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## The Effect of Triangle Listening Strategy on improving EFL Iraqi intermediate pupil's Comprehension

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### Abstract

The current study aim's Finding out the effect of Triangle Listening Strategy on Iraqi intermediate pupil's achievement. Finding out the effect of triangle listening strategy on EFL Iraqi intermediate pupil's listening comprehension. Finding out the effect of triangle listening strategy on EFL Iraqi intermediate pupil's reading comprehension. To achieve the aims of this research and verify its hypotheses, non-randomized control Group pretest -posttest have been chosen. The pupils have been taught during the academic year 2024-2025 in English subject. The sample of the study consists of (60) pupils selected from the first class at janat AL-Iraq School for Girls in samaraa City. The sample has been divided into two groups Group (A) represents the experimental group who consists of (30) pupils who have been taught by using TLS Strategy. Group (B) represents the Control Group which also include of (30) pupils who have been taught using the prescribed method. Both groups have been equalized in such variables as parents' academic attainment, pupils' scores in previous schooling years, and the pretest of both groups. A posttest contains five questions, which are constructed to collect data. Face and content validity have been achieved. The reliability coefficient has been

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verified, and the researcher herself teaches both groups. The data is collected from the results of the posttest have been analyzed statistically by using a t-test for measuring the pupils' performance. The results show that there is a statistically significant difference between the mean scores of the experimental group and control group in posttest. Moreover, there is a statistically significant difference between the mean score of the experimental group in pre and posttest. which indicates that triangle listening strategy is more effective than the prescribed method. The study ends with recommendations and suggestions for further studies based on the obtained results.

**Keywords:** Triangle Listening Strategy, Comprehension, Effect, improving.

## أثر استراتيجية مثلث الاستماع على تحسين فهم تلميذات المرحلة المتوسطة العراقية في تعلم اللغة الإنجليزية بوصفها لغة أجنبية

رسل قاسم جمعة

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### المستخلص

تهدف الدراسة الحالية إلى معرفة تأثير استراتيجية الاستماع المثلثية على تحصيل تلميذات المرحلة المتوسطة العراقية. معرفة تأثير استراتيجية الاستماع المثلثية على فهم الاستماع لتلميذات المرحلة المتوسطة العراقية الناطقات باللغة الإنجليزية كلغة أجنبية. معرفة تأثير استراتيجية الاستماع المثلثية على فهم القراءة لدى تلاميذ المرحلة المتوسطة العراقيين الدارسين للغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف هذا البحث والتحقق من فرضياته. ولتحقيق الأهداف هذه الرسالة، والتحقق من صحة فرضيتها، تم اختيار مجموعة ضابطه غير عشوائية ذات اختبار قبلي وبعدي. وقد تم تدريس التلاميذ خلال العام الدراسي 2024-2025 في مادة اللغة الإنجليزية. وتكونت عينة الدراسة من (60) تلميذة تم اختيارهن من الصف الاول متوسط في مدرسة جنة العراق للبنات بمدينة سامراء. وتم تقسيم العينة إلى مجموعتين، (أ) التي تمثل المجموعة التجريبية التي تتكون من (30) تلميذة وتم تدريسهن باستخدام استراتيجية مثلث الاستماع. المجموعة (ب) تعني المجموعة الضابطة والتي تضم (30) تلميذة تم تدريسهن بالطريقة التقليدية. وقد تم تكافؤ المجموعتين المتغيرات من حيث التحصيل الدراسي للأباء والأمهات ودرجات التلميذات في العام الدراسي السابق والاختبار القبلي لكلا المجموعتين. ويحتوي الاختبار البعدي على خمسة أسئلة تم صياغتها لجمع البيانات. وقد تم التحقق من صدق الاختبارين الظاهري والمضمون. وقد تم التحقق من معامل الثبات، وتقوم الباحثة بنفسها بتدريس المجموعتين، تم تحليل البيانات التي جمعت من الاختبار البعدي إحصائياً باستخدام اختبار تي لاختبار اداء التلاميذ في الاختبار البعدي. أظهرت النتائج وجود فرق ذو دلالة إحصائية بين المتوسط الحسابي للمجموعة الضابطة وللمجموعة التجريبية في الاختبار البعدي مما يشير إلى أن مثلث الاستماع أكثر فاعلية من الطريقة التقليدية في تدريس اللغة، وتنتهي الدراسة بتوصيات ومقترحات لدراسات أخرى بناءً على النتائج التي تم التوصل إليها.

**الكلمات المفتاحية:** استراتيجية مثلث الاستماع، الاستيعاب، التأثير، التحسين.

### 1.Introduction

### **1.1 Statement of the Problem**

At the intermediate school level, learning English language can be a formative and crucial experience for pupils. However, Listening and reading comprehension are foundational components of English language learning, especially for EFL (English as a Foreign Language) learners. In Iraq, many intermediate pupils face persistent challenges in understanding spoken and written English due to limited exposure, traditional teaching methods, and a lack of effective learning strategies. These difficulties hinder their academic performance and language development, resulting in low achievement levels in both listening and reading tasks. Despite the importance of integrating listening and reading skills, EFL Iraqi classrooms often treat them separately and rely heavily on teacher-centered instruction. There is a noticeable gap in employing strategies that actively engage learners and promote deeper understanding through prediction, interaction, and reflection. The Triangle Listening Strategy, which focuses on pre-listening prediction, active listening, and post-listening verification, offers a promising approach to improving comprehension by engaging students cognitively and interactively. However, the effectiveness of this strategy in the EFL Iraqi context, particularly among first intermediate pupils, has not been thoroughly examined. Thus, this study aims to investigate the effect of the Triangle Listening Strategy on improving both listening and reading comprehension among EFL Iraqi intermediate pupils. It seeks to determine whether this strategy can significantly enhance their comprehension abilities compared to traditional instructional methods.

### **1.2 Aim of the Study**

The aim of the study is Finding out the effect of triangle listening strategy on EFL Iraqi intermediate school pupil's listening and reading comprehension

### **1.3 Hypotheses of the Study**

This study is hypothesized that there is no statistically significant difference between the mean score of the experimental group, who is taught by using triangle listening Strategy, and the control group who is taught by prescribed method in the post test, and there is no statistically significant difference between the mean score of the experimental group in pre and posttest.

### **1.4 Limits of the Study**

This study is limited to the following:

1. first grade intermediate pupils at Janat AL- Iraq school for Girls.
2. Unit one and two in "English for Iraq" text book.
3. The academic year 2024 / 2025.
4. The use of triangle listening strategy on listening and reading comprehension.

### **1.5 Value of the Study**

The current study is hoped to be beneficial to:

1. EFL teachers should embrace change as an opportunity for professional growth, adopting new strategies like the Triangle Listening Strategy to enhance students' comprehension skills.

2-It provides teachers with information of pupils' knowledge of the topic, and support teachers in using modern strategies instead of prescribed method that are still common in teaching process.

3-Intermediate pupils can explore and analyze new concepts, interpret their meaning and increase their ability to reach for the meaning of vocabulary correctly.

4- Curriculum designer who ought to include some knowledge on how to use triangle listening strategy at different levels of textbooks to be implemented by the teachers.

### **2.1 Theoretical Background of Triangle listening Strategy**

The Triangle Listening Strategy (TLS) is an active learning strategy that strengthens speaking and listening skills by dividing students into three groups. The first group is a speaker, explaining the lesson or idea, the second group is a listener, asking questions, and the third group observes the conversation between the first and second pupils. The strategy encourages active participation, cooperation, and reflection, focusing on the learner's skills and self-capacity. The TLS is characterized by its high attention-grabbing element and positive interaction with the lesson. It is implemented by dividing learners into three groups: a listener, a speaker, and a writer, with their roles switched. After completing the first task, the pupils exchange roles three times, practicing all the tasks of the triangle. The TLS is named after the three participants, each having a specific role that encourages speaking and listening. The first participant explains the lesson, the second listener asks relevant questions, and the third observes the interaction between the first two pupils, serving as an evaluative reference. This strategy is a modern approach to teaching that focuses on the learner's needs and interests, fostering a more engaging and effective learning experience.

### **2.2 Steps of Using Triangle Listening Strategy**

AL-Shammari (2011) mentions the steps of TLS as following

A- The teacher divides the pupils in the class into cooperative groups of three, each group containing three pupils.

B- Each pupil in the group of three has a specific role in this strategy, as follows:

1- The first pupil in the group of three: a speaker, explains the lesson, idea, concept, or topic to be learned.

2- The second pupil: a good listener, and asks questions to the first pupil to obtain more details about the topic, and to clarify the idea or concept presented.

3-The third pupil: monitors the group, and the course of the conversation between his first and second colleagues, and provides feedback to them whenever necessary. He writes down the discussion that takes place between the first and second pupils, by monitoring the questions asked by the (second) pupil, and the explanation provided by the (first) pupil, about the lesson, idea, concept or topic to be learned. He is more like a reference within the group of three. When his turn comes in the group, he reads the notes he wrote down, and points out the change in what his colleagues mentioned. When his turn comes in the group of three, he says, "My colleague Aya said such-and-such, and my colleague Hassan mentioned such-and-such."

Changing roles: The teacher switches roles between the pupils in each group, in other educational situations, or when discussing new topics, ideas, and concepts.

### **2.3 The Importance of the Triangle Listening Strategy**

It is one of the most important modern strategies that give an opportunity for pupils to be active and effective during the lesson, as it creates an atmosphere full of activity, vitality and effectiveness that helps learners to study interesting, and gives an opportunity for everyone to participate. This helps in forming positive attitudes towards the study material, and also supports some productive habits of mind Such as. listening with understanding, collaborative thinking and helping pupils to build their knowledge through their group discussions, enabling them to exchange opinions, ideas and information, to reach solutions and decisions in an atmosphere of mutual respect, work to satisfy the different and diverse needs of learners and have positive results through the integration of learners with superior levels, at low and medium levels, which motivates them to learn to become like them .Therefore,it has a role in developing the social, educational and psychological aspects (Ambo Saidi and Al Hosanieh, 2016).

### **2.4 Characteristics of Triangle Listening Strategy**

Juma (2010) explains the following characteristics That the TLS has several characteristics, including:

1. It effectively contributes to improving the educational level of learners by taking into account Issue the individual differences between them in the same class.
2. It enables learners to exchange opinions, information, ideas and reach solutions and decisions in an atmosphere of mutual respect and work to satisfy their different needs.
- 3.This method has positive and effective results in improving learners' performance by integrating learners with superior achievement levels with low and average levels, which motivates them to learn to become like them and enjoy the same importance and status. .
4. It has a major and effective role in developing social and educational aspects, critical thinking skills and reading skills, etc.
5. It generates feelings of belonging and cooperation with the group and paves the way for teachers to live a healthy social life outside the school walls.
- 6.It facilitates memorization for learners and facilitates the reasons for learning for them, so they accept each other, accept their ideas and then achieve educational goals in the social and educational reality of the individual. Learners get rid of negative feelings and attitudes towards the school environment, generate self-confidence and love of working with others.

### **2.5 The Principles of the Triangle Listening Strategy**

Accoding to Jamal, Al-Zuwaini and Turki (2018) this strategy is based on several educational foundations, which are

- 1-Making the learner active and effective in learning.
- 2-Increasing the learner's self-confidence.
- 3-Developing social values and mutual respect.
- 4-Achieving the interaction process through exchanging opinions and looking at the subject from multiple perspectives.
- 5- Giving the learner the opportunity to test his ideas and balance them with the ideas of others.
- 6- Making the group members feel that their fate is one and that the failure of any member of the group is the failure of all.

According to Jamal (2018) this strategy is based on several principles, which are:

#### **1- Positive Interdependence**

It means that each individual in the group is an effective and has an essential element in achieving the learning objectives. Thus, the success of the educational process depending on, all

members of the group that they must be positive and effective in implementing the required tasks, and each member of the group realizes that he depends positively on others.

### **2-Individual Responsibility and Personal Responsibility:**

That is, each individual in the group is responsible for educating himself and others, and thus the responsibility falls on each individual in the group; which leads to each individual making the utmost effort to accomplish what is required of him.

### **3-Interaction by Confrontation**

The interaction of group members is a direct, face-to-face interaction, and each of them enhances the learning of others, each pupil makes an effort to help others achieve success through support by expressing an opinion, encouragement by praising and commending any effort made by the individual in learning and teaching others in the group.

### **4-Interpersonal Communication Skills Small Groups**

People must be taught the social skills required for high-quality cooperation between group members, including resolving disputes that occur between group members in a positive manner and accepting group members of each other, as well as developing the confidence of group members in each other and providing support to them.

## **2.6 Listening Comprehension**

According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension .

Nadig (2013) states that listening comprehension involves a range of tasks, such as deciphering spoken language and analyzing auditory information. This might be seen as the capacity to understand what has been heard. Examples of this include being aware of the sounds that people make when they talk, comprehending the meaning of particular words, and comprehending sentence structure.

According to Rost (2002), listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non- linguistic clues in contextual utterance.

## **2.7 Listening Comprehension and Triangle Listening Strategy**

Listening comprehension is a fundamental skill in English as a Foreign Language (EFL) learning, as it supports learners in understanding spoken language and developing other language skills such as speaking and reading. According to Rost (2011), listening is a complex, active process that requires learners to construct meaning from spoken input using both bottom-up (sound to meaning) and top-down (background knowledge and prediction) strategies. In EFL contexts, learners often struggle with listening comprehension due to unfamiliar vocabulary, rapid speech, or lack of contextual understanding (Goh, 2000). The Triangle Listening Strategy is an instructional approach designed to enhance listening comprehension by guiding learners through three key phases: pre-listening, while-listening, and post-listening. Each phase builds on

the previous one to deepen understanding and retention. In the pre-listening phase, students activate background knowledge and predict content based on context. During the while-listening phase, learners listen for main ideas, specific details, and inferences. In the post-listening phase, students reflect on the content, discuss their understanding, and connect it to related reading or writing tasks. This strategy promotes both bottom-up and top-down listening processes and supports integrated skill development. Research has shown that using structured strategies like the Triangle Listening Strategy improves learners' comprehension by reducing anxiety, increasing engagement, and supporting metacognitive awareness (Vandergrift & Goh, 2012).

## **2.8 Reading Comprehension**

has been defined in various studies. According to Sweet and Snow (2003), reading is defined as constructing meaning from text.

Moreover, Yukselir (2014) explicitly indicates that "reading comprehension is the result of complex interactions between a text, setting, the reader, the reader's background, her reading strategies, her L1 and the L2, and the reader's decision making."

Alyousef (2006) has argued that "reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency." Reading comprehension is also considered a thinking process that requires the reader to make inferences from the text. Without using her thinking processes, the reader may not attain any or all the information and may not wholly understand the text. In this sense, it is evident that reading comprehension involves extracting information from the text and constructing comprehension through the interaction between the text and the readers' background knowledge. Hence, in order to obtain excellent comprehension of the text, readers need to develop and reflect on some of the ideas in the text.

Reading comprehension refers to reading ability or reading competence, and the terms are often used interchangeably. It is defined as the process of extracting and integrating information from a written text in English while applying readers' background knowledge and knowledge of English language (Koda, 2005).

## **2.9 Reading Comprehension and Response to Intervention Strategy**

Reading comprehension is a crucial component of EFL learning that involves the ability to decode written text, understand its meaning, and interpret information effectively. According to Grabe and Stoller (2011), reading comprehension requires a combination of cognitive skills, vocabulary knowledge, background knowledge, and metacognitive strategies. It is not simply recognizing words, but rather making sense of text through interaction between the reader and the material.

In EFL contexts, students often struggle with reading comprehension due to limited vocabulary, unfamiliar grammatical structures, and a lack of exposure to authentic texts. Therefore, integrating listening strategies into reading instruction can enhance comprehension by activating similar cognitive processes used in listening. The Triangle Listening Strategy—which consists of pre-listening, while-listening, and post-listening stages—can be adapted to support reading comprehension. In the pre-listening/reading phase, students are encouraged to activate prior knowledge and make predictions. During the while-listening/reading phase, learners identify main ideas, supporting details, and make inferences. In the post-listening/reading phase, students engage in reflection, discussion, and connection of ideas across texts.

Using listening strategies like the Triangle Strategy to support reading comprehension provides multimodal input, reinforces vocabulary, and builds understanding through repetition and context. Studies have shown that integrating listening and reading strategies improves overall

language comprehension and supports learners in constructing deeper meaning from texts (Nation, 2009; Zhang, 2012).

### 3.1 Experimental Design

This section presents the work of the conducted experiments to achieve the objectives of the current study and verify its hypotheses, it explains the detailed steps, its procedures followed and conducted by the researcher in the experiment. The researcher used the pre-post design for two equal groups (experimental and control) of first-class pupils. The independent variable, Triangle Listening Strategy, is subjected to the experiment and its effect on the dependent variables, listening and reading skills, is measured. The experimental group will study according to the Triangle Listening Strategy, while the control group will study according to the Prescribed method. The following table illustrates this:

**Table 1:** *The Experimental Design*

Group	The test	Independent Variable	Dependent Variable	The test
EG	pretest	TLS Strategy	Improving performance	Posttest
CG	pretest	Prescribed technique	Improving Performance	Posttest

### 3.2 Population and Sample of the Study

#### 3.2.1 Population

The population of the present study consists of EFL Iraqi intermediate pupils of first stage for girls in samaraa. The total number of the first-class pupils' population is (177) girls distributed into four primary schools for girls in Tikrit as shown in table (2):

**Table (2)** *The Population of the Study*

No.	No. Name of School	No. of Pupils
1	Janat Al-Iraq	60
2	Qatr Al-Nada	35
3	Al-Rayan	50
4	AL-zahra	45

<b>Total</b>	<b>190</b>
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### 3.2.2 The Sample

According to Black (2019) A sample is a subset of a population selected for measurement, observation, or questioning to provide statistical information about the population. Janat AL- Iraq Secondary School for Girls has been chosen as the sample of the study. The sample consists of (60) pupils will divide into two sections. Section (A) has randomly been chosen to be the experimental group, section (B) will be the control group. Each section consists of (30) pupils.

### 3.3 Pupils' Scores in the Pre-Test

The pre-test has been conducted for equalization. Both of the experimental and control groups are submitted to the same pre-test. The mean pre-test scores for the experimental group are (58.566), while the mean pre-test scores for the control group are (60.166), with standard deviations of (14.092) and (15.717), respectively, for the two groups. At the degree of freedom (58) and the level of significance (0.05), the calculated t-value is determined to be (0.415), which is lower than the tabulated value (2.00). As indicated in the table, this result implies that there is no statistically significant difference between the two groups in the pre-test .

**Table (3)**

*The T-Test Value of the Two Groups in the Pre-test*

Group	No.	Mean	S.D.	T-Value		DF	Level of Significance
EG	30	58.566	14.092	Calculated	Tabulated	58	0.05
CG.	30	60.166	15.717	0.415	2.00		

### 3.4 Post-Test Construction

The instrument involves creating a performance post-test to assess the experiment's degree of success. A test is defined by Carroll (1968) as "a psychological or educational procedure for measuring a sample of a person's behavior. "A test is an instrument or systematic procedure for observing and describing one or more characteristics of a student using either a numerical scale or a classification scheme.". The most crucial role of the test is to determine the course objectives at the end of the period of instruction. The Post test divided in to two test the first one is reading comprehension and second listening comprehension. The performance post–test in reading comprehension is given to pupils, and there are five questions. Each question consists of five items. The first question consists of two branches which are (A)and ( B) that contain (5) items , while the second, fourth and, fifth questions consist of ( 5) items .The third question consist of two branches (A)that contain ( 5) items and (B) consists of (5) items while listening comprehension posttest consists five questions .The first question ,second, third, fourth and, fifth questions consist of ( 5) items .

### 3.4.1 Reading Comprehension

**Table (4)**

*The Specifications of the Items, Contents, Bloom Taxonomy, and Marks of the Posttest*

Level	Q. No.	Content	Items	Behavioural Objective	scores
Reco.	Q1/A	Fill the blanks with suitable word	5	To choose the correct word, to measure remembering	5
Reco.	Q1/B	True or false statements	5	To identify whether the items are True or false, to measure understanding	5
Production	Q2	Write Short answer depends on the passage	5	Measure the ability of the pupil's to Understanding and applying	10
Reco.	Q3/A	Put the verbs in the correct order to make sentences	5	Measure the ability of the pupil's to applying	5
Prod .	Q3/B	A) Do as required	5	Measure the ability of the pupil's to applying and analyzing	5
Recognition	Q4	Answer the following question	5	Measure the ability of the pupil's to analyzing and evaluating	10
Produ...	Q5	Answer the question depend on weather forecast	5	Measure the ability of pupil's to understanding and applying	10

### 3.4.2 Listening Comprehension

**Table (5)**

*The Specifications of the Items, Contents, Bloom Taxonomy, and Marks of the Posttest*

Level	Questions No.	Content	Items	Behavioural Objective	Scores
Production	Q1	Descriptions the pictures after listen to conversation	5	Measure the ability of the Pupils to understanding and analyzing	10

<b>Recognition</b>	Q2	answer the questions after listen to dialogue	5	Measure the ability of the Pupils to understanding and analyzing	10
<b>Recognition</b>	Q3	Listen and write one word he uses to describe each thing	5	Measure the ability remembering and analyzing the picture	10
<b>Recognition</b>	Q4	work out the meaning of the words after listen and look at the picture	5	Measure the ability of the Pupils analyzing and applying	10
<b>Recognition</b>	Q5	True or false statements	5	Measure the ability of the Pupils to understanding	10

### **Application of the Experiment**

The researcher followed the following procedures in teaching TLS strategy:

1. Start the lesson with a greeting and talk to them about what they did and how they are doing with their studies, with a smile in the students' faces to create an atmosphere of welcome and encouragement.

2. Ask a simple, engaging question to stimulate thinking:

"Have you ever listened to a story and tried to guess what will happen next?"

3. Encourage students to share their experiences listening to and reading stories or conversations in English to create a positive and interactive atmosphere.

4. Introduce the Triangular Listening Strategy with a clear and simple explanation:

"The Triangular Listening Strategy helps us understand what we hear. It consists of three steps: before listening, during listening, and after listening. Each step facilitates understanding the story or information."

5. Draw a triangle on the board and mark its three corners:

- Before listening: Prepare by anticipating and learning new words.
- During listening: Concentrate and listen for background information.
- After listening: Reflect on what you've heard and check your understanding.

6. Focus on the strategy's purpose by saying:

"This strategy helps everyone improve their listening and reading skills. It supports you before, during, and after listening and reading so you don't feel lost or confused."

7. Explain the strategy through a simple activity using the "Swift" story, showing students how to use each part of the triangle in practice.

### **3.5 Validity**

Cronbach and Meehl's Definition (1955) of Validity is "the extent to which a test measures a theoretical construct or trait". Messick's Definition (1989) of Validity is "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Alderson, Clapham, and Wall's Definition of (1995) Validity is "the extent to which a test measures what it is intended to measure, and nothing else.

### **3.6 Content Validity**

According to Lawshe (1975) Content validity is "the extent to which a test measures an intended content area, based on expert judgment and systematic analysis". Crocker and Algina (1986) define Content validity is "the extent to which a test provides an adequate sampling of the relevant domain of knowledge, skills, or behaviors it is designed to measure". Weir (2005) definition of Content validity is "the representativeness and relevance of the test tasks to the target domain being assessed. The content validity is achieved throw out table (4) and (5).

### **3.7 Reliability of the Research Instrument**

#### **3.7.1 Reliability of the Test**

Nitko (2001) defines Reliability of achievement tests refers to "the consistency of the scores obtained from repeated administrations of the same test or its equivalent. A reliable test will yield nearly identical results on each occasion".

Kline (2000)states that Reliability is "the extent to which a test consistently measures the same construct and produces the same results when administered in different circumstances while

Pallant (2016)Reliability in achievement tests refers to "the extent to which a test yields consistent results when administered to the same group under similar conditions, including test-retest, parallel forms, and inter-rater reliability."

Internal consistency is equated, typically, with the cronbach coefficient alpha because it is widely used to measure reliability (Devellis, 2003). The cronbach alpha formula is the most common statistical way that measure's reliability is to take the average of all possible reliability estimates of an instrument (Crocker and Algina, 1986).

The obtained result after the application of Cronbach 's alpha formula for reading test is 0.80 and for the listening test is 85 which indicates that the tests are very highly reliable. To make the test fair, an English language teacher named Hanen attended with me. I graded the test, and the teacher who attended with me also graded the test. The grades I gave were very close to the grades given by the teacher who attended with me.

**Table 6**

*Internal Consistency by Using Cronbach Alpha Formula*

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
<b>&gt; 0.90</b>	very highly reliable
<b>0.80–0.90</b>	highly reliable

0.70–0.79	Reliable
0.60–0.69	marginally/minimally reliable
< 0.60	unacceptably low reliability

**Table 7**  
*The Reliability of the Tests*

Reliability Statistics			
Tests	No. of Items	Cronbach's Alpha	Internal Consistency
Reading	8	0.80	Highly Reliable
Listening	6	0.85	Very Highly Reliable

From the table (7), the Cronbach’s Alpha value for reading *g test* is 0.80 which consider as highly reliable and for *listening test* is 85 which consider very highly reliable according to Cronbach's Alpha internal consistency in the table 6.

#### 4.1 Results

The results of the first hypothesis that derived from the independent samples t-test indicate a significant difference between the mean scores of the control and experimental groups, supporting the conclusion that the triangle listening strategy is more effective than the conventional teaching method. The experimental group, which utilized the triangle listening strategy, achieved a mean score of 78.633, while the control group, taught through Prescribed methods, had a mean score of 55.300 as show in figure 1. This substantial difference in mean scores suggests that the innovative approach employed in the experimental group led to improved learning outcomes.

The calculated t-value of 10.339 far exceeds the tabulated t-value of 2.00 at a significance level of 0.05 with 58 degrees of freedom. This strong statistical evidence indicates that the observed differences in mean scores are unlikely to have occurred by chance. The rejection of the null hypothesis reinforces the effectiveness of the triangle listening strategy in enhancing pupil performance

**Table 8**

*Means, Standard Deviation, and t-Values of the Two Groups In the Achievement Posttest*

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	30	78.633	9.136	10.339	2.00	58	0.05
Control	30	55.300	8.3259				

The results of the second hypothesis, which is stated as " *There are no statistically significant differences between the mean scores of pupils' achievements in listening comprehension of the experimental group in the pre and post-test* ", The results from the paired samples T-test provide valuable insights into the effectiveness of the triangle listening strategy on the listening comprehension of EFL Iraqi intermediate pupils. The significant increase in mean scores from the pretest 20.933 to the posttest 36.966, indicates a substantial improvement in the pupils' listening comprehension after the intervention

The calculated t-value of 9.382, which exceeds the tabulated t-value of 1.69 demonstrates a statistically significant difference between the pre and post-test scores. This strong t-value suggests that the improvements in listening comprehension are not due to chance, but rather a direct result of the triangle listening strategy employed during the study.

**Table 9**

*Pupils' Mean Scores, Standard Deviation, and T-Value of the Pupils' Performance in Listening Comprehension in the Pre and Post Achievement Test*

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
<b>Posttest</b>	30	36.966	6.546	9.382	1.69	29	0.05
<b>Pretest</b>	30	20.933	7.547				

The results of the third hypothesis, which is stated as " *There are no statistically significant differences between the mean scores of pupil's achievements in reading comprehension of the experimental group in the pre and post-test* ", show that the mean score in the pretest is 50.852 and in posttest is 75.352 this indicates that there are a significant difference between pupils' performance in the *in* pre-post achievement test, and the benefit for the posttest.

The significant increase in mean scores indicates that the triangle listening strategy effectively enhances pupils' reading comprehension. This strategy may have provided pupils with a structured approach to listening that facilitated better understanding and retention of reading material.

**Table 10**

*Pupils' Mean Scores, Standard Deviation, and T-Value of the Pupils' Performance in Reading Comprehension in the Pre and Post Achievement Test*

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
<b>Posttest</b>	30	41.666	6.087	13.747	1.69	29	0.05

<b>Pretest</b>	30	19.633	7.490				
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## 4.2 Discussion of Results

The study found significant differences in the arithmetic means, standard deviations, and adjusted arithmetic mean scores of first-year intermediate school pupils on listening and reading skills tests in pre- and post-tests according to the Triangle Listening Strategy and the Prescribed method. The Triangle Listening Strategy created real and realistic conditions for learning and developing skills, motivating students to learn more than their colleagues who learned in the Prescribed method. It encouraged students to discuss opinions and ideas among themselves, fostering confidence and responsibility. The strategy also changed the stereotypical image of the teacher as the only source of learning and knowledge. Using the TLS in teaching makes pupils active, creating an atmosphere full of activity and effectiveness, which helps them study enjoyably. It encourages speaking, listening, writing, and reading, linking what they learn to their daily lives in light of real practices. The strategy contributes effectively to improving the educational level of learners by taking into account individual differences, requiring cooperation with peers and answering inquiries. The TLS makes pupils more attentive and focused on what they are learning, develops a spirit of cooperation, makes them more capable of criticism, and develops language skills. It combines the pleasure and benefit of learning and is one of the inexpensive strategies, increasing students' chances of learning knowledge and mastering skills.

## 5.1 Conclusions

1-The use of the (listening triangle) strategy showed a clear positive effect on the achievement of first-year middle school pupils in the English language .

2-The use of this strategy enhances the sense of teamwork for pupils .

3The Triangle Listening Strategy helped increase the teachers' capabilities, and this is nearly shown through the statistically significant difference in their test scores.

4-it showed the effect in increasing academic achievement and raising self-confidence in taking responsibility for discovering information compared to the Prescribed method

5-Providing educational tools that help pupils understand and focus and are appropriate to their needs and levels by watching videos on data shows, listening to audio recordings, and providing colored cards in daily classroom participation is one of the most important language teaching methods for education.

6-The Triangle Listening Strategy helps to reduce the gap between teachers and pupils when working together.

7-Final , Training and teaching pupils requires both parties to work together, which reduces the gap and fear between pupils and their teacher.

## 5.2Recommendations

1-Holding training courses for teachers to train them on the latest active learning strategies in general and the Triangle Listening Strategy in particular

2-Increasing seminars and workshops with the participation of preparation and training to train English language teachers on modern teaching strategies.

3-Allocating a weekly study period for listening using the Triangle Listening Strategy. The need for educators and those in charge of the educational process, including teachers and supervisors, to take into account individual differences between pupils during the teaching process to develop listening skills among pupils.

### **3.3 Suggestions**

1-Conducting a similar study that addresses the effect of the Triangle Listening Strategy on pupil achievement at other educational levels

2-Conducting similar studies on the effect of teaching using the Triangle Listening Strategy on other dependent variables

3-Conducting similar studies to compare the Triangle Listening Strategy with other teaching strategies

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العصرية للنشر والتوزيع

### **Questions of Posttest for first Grade**

The posttest divided in to two test the first test is Reading comprehension and second test is listening comprehension

Q1) read the following passage and then answer the following question (10M)

My name is Tariq Salim. I am Libyan and I arrived in Baghdad yesterday. I came to study medicine at Baghdad University. This is my first visit to Iraq. I arrived at Baghdad International Airport at ten o'clock last night after a nice journey. Then I took a taxi to the hotel. I'll stay in it for a few days before I move to a university hall. I couldn't go out to see Baghdad that night because I is very tired. The next day I woke up early and after I had eaten my breakfast, I decided to go and see the people at the university. In the garage I asked a man to show me the way to the university. Then I took the first bus. After one hour, the bus came to the last stop but the university is not there. I asked the bus-driver about the university. The driver told me that the university is on the other side of the city and I had taken the wrong bus.

Now answer of the following questions:

- 1) Tariq came to Baghdad to .....(a. see the ruins / b. study medicine / c. visit some friends/d.visit sight seeing)
- 2) Tariq couldn't get to Baghdad university because he ..... (a. is very tired/ b. couldn't catch the bus /c. took the wrong bus/d.wake up late)
- 3) write a short summary contain three lines of the passage .
- 4) why does Tariq describe his journey as a nice ?
- 5) Give a synonym for the underlined words from the context.

B) Describe whether the following statements are (True) or (False):

- 1) Tariq came to Baghdad by plane.
- 2) He decided to stay in the hotel for few days before moving to a university hall.
- 3) Tariq asked the hotel manager to show him the way to the university.
- 4) Tariq took a taxi to the university.

5) After he had eaten his breakfast, he decided to go to bed.

Q2\ Read and answer the questions. Write short answers.(10M)

In the holidays, Ahmed and his family stayed in a hotel in New York. Ahmed's friend, Faisal, lives in New York with his family. Faisal is fifteen, two years older than Ahmed. One day, Ahmed took a taxi to Faisal's flat. He got there at half past two.

'What do you want to do?' asked Faisal.

'Let's go to the cinema,' said Ahmed.

They went to the cinema, but they didn't stay long because the film is boring. They went for a walk in the park. It is a huge park called Central Park. The boys sat under a tree and talked.

'Who's with you in New York?' asked Faisal.

'The whole family,' Ahmed answered. 'That's my father, my mother, my two sisters and my brother'.

They talked about Iraq. Faisal said he liked New York, but he wanted to go back to Iraq. Then they took a taxi back to Ahmed 's hotel. They said 'Goodbye' and Faisal went home.

1- How old is Ahmed?

2-Does Faisal live in a flat or in a house?

3-What time did Ahmed get to Faisal's home?

4 -Did the boys enjoy the film?

5 -What did they do in Central Park?

Q3A\Read and complete this paragraph about Richard. Use the verbs in 5 brackets in the Past simple or Past continuous tense.(5M)

When Richard is visiting Baghdad, he( want)..... to buy a sweater. His father (ask)..... a man in the hotel where to go. The man( give ).....them the name of a shop. While they( walk) .....along the street, they forgot the name of the shop. Then they (see).....a street market

Q3B\Do as required (5M)

1. I (see) my friends last day. (Correct)

2.We were playing football last Friday. (Negative)

3.I go to the park on Friday. (Insert: usually).

4.I gave this book to Layla, so now it's (a. his b. hers c. theirs) (Choose).

5.I am interested in (write) stories. (Correct).

Q4: story time : answer the following questions (10M)

1)What is the central theme of the swift?

2) Describe the main characters

3) What lessons or messages do you take away from this reading?

4) What does the term [stronger and stronger] mean in this swift?

5) What did the article say about the bird?

Q5\ Now read the weather forecast and answer the questions about the weather in London tomorrow(10M)

**London - Here is the weather forecast for tomorrow. It will be a mild day. but it will be cloudy with some rain in the morning. In the afternoon, it will be dry and sunny. The temperature will be 18 degrees. It will be cooler in the evening.**



a) Will it be dry tomorrow morning?

.....

b) Will it rain again tomorrow afternoon?

.....

c) Will it be warm tomorrow evening? Warm

.....

d) What will the temperature be tomorrow afternoon?

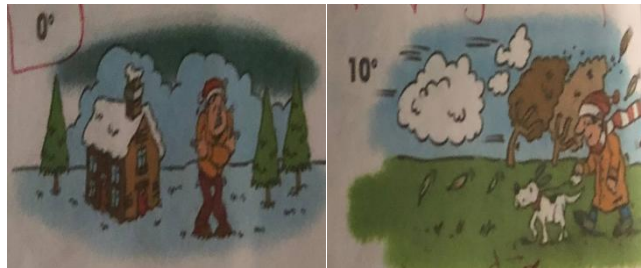
.....

e) What advice is given for people going outside?

.....

Listening comprehension

Q1\Listen to conversation and Descriptions these pictures (10M)



.....



.....

Q2\Listen to conversation and answer the questions(10M)

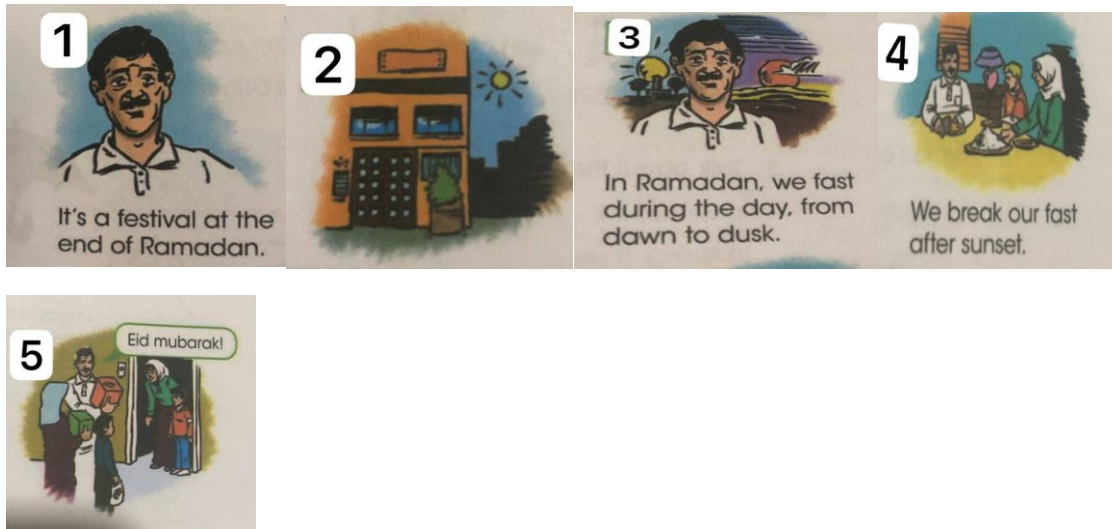
- a -Where does Adel want to go?
- b -What does Bassem want to do?
- c - What can you infer about the speaker’s feelings based on their tone?
- d-what might happen next in a conversation from your opinion
- E - write a summary of the main points discussed.

Q3\Listen to Richard talking about his photographs. Write one word he uses to describe each thing.(10M)

- a) Football in Iraq is.....
- b)Ur is.....

- c) The markets are.....
- d) The Citadel in Erbil is.....
- e) Hatra is.....

Q4\listen and look at the picture. Then work out the meaning of the words.(10M)



1-fast.....2- dawn .....3-dusk.....4-festival.....4-break our fast.....

Q5\listen to recording and Now write ( T ) if the sentence is true or ( F ) if it is false.(10)

- 1-Sana spent the day with her family.
- 2-She went fishing in the afternoon.
- 3-She didn't catch any fish.
- 4-She likes taking pictures of the sea.
- 5-She played tennis in the park.