



**Using Problem Identification Strategies for Developing EFL
Listening Proficiency and Motivation towards its learning
Among Faculty of Education Students**

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Abstract

The present study aims at developing EFL listening proficiency skills and motivation towards its learning among fourth year faculty of education students through using problem identification strategies. The participants of the study consisted of fourth year English section students enrolled in Faculty of Education, Benha University (N=40). The study followed the one-group pre-post test design. Three main tools were used: An EFL listening proficiency checklist required for fourth year students, an EFL Pre listening proficiency test to measure some of students' listening proficiency skills and a motivation towards learning scale to measure students' motivation level. In addition, the study used quantitative method for collecting and analyzing the data. T-test was used to compare the mean scores of pre and post test of the study participants. Problem identification strategies were applied on the participants during the first semester of the academic year 2021/2022. Results of the quantitative analysis revealed that the participants' EFL listening proficiency skills and motivation towards its learning were developed significantly as a result of using problem identification strategies. Therefore, it can be concluded that using problem identification strategies is effective in improving EFL students' listening proficiency skills and motivation towards its learning.

***Keywords:** Listening, EFL listening proficiency skills, monitoring strategies, motivation*

المخلص :-

يهدف البحث إلى تعزيز وتنمية تعلم كفاءة الإستماع و الدافعية نحو تعلمه باللغة الانجليزية كلغة أجنبية لدى طلاب الفرقة الرابعة شعبة اللغة الانجليزية بكلية التربية جامعة بنها ولقد تم استخدام التصميم التجريبي ذو .وذلك باستخدام استراتيجيات التعرف غلي المشكلات ولقد بلغت عينة الدراسة أربعون طالب من طلاب الفرقة المجموعة الواحدة (قياس قبلي بعدى) الرابعة شعبة اللغة الانجليزية وتم تصميم قائمة بالمهارات اللازمة لهؤلاء الطلاب لمعرفة مدى أهميتها النسبة لهم؛ كما تم تحكيمها بواسطة عدد من المحكمين الخبراء في مجال المناهج وتم تصميم اختبار قبلي بعدى لقياس مهارات تعلم كفاءة .وطرق تدريس اللغة الإنجليزية تم اختبار الطلاب قبلها .الإستماع لدى العينة و مقياس نجو الدافعية لقياس دافعية الطلاب لتحديد مستوى أدائهم القبلي وتدريبهم من خلال استخدام استراتيجيات التعرف غلي المشكلات ولقد تم إعادة تطبيق .على كيفية تنمية وتعزيز مهارات تعلم كفاءة الإستماع الدافعية نحو تعلمه الاختبار على الطلاب لقياس مدى التقدم في مستوى أدائهم ولقد أثبتت النتائج وجود فرق في أداء الطلاب قبل وبعد تطبيق الاختبار وذلك لصالح الاختبار البعدي مما يدل على مدى فاعلية استخدام استراتيجيات التعرف غلي المشكلات لتعزيز وتنمية مهارات كفاءة الإستماع باللغة الانجليزية الدافعية نحو تعلمه.

كلمات مفتاحية: الاستماع، مهارات كفاءة الإستماع ، الدافعية نحو التعلم ، استراتيجيات التعرف غلي المشكلات، التحفز نحو التعلم

Introduction:-

It is well known that English proficiency in general plays an important role in acquiring and mastering listening, speaking, reading and writing. If student teachers have a low level of proficiency, it will affect their performance and their teaching in future. Therefore, it is very important to raise their proficiency level, which also will raise their students' levels in future.

Belnap, Nassif, Al-Batal, Princeton and Bolozky (2010) assured that defining EFL listening proficiency is one of the challenges that faces researchers while doing their research. That is because language ability is a multidimensional trait, and there are many definitions of listening comprehension. According to ACTFL (2012), it is important to know that dealing with listening proficiency does not mean to describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, it is important to describe what listeners understand from what they hear.

One of the most important effects for developing EFL listening is increasing their usage of different strategies, that was assured by Murphy. He found that after applying his research on the students; more proficient listeners tended to have an open and flexible use of strategies, while less proficient listeners most frequently had a dependence on the text and a consistent use of paraphrase. He added that higher proficient listeners tend to pay more attention to important message in the text than lower proficient listeners did (1985).

Nord (1981) and Dunkel (1986) asserted that developing listening proficiency has a great effect in developing speaking and a key to develop speaking proficiency. Developing listening proficiency is a basis for developing the other three skills: speaking, reading and writing. Chiang and Dunkel (1992) reported that improving listening proficiency played an important role in the comprehension of English lecture in general. Renukadevi (2014) concluded that although listening is a receptive and neglected skill, developing listening proficiency helps students to complete their language proficiency.

Pamuji, Waring and Kurniawan (2019) added that developing EFL listening proficiency helped in developing students' English oral proficiency. Their study also revealed that some participants felt they became more fluent when listening to English audio or video materials

while other participants became more familiar with some English words they had never heard before. Other participants developed proficiency through listening and watching English materials.

Palma et al (2020) assured that listed the most important micro skills to be developed in order to raise students' listening proficiency level; retaining chunks of information, understanding stated facts, predicting outcomes, inferring situations and drawing logical conclusions and judgments. In this study they described listening micro-skills of university students so that the areas of difficulty may be identified and remediated through appropriate classroom activities and instructional materials. So this study aimed to determine the level of students' listening proficiency as a whole and categorized as to specific micro-skills.

Bang and Hiver (2016) concluded that there are several psychological affecting factors on listening proficiency, but determined motivation, intrinsic motivation was the most significant predictor for EFL listening proficiency. And motivated students reporting increased self-regulated learning behavior.

Parsons, Hinson and Brown (2001) defined motivation as an important component or factor in the learning process (P. 28). Dörnyei (2003) defines it as "a positive interpersonal/affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community." Gardner (2005) defined it as "a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language and the extent to which the individual work or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." (P. 10).

Richards (2003) summarizes motivation types into two categories; the first one into: instrumental motivation (wanting to learn a language for the practical benefits it brings) and integrative motivation (wanting to learn a language in order to interact with and become similar to valued members of the target language community). The other category is; intrinsic motivation (enjoyment of language learning itself) and extrinsic motivation (driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment).

Lau (2017) concluded that there were an interchangeable relation between both of metacognitive towards learning listening proficiency

and listening proficiency. The researcher assured that the difficulty of the task resulted a negative feedback on motivation, so it was important to start with easy tasks in systematic rules in order to reach difficult tasks. This systematic rules helped students to be motivated in learning listening proficiency.

Stanchina (1987) showed that metacognitive strategies had a great effect on listening comprehension, particularly the integral role of monitoring in the process. She demonstrated that the way in which listeners use syntactic, semantic, and schematic knowledge is a question of effective or ineffective strategy use. Effective listeners are constantly elaborating and transforming what they hear. Oxford (1996) stated that different researches concluded that metacognitive strategies helped learners to be strong predictors for their proficiency levels.

O'Malley, Chamot, Stewner-Manzanares, Küpper and Russo (1985) cleared that beginners use more cognitive strategies than intermediate level learners. However, they referred to that the reason may be because the learners' use of the native language in data-collection interviews. Learners use more cognitive strategies than other types of strategies. Learners also use vocabulary-learning strategies most often and they use listening comprehension strategies least.

Vandergrifit (1997) assured that using metacognitive strategies increases students' proficiency level. He chose novice and intermediate levels, after his study, he revealed that their proficiency levels had increased after using metacognitive strategies. Vandergrifit (2003) conducted a study which aimed to explore the type of metacognitive strategies used. The participants of the study were thirty-six junior high school students of French in Canada. Results indicated that students used all types of metacognitive strategies including: planning strategies, monitoring strategies and problem identification strategies. The only type of strategy not used was evaluation strategies. The study also revealed that the high proficient listeners used metacognitive strategies more frequently than the low proficient listeners. So it is recommended to teach low proficient listeners how to use metacognitive strategies.

Teng and Chan (2008) divided metacognitive to the same four categories. But they conducted that proficient listeners generally adopted more metacognitive listening strategies of planning, monitoring, and evaluation than less proficient listeners did. However, less proficient listeners used more metacognitive listening strategies of problem identification than proficient listeners did.

According to Vandergrift (1997), problem identification can be showed as the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion. Karavas (2015) explained that identification means: listeners focus on some aspect of the code of the message rather than the content of the message. If the focus on the content, identification will be a function related to the novice level, but if it is related to the form of the message, it will be a suitable function to the higher levels. Orientation: orientation involves determining essential facts about the text, including such message externals as participants, their roles, the situation, the context, the general topic, the emotional tone, the genre, perhaps even the speaker function. If the listener possesses all this information, he will process the message correctly. But this function is so hard to possess. Some of this information may be obtained from visual context or non-linguistic context.

Context of the problem

Although it is important for students to be proficient listeners, EFL listening proficiency does not receive the necessary attention in the educational process. Actually according to the students' educational regulation, there is no specific curriculum for teaching neither listening nor listening proficiency. The regulation depends on the other curricula to develop listening proficiency. Besides that, the researcher identifies the problem after reviewing pervious researches and related studies such as: (Saniha 2006; Khatter 2012; Othman 2013; Mansour 2014; Elnaggar 2016; Hewedy 2017; Moussa 2018).

It was found that EFL student teachers are unable to reach higher listening proficiency level. Students are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. They show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts. Students had lower levels of motivation towards learning.

To document the problem of the study, the researcher conducted a pilot study to investigate the problem of EFL student teachers' weakness in listening. The participants consisted of a random 20 EFL fourth year students at Faculty of Education, Benha University during the first term of academic year 2018/2019. The researcher used the TOEFL (LONGMAN Preparation course for the TOEFL test) Pre-test. The

results of the test revealed that there are two levels of the proficiency; lower proficiency and intermediate proficiency. According to the previous studies and the pilot study, fourth-year students were found to have weakness in EFL listening proficiency. The researcher also used Wimolmas's (2013) A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology

Statement of the problem

The problem of this study lies in the lower level of listening proficiency and lower level of motivation among fourth year students, enrolled at English section Faculty of Education Benha University. Thus, the present study aims at investigating the effectiveness of using program identification strategies for developing EFL listening proficiency and motivation towards learning it.

Questions of the Study

The present study tries to answer the following questions: -

1. What are the problem identification strategies for developing EFL listening proficiency required for fourth year students at the Faculty of Education?
2. What are the features of using problem identification strategies for developing EFL listening proficiency required for fourth year students at the Faculty of Education?
3. What is the effectiveness of using problem identification strategies for developing EFL listening proficiency and motivation towards its learning required for fourth year students at the Faculty of Education?

Delimitations of the Study

The present study will be delimited to the following: -

- A sample of fourth year students enrolled in the English section at the Faculty of Education, Benha University.
- Some EFL Listening proficiency skills that are required for fourth year students at the Faculty of Education.

Participants of the Study

A sample of Fourth year students at faculty of Education, Benha University during the first term of the academic year 2021-2022 (N=40).

Instruments and Materials of the Study

- 1 An EFL listening proficiency skills checklist.
- 2 An EFL listening proficiency skills test as a pre and post-test.
- 3 An EFL motivation towards learning scale.
- 4 Problem identification strategies.

The EFL listening proficiency skills checklist**A. The purpose of the EFL listening proficiency skills checklist**

The purpose of the EFL listening proficiency skills checklist is to identify the listening proficiency skills that are required for fourth year faculty of education students.

B. Description of the EFL listening proficiency skills checklist

In its initial form, the EFL listening proficiency skills checklist consisted of six main skills including thirty one (31) EFL listening proficiency sub skills

C. Validity of the EFL listening proficiency skills checklist

The EFL listening proficiency skills checklist was submitted to a number of jury members specialized in curriculum and methods of teaching EFL (N=9). (See Appendix F). They were asked to:

- Judge whether the EFL listening proficiency skills are appropriate or not for the study sample.
- Add and omit skills and make modifications.
- Determine the importance of each skill by checking important, to some extent or less important.
- Modifications of the jury members included:
 - Adding a thesis statement before stating the skills.
 - Changing the verb form from infinitive to gerund.
 - Omitting the sub skills “Writing the last sentence you heard. (Word recognition - Identifying aural vocabulary - Restating the heard information according to new data).
 - Changing the word “association” into “collocation”.
 - Changing the word “utterance” into “meaning”.
 - Changing the verb “depended” into “depending”.
 - Changing the verb in the final subskill in the critical listening skills from “giving” to the verb “drawing”.
 - Restating the second sub-skill in parsing.

After modifying the list of EFL listening proficiency skills according to the jury members’ suggestions, the final form of the EFL listening proficiency skills checklist included twenty six skills.

The EFL listening proficiency pretest and posttest**A. The purpose of the pre and post EFL listening proficiency skills test**

The EFL listening proficiency test was prepared by the researcher to measure students' EFL listening proficiency skills. It was used as a pre-test to identify fourth year faculty of Education students' level before the treatment. Furthermore, there was also an equivalent form used as a post-test in order to investigate the effectiveness of the metacognitive strategies based program. Thus, the purpose of the test was to determine the students' level before and after the experiment.

B. Description of the EFL listening proficiency skills test

The test items cover the EFL listening proficiency skills identified by jury members. The EFL listening proficiency skills test consisted of twenty one questions covering all the main skills and sub skills. Each question was different in the length of correct answer and in depth of question. The questions were twenty closed ended questions and one open ended ones.

C. Validity of the EFL listening proficiency test**Face validity**

The EFL listening proficiency test was submitted to a panel of jury members (N=9) of EFL curriculum and instruction staff members to determine the face validity of the test. They were requested to judge whether the test items were clear and appropriate to the study sample and whether the test items measure the EFL listening proficiency skills that they are supposed to measure. Jury members suggested some suggestions and the researcher has taken them into account. These suggestions include:

- Changing the question no.7 from choose the correct collocation to them into choose its correct collocation.
- Adding 's' into the word 'mean' to become 'means' in question 10.
- Adding 's' into the word 'sentence' to be 'sentences' in question 20.
- Changing the question no. 20 (1) from there is an irrelevant sentence, this sentence is : into which is the irrelevant sentence?
- Adding 'ing' into the word 'organize and give' in question no. 20(3).

Content validity

Content validity is the degree to which the test items represent the domain being measured. So, some jury members were asked to determine if the test items measure the EFL listening proficiency skills that they are supposed to measure. Then, they agreed that the test was a valid tool for measuring EFL listening proficiency skills. To make sure of the validity of the EFL listening proficiency test, the researcher analyzed the data and measured the degree of internal consistency between each item of the test and the overall test, so the data were computed and the coefficient validity was 0.934 which is significant at 0.01 level.

D. Reliability of the EFL listening proficiency skills test

For estimating the reliability of the EFL listening proficiency test, the researcher used test re-test method. The researcher administered the test at the beginning of the first semester of the academic year 2021-2022 to participants of fourth year enrolled at the English section at Faculty of Education, Benha University (N=25). The test was re-administered after two weeks to the same participants. The correlation co-efficient (r) between the mean score of the first and the second administration of the test was measured by using Pearson formula. So, the co-efficient reliability was (0.987) that showed high reliability of the test.

Besides, the researcher used the inter rater¹ (Language instructor holding PhD degree) which means two or more raters give consistent estimate of the same test and this method is used to avoid the subjectivity factors in grading. The correlation between the raters were calculated and computed and it was (.987) which is significant at the 0.01 level showing high reliability of the test.

E. Rubric for scoring the EFL listening proficiency test

The rubric was used to assess students' critical listening skills in EFL listening proficiency skills. Each skill in the rubric was scored from "3" to "1" where "3" refers to the highest performance and "1" refers to the lowest performance. The Questions from 1 to 4 in question no. 21 take 3 marks for each item (open ended questions).

¹ 1 Ansaam Abdelaziz Elsahmy- ESP English Language Instructor at Faculty of Education, Benha University

The EFL Motivation towards learning Scale (**A. The purpose of the Motivation towards learning Scale**

It aims at finding out if the participants feel motivated to listen and to what degree.

B. Sources of designing the EFL Motivation towards learning Scale

The EFL motivation towards learning scale was designed for finding out if the participants feel motivated to listen and to what degree. Therefore, the EFL motivation scale have been derived from: Yang (2011); Maniraho (2013); Aliakbari and Monfared (2014); Sani, Ariffin and Shaik-Abdullah (2014); Abdelrahman (2015); Ishag (2016) and Utvær and Haugan (2016).

C. Description of the EFL Motivation towards learning scale

It consists of (20) items, scored on a Five-point Likert response scale ranging from 1 (strongly disagree) to 5 (strongly agree). A higher score obtained there upon indicates a higher level of EFL motivation and; on the contrary; a lower score indicates a lower level of EFL motivation (see appendix E).

D. Validity of the EFL motivation towards learning scale**Face validity**

The EFL motivation towards learning scale was submitted to a panel of jury members (N=9) of EFL curriculum and instruction staff members to determine the face validity of the scale (Appendix F). They were requested to judge whether the scale items were clear and appropriate to the study sample and whether the scale items measure the EFL motivation level that they are supposed to measure or not. Jury members suggested a suggestion and the researcher has made it. The final version of the test is shown in Appendix E. These suggestion was:

Removing item no.6 because it is repeated in other words.

Content validity

Content validity is the degree to which the scale items represent the domain being measured. So, some jury members were asked to determine if the scale items measure the EFL motivation level that they are supposed to measure. Then, they agreed that the scale was a valid tool for measuring EFL motivation. To make sure of the validity of the EFL motivation scale, the researcher analyzed the data and measured the degree of internal consistency between each item of the scale and the overall scale, so the data were computed and the coefficient validity was 0.817 which is significant at 0.01 level.

E. Reliability of the EFL motivation towards learning scale.

For estimating the reliability of the EFL motivation towards learning scale, the researcher used test re-test method. The researcher administered the scale at the beginning of the first semester of the academic year 2021-2022 to participants of fourth year enrolled at the English section at Faculty of Education, Benha University (N=25). The scale was re-administered after two weeks to the same participants. The correlation co-efficient (r) between the mean score of the first and the second administration of the scale was measured by using Pearson formula. So, the co-efficient reliability was (0.999) that showed high reliability of the scale.

F. Administering the scale

The EFL motivation towards learning scale was applied to the study participants at the first semester of academic year 2021-2022. Then this scale was re-applied to the study participants after the implementation of using problem identification strategies.

Aim of the Study

The study aimed at developing some of the EFL listening proficiency skills for fourth year students, enrolled in English section at Benha Faculty of Education. The researcher uses identification problem strategies to accomplish the study aims, so by the end of the treatment students will be able to use identification problem strategies to develop their EFL listening proficiency skills and their motivation towards its learning level.

The Experimental Treatment

The experiment was carried out during the first semester of the academic year 2021/2022 and lasted for eight weeks with about two sessions per week and each session lasted for about one hour and a half. The present study program consists of a variety of extensive listening audios. These audios are distributed in proportion to 15 sessions.

A. Goals of using problem identification strategies:

Using identification problem strategies aimed at developing EFL listening proficiency skills and their motivation towards its learning level for fourth year students enrolled in the English section, faculty of Education, Benha University. Therefore, the program was utilized to:

1. Identify the importance of using identification problem strategies in English language in particular.

2. Identify the importance of EFL listening proficiency skills in general and to fourth year faculty of Education students in particular.

3. Identify the importance of motivation towards its learning.

B. Features of using problem identification strategies:

In this research, problem identification strategies is used in a way the following:

- Define the problem
- Visualize the problem
- Draw a diagram of the problem
- Break the problem into smaller pieces
- Redefine the problem
- Collect and organize information about the problem
- Work backwards
- Use the Kipling Method
- Use students' past experience
- Bring in a facilitator
- Consider the trial-and-error approach
- Develop a decision matrix for evaluation
- Ask their peers for help
- Step away from the problem

Evaluation Techniques

The students' progress was evaluated through the implementation of utilizing monitoring strategies using both formative and summative evaluation:

A. Formative evaluation:

Students were given some activities to perform at the end of each session to make sure that the students achieved the objectives of the sessions. Moreover, two sessions (7 and 12) were assigned as evaluative sessions through which the students performed some activities to make sure that the students acquired the intended skills.

B. Summative evaluation:

This was conducted at the end of utilizing monitoring strategies as a learning tool implementation. It included the administration of EFL listening proficiency post-test. The major type of this type is to measure the achievement of the intended outcomes by utilizing monitoring as a learning strategy. It also aimed at investigating utilizing monitoring as a learning strategy to develop some EFL listening proficiency skills for the prospective teacher of English.

Results of the study:

The findings of the present study are presented in the light of the hypotheses of the study. Using the Statistical Package for Social Sciences (SPSS) program version (18), the paired sample t-test was used. The present study contains two main hypothesis and six sub hypotheses related to the EFL Listening proficiency skills test and two sub hypotheses related to motivation towards learning.

Findings of the first main hypothesis

This hypothesis states that, “There is a statistically significant difference in the overall EFL listening proficiency skills between the mean scores of the participants in the pre and post-test in favor of the post test.” This main hypothesis includes six sub hypotheses describing the twenty six sub-skills of the EFL listening proficiency skills test.

The following table presents the mean scores, standard deviations, t-value and level of significance of the study group in the pre and post assessment of the overall listening proficiency skills.

Table 1: The mean scores, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the overall listening proficiency skills

Overall listening proficiency skills.	Group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	30.6250	5.64182	-99.271	39	0.01
	Post	40	79.1000	5.87389			

Findings of the first sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the first main skill in listening proficiency skills which is phonological awareness skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the first main skill in listening proficiency skills which is phonological awareness skills.

Table 2: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the phonological awareness skills

phonological awareness skills	Group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	7.7250	1.85344	-139.003	39	0.01
	Post	40	17.9250	1.91335			

Findings of the second sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the second main skill in listening proficiency skills which is lexical segmentation skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the second main skill in listening proficiency skills which is lexical segmentation skills.

Table (3): The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the lexical segmentation skills

lexical segmentation skills	Group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	2.9750	.99968			
	Post	40	7.0000	1.01274			

Findings of the third sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the third main skill in listening proficiency skills which is parsing skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the third main skill in listening proficiency skills which is parsing skills.

Table (4): The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the parsing skills

Parsing skills	Group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	3.3000	.91147			
	Post	40	7.4500	.90441			

Findings of the fourth sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the fourth listening proficiency skills which is meaning representation skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the fourth listening proficiency skills which is meaning representation skills.

Table 5: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the meaning representation skills

Meaning representation skills	Group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	5.0000	1.83973			
	Post	40	13.1250	1.41761			

Findings of the fifth sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the fifth listening proficiency skills which is discourse construction skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the fifth listening proficiency skills which is discourse construction skills.

Table 6: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the discourse construction skills

Discourse construction skills	group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	7.4250	2.37387			
	Post	40	20.1000	1.85085			

Findings of the sixth sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the sixth main skill in listening proficiency skills which is critical listening skills between the mean score of the participants in the pre and posttest in favor of the post test.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the sixth main listening proficiency skills which is critical listening skills.

Table 7: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the critical listening skills.

Critical listening skills	group	N.	Mean	S.D.	t- value	D. F.	Sig.
	pre	40	4.2000	.40510			
	post	40	13.5000	.98710			

Findings of the second main hypothesis

This hypothesis states that, “There is a statistically significant difference in the overall EFL motivation towards learning between the mean scores of the participants in the pre and post scale in favor of the post scale.” This main hypothesis includes two sub hypotheses describing the different two types of the EFL motivation towards learning scale.

The following table presents the mean scores, standard deviations, t-value and level of significance of the study group in the pre and post assessment of the overall EFL motivation towards learning scale.

Table 8: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in EFL motivation towards learning scale.

Motivation towards learning	group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	34.2750	2.05048	-99.167	39	0.01
	Post	40	83.7250	2.61149			

Findings of the first sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the first kind in EFL motivation towards learning which is instrumental motivation between the mean score of the participants in the pre and post assessment in favor of the post assessment.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment of in the first kind in EFL motivation towards learning which is instrumental motivation.

Table 9: The mean score, standard deviations, t-value and level of significance of the experimental group in the pre and post assessment in the instrumental motivation

Instrumental motivation	group	N.	Mean	S.D.	t- value	D. F.	Sig.
	pre	40	11.7500	1.33493	-77.708	39	0.01
	Post	40	32.1750	1.93334			

Findings of the second sub-hypothesis

This hypothesis states that, “There is a statistically significant difference in the first kind in EFL motivation towards learning which is integrative motivation between the mean score of the participants in the pre and post assessment in favor of the post assessment.”

The following table presents the mean score, standard deviations, t-value and level of significance of the experimental group in the pre and

post assessment of in the first kind in EFL motivation towards learning which is “integrative motivation”.

Table (10): The mean score of the experimental group in the pre and post assessment in the second main kind in EFL motivation towards learning which is integrative motivation.

Integrative motivation	group	N.	Mean	S.D.	t- value	D. F.	Sig.
	Pre	40	22.5250	1.44980			
	Post	40	51.5500	1.25983			

The total effect size of using problem identification strategies:

To calculate the total effect size of the program based on metacognitive strategies on developing students' overall EFL listening proficiency skills, the following formula was used:

$$\eta^2 = \frac{t^2}{t^2 + d.f}$$

(η^2) is the total effect size of the strategy

(t) is the value of T- test.

(d.f.) is the degree of freedom

Table (11)

The total effect size of the program based on metacognitive strategies on developing EFL Listening proficiency skills and its main skills

Skill	t- value	D. F.	η^2	Per.
1. phonological awareness skills	-139.003	39	.998	99.8
2. lexical segmentation skills	-161.00	39	.998	99.8
3. Parsing skills	- 61.515	39	.9898	99.98
4. Meaning representation skills	-33.757	39	.9669	96.69
5. Discourse construction skills	-43.777	39	.9801	98.01
6. Critical listening skills	-57.790	39	.9884	98.84
EFL Listening Proficiency Skills	-99.271	39	.9960	99.60

Discussion and Interpretation of the findings of the study

The research questions in the current study were set out to determine whether the use of problem identification strategies would develop the students' listening proficiency skills and their motivation towards learning. Based on the statistical analysis of the results, it is clear that the students' listening proficiency skills and motivation towards learning have been developed which may be due to the fact that using the problem identification strategies.

To illustrate this, the study revealed that the participants showed progress in their performance in the six listening proficiency skills namely, phonological awareness, lexical segmentation, parsing, meaning representation, discourse construction and critical listening. The researcher attributes this progress to the training process which is based on instructing students explicitly on utilizing problem identification strategies to develop listening proficiency skills.

Recommendations of the study:

In the light of the findings of the study the following recommendations may be presented:

1. Listening proficiency skills should be major concern in teaching EFL in our classes as the lack of listening proficiency skills affects all other elements of EFL negatively.
2. Utilizing problem identification strategies should be included in the EFL courses listening to supplement listening instruction.
3. It is recommended that the problem identification strategies complement the textbooks of EFL in schools.
4. It is recommended that EFL teachers may design and develop their own using of problem identification strategies that suit their students' needs and educational levels.

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