



A STUDY ON THE RELATIONSHIP BETWEEN STUDENTS' LISTENING SKILLS AND ACADEMIC ACHIEVEMENTS: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The intent of this systematically reviewed literature was to assess the connection between students' listening skills and their academic achievements. The researcher gathered previously conducted articles from Scopus data base. He examined papers that were released in the years from 2000-2022. To guide the review, the researcher performed six actions; systematic literature review using PRISMA method (Mihret, G. et al., 2024). Among 39 scrutinized articles, the researcher retained 12 articles. The researcher used key words: academic achievement, skill, academic performance, listening skill, listening comprehension and academic achievements to run his study. The retrieval date for articles was 16 of May 2024. The publication stage that the researcher used was final articles not article in press and the document type was articles which were published in English language. Predominantly, the subject areas he used were Social Sciences, Psychology and Arts and Humanities. The findings seem to suggest students learn instructions more successfully when they are quiet, concentrated, and not twitching. As a result, teachers may not need to repeat instructions as often. This means, students' listening skill and their academic achievements have direct or positive relationships. Future research on the area indicated that when learners are eager and keen on listening, they will achieve their educational goals easily.

1. INTRODUCTION

Students' academic success is directly correlated with their listening comprehension. In light of this, the targeted sixth and eighth grade pupils have subpar listening skills that impede their ability to succeed academically. Personal documentation that show discipline referrals to the administration and teacher observations of pupils disobeying written and oral instructions are indications that the issue exists. More precisely, these noticed behaviors occur in labs where particular instructions must be followed, during homework assignments that are turned in incomplete or erroneous, and during cooperative learning activities that take place in the classroom.

This literature's goal was delineating the association between pupils' academic success and the skill of listening comprehension. Teacher assessments that showed poor academic performance, anecdotal notes from teacher observations that described poor listening practices, learners, parent, and educators surveys, learner journals, teacher checklists, student work samples, and grade reports that showed a gap between performance and ability were all evidence of their correlation issues. The failure to use listening as an effective learning tool, insufficient exposure to formal listening instruction, difficulty focusing on and differentiating between essential and nonessential auditory input,

and a lack of knowledge about the intricate processes involved in effective listening were among the likely causes. Weak concept imagery, a lack of internal desire, and a lack of the necessary social and physical abilities were other culprits.

One of the most important abilities for learning in an academic setting is listening. Concentrating and listening comprehension can be enhanced by using the right listening techniques. They could score better on the listening test if they examined the cognitive process during the listening activity from the standpoint of metacognitive awareness. That is being said, and when learning English as a second language or as a foreign language, listening is the skill that is least practiced and sometimes overlooked. In order to improve students' proficiency, it is necessary to tackle inattention and do research on listening techniques (Anneliza et al., 2020).

Age is just one of many factors that may have an impact on the intricate process of developing listening comprehension in a foreign language. It is also linked to the advancement of other language skills. The relationship between students' academic progress and their listening comprehension is examined by the students in this study. While age is widely acknowledged as a critical component in language learning, there is a paucity of



research demonstrating the connection between age and adult learners' achievement in listening comprehension in a foreign language (Stankova et al., 2022).

The pupils' academic progress was measured using the grades from the courses using English as the medium of instruction. The findings demonstrated a strong and positive relationship between learners' self-perceptions of the four competencies and their subjective or objective assessments of their vocabulary knowledge. Furthermore, it was discovered that the largest correlation between language proficiency and academic success was self-perception, trailed by language proficiency. It's noteworthy to see that vocabulary knowledge provided the most unique explanation for the students' academic success. Even though it was projected as an additional value to the model of academic achievement, vocabulary knowledge explained a larger portion of the contribution from students' perceptions of their own second language usage (Masrai et al., 2022).

2. OBJECTIVE

Conduct a thorough assessment of the literature about the connections between the students' listening skills and their academic achievements.

3. RESEARCH QUESTION

How does students' listening skill relate to their academic achievement?

4. SYSTEMATIC LITERATURE REVIEW

The research focused to determine the academic buoyancy of the Iraqi students studying English as a foreign language in terms of their reading and listening skills, as well as the distinctions between the two. The following is demonstrated by the variations between each scale's five predictors: In reading, kids exhibit high levels of academic performance and low levels of control; conversely, in listening, they have high levels of relationship buoyancy with their teachers and low levels of anxiety. Thus, it is possible to draw the conclusion that in order for the kids to become more buoyant readers and listeners, they require new reading and listening practices (Robertson, 2020).

The lexical quality hypothesis was supported by latent profile analyses done independently for English language learning and English as a first languages, which revealed the formation of two profiles: Insufficient language skills (linguistic perceptions and, to a lesser extent, auditory understanding) and word-reading abilities (phonologically related understanding and an orthographic thinking) were linked to a low comprehension profile. Great auditory and an orthographic analyzing skills, paired with strong conceptual and listening comprehension skills, all lead to high sensing comprehension. A good listening profile is associated via standard or above-average results on each of the skills. For both the English language learning and the English as a first language groups, the good and poor comprehension

qualities were comparatively similar. On the other hand, low comprehension had trouble with these same constituent abilities. (Connor & Geva, 2018).

Impaired phonological processing is linked to dyslexia and is connected to left temporal lobe activities. Dichotic listening is a commonly used activity to evaluate left temporal lobe functions. In the dichotomy listening exercise, a right ear advantage represents the left hemisphere's greater ability to comprehend the right ear signal, which is explained by the preponderance of contralateral neural networks. However, the results of earlier research utilizing dichotic listening in dyslexia are inconsistent and may indicate the severity of the condition (Helland et al., 2008).

The constructive listening gives students a tool for processing difficult new information and developing emotional literacy by helping them to examine their own experiences, feelings, and knowledge. It can be used in teaching settings and in discussions regarding race. These methods can assist students in developing the interpersonal and conceptual abilities necessary for effective scientific listening practice (Chew, 2014).

5. METHODOLOGY

Systematic literature review using PRISMA method (Mihret, G., et al., 2024). Extraction of data: in the data extraction stage, 19 papers were retrieved and limited to the following requirements.

1. Articles must be either original, review papers or published reports.
2. The reviewed article must be in English and from the fields of social sciences, arts and humanities and psychology.
3. Systematically reviewed articles were published between the ranges of 2000-2022.
4. The extracted paper was from all countries.
5. The database used to extract the articles was "Scopus database".
6. Keywords used to extract the articles are academic achievement, skill, academic performance, listening skill, listening comprehension and academic achievements

6. DATA COLLECTION TOOLS

The researcher took the data for this study in textual form; in other words, he used the secondary data. On 16 May 2024, data from the Scopus academic search engine (<https://www.scopus.com>) were obtained. Additionally, 'Advance' search terms were used through TITLE-ABS-KEY (relationship AND listening AND skill AND academic AND achievement) AND (LIMIT-TO (EXACTKEYWORD , "Academic Achievement") OR LIMIT-TO (EXACTKEYWORD , "Skill") OR LIMIT-TO (EXACTKEYWORD , "Academic Performance") OR LIMIT-TO (EXACTKEYWORD , "Listening Skill") OR LIMIT-TO



(EXACTKEYWORD , "Listening Comprehension") OR LIMIT-TO (EXACTKEYWORD , "Academic Achievements")) AND (LIMIT-TO (SUBJAREA , "SOCT") OR LIMIT-TO

(SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English"))

PRISMA) Diagram

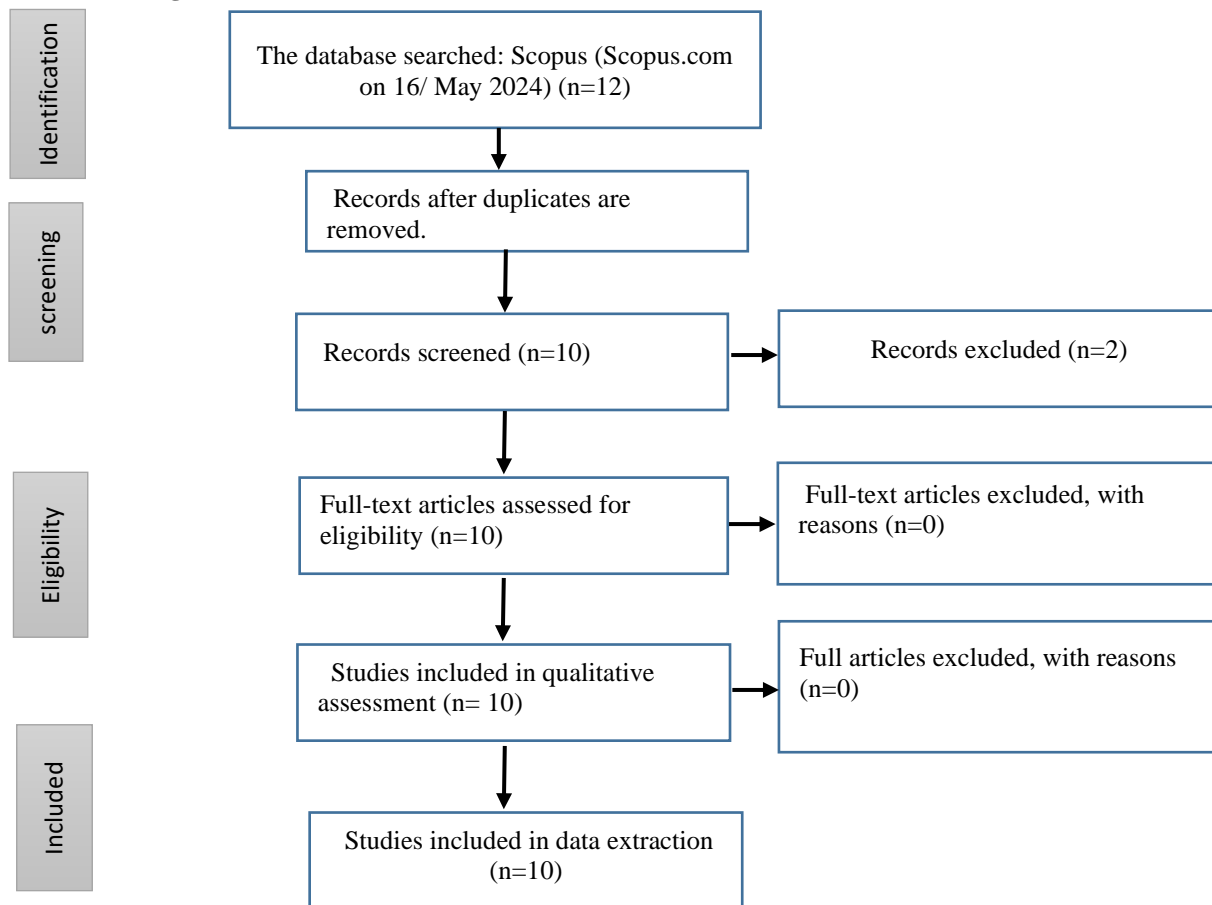


Figure 1: (PRISMA) Diagram

Source: Preferred reporting items for systematic reviews and meta-analysis (PRISMA) Diagram (Mihret, G., et al., 2024).



7. ANALYSIS

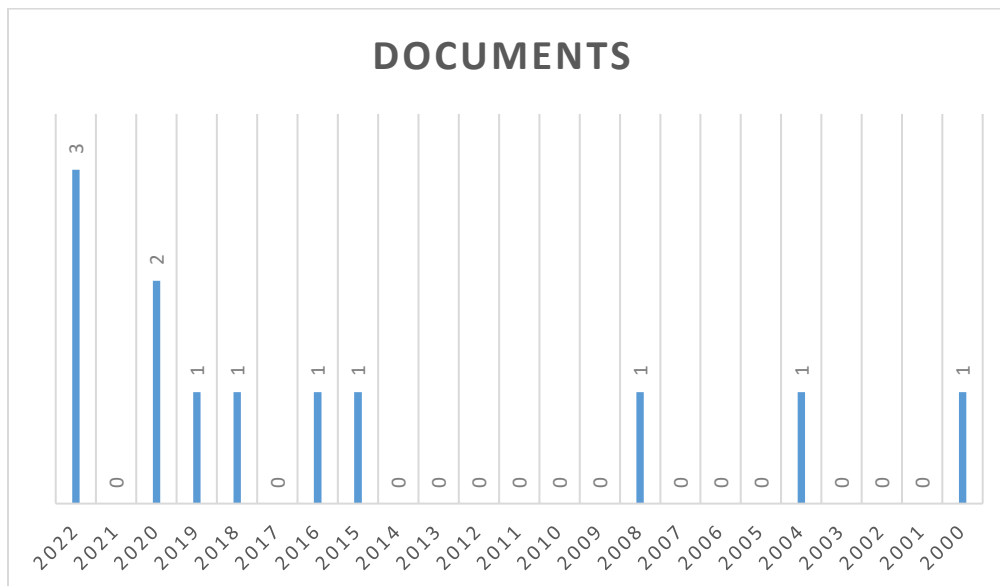


Figure 2: Documents by Year

(Source: Scopus database academic search engine (<https://www.scopus.com>).
 (Specifically, Advanced Search through TITLE-ABS-KEY)

The graph above presents a distribution of documents over the years from 2000-2022. As data vividly displays in the histogram graph above, researchers conducted 12 papers during these ranged years of span. In these years, researchers conducted 12 papers in total. The year 2000, 2004, 2008, 2015, 2016, 2018 and 2019 contributed one article each for publication. The year 2020 was witnessed by 2 published papers. The last year (2022)

witnessed a substantial increase with 3 documents published. Within these years, the number of published papers were varied. However, there were majority of years contributed nothing for publication as displayed in the above histogram graph. This histogram offers a visual representation of the annual publication trends, highlighting fluctuations and patterns in the number of documents.

Documents by Country/ Territory

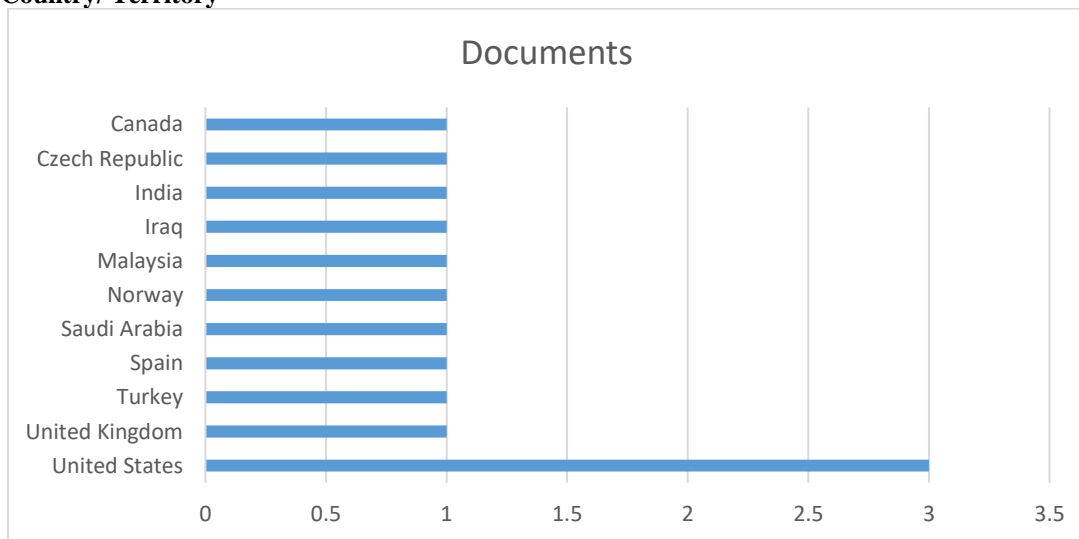


Figure 3: Document by Country/ Territory

(Source: Scopus database academic search engine (<https://www.scopus.com>).
 (Specifically, Advanced Search through TITLE-ABS-KEY)



The figure shows the distribution of documents across different countries or territories. United States leads with three published documents as presented in a data sheet. The rest countries: UK, Turkey, Spain, Saudi Arabia, Norway, Malaysia, Iraq, India, Czech Republic and Canada each contributed one article for

publication. This distribution suggests variations in the level of attention or emphasis on different regions within the dataset. The graph gives a brief summary of the distribution of documents among different nations and shed light on the geographic concentration of the related content.

Documents by Subject Area

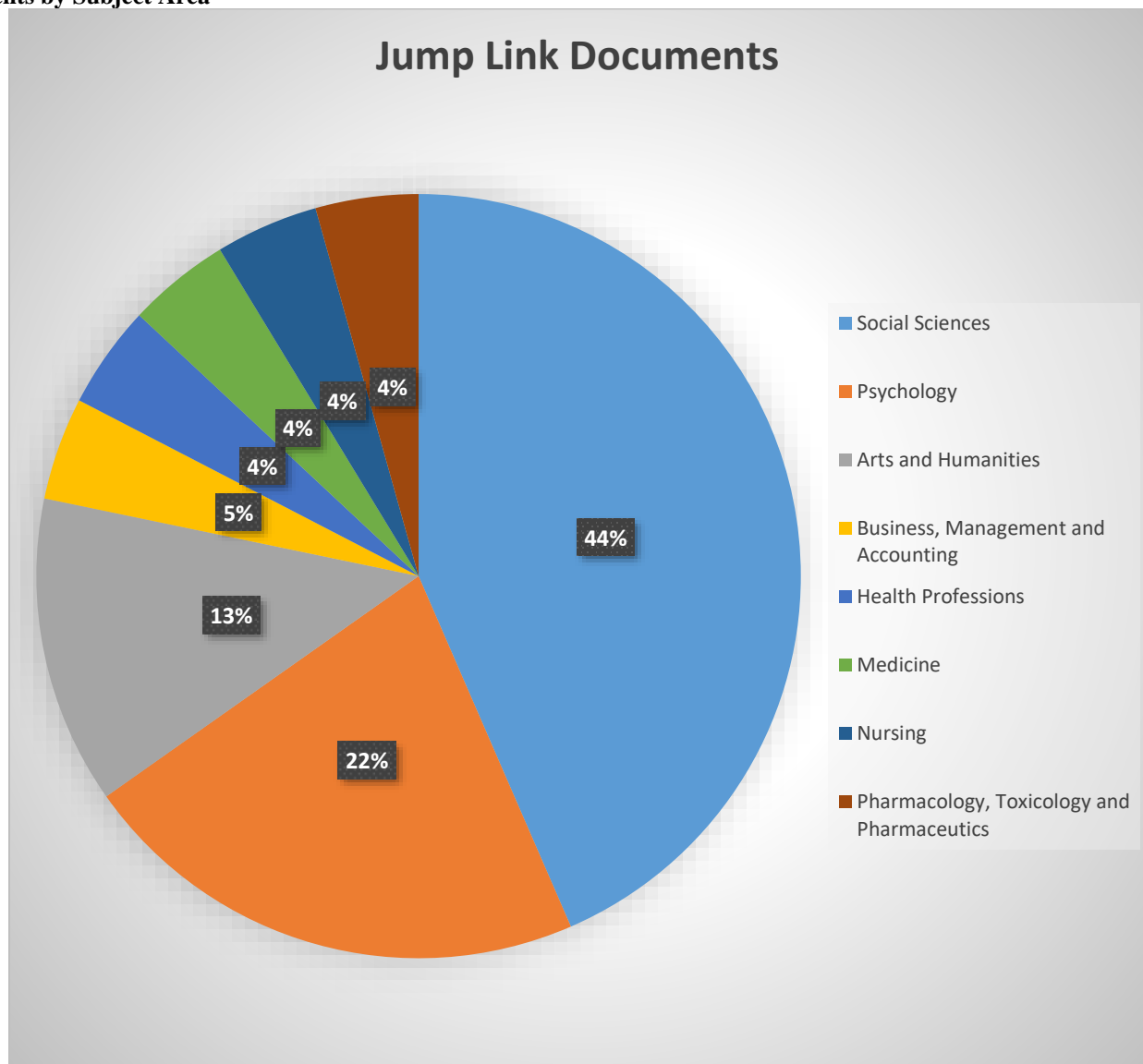


Figure 4: Document Analysis by Subject Area

(Source: Scopus database academic search engine (<https://www.scopus.com>).
 (Specifically, Advanced Search through TITLE-ABS-KEY)

The figure provides a breakdown of documents across different subject areas, offering insights into the distribution of content within the dataset. Social Sciences dominate with the highest representation, comprising 44% of documents, indicating a significant focus on topics within this field. Psychology follows with 22% of documents, highlighting a substantial but comparatively lesser emphasis than social sciences. Arts and

Humanities, holds 13%. Business, Management and Accounting represented 5% of published documents. The rests: Medicine, Nursing, Pharmacology, Toxicology and Pharmaceutics comprised 4% each. This distribution provides a clear overview of the subject areas covered, with a notable concentration of Social Sciences, followed by Psychology, Arts and Humanities and Business, Management and Accounting, while the remaining disciplines exhibit a more balanced and equal representation. The



data suggests that the documents' themes are diverse, which is indicative of the multidisciplinary character of the content within the designated subject areas.

Documents by Source

The reviewed articles were those published on the publishers as shown in the figure below. Each publishers published one article

as vividly displayed in the graph. Those 12 articles were published by different publishers. All these listed publishers were for Scopus indexed journals. Therefore, these systematically reviewed articles were sourced and published in reputed and trusted journals.

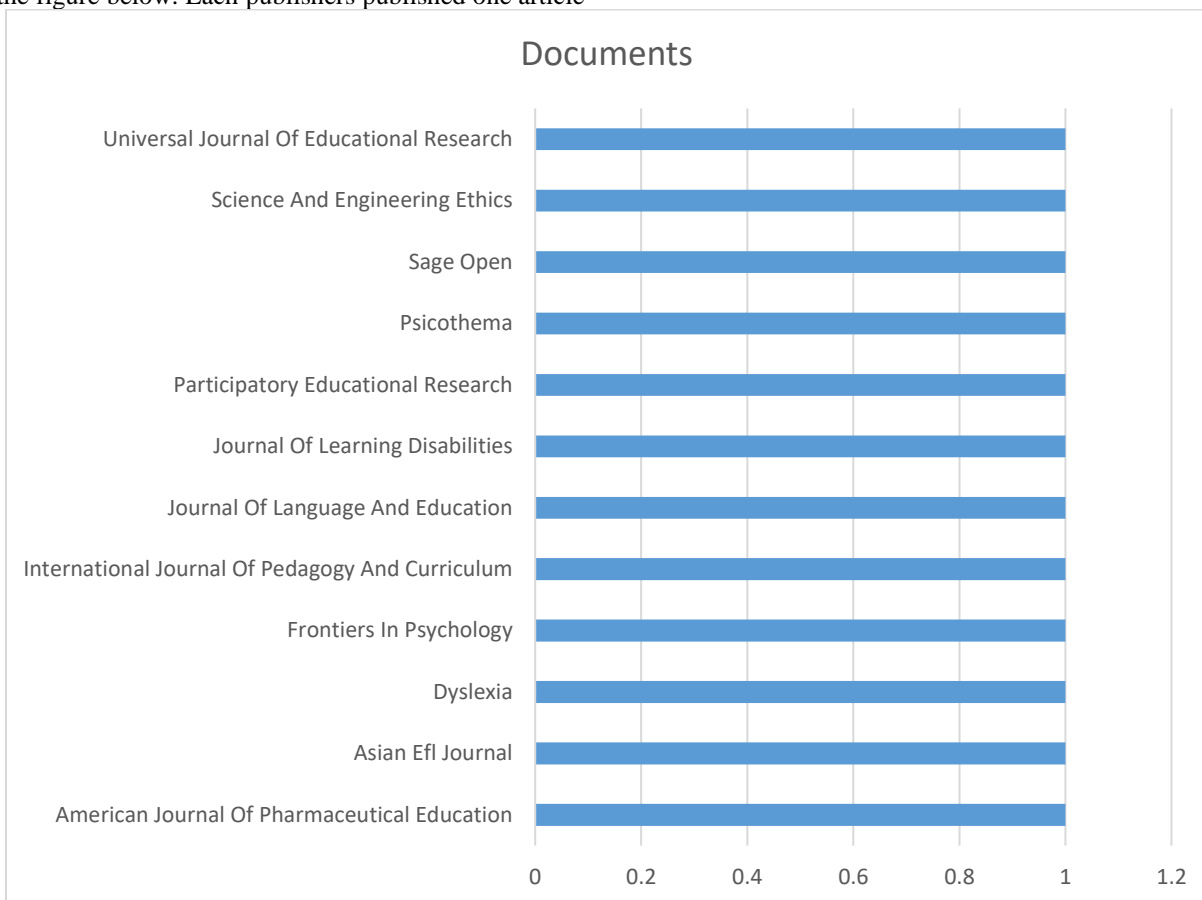


Figure 5: Documents by Source

(Source: Scopus database academic search engine (<https://www.scopus.com>.
(Specifically, Advanced Search through TITLE-ABS-KEY)



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