down notes about him. Then, write a short summary about why he regularly works out at a gym.

**Lesson 7****Home Computers****Time:50 min****Part One: Pre-listening****Task 1 Discussion**

- How do you feel about computers?  
Some people hate them, other people are fascinated by them, others simply think of them as useful aids to modern living.
- Choose the statements which reflect your own experience and feelings.
  1. Your experience
    - a. I use one regularly for my school.
    - b. I have one at home.
    - c. I have used one occasionally.
    - d. I have no direct experience.
  2. Your feelings
    - a. I am scared of them.
    - b. I think they are the key to any future progress.
    - c. I am fascinated by them.
    - d. I don't care about them.
- Discuss your answer in pairs. Support your answers with reasons and details. Tell the rest of the class what you think.

**Task 2 Prediction**

- Think of some reasons why an ordinary person might buy a computer to use at home. Exchange your reasons with the rest of the class.

**Part two: While-listening**

**Task 1            Getting the main ideas**

- Listen to Part 1 of the story in which a woman is talking about her experiences with a home computer. She says there are three main types of home computer user. What are they? Write them down in the table below. Put a tick against the kind of owner the speaker says she now is.

	Types of computer owner
1	
2	
3	

**Task 2            Re-telling a story**

-Listen to Section 1 of the story again in which the speaker describes her "disaster", and take notes on what happened.

1. What did she want the program to help her do?

2. What went wrong?

3. There was a happy end to the story. What happened?

- In pairs, expand your notes and build up the story of what happened. One or two students could tell their story to the rest of the class.

**Task 3            Listening for detail**

- In Section 2, the speaker mentions the titles of three computer programs which she bought ready-made. What are they? What does each program do? Fill in the table as you listen.

	Program title	What the program does
1		
2		

3		
---	--	--

**Task 4 Speaker`s way of talking**

- How would you describe the way in which the speaker presented her story. Choose one of these adjectives. a. Excited
- b. Depressed
- c. Trying to inform
- d. Trying to amuse

**Part three: Post-listening****Task 1 Discussion**

Do you often have problems with computers or other technology? Are you good with technology, and fixing problems?

**Lesson 8****How Disgusting****Time:50 min****Part One: Pre-listening****Task 1 Discussion**

Discuss these questions with the rest of the class.

1. What is the strangest type of food that you have ever tried?
2. What effect did it have on you?
  - a. Nauseating
  - b. Exciting
  - c. Worrying
  - d. Satisfying

**Part two: While-listening****Task 1 Identifying the speakers**

- ☐ Listen to some people talking about the exotic (unfamiliar) cheeses they have tried. How many different speakers can you identify? a. Two  
b. Three  
c. Four  
d. Five

**Task 2 Recognizing tone and intention**

- ☐ Do you think these people are trying to:
- a. Inform one another
  - b. Amuse one another
  - c. Compete with one another

- You can choose more than one. In pairs, check your answers and tell them to the rest of the class. Justify your answers with clues from the language the speakers used- their tone of voice, the words they used, etc.

**Task 3      Listening for details**

- Listen again and fill in the chart with information about the different types of cheese the speakers mention.

Type of cheese (from what animal)	Characteristics	Country of origin
1. cat	-----	-----
2. guinea pig	-----	-----
3.		
4.		
5.		

**Task 4      Sentence completion**

- Listen again and try to fill in the gaps in the extracts from the transcript with words used to capture the attention of the other speakers.

1. **Woman** \_\_\_\_\_ they just wanted to know about the composition of their milk.

**Older man** \_\_\_\_\_ I've tried llama's cheese.

2. **Woman** \_\_\_\_\_ what I really like is that Greek goat's cheese \_\_\_\_\_

3. **Woman** \_\_\_\_\_ I think the most peculiar cheese I ever had was in Sardinia.

**Part three: Post-listening****Task 1      Discussion**

Describe a foreign food that you would like to try.

**You should say:**

- what it is
- how you learned about this food
- where it is mostly taken

**and explain why you want to try this foreign food.**



**Lesson 9****Starting Work****Time: 50 min****Part One: Pre-listening****Task 1****Discussion**

1. What was your first job? Did you like it?
2. What questions might employers ask you?
3. What skills or qualities do employers look for?
4. What's it like to look for a job? Is it difficult or easy?


**Part two: While-listening****A. Task 1 Putting items in order**

□ In this recording, you will hear the speaker ask five questions about your first job. The following answers were given to these questions. Write the number of the question they answer.

- I was sixteen years old \_\_\_\_\_
- About 8 weeks \_\_\_\_\_
- I hated the whole job \_\_\_\_\_
- I worked in a toy store \_\_\_\_\_
- About \$ 5.50 an hour \_\_\_\_\_

**Task 2                      Listening for specific information**

Where was your first job?	How old were you?	How much were you paid?	How long did you spend there?	Did you enjoy it?
 Smoked salmon factory				
 _____ store	XXXXX			
 _____ kiosk		XXXXX	XXXXX	
 _____ restaurant				

 <p>Expensive_____</p>				
---	--	--	--	--

### B. Task 1 Putting questions in order

Rosie works in Human Resources. When people want to work for her company, she asks them certain questions. Listen to the questions Rosie asks. Number each question in the order you hear them.

- What qualifications do you have?\_\_\_\_\_
- Do you have a valid driving license?\_\_\_\_\_
- What experience do you have that is relevant for this role?\_\_\_\_\_
- And can you tell me what you know about the company already?\_\_\_\_\_
- Have you worked in a similar job before?\_\_\_\_\_
- Are you able to work in the evenings or the weekends?\_\_\_\_\_

### Task 2 Linguistic inference (Vocabulary)

Listen again carefully to Rosie's questions. Match the words she uses (on the left) with words or phrases with similar meanings ( on the right).

- |                    |   |
|--------------------|---|
| 1. Experience      | a. important  |
| 2. Qualifications  | b. acceptable   |
| 3. Relevant        | c. card that shows you are allowed to drive                 |
| 4. Company         | d. knowledge o skill in a job you have done for a long time |
| 5. Valid           | e. exam results or skills                                   |
| 6. Driving licence | f. business   |

### C. Task 1 Listening for detail

- Now listen to Caroline, who is a manager in a large business based in London. She is currently looking for someone to work for her company. Caroline talks about the most important things she is looking for. Put a tick (✓) next to the things Caroline mentions.

Communication skills\_\_\_\_\_

experience\_\_\_\_\_

Technical skills \_\_\_\_\_  
 Research \_\_\_\_\_  
 smartly \_\_\_\_\_

driving licence \_\_\_\_\_  
 qualifications \_\_\_\_\_ Dressing  
 handshake \_\_\_\_\_

### **Task 2                      Selective attention**

- Listen again carefully to Caroline .Circle the correct word to complete each phrase that she uses.
1. It`s a junior / senior/ part-time position, within a sales team.
  2. I`m looking for somebody who is a good writer / speaker / communicator.
  3. Somebody who gets on with people, and also is willing to learn/ work / study.
  4. Somebody who`s thought about the company that they are going to work for, so they`ve done some thinking / research / work.
  5. Age / experience / personality is important when you `re employing somebody.
  6. It`s important to think about how you look / you behave / you`re dressed.

## **Part three: Post-listening**

### **Task 1                      Personal elaboration**

Give the students ten minutes in their pairs to brainstorm some popular interview questions. For example:

- Why do you want this job?
- What are your qualifications?
- Are you prepared to work hard?
- Are you available 24/7?
- What had you done before your last job?
- If I contact your last employer what will he/she say about you?
- If you hadn't applied for this job what other type of job would you have                      applied for?

**Lesson 10****Food****Time: 50 min****Part One: Pre-listening**

1. What's your favorite food?
2. Do you enjoy cooking?
3. What words do you know for describing food?
4. Do you prefer the food of another culture?

**Part two: While-listening****A. Task 1****Selective attention**

- In this recording, you will hear people talking about their favorite type of food or meal. Put the name of the type of food or meal under the correct picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**B.Task 1****Listening for specific details**

- In this recording, Abie talks about making pancakes for her children at the weekend. What ingredients does Abie mention? Tick ( ✓ ) the photos.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_



6. \_\_\_\_\_ 7. \_\_\_\_\_  
8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

### Task 2 Selective attention

- Listen again. What measurements does Abie use?

1. \_\_\_\_\_ of plain flour
2. \_\_\_\_\_ or so of baking powder
3. \_\_\_\_\_ of sugar
4. \_\_\_\_\_ eggs
5. \_\_\_\_\_ of butter
6. \_\_\_\_\_ of milk

### Task 3 Filling gaps

- What words does Abie use to describe how she makes the pancakes? Use the verbs below to fill the gaps in what she says.

Wait	heat	put	melt	flip	mix
------	------	-----	------	------	-----

1. \_\_\_\_\_ some butter
2. \_\_\_\_\_ them altogether
3. \_\_\_\_\_ a pan

- 4. \_\_\_\_\_ a little bit of butter in
- 5. \_\_\_\_\_ for bubbles to form on the top of the mixture
- 6. \_\_\_\_\_ the pancake over

C. Task 1                      Selective attention

- In this recording, Chris, an American living in the UK, talks about the food he likes to eat in both countries. What ingredients does Chris mention? Tick (✓) the photos.



1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_



**Task 2                      General information**

- Are these statements true or false? Put a tick (✓) to show the correct answer.

	<b>True</b>	<b>False</b>
1. Chris thinks that UK has great Mexican food.		
2. Chris doesn't like Indian food at all.		
3. Chris thinks that some people don't know what Mexican food is really like.		
4. Chris thinks the most important thing about Mexican food is the spice.		
5. Chris says that Mexican food is mostly meat and beans.		

**Part three: Post-listening****Task 1                      Personal elaboration**

A) Talk about your favourite food. You should say:

- what the food is
- what it is made of □ why you like it

and explain why it is your favourite food.

B) Describe a food item you know how to cook. You should say:

- what the food is
- how you learned to cook it □ how do you cook it

and explain how important for you to cook home made meals?