

# The Effect of Recursive Listening Activities on EFL Iraqi Pupils' Language Learning

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## ABSTRACT

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Teaching the English language proficiently today needs to cover more aspects than what is known. Recursive listening activities involve repeatedly listening to the same audio material with specific tasks or goals in mind during each iteration. This approach deepens comprehension, helps students notice linguistic features, and builds confidence in listening skills. This study aims to investigate how recursive listening activities improve pupils' ability to understand spoken English in various contexts; to investigate the effect of repeated listening on the retention and usage of new vocabulary among Iraqi EFL learners. The study hypothesizes that there is statistical significant difference among the mean score of Iraqi EFL pupils who participate in recursive listening activities will demonstrate better comprehension of spoken English in various contexts compared to those who do not engage in such activities, there is a statistical significant difference of Repeated listening vocabulary-focused on audio materials in higher retention and more effective usage of new vocabulary among Iraqi EFL learners and those who receive traditional method without repeated listening. The sample of the study consists of (60) pupils who have been selected from second grade at Umm Al-Mu'minin School for Girls in the center of Tikrit is selected during the academic year 2024-2025. The sample is divided randomly into two groups, experimental and control group, each group has 30 pupils. The two groups are equalized in their ages, the parents' educational attainment, and scores in the pretest. The data is collected from the results of the two posttests have been analyzed statistically by using a t-test for measuring the pupils comprehension. The results show that there is a statistically significant difference between the mean scores of the experimental group and the control group in the posttests which indicates that recursive listening activities are more effective than the prescribed method of teaching. Drawing from the study's findings and conclusions, suitable recommendations and suggestions for future research are provided.

**Keywords:** educational, equalized, listening

## CHAPTER ONE

## INFORMATION

### 1.0 Introductory Note

This chapter deals with the problem, aims, hypotheses, limits, value, procedures of the study, and definitions of basic terms used in the current study.

### 1.1 Statement of the problem and it's significance

The English language is considered the international language and its learning is very crucial and essential for effective communication between people all over the world. There are many challenges that affect language learning when teaching English as a foreign language (EFL) in Iraq. Traditional methods frequently fail to enhance students' language skill development, particularly in the area of receptive skills or listening skills. (Brown, 2007).

Listening plays an important role in language learning. As Guo and Wills (2006) state "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3). Emphasizing the importance of listening in language learning, Peterson (2001) states that "no other type of language input is easy to process as spoken language, received through listening through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills" (p. 87). Learners expose a lot of problems while practicing listening skill within the classroom and the most common problems are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting the next part while thinking about meaning, enabling to form a mental representation from words heard, failure to recognize the "signals", problems of interpretation, inability to concentrate because of the concern of not understanding the meaning and lack motivation to listen to the recorded texts(Goh, 1999).

In addition, According to Underwood (1989), there are some barriers to effective listening comprehension process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know then. Listeners may face an unfamiliar word which can stop then and think about the meaning of that word for a while and miss the next part of the speech. Fourth, listeners may lack contextual knowledge. Therefore, teachers should develop listening strategies and activities for language learning effectively. One of these activities is Recursive Listening Activities which play an important role in language learning; these activities help pupils to deepen comprehension, notice linguistic features, active engagement in listening activities and build confidence in listening skills. Subsequently, in recursive listening activities, teachers need to follow some procedures to help students to develop their language skills. They should focus on global understanding before moving to detailed or deep understanding, introduce a new vocabulary set in a natural context, encourage their students to predict, give them opinions critically and etc. When teaching listening, all our attention should be in improving students' listening skills in a way to boost up their language learning(Vandergrift,1997).

According to Kishore (as cited in Joseph, 2010), if a pupil cannot learn in the way in which he or she is taught, the teacher must teach that pupil in another way. However, since pupils with learning disabilities are seen as having normal intelligence, even teachers and parents anticipate that they would function well without any further support. Teachers have become more conscious of the need for this extra attention as learning disabilities have gained prominence in recent years. Still, most of them are unsure about what or how it should be delivered. Teachers of a second and foreign language must recognize and understand the distinct individual variations among their learners and understand students' needs to deliver instruction with optimal effectiveness. By employing recursive listening activities, pupils acquire a greater learning outcome. By identifying the pupils' learning styles and learner's needs, the teacher can tailor their teaching to match different personalities, styles, strategies, and comprehension needs. (Oxford, 2002).

Based on all the aforementioned reasons, this study aims to investigate how recursive listening activities improve pupils' ability to understand spoken English in various contexts and to investigate the impact of repeated listening on the retention and usage of new vocabulary among Iraqi EFL learners that this will help in shedding light on recursive listening activities and encourage students to improve comprehension, help them notice linguistic features and build confidence in listening skills.

## **1.2 Aims of the study**

The current study aims at:

1. To investigate how recursive listening activities improve pupils' ability to understand spoken English in various contexts.

2. To investigate the effect of repeated listening on the retention and usage of new vocabulary among Iraqi EFL learners.

### **1.3 Hypothesis of the study**

The study Is hypothesized that:

1. There is statistical significant difference among the mean score of Iraqi EFL pupils who participate in recursive listening activities will demonstrate better comprehension of spoken English in various contexts compared to those who do not engage in such activities.
2. There is a statistical significant difference of Repeated listening vocabulary-focused on audio materials in higher retention and more effective usage of new vocabulary among Iraqi EFL learners and those who receive traditional method without repeated listening.

## **Chapter Two**

### **Theoretical background and previous studies**

#### **2.0 Introductory Note**

This chapter is essentially divided into two sections. The first section is about the theoretical background of recursive listening activities, while the second section is about previous studies that are related to the current study.

#### **2.1 The concept of Recursive Listening Activities**

Listening is a fundamental skill in language learning that is the first skill that should be learned by the students. Purdy and Borishoff(1997)emphasized that listening is a dynamic and complex process, so, students need to listen to English recursively in order to improve their ability to understand the spoken language, interpret, organize meaning, receive and beside communicate, interact, learn a new vocabulary, attend, perceive, remember an information and retention in long term memory. As Chomsky (1957) referred to recursive as a powerful concept and said that recursive must be a fundamental, possibly innate, part of the language learning. Also, Kindt defined recursive listening as "listen to the same content but with a wider knowledge that helps to store information in short-term memory then process and organize it to link with the previous knowledge of the individual, so that the information can be transferred into long-term memory." (2004, p. 15). In simple terms, recursive means "repeating" a listening process. That is to say, listening to recorded text and then repeating what they hear to achieve the required goal and add new information to the previous knowledge to increase comprehension (Nunan, 1990).

Also, Morley (1972) affirms recursive listening integrated to language learning, so instructors create various activities and provide opportunities for their students to participate in recursive listening activities, With every listening there is a specific activity and purpose like discussing the main idea, writing the words they hear and try to define them or use them in sentences, repeating after the speaker in order to master pronunciation, reconstructing the new text from the original text, summarizing the idea during repeated listening and organizing it, focus on the speaker's feelings and attitude, predict the meaning of the content and expressing their opinions critically.

Vandergrift ( 1999) defined Recursive Listening activities as "a pedagogical approach in language education that emphasizes the iterative process of listening, reflecting and responding to audio materials. This method allows learners to engage deeply with spoken language, enhancing their comprehension and retention an information in memory." This approach deepens comprehension, helps students notice linguistic features and builds confidence in listening skills and reduces anxiety associated with language learning (Goh, 2000).

In addition, these activities have evolved from simple repetition drills to complex, reflective practices that improve language learning. Teachers encourage their students to engage with audio materials multiple times and listen to various accents help to foster deeper comprehension and critical thinking skills (Richard, 1990). As Nation(2001) said that repeated exposure to spoken language encourage students to encounter new vocabulary in context multiple times, which aids in retention and understanding. Thereby, recursive listening activities became more important over the decades, As Noam Chomsky (1965) mentioned that behaviourist theories of language learning emerged in the mid- 20 century that focus on mimicking native speakers and recursive. Recently, recursive listening became

recognized as a crucial part in learning process which helps learners to engage with recorded texts multiple times for deeper understanding and promoting active engagement.(Field, 2008). In recent period, recursive listening activities are employed effectively in language education supported by research indicating their effectiveness in improving listening skills, learn a new vocabulary and developing overall language proficiency.(Jim Scrivener, 2011).

According to Harmer (1998), one of the most important reasons for recursive listening to the spoken language is to allow students to listen to different varieties and accents of the language. For instance, recursive listening activities give them the opportunity to understand that English spoken by British people is different from that spoken by American people repeatedly. In other words, these activities enable learners to know that there are many different accents, such as British and American accents, even though the language is the same.

The second main reason is that teaching listening helps learners learn the language subconsciously. The English language has its special features, such as grammar and pronunciation. When students are practicing their recursive listening activities, they can automatically obtain and learn new information even if the teacher does not pay attention to these features. For instance, rhythm, intonation, and stress.(Muhammadi & Zare, 2015).

Gou and Wills (as cited in Shariyevna and Atxamovna, 2020, p. 445) stated that "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideas, and their sense of values." This denotes that listening skill plays a fundamental role in communication between people, their point of view, and their academic achievement. It also takes a huge part in language teaching programs such as speaking, writing, and reading.

### **Types of Recursive Listening Activities**

Recursive listening plays an Important role in language learning, so, it Is essential to learn in language classes. Although listening is the first language skill learned, It is considered as a "neglected" and "forgotten" language skill (Palmer. 2014). Additionally, it is still considered less Important than the other three linguistic abilities (speaking, reading, and writing). On the contrary, one sort of recursive listening ability, listening comprehension, is frequently regarded as the most complex language skill to master. However, students In the English education department are required to learn it as one of their language talents. Therefore, we can enhance listening comprehension by engaging students in different language learning activities, Including recursive listening activities. (Nunan, 1985)

students practice recursive listening through engaging in recursive listening activities within the classroom. subsequently, there are various types of Recursive listening activities that includes, listening to gist, listening for specific Information, listening for vocabulary, listening for pronunciation, listening for implicit meaning, listening for structure, predictive listening, Dictogloss and listening for critical thinking.

### **Listening to Gist**

It also known as listening for global or general understanding, is one among many types of recursive listening activities and is considered listening comprehension important skill often opposed to the competence of listening for specific information. In other words, it is not a mechanical process in which someone listens for each and every word. But rather involves listening selectively and processing the information in an oral passage at a holistic level with the listener establishing the topic, the purpose, the main points, or the overall message of that oral passage. (Sachs, 1967).

Wherefore, listening for gist distinguishes itself from other types of listening through its broad goal. Besides it does not have an interactive purpose because, when listening for gist, one is outside of the text and not expected to interact with it (Mendelsohn, 1994).

Moreover, listening for gist has a significant role in language learning, Educators can effectively teach this skill and enhance learners' overall listening comprehension by incorporating various activities, authentic materials and variety assessment methods. As Elliot & Wilson(2013) said when practicing recursive listening activities in the classroom which targets gist-level listening and is probably familiar to many students. It should be noted that many of these activities do not isolate the listening skill, since they may incorporate reading. Writing, and speaking abilities during engagement in these activities. Thus, while such activities may support recursive listening improvement, learners need to have learned other language skills if they are to participate in meaningful ways.

### **Listening for specific information**

It is a critical skill that can enhance material comprehension in various contexts and retention in short term memory then in long term memory through recursive listening. It refers to the ability to identify and understand particular details in spoken language. This might include numbers, names, dates, or specific instructions. This skill is essential in academic settings where students need to extract relevant information from lectures or discussions. (Spack, 1988).

This is more detailed listening and is often used when you need to answer comprehension questions. You first need to understand the information you are looking for in the recorded text. Consequently, students can improve their ability to capture essential details effectively by employing active listening techniques, taking notes, identifying keywords, and summarizing information. (Yagang, 1994)

In addition, these activities are good for training the students to hear everything and to identify individual words where students listen actively to find specific information. While listening to specific information, you should listen for synonyms and paraphrases to match the meaning of the text to the meaning of the questions. Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, students need to have some idea of what they are listening for before you listen and while you're listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea they are listening for could be expressed in the recording in a number of different ways. As you listen, you need to recognize when the information is about to be given, and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether information is stated or not. Finally, listening for specific information is particularly relevant to recursive listening activities. (Baker, 1971).

### **Listening for vocabulary**

Vocabulary plays a very crucial role in learning another language. In the past, vocabulary teaching has often been ignored in language programs but today there is a new interest in teaching and learning it through recursive listening activities. (Schmitt et al, 2011). a Knight (1994) believes that vocabulary is the single most important aspect of foreign language learning. Muscle (2006) states that vocabulary refers to the words we must know to communicate effectively by repeated listening. Vocabulary is the knowledge of words and word meanings. Read (2000) believes that words which are units of meaning larger structures such as sentences, paragraphs and texts are made from them. Sedita (2005) believes that it is because of importance of vocabulary knowledge that we can access our background knowledge, express our ideas and communicate and learn new concepts.

Moreover, Vocabulary is one of core components of listening instruction that are essential to successfully teach students how to listen. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension (National Listening Panel, 2000). "Vocabulary is the glue that holds stories, ideas and content together. Making comprehension accessible for pupils." (Rupley, Logan & Nichols, 1998/99). In addition, students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation of word knowledge with listening comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, listening comprehension will be affected (Chall & Jacobs, 2003). Helping learners to learn a wide range of vocabulary is a fundamental issue for improving their general language learning globally, and no less so in classes teaching English as a foreign language (EFL) in Iraq (Silver, Hu, & lino, 2002). So, there is a tremendous need for more vocabulary instruction through repeated listening at all grade levels by all teachers. Subsequently, The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their recursive listening vocabularies (Beck, McKeown & Kucan, 2002).

### **Listening for pronunciation**

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. Because when we have a good pronunciation method then the person who receives the information or who is talking to us will understand what we mean.

According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. In pronunciation, we can learn sound, stress, rhythm, intonation and the vocabulary of the words that we learn.

James (2010) said that the teaching pronunciation is really needed in learning English because pronunciation is something the is basic and vital skill, from pronunciation it can develop vocabulary and activities to sounds, emphasis, intonation from the mouth correctly so that communication between individuals can be understood by each other.

### **Listening for structure**

It is a critical skill that helps in understanding and retaining information in learner's memory while listening to lectures, presentations, or conversations. This type plays an important role in the organization and flow of ideas, which can enhance comprehension and recall that help them to improve your comprehension and retention of information in short and long term memory. For example, students listen to a lecture and break it down into key sections (e.g., introduction, main points, conclusion) that help them to understand the organization of ideas. When practicing recursive listening activities in the classroom, the teacher asks their students to listen to the tape in order to identify primary points the speaker is making. These are often introduced at the beginning of a segment or emphasized through repetition.(McKeown& Beck, 2011).

Also, they listen for examples, statistics, anecdotes, or explanations that reinforce the main idea. In addition, Signal words and phrases (e.g., "first," "however," "for example," "in conclusion") indicate transitions and relationships between ideas.(McCarthy& O'Dell, 2008). After that, through the recorded text presents events of the story in order to comprehend it and organize the ideas. The speaker explains reasons why something happened and the resulting effects and tells a problem that is followed by one or more solutions. (McTighe& Wiggins, 2005). The teacher encourages their students to participate In the recorded materials by asking questions, making predictions about what might come next, and mentally outlining the information as it is presented.(Brownell, 2012). After listening, the educator required by their pupils to summarize what they have heard by using their own words that assist to enhance the structure and clarify comprehension.(Duke& Pearson, 2002).

### **Listening for implicit meaning**

Lyons (1981) defines meaning as an idea or concepts which can be transferred from the mind of the hearer by embodying them as they were in the form of one language or another (136). Thus, the meaning is the ideas that can be transferred from the mind of the listener to realize the meaning that is appropriate in one form or another language.

While, Kridalaksana (1993) states that meaning is the intention of the speaker, the influence of language unit understanding human behavior, the relations of equivalence and in equivalence between languages, and how to use the language symbols (132). To sum up the definition of meaning, meaning is an idea and intention of the speaker that can be transferred and give some influences to others which relate human behavior and the relationship between languages.

According to Larson (1998), not all of the meaning which is being communicated state overtly in the forms of the source language text. In the process of understanding the implicit meaning, the responders sometimes have to try hard to get the proper interpretation by the imagery or interpretation. Responders need to know certain things like the reference, situation and context. Knowledge of context will help responders to get the right interpretation.

### **Predictive listening**

Predictive play an important role in language learning and use in all aspects of language skills learning, including listening teaching. The concept of prediction can be simply interpreted as prediction in advance. Prediction is essentially a strategy of using reasoning. The learner first. Browses the topics and clues related to the listening materials, and then uses the original knowledge to process the newly acquired information, and finally gets the knowledge related to the listening materials. Predictive strategies can help language learners prepare the background of the language materials they will hear and assist listening comprehension. Research shows that predictive strategies can be applied to pre listening or during listening (Underwood,1989).

## **Dictogloss**

Recursive listening is one of the most important language skills. Feyten (1991) claims that listening skills have been taught in isolation or they were sometimes combined with speaking tasks. However, the nature of real-life interaction and the limited time most learners have at their disposal are strong arguments in favour of the integration of the four skills and for different activities of language learning like teacher applied recursive listening activities in the classroom. So, the teacher links teaching listening skills with the Dictogloss approach, which offers a bridge between different language skills and promotes collaborative learning in the classroom. Jacobs and Small (2003) define Dictogloss as an integrated skills technique in learning a language in which students work. Together to recreate a text that is listened to by the tape with the focus on the aspects of writing, listening and speaking skills in their new versions.

## **Listening and summarizing**

A summary is a shortened version of a text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information. A good summary shows that you have understood the recorded text. (Tierney & Shanahan, 1991).

Summarizing is a kind of strategy through which students reprocess information and reproduce it in their own words (Jones, 2007) Jones (2007) further maintains that this skill increases learners' comprehension because it needs active reading and listening. A summary is always shorter than the original material and is based on the main ideas (LeBauer, 2000). According to O'Malley and Chamot (1995), note-taking is defined as writing down the essential words and notions in abbreviated verbal, graphic or numerical form, with the aim of facilitating the performance of a language task. Therefore, it can be claimed that summarizing is a useful method in teaching listening to language learners. To make the role of summarizing more obvious, Fajardo (1996) considered note-taking as a complex activity which combines reading and listening with selecting, summarizing. And writing. Meanwhile, Nwokoreze (1990, p. 42) believed. That "it is during the note-taking stage that students reach the highest level of comprehension".

## **Listening for critical thinking**

It is fundamental to language learning and is an active behavior that aims to evaluate what is being said and about analyzing opinion and making a judgement and involves some sort of problem solving or decision making. (Boyd, 2005). it refers to the act of listening for the purpose of evaluation, judgment and opinion. It entails the assessment of the strength and weaknesses, agreement approval, and disapproval of an argument or claim. The listener requires cognitive dexterity to analyze and relate spoken words to existing knowledge, while concurrently engaging with the speaker. (Murphy, 1989).

Senthamarai and Chandran (2016) propose that every learning process should train students to think critically. Similarly, according to the Partnership for Twenty-first Century, students must learn not only the art of listening but also the art of critical thinking. (Brown et al., 2017).

## **Stages of Recursive Listening Activities**

Recursive listening Is a highly-complex solving activities (Barnes, 1984) In which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. Brown & Lee (2015) emphasized that students need to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Karakas (2002) states that recursive listening activities try to prevent failure so that they can support the learner's interpretation of the text. Recursive listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities. Every stage includes various types of activity, aims and purpose.

### **Pre-listening activities**

At this stage, the teacher prepares the student for the listening activity by introducing a little necessary information about what they are going to hear. It is like a warm-up process to get the general idea. This stage involves two steps. The first one includes activating schemata to help them predict the content. The second step is about setting up the reasons to listen. This means that the pre-listening activity is done to activate the students' previous knowledge to help them understand the input they are going to listen to. It takes a short time (a few minutes) through many

strategies such as presenting pictures, asking short quizzes, and explaining highlighted words. This phase occurs before the listening activity. It is like a preparation for students to get the content and motivate them to participate. (Taguchi, 2005)

### **While listening activities**

After preparing and motivating learners during the pre-listening stage, learners at this stage hear the listening passage or input. The goal of the while-listening phase is to practice listening through several sets of activities given by the teacher. (Vandergrift, 2002)

It is considered the core of the listening activities that focuses on main listening and plays a significant role in listening lessons because it thinks all activities that learners ask to do it during the time of listening to the recorded passage (Win and Maung, 2019).

### **Post-listening Activities**

The post-listening stage was designed to check students' understanding of what they had heard (Peterson, 1991). Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension and clarify their understandings; this helps extend comprehension beyond the literal level to the interpretive and critical levels. Different comprehension questions can be assigned for students to discuss after listening. Students then swap information to complete recursive listening activities. If there are any questions that remain unanswered during the first or second listening, after the information swap activity, the whole class can listen to the tape again. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away (Karakas, 2002).

### **Vandergrift's model**

He is a prominent figure in the field of second language learning. He has significantly contributed to understanding how learners process spoken language and the strategies they use to enhance their listening skills. (Brieter, 1971). Where, Vandergrift (2004) views listening as an active, constructive process where learners interpret and make sense of spoken language. He argues against the notion of listening as a passive activity, emphasizing that effective listening requires engagement and interaction with the recorded materials.

Moreover, Vandergrift (2010) has played a significant role in advancing the understanding of recursive listening activities in language learning which involves repeated exposure to the same audio material. This approach allows learners to focus on different aspects of the language in each listening stage, facilitating deeper understanding and retention in short term memory then long term memory. Therefore, students listen to the same audio material repeatedly, learners can gradually improve their comprehension. Each listening lesson allows them to focus on different elements of the language, such as vocabulary, pronunciation, and predictive, leading to a build their confidence in listening skills and increase comprehension in the content.

In addition, Vandergrift underscores the importance of metacognitive strategies in listening. By engaging in recursive listening, learners can develop greater awareness of their listening processes, enabling them to plan, monitor, and evaluate their comprehension more effectively.

Also, recursive listening encourages learners to interact with the audio material actively. This interaction can involve note-taking, summarizing, discussing the general ideas, specific information and giving their opinions critically after each listening session, which reinforces learning and aids retention in memory.

Consequently, Vandergrift emphasizes the importance of scaffolding in language learning. He designed recursive listening activities to support learners progressively, starting with general understanding and moving towards more detailed analysis. This gradual increase in complexity helps learners develop their listening skills systematically.

Vandergrift (1999) originally introduced a recursive listening activities model consisting of three stages:

1. **Pre-listening:** This stage Involves activities that prepare learners for listening. It may Include activating prior knowledge, predictive, introducing key vocabulary, or discussing the topic to set the context.
2. **While listening:** In this stage, learners engage with the audio material. Activities may include taking notes, answering questions, or focusing on specific information.
3. **Post-listening:** This stage Involves activities that help learners think critically on what they heard. It may include discussions, summarizing, organizing the ideas or further analysis of the content.

### **Previous Studies**

This section contains previous studies that are relevant to the current study in one way or another. They are chronologically ordered from the earliest to the most recent, as follows.

#### **Brown (2007)**

This study was entitled "Enhancing Motivation through recursive Listening" aims to investigate the effect of recursive listening to enhance students' motivation. The sample of this study was 98 Japanese college students of English as a foreign language listened to five audio, rating their comprehension of each audio after Initial listening and again after a second listening. Self-reported comprehension was found to be significantly better after the second listening. Participants also reported that recursive listening was a useful learning practice. The tool is the questionnaire. The results Indicate that subjective comprehension for all five target videos improved with a second listening, and that the participants themselves regarded the second exposure as useful, both of which have motivational implications.

#### **Naila (2023)**

This study was entitled "The effects of the Recursive Listening method from teachers' perspectives of cycle one schools" aims to investigate the effects of the Recursive Listening method. The tool was designed and validated online questionnaires. The sample 121 teachers responded was used to collect data. In addition, the results indicated that most grade three and four students enjoyed the RR experience and were motivated and eager when applying the recursive listening method.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introductory Note**

This chapter is devoted to explain the practical procedures and the techniques, by which the aims of the current study are to be achieved, and its hypotheses are to be verified. In plain English, this chapter discusses the following:

1. Experimental design.
2. Population and the sample of the study.
3. Equalization between the control group and the experimental group.
4. Research instruments, Validating the test, ascertaining its reliability analyzing its items.
5. Statistical means used for analyzing the data and computing the results.

#### **3.1 Experimental Design**

There are many definitions and viewpoints of different scholars describing the experimental design such as Best and Khan (2006) said that experimental design is a systematic framework used by researchers to manipulate independent variables and observe the impact on the dependent variables drawing conclusions statistically about the relationship between the two variables.

Seltman (2012) describes designing an experiment as a delicate act of balancing competing priorities like statistical power, broad applicability, different types of validity, feasibility, and budget constraints. The experimental design includes two groups, both groups are pretested while one of them receives the experimental treatment and also both of them are post tested (Wallen & Fraennkel, 2001).

Experimental design is considered as a quantitative because of its dependence on statistical analysis, numerical data, and controlled conditions (Creswell, 2014). It is a design that manipulates the independent variables and observes the changes in the dependent variables on a randomly chosen sample (Perry & Nichols, 2015).

**Population and Sample of the study**

### **3.2.1 The population**

Polit and Hungler (1999:37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications.

Population of a research is defined as the people whom appeal to the interest of the researchers in generalizing the outcomes of the research. Population may be also defined as the total number of units (individuals, organizations, events, objects, or items) from which samples are selected for measurement (Kindy, et al, 2016).

Population refers to the entire set of individuals to which findings of the survey are to be extrapolated (Paul and Stanley, 2008).

A target population is a group of individuals with some common defining characteristics that the researcher can identify and study.

The population of the present study consists of (138 ) EFL Iraqi intermediate pupils of the second-year pupils in Tikrit, Salah Al-Din Governorate. The total number of second class pupils' population is (138).

### **3.2.2 The sample**

Best (1981, p.8) says that the sample has a small number of pupils selected for research and analysis. According to Arikunte (2006, p.109), the sample is a subset of the population that accurately reflects the population's primary features. Bluman (2007:798) defines sample as" a set of individuals who share the features of population." The sample of this study consists of (60) pupils who have been selected from second grade at Umm Al-Mu'minin School for Girls in the center of Tikrit. (30) pupils have been selected to be the experimental group, and (30) pupils have been selected to be the control group. Section (A) has been selected to be experimental group. Section (B) has been selected to be in the control group.

### **3.7.1 Validity**

Drost(2011)defined validity as "The extent to which a measure adequately represents the underlying construct that it is supposed to measure".

Validity is the extent to which an instrument measures what it purports to measure. Validity is the trying to explain the truth of research findings as explained by Zohrabi, (2013).

Validity is the extent to which deductions made from assessment results are suitable, useful and meaningful in terms of the objectives of the assessment (Gronlund, 1970:226).

Messick (1989:11) defines validity as an incorporated evaluative judgment of the degree to which experimental evidence and theoretical argument assist the adequacy and suitability of inferences and actions based on scores of the test.

Gronlund (1998) refers to validity as the extent to which inference made from assessing the results which are appropriate, meaning, and useful in terms of the purpose of the assessment. Validity is the extent to which the test measures what is intended to classified measure. It is the most important principle of language assessment. Final and absolute measure of validity cannot be recalled, rather some kinds of evidence can be used (Brown, 2004). Validity is defined as a measure of truth or falsity of the data obtained through using the research instrument. It is as internal and external validity of the measuring instrument (Burms & Grove 2001:226).

#### **3.7.1.1 Face Validity**

It is defined as the idea to which a test, at first glance, seems relevant and appropriate for its intended purpose, based on subjective judgments about the format, content, and questions. In other words, it is subjective judgment that test precisely reflects the thing tried to be measured (Bobko, 2001). Bayens & Roberson (2010) state that to

determine face validity the researcher depends on the personal judgment rather than empirical grounds, the question of what extent does the test strike a balance between individual perspectives and a common conceptual framework should be answered.

Caldwell (2008) clarifies that a test has face validity if it measures what is supposed to be measured. Hence, to achieve the face validity of the test, and find out whether its items are suitable to assess the pupils' aptitude in teaching English, the post test presented to a jury member of specialists in Methods of Teaching EFL and linguistics. The jury members agree that the post test questions are appropriate for pupils, with the exception of minor changes and notices that are taken into account.

### **3.7.1.2 Content Validity**

Hughes (1995) says that a test is thought to have content validity if its content constitutes a representative sample of the language skill and structures. With which the test is intended to be concerned, the test will have content validity, and each item will comprise a good sample of the significant structure. While Pennington (2003) states that content validity refers to the level to which a measure represents all sides of a given concept. Best & Kahn (2006) refer to content validity as the degree to which the items of the test actually measure or they are specifically concerned with the attribute for which the test is designed and used. The content should contain the issues, the actual formulation, the item design in general and the expected skills that suppose a pupil to master. Content validity is a process that evaluates the degree to which the test content aligns with the intended curriculum domain and adequately represents the expected learning outcomes. Putting careful plan of test construction can help in achieving content validity. These plans take many forms, one of them is Bloom's taxonomy which is popular in education field and based on educational objectives (Domino & Domino, 2006).

### **3.7.2 Reliability**

Joep(2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. If the results of the study can be produced under a similar methodology, then the research instrument is considered to be reliable.

A test is seen as being reliable when it can be used by a number of different researchers under stable conditions, with consistent results and the results not varying. Reliability reflects consistency and replicability over time. Furthermore, reliability is seen as the degree to which a test is free from measurement errors. Since the more measurement errors occur the less reliable the test (Fraenkel & Wallen, 2003). In the same way, Maree and Fraser (2004) ask how far the same test would produce the same results if it was administered to the same students under the same conditions. This helps the researcher and educator to make comparisons that are reliable. The more errors found in an assessment the greater its unreliability, and vice versa.

According to Drost (2011), reliability is "the extent to which measurements are repeatable when different people perform the measurement on different occasions, under different conditions, supposedly with alternative instruments which measure the construct or skill". It can also be defined as the degree to which the measure of a construct is consistent or dependable.

Reliability has been defined as stability of measurement over a variety of conditions in which the results should be obtained. It is basically the repeatability or replication of research findings. When a study is conducted by a researcher under some conditions and then the same study is done again for the second time and yields the same results then the data is said to be reliable.(Nunnally, 1978).

Reliability is the degree of consistency with which the instrument measures an attribute (Polit & Hungler 1999:255). It further refers to the extent to which independent administration of the same instrument yields the same results under comparable conditions (De Vos 1998:85). The less variation the instrument produces in repeated measurements of an attribute the higher the reliability. There is also a relationship between reliability and validity. An instrument which is not valid cannot possibly be reliable (Polit & Hungler 1999:250).

In addition, reliability of the posttest is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981, p.860). One of the necessary characteristics of a good test is reliability.

Alderson (1995, p.294) states that "reliability is the extent to which test scores are consistent". Reliability is explained by Ravitch (2007, p.70). The Alpha-Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be 0.83, which is considered acceptable.

## **Chapter four**

### **4.0 Introductory Note**

To achieve the study's aims and verify the hypotheses, the test results are assessed to determine the extent to which Intermediate pupils' achievements are recognized. Therefore, this chapter is devoted to statistical analysis of the gathered information and discussion of the results to validate the hypotheses.

### **4.2 Date analysis and results**

#### **4.2.1 Results related to the first hypothesis**

The comparison between the Mean Scores of the Experimental Group and that of the Control Group in the First Posttest has been achieved.

To find out if there is any statistically significant difference between the mean scores of the experimental group and those of the control group in the first posttest. Statistics show that the mean score of the experimental groups is (68.03) and that of the control group is (46.23). By using the t-test formula for two independent samples, the calculated t-value is found to be (7.362), while the tabulated t-value is found to be (2.00) at the degree of freedom 58 and level of significance (0.05). This means indicates that there is a statistically significant difference between the achievement of the two groups which are in favour of the experimental group.

Thus, the first hypothesis which states that there is no statistically significant difference between the mean scores of the experimental group and that of the control group in the first posttest, is rejected.

#### **4.2.2 Results related to the second hypothesis**

The comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Second Posttest.

To find out if there is any statistically significant difference between the mean scores of the experimental group and those of the control group in the second posttest, statistics show that the mean score of the experimental groups is (79.26) and that of the control group is (54.16). By using the t-test formula for two independent samples, the calculated t-value is found to be (9.121), while the tabulated t-value is found to be (2.00) at the degree of freedom of (58) and the level of significance of (0.05). This means indicates that there is a statistically significant difference between the achievement of the two groups and in favor of the experimental group.

Thus, the second hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group and those of the control group in the posttest, is rejected.

#### **4.2.3 Results related to the third hypothesis**

The comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Third Posttest

To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the third posttest, statistics show that the mean scores of the experimental groups are (84.70) and that of the control group is (60.00). By using the t-test formula for two independent samples, the calculated t-value is found to be (8.014), while the tabulated t-value is found to be (2.00) at the degree of freedom of 58 and the level of significance of (0.05). This means indicates that there is a statistically significant difference between the achievement of the two groups and in favor of the experimental group.

Thus, the third hypothesis, which states that there is no significant difference between the mean scores of the experimental group and those of the control group in the posttest, is rejected.

#### **4.2.4 Results related to the forth hypothesis**

The comparison among Experimental Groups Mean Scores in the Three Achievement Posttests.

A one-way ANOVA is also used to determine whether or not there are any statistically significant differences between the mean scores of the three posttests.

#### 4.3 Discussion of Results

The goal of the current study is investigating how recursive listening activities improve pupils' ability to understand spoken English in various contexts. Also, investigating the effect of repeated listening on the retention and usage of new vocabulary among Iraqi EFL learners.

The results indicate that the English language learning of the experimental group, who is taught by using recursive listening activities, is higher and better than the control group, who is taught by using the traditional methods. The analysis results of previous studies show that recursive listening activities have a positive effect on the learning of learners.

The following factors can be related to the significant differences in pupils' English language learning while teaching English using recursive listening activities:

1. Pupils' comprehension in the experimental group who have been exposed to recursive listening activities get better scores than the control group who have been taught by using the traditional method in the post-test.
2. Recursive listening activities assist pupils learn the contents of the unit after they have achieved it.
3. The diverse educational content created through the utilization of technological tools revolves around engaging in and sharing ideas within problem-solving activities.
4. Recursive listening activities emphasize the critical thinking of the pupil.
5. Pupils can exchange their thoughts and gain advantages from one another while learning new vocabulary and concepts, diverging from the conventional methods of enhancing listening skills.
6. The teacher offers pupils the opportunity to openly articulate their thoughts without reservation, fostering an enhanced rapport between pupils and the teacher.
7. Incorporating the recursive listening activities into the teaching-learning process motivates pupils to become more engaged, monitor their progress, and active engagement in self-evaluation of their learning.
8. Within the recursive listening activities, pupils have the opportunity to incorporate their personal opinions, emotions, and prior knowledge to construct meanings from the recorded text.
9. Pupils learn new vocabulary, analyze and interpret their meaning. This will deepen the pupils skill and ability to access meanings and link between vocabulary.
10. Recursive listening makes the pupils able to keep the new words in their long and short term memory.
11. Collaborative learning will stimulate pupils to work in pairs groups with their friends and check information.
12. The use of non-linguistic forms such as diagrams and pictures raise pupils comprehension.
13. Language is not only an important thinking tool, in the context of the current study, language has become both a means and a result. Language is the means that pupils have used to think, understand, communicate and express themselves to each other and to the teacher during their journey of learning through recursive listening activities.
15. All the findings of the present study demonstrate the positive effect of Recursive listening activities on the EFL Iraqi pupils listening skills improvement.
16. The results indicate that pupils in the experimental group have found the course to be more useful for their goals, and understand its relatedness to their life more than the pupils in the control group.

Based on the test results for intermediate pupils, it is observed that language learning is influenced by recursive listening activities in the experimental group. This is evident from the calculated t-value, which is higher than the tabulated t-value. Because the experimental group is exposed to modern technology tools that have an important effect on improving the pupils' listening such as: colorful paper, mobiles, audio, videos, and laptop they have helped pupils to improve their ability in listening skills.

The recursive listening activities empower pupils to comprehend, analyze, remember, and generate new ideas. Through these strategies, pupils learn the ability to listen to understand recorded materials, analyze their various components, and subsequently store these information in their long-term memory.

**CHAPTER**

**FIVE**

**Conclusion**

**5.0 Introductory Note**

This chapter consists of the main conclusions stated in terms of the obtained results, in the light of the theoretical and practical chapters, it comes up with the following:

**5.1 Conclusions**

In the light of the results of the present study, the following points have been concluded:

1. Recursive listening activities prove advantageous, suitable, and successful in improving language skills.
2. The participants in the experimental group of this study, who engaged with recursive listening activities, demonstrated elevated levels of interest, interactivity, and motivation.
3. Utilizing recursive listening activities in the classroom proves valuable for enhancing social interaction among pupils as it enables them to freely share information, engage in listening comprehension activities, learn a new vocabulary through repeated listening and use it in various contexts.
4. Engaging in recursive listening activities broadens pupils' comprehension, notice linguistic features and build their confidence in listening skill.
5. The research findings suggest that instructing through recursive listening activities represent advantageous pedagogical approach for enhancing pupils learning. This method fosters a more dynamic and engaging learning environment, leading to notable improvements in the pupils overall understanding, as evidenced by the substantial differences observed in listening through the post-tests conducted after the experiment.
6. Integrating recursive listening activities into the curriculum enhances pupils' confidence in expressing their opinions critically about the recorded texts and sparks increased interest in actively listening to others' interpretations.
7. Incorporating recursive listening activities into the teaching approach offers pupils chances to contemplate concepts and identify connections to real-life issues.
8. Employing various tools such as videos, graphic organizers, and pictures to elucidate the meaning of the text enhances pupils' curiosity and eagerness to broaden their knowledge, thereby increasing their interest and attention.
9. Establishing a dynamic and interactive classroom environment encourages pupils to actively engage in the educational process through communicative, creative, interactive, and competitive.
10. The positive environment is considered another factor which help to create successful lessons. Recursive listening activities can prepare an appropriate atmosphere in which pupils be more interactive and cooperative than pupils in the control group.

The research findings suggest that pupils in the experimental group outperform their counterparts in the control group, indicating a positive response to these activities. The mean score for the experimental group in the pre-test is (54.16) with a standard deviation of (10.36), while in the post-tests, the mean score rises to (79.26) with a standard deviation of (10.94). Recursive listening activities prove to be efficacious in fostering pupils' comprehension in the learning process and instilling motivation through the incorporation of technology tools like laptops, mobile devices, and smart boards.

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