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# **The Effectiveness of Using the Cognitive Academic Language Learning Approach (CALLA) in Developing EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students**

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The present study aimed at developing secondary school students' EFL strategic listening and listening comprehension skills via using the Cognitive Academic Language Learning Approach (CALLA). It was hypothesized that using the CALLA approach would develop students' knowledge and use of EFL listening comprehension strategies (the two components of strategic listening), and consequently their overall EFL listening comprehension skill and its sub-skills. The sub-skills were identified according to students' textbook, teacher's guide, and Ministry of Education Directives for secondary school teachers (2010-2011). As a result, an EFL listening comprehension test was prepared and submitted to jury members to judge its validity. At the beginning, an EFL listening comprehension strategies list was prepared to define the appropriate strategies for first year secondary school students. This list was modified according to the suggestions of the jury members. Then, a Strategic Listening Interview (SLI), a Strategic Listening Questionnaire, and a Strategic Listening Checklist (SLC) with a think-aloud protocol, in which students identify their knowledge and use of listening comprehension strategies, were prepared and submitted to a jury of specialists in EFL methodology. After that, a teacher's guide was prepared. Before conducting the experiment, the study tools reliability was measured. The subjects of the study were randomly drawn from two classes at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, Egypt. Both groups were at the same level of EFL strategic listening and EFL listening comprehension skills as indicated by the pre-test. The experiment lasted for five weeks at a rate of three sessions a week (90 minutes each). The sessions included listening comprehension and strategic listening activities and followed the five phases of the CALLA approach. After that the tools of the study were administered to each group. Findings of the study were statistically dealt with the Statistical Package for the Social Science software (SPSS) version 17. T-value, means, standard deviations, and degrees of freedom were calculated. It was found out that the experimental group achieved more gains in their strategic listening as well as in their overall EFL listening comprehension skill and its sub-skills. Accordingly, findings were consistent with the hypotheses of the study. Some

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important implications and recommendations for further studies were suggested.