

INFLUENCE OF READING WHILE LISTENING (RWL) IN IMPROVING LISTENING COMPREHENSION AND VOCABULARY RETENTION AMONG GRADE 10 STUDENTS

Princess T. Calma¹, Camille R. Malang², Mitch Justine D. Martin³,
Simon Sui C. Emit⁴, Julie R. Cabilangan⁵, Ain Kyell M. Gonzales⁶,
Jenica Mae F. Cayanan⁷

¹ Bataan Peninsula State University, Balanga City, Bataan

ABSTRACT

Language learning has significant key variables that effectively aids the students to learn easier. According to Nation (2013), gaining or learning vocabulary through listening is a meaning-focused input that helps the learners to create reasonable comprehension and success creating meaning from context. In addition, students have a difficult time understanding language due to low level of listening comprehension. When language learners listen to a language, multiple challenges come up. Language learning has significant key variables that effectively aids the students to learn easier. According to Nation (2013), gaining or learning vocabulary through listening is a meaning-focused input that helps the learners to create reasonable comprehension and success creating meaning from context. In addition, students have a difficult time understanding language due to low level of listening comprehension. When language learners listen to a language, multiple challenges come up. With this the researchers suggested the Reading while Listening approach in order to improve the students listening comprehension and vocabulary retention. This study used the quantitative method of research among the Grade 10 students enrolled in Pagalanggang National High School. Under the quantitative research, the proponents of this study employed experimental research design since the researcher will measure how reading while listening can influence the improvement of listening comprehension and vocabulary retention of students.

In this case, the proponents of this study utilized researchers-made instrument wherein the researcher designed six (6) sets of semi-detailed lesson plan. All lesson plans were all based on K-12 English Curriculum. Also, pretest and posttest were constructed by the Researchers aligned with the semi-detailed lesson plan. Two groups from Grade 10 students' results were compared: (1) using the Reading while Listening approach, and the other (2) using the Traditional Approach where the teacher will be the one who reads in front of the class. In the posttest, the experimental group showed significant improvement with a higher average score of 22.56. As a result, RWL has a significant impact on the performance of the students in terms of

Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary Retention among Grade 10 Students

listening comprehension. The Mean Percentage Score of the experimental group jumped from 40.33 to 75.2, unlike the control group's MPS from 42.77 to 62.67, which obviously shows the gap between the two. Thus, the vocabulary retention skills of respondents in the experimental group showed a higher result and performance.

Keywords: Reading while Listening, Listening Comprehension, Vocabulary

INTRODUCTION

In Bataan, a study was conducted in which situational speaking difficulties of English were cited for the second language learners. Within this, students in the Polytechnic University of the Philippines were found to find it difficult to communicate due to lack of linguistic competence (listening comprehension, vocabulary) and psychosocial fears. This is also affected by their experiences in difficulties of comprehending, resulting in struggles in speaking and problematic verbal expressions (Separa, et al., 2020). In spite of the fact that students have been exposed to various techniques and methods at improving listening comprehension and vocabulary retention, some methods have failed to observe. Reading a text while simultaneously listening to an audio recording of the same text often referred to as reading while listening (RWL) is proposed to practice listening comprehension and vocabulary retention. With this, the purpose of the study is to examine the influence of Reading-while-Listening strategy on the listening comprehension and vocabulary retention skills of the Grade 10 students of Pagalanggang National High School in Dinalupihan, Bataan. The general problem of this study is: What is the influence of Reading while Listening strategy on the listening comprehension and vocabulary retention skills of Grade 10 students? Specifically, the study seeks to answer the following question:

1. What are the pre-test scores in terms of: 1.1. Listening Comprehension test; and

1.2. Vocabulary test? 2. What are the posttest scores of the experimental group after being exposed in the classroom teaching using RWL strategy in terms of; 2.1. Listening Comprehension test; and 2.2. Vocabulary test? 3. Is there a significant difference on the posttest scores of the control group and experimental groups?

The researchers will utilize quantitative research anchored with true experimental research design. Quantitative research can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations (Fleetwood, 2020). On the other hand, experimental research design is a method of study used to look into how independent and dependent variables interact and present a cause-and-effect relationship (Saigo, 2022). This study will only cover the influence of reading-while-listening in improving listening comprehension and vocabulary retention among Grade 10 students of Pagalanggang National High School. A total of 60 grade 10 students from Pagalanggang National High School serves as proponents of this study. The respondents will be chosen randomly in both control and experimental groups.

METHODOLOGY

This study used the quantitative method of research. Under the quantitative

Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary Retention among Grade 10 Students

research, the proponents of this study employed experimental research design since the researcher will measure how reading while listening can influence the improvement of listening comprehension and vocabulary retention of students. The Grade 10 students who are currently enrolled in Pagalanggang National High School serves as the subject of this study. In selecting a sample, Researchers utilized probability sampling specifically Simple Random Sampling. Each sample has the same probability as other samples to be selected to serve as a representation of an entire population. Out of 260 Grade 10 students of Pagalanggang National Highschool the Researcher randomly selected 30 students for experimental group and 30 students for control group with the total of 60 students. The experimental group received the program of Reading while listening of a literary piece. On the other hand, the control group used traditional teaching wherein they just have to listen on the literary piece without reading it by their own.

In this case, the proponents of this study utilized researchers-made instrument wherein the researcher designed six (6) sets of semi-detailed lesson plan. All lesson plans were all based on K-12 English Curriculum. Also, pretest and posttest were constructed by the Researchers align with the semi-detailed lesson plan. it has undergone expert validation process with a DepEd Teacher and Master Teachers of the Academe in Bataan Peninsula State University — Balanga Campus before finalizing the instrument and before conducting any data gathering process. The data gathered was coded, encoded, and statistically analyzed using statistical software called IBM-SPSS Statistics. All the scores were tabulated in Microsoft excel. The data had been analyze using various statistical tools such as weighted mean, standard deviation, Tvalue, Pvalue and ANOVA.

1. Results and Discussion

This Chapter consists of the presentation, interpretation, and analysis of data. This also consists of different tables showing appropriateness and validity of the developed self-learning module in Horticultural production.

1.1 Pretest scores in terms of;

1.1.1 *Listening Comprehension test;* *and*

Groups	Lowest Score	Highest Score	Average	MPS	Descriptive
Control	7	16	11.60	38.67	Did not Meet Expectation
Experimental	4	15	10.77	35.90	Did not Meet Expectation

The pretest of the control group between 7 and 16, with an average score of 11.60. Furthermore, the control group's Mean Percentage Score (MPS) was 38.67. Unfortunately, the performance of the control group did not meet the expectations set, as indicated in the descriptive evaluation. In comparison, the experimental group had pre-test scores that varied between 4 and 15, resulting in an average score of 10.77. The experimental group's MPS was slightly lower at 35.90. Similar to the control group, the experimental group also did not meet the expected performance level according to the descriptive evaluation. Based on the data above, the respondents in both the control and experimental have problems to their listening comprehension. The scores from the pretest have shown that there is a low Mean Percentage Score (MPS), and therefore, there is a need for intervention.

According to the case study of Tran T.Q (2020) about Insights into Listening Comprehension problem, students pointed out English listening comprehension problems relating to

Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary Retention among Grade 10 Students

perception, parsing, and utilization. In particular, the students encountered phonological and lexical problems (i.e. high speech rates and challenging vocabulary), semantic and syntactic problems (i.e. long utterances), and discursal problems (i.e. implied meaning, unfamiliar topics, and organization of ideas).

1.1.2 Vocabulary test ?

Groups	Lowest Score	Highest Score	Average	MPS	Descriptive
Control	9	23	12.83	42.77	Did not Meet Expectation
Experimental	5	18	12.10	40.33	Did not Meet Expectation

In terms of vocabulary level of the

Groups	Mean Score	t-val	p-val	Decision	Remarks
Control	18.60	7.771	<0.001	Do not reject	Significant
Experimental	23.53			H_0	

students, the data above shows that the experimental group has a lower Mean Percentage Score (MPS) than the control group. Therefore, a problem in vocabulary retention is visible from the pretest scores.

According to Richard J. (2015) vocabulary plays a vital role in making the transition from an intermediate to a more advanced level of language proficiency, but many learners appear to have reached a learning plateau in relation to vocabulary. This may be seen in the overuse of lower-level vocabular and failure to acquire more advance-level vocabulary, as well as limited awareness of collocational usage.

1.1 Posttest scores of experimental group in terms of ;

1.1.1 Listening Comprehension test; and

The table presents the posttest scores of experimental groups in the listening comprehension test. The experimental group showed improved performance. The post-test scores for this group ranged from 18 to 27,

with an average score of 23.53. The MPS for the experimental group was significantly higher, standing at 78.43. As a result, the performance of the experimental group was assessed as "Fairly Satisfactory", indicating an improvement from the pre-test phase

According to Becker (2015), using audio media-based activities being performed during the learning phase of the study, students developed strategies for preparing themselves to hear authentic language, activating schemata to understand the language they hear, and applying that newfound knowledge

1.1.1 Vocabulary test?

The table shows the posttest scores of the experimental group in the vocabulary test. The

Group	Lowest Score	Highest Score	Average	MPS	Descriptive
Experimental	19	28	22.56	75.2	Fairly Satisfactory

experimental group demonstrated considerable progress. Their post-test scores varied from 19 to 28, resulting in a higher average score of 22.56. The experimental group's MPS was significantly higher at 75.2. Consequently, the performance of the experimental group was rated as "Fairly Satisfactory", showing a notable improvement from the pre-test evaluation.

Webb and Chang (2015) provided more support for reading- while-listening In Webb and Chang's (2012) study, Taiwanese secondary EFL students engaged in either reading-only or reading-while-listening (at least two times) of 28 short texts over two seven-week periods. Their

Groups	Lowest Score	Highest Score	Average	MPS	Descriptive
Experimental	18	27	23.53	78.43	Fairly Satisfactory

learning of 100 target words was measured in posttests on form and

Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary Retention among Grade 10 Students

meaning recognition one week after their reading. The results indicated that the participants in both groups recognized more target words after the reading treatments. Reading-while- listening proved more effective for learning vocabulary than reading-only.

1.2 Influence of RWL Strategy to the respondents

1.2.1 Comparison between control and experimental group Posttest Scores in terms of Listening Comprehension

Groups	Mean Score	t-val	p-val	Decision	Remarks
Control	18.80	6.096	<0.001	Do not reject H_0	Significant
Experimental	22.56				

The table presents the comparison between the scores of the two groups during the posttest for the listening comprehension test. There is a statistically significant difference between the mean scores of the experimental and control groups ($t=7.771$, $p<0.001$). Data would show that the posttest scores of the experimental group were significantly higher than the scores of the control group. Based on the previous data, the pretest scores showed that control group has a higher level of listening comprehension, compared to the experimental. However, after the intervention done to the experimental group, their performance showed even a higher result based on the posttest scores. Therefore, seeing the Reading while Listening strategy as a factor, it has a high influence on the performance of the students in the experimental group.

According to Weitzman C. (2022) people of all ages can develop higher-level language skills if you listen to stories while reading it simultaneously. It is even helpful for people who struggle with decoding

3.3.1 Comparison between control and experimental group Posttest Scores in terms of Listening Comprehension

Comparing the pretest scores and posttest score, the vocabulary retention

skills of respondents in the experimental group showed a higher result and performance. The Mean Percentage Score of the experimental group jumped from 40.33 to 75.2, unlike the control group's MPS from 42.77 to 62.67, which obviously shows the gap between the two.

Valentini A. et. al (2018) states that a students' vocabulary grows as they read and listen to stories. Studies on the learning of single words show that when both the oral and written versions of a word are presented, retention is more likely to occur than when only the written form is only provided.

CONCLUSIONS AND RECOMMENDATIONS

In spite of the fact that students have been exposed to variety techniques and method at improving listening comprehension and vocabulary retention, some methods have been failed to observe. Reading a text while simultaneously listening to an audio recording of the same text often referred to as reading while listening (RWL) can be a strategy to practice listening comprehension and vocabulary retention

Based on the given result, the skills of the students in the experimental group indicate a positive outcome. With this in mind, the RwL is an effective strategy for developing students' listening comprehension along with vocabulary retention.

In the vocabulary retention skills of the students are seemingly higher than their pretest. In line with this, the students are able to recognize the unfamiliar words that showed a significant result within the posttest.

Influence of Reading While Listening (RWL) in Improving Listening Comprehension and Vocabulary Retention among Grade 10 Students

Researchers also concluded that there is a significant difference on both listening comprehension test and vocabulary test between the scores of both the control and experimental group. Thus, the alternative hypothesis is accepted.

Implementation of the Reading while Listening (RwL) approach in the classroom to improve vocabulary retention and listening comprehension. Additional research into RwL's efficacy with students' levels of proficiency is possible, as well as its long-term impact on language development.

It is also suggested that to develop targeted intervention programs since the pretest assessment found that the experimental and control group required intervention in both listening comprehension and vocabulary retention. Introduce students to various accents, speech patterns, and concepts by including regular listening activities in the classroom, such as audio recordings, podcasts, or multimedia resources.

Furthermore, the researchers recommend to continue employing this strategy considering the significant improvement in the post-test scores of the experimental group and their successful responses to the repeated questionnaire. Repeated questions can improve understanding and solidify information, improving performance on listening skills tests. Make a list of inquiries concerning the knowledge or abilities being taught. The inquiries should target the particular areas of focus and be in line with the learning objectives.

REFERENCES

- [1] Tran T.Q., (2020)., Insights into Listening Comprehension problem., Retrieved June 23, 2023 from <https://files.eric.ed.gov>
- [2] Richard J., (2015). When Learners have a limited Vocabulary Range. Cambridge. Retrieved June 23, 2023 from <https://www.cambridge.org>
- [3] Webb S, Chang AC (2012) Vocabulary learning through assisted and unassisted repeated reading. Canadian Modern Language Review 68(3): 267–90. Retrieved June 23, 2023 from <https://scholar.google.com>
- [4] Webb S, Chang AC (2015) Second language vocabulary learning through extensive reading with audio support: how do frequency and distribution of occurrence affect learning?
- [5] Language Teaching Research 19(6): 667–86 Retrieved June 23, 2023 from <https://journals.sagepub.com>
- [6] Weitzman C., (2022) The benefits of reading and listening at the same time. Retrieved June 23, 2023 from <https://speechify.com>
- [7] Fleetwood, D. (2020). Quantitative Research: What It Is, Tips & Examples. QuestionPro. Retrieved May 6, 2023 from <https://www.questionpro.com/blog/quantitative-research/>
- [8] Saigo, H. (2022). What is Experimental Research Design?. Study.com. Retrieved May 6, 2023 from <https://study.com/learn/lesson/experimental-research-design-study.html>
- [9] Separa, L. a. C., Generales, L. J., & Medina, R. J. S. (2020). SITUATIONAL SPEAKING DIFFICULTIES OF ENGLISH AS SECOND LANGUAGE LEARNERS IN THE PHILIPPINES. Jati, 25(1), 144–167.

Influence of Reading While Listening (RWL) in Improving Listening Comprehension
and Vocabulary Retention among Grade 10 Students

<https://doi.org/10.22452/jati.vol25no1.8>

- [10] Valentini A., Ricketts J., P.R., et. al., (2018). Listening while reading promotes word learning from stories. Retrieved June 23, 2023 from <https://pdf.sciencedirectassets.com>

