أثر تدريس إستراتيجية الأصغاء في استخدام إستراتيجية الأصغاء

The Impact of Listening Strategy Instruction on Listening Strategy Use

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الكلمات المفتاحية: أستخدام استراتيجية الاصغاء، تعليم استراتيجية الاصغاء، اللغة الإنكليزية بوصفها لغة اجنبية

Keywords: Listening strategy instruction, listening strategy use, EFL

الملخص

تكشف هذه الدراسة آثار تعليم استراتيجية الاصغاء الصريحة على استخدام استراتيجية الاصغاء لمتعلمي اللغة الإنجليزية كلغة أجنبية. وتجدر الإشارة إلى أن عددا قليلا من الدراسات السابقة قد استكشفت استخدام هذه الاستراتيجيات لتحسين استراتيجيات الاصغاء لمتعلمي اللغة الإنجليزية كلغة أجنبية. الهدف الرئيسي من هذه الدراسة هي دراسة تأثير تعليم استراتيجيات الاصغاء على استخدام استراتيجية الاصغاء للمتعلمين العراقيين للغة الإنجليزية بوصفها لغة أجنبية وتحديد استراتيجيات الاصغاء الاكثر تطورا أثناء مهام الاستماع. وظفت هذه الدراسة تصميما تجريبيا تم فيه اختيار مجموعتين من طلاب السنة الرابعة في قسم اللغة الإنجليزية ، كلية التربية ، جامعة الحمدانية بشكل عشوائي للمشاركة في الدراسة. بلغ عدد المشاركون ٦٠ مشاركا تم تقسيم إلى مجموعتين: المجموعة التجريبية (عدد= ٣٠) والمجموعة الضابطة (عدد= ٣٠) ؛ حصلت المجموعة الأولى على تعليمات عن استراتيجيات الاصغاء بشكل صريح بينما المجموعة الثانية لم تتلقَ اي شيء. لغرض جمع البيانات ، تم استخدام استبيان حول استخدام استراتيجية الاصغاء من تصنيف فاندرغريفت (١٩٩٢). كانت هذه الأداة بمثابة اختبار ما قبل وبعد و لكلا المجموعتين. وفقا للنتائج، فقد ثبت أن المشاركين

في المجموعات التجريبية طوروا استراتيجيات استماع أكثر من تلك الموجودة في مجموعة التحكم وهذا يشير إلى أن تعليم استراتيجية الاستماع له تأثير على استخدام استراتيجية الاستماع لمتعلمي اللغة الإنجليزية كلغة أجنبية.

Abstract

This paper explored the impact of listening strategy instruction on Iraqi EFL learners' listening strategy use. It is to be noted that just a few earlier studies have explored the use of these strategies to improve EFL learners' listening strategies. The main aim of this paper is to examine the effect of the listening strategy instruction on listening strategy use among Iraqi EFL learners and to determine which listening strategies are most developed. This study used an experimental design in which two groups of fourth-year students at the Department of English, College of Education, Al Hamdaniya University were randomly selected to participate in the study. A total of 60 participants were split into two groups: the experimental group (N=30) and the control group (N = 30); the former got explicit listening strategy instruction and the latter did not. For the purpose of gathering data, a listening strategy use questionnaire designed by Vandergrift (1992) was developed and employed. This instrument served as a pre- and post-test for both groups. According to the findings, it has been demonstrated that participants in the experimental group developed listening strategies than those in the control group and this indicates that listening strategy instruction has impact on EFL learners' listening strategy use.

1. Introduction

The field of teaching English as a foreign language (henceforth, TEFL) has recently witnessed a shift in the emphasis from being teacher-led to being more learner-centered. This shift is underpinned by the assumption that language acquisition would occur if learners become aware of their own learning process (Abreu, 2015; Alahmed, 2023). The questions of how language is learned and how teachers can support their learners to be more active, strategic and self-reliant learners have received a considerable attention among researchers (Al-Obeidi & Alahmed, 2021; Weinstein, Tombelin, Julie, & Kim, 2004).

A plethora of studies has been conducted over the past three decades on how language learners use listening strategies in first (L1), second (L2), and foreign language (FL) contexts, as well as how those strategies relate to successful listening comprehension (Macaro, Graham, & Vanderplank, 2007). It has been found that when learners are provided specific strategy instruction with motivation and reinforcement for using these strategies while listening, it will improve their ability to absorb the information they are receiving and result in language learning (Alahmed, 2017; Cohen, 2007).

It is generally accepted that teaching listening strategies has an effect on students' usage of those strategies, which in turn helps in understanding the target language (Vandergrift, 2004). Teaching listening strategies combined with the skills themselves will help EFL learners become better listeners, and teachers should use the right strategies to support this purpose. According to Vandergrift (2004), learners should be taught how to listen effectively by applying certain listening strategies. As it provides input and access to other language abilities, listening is essential for EFL and ESL acquisition.

Despite its significance, listening is frequently seen as being hard to be taught and a difficult skill for learners to master as they consider it a receptive skill (Schmidt-Rinehart, 1994, Mendelsohn, 1998; Moyer, 2006). Moreover, a lot of teachers are ill-equipped to teach listening in L2. Teachers frequently do not teach listening comprehension in a way that includes listening strategies and do not instruct listeners on how to use these strategies; rather, they test their listeners more than they instruct them on how to listen (Goh and Vandergrift, 2012). Listening strategy instruction is crucial in the process of teaching to assist students in developing their strategic listening skills. Therefore, this study tries to answer the following research question: What is the effect of listening strategy instruction on learners' listening strategy use?

1.1 Aim of the Study

This study aims at investigating the impact of listening strategy instruction on developing listening strategy use among Iraqi EFL learners at university level develop during listening to facilitate learning the language.

1.2 Hypotheses of the Study

The following three null hypotheses have been put forth reach the objectives of this study. It is assumed that there is no statistically significant difference in the mean scores between the following:

H01: There is no statistically significant difference between the mean scores of the EG in listening strategy use from the pretest to the posttest.

H02: There is no statistically significant difference between the mean scores of the CG in listening strategy use from the pretest to the posttest.

H03: There is no statistically significant difference between the EG and those of the CG in listening strategy use on the posttest.

1.3 Limits of the Study

This study is limited by following:

- Fourth year students at the Department of English Language, College of Education for Humanities at Al Hamdaniya University.
- For the academic year 2022–2023.
- It is concentrated on teaching listening strategy.
- Videos from YouTube were used as part of the teaching materials.
- As far as the testing tools, Vandergrift's scale was used to gauge how well participants were using their listening strategies.

2. Literature Review

The benefits of teaching listening strategies are not universally agreed upon; some research backs their positive impacts, while others contend that listening skills can be acquired through exposure to listening activities. Mendelsohn (2006) proposes that the term "teaching listening" be changed to "testing listening," as teaching and demonstration of abilities are different from performance evaluation, which is what testing entails. The majority of listening lessons evaluate learners' listening abilities by having them listen and respond to questions without being shown how to do so.

The requirement to teach listening was initially overlooked by language teaching methodologies, but later methods employed a range of strategies to improve either specialized or general listening skills (Flowerdew & Miller, 2005, p. 20). The teaching of listening has recently attracted more attention and concern. Studies in discourse analysis, cognitive processing theory, and language learner methods have an influence on this area. The development of textbooks should include listening practices and recognize the relationship between listening comprehension, rational thought, and remembering in order to help learners become effective listeners in a foreign language. The objectives of learning include raising awareness of listening abilities and using different listening strategies effectively. Three primary categories of strategies are essentially recognized when learning a second or foreign language: language teaching strategies, language learning strategies, and strategy use.

Prior to the 20th century, confusion about these new strategies had a major impact on language teaching, but as psychology gained popularity, learning theories from psychologists started to affect teaching strategies. When the idea of method was first put forth at the turn of the 20th century, this prompted a change towards scientific

language instruction. However, Mackey's 1950 assertion that there aren't enough systematic references to this body of knowledge, leading to a dearth of systematic references in the profession, suggests that language teaching has turned into a matter of opinion rather than fact. O'Malley identifies three language learning strategies: cognitive, metacognitive, and socio-affective. Metacognition involves planning, while cognitive techniques manipulate subject matter. Socio-affective strategies are linked to interpersonal interactions and social relations activities.

2.1 Definitions of Listening Strategy

Goh (2005) defines listening strategy as "conscious activities that learners take to comprehend, recall, and memorize information". According to Richards & Schmidt (2010), listening strategy is defined "as a conscious plan to deal with incoming speech, particularly when the listener experiences problems due to incomplete understanding, such as using a clarification strategy in listening comprehension". So understanding listening processes, employing a variety of strategies in different combinations, being adaptable, planning, monitoring, and evaluating before, during, and after listening are all components of strategic listening.

Almoswai and Rashid (2017) define listening strategies "as the strategies that learners use before, during, and after listening activities". Effective application of such strategies necessitates not only the capacity for mental processing but also the capability of knowing what to do when one is unable to understand a text. Moreover, The Mariam Webster Dictionary (2016) defines a strategy "as a careful plan for achieving goals, usually over a long period of time. It is a plan of action designed to achieve a specific goal or series of goals". The concept of

strategy has traditionally gained popularity in education, and it merits consideration for how it affects language learning.

2.2 Listening Strategy Instruction

It is necessary for teachers to improve their vocabulary, grammar, and phonological expertise in order to teach learners listening strategies. Creating plans for training in good listening is crucial, according to Vandergrift (1999). Cognitive, metacognitive, and socio-affective listening comprehension techniques are the three categories that researchers such as O'Mallay and Chamot (1990 have identified. Moreover, EFL listeners use listening strategies to manage their in-context interactions with spoken texts in order to understand what they are listening to.

According to O'Mally and Chamot (1990), listening strategy instruction is divided into three main categories: cognitive strategy, metacognitive strategy, and socio-affective strategy. Learners use cognitive strategies, or problem-solving approaches, to comprehend and store knowledge in either short- or long-term memory. They are associated with learning activities and include progressively higher levels of data encoding and decoding. These strategies, according to researchers like OMalley, Chamot, and Abdalhamid, are crucial for learning new information or developing new skills. In addition, metacognitive strategies are management procedures that learners employ to manage their learning by planning, checking, assessing, and altering, according to Rubin (1987). To facilitate understanding, these strategies use specific aural language input elements and unambiguous listening task objectives. Socio-affective tactics, according to Vandergrift (2003) and Abdalhamid (2012), are methods that listeners employ to cooperate with others, ensure their understanding, and mitigate their anxiety.

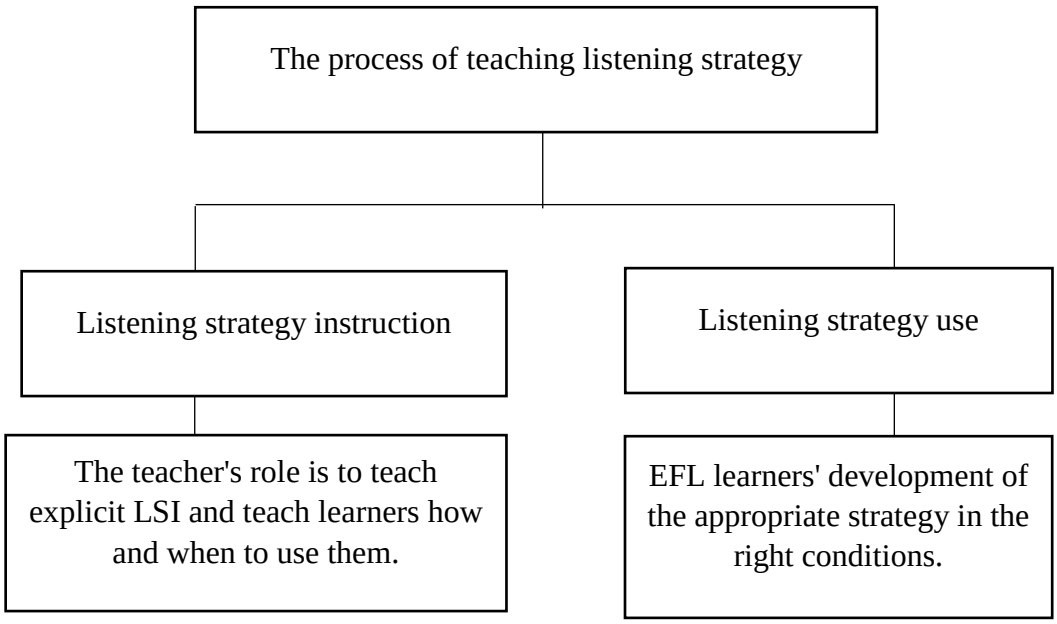

Figure (1)

The Process of Teaching Listening Strategy

2.3 Previous Studies

Numerous earlier studies have attempted to explore the impact of listening strategy instruction on EFL learners' listening strategy use. After reviewing these studies, it is clear that neither one was conducted in the same context as the current study, nor did any use the same procedures.

Ai-hua Chen (2015), this study investigated how teaching listening strategies to EFL learners affected their usage of strategies and listening performance. This study involved two groups of college students from Taiwan. For 16 weeks, one class's EFL hearing lesson included listening strategy education, while the other acted as a comparison group taking the same listening lesson without any strategy instruction. The use of quantitative instruments was used to investigate the variations in listening performance and strategy utilisation between the experimental and control groups from the pre-test to the post-test.

The findings demonstrated that the experimental group saw much better improvements in listening performance, self-directed learning, and listening strategy use. According to this study, teaching listening strategies should be incorporated into EFL listening lessons to assist students become better listeners.

Belilew Molla Gebro (2015) stated that the aim of this study was to ascertain the effects of teaching learners listening strategies on their capacity for listening and their usage of listening strategies. In the study, 50 English major freshmen from Dilla University took part. These students were divided into experimental and control groups with the intention of comparing the mean difference between the two groups. A control group design, a pretest-posttest design, and an experimental design were used in the study. The two main instruments used to collect data were IELTS listening exams and a listening skills strategy questionnaire known as the Strategy Questionnaire for Language Learners (SILL). Statistical analysis was used to examine the findings from the Listening Strategy Inventory for Listening and listening tests. The independent-samples t-test and repeated measures t-test were used to determine whether the mean differences in the listening tests and inventory between groups were statistically significant. The study found that listening strategy instruction was more effective than the conventional approach and had a positive impact on learners' strategy use.

Hussein Ghanim AL-Shammari (2020), this study examined the effects of process-based listening strategy instruction on the metacognitive awareness of listening strategies and listening comprehension in Iraqi EFL learners. In the study, 60 Iraqi sophomore EFL students were split into two groups: an intervention group of 30 and a control group of 30. The control group received standard education without any listening strategy instruction, whereas the

intervention group received process-based instruction based on Siegel's (2015) model. The MALQ and the preliminary English test (PET) were completed by both groups. According to the findings, learning about listening strategies generally had a good effect on students' listening comprehension and metacognitive strategy use. The results of the post-tests of PET and MALQ both showed that the intervention group outperformed the control group. The study contends that explicit listening strategy instruction has a positive impact on learners' listening strategy use.

This study differs from the ones listed above in both its methodological procedures and the context in which it was conducted in Iraqi context.

3. Methodology

3.1 The Experimental Design

To fill out the research question and achieve the aim of this study, a pretest-posttest control group design (Cohen et al., 2017) was conducted. Two groups were chosen randomly from fourth-year students for the academic year 2022-2023. These groups were assigned to two groups: the experimental group (N = 30) and the control group (N = 30). The former group received explicit listening strategy instruction, while the latter did not (See Table 1).

The researcher herself did the teaching to control the teacher variable. The participants in the EG were given explicit instruction and explanation about listening strategies. That is, metacognitive strategy, cognitive strategy, and socio-affective strategy. The experiment lasted for eight weeks with two hours per week at the Department of English / Al-Hamdaniya University.

Table (1)

The Experimental Design

Groups		**Pretest Treatment**	**Posttest**
EG	**Listening strategy use questionnaire**	**Listening strategy instruction**	**Listening strategy use questionnaire**
CG		**No instruction**	

3.2 Sample of the Study

The study's sample consisted of 60 fourth-year undergraduate university students from the Department of English at the College of Education for Humanities of the University of Al-Hamdaniya during the academic year 2022-2023.

3.3 Data Collection Procedures and Instruments

For the purpose of data collection and examining the impact of listening strategy instruction on EFL learners' listening strategy use, an instrument of listening strategy use questionnaire was adopted from Vandergrift's (1992) taxonomy of listening strategy use with some modifications to reach the aim of the study.

The term "instrument" refers to the tools (such as tests, questionnaires, etc.) used by the researcher to gather the necessary data or determine the suitability of the study participants. According to Gregory (2019), "the testing process gives the researcher new information to evaluate and assess students' development in any given skill. The questionnaire was applied as pre- and post-tests, in other words, before and after the experiment. The questionnaire consisted of 25 items in its final version after checking its validity and internal consistency and reliability.

3.3.1 Validity and Reliability of Listening Strategy Use Questionnaire

3.3.1.1 Validity of the Questionnaire

The term "validity" stands for the "degree to which an instrument measures what it is supposed to measure" (Kothari, 2009, p. 73). Validity is the essence of any form of evaluation that is precise and consistent (Cohen et al., 2007, p. 106). Validity reveals the methods used to collect and analyze the data. Face validity was used in this investigation. It is essential to verify the test's validity before applying it, so the questionnaire's validity was examined. Face validity was also used in this study to assess the questionnaire's suitability for the application. Experts of jury members were given the questionnaire. In the end, the questionnaire's items were approved as directly relating to the study's objectives. The questionnaire was therefore authorized.

3.3.1.2 The Internal Consistency Reliability of the Questionnaire

Within a test, internal consistency reliability assesses how consistently the outcomes are produced across various conditions. The most popular internal consistency metric is called Cronbach's alpha, and it is often calculated as the mean of all potential coefficients (Cortina, 1993). The listening strategy questionnaire was used in the pilot study to check the questionnaire's internal consistency reliability as well as the consistency of each sub-scale item. The Cronbach's alpha test has been used to assess the internal consistency reliability of each sub-scale item and overall.

The alpha cronbach value of the cognitive strategy was measured to be (a = 0.77) while the metacognitive scale's value was (a = 0.72). As for the socio-affective strategy, it was calculated to be (a =0.73). In addition, the alpha cronbach value for the overall scales, which includes the metacognitive, cognitive, and socio-affective strategies, was valued at (a = 0.72) as shown in Table 2. As a result, the questionnaire in its final copy has 25 questions. Therefore, the t-test tool is used to determine whether there are any significant differences between the two groups on the pre- and post-tests.

Table 2: The Alpha Cronbach's Values

Scales	Numbers of Item	Alpha Cronbach's Value
Metacognitive	8	0.72
Cognitive	12	0.77
Socio-affective	6	0.73
Overall	25	0.72

4. Data Analysis

For the purpose of analyzing the data gathered for the investigation at hand. The data was statistically analyzed using the SPSS program after being collected by the administration of a listening strategy questionnaire as pre- and post-tests. Three null hypotheses were posed at the 0.05 level of alpha Cronbach. To verify the accuracy of the current study's hypotheses, the collected data will be statistically analyzed and evaluated. Using the t-test statistical programme, the data from the experimental and control groups were analyzed to ascertain which strategies were most frequently employed.

4.1 Testing Hypotheses

4.1.1 Testing the First Hypothesis

H01: There is no statistically significant difference between the mean scores of the EG in listening strategy use from the pretest to the posttest.

The metacognitive strategy's mean scores were compared from pre-test to post-test using a paired sample test. Pre1 scores were 30.33, while PO1 scores were 32.87. A t-test showed a significant difference, suggesting PO1 is slightly better than Pre1, and the computed T is 3.757. Also, the mean cognitive strategy scores before and after testing are compared in a matched sample test. The Pre2 and PO2 scores are 40.70 and 43.17, respectively. To identify significant differences, the T-test formula is used. The computed T is 1.938, indicating that PO2 and Pre1 are just slightly better than each other. Scores on the socio-affective strategy exam are compared before and after a matched sample test. Scores for Pre3 were 17.27, while those for PO3 were 106.63. When a T-test was used to evaluate significant differences, it was discovered that PO3 outperformed Pre3 by 45.851, demonstrating superiority (see Table 3).

The study compares the pre-total scores for all three dimensions, finding a mean score of 88.30 and a post-total score of 182.67. The T-test formula is used with a paired sample test, evaluating at 29.549 under 29 degrees of freedom and a 0.05 level of significance. The results in Table 2 show that the post-test performed significantly better than the pre-test, rejecting the null hypothesis.

Table (3)

The Mean, SD and T-Test Value of the Pre1 and PO1 of the EG for All Three Strategies

EG		Mean	N	Df	SD	T- Value		Sig. (2-tailed)
						Calculated	Tabulated	
Metacognitive	Pre1	30.33	30	29	3.754	3.757	±2.045	0.01
	PO1	32.87	30	29	3.082			
Cognitive	Pre2	40.70	30	29	4.907	1.938	±2.045	0.062
	PO2	43.17	30	29	6.914			
Socio-affective	Pre3	17.27	30	29	2.420	45.851	±2.045	0.000
	PO3	106.63	30	29	10.73			
Total	PreTotal	88.30	30	29	8.699	29.549	±2.045	0.000
	PoTotal	182.67	30	29	19.22			

These results reject the null hypothesis based on the comparisons of the three strategies between the pre- and posttests and the dimensions collectively as well as for the pre- and posttests.

4.1.2 Testing the Second Hypothesis

H02: There is no statistically significant difference between the mean scores of the CG in listening strategy use from the pretest to the posttest.

A paired sample test is used to examine the metacognitive strategy for mean CG scores between pre- and post-tests. The mean scores for Pre1 are 31.23, and the mean scores for PO1 are 32.07. When pre- and post-test results are compared using the T-test formula, it can be seen that post-test performance is superior to pre-test performance. The calculated T is estimated to be 1.685. In addition, the study compares mean cognitive strategy scores before and after tests using a paired sample test and the T-test formula. The results show that Pre2 scores were 39.53, while PO2 scores were 42.87, indicating that PO2 performed better than Pre1. The calculated T is predicted to be 2.573. Moreover, the mean socio-affective strategy scores from the pre-test and post-test are contrasted using a paired sample test. Pre3 and PO3 had mean scores of 18.10 and 18.67, respectively. The mean scores of Pre3 and PO3 are compared to see if there are any significant differences using the T-test formula (see Table 4).

A significance of 0.05 and 29 degrees of freedom later revealed the computed T to be 0.960. For each of the three aspects, the mean scores from the pre-total and post-total are compared. In comparison to the pre-total mean score of 88.87, the post-total mean score was 93.60. As in the sections before, a paired sample test is used with the T-test formula to examine the dimensions simultaneously. Under 29 degrees of freedom, the computed T is evaluated at 2.437 and is significant at the threshold of 0.05. The data that was displayed revealed that there is a slight discrepancy between the pre-total and post-total.

When contrasted to the findings of comparing the three dimensions separately for the pre and posttests, the strategies as overall, these results reject the null hypothesis. Thus, the three-dimensional test findings show that neither individually nor collectively, the null hypothesis is true.

Table (4)

The Mean, SD and T-Test value of the Pre1 and PO1 of the CG for All Three Strategies

CG		Mean	N	Df	SD	T-Value		Sig. (2-tailed)
						Calculated	Tabulated	
Metacognitive	Pre1	31.23	30	29	2.837	1.695	±2.045	0.101
	PO1	32.07	30	29	3.248			
Cognitive	Pre2	39.53	30	29	6.279	2.573	±2.045	0.015
	PO2	42.87	30	29	7.408			
Socio-affective	Pre3	18.10	30	29	3.177	0.960	±2.045	0.345
	PO3	18.67	30	29	3.467			
Total	PreTotal	88.87	30	29	9.235	2.437	±2.045	0.021
	PoTotal	93.60	30	29	11.331			

4.1.3 Testing the Third Hypothesis

H03: There is no statistically significant difference between the EG and those of the CG in listening strategy use on the posttest.

The metacognitive strategy mean scores for EG (Po1) and CG (Po1c) were compared using a paired sample test. Po1 scored 32.87, while PO1c scored 30.07. The T-test formula was used to examine the significant difference between the scores. The computed T was 0.893, indicating Po1 is superior to PO1c. Cognitive approach mean scores for

EG (Po2) and CG (Po2c) are compared using a paired sample test. Scores for PO2 are 42.87, while those for PO2C are 42.17. At the 0.05 level, a statistically significant difference is discovered, proving that Po2 is superior to Po2c. The result of the T-test is 0.153. As for socio-affective strategy, the posttest for CG and EG showed mean scores of 17.27 and 18.10, respectively. To determine if there is a statistically significant difference, the T-test formula was applied, revealing a computed T of 44.544 at the 0.05 level, indicating that Po3 is significantly better than Po3c (see Table 5).

In this study, the post-total mean scores for EG (PoTotal) and CG (PoTotalc) are compared. 182.67 and 93.60, respectively. To look at multiple dimensions at once, a paired sample test and the T-test formula were utilized. Significant at 0.05, the computed T was 21.338. PoTotal performs noticeably better than PoTotalc, according to the results. The results of the three-dimensional test, compared separately and as a whole, contradict the null hypothesis, indicating that the null hypothesis is false both separately and completely, as demonstrated by the results of the pre- and post-tests.

Table (5)

The Mean, SD and T-Test Value of the POTotal and POTotalc of the CG and EG.

Gs	No	Mean	SD	T-Value		Sig(2-tailed)
				Calculated	Tabulated	
PO1	30	32.87	3.082	0.893	±2.045	0.379
PO1c	30	30.07	3.248			
PO2	30	42.87	6.914	0.153	±2.045	0.880
PO2c	30	43.17	7.408			
PO3	30	106.63	10.733	44.544	±2.045	0.000
PO3c	30	18.67	4.467			
POTotal	30	182.67	9.225	21.338	±2.045	0.000
PO3Totalc	30	93.60	11.331			

4.2 Findings and Discussion

In this study, specific statistical tools were used to analyze the data. SPSS software was used for the analysis because the data gathering adhered to strict quantitative methods. To compare the results from the listening strategy questionnaire for EG and CG, as well as for the pre-test and post-test, an independent-samples t-test was used. According to the results of the listening strategy use questionnaire, EG is outperforming CG in developing strategies, and these findings are consistent with other previous studies (Belilew Molla Gebro (2015) and Al-Shammari (2020).

In order to figure out which strategies were developed, the mean scores of the two groups were also compared on a pre- and post-test. The results of the EG show that the metacognitive and socio-affective strategies are more developed (p value <0.05), (see Table 3), while the

cognitive strategy is less developed. According to the significant values of the CG, it was discovered that cognitive strategy is a more developed strategy than other strategies (p value <0.05), (see Table 4). According to the posttests for both groups, the findings indicate that the third strategy, socio-affective, is the developed strategy, and it is statistically significant on the posttest for both groups as shown in Table 5. In addition, the results of the overall strategies for both groups were shown according to the significant differences, indicating that the EG is outperforming in developing these strategies compared to the CG as shown in Table 6. Despite the fact that the CG didn't receive LSI, the cognitive strategy was statistically significant, which can be explained by the possibility of strategy transference from the FL to the FL during FL listening.

Table (6)

The Mean scores for the three strategies, T-Value and the Significance

Groups	Post1 M	Post2 M	Post3 M	Post-total	T-value	Sig.(2-tailed)
EG	32.87	43.17	106.63	182.67	21.338	0.00
CG	32.07	42.87	18.67	93.60		

*Hypothesis: "If a p-value reported from a t test is less than 0.05, then that result is said to be statistically significant. If a p-value is greater than 0.05, then the result is insignificant" (Ronald Fisher, 1935).

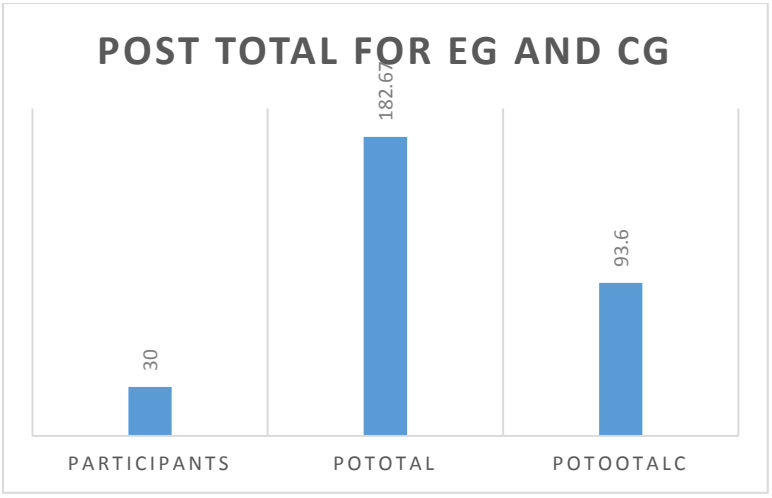

Figure (2)

Levels of Post Total of Strategy used Questionnaire for EG and CG

5. Conclusions

The results of this study add to the wealth of previous research on listening strategy instruction by showing how teaching listening strategies to Iraqi EFL learners has a favourable effect on their usage of listening strategies. The use of listening strategies to support learners' development of strategic listening skills is one particularly interesting finding that resulted from the current study. This conclusion promotes strategy instruction, which motivates learners to develop strategies in the classroom for a range of listening activities. The study's findings showed a statistically significant positive impact of LSI on EFL learners' listening strategy use. In other words, the findings indicated that explicit teaching of listening strategies developed learners' strategy use. For EG and CG, as well as for the pre-test and post-test, the mean scores for the three methods were compared. The findings showed that EG is more successful in developing strategies than CG. These results are in line with those of Vandergrift (2002, 2003a, 2005) and Liu & Goh (2006, pp. 91–107), who discovered a favourable link between listening comprehension and the use of listening strategies. Additionally, the results of this study backed up the value of implementing explicit LSI with Iraqi EFL students.

According to the present study, it is recommended that listening strategy instruction be incorporated into regular classes to give learners a range of choices. To distinguish between strategies and employ them during listening tasks, teachers should give explicit instruction. Additionally, textbook authors and material creators ought to give language teachers books and materials with exercises and tasks that support the teaching of listening strategies.

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