

**Effectiveness of Cognitive, Metacognitive and Affective
Strategies in Developing Some Listening and Reading
Skills among Preparatory School EFL Pupils**

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Abstract

This study examined the effectiveness of integrating cognitive, meta-cognitive, and affective strategies in teaching receptive language skills, listening and reading, in foreign language learning. Two intact classes of EFL 3rd year preparatory pupils from General Sayed Ahmed Preparatory School participated in this study. One class (n= 38) was assigned as the experimental group and received instruction based on integrating cognitive, meta-cognitive, and affective strategies as a unified package. The other class (n= 37) was assigned as the control group and received traditional instruction for reading and listening. The treatment lasted for 10 weeks. Pre-post reading and listening tests were used to assess EFL pupils' reading and listening sub-skills before and after the treatment. The *t*-test was used to analyze the data statistically. Results indicated that there are statistically significant differences between the mean scores of both groups on the post administration of the reading and listening tests in favor of the experimental group pupils. The study revealed that integrating these strategies into classroom instruction could improve preparatory school EFL pupils' listening and reading skills.

Key words: Cognitive strategies, meta-cognitive strategies, affective strategies, listening and reading skills

Introduction

Receptive language skills are essential for effective language learning and acquisition as they help pupils understand spoken and written language and acquire language as well. Listening and reading expose pupils to a wide range of vocabulary which helps improve their language skills. By developing receptive skills, pupils can learn new information, achieve effective communication and acquire language effectively.

Listening as a receptive skill is a significant language skill to develop in foreign or second language learning, because the key to learning a language is to receive language input. Listening is a vital component of language development and provides learners with language input (Gilakjani & Sabouri, 2016). When pupils interact, they acquire language which requires exceptional speaking and listening skills. Listening skills are essential for learning since they enable pupils to gain information and to achieve better language acquisition. Effective language acquisition in a teaching-learning process depends on pupils' capacity for attentive listening. It involves understanding the speaker's accent, pronunciation, syntax, and vocabulary in addition to the meaning of the spoken language. If pupils do not learn to listen effectively, they will not be able to acquire and practice the target language effectively. Learners must listen, comprehend, and reply to build effective communication (Yildiz & Albay, 2015; Sharma, 2011; Ebadi & Oroji, 2016).

To be a good speaker, one must first be a good listener, because people cannot speak effectively without listening first. Listening is a vital prerequisite as well as a fundamental skill for being a successful English speaker. The ability to recognize sounds, understand language and grammatical structures, and interpret meaning simultaneously are necessary for listening, which makes it a difficult activity (Pratiwi & Andriyanti, 2019). Listening is the most crucial of the four skills, as it accounts for 45 percent of language ability (Renukadevi, 2014).

On another track, reading represents one of the receptive skills through which the reader could receive his knowledge about language. It is the ability to read text, process it and understand its meaning. Reading is essential to any English language program, despite its complexity. This skill engages students fully in the learning process since it draws on existing information and relates it to the current reading assignments (Amin, 2019; Al-Kadi & Hamdi, 2022). Yuliana and Soegito (2013) stated that reading is a complex process of interaction with language. The reader is confronted with words, phrases and sentences and the visual media that complete them, which form a whole text with the grammar adopted. The ability to read in a foreign language is needed as the learners have specific needs for information and pleasure, for their career and for study purposes. Good reading texts provide several educational objectives and can bring in interesting topics, stimulate discussion, debate and motivate imaginative

responses and can be the springboard for fascinating lessons (Hizriani, 2014).

The researcher believes that employing cognitive, meta-cognitive and affective language learning strategies could enhance EFL pupils' receptive skills. Cognitive strategies are those in which the learner interacts with the material by manipulating it mentally through discussion, repetition, asking and answering questions, identifying and guessing the meaning from context, problem solving, finding the main and supporting ideas, summarizing, and making conclusions and inferences. Meta-cognitive strategies include planning for a task, gathering and organizing materials, monitoring mistakes, and evaluating the success of the task and the learning strategies, while affective strategies focus mainly on the students' emotion and feel while teaching and learning process, including anxiety, empathy, and motivation.

Review of Literature Strategies

1. Cognitive Strategies

González, Franco, and Medina (2018) stated that cognitive strategies are the techniques which allow the student to understand, operate and to create and organize new information but always in a significant way. These strategies strengthen production and allow skills development. Abbasi (2020) defined the cognitive process as a mental procedure that includes thinking

strategies to solve problems, make decision, learn new knowledge and to understand previous experiments.

Cognitive learning strategies are the mental routine and procedures that learners use to directly manipulate and understand the content language or the material to be learned. Through reviewing literature, the researcher mentions some of these cognitive strategies to enhance language skills, particularly the receptive skills such as using visualization and imagery; flash cards, maps, or graphic organizers, asking and answering questions, scanning, skimming to attain the main and supporting ideas, repetition, rehearsal, elaboration, summarization, and note-taking.

2. Meta-cognitive Strategies

According to Fadilah et al (2021), the term "meta" implies "after" or "behind." The act or process of knowing is referred to as cognition. Metacognition is the understanding of what lies behind, supports, or informs a reader's knowledge and viewpoint. Meta-cognitive strategy, based on John Flavell's concept of metacognition, refers to the individual's ability to manage and regulate cognitive processes. Students learn to organize, control, and assess their learning, which enhances their critical and creative thinking. Mastering this skill fosters a sense of responsibility for their learning. Zhang and Seepho (2013) have focused on meta-cognitive strategies as planning and consciously implementing appropriate actions to accomplish a specific objective.

Meta-cognitive strategies that are used by EFL learners are the means to control, monitor, and evaluate their learning activities. To put it simply, meta-cognitive strategies are skills, approaches, and thinking and actions that EFL learners use to control their cognition and learning process. Regulation of cognition is about planning before accomplishing different tasks (e.g., listening or reading), self-monitoring learning process and problem-solving during doing tasks, and evaluating the effectiveness of learners' approach after accomplishing tasks (Tabibian, & Heidari-Shahreza, 2016).

The researcher viewed meta-cognitive learning strategies as involving planning, monitoring and evaluating one's learning. These strategies encourage learners to improve and think about their own cognitive processes. Teaching learners how to plan, set goals, monitor, and evaluate their listening or reading activities enhances their ability to learn and increases awareness and control. Meta-cognitive strategies can be difficult to learn and employ at the beginning, but they can be carried out more efficiently and effectively with practice.

3. Affective Strategies

Khasim and Mumu (2022) viewed that affective learning strategies are present to form a positive attitude in students to create a balance in the cognitive and affective domains. Affective learning strategies are learning actions that aim to form commendable behavior or attitudes towards learning. Robiansyah and Rochmahwati (2020) stated that teachers aim to impact each lesson to create a lasting impression on their minds.

Another important aspect that concerns teachers is how to continuously hold the attention of the students throughout a classroom session.

Binu and Nair (2015) defined affective teaching as the democratic process of interacting with students in a caring, conscious, and committed way. It is a way of teaching on two levels: intellectually and emotionally, using both brains and hearts. An affective strategy in language education combines cognition, emotions, and language to foster a positive attitude toward learning. Affective strategies can create a stimulating classroom environment and encourage students to set goals. They can also help teachers reduce anxiety and arouse interest. However, modern curricula often prioritize cognitive skills, overlooking affective strategies and leaving slow learners and students with learning challenges without sufficient support.

Cognitive and meta-cognitive strategies are necessary, but not sufficient, affective strategies are also needed. Affective learning strategies focus on enhancing learners' emotions and attitudes towards learning. To reduce the pupils' anxiety, teachers can create a supportive and stress-free learning environment for pupils to learn without fear or embarrassment. Teachers should provide a learning process that works for everyone through giving fair chances for all pupils to take part in the different learning activities. Affective strategies increase motivation and reduce anxiety. Motivation is a key element to supporting pupils' success and achievement. Teachers can create an autonomous learning environment based on love and mutual respect.

Receptive Skills

According to Erda (2020), receptive skills involve a complex process involving mastery of grammar and concept. Learners must have a certain level of knowledge to be able to comprehend appropriately. Therefore, it is no wonder if the English learners find it hard to comprehend and achieve high scores in receptive skills. Abdushukurova (2024) viewed that receptive skills refer to the ability to understand and interpret language input through reading and listening. Reading involves interpreting written text and comprehending meaning, while listening entails understanding spoken language. Receptive skills are crucial to language acquisition and represent the foundations for effective language production. Mastering receptive skills is essential to improve learners' vocabulary, fluency, and proficiency. Skilled readers and listeners can engage with complex texts and audio sources to extract information and understand ideas effectively.

Speaking and writing are considered productive skills, whereas listening and reading are receptive skills. Listening involves the capacity to comprehend and get meaning from spoken language, while reading involves understanding and interpreting written texts. Receptive language skills involve understanding language that is read or heard.

1. Listening

Definition of listening

Language is taught and evaluated in terms of four fundamental language skills: listening, speaking, reading, and writing. Of these four skills, listening as a receptive skill is considered a skill that can be acquired normally through teaching (Lau, 2016). Sharma (2011) defined listening as a skill that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding. Hamouda (2013) viewed listening as the ability to identify and understand what others are saying, considering various aspects such as pronunciation, grammar, vocabulary and comprehension of meaning. Listening is the process of understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. The parts of the act of listening are receiving what the speaker says, developing and demonstrating meaning, asking, responding, producing meaning via involvement, imagination, and empathy.

Importance of Listening Skill

Listening is considered one of the four important skills in learning English. Listening is the first language skill to be acquired by young children and is essential in the development of the other language skills of speaking, reading, and writing (Swain, Friehe, & Harrington, 2004, as cited in Tindall & Nisbet, 2008). Listening is the primary means by which incoming ideas and information

are taken in. Listening as a receptive skill is a significant language skill to develop in foreign or second language learning because the key to learning a language is to receive language input. Listening provides input for learners and plays an important role in the development of learners' language (Gilakjani & Sabouri, 2016).

Listening Sub-Skills

The ability to focus attention on the sounds one hears is the first step in the listening process. The primary task of the second stage, auditory discrimination, is to listen to sounds and evaluate them according to their quality, pitch, loudness, and rate. The greatest and most challenging level is the third stage, which involves listening comprehension. It is the process of translating and interrelating sounds, quality, pitch, loudness and rate into thought symbols. It refers to the listener's capacity to recognize, comprehend, and react to important cues and spoken communications (Ramos, 2005).

Academics provided a list of listening skills that included word, sentence, discourse, and sound processing at various levels; discriminating between the various linguistic sounds, identifying word stress patterns, identifying intonation patterns to convey information structure, identifying keywords, guessing word meanings from context, identifying grammatical word classes, identifying main and supporting ideas, finding answers to questions, getting the general idea, drawing conclusions about the relationships between events, making judgments and drawing inferences, processing speech at various speeds, and determining the topic and tracking its development.

Factors Affecting Listening Acquisition

Listening is regarded as the most crucial skill of the four language skills. However, listening has been neglected in the classroom and less research has been done regarding listening. EFL learners have serious problems in English listening comprehension because teachers pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons (Gilakjani, & Ahmadi, 2011; Hamouda, 2013; Sah, & Shah, 2020). English language curricula still prioritize reading and writing above listening, even though listening practice is crucial to language learning. Students therefore are not accustomed to hearing the language as it is produced by native speakers. Consequently, they struggle greatly to grasp what is being said to them in English when they encounter native speakers of the language.

2. Reading

Definition of Reading

Reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and resources to develop (Bojovic, 2010; Jose & Raja, 2011). Reading is essential to any English language program, despite its complexity. This skill engages students fully in the learning process since it draws on existing information and relates it to the current reading assignments (Amin, 2019; Al-Kadi & Hamdi,

2022). Yuliana and Soegito (2013) stated that reading is a complex process of interaction with language. The reader is confronted with words, phrases and sentences and the visual media that complete them, which form a whole text with the grammar adopted.

Importance of Reading Skills

Reading plays a great role in understanding a written statement accurately and efficiently. In many situations reading is the indispensable channel of communication in an ever-widening world. In fact, we are living in a 'reading' world where it is difficult to manage without reading. (Khand, 2004). Reading a text is considered an important and mandatory skill in English language learning situations for several reasons. Students need to put conscious effort, understand and apply what is being learnt in academics. Reading skill enhances the process of language acquisition. It serves as good source for improving writing skills later and learning the features of language (Raajitha, 2019).

Sumaira et al (2022) viewed reading as the basic skill to locate the intelligibility and proficiency level of a learner at a certain academic level. Reading is an essential skill for EFL learners because it is an available way to expose to the target language. The ability to read in a foreign language is needed as the learners have specific needs for information and pleasure, for their career and for study purposes. Good reading texts provide several educational objectives and can bring in interesting topics, stimulate discussion, debate and motivate imaginative responses and can be the springboard for fascinating lessons (Hizriani, 2014).

Reading Sub-Skills

Psaltou-Joycey (2010) regards skills as the abilities that an individual possesses allowing him/her to perform something in an easy and fast way. A person usually needs to go through training to become skillful at something and arrive at high levels of success. Olga and Claudia (2020) assumed that reading requires the coordination of many abilities and skills; decoding the written text, comprehending the text read. Reading requires a higher level of interpretation and contribute to the development of vocabulary, communication, imagination, creativity and, implicitly, of school performance. The decoding and comprehension of the reading text require linguistic, punctuation and interpretation knowledge.

Factors Affecting Reading Acquisition

Some studies have indicated that the pupils' reading skill is affected by several factors. According to Dennis (2008), one of the factors that impacts learners' reading is the complexity of the texts. The environmental conditions also influence the learners who try to read a passage. If learners are in an unsafe learning environment, they find it difficult to focus on their reading. Readers may lose their concentration in understanding a text when there is noise. Anxiety is also a factor that affects the learners' reading comprehension. Exams, class work, or homework situations may put pressure on the learners' reading for enjoyment. Learners differ in their reaction toward examinations, as some react positively while others are overwhelmed by the pressure to perform a reading activity. The author also

indicates that interest and motivation are very important in developing the learners' reading skill. If the readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension.

The researcher listed some challenges that hinder teaching reading to pupils as follow: text books are teacher-centered and less effective, teaching method is not pupil-centered, so pupils' involvement in learning through question and discussion is negligible, only oral lecture method is the dominating method in the schools where the role of learners is not that of active participants, no chance is given to them to communicate or interact with the teacher or among themselves, no proper tasks or exercises for intensive reading are given in class and there is rare use of audio-visual aids , T.V. etc.

Purpose

The present study aimed to:

- Investigate the effectiveness of cognitive, meta-cognitive, and affective learning strategies to develop preparatory school EFL pupils' listening and reading skills.

Methodology

The researcher adopted quasi-experimental design. The quasi-experimental design required two groups of pupils: an experimental group and a control one. The effective listening and reading cognitive, meta-cognitive and affective strategies were used in teaching the pupils of the experimental group while the traditional method was used with the control group members.

Participants

The population of the study consisted of all the 3rd year preparatory EFL pupils in Kafr El Sheikh Governorate in Egypt. The present study was experimental to test out the applicability of the findings to a larger population of pupils. Participants were randomly chosen and divided into two groups. The experimental group: the researcher chose a sample of the 3rd year preparatory pupils and provided them with a training program based on cognitive, meta-cognitive and affective strategies and their pre- and post-performance was measured, while the control one were taught using the traditional method.

Instruments

To collect data of the study, the researcher used the following instruments:

- A Pre-Post Listening Test
- A Pre-Post Reading Test

The researcher was interested in seeing how well pupils perform through using some effective listening and reading strategies (cognitive, meta-cognitive and affective strategies) so he designed listening and reading Pre-post tests. Pre-post test design was an essential stage in the success of the evaluation process of a program.

Treatment

The proposed cognitive, meta-cognitive, and affective strategies-based program was

implemented on the participants of the experimental group. The program represented independent variables in experimental treatment. The control group pupils had regular teaching. Treatment was conducted during the first semester of the academic year 2024-2025 in the period from 15/10/2024 - 30/12/2024.

Data Analysis

Means and standard deviation of the experimental and the control groups' results were computed. The researcher used the *t*-test and *p* value to measure the significance of differences. The data obtained from the post-test was statistically analyzed to find the mean difference between experimental and control groups in all the targeted listening and reading skills.

Findings

The means score and standard deviations of the four listening sub-skills were calculated to measure the significance of differences between the experimental and control groups. The researcher found significant differences between the mean scores of the experimental group pupils and those of the control group in all the targeted listening sub-skills on the post- administration of the listening test in favour of the experimental group because of the impact of the proposed cognitive, meta-cognitive and affective strategies-based educational program as shown in Table (1).

Table (1) : Comparing the Performance of the Experimental and Control Groups on the Listening Test Post-Administration (n = 75)

<i>Listening Skills</i>	<i>Group</i>	<i>n</i>	\bar{X}	<i>SD</i>	<i>df.</i>	<i>T</i>	<i>Sig. (P value)</i>
<i>Inferring the Meaning of Unknown Words</i>	<i>Experimental</i>	38	2.8421	.85507	73	5.11	0.001
	<i>Control</i>	37	1.9278	.68773			**
<i>Identifying the Main Idea</i>	<i>Experimental</i>	38	2.6053	.82329	73	3.53	0.001
	<i>Control</i>	37	1.9730	.72597			**
<i>Finding Specific Answers to Questions</i>	<i>Experimental</i>	38	2.2368	.78617	73	2.19	0.031
	<i>Control</i>	37	1.8418	.77401			*
<i>Summarizing</i>	<i>Experimental</i>	38	2.7368	.89092	73	4.48	0.001
	<i>Control</i>	37	1.7720	.55209			**
<i>Overall Score in Listening Skill</i>	<i>Experimental</i>	38	10.421	3.3554	73	4.09	0.000
	<i>Control</i>	37	7.5146	2.7398			**

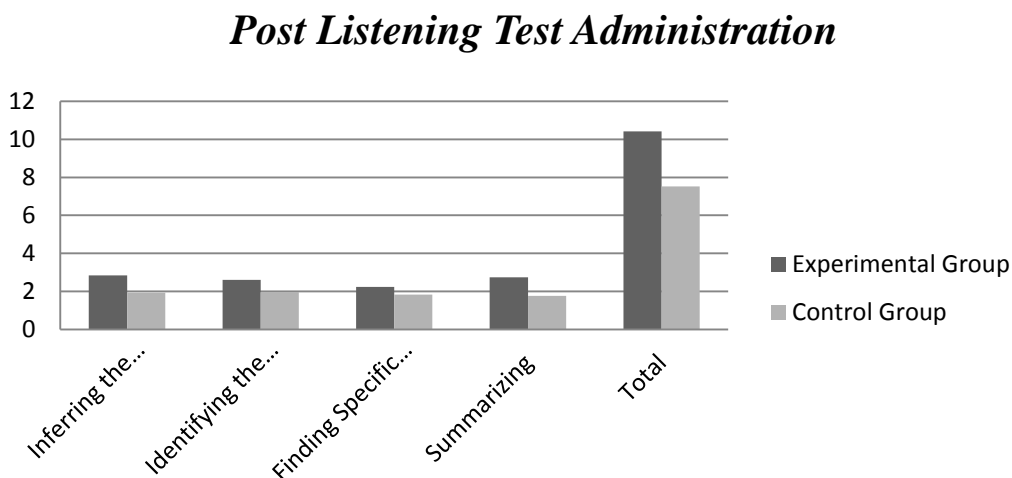
**** , * : Results are significant at the level of .01 and .05, respectively.**

Table (1) reports the following results:

- The experimental group pupils scored higher than those of the control group in all the targeted listening sub-skills.
- The overall listening mean score of the experimental group 10.421 is high when compared to the control group overall listening mean score 7.516, this indicates that participants in the experimental group outperformed in the overall listening skill.
- The t-value of 4.09 indicates a significant difference between the two groups.
- The p-value (0.000) indicates a statistical significance ($p < 0.01$). This means that the observed difference in listening skill performance did not take place due to chance.

- Since the t-value is high 4.09 and the p-value is very low 0.000, the null hypothesis was rejected and it was concluded that the experimental group significantly outperformed the control group in the total listening skill. The results are represented in diagram (1).

Diagram (1): Comparison of Mean Scores for Listening Sub-Skills of Experimental Group and the Control Group in the Post Listening Test Administration



The mean score and standard deviations of the four reading sub-skills were calculated to measure the significance of differences between the experimental and control groups. The researcher found significant differences between the mean scores of the experimental group pupils and those of the control group in all the targeted reading sub-skills on the post-administration of the reading test in favour of the experimental group as result of the impact of the proposed cognitive, meta-cognitive and affective strategies-based educational program as shown in Table (2).

Table (2): Comparing the Performance of the Experimental and Control Groups on the Reading Test Post-Administration (n = 75)

Reading Skills	Group	n	\bar{X}	SD	df.	T	Sig. (P value)
1. Inferring the Meaning of Unknown Words	Experimental	38	3.0526	.80362	73	5.713	.000**
	Control	37	1.9730	.83288			
2. Identifying the Main Idea (Reading for Gist)	Experimental	38	2.9211	.78436	73	5.958	.000**
	Control	37	1.9459	.62120			
3. Finding Specific Answers to Questions	Experimental	38	3.0000	.83827	73	5.454	.000**
	Control	37	2.0000	.74536			
4. Summarizing	Experimental	38	2.8421	.75431	73	4.671	.000**
	Control	37	2.0541	.70498			
	Experimental	38	11.816	3.1805			
Overall Score in Reading Skill	Control	37	7.973	2.9044	73	5.47	.000**

**** , *:** Results are significant at the level of .01 and .05, respectively.

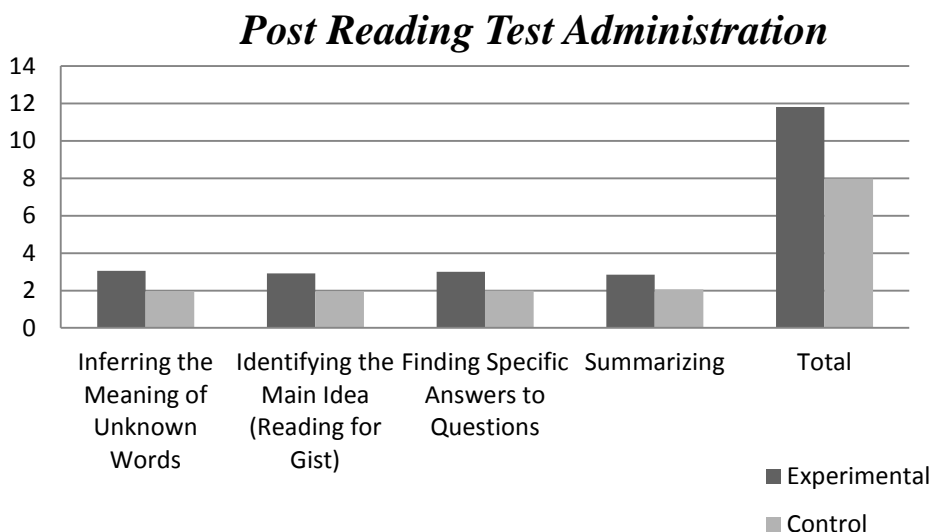
Table (2) reports the following results:

- The overall mean score of the experimental group 11.816 is high compared to overall mean score of the control group 7.973. This indicates that participants in the experimental group acquired the overall reading skill more effectively.
- The *t*-value of 5.47 indicates a significant difference between the two groups.
- A higher *t*-value 5.47 shows a stronger separation between the groups which means the experimental intervention had a notable effect.
- The *p*-value 0.000 indicates a statistical significance ($p < 0.01$), the observed difference in

the overall reading skill performance is unlikely to be due to chance.

- Since the t -value is high 5.47 and the p -value is very low 0.000, the null hypothesis was rejected and it was concluded that the experimental group performed better than the control group in the overall reading skill. The results are represented in diagram (2).

Diagram (2): Comparison of Mean Scores for the Experimental Group and The Control Group in the Reading Test Post-Administration



Discussion

The experimental group participants' receptive skills improved including the four targeted listening and reading sub-skills. The control group pupils who did not have the chance to participate in the proposed treatment didn't show much progress in their receptive skills.

Notably, a greater improvement was recorded in the reading skill than in the listening skill post-treatment. Here are some possible reasons:

- Reading involves visual processing while listening involves auditory processing. Using visualization and imagery led to better improvement in reading.
- Pupils can control the pace in reading as needed, which made it easier for them to understand and retain information, leading to greater improvement in reading.
- Pupils possibly had a stronger visual learning style.
- Pupils had more experience with reading than listening tasks, which improved their reading skills.
- Reading is less demanding on working memory, allowing pupils to process and retain information more effectively.

According to the results of the *t*-test, it is observed that all effect sizes are high in the measured receptive skills in favour of the experimental group members. It can be claimed that the high effect size could be attributed to the following reasons:

- The variety of activities, techniques, and teaching aids implemented in the program helped to enhance pupils' receptive skills.
- Affective strategies motivated pupils to work and to take part in the different activities.

- Affective strategies created a relaxing and comfortable learning environment for the pupils to work in.
- Cognitive and meta-cognitive strategies exposed learners to authentic and practical meaningful situations to practice oral performance skills.
- Cognitive and meta-cognitive activities provided a frame in which language was used in a meaningful way, and they helped pupils develop communicative competence in English.

The post listening test results were consistent with the results of almost all the previous studies conducted by number of researchers who highly evaluated the positive effects of cognitive, meta-cognitive, and affective strategies in improving the listening skill as Vandergrift and Tafaghodtari (2010), Rahimi and Abedi (2015), Losinski et al (2016), González, Franco, and Medina (2018), Al-Azzemy and Al-Jamal (2019), Wulanjani and Indriani (2019), Abd Latip, Ismail, Din, and Swanto (2021), who concluded that using cognitive, meta-cognitive, and affective strategies could help improve the pupils' listening skills.

The post reading test results also were consistent with the results of almost all the previous studies conducted by number of researchers who highly evaluated the positive effects of cognitive, meta-cognitive, and affective strategies in improving the reading skill as Iftanti (2012), Goh and Hu (2014), Semtin and Maniam (2015), Azhar, Awan, and Khalid (2015), Abusamra (2020), Robiansyah and Rochmahwati (2020), Fadilah et al (2021), Sua (2021),

Gutiérrez-Fresneda (2022), who concluded that using cognitive, meta-cognitive, and affective strategies could help improve the pupils' reading skills.

Accordingly, the researcher views that practicing English in a stimulating and supportive learning environment helps pupils become more fluent, feel more confident and use the grammar and vocabulary they have learnt in authentic and effective communication.

Implications of the Study

The use of cognitive, meta-cognitive, and affective learning strategies in this study significantly improved the pupils' receptive skills represented in inferring the meaning of unknown words, identifying the main idea, finding specific answers to questions, and summarizing. All pupils in the classroom were given fair chances to participate in various activities. The study also appreciates interaction among pupils and its role in improving their receptive skills.

Conclusion

In the light of the findings, the results of the study proved the effectiveness of integrating the cognitive, meta-cognitive, and affective learning strategies to improve preparatory school pupils' EFL listening and reading skills represented in inferring the meaning of unknown words, identifying the main idea, finding specific answers to questions, and summarizing. Teaching

and learning through integrating the cognitive, meta-cognitive, and affective learning strategies gave equal chances and opportunities for all the pupils to take part in the different learning activities and motivate them as well. The affective learning strategies provided a supportive, stress- free and emotionally safe learning environment rich in techniques and teaching aids. The integration of these strategies enhanced comprehension, active engagement, motivation, autonomy and improved academic performance. Consequently, the researcher advises and recommends that all English language teachers adopt the cognitive, meta-cognitive, and affective learning strategies in teaching English to enhance the pupils' receptive skills.

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