Probing into the Effect of Strategy-based Instruction on Turkish EFL Learners' Listening Comprehension, Self-efficacy; Proficiency Levels in Focus

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Abstract: The current study examined the effect of Strategy-based Instruction (SBI) on Turkish EFL learners' listening comprehension, self-efficacy across proficiency levels. To this end, 60 out of 93 Turkish EFL students were selected from Ted University in Ankara, Turkey. Based on a placement test they were then divided into high and low level learners. In order to gather the data, Nelson Proficiency Test, listening comprehension test, and the self-efficacy questionnaire were utilized. The participants were randomly assigned into two experimental control groups. Prior to the treatment, they were given the listening test and the self-efficacy questionnaire as the pretests. Immediately after taking the pretests, SBI was started for experimental groups. It took eight weeks of class sessions. The data were analyzed via independent samples t-test, and two-way MANOVA. The findings revealed that SBI had a significantly positive effect on Turkish EFL learners' listening comprehension, and self-efficacy. In addition, the outcomes showed that there was no significant difference between Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on listening comprehension (p>.05). However, there was a significant difference between Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on the self-efficacy (p<.05, effect size=6.72). Finally, the pedagogical and theoretical implications are presented.

Keywords: Listening Comprehension, Self-efficacy, Strategy-based Instruction; Turkish EFL Learners.

INTRODUCTION

Although the concept of language learning strategies (LLSs) has been around for quite some time, it continues to be engaging and relevant, as demonstrated by the growing body of research in this field (Hu & Zhang, 2025). Over the years, studies have shown that the use of LLSs significantly impacts language achievement and success. Numerous investigations have established a strong positive relationship between strategy use and effective language learning. Consequently, many theorists and teachers in language teaching have adopted the Strategy-based Instruction (SBI) approach, which integrates strategy training into standard language curricula (Bai, 2022). The aim of these SBI programs is to encourage second language learners to utilize LLSs more frequently and effectively. While some researchers such as Bielak and Mystkowska-Wiertelak (2023) emphasize the importance of LLSs in developing second language skills and components, there remains a lack of sufficient empirical evidence examining how SBI programs enhance specific skills in particular contexts through specific methodologies within second language research (Macaro, 2006).

Oxford (1990) was one of the earliest to advocate for incorporating strategy instruction into language education, as it aids students in achieving higher proficiency, confidence, and self-awareness. Similarly, O'Malley and Chamot (1990) highlighted that teaching learners strategies can enhance their metacognitive knowledge and encourage independent use of strategies. Cohen (1998) pointed out that strategy instruction empowers students by enabling them to take charge of their learning process. Grenfell and Harris (1999) argued that training learners in strategies can positively influence their motivation. Griffiths (2003) suggested that programs raising awareness of strategies should be made accessible to learners, while Cohen and Macaro (2007) emphasized guiding learners toward strategies that would help them become more effective in their learning.

According to Obergriesser and Stoeger (2020), SBI in language learning focuses on equipping learners with specific techniques and approaches to enhance their ability to acquire and use a new language effectively. This method emphasizes teaching learners how to learn, encouraging them to develop personalized strategies that suit their

individual needs and learning styles. Examples of such strategies include memory techniques, cognitive approaches like summarizing and organizing information, and SBI strategies such as planning, monitoring, and evaluating progress. As stated by Plonsky (2021), by fostering self-awareness and independence, SBI empowers learners to take control of their own learning process, making it more engaging and efficient. This approach is particularly beneficial in promoting long-term language retention and application in real-world contexts.

The strategy-based approach aims to enhance second-language (L2) learners' understanding of available strategies, teaching them how to systematically and effectively organize and apply these strategies, and enabling them to transfer these skills to new language learning situations (Cohen, 2014). Within second-language acquisition (SLA) theory, learning and communication strategies can be categorized into two main types, which may be taught either explicitly or implicitly (O'Malley *et al.,* 1985; Wenden, 1987). Chamot (2004) emphasizes that explicit instruction in learning strategies involves raising students' awareness of the strategies they use, modeling strategic thinking by teachers, offering opportunities for students to practice new strategies, encouraging self-assessment of their strategy use, and guiding students to apply these strategies to different tasks. Although many Iranian SLA experts have stressed the importance of strategies, curriculum designers and material developers have not paid enough attention to implementing these strategies (Azin *et al.,* 2023; Khademi *et al.,* 2022; Teimourtash & Yazdani moghaddam, 2023).

Ze-sheng (2023) defines SBI as a learner-centered teaching method with two core aspects: first, students are explicitly taught when, how, and why to use strategies to aid language learning and task completion; second, these strategies are integrated into routine classroom activities, either explicitly or implicitly embedded within language tasks. Teachers may dedicate part of their time to explicit strategy instruction while subtly incorporating strategies into other language activities for the rest of the time. According to Cohen and Macaro (2022), strategy instruction offers three main benefits: it helps learners become more efficient in their studies, promotes their independence and confidence as learners, and deepens their understanding of how their use of strategies

contributes to their success in language learning (Chamot & O'Malley, 1994).

Listening is the most frequently used language skill in daily life, whether at home, work, socially, for entertainment, or academic purposes. In English as a Foreign Language (EFL) settings listening is a fundamental skill that supports all verbal communication inside and outside the classroom. It is often considered one of the most challenging skills to develop when learning English. This is because learners face numerous obstacles in fully understanding the message being conveyed. Rahimirad and Zare-ee (2015) identified several difficulties associated with listening tasks, such as unfamiliar vocabulary, new topics, fast speech rates, and varied accents. These challenges are common in everyday classroom settings. While learners may hear what is being said, they often struggle to grasp different pronunciations or accents from speakers. For example, many individuals from different countries speak English as a second language, but their native language influences their English accent, making it hard for others to mimic or understand. Additionally, when learners encounter unfamiliar words during a listening activity, they may lose focus and disengage from the task, preventing them from completing it in a timely manner.

Moreover, completing listening tasks becomes even more difficult when learners lack prior knowledge of the topic since the content is unfamiliar to them. This results in wasted time as they attempt to finish the activity. Among all the challenges mentioned, the fast pace of speech has the greatest impact on EFL students (Bidabadi & Yamat, 2021; Mirshekaran *et al.*, 2018; Pourhosein & Ahmadi, 2023). In most cases, learners prefer speakers to talk slowly, leading educators to replay audio materials multiple times. It is crucial for learners to develop their listening comprehension skills to fully grasp the message and acquire the new language. Employing listening strategies can significantly aid in enhancing listening comprehension abilities, which are essential for retaining information and improving overall language learning.

However, listening's role in enhancing overall language proficiency is often overlooked in formal education due to various reasons (Dolati & Mikaili, 2023). Consequently, many EFL learners pursue their English skills outside of traditional schools, often through private institutions. Given

the significant role listening plays in language acquisition, this importance is well-established in second language research (Ellis, 2018). Language learners themselves often recognize listening as one of the most crucial and challenging aspects of learning a language (Zheng, 2018). Graham (2006) also emphasize that listening plays a pivotal role in mastering other language skills.

Despite its importance, listening competency receives significantly less attention compared to other language skills in EFL classrooms. A major reason for this neglect is the lack of instructional models tailored for teaching listening. Numerous studies on listening comprehension point out the absence of empirically supported frameworks for teaching listening effectively (Buck, 2001; Renandya & Farrell, 2011; Rost, 1994). One challenge in developing such models is the cognitive nature of listening, which makes it difficult to observe and analyze directly (Takei, 2002). Research further suggests that learners who understand the benefits of specific listening strategies are more likely to use them to enhance their comprehension during communication (Ellis, 2018). Yabukoshi (2018) notes that learners aware of their listening challenges are often motivated to find ways to address them. Studies (e.g., Cao & Lin, 2020; Nowrouzi *et al.*, 2015; Zheng, 2017, 2018) revealed that SBI in listening not only improves listening skills but also fosters greater independence, motivation, and self-efficacy.

Self-efficacy, viewed as a motivational construct within Bandura's (1986, 1997) Social Cognitive Theory (SCT), is considered a vital factor in the success and academic achievements of EFL learners. It is defined as an individual's set of beliefs about their abilities to perform a specific task (Csizer & Magid, 2014). In the context of language learning, it refers to "the learner's perception of their capability to complete various tasks associated with language learning, such as composing an email in English or delivering a brief presentation" (Csizer & Magid, 2014, p. 190). Simply put, it revolves around the question, "Am I capable of completing this task in a given situation?" Depending on their sense of efficacy, individuals may respond positively or negatively. It is essential to note that self-efficacy varies from one person to another, from one situation to another, and from one task to another. In this regard, Bandura (1997) emphasized that self-efficacy is both task-specific and domain-specific, as efficacy judgments can differ across various activities, under varying task demands within a

particular domain, and in different situational contexts (p. 42). This highlights that efficacy beliefs are not fixed but rather dynamic unless connected through a consistent unifying factor. Similarly, transferring self-efficacy from one task to another requires that the tasks share some similarities. Bandura also noted that successful performance reflects not only an individual's skill level but also their belief in their ability to carry out a task in specific contexts and domains.

Listening challenges are frequently observed in EFL settings (e.g., Abbasian *et al.*, 2016; Namaziandost *et al.*, 2019; Rahimi & Abedi, 2014). To address these difficulties, various teaching methods have been suggested, including SBI. While research on the effectiveness of strategy-based approaches has produced mixed and inconclusive results, there remains a consistent call for further investigation. Additionally, evidence suggests that the application of general learning strategies may be influenced by individual learner differences and other factors such as language proficiency (Krishnan *et al.*, 2019; Salehi & Farzad, 2003), self-efficacy (Chamot *et al.*, 1996; Chamot *et al.*, 1999; Rahimi & Abedi, 2014; Yabukoshi, 2018; Zimmerman, 1990), motivation (Gardner & McIntyre, 1992, 1993; Green & Oxford, 1995), learning styles (Oxford & Ehrman, 1988; Sutudenama & Taghipur, 2010; Vandergrift, 2005), and (Abbasian et al. 2016; Al-Azzemy et al. 2022; Namaziandost *et al.*, 2019). The motivation behind exploring SBI stems from the challenges faced by EFL teachers and students. They apply various listening strategies and translation techniques in diverse contexts, making it crucial to identify which approach is more effective (Sheikhpour Ahandani & Khodareza, 2022).

However, there is no sufficient evidence on the effect of strategy-based method on listening proficiency regarding the learners' listening comprehension and self-efficacy across proficiency levels. In fact, reviewing the related literature revealed that few studies have been yet conducted to examine the effect of SBI on Turkish EFL learners' listening comprehension and, self-efficacy across proficiency levels. Accordingly, the scarcity of studies focusing specifically on Turkish EFL learners highlights a significant gap in the literature. This lack of comprehensive investigation underscores the need for further empirical research to evaluate the effectiveness of SBI in these areas, ensuring that instructional methods are both evidence-based and tailored to

address learners' diverse needs. Without such studies, any claims regarding the efficacy of SBI remain speculative at best. Thus, the current study was an endeavor to fill such gap in Turkish EFL context by proposing the following research questions:

➢ RQ1. Does SBI have any significant effect on Turkish EFL learners' listening comprehension?

➢ RQ2. Does SBI have any significant effect on Turkish EFL learners' self-efficacy?

➢ RQ3. Is there any significant difference among Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on listening comprehension?

➢ RQ4**.** Is there any significant difference among Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on self-efficacy?

Related Literature
Dörnyei and Ryan (2015) emphasized that the deliberate and purposeful use of learning strategies is more significant than the specific characteristics of individual strategies or strategy groups. They advocated for integrating language learning strategies with self-regulation, viewing the latter as a dynamic construct that connects a self-regulating learner's strategic abilities, goals, and learning behaviors. Oxford's (2017) definition appears to align with this perspective and is regarded as the most comprehensive definition to date, helping to clarify key issues related to strategy use. Diverse methods can contribute to learners' language learning. Aryanjam et al. (2023) noted that a vital way to expand abilities and strategies for listening is to establish autonomy by raising proficiency and interest and efficiently using the available instructional materials and learning strategies.

The ultimate goal of studies on language learning strategies is to provide teachers with clear evidence of the benefits of strategy training and practical guidance for implementation. As noted by Pawlak and Oxford (2018), such research should lead to the development of effective, applicable interventions rather than reflecting researchers' idealized concepts. Marzban and Isazadeh (2023) highlighted that the core idea of strategy-based approaches is to help L2 learners recognize available strategies, organize and apply them systematically, and transfer them to new learning contexts (Cohen, 2007). Within the framework of second-language acquisition (SLA) theory, learning and communication strategies can be taught explicitly or implicitly (O'Malley *et al.,* 1985; Wenden, 1987). Chamot (2004) argued that explicit instruction in learning strategies involves raising students' awareness of strategy use, modeling strategic thinking by teachers, providing opportunities for students to practice new strategies, encouraging self-evaluation of strategies, and fostering the transfer of strategies to different tasks.

From a theoretical standpoint, self-efficacy is linked to Rotter's (1966) locus of control theory and Bandura's (1977) social cognitive theory. Rotter introduced the concept of internal versus external locus of control, which describes how individuals attribute the causes of their actions. Those with an external locus of control believe external factors shape their actions, while those with an internal locus of control see themselves as responsible for their outcomes. In education, as Tschannen-Moran et al. (1998) explained, teachers with an external locus of control attribute student learning outcomes to environmental factors, while those with an internal locus believe in their ability to influence students' success. Bandura's social cognitive theory (1986) places self-efficacy at its core, emphasizing the reciprocal interaction between environment, behavior, and personal factors such as cognition and emotions. This theory posits that individuals actively shape their environment and make choices based on their confidence in their ability to complete specific tasks (Bandura, 1999).

Kalantarian (2023) investigated the impact of SBI on improving L2 English learners' listening skills. Out of 110 students, 62 were selected for the study and divided into experimental and control groups. The experimental group received training in cognitive strategies (e.g., contextualization, inference) and SBI strategies (e.g., selective listening, performance evaluation), while the control group followed traditional listening activities. Results indicated that the experimental group significantly outperformed the control group in listening comprehension.

Sarafianou and Gavriilidou (2024) conducted a two-month intervention with 192 Greek EFL learners in secondary school. The experimental group underwent explicit strategy training, while the control group followed a standard English curriculum. Using an adapted version of Oxford's Strategy Inventory for Language Learning (SILL), researchers found that the experimental group showed significant improvement in strategy use

across all categories. This study supports the feasibility of teaching learning strategies explicitly in EFL classrooms.

Dadour and Robbins (2022) explored explicit strategy instruction in oral communication classes for future English teachers in Egypt. Their quantitative study revealed significant differences in speaking performance and strategy use between experimental and control groups, favoring the former. However, group differences in gender and proficiency levels were limitations. Nunan (2019) examined how strategy training affected motivation, knowledge of strategies, perceived usefulness, and actual use among first-year undergraduates at Hong Kong University. While training significantly impacted the first three aspects, no notable difference was found in actual strategy use. However, limitations in the questionnaire design warrant caution when interpreting these findings.

In Turkish EFL context, Okyar (2021) determined the type and frequency of reading strategies (RSs) used by Turkish EFL students. Besides, this study aimed to find out whether there was a gender difference in terms of RS use, and the relationship between self-reported RS use and reading self-efficacy. The results indicated that Turkish EFL students reported using RSs at a moderate level, and problem-solving strategies were the most frequently employed RS when compared to global and support strategies. Further, he found that female students reported significantly higher use of RSs than male students. Finally, this study indicated that there was a positive relationship between students' RS use and reading self-efficacy.

Cohen *et al.,* (2018) studied the impact of explicit speaking strategy instruction on 55 intermediate FL university students. They found improvements in both speaking ability and self-reported strategy use, suggesting that incorporating SBI into regular classes can benefit language learners. Similarly, Nakatani (2022) demonstrated that teaching oral communication strategies (OCSs) led to significant improvements in oral test scores among students who received strategy training. This success was attributed to increased awareness and usage of OCSs, though the study's small sample size and limited focus on specific strategies were noted as limitations.

Mizumoto and Takeuchi (2020) investigated explicit vocabulary learning strategy instruction

among female EFL learners at two Japanese universities. The training improved both the variety and frequency of strategy use when integrated into regular lessons. However, the authors acknowledged that including male participants might have yielded different results. Nguyen and Gu (2023) incorporated metacognitive training into an academic writing program for an experimental group, finding that it enhanced strategy use and self-regulation skills.

In Greece, Gavriilidou and Papanis (2019) studied bilingual and trilingual Muslim primary school EFL learners who participated in an eight-week intervention focused on reading comprehension, vocabulary learning, and listening activities. The study reported significant improvements in strategy use among trained participants. However, teaching a foreign language through another foreign language presented unique challenges. In addition, Intasuk (2022) examined the effects of using 30-hour SBI on EFL reading comprehension. The results indicated that explicit SBI enhanced the students' reading ability and students' awareness of reading strategy technique

In a recent study, Hu and Zhang (2025) examined the influence of SBI on the writing enjoyment of Chinese undergraduate students learning English as a foreign language (EFL). The experimental group, consisting of 55 students, underwent a six-step writing strategy teaching cycle, while the control group, with 51 students, received traditional instruction emphasizing linguistic knowledge. Writing enjoyment levels were measured through questionnaires administered at three stages: before the intervention, immediately after, and during a delayed posttest. Additionally, qualitative data from diaries and interviews provided deeper insights into the emotional dynamics involved. The findings showed that SBI had a more enduring impact on enhancing private enjoyment compared to conventional methods.

METHOD
Participants
The participants of the current study consisted of 60 out of 93 Turkish EFL students selected randomly from Ted University in Ankara, Turkey. Their age ranged from 22 to 27 years old, including 49 female and 44 male learners. Based on the placement test, they were divided into high and low levels though purposive sampling. Using Cohen's (1992) guidelines for medium effect sizes and ensuring adequate statistical power (0.80) at a

significance level of 0.05, a sample of 60 learners were recruited.

Instruments

The study utilized the following research instruments:

➢ Nelson Proficiency Test
➢ Listening comprehension pretest and posttest
➢ A self-efficacy questionnaire

Nelson Proficiency Test (Version 300 D)

The Nelson Proficiency Test (Version 300 D), created by Fowler and Coe (2005), was utilized to standardize participants based on their language proficiency levels. It also served to categorize them into two groups: high proficiency and low proficiency. This test, presented as multiple-choice questions, comprised 50 items, including a cloze comprehension passage, along with sections on vocabulary, grammar, and pronunciation. Its purpose was to assess participants' overall knowledge of vocabulary, meaning, grammar, and structure.

Listening Comprehension Pretest and Posttest

To evaluate learners' listening performance, two equivalent versions of matched tests were created to serve as pre-test and post-test tools in this study. Test Form A was used as a pre-test at the start of the program, while Test Form B functioned as the post-test to determine any changes in overall listening comprehension following the interventions. The difference in scores between the pre-test and post-test was interpreted as an indicator of improvement in listening skills. Each test included 20 multiple-choice questions sourced from *Tactics for Listening* (Third Edition, Richards & Trew, 2015). The content validity of these tests was assessed with input from three experts, utilizing Lawshe's Content Validity Ratio (CVR) and the Content Validity Index (CVI) method proposed by Waltz and Bausell (1981). Based on the CVR and CVI results, two listening passages were chosen for the pre-test and two for the post-test. The duration of these passages ranged from 1 to 4 minutes. To ensure the reliability, KR21 for the pretest and posttest was utilized, respectively (.79 and .82).

Self-efficacy Questionnaire

To evaluate students' self-efficacy before and after the intervention, the New General Self-Efficacy Scale (NGSES) was employed. Originally revised in 2001, the NGSES was designed to measure an individual's belief in their overall ability to influence their performance in a variety of

achievement-related situations (Marder, 2009, p. 16). In 1997, Chen and Gully developed an 11-item tool based on Eden's (1988) conceptualization of General Self-Efficacy (Chen *et al.,* 2001). Four years later, in 2001, Chen and his colleagues updated the scale, reducing it to an 8-item questionnaire. This scale uses a 5-point rating system, ranging from 1 (Strongly disagree) to 5 (Strongly agree). An example item from the questionnaire is: "I believe I can succeed at most any endeavor to which I set my mind" (Chen *et al.,* 2001). To examine the reliability of the questionnaire, Cronbach Alpha was employed (.77). In addition, the items of the questionnaire were reviewed by three expert judges to ensure the content validity.

DATA COLLECTION PROCEDURE

The study was carried out with 60 Turkish EFL students selected from Ted University in Ankara, Turkey. The learners were selected from an initial sample (n=93) by taking a placement test. In the light of the learners' scores in the test, they were divided into two groups as high and low levels. These learners were then randomly assigned to two groups: the strategy-training group, and the control group, each of which had the learners with two proficiency levels (high and low). Then, they were given the listening and self-efficacy pretests. The scores obtained from this test were analyzed to see whether there was any significant difference between the groups or not before intervention program. The training program period was started for experimental groups within one week after the pretest. It took eight weeks of class sessions. The instructor taught the following listening strategies including

➢ identify the topic of the text,
➢ listen for details, listen for specific information;
➢ listen for the gist of the text,
➢ draw conclusions and
➢ guess the meaning of unknown words and phrases.

The treatment aimed to prepare students for strategy instruction by assessing their prior knowledge and use of specific listening strategies, such as setting goals, identifying the purpose of a language task, and connecting new information with existing knowledge. After teaching these strategies, listening and self-efficacy posttest was conducted to determine if there was any improvement in participants' scores compared to their pretest results. Additionally, students

completed questionnaires again to evaluate any significant changes in their use of listening strategies before and after the training program. For the control group, no SBI was provided. They only completed the listening and self-efficacy pretest and posttest. The questionnaires were administered at two different times, and the results were analyzed by categorizing items based on specific assessment areas. Students' responses to each statement, rated from strongly agree to strongly disagree, were reviewed. Each item was then analyzed within its respective category. At the

end of the treatment, both experimental and control group took the posttests.

RESULTS

The first research question examined whether SBI had any significant effect on Turkish EFL learners' listening comprehension. To this end, the performance of the experimental and control groups in the posttest was compared via an independent sample t-test. Table 1 presents the results.

Table 1. Independent Sample t-test Results of Listening Comprehension

Groups	N	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means		
				F	Sig.	t	df	Sig. (2-tailed)
Experimental	30	14.58	1.129	7.226	0.001	2.494	58	0.000
Control	30	11.07	1.004					

As it can be seen in Table 1, the mean of the experimental group is 14.58 (SD=1.129), and that of the control group is 11.07 with the level of significance of .000. Since the level of Sig. is less than 0.05 set for the study, F (2, 58) = 7.226, $p<.05$), it can be concluded that generally there is a significant difference between two groups in terms

of the students' listening comprehension. In addition, the second research question examined whether the SBI had any significant effect on Turkish EFL learners' self-efficacy. In order to answer this question, an independent samples t-test was run to compare experimental group's self-efficacy with that of the control group.

Table. 2. Independent Sample t-test Results of Self-efficacy

Groups	N	Mean	SD	Levene's Test for Equality of Variances		t-test for Equality of Means		
				F	Sig.	t	df.	Sig. (2-tailed)
Experimental	30	6.52	2.98	9.012	0.001	2.004	59	0.012
Control	30	4.09						

As it can be seen in Table 2, the mean of the experimental group is 6.52 (SD=2.98), and that of the control group is 4.09 with the level of significance of .000. Since the level of Sig. is less than 0.05 set for the study, F (2, 58) = 9.012, $p<.05$), it can be concluded that generally there is significant difference between two groups. That is, the SBI had a positively significant effect on

Turkish EFL learners' self-efficacy. The third research question examined whether there was any significant difference among Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on listening comprehension. To this end, two-way MANOVA was conducted.

Table 3. Two-way MANOVA for Listening Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	748.258	2	559.89	18.362	.000	.294
Intercept	46250.636	1	213921.65	3004.427	.000	.962
Group	721.827	1	708.469	52.203	.000	.301
Listening	11.005	1	11.505	.766	.398	.006
Group*Listening	.032	1	.032	.004	.947	.000
Error	1708.721	60	13.526			

As presented in Table 3, there is a statistically significant effect for SBI (F = .76, p = .39, p > α), in which the F-observed value for the effect of SBI, .72, was much less than the critical value of F at 1 and 99 degrees of freedom, 3.92, and the p value, .39, was larger than the significance level, .05. Therefore, with high degree of confidence, it is claimed that there was no significant difference between Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on listening comprehension. Besides, the interaction effect of the between-subject factors, high and low groups was not significant (F = .002. p = .94, p > α, Effect size = .000). The final research question explored the difference among Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on self-efficacy. To this end, a two-way MANOVA was administered.

Table 4. Two-way ANOVA for Self-efficacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	767.541	2	589.119	17.456	.000	.294
Intercept	47306.130	1	22378.130	3227.626	.000	.962
Group	754.833	1	754.833	51.501	.000	.301
Self-efficacy	10.552	1	10.552	6.720	.001	.006
Group*Self-efficacy	.027	1	.027	.002	.947	.000
Error	1846.735	100	14.657			

According to Table 4.4, a statistically significant effect for self-efficacy (F = 6.72, p = .001, p < α), in which the F-observed value for the effect of self-efficacy, 6.72, was much less than the critical value of F at 1 and 99 degrees of freedom, 3.92, and also the p value was less than the significance level, .05; as a result, with high degree of confidence, we can claim that there was a significant difference between self-efficacy of Turkish EFL learners high and low level groups.

DISCUSSION

The current study was an attempt to examine whether SBI had any significant effect on Turkish EFL learners' listening comprehension and self-efficacy across proficiency levels. The findings revealed that SBI had a positively significant effect on both Turkish EFL learners' listening comprehension, and self-efficacy. In addition, the results showed that there was no significant difference between Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on listening comprehension (p>.05). However, a significant difference was found between Turkish EFL learners' proficiency levels (i.e. high and low) concerning the effect of SBI on self-efficacy (p<.05, effect size=6.72).

The effectiveness of SBI can be attributed to its communicative approach, which fosters collaboration and builds a sense of community among learners. This supportive environment likely contributed to a positive learning atmosphere, improved s, and enhanced self-efficacy. A relaxed and encouraging setting in certain contexts created an ideal emotional environment for learning. SBI helped raise learners' awareness and reinforced the already positive emotional climate in the class, offering additional benefits such as improved listening comprehension, self-confidence, and

The results of this study align with Schmidt's (1996) noticing hypothesis, which suggests that learners are better able to produce appropriate forms or provide sufficient information to complete tasks once they become aware of these forms through explicit instruction in listening comprehension, and self-efficacy. Additionally, the findings support Gass and Varonis' (1994) argument that repeated exposure facilitates integration, emphasizing the need to focus on both form and production.

Similarly, Al-Khasawneh et al. (2024) highlighted that students greatly enjoyed incorporating various modalities to create meaning and explore diverse perspectives. They confirmed that SBI enhanced students' learning experiences and deepened their understanding. Moreover, SBI fostered motivation and learner independence by allowing students to share their projects through digital platforms and online tools. In the same vein, Al-Azzemy et al. (2022) showed that SBI offers numerous advantages for students. They also found out that, firstly, SBI encourages students to take greater responsibility for their own education. By developing personalized learning strategies, students enhance their learning approaches, making the process more engaging and effective. Secondly, these strategies help boost students' confidence as they address their unique learning challenges and adapt to their individual styles. Thirdly, this method fosters self-directed learning,

where students actively acquire new language skills through their own efforts rather than relying solely on teacher-led instruction. Lastly, students achieve greater success in language acquisition because they gain a clear understanding of what they are learning, why they are learning it, and how to approach the process effectively. Anderson (2023) also came to the conclusion that in SBI, EFL students shared their preferred techniques with classmates and broaden their range of approaches while working on regular language tasks assigned to them. The results of the study are in line with some other existing studies on SBI (e.g., Brown et al. 2018; Davari *et al.,* 2020; Zhang et al. 2023), which emphasized the efficacy of SBI on language skills.

The results are also supported by other research studies. For instance, Cohen et al. (2018) and Nakatani (2022) demonstrated improvements in speaking ability and oral test scores through SBI, highlighting the importance of awareness and usage of strategies despite limitations like small sample sizes. In the same vein, Mizumoto and Takeuchi (2020) revealed that vocabulary strategy instruction enhanced strategy variety and frequency, though gender differences may influence outcomes. Similarly, Nguyen and Gu (2023) confirmed the positive impact of metacognitive training on academic writing and self-regulation skills. Gavriilidou and Papanis (2019) reported strategy use improvements in bilingual/trilingual EFL learners, despite challenges of teaching through another foreign language. Likewise, Intasuk (2022) showed that SBI significantly enhanced reading comprehension abilities. In the sane line, Hu and Zhang (2025) found that SBI fostered more enduring writing enjoyment compared to traditional methods, emphasizing emotional engagement alongside linguistic development.

Regarding differences in proficiency levels (high versus low), Lakoff (2009) suggests that lower-proficiency learners may feel less confident in their abilities and activities compared to higher-proficiency learners. Evidence also indicates that low-level learners tend to ask more questions and encourage others to speak, while high-level learners are more likely to interrupt, challenge, and dominate conversations. These behavioral differences may stem from variations in language experience between high- and low-proficiency learners.

Another explanation for the findings can be linked to Mendelsohn's (1998) assertion that time is a crucial factor in strategy training. L2 English learners may require more time to master listening strategies and develop into independent listeners. Mendelsohn advocates for strategy instruction to be delivered gradually over an extended period. Similarly, O'Malley and Chamot (1990) emphasize the importance of allocating sufficient time to teach listening strategies effectively, suggesting that teaching should progress step by step before fully addressing listening strategies. Thus, long-term studies are necessary to examine the impact of SBI on L2 learners' listening comprehension and self-efficacy.

Another reason for the improvement in the participants' listening comprehension following SBI is the creation of a stress-free and collaborative environment for Turkish EFL learners. Incorporating authentic listening materials significantly enhanced their L2 listening performance, as supported by Herron and Seay (1991). Research on authentic materials (e.g., Ellis, 2018; Oxford, 1993; Rubin, 1994) further supports this finding. Additionally, extensive exposure to diverse listening tasks also contributes to the effectiveness of SBI. Consistent with these findings, Chou (2017) reported that strategy instruction was more effective than explicit strategy instruction in improving EFL learners' performance. Similarly, studies by Lye and Goh (2016), as well as Vandergrift and Tafaghodtari (2010), demonstrated that groups receiving SBI outperformed those without such training. These studies confirm the value of strategy instruction in enhancing EFL learners' performance. Likewise, Fathi and Hamidzadeh (2019) explored the impact of teaching listening strategies on improving the listening comprehension skills of EFL learners in Iran. The results showed that the experimental group performed significantly better than the control group on the listening performance test, indicating that the instruction of listening strategies effectively enhanced the participants' listening comprehension abilities.

CONCLUSIONS AND IMPLICATIONS
Based on the outcomes of the study, it is concluded that the implementation of SBI has a profound and positive impact on both listening comprehension and self-efficacy. Listening comprehension is often enhanced when learners are equipped with specific strategies to process and understand auditory information more effectively.

For example, teaching learners to predict content, identify key points, and use context clues enables them to approach listening tasks with greater confidence and efficiency. Moreover, the direct link between SBI and self-efficacy cannot be understated. When learners are provided with clear, actionable strategies, they gain a sense of control over their performance. This empowerment fosters a positive mindset, encouraging them to tackle challenges and persist even in difficult listening scenarios.

This research aimed to broaden the understanding of the impact of SBI by emphasizing the importance of providing clear guidance and training for L2 learners. Specifically, learners need support in identifying and exploring the differences between their L1 and L2, as mere exposure to L2 is not sufficient for acquiring this knowledge. Turkish EFL learners, in particular, face challenges in navigating the norms of English-speaking environments and often lack the skills required to perform effectively without targeted and structured instruction. The study highlighted practical methods for implementing SBI in language classrooms. The researcher was encouraged to innovate within the scope of existing SBI methodologies and pedagogical approaches, aiming to enhance learners' experiences while incrementally improving their listening comprehension, and self-efficacy. Thus, SBI represents a pivotal advancement in language education, emphasizing the integration of strategic learning within the regular language curriculum. This method is not merely an add-on to traditional teaching; instead, it seeks to revolutionize the way second language learners engage with their studies by fostering the deliberate and effective use of LLSs. The rationale behind SBI is clear: equipping learners with strategies empowers them to take control of their learning process, thereby enhancing their ability to acquire and apply language skills in diverse contexts. One of the strongest arguments for adopting SBI is the shift from passive reception to active engagement to improve not only language proficiency but also motivation and confidence. Furthermore, SBI addresses the individual differences among learners, recognizing that each student has unique strengths and challenges. By offering a repertoire of strategies, it ensures that all learners can find methods that resonate with their personal learning styles.

The findings of this study align with previous research on SBI's effectiveness, demonstrating that learners better understand specific listening features when exposed to a moderate degree of SBI. These results further encourage exploration into the role of SBI in developing L2 listening skills, and self-efficacy. As Schmidt (1996) argued, awareness during the learning process is crucial, and this study supports that assertion by showing improved posttest listening comprehension and self-efficacy among participants.

The study's primary implications are directed toward teachers and material developers involved in teaching English as a foreign language. For instance, when designing conversations between learners of varying proficiency levels, material developers should carefully consider appropriate strategies for each participant. The findings of the study provide valuable insights for language teachers regarding the advantages of SBI and its effectiveness in teaching language skills, particularly reading. These findings encourage teachers to utilize SBI, enhancing learners' comprehension and self-efficacy. By incorporating SBI, learners can become more independent in their language learning journey. To achieve this, teachers need to be proficient in implementing SBI effectively. Therefore, it is recommended that teacher training programs prepare language teachers to utilize SBI if there is a plan to integrate it into foreign language classrooms. Additionally, if SBI is to be adopted, teaching materials and textbooks should be adjusted to support and facilitate its implementation.

Concerning the practical classroom implications of SBI, the success of SBI lies in its adaptability to diverse learning contexts and student abilities. EFL teachers can implement this approach by explicitly teaching strategies such as goal-setting, problem-solving, and self-monitoring while modeling their application in real-world scenarios. Moreover, collaborative activities and reflective practices further solidify these strategies, enabling students to internalize and personalize them. Ultimately, the practical implementation of SBI is indispensable for preparing students for lifelong learning. It bridges the gap between theoretical knowledge and practical application, empowering learners to navigate complex challenges with confidence. As such, SBI is not just a teaching method but a transformative tool that equips students with the skills necessary for academic success and beyond.

For educators, the practical implications of SBI emphasize the need to move beyond traditional

content delivery and toward fostering metacognitive awareness and self-regulated learning among students. For researchers, SBI underscores the importance of continued investigation into its efficacy across varied contexts and populations. There is a pressing need for evidence-based studies that explore the nuanced ways in which strategy instruction can be tailored to meet the needs of diverse learners. Furthermore, researchers should collaborate with educators to bridge theory and practice, ensuring that SBI methodologies are both accessible and impactful in real-world classrooms. Additionally, when creating or utilizing tasks, teachers and developers must account for factors such as participants' educational backgrounds, age, social dynamics, and power relations, as these elements influence the strategies and language employed by learners.

Like any other research, the current study had some limitations. First, this research was conducted with only 60 EFL learners, which might jeopardize the generalizability of the results. Second, the possible effects of some variables like age, gender, and academic major were not addressed in this inquiry. Third, the results obtained from this research might not be transferable to language learners in ESL contexts. While this study focused on listening comprehension, and self-efficacy, further research is needed to investigate other language skills and learner characteristics to provide a more comprehensive understanding of behavioral patterns. Contextual factors such as L1 background, gender, and other variables were not examined in this study but could be explored in future research to gain deeper insights into these influences. In addition, the design of this study was cross-sectional rather than longitudinal. Data from longitudinal studies might provide a more holistic picture of the ways in which proficiency and SBI interact over time. Further studies are needed to investigate whether similar findings of the study can be empirically verified.

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