The Effects of Listening Strategies Instruction on EFL Students’ Listening Achievements and Motivation

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Abstract: The purpose of this study was to scrutinize the effects of listening strategies on the listening performance and motivation of EFL students. The study used a quasi-experimental design that rearranged students into experimental and control groups, which required pre- and post-tests. The subjects of the study were 2021 enrolled first-year Natural science students at Mettu University. Two intact sections (50 students in each section) participated. Listening achievement tests, motivational inventory questionnaires and interviews were used as data collection instruments. After the pre-test was undertaken for both groups, the strategy intervention was given for the experimental group. During strategy training, the experimental group was taught listening strategy training with different strategies of instructions (cognitive, metacognitive, and social affective), while the control group was taught through conventional instruction for ten weeks, and both groups received a post-test. Both inferential and descriptive data analyses were used. Finally, the results of the study showed that the students who undertook strategy training outperformed the control group, as the p-value was less than 0.05; which is 0.000 or (p<0.05). Furthermore, the results of the independent sample t-test, motivation inventory questionnaire and interview confirmed that teaching listening strategies had a positive effect on students' listening achievement and those students underwent the strategy instruction were motivated than the other one. Finally, based on the results of the study, it is possible to suggest that classroom teachers need to give due emphasis on the fundamental importance of listening and teaching listening strategy in the EFL classroom.

Keywords: Listening; Listening proficiency; Listening strategies; Motivation
1. Introduction

Listening is one of the most important skills that has attracted increasing attention from researchers for a number of reasons. First, it provides the necessary input to facilitate learning and therefore plays an important role in language learning (Vandergrift, 2007). Second, it is fundamental to all other skills and affects overall language development. Third, it is the most commonly used language skill in EFL teaching compared to other language skills and contributes more to academic success than even other skills (speaking, reading and writing) (Nunan, 1998; Rost, 2013; Yousofi, Sa'eedian, and Khaledi, 2014).

On the other hand, scholars further suggest that since listening is a complex and active process, learners' interpretations of information are compared with what they hear against their prior knowledge (Vandergrift, 1996, 1997, 2007; Young, 1997).

Accordingly, the study focused mainly on schema theory, which is described as a set of prior knowledge and experiences held by individuals in memory (Moradi, 2013). The schema is a crucial part of top-down processing, consisting of scripts or typical episodes that occur in specific situations, with goals and procedures as notable elements (Richards, 1983). Schema theory plays an important role in listening, allowing listeners to activate background knowledge to predict and understand what they hear (Siegel, 2015).

On the other hand, bottom-up processing is also important for successful information in listening. It starts with bits of information and ties pieces together, and arises when listeners focus on linguistic features, identifying each individual sound and word for semantic meaning or grammatical features that combine to produce meaning (Siegel, 2015).

Therefore, bottom-up processing is critical to successful listening in any context, and it is imperative that listeners must always perform bottom-up processing of what they hear at the acoustic level in order to do the subsequent top-down processing to facilitate meaning (Moradi, 2013). Thus, in this study, due emphasis is placed on both bottom-up and top-down processing of information, i.e. the focus of schema theory, according to their fundamental importance for information processing in listening. Thus, since such a process is complex for EFL learners, they generally need to use different listening strategies.

Among many listening approaches, listening strategy instruction is explicitly advocated by several researchers in the fields of teaching English as EFL/ESL classrooms (Graham and Macaro, 2008; Yeldham, 2016). It has been observed that teaching listening strategies develops students’ ability to apply appropriate strategies to their own listening goals and needs, which in turn facilitates listening comprehension and increases their motivation and confidence (Ngo, 2019).

Therefore, training students in the use of strategies also equips them with the ability to control their learning processes and become more autonomous (Chamot and O’Malley, 1994; Rost, 2011). These strategies have been categorized as cognitive, metacognitive, and socio-affective strategies are assumed to help learners to acquire, store, retrieve, and use information (O’Malley, O’Malley, and Chamot, 1990). They have attracted the attention of several researchers in EFL/ESL listening instructions (Carrier, 2003; O’Malley, Chamot, and Kupper, 1989; Yeldham, 2016).

According to different researchers, explicit instructions lead to retention and repeated use of strategies, such as; planning and preparing for listening, monitoring comprehension, and assessing strategy application (Chamot and Kupper, 1989; O’Malley et al., 1990). Thus, some research supports the role of metacognitive strategies in learning listening (Chou, 2017; Cross, 2015; Goh and Vandergrift, 2021; Vandergrift, 1996, 2007; Vandergrift and Tafaghodtari, 2010; Wang and Treffers-Daller, 2017). Such strategies can stimulate learners to think consciously about their own cognitive processes and provide multiple strategies to choose from, apply and evaluate in different listening situations (Cross, 2015; Emerick, 2019).

Consistent with this, cognitive strategies are important in accomplishing tasks through the implementation of a particular skill or strategy for a particular task through two important processes; that is, bottom-up and top-down (Harputlu and Ceylan, 2014; Wm, 2004). For example, with top-
down processing, listeners recognize the topic of a conversation or make predictions about the listening passages, while with bottom-up processing, they can focus on the meaning of the vocabulary or the syntax of the text.

On the other hand, socio-affective strategies are viewed as the techniques listeners use to collaborate with peers or groups to facilitate understanding or reduce anxiety (Hamzah, Shamshiri, and Noordin, 2009; Vandergrift, 2003). These strategies thus consist of attitudes, motivation, language anxiety, personality attributes, and learning styles (Harputlu and Ceylan, 2014).

However, according to some scholars knowledge of cognitive, metacognitive and social-affective strategies need not to be the only variable responsible for listening skills (Chon and Shin, 2019). Thus, another basic idea of self-regulation that determines learning success is required; for example, motivation (Ryan and Deci, 2000; Zimmerman and Schunk, 2011).

To this end, motivation is an essential component affecting the success of foreign or second language learning that covers different aspects like; energy, direction, endurance, activation, and also intention (Harputlu and Ceylan, 2014; Ryan and Deci, 2000). According to Dorney, even people with the greatest ability cannot achieve long-term goals without sufficient motivation, and neither adequate curricula nor good teaching alone are not sufficient to ensure their attainment (Dörnyei, 1998).

As suggested by experts, motivation can consist of sub-scales ranging from weak to more robust forms of motivation on a continuum (i.e., amotivation, extrinsic motivation, and intrinsic motivation) (Ryan and Deci, 2000; Zimmerman and Schunk, 2011). For instance, intrinsic motivation has emerged as the most powerful form of motivation that can promote learning and achievement (Froiland and Oros, 2014; Froiland and Worrell, 2016). Consistent with this, it can be predicted that motivation plays a significant role in cognitive, metacognitive, or affective strategies that learners employ. For example, learners with higher autonomic motivation are likely to employ more metacognitive strategies by monitoring, planning, and continuously evaluating their progress and performance (Chon and Shin, 2019).

In addition, scholars point out that successful learners are characterized by a high degree of metacognition/cognition and motivation having a sophisticated choice of learning strategies (Borkowski, Chan, and Muthukrishna, 2000). There is also clear empirical evidence pointing to a positive relationship between strategy instructions (cognitive, metacognitive, and social-affective) and motivational components (Pierce and Lange, 2000; Sperling, Howard, Staley, and DuBois, 2004).

According to Pintrich and De Groot, knowledge of cognitive and metacognitive strategies is not the only predictor of learners' academic success, but intrinsic motivation plays a significant role in their performance with the type of metacognitive strategies used (Pintrich and De Groot, 1990). Experts argue a two-way-relationship between intrinsic motivation and metacognitive strategy instructions in which both influence each other (Ibrahim, Baharun, Harun, and Othman, 2017).

Thus, self-regulated learners differ from other learners in terms of their cognitive, metacognitive, social-affective, and motivational abilities. For example, as some studies findings indicate, there are different types of self-regulated learners with different levels of achievements (Karlen, 2016; Papi and Teimouri, 2014; Ratelle, Guay, Vallerand, Larose, and Senecal, 2007; Vansteenkiste, Sierens, Soenens, Luyckx, and Lens, 2009; Yamamori, Isoda, Hiromori, and Oxford, 2003).

Consistent with the above statement, Vandergrift (2003) believes that learners need to orchestrate different strategies to interact with the parts of different listening passages Marzban and Isazadeh (2012), and also different studies suggest that listening strategies could be taught in order to broaden learners' choice of strategies and enable them to become competent listeners (Dong, 2016; Goh, 1998; O'Malley, Chamot, Stewner-Manzana, Russo, and Kupper, 1985; Vandergrift, 1999).

In Ethiopian contexts for example, listening is taught at different levels and learners face different challenges. Some research findings indicate that Ethiopian students are not good at listening to main ideas, specific information, drawing conclusions, and summarizing the text they hear (Bogale, 1993; Fantahun, 2003; Kebede, 1989; Molla and Gezahegn, 2015). They further explain that the students have difficulties in understanding the speaker's pronunciation, coping with the speaker's speed,
understanding grammatical structures, etc. and therefore such problems are attributed to the students' level of exposure and insufficient attention was given to the skill by language teachers.

Besides this, Kebede (1989) studied the listening skills of college students at Bahir Dar College and the results of the study show that the students are below the level expected of them in understanding their listening lectures. In addition, Bogale (1993) conducted a study examining learners' listening strategies in collaborative discourse of fourth-year EFL students at Addis Ababa University with English majoring students. The study showed that the most successful students were those who used a greater variety and frequency of strategies. Furthermore, the students who used strategies most successfully to complete the tasks were not exclusively the top ranking (by academic achievement), and similarly, those who used strategies least successfully were not exclusively bottom-ranking.

Furthermore, Fantahun (2003) notes that when most Ethiopian students enter colleges and universities, their ability to listen to lectures and take meaningful notes seem to be insufficient and most students have poor listening skills. In line with this, Molla and Gezahegn (2015), attempted to discuss how listening is practiced and the challenges students face in learning the materials they hear. Thus, the study showed that listening strategy lessons were more effective and had a positive impact on students' academic performance in listening than usual teaching approaches, and it was found that listening strategy lessons improved participants' strategy use.

Although great efforts and significant changes have been made regarding ELT in the Ethiopian context, some studies results still point out certain problems with ELT. Consistent with this, as Molla and Gezahegn (2015) state, due attention is not given to listening skills in Ethiopian universities since the majority of students do not have enough exposure to understand the materials they hear. They further explain that some well-established and almost all new universities teach only the theoretical part of the course skipping the practical part, which seems to be the most important for the development of the students' listening skills.

However, in some well-established universities which are well-equipped with language laboratories, teachers mostly test listening, rather than teaching the principles of listening. Furthermore, students are asked to listen to the audiocassette to answer listening comprehension questions without being taught how to listen the specific task to be performed. They also point out that some of the teachers overemphasize English grammar, reading and vocabulary instead of teaching speaking and listening (Molla and Gezahegn, 2015).

On the other hand, listening is taught at different levels in different contexts of the world, and a number of studies have been carried out by numerous researchers in order to suggest the levels of the practices. To support this, Graham and Macaro (2008) attempted to measure the effects of strategy instruction on both listening performance and students' self-efficacy versus a comparison group. Their participants were 16-17 year-old students who had been studying French in England for 5 years. The results of the study showed that students who received strategy trainings performed better than those who did not.

Beside this, Cross (2009) examined the effects of listening strategy instructions of participants in understanding of the British Broadcast (BBC) news video text. The participants were advanced Japanese learners of English as a foreign language between the ages of 26-45 and concluded that the respective strategy intervention programs had a positive impact on learner’s listening performance.

Furthermore, Lotfi, Maftoon, and Birjandi (2016), also aimed to find out whether different approaches to listening strategy training have different effects on listening performance and how participants are assessed with the effects of strategy training on their listening performance. Their participants were 206 university students divided into two language levels (pre-intermediate and intermediate) on the one hand, and two experimental groups and one comparison group on the other. The results of the study showed that, first, both experimental groups outperformed the comparison group on their listening performance test. Second, the advanced learners in the experimental group outperformed the sub-intermediate one.
In addition, Yeldham and Gruba (2016) examined the progress of four Taiwanese EFL learners in participating a course that combined direct teaching of strategies with their practice embedded in class listening texts. They used task-based verbal reports to gain insight into learners' listening strategies before and after classes. The results of their study showed how all learners developed a greater balance in applying top-down and bottom-up strategies. This is mainly through the selective integration of appropriate strategies from the course into their listening repertoires.

In addition, experts still believe that multidimensional investigations are required to make the classroom listening comprehension more effective compared to other language skills (Anderson and Lynch, 1988; Buck, 1995; Goh, 2008; Goh, 2000; Vandergrift, 2004) since few researches on strategy teaching have focused on listening skills (Plonsky, 2011; Siegel, 2015). Therefore, given the benefits of listening strategy teaching, further research in this area seems necessary (Ngo, 2019).

Therefore, the current research differs from the above studies, especially from the local researches; for example Fantahun’s (2003) study was the teaching practices of listening comprehension in the classroom in relation to the new English course books among EFL students of grade 11. In addition, Bogale’s study was to know the type and frequencies of observable listener strategies used in collaborative discourse (case study among high, low and medium learners and the frequencies of strategy use). Finally, Molla and Gezahagn’s study was on whether listening strategy instructions improve EFL learner’s listening achievements or not.

Therefore, the above researchers did not view the listening strategy instruction in terms of; first, other psychological attributes such as learner’s motivational characteristics that enable students to engage in listening tasks, since these variables are important in listening comprehension. Second, the strategy instruction with regard to strategy transfer to other tasks and situations. Third, to identify the type of tasks that influence learner’s strategy use and etc.

Thus, based on the above research findings in both national and international contexts, as well as focusing on the researchers' exposure in teaching students in higher institutions at different levels, the researchers believe that such problem might exist at Mettu University. Therefore, this study aimed to investigate the effects of listening strategy instruction on the listening achievement and motivation of students in the EFL classroom.

Furthermore, little experimental research has been conducted to examine the effects of strategy-based instruction on strategy use and listening comprehension of EFL learners implying that strategy instruction in listening skills is very much in its infancy (Graham, Macaro, and Vanderplank, 2007). Therefore, to achieve the goals, the researchers adapted the listening strategy training mainly from the classification scheme of (O’Malley et al., 1990). The reason for using the framework is that the classification scheme is consistent with people's cognitive systems and widely used in various studies (Chamot, 2012; Chen, Zhang, and Liu, 2014; Crookes, Davis, and Locastro, 1994; Graham, Santos, and Vanderplank, 2008; Nation and Nation, 2001). During strategy training, different listening strategies were selected for training purposes, representing three types of strategies, namely metacognitive, cognitive and social/affective strategies. Furthermore, emphasis was given on how the tasks were integrated into the intended strategies, how the uses of different strategies were demonstrated, how the strategies used were reflected, and how to reflect on student’s elicitations during the strategy orchestration. Thus, the researchers presented the strategy, demonstrated the strategy, and finally assessed learners' performance. Besides this, the study addressed the following research questions:

1. Was there any statistically significant difference between experimental and control groups in their listening achievement after treatment?

2. What were the effects of strategy instruction on EFL students’ motivation in listening comprehension?
2. Research Methods
2.1. The Study Design
The study focused on examining the effects of teaching listening strategies on the listening performance and motivation of EFL students. It used a quasi-experimental design considering the importance of such design in educational settings, and it does not use random assignment of individuals into groups to make a comparison from which treatment caused change is inferred (Cook, Campbell, and Day, 1979; Dörnyei, 2007). In addition, it uses naturally formed groups such as a classroom, an organization, a family unit (Creswell, 2014). Thus, in the study area, two intact groups of students; namely the experimental and control groups were selected for the purpose of the study. Finally, qualitative and quantitative approaches were used to analyze the data.

2.2. Methods Used during the Strategy Intervention
The strategy instruction selected for the intervention in the study was adapted from O’Malley et al. (1990) and Oxford (2002) strategy classification. It includes; metacognitive strategies of planning (understanding, focusing attention, and global prediction), monitoring (logical monitoring and monitoring between parts), and appraisal (self-evaluation and problem identification); cognitive strategies of elaboration and inference. The socio-affective strategies of questioning for clarification, and cooperation, self-encouragement, writing about feelings, and reducing anxiety are incorporated. Finally, those selected strategies were taught in clusters.

The specific strategies chosen depended on the task selected, their transferability to other tasks, skills and contexts, and their empirical foundation. First, based on the audiobook content (passages, tables, recorded conversations, messages, stories, illustrations, diagrams, etc.) tasks were developed in such a way that the resulting tasks promoted the development of relevant strategic behavior. Second, the chosen strategies were used in other tasks and learning situations to enhance meaningful practices and expansion of strategy use. Third, the selected strategies were believed to be effective by assessing students’ listening performance.

For the purpose of strategy training, the strategy manual for the experimental group was developed on the basis of different listening strategy instructions, representing three types of strategies, namely, metacognitive, cognitive and social/affective strategies, and orchestrated by the researchers. When the experimental group was given the strategy instruction developed based on various strategy instructions, the control group was taught the actual listening content of the lesson from their textbook. During the strategy orchestration, actual classroom learning for the listening course or missed classes during the training was covered by tutorials by the researchers as they handled the two classes for actual instructions, and finally compensatory training was provided for the control groups after they took a post-test.

At the end of the strategy training, the students again sat for the post-test to observe the changes obtained as a result of the strategy intervention. Then after, students filled motivation inventory questionnaire, learners’ interview was made for purposively selected students.

2.3. The Study Setting
The study was conducted at Mettu University; one of the universities in South-West Ethiopia in the academic year of 2021.

2.4. Subjects of the Study
The subjects of the study were first year students from Natural and Computational Sciences at Mettu University who were enrolled in 2021. Among these students, two intact sections (sections 2 and 3) were selected for the study. In the two sections, the total number of students was 100, and 50 students in each section took part in the pretest. After the pre-test, the experimental group was given strategy training that was carried out over ten weeks, whereas the control group was given the conventional
teaching. Subsequently, both the experimental and control groups received a post-test to compare the difference between the two groups in terms of listening performance after the intervention.

2.5. Data Collection Methods
Listening achievement tests, learner’s motivation inventory questionnaires and interviews were used to collect the data. The listening achievement tests were developed by the researchers using different formats (multiple choice, true/false tasks, cloze texts, table completion and summary) were used for both groups (experimental and control) at the pre- and post-test to compare the differences between the groups.

Furthermore, the second data collection instrument was student’s motivation inventory questionnaire which was adapted from Ryan and Connell’s (1989) academic self-regulatory questionnaires. The questions are based on Deci and Ryan's (1985) the theoretical framework of self-determination theory, which distinguishes types of motivational regulation from the least to the most self-determined types of motivational attributes.

Finally, an interview adapted from Ngo (2019), was used to better evoke the learners' reflections on the use of their listening strategies during the training. The focus of the interview was mainly on learners' reflections on the use of the listening strategies in their listening activities with guiding questions such as; How do you feel using the listening strategies? Did you have any difficulty in using the strategies? If so, what are they? What do you think about the role of strategies in your listening activities? etc.. Thus, in conducting the interview, six students (high, medium and low) in their listening achievements were purposively selected from the experimental group. The purpose of merging the students was to see their level of strategy use. Each interviewee used about 40-50 minutes. Finally, the responses of the students were integrated for discussion with students listening achievement test and a motivation inventory questionnaire.

2.6. Data Collection Procedures
First, the pre-test was conducted for both groups. Then, the students were divided into experimental and control groups. The strategy training or strategy intervention was carried out for experimental groups for ten weeks. During the strategy intervention, the experimental groups were trained listening strategy training which was mainly adapted from O’Malley et al. (1990) and Oxford (2002) classification scheme that classifies a learner's listening ability as high, low, or intermediate. Second, a post-test was performed for both groups after the strategy intervention to compare the differences in their listening performance. Third, questionnaires and interviews were held with the experimental groups.

2.7. Data Analysis Procedures
Both descriptive and inferential data analysis techniques were used. First, the inferential statistics was calculated using an independent-sample t-test, and paired-sample t-test. The independent-sample t-tests were used to determine whether or not there were statistically significant mean differences between the control and experimental groups, and paired-sample t-tests were used to examine whether there were statistically significant mean differences within-group and between-group at pre-test and post-test results. Second, the descriptive statistics of the means and standard deviations were also analyzed. Thus, data collected via listening achievement test for both pre-test and post-tests and motivational inventory questionnaire were processed by SPSS version 24. Finally, the data collected via interviews were integrated with both listening achievement and motivation inventory questionnaires.
3. Results

In this section, the data collected from respondents using the listening comprehension test (pre- and post-test), the motivation inventory questionnaire, and the interview were analyzed using both quantitative and qualitative methods of data analysis. The data collected by the listening achievement tests both (pre-test and post-test) were analyzed using an independent-sample t-test and a paired-sample t-test, while the data obtained from the students questionnaire were analyzed using descriptive statistics of mean and standard deviation. Finally, the interview was used integrating with listening achievement tests and learner’s motivation questionnaires to further clarify the learners' strategy usage.

3.1. Results of Pretest and Post-test

Table 1. Independent samples test results of pre-test

<table>
<thead>
<tr>
<th></th>
<th>Independent samples test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene's test for equality of variances</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Listening achievement</td>
<td>.184</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
</tr>
</tbody>
</table>

Keys: (f- frequency of variances, t- Student t-test, df-degree of freedom, sig- significance)

The independent samples t-test was used to see the equality of means for both experimental and control groups at the, and student's t-test results, degrees of freedom, significance, mean differences, standard error difference for the equal variances assumed and it was shown that there was no significant difference between the two groups.

In general, from the above t-test results for independent samples, it can be observed that the difference in results for both (experimental and control) groups using Levene’s test for equal variance showed that t = 48, p = 0.670, two-tailed. The p-value in Table 1 is greater than 0.05 or 0.670 (p > 0.05 or 0.670). From this, it can be seen that there were no significant differences between the experimental and control groups in their scores.

Table 2. Independent samples test results of the post-test

<table>
<thead>
<tr>
<th></th>
<th>Independent samples test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene's test for equality of variances</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Listening achievement</td>
<td>2.972</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.611</td>
</tr>
</tbody>
</table>

Keys: (f- frequency of variances, t- Student t-test, df-degree of freedom, sig- significance)

As can be seen from Table 2, the result of the independent sample t-test showed that there is a significant difference between the experimental group and the control group as a result of the strategy training. The result is given as t(48) = 4.611 for both equal variances assumed, whereas p = 0.000,
two-tailed. The P value in Table 2 indicates that it is less than 0.05, i.e., 0.000 or (p<0.05). Thus, from the table, it is easy to understand that the mean of independent-sample t-test result for the experimental group as a result of the intervention is greater than the mean score of independent-sample t-test result of the control group.

Table 3. Paired sample statistics of both experimental and control groups

<table>
<thead>
<tr>
<th>pair</th>
<th>group</th>
<th>Mean</th>
<th>N</th>
<th>Std. deviation</th>
<th>Std. error mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental pre-test</td>
<td>52.1600</td>
<td>50</td>
<td>6.84332</td>
<td>.96779</td>
</tr>
<tr>
<td></td>
<td>Experimental post-test</td>
<td>52.3500</td>
<td>50</td>
<td>11.62126</td>
<td>1.64349</td>
</tr>
<tr>
<td>2</td>
<td>Control pre-test</td>
<td>52.4000</td>
<td>50</td>
<td>6.79736</td>
<td>.96129</td>
</tr>
<tr>
<td></td>
<td>Control post-test</td>
<td>52.8000</td>
<td>50</td>
<td>6.91298</td>
<td>.97342</td>
</tr>
</tbody>
</table>

The paired-sample t-test of the pre-experimental and post-experimental groups, and pre-control and post-control groups were compared to see if there were differences in their means, standard deviation, and mean standard error. As can be seen from Table 3, the results of the standard deviation of the experimental pre-test and the experimental post-test are 6.84332 and 11.62126, respectively, and the results of the standard deviation of the control pre-test and control post-tests are 6.79736 and 6.91298, respectively. Therefore, from the above standard deviation results, it can be concluded that all groups have shown almost similar results. However, the results of the experimental post-test showed a difference due to the strategy instruction.

3.2. Results of Students’ Questionnaire (Experimental Group)

Table 4. Motivation inventory questionnaire (amotivation)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency of agreement</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I do not worry about what the teacher says in a class, that's about it.</td>
<td>7 9 16 12 5</td>
<td>3.70</td>
<td>1.111</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>I do not feel or frustrated with the important people’s speech (parents, teachers, etc).</td>
<td>13 10 15 5 7</td>
<td>3.34</td>
<td>1.349</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I don't know how to attend to the English classroom.</td>
<td>10 15 12 8 5</td>
<td>3.34</td>
<td>1.255</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am not even quite sure whether it's a good thing to pursue or not.</td>
<td>7 13 8 10 12</td>
<td>2.86</td>
<td>1.385</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I do not know, as I often ask myself the same thing “why did I learn English listening.”</td>
<td>10 14 5 10 11</td>
<td>3.04</td>
<td>1.484</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My understandings towards the difficulties in listening materials are not improved.</td>
<td>8 10 10 2 2</td>
<td>2.88</td>
<td>1.380</td>
<td></td>
</tr>
</tbody>
</table>

Learners were asked to identify whether they were motivated, demotivated or nothing, specifically to check their feelings while listening, and as can be seen from Table 4, the highest mean was around 3.70 with a standard deviation of 1.111, which explains they do not worry about what the teacher says in a class.
Table 5. Motivation inventory questionnaire (intrinsic motivation)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency of agreement</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I really enjoy listening to English conversations</td>
<td>18 19 6 5 2</td>
<td>3.92</td>
<td>1.122</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>English listening is so interesting.</td>
<td>17 9 14 5 5</td>
<td>3.56</td>
<td>1.327</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I will attend to English listening lessons regularly.</td>
<td>18 12 9 9 2</td>
<td>3.70</td>
<td>1.249</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English is the subject that helps me to develop all sorts of valuable listening skills.</td>
<td>18 14 9 3 6</td>
<td>3.70</td>
<td>1.344</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I see the usefulness of learning English listening in my life.</td>
<td>11 12 9 12 5</td>
<td>3.20</td>
<td>1.355</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>To me, learning English listening is so important; it is valuable and worthwhile.</td>
<td>14 12 8 7 9</td>
<td>2.72</td>
<td>1.386</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I like to learn English because it helps me to be a good listener and to earn money.</td>
<td>10 12 9 10 8</td>
<td>3.02</td>
<td>1.392</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I like learning English more than other subjects.</td>
<td>10 12 7 12 9</td>
<td>2.86</td>
<td>1.385</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I will feel embarrassed if I don't know English.</td>
<td>9 12 11 9 9</td>
<td>2.94</td>
<td>1.376</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>It’s fun to learn English.</td>
<td>10 8 8 11 13</td>
<td>2.82</td>
<td>1.494</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I feel more relaxed and confident when I listen to something than when I read.</td>
<td>14 9 10 8 9</td>
<td>2.78</td>
<td>1.375</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>If listening gets difficult for me, I am successful at fixing it up.</td>
<td>15 9 6 15 5</td>
<td>2.84</td>
<td>1.315</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The more difficult the English listening task is, the more challenging and enjoyable it becomes.</td>
<td>10 16 6 11 7</td>
<td>2.78</td>
<td>1.375</td>
<td></td>
</tr>
</tbody>
</table>

Learners were asked if they really enjoy listening in English to keep themselves intrinsically motivated or not, and the highest mean score of 3.92 with a standard deviation of 1.122 showed that they really enjoy listening to English conversations, and the second mean of 3.70 with 1.249 standard deviations shown they attended English classes regularly, and the third highest mean of 3.70 with 1.344 standard deviations showed that English is the subject that will help them develop valuable skills.
Table 7. Motivation inventory questionnaire (extrinsic motivation)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency of agreement</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>If I do not understand what the teacher says in class, I feel guilty about not going to school.</td>
<td>11</td>
<td>19</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>22</td>
<td>What I learn in school is important to my future goals thus I follow what a teacher discusses in the class.</td>
<td>17</td>
<td>21</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>I have to follow my teacher in the classroom.</td>
<td>22</td>
<td>17</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>I know, if I did not study, I will be in trouble/be punished.</td>
<td>11</td>
<td>17</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>I would not study English if I really had a choice about it.</td>
<td>21</td>
<td>9</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>It bothers me if the teacher gives me listening assignments.</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>27</td>
<td>I feel uncomfortable with listening without reading the transcript of the speech in advance.</td>
<td>13</td>
<td>13</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

As can be seen from Table 7, learners were asked whether or not they were intrinsically motivated to learn English. The highest mean score was found to be 4.12 with a standard deviation of 0.982, explaining that the students follow their teacher in the classroom. The other high mean was 3.94 with a standard deviation of 1.077, and the third mean was 3.84 with a standard deviation of 1.201.

Table 7 indicated the highest mean of 4.12 with a standard deviation of 0.982. This has shown that the majority of students replied, they have to follow their teacher in the classroom. The second mean of 3.94 with a standard deviation of 1.077 has shown that the students follow what their teacher discusses in classroom because what they learn in school is important for their future career. Finally, the third highest mean of 3.84 with a standard deviation of 1.201 showed that they would not learn English if they really had been given a choice to decide.

3.3. Results of Students’ Interview

The other data collection instrument was an interview. It was conducted after the students were given the strategy training. The interview was administered to ascertain students' intentions regarding the strategy they used, and whether or not it resulted in changes in their listening performance. In addition, it was used to know how the listening strategy guidance helped them achieve such improvements after the strategy orchestration helped them improve their listening skills.

In conducting the interview, six students were purposely selected (two from high performers, two from low performers and two from the top performers) based on their listening achievements. The purpose of taking such composition was to see if there were differences among students in their strategy usage and to examine the effects of strategy usage on their listening performance. Therefore, ten questions were prepared and the interview was conducted after the students were given the post-test, and finally the students' responses were analyzed as follows.

The first statement says; how did the Listening Strategy Guide help you apply your listening strategy? About four students explained almost similar ideas. They explained that we first set listening goals and try to avoid listening barriers in order to understand the listening materials with the given listening tasks.
Furthermore, the second statement was concerned with students’ goals for learning to listen in English, and how did their participation in listening strategy classes changed their goals for learning to listen in English? With this statement, all of them declared almost similar ideas. Even though they had experiences to listening in general, and they failed to set specific listening goals in line with the listening tasks. They expressed themselves while listening for general information, and they did not apply listening to specific and explicit strategies. However, among the students, two students strongly suggested that the listening strategy training had a positive effect on their listening performance mainly because they set listening comprehension goals before listening, used different strategies during listening, and rated how much information they received from the material they listened.

The other idea was whether taking part in listening strategy training changed the way they learn to listen or not, and how taking part in explicit strategy training changed the way they involved in different types of listening tasks during strategy training, and whether or not the students listening achievement was improved because of the strategy training. Three of the students strongly argued that there were significant differences between pre-test and post-test in terms of their listening performance and the difference were due to the strategies they had trained during the action. Furthermore, they stated that they do not know what they do at pre-listening, during listening and after listening, except these are the stages of listening and they do not know the strategies used in each stage.

In addition, students were asked if they encountered any difficulties in applying the strategies and what types of difficulties they encountered and how they try to solve these difficulties. In this regard, six of them explained that they faced different difficulties. Among them one student strongly suggested that “when I listen to longer texts, in a classroom, I never understand the message and loss listening comprehension because I was confused with what was read or spoken.” The others replied as they encountered lack of vocabulary in some cases, lack of openness in listening, and lack of experience at high school and lower grades, and etc.

4. Discussions
The main aim of this study was to investigate the effects of teaching listening strategies on EFL learners listening achievement and motivation. This section presents the results of data collected from listening achievement tests, learner motivation surveys and interviews.

4.1. Was there any Statistically Significant Difference between Experimental and Control Groups in their Listening Comprehension after Treatment?
As the results of the independent sample t-test showed, there was a significant difference between the experimental and the control group as a result of the intervention (strategy training). The results in Table 2 showed that; t(48) = 4.611 for both equal variances assumed and not assumed, where p = 0.000, two-tailed. The P value indicates that it is less than 0.05. From this, one can conclude that the t-test result of the independent sample has shown that there is a statistically significant difference between the experimental and the control group as a result of the intervention (strategy training).

Furthermore, as supported by some research findings; listening strategies could be taught to expand learners’ choice of strategies and enable them to become competent listeners (Goh, 1998; O’Malley et al., 1985; Vandergrift, 1999). As suggested by various studies, teaching listening strategies could equip students with the appropriate skills Siegel (2011), thereby raising learners’ awareness of using listening strategies and equipping them with the skills needed to perform listening activities that ought to be required (Goh, 2002; Goh and Taib, 2006; Graham et al., 2008; Thompson and Rubin, 1996).

In addition, as the students explained in the interview, they first set listening goals to avoid listening barriers and to understand the listening materials with the given listening tasks. Consistent with this, listening strategies empower learners with what they hear and further help them improve their listening skills. Additionally, as noted by Siegel, (2011), listening strategy classes could equip
students with the appropriate skills, thereby increasing their awareness on the use of listening strategies and equipping them with the skills needed to carry out listening activities (Goh, 2002; Goh and Taib, 2006; Graham et al., 2008; Thompson and Rubin, 1996).

In addition, various studies were conducted on the effects of strategy instruction on students' listening comprehension, and the results of the researches showed that the students who had undergone strategy training performed better than those who did not receive strategy training. For example, Lotfi et al. (2016) conducted a study with 206 students under two language levels (pre-intermediate and intermediate) on the one hand, and two experimental groups and one comparison group on the other.

Besides, investigating whether or not the designed listening strategy training improved the listening performance of the EFL learners, they intended to find out whether different approaches to listening strategy training had differential effects on listening performance and how the participants themselves rated the effects of the strategy training on their listening performance. So, the results of the study showed that: first, both experimental groups outperformed the comparison group on a listening performance test, and second, the advanced learners in the experimental groups outperformed the pre-intermediate groups.

Furthermore, Vandergrift (2003) notes that experienced listeners employ different strategies, which are explained by the orchestration of a set of metacognitive and cognitive strategies used to control the listening process. Weak listeners, on the other hand, were unable to monitor comprehension where they use their contextual knowledge and have been confused by the new words and failed to use their prior knowledge to get into the listening activity (Graham et al., 2008).

4.2. What are the Effects of Listening Strategy Instruction on EFL Students’ Motivation in Listening Comprehension Skills?

The other research question was to see whether or not strategy training affects student’s motivation. To answer this question, a motivation inventory questionnaire was used and the results of the questionnaire showed that the use of listening strategy teaching had positive influence on learner’s motivation.

Furthermore, learners were also asked whether or not listening strategy instructions had a positive effect on their motivation and whether their listening strategy was improved as a result of strategy training as well as how this improvement was changed in their listening performance and motivation. Thus, the students strongly confirmed that, the strategy training had a positive effect on their listening performance and motivation.

In accordance with this, according to suggestions from scholars, motivation plays a significant role in facilitating students' energy to enhance their learning. In addition, motivation can be described as joyful, satisfaction, and enthusiasm that mobilize energy, enhance learning, and help students organize their assets and skills (Ehrman, 1996). As some researchers suggest, more experienced learners enjoy language learning and have more realistic expectations of success than others (Schmidt and Frota, 1986). They are also more motivated and better self-directed in their performance (Oxford and Shearin, 1994).

In support of the above statements, experts also argue how listening strategies are related to learner’s motivation. For example, scholars like; (Cross, 2009; Goh and Hu, 2014; Goh and Vandergrift, 2021; Graham and Macaro, 2008; Vandergrift, Goh, Mareschal, and Tafaghdtari, 2006; Vandergrift and Tafaghdtari, 2010) found that there are five distinct factors associated with metacognitive awareness and learners' perceptions of themselves as good listeners (i.e., planning and evaluation, directed attention, knowledge of people, mental translation, and problem-solving).

As indicated by the category of strategies of metacognitive awareness, individual differences are related to learners' coordination and management of multiple listening strategies. Furthermore, knowledge of cognitive and metacognitive strategies may not be the only variables responsible for learners’ listening skills, but it there could be other underlying construct of self-regulation that is
likely to determine the achievement of learning success is motivation (Ryan and Deci, 2000; Zimmerman and Schunk, 2011).

In addition, motivation can consist of subscales ranging from less or low to more robust forms of motivation on a continuum (i.e., amotivation, extrinsic motivation, and intrinsic motivation). Intrinsic motivation is considered as overwhelmingly found to be the most enthusiastic form of motivation, which can promote learning and performance (Froiland and Oros, 2014; Froiland and Worrell, 2016). Similarly, motivation can be predicted to play a significant role in the types of metacognitive strategies learners employ.

For example, learners with higher autonomic motivation are more likely to employ metacognitive strategies by monitoring, planning, and continually evaluating their progress and performance. According to some scholars, successful learners are characterized by high levels of cognitive, metacognitive, and social affective and motivation, and have complicated choices in learning strategies (Borkowski et al., 2000). There is also empirical evidence for a positive association between metacognitive strategy knowledge and learners' motivational components (Pierce and Lange, 2000; Sperling et al., 2004).

Furthermore, as Pintrich and De Groot, (1990) suggest, knowledge of cognitive, metacognitive, and social-affective strategies may not be the only predictors of learners' academic success. However, intrinsic motivation is another component that play a paramount role in learner’s achievement and there is a positive relationship between intrinsic motivation and different types of cognitive strategies Ibrahim et al. (2017) which influence each other in learner’s academic performance. In Addition to this, students replied that their motivation was improved after the entertained the strategy instruction. From the students’ interview, one student replied that “what I thought about listening before the strategy training was far apart from what I attended during the strategy training, and I was really impressed.” Thus, this indicates how the students perceive about the listening difficulties at the very beginning and how the strategy instruction changed their views after they received the training.

5. Conclusion
The main purpose of this study was to investigate the effects of teaching listening strategies on the listening performance and motivation of EFL students. To achieve this goal, the students were assigned into two groups (experimental and control) and a pre-test was conducted for both groups. After the pre-test, the experimental group underwent strategy training for ten weeks and a post-test was conducted for both groups for comparison. Finally, the results of pre- and posttests were compared for generalization. Based on the results obtained, those students who completed strategy training (experimental group) outperformed the other group (control).

Based on the results of the post-test and the suggestions of various scholars, the development of listening strategies is important for the students listening achievement because strategies are conscious means by which learners can control and evaluate their own understanding and responses. Thus, listening comprehension strategy can be a sequence of mental or behavioral steps taken consciously by the listeners in a specific order (depending on the complexity of the task) to improve the ability to perceive and internalize the auditory input as well as to understand the meaning.

The other important point is related to learners' motivations during strategy orchestration. As shown by the responses from the student questionnaire and the researchers' suggestions, those learners who underwent the strategy intervention were more motivated than the control groups. As suggested by researchers, self-regulation in EFL listening is important to examine how learners set goals, implement strategies, monitor and evaluate their listening process, and identify reasons for learning. In general, based on the data obtained from the listening achievement tests, the learners’ motivation inventory questionnaire and the results of the students' interviews, as well as the idea of various scholars, it can be inferred that the listening strategy guide plays an indispensable role in the development of the students' strategy usage, which is the learner’s autonomy in listening performance that further increases their motivation.
6. Recommendations
Based on the results of the study, the following recommendations were made. As the results of the study showed, those students who completed the strategy training out performed better than the comparison group. Therefore, teachers should be aware of the importance of teaching listening strategies to help learners in their listening lessons. For example, the basic use of listening strategies is to help learners make predictions about the content of a passage, the use of cues (language knowledge, background knowledge) to infer the meaning of unfamiliar words, as well as paying focused attention to certain aspects of a message and pay attention to specific words or ideas.

Teachers should give students plenty of time to practice listening in general and listening strategies in particular, and teachers should treat listening skills similar with other language skills. In different contexts, the contents of listening comprehension were skipped by many trainers and teachers at different levels saying no time to practice. This is obviously observed with different teachers. And also some teachers may focus on the reading passage, grammar and vocabulary and skip the listening part.

Listening is not given due attention compared to its importance at different levels, so teachers should pay due attention to listening skills and treat them equally.

Finally, curriculum designers should also consider the importance of listening and include listening strategies in supplemental teaching materials to help learners improve their listening skills.

7. Pedagogical Implications
Based on the results of the study, some pedagogical implications were relayed to classroom teachers, curriculum designers, experts and students at large. First, since most literature confirms that listening is the most neglected area among the core language skills, classroom teachers ought to use listening strategies when teaching listening skills and they ought to give due emphasis to treat the skill equally with other language skills. Second, curriculum designers need to consider the importance of listening strategies and design supplementary listening materials to support learners. Third, students can be made aware of the importance of listening in general and listening strategies in particular, and need to be effective listeners by giving due emphasis towards listening skills.

8. Acknowledgements
First and foremost, we would like to express our deepest gratitude to Mettu University's freshman Natural science students for their patience, cooperation, and honest responses during the strategy intervention and data collection. Second, our special thanks go to Jimma University for funding this study.

9. References


