A task-based program for developing listening comprehension and listening self-efficacy among EFL General Diploma students

BY

Dr. Laila Ismail Fahmy Hashem
Department of Curriculum and Instruction
Faculty of Graduate Studies for Education
Cairo University

Abstract

The current study aimed at investigating the effectiveness of a task-based program in developing listening comprehension and listening self-efficacy among EFL General Diploma students. Three main instruments were administered to fifty students: listening comprehension sub-skills checklist, listening comprehension test and listening self-efficacy scale. The participants received the task-based program for twelve weeks. Data collected in the form of a range of measures: the listening comprehension sub-skills items as well as the listening self-efficacy items were subjected to t-test. The results indicated that after the implementation of the program, the participants achieved higher levels in the post-administration of the listening comprehension test as well as in the post-administration of the listening self-efficacy scale than in the pre-administration of both of them. The results reflected support for the research hypotheses. They proved the positive effect of the program on EFL General Diploma students who need suitable listening tasks in order to develop their listening comprehension skills and listening self-efficacy.

Keywords: *listening comprehension- Task-based Teaching-self-efficacy*

برنامج قائم على المهام لتنمية الفهم الاستماعي والكفاءة الذاتية في مهارة الاستماع لدى طلاب الدبلوم العامة في التربية تخصص لغة إنجليزية

ملخص

استهدف البحث الحالي التعرف على فعالية برنامج قائم على المهام في تنمية الفهم الاستماعي والكفاءة الذاتية في مهارة الاستماع لدى طلاب الدبلوم العامة فى التربية تخصص لغة إنجليزية.

وقد أجريت الدراسة على ٥٠ طالباً وطالبة يمثلون هذه الفئة من الطلبة. وقد قامت الدراسة باستخدام ثلاث أدوات هي: قائمة مهارات الفهم الاستماعي المناسبة لهذه الفئة من الطلبة، وإمتحان الفهم الاستماعي، ومقياس الكفاءة الذاتية في مهارة الاستماع.

وقد قامت الباحثة بتطبيق البرنامج المقترح لتنمية مهارات الفهم الاستماعي والقائم على المهام، وكانت مدة التطبيق إثني عشر أسبوعاً. وقد عولجت البيانات التي تم جمعها عن طريق اختبار الفهم الاستماعي، وكذلك عن طريق مقياس الكفاءة الذاتية في مهارة الاستماع في اللغة الانجليزية كلغة أجنبية باستخدام اختبارات – ت.

وقد أشارت النتائج – بعد تطبيق البرنامج المقترح – بتحقيق مجموعة البحث التجريبية مستويات أعلى في التطبيق البعدي لامتحان الفهم الاستماعي، وكذلك في التطبيق البعدي لمقياس الكفاءة الذاتية في مهارة الاستماع عن التطبيق القبلي لكل منهما.و قد أكدت النتائج – بعد معالجتها إحصائياً – فعالية البرنامج المقترح القائم على المهام في تنمية مهارات الفهم الاستماعي وكذلك الكفاءة الذاتية في مهارة الاستماع في اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: الفهم الاستماعي – التدريس القائم على المهام – الكفاءة الذاتية.

I. Introduction

Listening plays an essential communicative role in learning English as a foreign language. Without having good listening skills, effective communication cannot be reached (Maghsoudi & Golshan, 2017: 252). Therefore, listening should be viewed as an active process. However, traditional listening theories regarded listening as a passive process (Kapanadze, 2019: 3).

Listening received less teaching, and less research attention than the other language skills. Language teaching concentrated on productive skills rather than the receptive skills (Bano, 2017: 21). That is why listening was not considered an essential part of the coursebooks, and teachers did not properly attend to this important skill in their teaching (Gilakjani & Sabouri, 2016: 123). However, it is an accepted reality nowadays that programs for teaching listening should be supported, and should be backed by scientific research (Khuziakhemetov & Porchesku, 2016: 1990).

Listening comprehension

Listening comprehension has been classified into a number of sub-skills, such as: identifying main ideas, listening for details, predicting, sequencing, understanding structure, understanding vocabulary, correcting, comparing, inferring and summarizing (Richards, 2015: 394-398). Wei & Zheng (2017:867) classified them into: comprehending pronunciation, identifying speaker's purpose, making connections between pieces of information, understanding vocabulary, identifying structures, comprehending information, classifying information, summarizing, identifying errors in a transcription, making inferences, generalization or conclusions. Ramli, Mukminatien, Saukah and Proyogo (2019:95) concentrated on: identifying the main ideas, specific details, information from the text and sequencing. Whereas Morales & Fernandez (2019:14) identified them by: discriminating between phonemes, listening for main ideas, listening for details and making inferences.

Moreover, many researchers have classified the strategies used in teaching listening comprehension into three types: cognitive, metacognitive and socio-affective. The main concern of the current research is the cognitive strategies. Cognitive strategies include both: bottom-up and top-down strategies (Gilakjani & Sabouri, 2016: 124-

125). The use of linguistic signs in listening comprehension is known as bottom-up processing, whereas the use of contextual hints is known as top-down processing (Khuziakhemtov & Porchesku, 2016: 1991).

Bano (2017:22) asserted the same meaning that listening comprehension includes a number of processes that work on several levels to provide an understanding of the oral text. The higher-level processes (top-down) are related to the listener's expectation and understanding of the text, and the perception of the world. The lower level processes (bottom-up) are related to the sounds, words and phrases which the listener hears as he or she tries to reach the intended meaning.

Task-based language teaching (TBLT)

In recent years, there has been an increasing interest in task-based language teaching (TBLT) (Maghsoudi & Golsham, 2017: 241). Some educators presented it as a development of Communicative Language Teaching (CLT) because it contains several bases that constructed part of the Communicative Language approach (Richards & Rodgers, 2014: 174).

Task-based language teaching builds teaching and learning around tasks. Advocates of TBLT argue that many dimensions of communicative language use can be developed by engaging learners in tasks that require them to concentrate both on language use and language form (Richards, 2015: 89). Consequently, "TBLT is an approach to teaching which centers on the use of meaningful real-life tasks by means of the target language" (Zareinajad, Rezaei & Shokrpour, 2015: 537). Badri, Nazari & Badri (2014:125) clarified that in general, activities for listening comprehension are more successful if they are centered around a certain task. In other words, learners should be required to do something in response to what they hear in order to indicate comprehension.

There are five components of task-based learning. These components are: goals, input, procedures, roles and setting. "Tasks are composed of different parts and come in different variations. There are goals, input, procedures, roles of the participants and the setting" (Saricoban & Korakurt, 2016: 446). Therefore, teachers should plan each task component in order to achieve an effective learning environment.

A typical task-based listening process consists of three phases – the pre-listening phase (pre-task), the listening phase (during-task), and the

post-listening phase (post-task) (Chou, 2017: 53). Thus, TBLT offers a basic sequence that includes pre-task (an introduction to the task), during-task (the completion of the task) and post-task (reviewing the task), concentrating on purposeful and well-structured tasks that can elicit observable learning outcomes from students. According to Kuziakhmetov & Porchesku (2016:1999), the pre-listening phase should incorporate more bottom-up processing, which will become an effective base for top-down processing later on.

It has to be mentioned that TBLT supporters prefer the use of real-life tasks and authentic materials whenever possible (Richards & Rodgers, 2014: 189). The authentic tasks are related to activities that students usually meet in daily real-life situations. By facilitating the use of language in meaningful contexts, task-based activities can have a deep influence on developing the learning process (Motallebzadeh, 2013: 26).

The IELTS listening task type activities -for example- are both receptive and productive. The receptive task type includes: matching, labelling, form-filling and multiple choice. Whereas the productive task type includes: sentence-completion, summary-completion and short-answer questions. In general, the receptive activities assess understanding when one listens, while the productive activities assess both students' understanding and interpretation (Zareinajad, Rezaei & Shokrpour, 2015: 539-540).

Even though task-based activities have recently received great attention in language teaching, only a few experimental studies have worked on their influence on listening comprehension (Maghsoudi & Golshan, 2017: 243-244). Concerning the Egyptian context, the area of using various types of task-based activities for developing listening comprehension and listening self-efficacy among learners has not yet received the required attention. That is why the present study attempted to tackle this important issue in detail.

Listening self-efficacy

Listening self-efficacy is defined as: students' beliefs in their ability to succeed in accomplishing listening tasks, and which can be seen as an opposite to listening anxiety (Kassem, 2015: 157). In other words, listening self-efficacy gives the motivation to select a method for working and completing the listening activities successfully inside the classroom. Moreover, self-efficacy convictions affect the individuals' abilities. If they think that they are not able to attain their required goals,

this sense of inefficiency can lead to lack of effort (Motallebzadeh, 2013: 26).

Therefore, the degree of a learner's listening self-efficacy is plainly important in affecting the degree of his/her persistence and success. It is essential to choose methods to assist the learner to develop self-efficacy in suitable language learning environments. When a student has a high sense of self-efficacy, he/she can possibly be motivated, and achieve high level of performance in accomplishing his/her listening activities.

II. Review of Literature and related studies

A number of studies tackled task-based language teaching, how to develop learners' listening comprehension and listening self-efficacy.

Nasirian (2012) studied the relationship between four task-types (matching, form-filling, labeling, and selecting) and listening skill. Instruments of data collection included a language proficiency test and a task-based test of listening comprehension. Results indicated that the implementation of task-based activities in EFL classroom has enhanced the listening comprehension skill of EFL learners.

Motallebzadeh (2013) explored the role of task-based listening activities in increasing EFL learner's listening self-efficacy. A listening self-efficacy questionnaire was administered to the participants who were divided into experimental and control groups. The results revealed that the participants' levels of listening self-efficacy in the experimental group was significantly higher than those in the control group.

Badri, Nazari & Badri (2014) investigated the effect of task-based instruction on improving EFL learners' listening comprehension. The researchers used three different tasks: form-filling, matching, and sequencing. Participants were divided into four experimental and control groups. The results confirmed that the experimental group's listening performance was much better than the control group.

Kassem (2015) explored listening strategy use among a group of 84 Egyptian EFL college sophomores. A listening comprehension test was used. In addition, listening strategy use and self-efficacy were assessed by a listening strategy and a self-efficacy questionnaire. Results revealed that using suitable listening strategies correlated with both listening comprehension and self-efficacy.

Zareinajad, Rezaeo & Shokrpour (2015) investigated the effect of task-based listening activities on EFL learners' listening skill. The learners underwent pre-test and post-test of listening comprehension. The

results of the study indicated that students at all proficiency levels outperformed in their pos-tests compared to their pre-tests.

Gilakjani & Sabouri (2016) reviewed students' listening learning difficulties. The study displayed that when teachers pay enough attention to students' listening learning difficulties, they can assist them effectively in developing their listening comprehension.

Bano (2017) observed two important processes, namely: top-down and bottom-up. Bano asserted that both top-down and bottom-up processes worked effectively when the learners had previous knowledge of the context.

Chou (2017) studied the impact of a task-based teaching program on the metacognitive awareness of listening comprehension. The instruments of the study included listening comprehension tests and questionnaires, administered to the groups in the pre-test and post-test phases. The results showed that the experimental group had a better performance than the control group in the listening test.

Maghsoudi and Goldshan (2017) studied the effect of two kinds of tasks; namely: labeling and form-filling, on the listening comprehension skill of students. The sample was divided into two groups: experimental and control. Instruments used in the study included a placement test, as well as pre and post test which involved the two types of tasks investigated, labeling and form-filling. The results showed that the experimental group performed better in the post-test than the pre-test, and also performed better than the control group.

Ramli, Mukminatien, Saukak & Prayogo (2019) investigated the contribution of word recognition from speech, syntactic knowledge, metacognitive awareness and self-efficacy to L2 listening comprehension among students. The instruments consisted of a variety of listening comprehension tests. A number of questionnaires were also involved. The results showed that word recognition from speech, syntactic knowledge, metacognitive awareness, and self-efficacy significantly determined L2 listening comprehension.

Finally, Kapanadze (2019) introduced a new approach to listening teaching, namely a discourse-oriented approach. The research was designed as one-group pre-test, post-test experimental study. Achievement tests, evaluation forms and a questionnaire were used as the study instruments. Results proved that students' listening skills were improved through the discourse analysis method.

A number of previous studies explained that second language learners clarified that listening comprehension is more problematic than the other language skills. Listening is influenced by various factors. Some of them are psychological such as disturbance, lack of motivation, and anxiety. Other factors are lack of sound linguistic knowledge like weakness in the existence of solid lexical and grammatical base, lack of basic listening skills and methods to cope with the top-down and bottom-up processes and the problems that learners usually face during the listening phases. The solution lies in well-planned educational syllabuses that, instead of using traditional listening practices, help learners develop their listening sub-skills (Kok, 2018: 165-166).

Consequently, task-based programs are still needed to develop listening comprehension and listening self-efficacy, especially in the Egyptian context. Research attention should focus nowadays on task-based teaching, the active role that learners -with the help of their teachers- could play in developing their listening comprehension and listening self-efficacy.

Context of the problem

In the light of the researcher's experience in the field of teaching EFL General Diploma students, the researcher observed their need of a specialized English Language program based on task-based teaching in order to help them develop their listening comprehension and their listening self-efficacy. This should help them in their studies, and in their future career later on. Moreover, the results of the previous studies assured the need of focusing on task-based activities as a base for developing students' listening comprehension and listening self-efficacy as well.

Statement of the problem

The problem of the present study could be stated in the need of EFL General Diploma students for a specialized English Language program based on task-based teaching to help them develop their listening comprehension and listening self-efficacy.

Consequently, the present study attempted to answer the following research questions:

1- What are the listening comprehension sub-skills suitable for EFL General Diploma students?

2- What are the assumptions upon which a proposed task-based program is constructed to develop students' listening comprehension?

3- What are the components of the proposed program?

4- What is the effectiveness of the proposed program in developing EFL General Diploma students' listening comprehension?

5- What is the effectiveness of the proposed program in developing EFL General Diploma students' listening self-efficacy?

Aims of the study

The present study aimed at investigating the effectiveness of a task-based program in:

1- Developing the listening comprehension of EFL General Diploma students.

2- Developing the listening self-efficacy of those students.

The study variables

1- The independent variable

The task-based program.

2- The dependent variables

- Performance of the experimental group on the post administration of the listening comprehension test.
- Performance of the experimental group on the post administration of the listening self-efficacy scale.

Hypotheses of the study

1- There is a statistically significant difference at 0.05 between the mean scores of experimental group students' performance on the pre-administration and post-administration of the listening comprehension test as a whole in favor of the post-administration of the test.

2- There is a statistically significant difference at 0.05 between the mean scores of the experimental group students' performance on the pre-administration and post-administration of the listening comprehension test in each assigned sub-skill in favor of the post-administration of the test.

3- There is a statistically significant difference at 0.05 between the mean scores of the experimental group students' performance on the pre-administration and post-administration of the listening

self-efficacy scale as a whole in favor of the post-administration of the scale.

Limitations of the study

1- The study was limited to developing students' listening comprehension through the following types of receptive and productive tasks:
    a. Multiple-choice.
    b. Sentence completion.
    c. Short-answer.
    d. Summarizing.
2- The study was also limited to fifty EFL students who were enrolled in the General Diploma in Education at Cairo University.
3- The study was conducted in the second semester of the academic 2018-2019. One lecture per week, two hours each.

Definition of terms

1- Listening comprehension

Safa and Rozali (2017:448) adopted the definition of listening comprehension as an active process through which the listener should be able to discriminate between sounds, understand new vocabulary, identify grammatical structures, observe intonation and stress, and connect the recognized meaning to context in which the utterance occurs.

Kassem (2015:155) adopted the definition that listening comprehension is "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge".

The researcher of the current researcher defined it as a dynamic process in which EFL General Diploma students use cues available from context in order to understand the text and complete the task.

2- Task-based Teaching (TBLT)

Leaver and Willis (2004:3) defined task-based teaching as a multidimensional approach, which can be used effectively with various syllabus types and for different purposes.

Richards and Rodgers (2014:174) defined it as "the use of tasks as the core unit of planning and instruction in language teaching".

The researcher of the present research defined it as the use of different tasks as the essential element for practicing and developing listening comprehension among EFL General Diploma students.

3- Self-efficacy

Graham (2011:113) defined self-efficacy as personal convictions about self-abilities to finish certain tasks which strongly affect the levels of perseverance and how learners make choices.

Motallebzadeh (2013:25) defined it as "a person's perceptions, beliefs and evaluations of his/her performances and capabilities to carry out specific tasks".

The researcher of the current research defined it as students' convictions in their abilities to succeed in accomplishing listening comprehension tasks successfully.

III. Method and Procedures

A. Design

The current study used the quasi-experimental design. It made use of one group experimental sample of students. It is partially analytical as it contained a theoretical framework, and partially experimental as it implemented a pre-post listening comprehension test and a listening self-efficacy scale.

B. Participants

Participants were fifty EFL students who were enrolled in the General Diploma in Education at Faculty of Graduate Studies for Education, Cairo University during the second semester of the academic year 2018/2019. They were post graduate students. They graduated from faculties of Arts, English department. It was expected that the General Diploma in Education would qualify them to find jobs as teachers of English Language. Students' age ranged from twenty-three to twenty-five years. Their English Language proficiency was at the advanced level.

C. Instruments of the study

The current study made use of the following instruments:
1. A listening comprehension sub-skills checklist.
2. A listening comprehension test.
3. A listening self-efficacy scale.

D. The Proposed Program

Assumptions of the program

The current proposed program was constructed according to Task-based Teaching. Consequently, it was based on the following assumptions:

1- Attention is paid to both process and product.
2- Purposeful tasks that focus on communication and meaning are essential.
3- Tasks should be related to what learners might need to achieve in real life-situations, their studies and their future career.
4- Tasks should be sequenced according to difficulty.
5- Some important factors should be considered; such as learners' previous knowledge, the complexity of the task, and the degree of scaffolding needed for accomplishing each task.

Objectives of the program

The objectives of the current program were as follows:

1- To develop the listening comprehension of EFL General Diploma students.
2- To develop the listening self-efficacy of those students.

Description of the program

The program consisted of twelve lectures. Each lecture lasted for two hours per week. The treatment lasted for twelve weeks during the second semester of the academic year 2018-2019.

Validity of the program

The program was shown to specialized jury members in the field of Curriculum and EFL instruction to evaluate it in terms of content appropriateness, length, level of difficulty, structure, topics and kind of text selected, tasks and instructional aids. Accordingly, the program was modified according to their recommendations and suggestions.

Pedagogical intervention

In order to achieve the objectives of the program, the following procedures were carried out during the English lectures:

- The first lecture was an introductory session to clarify to students what was required of them, listening comprehension, self-efficacy, the program, its objectives and teaching procedures.
- Pre-listening phase

  During the pre-listening phase, the researcher prepared the students for the listening activity. Providing them with essential

background information about the assigned topic. The researcher introduced the kind of text the students would listen to and asked them orally to think about what kind of information they thought it would contain. Students began brainstorming and asking some questions. They tried to come up with as many ideas as they could related to the topic. They predicted also some information they might hear about the assigned topic.

- While-listening phase

    During the while-listening phase, the students were given worksheets. Those sheets contained a number of tasks, namely: multiple-choice question, sentence completion question, short-answer question and summarizing. The researcher encouraged the students to read them thoroughly. Then, the researcher allowed the students to listen to the recorded text twice. The researcher guided the students, clarifying for them that the first time was devoted to identifying the main ideas, whereas the second time was devoted to listening for details. The students answered the question individually in their worksheets.

- Post-listening phase

    During the post-listening phase, the researcher checked students' understanding of the text as a whole. It was a kind of practicing a follow-up activity, responding to the content of the text in different ways and making links to other skills such as writing. The researcher asked the students in groups to prepare a summary of the text they heard, compare their summaries and discuss them with each other. Then, they wrote them down in their worksheets.

Teaching methods

According to the previously mentioned pedagogical intervention, the researcher used: brainstorming, discussion, individual and co-operative work as the program's selected teaching methods.

Instructional aids

The current research made use of the following instructional aids:

1. The whiteboard.
2. Tape recorders (to allow the students to listen to the recorded texts twice).
3. The students' worksheets.

Evaluation

The evaluation system used in the current research was represented in the worksheets, a pre-post listening comprehension test and a pre-post listening self-efficacy scale. Thus, the researcher made use of both formative and summative evaluation.

Instruments for data collection

A. The listening comprehension sub-skills checklist:

Aim of the checklist

The checklist aimed at identifying the listening comprehension sub-skills suitable for EFL General Diploma students.

Description of the checklist

The researcher designed the checklist in the light of the previous studies. It included -in its final form- six listening comprehension sub-skills; namely: identifying the speakers' purpose, identifying details, understanding vocabulary, identifying structures, classifying information and making inferences.

Validity of the checklist

The checklist was submitted -in its initial form- to jury members in the field of Curriculum and EFL instruction, and modified according to their recommendations.

B. The listening comprehension test:

Aim of the test

The test aimed at measuring listening comprehension as a whole and each listening comprehension sub-skill assigned to EFL General Diploma students.

Description of the test

The test contained two texts (each 200-250 words in length) that were at the same level of difficulty as the texts

incorporated in the students' program, followed by six multiple-choice, six sentence-completion and three short-answer questions. So, the test contained three different types of questions measuring the relevant listening comprehension sub-skills at least twice for each sub-skill.

Test validity

In order to ensure the content validity of the test, it was shown to specialized jury members in the field of Curriculum and EFL Instruction to evaluate it in terms of content appropriateness, number of items and suitability to the students' level. Consequently, the test was modified according to their recommendations.

Test reliability

In order to ensure the test reliability, the test-retest method was applied with an interval of two weeks on another group of twenty-five General Diploma students. The reliability coefficient was 0.87, which is considered relatively high.

Test scoring

The test questions were objective. Consequently, the researcher did not need another rater. For the multiple-choice question, the sentence-completion question and short-answer question: (1) score was given for the correct answer, and (0) score for the incorrect or left one. The number of items and scores given for each sub-skill were shown in table (1):

Table (1)
The Listening Comprehension Test Specifications

Listening comprehension sub-skills	Text	Question type			Number of items for each sub-skill	Scores assigned to each sub-skill
		Multiple-choice	Sentence-completion	Short-answer		
1. Identifying the speaker's purpose.	Text 1	1	1		4	4
	Text 2	1	1			
2. Identifying details.	Text 1	1	1	1	6	6
	Text 2	1	1	1		
3. Understanding vocabulary.	Text 1	1	1	1	6	6
	Text 2	1	1	1		
4. Identifying structures.	Text 1	1	1		4	4
	Text 2	1	1			
5. Classifying information	Text 1	1	1	1	6	6
	Text 2	1	1	1		
6. Making inferences.	Text 1	1	1		4	4
	Text 2	1	1			

Test duration

Test duration was estimated by counting the times of the fastest and the slowest students in answering the test divided by two. Thus, the time allotted for the test was $\frac{45+75}{2} = 60\ minutes$.

C. The listening self-efficacy scale
Aim of the scale

The scale aimed at revealing the degree of the students' self-efficacy which is essential in their perseverance and success in achieving high levels of performance in accomplishing their listening comprehension tasks.

Description of the scale

The researcher designed the scale in the light of the previous studies. It contained -in its final form- twenty-six items, taking into account using thirteen positive items and thirteen negative items in order to ensure objectivity. Furthermore, the items of the scale were direct, clear and simple.

Scale validity

To ensure scale validity, it was submitted to jury members specialized in the fields of Curriculum and EFL Instruction, and Educational Psychology. They evaluated the suitability of the scale's items, clarity of the scale instructions and items. Consequently, the scale's items were modified according to their recommendations.

Scale reliability

To ensure scale reliability, it was administered to another group of twenty-five General Diploma students, other than the sample of the study. The reliability coefficient was estimated using Cronbach Alpha Formula. The estimated value was (0.85) which was considered relatively high.

Scale scoring

The instrument was a three-point Likert-scale. Participants were asked to state how much they agree with each item ranging from Agree = 2 to Uncertain = 1 to Disagree = Zero for positive items; and from Disagree = 2 to Uncertain = 1 to Agree = Zero for negative items.

Scale duration

Scale duration was estimated by counting the times of the fastest and the slowest students in answering the scale divided by two. So, the time devoted for the scale was $\frac{30+60}{2} = 45\ minutes$.

IV. Data Analysis and Results

The purpose of the current study was to investigate the effectiveness of a task-based program in developing listening comprehension and listening

self-efficacy among EFL General Diploma students. The program was developed and experimented with students who were enrolled in the General Diploma in Education at Cairo University. The sample was submitted to pre-post applications of a listening comprehension sub-skills test and a listening self-efficacy scale. The statistical analysis of the data and the results were interpreted in terms of the study hypotheses. To test the first hypothesis which stated: "There is a statistically significant difference at 0.05 between the mean scores of experimental group students' performance on the pre-administration and post-administration of the listening comprehension test as a whole in favor of the post-administration of the test", a t-test was conducted to compare the overall performance of the students on the pre-administration versus the post-administration of the listening comprehension test. Paired sample t-test was used. Table (2) shows means, standard deviations and t-values of the experimental group in the pre-and-post listening comprehension test.

Table (2)
T-test Results Comparing Mean Scores of the Pre-and-Post Administration of the Listening Comprehension Test for the Experimental Group in Overall Listening Comprehension. (N=50, DF=49)

Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (n^2)
Pre	17.3800	4.47163	0.63238	20.355*	0.000	0.894
Post	27.5200	2.62826	0.37169			

(*) significant at 0.05
t-value = 20.355

T-test proved that there was a statistically significant difference at 0.05 level between the mean scores of experimental group students' performance on the pre-administration and post-administration of the listening comprehension test as a whole in favor of the post-administration of the test. Moreover, the calculated effect size indicated that the implemented program had a significant effect on the experimental group post-performance on the total score. The total effect size was (0.894) with a t-value of (20.355). Thus, the first hypothesis was supported. For more elaboration of the pre-post listening comprehension test results of the experimental group, figure (1) was designed:
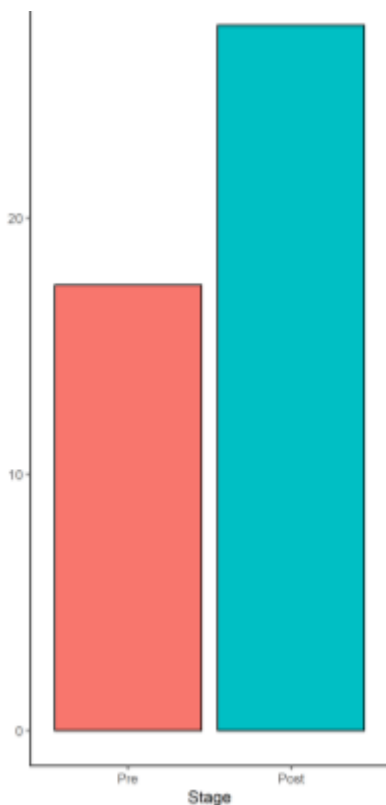
Figure (1): the pre-post-listening test results of the experimental group

To test the second hypothesis which stated: "There is a statistically significant difference at 0.05 between the mean scores of the experimental group students' performance on the pre-administration and post-administration of the listening comprehension test in each assigned sub-skill in favor of the post-administration of the test", a t-test was conducted to compare the students' performance on the pre-administration versus the post-administration of the listening comprehension sub-skills test. Paired sample t-test was used. Table (3) shows means, standard deviations and t-values of the experimental group in the pre-and-post listening comprehension sub-skills test.

Table (3)
T-test Results Comparing the Mean Scores of the Pre- and Post-Administration of the Listening Comprehension Test for the Experimental Group in Each Listening Comprehension Sub-Skill Assigned. (N=50, DF=49)

Listening comprehension sub-skills	Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (n^2)
1. Identifying the speaker's purpose.	Pre	2.8200	0.82536	0.11672	6.378*	0.000	0.481
	Post	3.7400	0.56460	0.07985			
2. Identifying details.	Pre	2.9000	1.07381	0.15186	18.678*	0.000	0.877
	Post	5.2800	0.88156	0.12467			
3. Understanding vocabulary.	Pre	3.0200	0.91451	0.12933	20.807*	0.000	0.898
	Post	5.3800	0.83029	0.11742			
4. Identifying structures.	Pre	2.8200	0.74751	0.10571	12.050*	0.000	0.748
	Post	3.9000	0.30305	0.04286			
5. Classifying information	Pre	3.5400	1.09190	0.15442	15.241*	0.000	0.826
	Post	5.4200	0.64175	0.09076			
6. Making inferences.	Pre	2.2800	0.94847	0.13413	13.628*	0.000	0.791
	Post	3.8000	0.49487	0.06999			

(*) significant at 0.05

T-test proved that there was a statistically significant difference at 0.05 level between the mean scores of experimental group students' performance on the pre-administration and post-administration of the listening comprehension sub-skills test in favor of the post-administration of the test. In addition, the calculated effect size indicated that the implemented program had a significant effect on the experimental group post-performance on each sub-skill score.

The largest effect size was for Understanding Vocabulary (0.898), with a t-test (20.807). It was followed by Identifying Details (0.877), with a t-value (18.678). Then, Classifying Information (0.826), with a t-

value (15.241). After that came Making Inferences (0.791) with a t-value (13.628). Subsequently came Identifying Structure (0.748), with a t-value (12.050). The lowest effect size was for Identifying the Speaker's Purpose (0.481), with a t-value (6.738). Thus, the estimated effect size values indicated that the implemented program had a large effect on students' mastery of each listening comprehension sub-skill. So, the second hypothesis was supported. For more clarification of the pre-post listening comprehension sub-skills test results of the experimental group, figure (2) was presented:
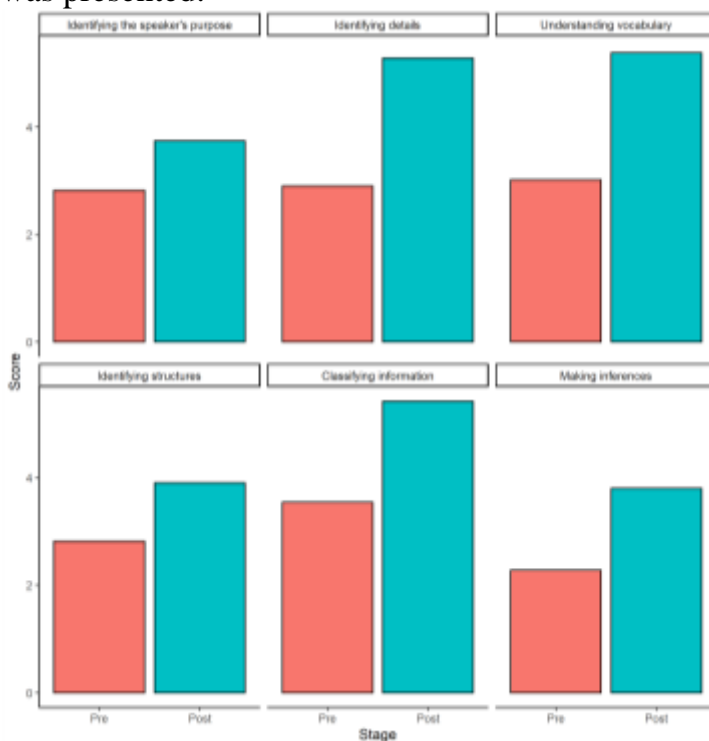

Figure (2): the pre-post-listening comprehension sub-skills test results of the experimental group

To test the third hypothesis which stated: "There is a statistically significant difference at 0.05 between the mean scores of the experimental group students' performance on the pre-administration and post-administration of the listening self-efficacy scale as a whole in favor of the post-administration of the scale", a t-test was conducted to compare the students' performance on the pre-administration versus the post-administration of the scale. Paired sample t-test was used. Table (D) shows means, standard deviations and t-values of the experimental group in the pre-and-post listening self-efficacy scale.

Table (4)
T-test Results Comparing Mean Scores of the Pre-and-Post
Administration of the Listening Self-Efficacy Scale for the Experimental
Group in Overall Listening Self-Efficacy (N= 50, DF = 49)

Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (n^2)
Pre	17.8800	7.97097	1.12727	30.761*	0.000	0.951
Post	47.5600	2.64313	0.37379			

(*) significant at 0.05
t-value = 30.761

T-test proved that there was a statistically significant difference at 0.05 level between the mean scores of experimental group students' performance on the pre-administration and post-administration of the listening self-efficacy scale as a whole in favor of the post-administration of the scale. Moreover, the calculated effect size indicated that the implemented program had a significant effect on the experimental group's post-performance on the total score. The total effect size was (0.951) with a t-value (30.761). Thus, the third hypothesis was supported. For more elaboration of the pre-post-listening self-efficacy scale results of the experimental group, figure (3) was designed:
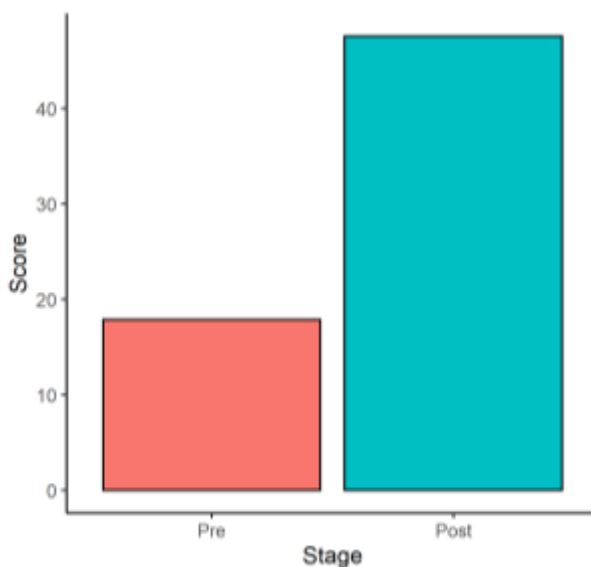

Figure (3): the pre-post-listening self-efficacy scale results of the experimental group

V. Discussion of Results

By reaching the above-mentioned results, the current study has answered all the research questions:

1. What are the listening comprehension sub-skills suitable for EFL General Diploma students?
2. What are the assumptions upon which a proposed task-based program is constructed to develop students' listening comprehension?
3. What are the components of the proposed program?
4. What is the effectiveness of the proposed program in developing EFL General Diploma students' listening comprehension?
5. What is the effectiveness of the proposed program in developing EFL General Diploma students' listening self-efficacy?

Based on the theoretical framework, the recommendations of the specialized jury members and the administration of the research instruments, the researcher could identify:

1. The essential six listening comprehension sub-skills suitable for EFL General Diploma students.
2. The five assumptions upon which the task-based program was constructed.
3. The objectives, teaching methods, tasks, instructional aids and evaluation system of the proposed program.
4. The effectiveness of the proposed program in developing students' listening comprehension.
5. The effectiveness of the proposed program in developing students' listening self-efficacy.

Results of the study proved that the experimental group's post-performance significantly exceeded their own pre-performance on total listening comprehension as well as on each assigned sub-skill. The results of the study also proved that the experimental group's post-performance significantly exceeded their own pre-performance on the listening self-efficacy scale.

These results are consistent with the results of Nasirian's study (2012) which emphasized the significant positive relationship between implementing certain listening tasks and enhancing the listening comprehension skills of EFL learners. They are also consistent with Motallebzadeh's study (2013) which proved the role of task-based listening activities in increasing EFL learners' listening self-efficacy.

The results are also on line with Badri, Nazari & Badri's study (2014), Zareinajad, Razaei & Shokrpour's study (2015), Chou's study (2017), and Maghsoudi and Golshan's study (2017) which proved the positive effect of task-based listening activities on developing EFL learners' listening comprehension.

The success of the proposed program in achieving positive quantitative and qualitative results were due to the fact that each phase of the task-based lectures focused on the students' listening to English Language that is used in real-life situations in order to complete a certain task effectively. The tasks were implemented in clear instructions and steps. Moreover, the guidelines given during the pre-task helped students effectively to understand and accomplish the required task successfully.

As for listening comprehension, students achieved obvious progress in listening comprehension as a whole, and in all the identified six listening comprehension sub-skills; namely: Understanding Vocabulary, Identifying Details, Classifying Information, Making Inferences, Identifying Structures and Identifying the Speaker's Purpose subsequently. However, the listening sub-skill "Identifying the Speaker's Purpose" got the least effect size. This might be attributed to the students' previous training and practice on this skill in all school and university stages and levels.

As for listening self-efficacy, students also achieved well-observed progress. This progress could be attributed to the stress-free and comfortable class environment created by the researcher. This helped students work cooperatively and individually as well, in order to fulfill the required tasks successfully. Consequently, students showed great levels of motivation, gained self-confidence and reported less anxiety. Through using suitable task-based listening activities, students could develop their listening comprehension sub-skills, and their listening self-efficacy as well.

Recommendations

In the light of the results of the current research, the following recommendations are suggested:

1. Suitable task-based listening activities should be implemented in order to enhance EFL listening comprehension, achieve successful and meaningful communication, and increase listening self-efficacy.

2. Using real-life tasks in teaching listening comprehension in order to prepare students to deal with authentic daily life listening activities in the future.
3. Providing the students of English as a foreign language with various listening opportunities in order to involve in the learning process, and learn how to collaborate with other classmates in accomplishing the assigned tasks.
4. The listening comprehension tasks should be implemented with an organized plan with clear instructions, steps and phases.

Suggestions for further research

In the light of the results of the current research, the following suggestions are presented for further research:

1. Similar studies should be conducted with other task types rather than the used ones.
2. Other studies should be conducted on the other language skills in order to reach conclusions about the effectiveness of various tasks in developing those skills.
3. Other studies might be conducted on other learners with other overall EFL proficiency levels; namely beginners and intermediate level learners.
4. Other studies might consider other variables such as the learners' gender.

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