



عنوان البحث:
The Effectiveness of a Program Based on Sheltered
Instruction in developing some secondary graders' EFL
Listening skills

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The Effectiveness of a Program Based on Sheltered Instruction in developing some secondary graders' EFL Listening skills

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Abstract

This research aimed at developing 2nd secondary students' EFL Listening skills through sheltered instruction. The participants of the research were sixty second year secondary graders at Mamdouh Bakheet Secondary School in Ashmoon. The participants were divided into two groups: experimental and control;30 students each, the experimental group were taught using a program based on sheltered instruction, while the participants of the control group received regular instruction in the first term of the school year (2020-2021). The instrument of the present research was an EFL listening skills test. The data obtained were statistically analyzed. The findings revealed that using the sheltered instruction-based program was effective in developing 2nd secondary graders' EFL listening skills. It was recommended that sheltered instruction programs should be applied to be used to enhance secondary school graders listening skills.

Keywords: Sheltered Instruction, EFL listening skills, secondary graders.

الملخص

عنوان البحث: فاعلية برنامج قائم علي التعليم المحمي في تنمية بعض مهارات الاستماع باللغة الإنجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية .

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يهدف البحث الحالي إلى تنمية بعض مهارات الاستماع باللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثاني الثانوي من خلال برنامج قائم علي التعليم المحمي، و كان عدد الطلاب المشاركون في البحث ستون طالبا من طلاب الصف الثاني الثانوي بمدرسة ممدوح بخيت الثانوية بأشمون بمحافظة المنوفية، و تم تقسيم الطلاب إلى مجموعتين مجموعة تجريبية و مجموعة ضابطة ثلاثون طالبا لكل مجموعة ، و قد تم التدريس للمجموعة التجريبية باستخدام البرنامج القائم علي التعليم المحمي، بينما تم التدريس لطلاب المجموعة الضابطة بالطريقة التقليدية خلال الفصل الدراسي الاول من العام الدراسي ٢٠٢٠/٢٠٢١، و كانت أداة البحث عبارة عن اختبار لقياس مهارات الاستماع باللغة الإنجليزية كلغة أجنبية ، وقد تمت معالجة البيانات التي تم الحصول عليها إحصائيا، و كشفت النتائج فاعلية استخدام البرنامج القائم علي التعليم المحمي في تنمية مهارات الاستماع باللغة الإنجليزية كلغة أجنبية لدى طلاب الصف الثاني الثانوي ، و تمت التوصية باستخدام برامج التعليم المحمي في تحسين مهارات الاستماع لدى طلاب المرحلة الثانوية.

1.1. Introduction

English as a language has four main skills: listening, speaking, reading and writing. These skills are the main pillars of any language. These skills are not acquired separately but they are highly inter-connected and interdependent. So, if a learner listened well, this means that he / she can react and respond appropriately. Thus, learning English depends on mastering these four skills.

Listening is the basis for understanding and developing other language skills because from an early age, a learner can only speak if he or she listens well. Accordingly, if a child has hearing problems, it affects his or her ability to speak and



therefore listening is equally important or more than other skills and must be taken into account by teachers. Listening plays an important role in learning English as a foreign language. Listening provides audio inputs that are the basis for language learning. . It also helps in communication and language learning as well as building cultural information to fully understand people (Kessler and Bikowski 2010). In addition, it was noted that listening plays an important role in daily communication. Despite this importance, listening skill received only little attention in language teachings (Al Nabi 2015).

Although teachers emphasize the development of speaking, reading and listening skills, they may neglect teaching students effective listening skills. Since the acquisition of listening skills is essential, the listening skill must be taught in more interesting ways. In addition it should help learners be good listeners, through adopting appropriate ways and approaches to help learners improve their listening skills (Yusuf 2015). Listening activities and exercises do not receive sufficient time and effort by teachers and students alike. Most teaching aids connected to listening (such as audiotapes, computers, and CDs displayed in textbooks at the Ministry of Education) are either neglected at all or not used properly in the classroom, and even when teachers play their students' tapes and CDs, they repeat them over and over again due to the low level of listening among student (Gilakjani and Sabouri 2016).

Thus, obtaining content becomes a problem for many learners of English as a foreign language and an educational challenge for teachers as well. Besides, addressing students within the classroom is considered an important method for developing students' understanding and skills. However, many secondary school students studying English as a foreign language are not well prepared for oral speech. Therefore, the classroom environment must be protected because the main purpose is to help students reach a specific point of learning and understanding.

Listening is therefore a forgotten skill because teachers assume that students can develop listening skills naturally on their own without any special training or practice. As there is a great shortage of EFL learners in language skills generally and listening skills in particular, this makes it a sufficient reason to improve the listening skills of



EFL students. There are driving forces within the educational process that drive teachers to seek more effective and efficient strategies for teaching students learning English as a foreign language (Fritzen 2011). So this makes finding effective strategies, and approaches that encourage students to actively participate and practice listening during the teaching process urgent for achieving communication.

Therefore, Al Amin and Greenwood (2018) emphasized that teachers should protect the learning environment to ensure that students are able to master the content of the curriculum and develop their English language skills in general, and listening skills in particular. This can be achieved by overcoming the difficulties which hinder students' achievement and using easy language in communicating with them based on their linguistic outcomes and cultural background, using all possible means and giving them the chance to express themselves freely through a learning environment which is rich in activities. Therefore, there is a trend which calls for exposing the learner to Sheltered Instruction, because it is believed that this leads to the acquisition of language skills and mastering them to a large extent. It is an approach based on the teacher's observation and evaluation of learners during their interaction and carrying out various activities in an educational environment which is rich in activities and linking it to what they study or what they already know through an easy language, which leads to mastering the content and language skills and achieving their goals together at the same time (Mora-Flores 2011). Sheltered Instruction combines the development of language skills with understandable, meaningful and interesting inputs and content mastery (Molle and education 2013). This makes it an urgent necessity to use Sheltered Instruction as it achieves both content and language objectives. Both content and language objectives are announced then, the teacher simplifies the concepts related to the lesson by linking the concepts to the students' previous culture and experiences (Macías, Fontes et al. 2013). In order to achieve these content and language objectives, the teacher uses a variety of activities to stimulate students' thinking by asking questions that aim to make students express themselves and their previous experiences related to the subject and content of the lesson or by showing videos related to the lesson then, ask



them to know the subject and the main ideas of the lesson or summarize what they have understood in simple sentences and in an easy language. Audio materials can also be presented and students are asked to know the purpose of the speakers. The teacher here is a mentor and facilitator and the student becomes an active, effective and not passive element. Sheltered Instruction Approach allows the teacher to use all the various strategies and methods designed to provide a suitable learning environment so that students can develop their own understanding (Lubbad 2013, DelliCarpini and Alonso 2014). Sheltered Instruction allows students to use the language while they are incorporated into the lesson and practice class activities in which the language is acquired and mastered through them, without any defect or deficiency in the acquisition of academic content (Shakki, Derakhshan et al. 2016). They showed the importance and effectiveness of a program based on Sheltered Instruction (PBSI) as an educational approach to developing some of the listening skills of high school students, as it is the most important skill among the English language skills.

1.2. Context of the problem

As a teacher of English for 10 years, it was observed that there was a lack of EFL listening skills among secondary graders, and it was clearly noticed that many students do not have a good command on EFL listening skills. Further previous studies that recommended developing the EFL listening skills, confirmed that there is a shortage in EFL listening skills among secondary graders as: (e.g. Amin, et al. 2011, Ghoneim 2013, Ahmad 2016, Ateia and Technology 2016, Elghotmy 2018) Such studies indicated that EFL secondary graders do not have the abilities to: identify the main idea from the listening text, scan details from a listening text or guess the meaning of words from a listening text (Batt and education 2010, Pawan, Ortloff et al. 2011). To document the problem a pilot study was conducted to reveal the difficulties which secondary school students face in EFL listening skills. It consisted of an English listening test prepared by the researcher. It aimed to measure some of their listening skills. It consisted of two parts, the first part dealt with the ability of the students to answer MCQ questions about listening skills such as guessing the meaning of new

words, the second part dealt with their ability to answer open ended questions on the skills of scanning details and identifying the main idea.

1.3. Statement of the problem

The problem of the current study was the low level of secondary school graders in EFL listening skills. They are not able to listen for gist or details. They can not guess the meaning of difficult words or predict the subsequent events.

1.4. Questions of the research

The current research attempted to answer the following questions:

1. What are the EFL listening skills required for second – year, secondary stage graders?
2. What are the features of a program based on sheltered instruction?
3. What is the effectiveness of a program based on sheltered instruction in developing second – year, secondary graders' EFL listening skills?

1.5. Hypotheses of the research

Based on the study questions, the following hypotheses were formulated:

1. There would be a statistically significant difference at the (0.01) level of significance between the mean scores of the experimental and control groups on the post administration of overall EFL listening skills test in favour of the experimental group.
2. There would be a statistically significant difference at the (0.01) level of significance between the mean scores of the experimental and control groups on the post administration of each of listening subskills in favour of the post administration.

1.6. Aims of the study

The present study attempted to develop 2th secondary pupils ' listening skills through sheltered instruction.

1.7. Significance of the study

1. For EFL students:

2. It could help students develop their listening subskills including listening for gist and / or details their guessing unfamiliar and predicting subsequent events.

3. For EFL teachers:

4. It could be helpful for teachers as it might raise their awareness of the importance and benefits of sheltered instruction and how it could be implemented effectively EFL classrooms.

5. It could also provide English language teachers and acquaint them with some sheltered strategies that could help them enhance secondary school students' listening skills.

6. For EFL supervisors:

7. It could direct EFL supervisors, attention to the necessity of developing EFL listening skills using sheltered instruction approach.

8. For EFL curriculum designers:

9. It could draw their attention to the importance of using sheltered strategies and activities in students' workbooks. Also, teacher guides could give due attention to using sheltered instruction in EFL skills in general and EFL listening in particular.

1.8. Participants of the study



The participants were sixty EFL second-year secondary graders at Mamdouh Bakheet Secondary School in Ashmoon, Menoufia, Egypt. They were divided into an experimental group (N = 30) and a control group (N = 30).

1.9. Delimitations of the study

The present study was delimited to:-

1. Sixty EFL second year secondary graders at Mamdouh Bakheet Secondary School in Ashmoun, Menofia, Egypt.
2. Some EFL listening skills such as (identifying the main idea from a listening text, distinguishing between fact and opinion from a listening text, scanning details from a listening text, predicting following events from a listening text, guessing the meaning of words from a listening text, extracting specific information from a listening text, distinguishing between literal and implied meaning from a listening text and making inferences from a listening text).
3. The first semester of the academic year 2020/2021.

1.10. Instruments and materials of the study

In order to fulfill the aim of the present study, the researcher prepared and used the following instruments:

1. An EFL Listening skills checklist.
2. An EFL Listening skills test.
3. A sheltered instruction-based program.

1.11. Terminology

1-EFL Listening:

Hatab and Mosallem (2010) defined listening as an active process of paying attention and trying to get meaning from what we hear. Listening involves identifying speech sounds and processing them into words and sentences. Listening is also defined as A process that involves interpreting messages that others intentionally convey and



trying to understand and respond to them appropriately (Burluson 2011). Moreover listening is also defined as the active process of receiving and responding to spoken messages and some non-spoken messages (Short 2013).

The researcher defined listening skills operationally as the ability of second-year, secondary stage students to listen with understanding and interpret the spoken message received.

2- Sheltered Instruction Approach

Sheltered Instruction is defined as "an approach that presents the content, in a way that allows learners to develop language skills and master content together by linking content and language goals to the linguistic and cultural background of learners using various activities and audio-visual teaching aids and simple language which is appropriate to their experience and age in an educational environment characterized by mutual interaction and continuous evaluation"(Walters 2012). It is also defined as "an approach that aims at ensuring that language learner can achieve content and mastery of language skills using language that suits their age and linking it with what they actually know through classroom activities that stimulate their thinking and interaction with ongoing observation by the teacher". (Knoblock, Youngquist et al. 2016).

The researcher operationally defined Sheltered Instruction as an approach that aims at developing second-year, secondary graders' EFL listening skills, by simplifying language and its vocabulary, utilizing the linguistic and cultural background of secondary graders and enabling them to see through what the teacher is saying, using sensory teaching aids that maximize their learning .

Review of Literature and Related studies

There are various definitions for listening. Some researchers define listening as a language skill that encompassing four processes: receiving, attending, assigning meaning to, and responding to information (Rost 2013). Holden (2008) has also defined listening in an extensive way as an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing



knowledge while relying upon multiple strategic resources to fulfill the task requirement. In addition listening is defined as an essential language ability that represents an important aspect in communicating with others (Vasiljevic 2010).

Listening has always been a crucial part of interaction. It is not just hearing others, but it means showing an agreement or giving the right answer with the aid of grammatical and pragmatic knowledge, understanding the speakers' accent or pronunciation, grammar, vocabulary, and grasping meaning (Barkley 2020). Listening is one of the most vital and pivotal skills in language. It enables language learners to receive input and facilitates the emergence of other language skills (Siegel 2015). Until recently, it was unjustly neglected by researchers and educational administrators, and it was considered as a passive skill (Zarei and Parhizkari 2017). Thus, listening is referred to as the Cinderella skill in foreign language learning.

Importance of EFL Listening Skills.

Listening is a crucial means of acquiring second or foreign languages, not just a skill in language performance (Nurpahmi 2015). It is a key skill in language for its vital role in language acquisition and learning, (Naeini and Studies 2015). The role of listening is significant in language learning, but it is still an area where learners feel most powerless and disappointed. Taghinezhad, Sadighi, Hosseini, and Khalifah (2017) emphasized that among the four language skills, listening is the slightest accurate one, so it is the most difficult skill to be acquired (Cole and Flexer 2019).

Hearing is the psychological aspect of listening .It is the non-selective process resulting from sound waves detected in frequency (Atba, Bouhlassi et al. 2019). Sage (2003:12) emphasized that hearing is a natural process that occurs without planning to it. So one may hear randomly (Dickinson, Guzman et al. 2017). While listening is the act of interpreting speech that one receives through ears, Millrood (2001:99). In the same vein, Abo Skhela (2010) has distinguished between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation; on the contrary, listening is an act of interpreting speech that one receives through ears. He explained that one may hear something but actually, he may not listen to what is being



said. Additionally, listening is a communicative skill that the listener may get the meaning from what he/she hears.

The ability to hear is not the same as the ability to listen. Although most people are born with the ability to hear, listening is a skill that must be learned. Traditionally, listening is regarded as one of the four language skills and an important prerequisite for language to develop under normal circumstances. As a young person's language develops, the abilities to listen with understanding and to speak develop together. Listening is at the very root of all human communication, both verbal and nonverbal. According to research by (Trenholm 2020).

There are two main kinds of listening: intensive and extensive. In intensive listening, learners should understand the meaning of each discourse and ultimately to understand every sentence and word. The goal of intensive listening is to build fundamental listening skills. In extensive listening, the general meaning of the passage should be grasped by the learners. The goal of this kind is to strengthen and enlarge the effectiveness of intensive listening in order to improve overall listening ability (Schmidt 2016). Critical listening is an example of intensive listening, which involves interpretative, introspective, responsive, and productive listening and evaluative events (Zarei and Parhizkari 2017).

. EFL Listening Challenges

There are some difficulties in EFL listening comprehension that hinder learners progress. If low-level processes take up much attention to treat small units of meaning, then activating high-level processes (i.e., activation of prior knowledge and context stored in long term memory, construction of relationships between different understood elements is no longer possible, and this may considerably impair comprehension. This means that EFL listeners who do not process speech rapidly enough are listeners who are unable to process meaningful units in the working-memory and to activate efficient high level processes. Because listening comprehension processes do not occur automatically, EFL learners have to control them consciously, which is why they use

listening strategies that have been identified in many studies (Gilakjani and Sabouri 2016) In the case of high-level strategies, learners relate the context or what they know about the topic to the words they hear to construct the meaning. In the case of low-level strategies, a conscious choice is made by learners to focus on linguistic features of individual words (phonological and grammatical forms and functions) in order to elaborate the meaning of what they hear (Benati and Angelovska 2015).

Listeners often fail to accurately construct meaning for two main reasons: 1) because they do not recognize or understand certain words and 2) because they lack the cognitive resources to use high-level strategies to compensate and regulate their listening tasks. Roussel et al., (2019) described these latter strategies as “strictly compensatory” for the listener’s imperfect knowledge of EFL syntax and vocabulary. In line with this last assertion, Sweller’s “cognitive load theory” provides relevant explanations as to why less-skilled listeners often over rely on either low-level or high level listening processes, since combining both is costly. With regard to the capacity to combine low-level and high-level processes, there is a gap between skilled and less skilled listeners. Several studies of adolescent learners of French carried out by Vandergrift (Roussel, Gruson et al. 2019) showed statistically significant differences in strategy use: skilled listeners reported using about twice as many metacognitive strategies as their less skilled counterparts. (Vandergrift & Tafaghodtari, 2010) Some of listening challenges include the following:

- 1) Quality of Recorded Materials In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners’ listening (O’Callaghan, Neumann et al. 2017).
- 2) Cultural Differences Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners’ understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Leonard 2018). Besides, (Ockey and French 2016) expressed that too many

accented speech can lead to an important reduction in comprehension. According to (Gilakjani and Sabouri 2016), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. (Gilakjani and Sabouri 2016) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

- 3) Unfamiliar Vocabulary According to (Tambunan, Saragih et al. 2018), when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.
- 4) Length and Speed of Listening (Putriani, Sukirlan et al. 2013) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

In order to solve listening problems, researchers (e.g. Brown 2017, Ray and Biswas 2018) suggested some solutions to help listeners get rid of these problems such as: (1) Making learners aware of their purposes for listening. In other words, presenting listening for main ideas; listening for details; listening and making inferences (Brown 2017), (2) Using different tasks such as: using micro-skills, using video and multimedia, going beyond conversations and providing opportunities to listen to extended prose, dictation, and encourage extensive listening (Ray and Biswas 2018).

The history of Sheltered Instruction



It was developed in a national research project sponsored by the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003 to assist the nation's population of diverse students, including those at risk of educational failure, to achieve academic excellence. One of the goals of CREDE was to develop an explicit model of sheltered instruction. When the research began, sheltered instruction was widely advocated as an effective instructional strategy for language minority students, but there was little agreement among practitioners as to what constitutes an effective sheltered lesson.

Through literature review and with the collaboration of practicing teachers, researchers at California State University, Long Beach (Jana Echevarría and Mary Ellen Vogt), and the Center for Applied Linguistics (Deborah J. Short) identified instructional features of high-quality sheltered lessons. The model was refined over several years of field testing. Early research found the PBSI Model to be effective with English Language Learners as measured by narrative and expository listening assessments. CAL is currently conducting further research in schools by facilitating professional development on the PBSI Model and examining the effects of PBSI-based instruction on student achievement in core content areas and in English language development.(Hansen-Thomas, 2008)

10. Nature of Sheltered Instruction

Sheltered instruction was developed by three scholars (Echevarria, Vogt, and Short) to make English language and content comprehensible for English language learners (ELLs). It took three to four years to be developed as a best teaching practice framework (Echevarria, Vogt et al. 2008). Sheltered instruction guides English language teachers in modeling strategies that have proven successful in helping ELLs to increase content and language literacy skills needed for understanding content-area text.

Echevarria and Short (2010) believed that Sheltered instruction provides teachers with a well-articulated practical model of instruction implementation of the Sheltered instruction model. All teachers need to develop an approach to meticulously train their students on vocabulary growth, content knowledge and the critical thinking process. Sheltered instruction is the method of mixing language development with techniques to make content curricular topics more comprehensible (Short 2013). The Sheltered instruction model combines features recommended for high quality instruction of all students, including cooperative learning and reading comprehension strategies (Short, Echevarría et al. 2011).

11. Components and features of sheltered instruction.

The components of sheltered instruction are categorized into: **preparation, examination, and review/evaluation** (Turkan and Buzick 2016) These three categories employ eight different components that help students better understand and retain information. These eight components are:

- lesson preparation
- building background
- comprehensible input
- strategies
- interaction
- practice/application
- lesson delivery
- Review/assessment.

Advantages of Sheltered Instruction.

The goal of sheltered instruction is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used



in the context of school, including the vocabulary used in textbooks and lectures in each academic discipline. Using this planning framework, teachers modify the way they teach so that the language they use to explain concepts and information is comprehensible to these students. Sheltered instruction is intended to be applicable at levels of education from pre-K through community college. The Sheltered instruction model consists of instructional strategies that cover eight aspects of lesson design and delivery: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment.

According to [Koura, & Zahran \(2017\)](#) study, the effect of sheltered instruction observation protocol model on student teachers teaching skills and self-efficacy was profound and significant. Sheltered instruction observation protocol model was very motivating for student teachers and gave them opportunities to make decisions and be creative. This result is in line with studies such as (Koura, 2002; Al-Sheikh, 2004; Gohar, 2014). Comparing the student teachers performance of the experimental group at the beginning of the program until its end reveals that there has been a gradual development in their teaching skills and self-efficacy. Their teaching at the beginning of the program focused on mere teaching grammar and new vocabulary to their prestage students. Most of them even used fragmented techniques. The Sheltered instruction training program acted as a guiding framework for student teachers. The sheltered instruction model relies on using additional resources that enrich the educational material with diagrams, pictures, videos and computer-based material. Improving students understanding of their educational text is the main target of using additional resources. These resources helped student teachers to enrich and develop their teaching skills and self-efficacy ([Koura, Zahran et al. 2017](#)).

Method

Experimental procedures.

A. Pre-test:-



Before implementing the program, the EFL listening test was administered to the participants of the experimental and control groups on 18/10/2020 to establish homogeneity between the two groups in entry level.

B. Implementation stage:-

First the researcher prepared the sheltered instruction program to be taught to the experimental group students on 1/11/2020. In the orientation session, the researcher introduced sheltered instruction and its models as well as the procedures to be followed. At the beginning of each lesson, the researcher addressed the learning objective related to the listening skill.

C. Post-testing

Having finished implementing the program post testing took place on 17/12/2020.

Results

In order to answer the previous research questions and in light of the quantitative results of the post administration of the EFL listening skills test on the participants of the experimental and control research groups ,

Hypothesis one:

Hypothesis one states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on the overall EFL listening skills test in favour the experimental group. By using t-test to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of overall EFL listening skills test and determining the statistical significance of the difference between them, the results were as shown in the following table (1):

Table (1) participants' mean scores, standard deviations, t-value and level of significance in

the post administration of the overall EFL listening test.

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	30	33.2	4.32	29	9.64	sig.	0.001
Experimental	30	47.8	7.45				

In light of the results of the previous table, it is clear that the calculated t-value of is 9.64, exceeding its tabular value of 2.02 at a degree of freedom 29 at a level of statistical significance (0.01), these results indicate that there is a real difference between the mean scores of the research participants in the experimental and control groups, in the post administration of the overall EFL listening skills test in favor of the experimental group.

Hypothesis two: Each of listening sub-skills

Hypothesis two states that "There is a statistically significant difference at the 0,01 level between the mean scores of control and the experimental groups on each of the EFL listening skills in favour the experimental group.

Results related to content

T-test was used to compare the mean scores of the participants of two independent and homogeneous groups (experimental and control) in the post administration of Content sub-skill. The statistical significance of the difference between them was calculated .The results were as shown in the following table (2):

Table (2) Two groups' mean scores, standard deviations ,t-value and level of significance in the post administration of each of listening subskills in favour of the post administration

Subskills	Group	No	Mean	S.D	D.F	Sig	t-value	Level of sig.
identifying the main idea	Control	30	4.2	1.606	29	sig.	4.49	0.001
	Experimental	30	5.73	1.461				
Distinguishing between fact and opinion	control	30	4.27	1.690	29	sig.	4.709	0.001
	Experimental	30	6.3	1.655				

scanning details	Control	30	4.2	1.324	29	Sig.	6.44	0.001
	Experimental	30	6.33	1.398				
Predicting following events	Control	30	4.0	1.17	29	sig.	3.393	0.002
	Experimental	30	5.2	1.54				
guessing the meaning of words	Control	30	4.2	1.69	29	sig.	3.88	0.001
	Experimental	30	5.87	1.655				
extracting specific information	Control	30	4.13	1.69	29	sig.	5.682	0.001
	Experimental	30	6.53	1.655				
Distinguishing between literal and implied meanings	Control	30	4.0	1.69	29	sig.	3.604	0.001
	Experimental	30	5.53	1.655				
Making inferences	Control	30	4.27	1.619	29	sig.	6.837	0.001
	Experimental	30	6.6	1.632				

The implementation of PBSI enabled the students of the experimental group to master the EFL listening subskills from a listening text obviously. As the standard of the experimental group in the listening subskills is better than the control group.

Discussion of the results:

The results of both experimental and control groups on the listening pre- test showed that both groups were homogenous before using cartoon films. The results of both experimental and control groups on the listening post-test showed that the PBSI had a positive effect on developing the experimental group pupils' overall listening skills as well as each of the listening sub-skills of fourth year 2nd secondary stage pupils.

The findings revealed that there was a significant difference between the experimental and the control groups' mean scores in the post-test of the overall listening skills in favor of the experimental group. The pupils of the experimental group exhibited



improvement. They also improved in each of listening sub skills such included (content-organization- language- mechanics) .Such improvement and development are due to using of cartoon film.

Using PBSI encouraged the pupils to write through the communicative tasks and activities provided for pupils to practice .The pupils were provided with plenty of opportunities that enhanced self-esteem and interactions among them. In addition, PBSI, created an excellent environment that helped pupils improve their EFL writing. PBSI created a more-student- centered environment listening class where pupils practice listening individually and in groups. Co-operative learning helped them work together and benefit from each other's. They could comber and discuss their listening together.

Encouragement and positive feedback on the post of the researcher helped the students listen without any fear. They asked each other and revised each other's' work. The teacher tolerated their minor mistakes and was supportive all the time. This helped pupils become interested and engaged.

Frequent assessment of students' attempts and listening helped them refine their listening. At the end of class, the researcher gave exercises and tests that measures the pupils' progress in listening. This, in addition to the summative assessment represented in post testing constituted an important factor that benefited the students in listening classes. The findings of the present study are consistent in all over listening as well as each of listening skill.

Recommendations

In accordance with the findings and conclusions of the current study, the following recommendations were presented:

1. Programs based on Sheltered Instruction are effective in enhancing secondary students' language skills in general and listening in particular.
2. More attention should be paid to the new approaches, strategies and techniques that help secondary students develop as listeners.
3. Secondary students' motivation in the listening class should be maximized.



4. Students should be engaged in a motivation supported and unthreatening learning environment that enables them to be effective listeners.
5. Students should be encouraged and use extensive as well as intensive listening activities to develop as listeners.
6. Genuine listening material that is related to students' lives and interests should be used in listening.
7. To develop as listeners, students should act out live dialogue and conversations in the listening class.
8. To become good listeners students should resort to e-resources and be exposed to authentic and EFL native speech.

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