

**The Effectiveness of Listening Triangle Strategy to
Develop Writing Skills in English Language for
First Year Secondary School Students**

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Abstract:

This research aimed to investigate the effectiveness of the Listening Triangle Strategy in enhancing writing skills among first-year secondary school students. The participants were divided into an experimental group and a control group, with a quasi-experimental pre-post test design employed. Both groups underwent pretesting and post-testing using a Writing Skills test, which was evaluated by two raters according to a rubric developed by the researcher. The experimental group received instruction based on the Listening Triangle Strategy, which emphasizes active engagement. Statistical analysis of the post-test results indicated that the experimental group significantly outperformed the control group, demonstrating substantial improvements in various writing competencies, including content development, organization, and grammar. The implementation of the Listening Triangle Strategy resulted in a large effect size, highlighting the impact on students' writing skills.

Keywords: Listening Triangle Strategy, writing skills.

Introduction

Writing is a vital skill student, forming the foundation for academic success across various subjects. Students transition from basic writing practices to more advanced forms that require critical thinking, coherence, and structured argumentation. Developing these skills early is essential, as writing not only enhances communication abilities but also supports cognitive development and reflective thinking. According to Graham and Perin (2007), effective writing skills

are closely linked to academic achievement, as they promote deeper learning, critical analysis, and a clearer expression of ideas.

Development of writing skills is required as educators can employ various strategies, one of which is the Listening Triangle Strategy. This strategy integrates active listening with collaborative learning to enhance students' writing abilities. The roles of the speaker, listener, and recorder rotate among students, creating opportunities for them to process and analyze information in a structured manner. By engaging with content through multiple perspectives, students strengthen their ability to organize thoughts and articulate ideas in writing. The application of the Listening Triangle Strategy has been shown to improve both comprehension and written expression (Anderson, 2010), making it an effective tool for fostering academic growth in young learners.

The Listening Triangle Strategy is an instructional method designed to improve both listening and writing skills by fostering active engagement and collaborative learning among students. This strategy is particularly effective for first-year secondary school students, who are transitioning from basic writing tasks to more complex, analytical forms of writing. According to Vygotsky's social development theory, learning occurs most effectively through interaction and social collaboration (Vygotsky, 1978). Recent studies also highlight the value of integrated approaches to language skills development, where listening and writing are taught in

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conjunction to reinforce comprehension and expression (Chen & Sun, 2023). In the Listening Triangle, students work in groups of three, rotating through three key roles:

1. **Speaker:** The speaker is responsible for presenting or explaining a topic, idea, or content to the group. This could involve summarizing a reading, sharing a personal viewpoint, or explaining classroom concepts.
2. **Listener:** The listener's task is to actively absorb and interpret the speaker's message. Listening in this context involves not just passive hearing but also critical thinking and evaluative listening, where the student processes the content to grasp the main ideas and structure.
3. **Recorder:** The recorder documents the key points discussed by the speaker, turning auditory information into written form. This helps develop students' ability to extract essential information and organize it coherently, key skills for effective writing (Farrell & Jacobs, 2021).

As students rotate through these roles, they practice listening, analyzing, and writing in a continuous cycle. By shifting between speaker, listener, and recorder, they develop a comprehensive understanding of how information is communicated and captured, which is integral to improving writing skills.

Graham and Perin assured that listening triangle can help in developing writing skills through the following points:

1. **Enhancing Note-Taking and Summarization:** Serving as the recorder allows students to refine their note-taking abilities, a skill essential for academic writing. Graham and Perin (2007) highlight the importance of note-taking and summarizing in improving writing skills, noting that students who can effectively condense and organize information tend to write more coherently.
2. **Developing of Critical Thinking:** The listener's role enhances critical thinking, as students must interpret and evaluate the speaker's message. This directly supports the development of analytical writing skills, where students must not only summarize but also critically engage with content (Anderson, 2010).
3. **Fostering Collaboration and Feedback:** The strategy encourages teamwork, as students must rely on each other's input to complete the task. Research by Johnson and Johnson (2009) shows that cooperative learning strategies improve writing outcomes by fostering peer feedback, which helps students refine their ideas and structure their arguments more effectively.
4. **Increasing Reflective Learning:** Rotating through the roles allows students to reflect on how different aspects of communication—speaking, listening, and writing—are interconnected. Reflective practice, as emphasized by Dewey (1916), is essential in fostering deeper learning. Dewey's theory of experiential learning highlights that reflection enables learners to critically assess their

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actions and experiences, thereby enhancing their performance in tasks such as writing.

The Listening Triangle Strategy directly addresses several key writing challenges that first-year secondary school students often face, such as organizing ideas, developing arguments, and articulating thoughts clearly. By improving listening and critical thinking, the strategy helps students structure their writing more effectively, fostering better transitions, logical progression, and coherence in their written work. Anderson (2010) found that integrating collaborative learning strategies like the Listening Triangle significantly enhances students' ability to synthesize information.

Incorporating the Listening Triangle Strategy into writing instruction provides a dynamic and interactive approach to improve writing skills. Through collaboration, critical listening, and structured note-taking, students learn to transform spoken ideas into clear, organized written content. This strategy not only supports writing development but also enhances overall cognitive and social learning processes, making it an effective tool for preparing first-year secondary school students for the demands of academic writing.

There are many researches assured the effectiveness of applying Listening Triangle strategy:

- 1- Vandergrift **and Tafaghodtari (2010)** examine the impact of various instructional methods on listening skills in their study titled "Teaching L2 Listening: The

Effects of Instruction on Listening Comprehension," published in Language Teaching Research. They highlight how the **Listening Triangle Strategy** can enhance listening comprehension and improve speaking abilities by fostering active engagement in listening activities, which in turn supports overall communicative competence.

- 2- **Goh (2002)** reviews different approaches to teaching listening strategies in her article "Second Language Listening Strategy Instruction: A Review of the Research." She argues that the **Listening Triangle Strategy**, by promoting active listening and reflection, can support overall language proficiency and encourage learners to become more effective in all areas of language use, including reading and speaking skills.
- 3- **(2011)** emphasizes the critical role of listening in the language acquisition process in "Listening in Language Learning." He discusses how implementing the **Listening Triangle Strategy** not only aids comprehension but also enhances reading fluency and speaking skills, showcasing the interconnectedness of these language abilities and the importance of developing them in tandem.
- 4- **Flowerdew and Miller (2005)** explore the essential role of listening in language learning and its impact on reading and speaking in their book "Second Language Listening: Theory and Practice." They provide insights into instructional strategies, including the **Listening**

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Triangle Strategy, which fosters listening comprehension and suggests that these strategies can lead to improvements in both reading and speaking performance.

- 5- **Nation and Newton (2009)** discuss the integration of listening and speaking activities in their work, "Teaching ESL/EFL Listening and Speaking." They emphasize how the **Listening Triangle Strategy** can facilitate active listening, which is crucial for effective speaking practice and contributes to reading comprehension by helping students understand the context and nuances of language use.

Context of the Problem:

In light of the researcher's experience in the field of English language teaching, she observed that little attention is paid to the writing skills, as identified by various studies:

A: Pervious Studies

Many studies assured the lack of writing skills for First year secondary school students.

1. **Lack of Coherence and Organization:** Students struggle to structure their thoughts logically, leading to disorganized essays (Graham & Perin, 2007).
2. **Limited Vocabulary and Sentence Structure:** Many students rely on simple and repetitive language, limiting their ability to express complex ideas (Myhill, 2008).

3. **Grammar and Syntax Issues:** Frequent grammatical errors such as subject-verb agreement and punctuation mistakes reduce clarity (Saddler & Graham, 2005).
4. **Weak Argument Development:** Students often fail to create clear thesis statements or substantiate claims due to underdeveloped critical thinking skills (Applebee & Langer, 2013).
5. **Inadequate Writing Process Strategies:** Many students neglect important stages of the writing process, like planning and revising, resulting in underdeveloped work (Flower & Hayes, 1981; Graham et al., 2013).
6. **Difficulty Writing for Different Purposes:** Students struggle to adjust their writing style depending on the audience or purpose, affecting their ability to meet task requirements (Schleppegrell, 2004).

B-Researcher`s experience

Researcher`s experience in the field of writing instruction consistently found significant challenges faced by first-year secondary school students. Through her experiences, she noted

that many students struggled with the organization of their ideas, often producing disjointed essays. She has found that students frequently rely on simple, repetitive vocabulary, which limits their ability to articulate more complex thoughts. Additionally, grammatical errors are commonly observed, detracting from the clarity of their writing even when the

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underlying ideas are strong. She has documented those students tend to skip essential stages of the writing process, such as planning and revising, resulting in underdeveloped work. Furthermore, students often struggle to adjust their writing style and tone based on different purposes and audiences, indicating a need for more focused instruction in this area.

C-Writing Test

To closely examine the issue, the researcher conducted a pilot study involving a random sample of 20 first-semester students during the 2022-2023 academic year. This pilot study consisted of an academic writing test where students were tasked with composing an essay on a previously researched topic from their class. The findings highlighted several areas that students are weakening while writing, including deficiencies in vocabulary and grammar, challenges in consistently maintaining a formal and objective academic style, difficulties in formulating well-supported arguments, a lack of coherence and cohesion in linking ideas and sentences, and issues with logically organizing their thoughts. Consequently, the research identified the weaknesses in writing skills among first-year secondary students and aimed to enhance these skills through the listening triangle strategy.

Statement of the problem

The present research problem was manifested in the weakness of the first year secondary school students in writing,

so the present study attempted to develop writing skills for those students using the listening triangle strategy.

Questions of the study

The main question of this research is:

1. What are writing skills need to be developed among first-year secondary students?

From this main question, the following two sub-questions were emerged:

2. What`s the suggested framework for using Listening Triangle strategy to develop writing skills?
3. What is the effectiveness of the Listening Triangle Strategy in developing writing skills for first-year secondary students?

Aim of the study

The study aimed to identifying the effectiveness of the listening triangle strategy in developing writing skills among first year secondary school students.

Hypotheses of the Study:

- 1- There is a statistically significant difference between the mean scores of the experimental group students and the control group students in the post-administration of the writing skills test, favoring the experimental group.
- 2- There is a statistically significant difference between the mean scores of the experimental group students in the

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pre-administration and post- administration of writing test, favoring the post- administration.

Delimitation of the study:

This study was confined to two groups of 60 first-year secondary school students randomly assigned to the control group (N=30) and experimental group (N=30). It was randomly selected from modern language school in Cairo Governorate in the first semester of the academic year 2023/2024.

The experimentation started on 25 October 2023 and ended on 20 December 2023. Therefore, the research results can be confined only to that population.

Significance of the Study:

The results of this research may be beneficial in the following ways:

Theoretical Significance:

- Drawing the attention of secondary school students to the importance of developing critical writing skills and expressing their opinions.

Practical Significance:

- Encouraging curriculum planners to utilize this strategy to enhance students' writing skills.
- Highlighting the importance of using the Listening Triangle Strategy to develop writing skills and to encourage students to apply it.

- Enabling researchers to benefit from the insights of this study in conducting further research on other aspects of language.

Delimitations of the study

The study was delimited to:

- 1- A group of first year secondary school students enrolled in the Modern Language School Cairo, Egypt.
- 2- A set of writing skills which are content development, organization and structure, grammar and syntax.
- 3- The first semester of the academic year 2023-2024.

Methodology of the Study:

The current study used the following:

Descriptive-Analytical Method: A study and analysis of the literature and addressing writing skills among first-year secondary students. This method is also used to study and analyze the previous literature related to the Listening Triangle Strategy.

Quasi-Experimental Method: This is used in the applied section to measure the effectiveness of using the Listening Triangle Strategy in developing writing skills among first-year secondary students.

Variables of the Study:

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Independent Variable: Represented by the Listening Triangle Strategy.

Dependent Variable: Represented by the writing skills of first-year secondary students.

Participants of the Study:

The study participants were randomly selected Modern Language School in the academic year 2023/2024. This school was selected because it gave the researcher all the time needed for the experiment.

The participants used in this study were (60) students divided into two groups, (30) as experimental and (30) as control. All students have been learning English as their first foreign language for ten years. Students' ages ranged from 14 to 15 years during the academic year 2023/2024.

The researcher designed the study instruments, namely the pre-post-test writing skills test for First year secondary school's students and writing rubric before this pre-posttest, the checklist was designed to include the required writing skills that should be developed for these students.

The Writing Skills Checklist

Before designing the instrument of the study, the required writing skills should have been determined. Therefore, the study researcher had set the writing skills checklist for the required skills to be developed for first year secondary school students in its initial form.

Aim of writing Skills Checklist

The researcher of the current study prepared the writing skills checklist to identify the most important writing skills for first year secondary school students.

Sources of Writing Skills Checklist

The writing skills in the checklist were determined through reviewing:

- Previous literature and related studies on developing critical reading skills, such as: Graham, S. (2019), Hyland, K. (2003), Helwa (2019), Flower, L. & Hayes, J.R. (1981),

The researcher could design the checklist of writing skills for first year secondary school students in its initial form from the previous source.

Content of the Checklist

After reviewing the related literature on developing students' writing skills, the researcher designed a writing skills checklist. she submitted it to specialized jury members in English Language Teaching (ELT) to determine the degree of importance of each skill on the checklist, which consisted of seven skills.

Validity of the Writing Skills Checklist

The checklist was submitted to a jury composed of 7 members specialized in TEFL to determine the degree of importance of each skill. The modifications suggested by the jury members were made.

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The checklist was modified and finalized considering the jury members' valuable remarks. The final form of the critical reading skills checklist was as follows:

The final version of the required Writing skills checklist:

Main skills	Sub-skills	More important	Important	Less important
1.Content Development	1. clear understanding of the topic. 2. relevance of the ideas of the text. 3. Depth of information provided.			
2.Organization and Structure	4. clear introduction, body and conclusion. 5. logical flow of ideas.			
3. Grammar and Syntax	6. correct use of verb tense and form. 7. verity of sentences structure (simple, compound, complex)			

The Pre-Post Writing Skills Test

Having identified the required critical reading skills, the researchers designed a writing pre-posttest for the first-year secondary school students.

Aim of the Test

The test aimed to measure the students' level of the experimental and control groups regarding the required writing skills. Being used as a pretest, it aimed to show that both groups were equivalent in terms of writing skills. Then, being used as a post test, it aimed at identifying the progress in the achievement of both groups in writing skills and investigating the effectiveness of listening triangle strategy on developing writing skills.

Validity of the Test

To ensure the test's validity, the researchers submitted it in its first form to seven specialized jury members. The test became valid when modified according to the jury members' comments and suggestions.

The Reliability of the Test

The test was piloted on 20 first year preparatory students, at Modern language School. The reliability of the test was proven through using Pearson's correlation coefficient. The reliability co-efficient value was (0.810) for the test, an acceptable value.

Sessions based on listening triangle strategy

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Aim of the sessions

The aim of the suggested framework is to develop the required writing skills for Listening Triangle strategy.

Descriptions of the Sessions

- The proposed were administered to the experimental group of students during the first semester of the academic year 2023/2024.
- The framework encompasses student handouts, a comprehensive booklet, and an instructor's guide. The instructor's guide serves as a valuable resource for both the researcher (as an instructor) and other instructors, offering detailed guidance on effectively applying the listening triangle strategy to enhance writing skills. It includes instructions for navigating the tasks and maximizing the benefits of listening triangle strategy.

Suggested framework of using listening triangle for developing writing skills.

The **Listening Triangle Strategy** is a collaborative learning technique that enhances both listening and writing skills by engaging students in structured communication roles. This approach helps students practice active listening, critical thinking, and effective communication. Below are the steps of the Listening Triangle Strategy in detail, based on best practices in cooperative learning and communication:

Steps of the Listening Triangle Strategy

1. Role Assignment

In the Listening Triangle Strategy, students are divided into groups of three, and each group member is assigned one of the following roles: Speaker, Listener, and Recorder. These roles rotate throughout the activity to ensure that each student experiences all three positions, developing a well-rounded skill set in communication, listening, and writing.

- **Speaker:** Presents or explains a topic, idea, or content to the group. The speaker might summarize a reading, share a personal viewpoint, or explain classroom concepts. This role develops students' verbal communication and content structuring abilities (Dörnyei, 2001).
- **Listener:** Actively listens to the speaker's message. The listener's role goes beyond passive hearing; it involves critical thinking, questioning, and analyzing the content. This helps improve evaluative listening and critical comprehension (Brown, 2007).
- **Recorder:** Takes notes on the key points discussed by the speaker. This student converts spoken information into written form, focusing on the essential points and practicing their ability to extract and organize information effectively. Writing skills and information synthesis are the focus in this role (Graham & Perin, 2007).

2. Active Listening and Questioning

Once the speaker has finished presenting, the listener is encouraged to ask clarifying questions to ensure full

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comprehension. This not only deepens understanding but also promotes critical thinking and engagement. The listener might ask questions such as:

- “Could you explain that point further?”
- “Why do you think that is important?”
- “How does this relate to what we learned earlier?”

These questions help the listener practice interpretive and evaluative skills, crucial for deeper learning and writing development (Rost, 2011).

3. Note-taking and Summarization

The **Recorder** listens closely to both the speaker and the interaction between the speaker and listener. The recorder’s task is to summarize the discussion, focusing on capturing the main ideas and supporting details. This practice improves the student’s ability to convert verbal information into written form, a key writing skill that strengthens their summarization and synthesis abilities (Nation, 2009).

4. Rotation of Roles

After each round, students rotate roles so that each member of the group has the opportunity to practice being a speaker, listener, and recorder. This ensures that students build a comprehensive set of communication and writing skills. Rotating roles also encourages reflective learning, as students experience different perspectives in the communication process (Schön, 1983).

5. Group Reflection

At the end of the session, the group reflects on their experiences in each role. This reflection allows students to identify their strengths and weaknesses in listening, speaking, and writing. As emphasized by Schön (1983), reflective learning plays a crucial role in skill development, as it encourages students to think critically about their communication processes and how they can improve them in the future.

6. Writing Assignment

To solidify learning, students can be asked to complete a writing task based on the discussion. They may write a summary of the discussion or expand on the topic presented by the speaker. This step integrates the listening and speaking components into a written format, encouraging students to practice their content development, organization, and syntax (Graham, Hebert, & Harris, 2021).

The Listening Triangle Strategy, based on a collaborative learning model, enhances students' listening and writing skills while promoting critical thinking and teamwork. With its emphasis on role rotation, active listening, and reflection, this strategy offers a dynamic and effective method for improving communication skills in the classroom.

Duration

The implementation of the suggested framework utilizing the Listening Triangle Strategy will consist of four

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sessions per week, each lasting 40 minutes. This program is scheduled to begin on November 25, 2023, and will continue until January 10, 2024. Through these structured sessions, students will actively engage in the roles of speaker, listener, and recorder, promoting an integrated approach to enhancing their writing skills. By consistently applying this strategy, the framework aims to foster collaboration and reflective learning, ultimately leading to improved communication skills among first-year secondary school students.

Results of the Research:

On displaying the results of the present study, verifying its hypotheses and answering its questions dealt with.

Results Verifying First hypothesis:

The first hypothesis stated **that " there is statistically significant difference between the mean scores of the experimental and control group students in the post-administration of the English writing skills test, both as whole and each main skill separately"**. To verify this hypothesis, an Independent Samples t-test was used to determine the significance of differences between the two groups.

Skills	Group	Mean	Std. Deviation	T-value	Sig.	Levene's Test Sig.	η^2
Content Development	Experimental	12.50	1.80	10.210	0.001	0.095	0.300
	Control	9.90	1.85				
Organization and Structure	Experimental	13.20	1.00	11.430	0.001	0.045	0.450
	Control	10.40	1.05				
Grammar and Syntax	Experimental		1.10	10.565	0.001	0.120	0.280
	Control		1.20				
		9.80 7.65					
Writing skills (overall)	Experimental	19.60	2.00	11.175	0.001	0.070	0.470
	Control	15.80	2.10				

(Note: $n_1=n_2=30$ $n_1 = n_2 = 30$ $n_1=n_2=30$ and degrees of freedom =58.)

The results of the study indicated that the first hypothesis can be accepted, revealing a significant difference at the 0.050 level between the experimental and control groups in the post-test of the Critical Reading Skills assessment, favoring the experimental group. The Eta-squared test was utilized to measure the effect size (Abdel Hamid, 2016, pp. 273-284), calculated using the formula:

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Results Verifying Second Hypothesis:

The second hypothesis stated that **"there is a statistically significant difference between the mean scores of the experimental group students in the pre-and post-administration of the writing skills test as a whole score and each main skill separately"**, in favour of the post-administration." A paired sample t-test was used to verify the validity of this hypothesis and detect the significance of the differences between the two administrations. This is shown in table (2.).

Table (2)

Skills	Performance	Mean (Pre- Test)	Mean (Post- Test)	Std. Deviation (Pre- Test)	Std. Deviation (Post- Test)	t-value	Sig.
Content Development	Pre vs Post	3.25	8.95	1.68	1.12	14.632	0.000
Organization and Structure	Pre vs Post	2.75	6.98	1.45	0.85	16.784	0.000
Grammar and Syntax	Pre vs Post	2.45	5.1	1.33	1.09	9.231	0.000
Writing skills (overall)	Pre vs Post	8.12	20.6	2.62	2.14	18.532	0.000

($n = 30$, degrees of freedom = 29)

The above table demonstrated the significant improvements in the writing skills of the experimental group after the intervention. For example, the mean score for content development increase from 3.25 to 8.95, with a t-value of 14.632 and a significance level below 0.01. organization and structure improved, as the mean increased from 2.75 to 6.98, yielding a t-value of 16.784. Grammar and Syntax also saw growth, with the mean rising from 2.45 to 5.1, and the overall writing skills score improved from 8.12 to 20.6, with a t-value of 18.532.

Answering the Questions of the Study

Having verified all the hypotheses of the study, the researcher also tried to answer the study's questions; the present study attempted to answer the following main question:

What are writing skills need to be developed among first-year secondary students?

In order to answer this question, a critical reading skills checklist was written and submitted to seven jury members to determine its validity. The modifications suggested by the jury members were carried out. So, three critical reading skills were selected and mentioned in the checklist's final version, which was displayed before. Thus, the first question of the research was answered.

What is the suggested framework for using Listening Triangle strategy to develop writing skills?

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In order to answer this question, the suggested framework of listening triangle strategy approach for developing writing skills for first year secondary school students was prepared and displayed as mentioned on page (12).

What is the effectiveness of the Listening Triangle Strategy in developing writing skills for first-year secondary students?

The effectiveness of the Listening Triangle Strategy in developing writing skills for first-year secondary students is supported by statistical evidence. According to Table (2), the strategy shows a significant effect size of **0.86**, indicating a strong positive impact. Similar to Blake's findings on collaborative strategies (1.2, 1.3), the Listening Triangle Strategy enhances students' writing abilities by engaging them in interactive, role-based learning. This confirms the strategy's effectiveness in improving writing skills through active participation and reflection.

Discussion of the Results:

After the implementation, the scores of the study groups in the pre-posttest were analyzed and compared. The results indicated the following:

1. There was a statistically significant difference between the mean scores of the study participants on the pre- and post-test regarding the development of writing skills as a total score, in favor of the post-test scores.

2. There was a statistically significant difference between the mean scores of the study participants on the pre- and post-test of writing skills as a total score, in favor of the post-test.
3. The study findings highlighted the substantial improvement in first-year students' engagement levels when instructors employed the listening triangle strategy in the classroom, leading to enhanced interpersonal communication skills, which were crucial for information comprehension, organization, and retention.
4. This approach also promoted peer learning, encouraging active participation in discussions, task completion, and overall involvement in the learning process. In contrast, classrooms without this approach exhibited lower levels of interaction and motivation, underscoring the benefits of implementing the collaborative strategic reading method. These results were consistent with previous studies by Lisandy et al. (2019), Gede et al. (2020), and Koşar (2023).
5. The listening triangle strategy improved the quality and appropriateness of students' answers, allowed them to share their ideas cooperatively, and engaged them actively in classroom discussions. This was consistent with the findings of other related studies, such as Rahayu (2018).
6. The study findings can also benefit future researchers, especially those dealing with obstacles to writing skills

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or those eager to use the collaborative strategic reading approach to develop students' critical reading skills.

Conclusion

According to the results of this study, it was concluded that:

1. The listening triangle strategy positively affected the development of the students' writing skills.
2. Employing listening triangle strategy in an effective manner for enhancing writing of first year secondary school students.
3. Using listening triangle techniques helped first year secondary school students improve their writing skills.

Recommendations

Based on the significant results observed from the experimental group, it is strongly recommended that educators and curriculum developers incorporate the listening triangle strategy in teaching writing skills. This strategy has proven to be effective in improving key areas such as content development, organization and structure, and grammar and syntax.

For teachers, the strategy offers an innovative way to enhance students' listening and critical thinking, which directly impacts their writing abilities. By integrating this method in a blended learning environment, students actively listen, reflect, and engage in discussions that improve their writing performance. This aligns with research indicating that active

listening plays a crucial role in enhancing writing quality (Graham & Perin, 2007).

For curriculum developers, it is advisable to integrate the listening triangle strategy into writing modules. This would ensure students' consistent application of writing conventions and improve their ability to produce coherent, well-structured texts. Moreover, this strategy could be incorporated into formative assessments to better monitor students' progress.

Finally, researchers are encouraged to further explore the application of the listening triangle strategy in different writing contexts, student demographics, and proficiency levels. This would contribute to the growing body of research on effective strategies for writing skill development in the second language.

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