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The Effects of using listening triangle strategy on Developing EFL literal Listening Comprehension Skills

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ABSTRACT

The current study aimed at investigating the effects of using the triangle listening strategy in developing preparatory stage pupils EFL listening comprehension skills. The participants were sixty-four,1st year preparatory stage pupils enrolled at Kafr Salamoon Preparatory School in Kom Hamada Educational Administration They were divided into two groups: an experimental group (n= 32) and a control group (n= 32). The study instrument was an EFL listening comprehension test. The participants of the experimental group were taught using the triangle listening strategy while the participants of the control group received regular instruction. The data obtained were statistically analyzed. The results revealed that using the triangle listening strategy was effective in developing preparatory stage pupils EFL listening comprehension skills in English as a foreign language

Keywords: *Triangle Listening Strategy, EFL Listening Skills, preparatory pupils.*

الملخص

عنوان البحث: فعالية استخدام استراتيجية مثلث الاستماع في تنمية مهارات الفهم الاستماعي الحرفي باللغة الإنجليزية كلغة أجنبية لدي تلاميذ المرحلة الاعدادية

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هدفت الدراسة الحالية إلى تنمية بعض مهارات الاستماع الحرفي باللغة الإنجليزية كلغة أجنبية لدي تلاميذ الصف الأول الاعدادي من خلال استراتيجية مثلث الاستماع، و كان عدد التلاميذ المشاركين في البحث اربعة وستون تلميذا من تلاميذ الصف الأول الاعدادي بمدرسة كفرسلامون الاعدادية / ادارة كوم حمادة التعليمية بمحافظة البحيرة، و تم تقسيم التلاميذ إلى مجموعتين مجموعة تجريبية و مجموعة ضابطة اثنان وثلاثون تلميذا لكل مجموعة ، و قد تم التدريس للمجموعة التجريبية باستخدام استراتيجية مثلث الاستماع ، بينما تم التدريس لتلاميذ المجموعة الضابطة بالطريقة المعتادة خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢١ / ٢٠٢٢ ، و كانت أداة البحث عبارة عن اختبار لقياس مهارات الفهم الاستماعي الحرفي باللغة الإنجليزية كلغة أجنبية ، وقد تمت معالجة البيانات التي تم الحصول عليها إحصائيا, و كشفت النتائج عن فعالية استخدام استراتيجية مثلث الاستماع في تنمية مهارات الفهم الاستماعي الحرفي باللغة الإنجليزية كلغة أجنبية لدي تلاميذ الصف الأول الاعدادي ، و قد اوصت الدراسة باستخدام استراتيجية مثلث الاستماع في تحسين مهارات الفهم الاستماعي الحرفي لدي تلاميذ المرحلة الاعدادية.

الكلمات المفتاحية: استراتيجية مثلث الاستماع، مهارات الفهم الاستماعي الحرفي باللغة الانجليزية كلغة اجنبية، طلاب المرحلة الاعدادية

I. I. Introduction

Language is considered a means of communication and the exchange of science and knowledge among human beings. English knowledge and mastery of its use has become one of the most important components of enlightenment in any society. It is also the language of communication with the outside world in the era of globalization and technology. English language has become a global language which leads to progress. The understanding and circulation of the language has become an important factor in its advancement, and therefore it is considered the window through which it overlooks the world. English language, like all languages, contains four basic skills: listening, speaking, reading and writing. These skills are the main pillars of acquiring any language. These skills are not acquired separately from each other, but they are closely intertwined and connected before one could speak.

Rost (2011) defined listening as receiving what the speaker says and arriving at the idea presented by the speaker, as well as receiving and transmitting images, impressions, ideas, attitudes, trends and emotions from the speaker. The skill of listening is the basis for understanding and developing the skills of other languages, because a person from an early age does not speak unless he hears well. Evidence for this is that if the child has hearing problems, this affects his ability to speak, and therefore the skill of listening is more important than other skills and must be taken into account by teachers (Greene and Herbers, 2011).

Nadig (2013) has mentioned that listening comprehension is a multiple process that includes the understanding of spoken language in which sounds are recognized, the meaning of words is understood, and how sentences are built. Hamouda (2013) pointed out that foreign language learners have multiple problems in listening comprehension of the English language, and that is why language teachers focus on certain points on the basis that they are the most important for the student to obtain final grades in grammar, reading texts and understanding them.

Triangle listening Strategy is a strategy that works on developing and serving the four English language skills, which are reading, writing, speaking and listening. It is one of the active learning strategies that use basic elements during the learning process such as reading, writing, speaking, listening, thinking, and contemplation.

The steps of the triangle listening strategy as mentioned by Al-Shamri (2011) include dividing the pupils into groups of three (the teacher can do this step before the time of the class) and preparing for the lesson through one of the following preparation methods (showing a picture, displaying the educational outputs, listening to a piece of music. They also include giving each pupils of the group a specific role as follows: the first pupils is a reader of the listening text, explaining the lesson, idea or concept, the second student is a good listener, and asks questions to the first pupil for more detail and clarification, the third student listens and observes the process and the progress of the conversation between his two colleagues, and gives feedback to them. He/she writes what is going on between the other students, switch roles between them and evaluate their learning of the skill.

The educational foundations on which the triangle listening strategy is based, as seen by Attia (2016), it is the development of social values and mutual interest, making students active in learning and increasing their self-confidence. The role of the teacher in this strategy is limited to organizing the learning environment and working on organizing lessons and their activities, encouraging cooperation between students, controlling the class and providing the necessary reinforcement. He/She should be able to manage the lesson intelligently directed towards achieving the desired and specified goals and objectives.

The triangle listening strategy according to Al-Kaebi (2016) is one of the active learning strategies. It encourages the development of listening comprehension skills and takes place through the way of tripartite groups, where the student in each tripartite group has a specific role. The first is a speaker explaining the lesson, idea, or topic whereas the

second student is a good listener and asks questions to the first student to get more details and clarify the idea. The third student is to monitor the process and the progress of the conversation among colleagues and provide feedback to them. He/ She writes what is going on between the other two students and is like a reference.

1.2 Context of the problem   .

The problem of the current study was derived from several resources:

First, as a teacher of English for several years, poor listening skills were observed among preparatory stage pupils. They cannot listen or understand what they are listening to. They are unable to grasp the main idea or the details of a listening text.

Second, Through reviewing previous studies that tackled EFL listening comprehension, Some studies including Alsharqawi, 2017; El- Badawy, 2017 Hewedy, 2017 and Sallam, 2017) confirmed that EFL pupils in Egypt lack the abilities to listen for the main idea, listening for details or guess the meaning of words from a listening text. They are unable to build a dialogue between them, and do not have the ability to express their thoughts and opinions.

To document the problem, a pilot study was conducted on 25 first year preparatory stage pupils at Kafr Salamoon preparatory school. The pilot study consisted of an EFL Listening Comprehension test (Appendix A). The results of the pilot study revealed that the majority of the pupils (89%) suffer from serious problems in their EFL listening comprehension skills.

1.3. Statement of the Problem

The research problem was represented in the weakness of preparatory school pupils in EFL listening comprehension skills. That is why the triangle listening strategy was used to help such pupils develop their listening skills.

1.4. Questions of the study

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. To address this problem, the current research attempted to answer the following question:

1 What are the EFL literal listening comprehension skills required for first year preparatory stage pupils?

2 What is the level of first year preparatory stage pupils in EFL literal listening comprehension skills? ?

3 What is the effectiveness of triangle listening strategy in developing preparatory stage pupils' EFL literal listening comprehension skills as a whole on each of listening sub-skills.

1.5. The Hypothesis of the study

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

1. There is a statistically significant difference at the (0.01) level between the mean scores of the experimental and control groups on the post-administration of literal listening level in favor of the experimental group.

1.6. Significance of the Study

For EFL pupils:

It could help students develop their listening subs kills including listening for main idea and / or details, guessing unfamiliar and predicting subsequent events.

For EFL teachers

It could increase teachers 'awareness of the importance of training prep school pupils in listening comprehension skills.

For curriculum planners

The current research attempts to draw attention to the importance of using and employing the listening triangle strategy in contributing to learning listening comprehension skills

that in turn contribute to learning foreign languages in general and English listening in particular in a correct manner.

For researchers

It could open avenues for future researchers.

1.7. Delimitations

1) Sixty- four first year preparatory stage pupils enrolled at Kafr Salamoon
   Preparatory school.

2) Some EFL literal listening comprehension skills(i.e.Identifying the main idea from a listening text, Listening for details, identifying relationship between cause and effect, distinguishing the correct sequence of a listening text, guessing the meaning of words from a listening text, recognizing grammatical structure, determining the correct order of information and distinguishing between facts and opinions).

3) The second semester of the academic year 2021/2022.

1.8. Instruments and materials

The researcher prepared and used the following instruments and materials:

• An EFL listening comprehensions checklist.

• An EFL of listening comprehension test.

• The teacher's guide.

1.9. Definition of Terms

1- Literal listening comprehension skills.

2- Triangle listening strategy.

1.9.1. Literal Listening comprehension skills.

Hani,(2016) defined listening comprehension skills as the ability of a pupil to singly and synonymously understand some of the words mentioned in the audio text, linking each event with the time in which it occurred, extract the main idea, infer reason for the outcomes, identify the meanings of the words contained in it, and distinguish related ideas from Unrelated ones. Al-Tamimi (2018) also defined listening

comprehension skills as an intellectual mental process in which the listener processes sound symbols and converts them into intended meanings using analysis, composition, criticism, and evaluation.

In the current study, listening comprehension skills are a mental perception that aims to extract the desired meaning from the context or from the positions and realize them in a holistic way by identifying the relationships that constitute them in a gradual and organized manner, then reaching correct interpretations, and the matter doesn't stop at this point but rather goes beyond it to employ these interpretations in some activities present or future.

1.9.2. Triangle listening strategy

Triangle listening is a strategy that divides pupils into triple groups, with the goal of encouraging them to speak and listen (Al-Shamri, 2011). Al-ghurabi, (2019) defined it as one of the most enjoyable strategies for teaching and learning listening skills in triple groups.

In the current study, the listening triangle is operationally defined as an instructional strategy that is based on dividing first year preparatory stage pupils into three groups. the first group is tasked with reading the text well (and thus it develops reading skill), the second group is tasked with listening well for reading and asking some questions from the content of the text to the first group and the first group's answer to these questions (and thus it develops the skill of reading and listening), and the third group is tasked with listening well to the two groups and providing nutrition.

Review of Literature

This chapter is divided into three sections. The first section tackles EFL listening comprehension skills that represent the dependent variable of the research, it dealt with the definitions, significance, nature and challenges. The second section focuses on the triangle listening strategy, the independent variable of the research. It highlights definitions, history, characteristics and significance. The third section is devoted to some

related studies about EFL listening comprehension skills as well as triangle listening strategy.

Section one: listening comprehension skills

2.1. Nature of EFL Listening

English is considered the most important language in the world. It is the language for communication in all fields worldwide as it is the "lingua franca" of the world. English is a complex language that has its own main skills as listening – speaking – reading and writing. One of these fundamental skills is listening, which, when developed, increases EFL learners' language acquisition and achievement. Listening is a receptive skill that underlies all verbal communication inside and outside a classroom. It is crucial and cannot be neglected among EFL learners as it contributes to reducing lack of language skills and capabilities among learners. Learners apply listening all the time, in and out, at home, at work, for social entertainment or for academic purposes. In everyday life, listening is actually used more than any other language skill. Meanwhile, in the field of language learning the role played by listening in developing the overall language proficiency cannot be denied or even ignored.

. Of the four language skills, listening seems to be of major necessity and learners should learn how to be cognizant of the vital role of the listening skills for effective communication in various everyday life situations. Listening plays a significant role in the educational process. It is an essential skill that helps EFL learners acquire English as an international language and achieve academic success. Without listening, there is no oral communication or spoken aspect of language. Besides, if students fail to comprehend what is said orally they will definitely feel anxious and stressed in EFL settings. However, listening skills have received slight interest among EFL researchers and teachers (Abu Hattab, 2010; Assaf, 2015; Gilakjani, 2016). Listening has a unique nature. Although listening and hearing are sometimes used interchangeably, they are not the

same. Determining the difference between hearing and listening is an important prerequisite for listening effectively.

Table (1): The differences between hearing and listening

Hearing	Listening
A natural process (psychological receiving of aural and visual stimuli -The passive phase of speech reception - Needed for effective listening	- More than hearing , it is a skill - The active phase of speech receptive - A sub – process of communication - involves not only not hearing , but understanding and remembering

Source: Gutierrez–Ang(2009, p.20.)

Accordingly, listening as previously illustrated is not an easy skill and teaching this skill is a complex process. Listening as a process, involves more than mere hearing of sounds and noises, it includes identifying, understanding and interpreting spoken languages. It is essential in first, second and foreign language acquisition, and it plays a crucial role in the EFL context and setting. Moreover, it is the ability which plays an important role in the development of other language skills. Consequently, language instructors and students should pay attention to listening comprehension skills (AlYami, 2008; Asemota , 2015 ; Shahani &Tahirri, 2015).

2.2. Significance of EFL listening comprehension skills

EFL listening comprehension skills are crucial for:1) developing linguistic competencies among EFL learners, 2) providing learners with key points to understand the general meaning , 3) helping learners make good use of English language structure . EFL listening comprehension skills are crucial for academic achievement . They help learners develop basic skills and good listening habits (Qura et.al, 2011). According to (Ahmadi,2016) listening plays an important role in language learning because it provides

an input for learners Listening skill is a complex mental process that requires cognitive psychological processes such as attention, perception language use memory, problem solving, creativity, and thinking. EFL learners often face difficulties in Listening comprehension.

Bozorgian and pillay (2013) agreed that more than forty-five percent of total communication time is spent on listening, thirty percent speaking , sixteen percent reading and nine percent writing. They consider listening comprehension the queen of communication skills because the better listeners understand what they hear, the better they speak. Hong-yan(2011) clarified this significance illustrating that listening comprehension is the way of learning the language as it gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up the learner can begin to speak. The listening only period is a time of observation and learning which provides the basis for the other language skills.

Rahmi (2012) indicated that listening plays an important role in learners' lives. In oral communication, listening is the receiving process, through this process; learners internalize linguistic information without which they could not produce language. Listening is even more significant in students' lives since it is used as a primary way of learning at all stages of education. Moreover, many learners need the listening skill in various settings such as school, travel, work, and at social gatherings; as it is the basis for improving relationships.

2.3 Types of listening

. There are several basic types of listening comprehension that differ according to listeners' goals and abilities among them are:(1) discriminative listening: the listener only distinguishes sounds without understanding (2) comprehensive listening: listener understands the message that is being communicated (3) empathic listening: listener attempts to understand the feelings and emotions of the speaker (4) participative

listening: listener reacts to what he/she is listening to (Leonard (2010), Ahmed, Yacoob & Yacoob(2015) Karagoz et al (2017). The following section dealt with such types in some detail as follows:

1- Discriminative listening

Discriminative listening helps listeners to draw a distinction between facts and opinions. It may be the most important type of listening, for its basic to the other types .By being sensitive to changes in the speaker's volume, rate, pitch, force, and emphasis, the information listener can detect even nuances of difference in meaning. In a discriminative listening situation, the listener's goal is to understand the speaker's meaning conveyed in other ways than the words themselves. This kind of listening is important because students need to learn to discriminate among different sounds and develop phonological awareness as they develop literacy skills.

2- Comprehensive listening.

Comprehensive listening is as listening for understanding of a message. It goes beyond discrimination to include Comprehension of the message content. In a Comprehensive listening situation, the listener's goal is to '' understand, remember and recall what was said. Students develop these cognitive abilities. The listener concentrates on the intended meaning of what is being heard and synthesizes many of the details into a coherent understanding of what the overall message is.

3- Critical listening   .

.   Critical listening is as the intelligent response to persuasive message. Critical listening assumes discriminative and comprehensive listening have taken place so the listener already understanding the message. In a critical listening situation, the listener's goal is to evaluate the worth of a message. It is mainly used by politicians, salesmen, and media as well as our spiritual needs.

4-Appreciative listening   .

.   Appreciative listening is as enjoyment of messages for their own sake. It is

purposeful in the personal and professional lives. The listeners learn to enjoy their listening and to feel relaxed. I appreciative listening, the listener's goal is to enjoy the thoughts and experiences of speakers. Students will quickly learn to listen to music that they enjoy, Which may be quite different from what the teacher appreciative listening is subjective and differs from one person to another.

According to Simonds & Cooper (2011), there are types of listening that are based on the learning situations which may be summarized as follows:

1-Informative Listening

In such a type listening, the listeners' main goal is to understand what has been said. We say that listeners are successful only if their interpretation of the message is as closer as possible to the speaker's intention.

2- Relation Listening

The aim behind this type of listening is either to assist a person or to intensify a relationship. Another type of listening inclines from relation listening is therapeutic listening in which you listen to a friend or relative when he is getting things of his chest.

2.4 Listening processes

Listening processes refer to how listeners interpret input in terms of what they know or identifies what they don't know. Process also refers to the way in which listeners use different kinds of signals to interpret what is said. They state that the components of the listening process, including the listening text, the complete context (both external and internal to the listener), the task demands, and the responses required of the listener are all interrelated. Listening remains one of the least understood processes in language learning despite of its critical role both in communication and in language acquisition. Listening is an invisible mental process, which makes it difficult to be described (Alti & Bergil, 2012).

According to Sallam (2017), very little is known about the process of listening what goes in and what comes out is known, but little is recognized about decoded the message. It seems clear, however, that what is significant or important in an incoming message is held in the short-term memory so that acquisition of what is to follow may take place, as well as interpretation of the message not simply an understanding of its surface meaning. Much of what we Know about the listening process comes from first – language research. Studies have shown that the hearer's ability to dig out the speech signal depends on being able to discern sounds and syllabus, but more significantly to imply meaning from a larger context.

Hewedy (2017) Schemata are the guiding structures in the comprehension process. The schema is a data structure for showing the general concepts stored in the memory. Schema means an abstract textual structure that the listener uses to understand the text. The listener uses linguistic and situational cues about the new input to extract schemata. When a schema is extracted, it becomes a guiding structure in comprehension. If there is harmony between incoming information and the schema, the listeners will understand the text. The schema results in three basic modes of information processing: bottom-up processing, top-down processing and interactive processing.

Table (2) : The difference between Bottom-up and Top-down models in terms of focus and activities

Bottom-up model	Top-down models
1) Focuses on individual linguistic components of discourse. . 2) Comprehension is viewed as a process of decoding messages proceeding from phonemes to words, to phrases and clauses and other grammatical elements, to sentences.	1) It focuses on macro-features of discourse such as the speaker's purpose and the discourse topic. . 2) Comprehension is viewed as a process of activating the listener's background information and schemata (i.e. prior knowledge about the context and the topic) for a global understanding of the message.
Bottom-up activities include 1) Identifying sounds or lexical items according to their linguistic function. 2) Using phonological cues to distinguish between positive and negative sentences or statements and questions. These activities are designed to help learners develop their phonological, lexical, and grammatical knowledge .These activities are often used for phonics and pronunciation practice.	**Top-down activities include** 1) Identifying the speaker's Communicative purpose or the main idea of discourse. **2)** Using schemata to infer the contextual information from the speech or conversation. These activities are designed to help learners develop their pragmatic and discourse knowledge.

Source: Little (2007.p16)

3.1. Experimental Procedures

3.1.1 Administering the EFL Listening Comprehension pre-test

The EFL listening comprehension skills pre-test was administered to the study participants in the second term of the a academic year 2021/ 2022 on 7/3/2022 in order to ensure that that the level of listening comprehension skills of both the experimental and the control groups was almost the same before the implementation of the suggested strategy.

3.1.2 Implementing the suggested strategy Based on triangle listening strategy for developing EFL listening comprehension skills.

Teaching the pupils using the suggested strategy based on triangle listening strategy started at the second semester of the academic year 2021/2022. It lasted for 10 sessions, each session lasted 45 minutes .

3.1.3. Administering the EFL Listening Comprehension Skills Post Test

After implementing the strategy based on triangle listening strategy tasks, the EFL listening comprehension skills post test was administered to the study participants to identify the effectiveness of the listening triangle strategy on developing their EFL listening comprehension skills.

3.1.4. Validity of the Test internal consistency:

This type of internal consistency seeks to determine the value of the correlation between the scores of each of the Test items Separately, Sub skills which belong to and the Test as a whole, using Pearson correlation coefficient equation to calculate the correlation coefficient and the results are shown in the following table: (7)

Table (3): The values of the correlational validity coefficients for the Listening Comprehension Test items.

Item	Sub skills correlation coefficient	Test correlation coefficient	Item	Sub skills correlation coefficient	Test correlation coefficient
1: Literal level					
1	0.72**	0.87**	2-d	0.71**	0.79**
2-a	0.59**	0.70**	2-e	0.87**	0.91**
2-b	0.85**	0.58**	3	0.63**	0.88**
2-c	0.61**	0.74**			

*Significant at (0.01)

As illustrated in the previous table (7) all the test items are related to the Sub skills which belong to and the test at the level (0.01), which indicates that the test has a high degree of internal Consistency which means that all the test items were in the same context to achieve the main aim of the test.

Table (4): The values of the correlational coefficients for the Listening Comprehension Test

Sub skills	1: Literal	2: Inferential
1: Literal level	--	0.76**

** Significant at (0.01)

As illustrated in the previous table (8), all the test Sub-skills are related to each other and the test as a whole at the level (0.01), which indicates that the test has a high degree of internal consistency which means that all the test Sub skills were in the same context to achieve the main aim of the test.

3.1.5. Reliability of the Test

The Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to determine the reliability of the Listening comprehension test. The test was administered to a group of (30) preparatory stage pupils, to calculate the value of the reliability factor for the test. The coefficient values of Cronbach's Alpha and Guttman Split-Half Coefficient were calculated through using the statistical Package for Social Sciences (SPSS) program (version 22). The results were shown in the following table: (9).

Table (5): The Reliability of the Listening Comprehension Test

Sub skills	No. of items	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
1: Literal level	3	0.726	0.741	High

Accordingly, the previous values of the Cronbach's Alpha coefficient is 0.798 and of the Guttman Split-Half Coefficient is 0.841 which indicates that the Test was highly reliable.

3.1.6. Verifying the Study hypothesis

The main hypothesis 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 post administration of the Listening Comprehension test (Literal level) in favor the experimental group. By missing t-test to compare the mean scores of the (experimental
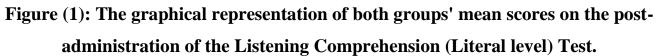
and control) groups on the post administration of the Listening Comprehension (Literal level) and determining the statistical significance of the difference between them, the results were as shown in the following table (13)
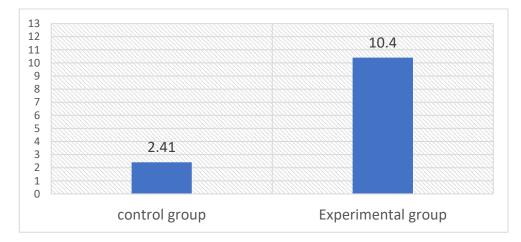
Table (6): t- test differences between both groups' mean scores in the post - administration of the Listening Comprehension (Literal level) test

Group	No	Mean	S. D	D. F	t-value	Sig	Level of sig.
Control	32	2.41	1.04	62	23.8	sig.	0.01
Experimental	32	10.4	1.58				

* The tabular value of t-test at the level of (0.01) and 62 D.F is (2.66).

In light of the results of the previous table (13) it is clear that the calculated t-value of is 23.8, exceeding its tabular value of 2.66 at a degree of freedom 62 at a level of statistical significance (0.01), These results indicate that there is a real difference between the mean scores of both groups in the post administration of the listening comprehension n (Literal level) Test in favor of the experimental group. This result can be clarified using the following graphical representation:

Figure (1): The graphical representation of both groups' mean scores on the post-administration of the Listening Comprehension (Literal level) Test.

Accordingly, it was confirmed that there was a statistically significant difference at the (α ≤ 0.01) level between the mean scores of both groups in favor of the experimental

group that was taught using triangle listening strategy. In order to calculate the effect size of triangle listening strategy to develop listening comprehension (Literal level) for preparatory stage pupils, the statistical significance alone was not sufficient to determine the importance of the study. Thus, the practical significance and the educational importance of the research results could be clarified by determining the value of the ETA squared and its significance and the value of the effect size and its significance, in order to determine the contribution of the independent variables in the development of the dependent variable while isolating the influence of other extraneous variables from the results of the experiment. The results are illustrated in the following table (14).

Table (7): The effect size of Triangle Listening Strategy on developing Listening Comprehension (Literal level).

Group	D. F	t-value	Sig.	η2 value		Effect size	
				value	Sig.	Value	Level
Experimental	62	23.8	0.01	0.90	Sig.	6.04	Large

Based on the previous results, it becomes clear that the value of the ETA squared for the results of the experimental group in listening comprehension (Literal level) test exceeds the value indicating the educational importance of the statistical results in educational and psychological research, which is estimated at (0.15). This indicates the large effect of triangle listening strategy on developing listening comprehension (Literal level). The effect size reached (6.04), which is large. Thus, teaching through triangle listening strategy to enhance listening comprehension (Literal level) for preparatory stage pupils was effective.

3.1.7. Piloting the EFL listening test:

Thirty-two pupils, other than the study participants. were assigned to piloting the EFL listening comprehension skills test. They were neither included in the control nor the experimental groups during the second semester of the academic year 2021/2022. Piloting the test aimed at investigating:

1) Clarity of test instructions and questions.

2) Suitability of the test for the students' level.

3) The test validity and reliability.

4) Timing the test.

The duration of the test was calculated using the following formula:

$$\text{Test duration} = \frac{\text{the sum taken by all pupils}}{\text{The number of the pupils (20)}} = \frac{600}{20} = 30 \text{ minutes}$$

3.2. Challenges facing the Researcher during the Implementation of the Strategy.

1- Finding a place where there is internet connection for implementing the treatment. At the beginning of the treatment, there was a fixed equipped place for conducting the treatment. Some places did have neither an overhead projector nor speakers. Thus, in order to overcome such problem, the researcher had to bring his own laptop, speakers and a USB for providing internet connection.

2- some pupils did not understand what they listen to. The researcher encouraged then to listen actively and tried to help them listen more than once in the first session.

3- Some pupils showed resistance to pair or group work activities -Also, at the beginning, some pupils commented passively on their peers' performance. The researchers provided some rules that included respecting each other and showing the good and bad points.

Teacher's Guide

3.3. Aimed and Objectives of the teacher's guide.

-This guide aims to assist the first-year prep school teachers in use the triangle listening strategy in the classroom to develop prep. school pupils' listening comprehension skills at the students.

- By the end of the sessions, the pupils will be able to:

1) Recognize the definition of listening comprehension skills, and its importance.

2) Recognize the EFL listening comprehension skills to be taught in the session

3) Recognize the triangle listening strategy and how to use it.

4) Recognize the procedures to be followed when using it.

3.4. Discussion of the results

The statistical treatment of the study hypotheses revealed that there was a statistically significant difference at the 0.01 level between the mean scores of the experimental and control groups' mean scores in the post administration of the EFL triangle listening test in favor of the experimental group in overall as well as each of the literal and inferential listening skills.

The pupils' progress and development of listening skills were due to various reasons. Following are some of them:

1. The triangle listening strategy proved effective in helping the students listen actively and respond to the listening tasks and activities in an effective and engaged manner.
2. The genuine material they had to listen to were interesting and motivating.

These results are consistent with the results of other research findings that supported the large effect of the listening triangle strategy on enhancing the listening skills of preparatory school pupils. Examples include Goma,(2017), Samha, (2018), Al-Tamimi (2018) Sanghar (2018) and Diyyab (2020). Such studies assured the effectiveness of triangle listening strategy.

3.5. Suggestions for further research.

Based on the results of the study, the following are suggestions for further research:

1. The effect of triangle listening strategy on enhancing LD pupils' listening skills.
2. Investigating the effect of using listening triangle strategy on developing other language skills such as speaking, reading and writing.
3. Using the triangle listening strategy to develop pupil's higher- order thinking skills.
4. The effect of triangle listening strategy on developing pupil's motivation to learn.

3.6. Recommendations

Based on the findings of the present study the following are recommended:

1. The key components of the listening triangle strategy are active involvement, cooperation, role playing, and group work.

2. Using genuine material in EFL listening sessions is crucial because it encourages students to participate in real-world learning settings.

3. Triangle listening strategy is effective in enhancing preparatory pupils' language skills in general and listening in particular.

3.7. Conclusions

1. The findings revealed that the experimental group students' EFL listening skills were highly developed after the implementation of the triangle listening strategy.

2. Preparatory school student's literal comprehension skills (e.g identifying the main idea from a listening material, recognizing similar sounds, developing pupils auditory memory and listening for details.

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