

**HURIER Model as a Model in Language Teaching**

**M. A. Candidate Liqaa Mahmood Ali**

**College of Education / Ibn Rushd for Humanities /  
University of Baghdad.**

**Asst. Prof Elaf Riyadh Khalil (Ph.D.)**

**College of Education / Ibn Rushd for Humanities /  
University of Baghdad.**



**Abstract:**

Between the 1980s and 1990s, the HURIER model was developed by Brownell and consist of six interrelated components, which are represented in these acronyms (Hearing, Understanding, Remembering, Interpreting, Evaluating, and Responding). This model can be considered as a framework of the behavioral approach which can be used to improve students' listening performance and to foster a positive attitude toward listening.

Many learners find it challenging to improve their listening skills when learning a second or foreign language because it requires the integration of both listening and speaking. Consequently, enhancing this skill will help students improve other language skills, including reading, speaking, and writing. The HURIER model remains unfamiliar in the context of Iraq and the surrounding countries, based on the researcher's knowledge. Hence, the present study uses the HURIER model as a method in language teaching.

**Keywords:** HURIER Model, Language Teaching, Hearing, Understanding, Remembering, Interpreting, Evaluating, Responding.

أنموذج HURIER كمنهج في تدريس اللغة

طالبة الماجستير لقاء محمود علي

كلية التربية / ابن رشد للعلوم الانسانية/جامعة بغداد

أ.م.د. ايلاف رياض خليل

كلية التربية / ابن رشد للعلوم الانسانية/جامعة بغداد

## المخلص

تم تطوير أنموذج HURIER بين الثمانينيات والتسعينيات من قبل براونيل ويتكون هذا الأنموذج من ستة مكونات مترابطة، والتي تمثلها هذه الأحرف المختصرة (السمع، الفهم، التذكر، التفسير، التقييم، والاستجابة). يمكن اعتبار هذا النموذج إطاراً للنهج السلوكي الذي يمكن استخدامه لتحسين أداء الطلاب في الاستماع وتعزيز موقف إيجابي تجاه الاستماع.

يجد العديد من المتعلمين صعوبة في تحسين مهارات الاستماع عند تعلم لغة ثانية أو أجنبية، لأن ذلك يتطلب دمج كل من مهارتي الاستماع والتحدث. إن تعزيز هذه المهارة سيساعد الطلاب على تحسين مهارات اللغة الأخرى، بما في ذلك القراءة، والتحدث، والكتابة. يظل أنموذج HURIER غير مألوف في سياق العراق والدول المجاورة، بناءً على معرفة الباحثة. ومن ثم، تستخدم الدراسة الحالية أنموذج HURIER كطريقة في تعليم اللغة.

## **1. Introduction**

### **1.1 The Problem and Its Significance**

Wolvin (2010) describes the HURIER model as a behavioral approach that views listening as the central function in communication. This model considers listening-centered communication as a collection of interconnected components. It illustrates how six skill clusters—hearing, understanding, remembering, interpreting, evaluating, and responding to messages—are related. In this framework, the listener's response is the final stage of the listening process, influenced by the preceding five processes. Speaking is seen as the result of listening.

Eromosele (2015) explains the HURIER model as a framework consisting of six interconnected components related to listening. These components, which form an integrated behavioral model, are represented by the acronym HURIER, standing for hearing,

understanding, remembering, interpreting, evaluating, and responding to messages.

Iraqi EFL students have difficulty distinguishing specific words in spoken English, especially when they are said fast or with pronunciation modifications (for example, "gonna" instead of "going to"). This can cause problems in understanding the spoken words.

Iraqi students demonstrate a poor level of listening comprehension as well as in Iraqi schools listening skill become neglected skill. Therefore, there is a need to use new techniques and strategies which can enhance listening comprehension and activate the learner to develop this skill (Al-Bermani, 2006).

Furthermore, many teachers involve students directly in listening without first presenting the text or activity; in this case, students will have insufficient comprehension of the spoken text. Despite the fact that there have been numerous studies on this skill, there is a misunderstanding of how to teach listening skills and how to enable students to be effective listeners. This misperception might occur due to a lack of knowledge of the techniques and activities that focus on this ability (Hameed, 2015).

The current study's problem stems from the perception that Iraqi EFL students have several challenges with listening and verifying degrees of listening comprehension. Unfortunately, listening is viewed as an overlooked ability in the process of teaching English in Iraqi schools, and as a result, Iraqi EFL students are unprepared to grasp the spoken language. Furthermore, they lack opportunities to practice because many schools do not have laboratories or sound devices that allow students to

listen and practice. As a result, training the listening ability is the most demanding and potentially problematic endeavor (Tawfeeq ,2017).

Hence, there is a need to experiment with new models, strategies, or techniques for the sake of improving listening comprehension skills. One of these models is the HURIER model. The most important thing in this stage is to provide enough contexts which can motivate the learner. This can be realized by enabling the learners to recognize the purpose of listening and comprehend listening input (Richards & Renandya, 2002).

As a result, the current study aims to investigate the efficiency of the HURIER model in improving the listening skill of Iraqi EFL learners. According to the researcher, this issue has not been explored in Iraq.

## **Aim of the Study**1.2

The purpose of this study is to determine the influence of the HURIER model on the listening comprehension of Iraqi EFL Preparatory School students.

## **Value**1.3

The present study is hoped to be beneficial for:

Educators, Academics, Researchers, and teachers, who are .1  
interested in developing this kind of teaching.

To provide practical recommendations to curriculum designers, .2 who are concerned with education in general and preparatory schools in Iraq in particular, about the importance of teaching HURIER model in future.

Study findings and recommendations would help educational .3 institutions to make policy changes related to teaching listening and learning.

Enhancing the ability of preparatory school students in LC, and .4 enabling them to be good listeners.

### **Theoretical Background and Related Previous Studies .2**

This part aims to provide a comprehensive information related to the HURIER model. Furthermore, the second part provides an overview of earlier studies that are relevant to the present study.

#### **2.1 Theoretical Background**

This section explores the theoretical background of the HURIER model.

##### **2.1.1 The HURIER Model**

During the 1970s, Bostrom, one of the first scholars and a pioneer in the discipline of communication, called for investigating the relationship between listening and other social-cognitive and communication skills, as well as ongoing investigations to discover the connection between listening and other success factors. He expressed interest in listening-related topics. He had claimed that listening was a

complicated human habit that comprised a number of components  
(Brownell, 2013).

Bostrom and his colleagues' cognitive model proposed five key components commonly used in modeling listening: attention, perception, interpretation, retention, and response, taking into consideration "what is going on in the listener's mind at the moment of listening." Their cognitive model was the first to reveal the psychological foundations of listening (Miura, 2014).

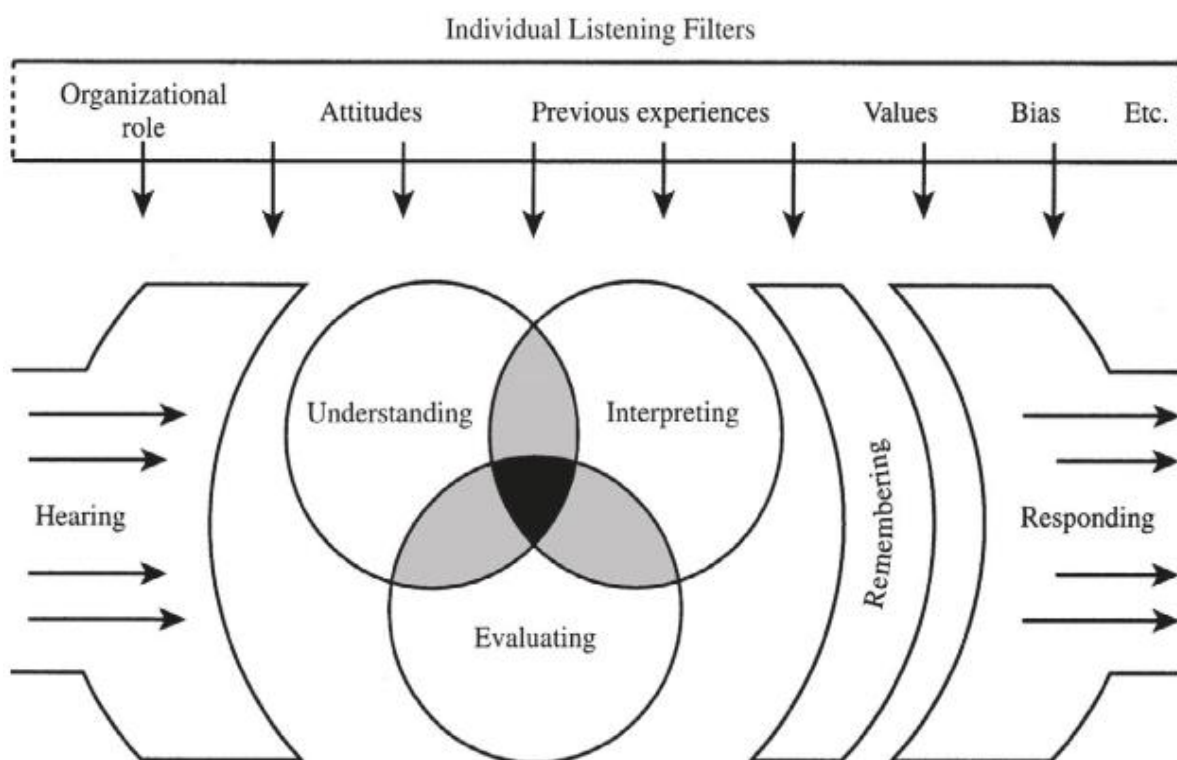
Brownell (2013) mentioned that Bostrom's work on evaluating listening behavior opened the path for those who followed. His accurate and intellectual approach allowed others to expand on the ideas and conclusions he presented.

In 1985, Brownell conducted a study about listening skills. She developed the HURIER model of listening, which she used in the listening program and later expanded as the basis for her textbook, *Listening: Attitudes, principles, and skills*, she emphasizes the crucial role of listening skills, the ability to recognize and respond appropriately to messages in diverse cultural contexts. Her model provides a step-by-step roadmap for the development of listening comprehension (Brownell, 1987).

Verderber & Verderber (2013) mentioned that Brownell's interest in the importance of effective listening was sparked by observing a frustrated high school English teacher attempting to improve his students' listening skills. Witnessing the teacher's unsuccessful approach of simply yelling at the students to listen, Brownell realized there had to be a more effective method of teaching listening.

Brownell (2024) described the HURIER model as a behavioral approach that serves as a framework for understanding and developing listening skills. The HURIER model suggests that listening is a system of interrelated components that include both mental processes and observable behaviors. The six components, include hearing, understanding, remembering, interpreting, evaluating, and responding as explained in (Figure 2.1).

**Figure 2.1**  
**The HURIER Six-component of Listening Process According to Brownell (2024)**



Further, Brownell (2008) indicated that the model accounts for the impact of individual variables such as attitudes, values, past experiences,



gender, and age as well as elements of the context that may influence a listener's choices. Motivation, intelligence, and previous experiences all have a big impact on the listening process. Motivation is considered to play an important role in the acquisition of listening behaviors. Scholars have justification to think that the problem of individuals' achievement in the classroom may be related to the lack of motivation (Brownell, 2009).

#### **2.1.1.1 The HURIER Model: A Behavioral Approach**

Miura (2014) mentioned that two listening models have been proposed, one from a behavioral perspective (e.g. Brownell) and the other from a cognitive viewpoint. Many cognitive listening approaches have similarities because they focus on what has been going on inside the listener while listening. On the other hand, the behavioral listening models are concerned with a more global picture, involving the way the listener interacts with the person who speaks, the surroundings, and their emotions. Behavioral listening models can be considered cognitive models that incorporate an added element of response (Janusik as cited in Wolvin 2010).

Lightbown & Spada (2011) mentioned that behaviourist theory explained learning in terms of imitation, practice, reinforcement (or feedback on success), and habit formation. In this behavioral approach, educators and academics who specialize in listening have proposed that individuals become more successful listeners when they start behaving the way teachers teach them to conduct —when they imitate a specific model and act the way good listeners perform (Brownell, 1994).

Mitchell et al. (2019) explained that language learning is seen like any other kind of learning, as the formation of habits. The learning of any

type of behavior depends heavily on the concepts of stimulus and response. Humans are exposed to a variety of stimuli in their surroundings. If they are effective in responding to such stimuli, their behavior will be rewarded, resulting in the intended outcome. A particular stimulus will evoke the same reaction again, which will eventually forming a habit.

Over the past several decades, scholars have broadened the understanding of listening by explaining it as a complex set of behavioural processes. Listening behaviors include making eye contact and posing questions to express attention and interest to other people. The replies that listeners make when conversing with others are the sole indications that listening is going on (or has taken place). Finally, cognitive parts of listening involve the internal processes that allow persons to attend to, analyze, interpret, assess, and make meaning of spoken words. (Bodie in Hargie, 2019).

Brownell (1994) stated that the behavioral approach to listening claimed that for instruction to be considered effective and achieve its objectives, as well as for listening to be improved, participants' exiting behaviors must change in some visible way from their entering behaviors. Recognizing the need for a more behavioral approach to listening improvement, The HURIER model is an example of a behavioural approach to listening, seeing the process as a cluster of interconnected skill areas.

#### 2.1.1.2 Components of the HURIER model:

Brownell developed one of the most widely utilized listening models. It is not the only listening model currently existing, but its framework divides the process into clearly separated stages: hearing,

understanding, remembering, interpreting, evaluating, and responding (Wrench et al., 2020). The components of the model are briefly described below:

**Hearing:** Brownell (2024, p. 16) stated that Hearing “involves the accurate reception of sounds. Hearing requires that learners focus their attention, discriminate among sounds, and concentrate”. Hearing is essential and a fundamental component in the process of listening.

Hammad (2019) stated that the mechanics of hearing are a prerequisite to all listening purposes. On the one hand, hearing has to do with our physiological capacity to receive and process sounds. On the other hand, listening has to do with assigning meaning to the stimuli received by the brain (Lundsteen as cited in Hammad (2019). In other words, the difference between hearing and listening can be stated this way: Hearing is the reception of sound, listening is the attachment of meaning to the sound (Kline, 1996).

**Understanding:** is the second phase in the listening process. Brownell (2024, p. 17) explained understanding as “the ability to understand what you hear—listening comprehension—can be greatly improved with practice”.

Matkin et al. (2023) explained that understanding involves not only hearing the words someone is saying, but it also means grasping the meaning behind those words. Understanding means that we comprehend the meaning of the speaker and when we understand someone, we can paraphrase their words.

**Remembering:** Brownell (2024) said that remembering is crucial for listeners who want to use what they have heard in the future. Listeners will learn strategies for retaining and remembering information.

Bourdeaud'hui et al. (2018) describe the third element, remembering, as the capacity to store and access data in both working and long-term memory (LTM). Short-term and long-term memory were the two categories used by early memory scholars to describe the listening memory processes. Learners use their memory to help them store information they can retrieve later (Matkin et al. 2023).

**Interpreting:** Interpreting is the following phase in the HURIER model of listening. Interpreting information requires considering various factors, such as the speaker's tone, body language, and the overall context in which the message is delivered. This includes paying attention to both verbal and nonverbal cues to accurately understand the intended meaning. A lot of the interpreting process involves recognizing the nonverbal cues, both oral and physical, that come with a message in order to correctly understand its meaning. Therefore, being attuned to these nonverbal cues is an essential part of interpreting a message accurately (Wrench et al., 2020).

**Evaluating:** The following phase is the evaluation stage, or reviewing the communication itself. Wrench et al. (2020) stated that one of the biggest hurdles many people have with listening is the evaluative stage. Learners' personal biases, values, and beliefs can prevent them from effectively listening to someone else's message. It is difficult to overcome personal biases against a message's source or content in order to properly listen to it. One of the reasons why listening is tough is our natural desire to judge individuals and ideas. Evaluating what a person listens to is probably one of the most difficult tasks to accomplish because everything is dependent on previous experiences. When individuals evaluate a message, they confront problems (Eromosele, 2015).

**Responding:** Matkin et al. (2023) emphasize that responding is the final step in the listening process, not one of the initial steps. learners give response during this stage, both verbally and nonverbally. There are multiple ways of responding depending on the situation and the context. Responding marks the conclusion of the listening process. Effective listening will provide effective response (Eromosele, 2015).

Brownell (2024) suggests that good listening means responding to what has been heard in a way that promotes shared understanding, helps to complete tasks, and fosters meaningful connections. The nature of learners' responses is possibly most effective in small-group settings because feedback is quick and all participants are close together. So, a teacher's aim is to establish and maintain a supportive listening environment that encourages open and respectful interactions.

### 2.1.1.3 Steps of the HURIER Model

Applying the HURIER listening model in the classroom can be a valuable approach to enhance students' listening skills, comprehension, and overall learning experience. Here are some ways to apply the HURIER model in an educational setting:

#### Stage One: Hearing -1

At this stage teacher starts with an engaging audio related to the - lesson topic.

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Teacher uses effective note-taking technique and encourage -  
students to take notes during the listening activity. Compare notes  
and discuss the advantages of each.

Encourage students to discuss what they've heard. -

Use Visual Aids: Incorporate visual aids like pictures, charts, or -  
additional materials to support understanding. Visual aids can help  
students move from hearing to understanding more effectively.

### Stage Two: Understanding -2

Ask questions to assess their understanding of the material. -

Encourage them to summarize what they've heard

Provide additional explanations and materials to ensure students -  
understand the content.

### Stage Three: Remembering -3

At this stage, students review their notes and discuss what they -  
remember from the listening activity

The next day, teacher checks with the students and see how many -  
of the information they can remember and retrieve.

### Stage Four: Interpreting -4

Provide questions that involve students in interpreting the -  
information they've heard and apply it to real-world situations.

Encourage students to engage in group discussions to interpret and -  
analyze the content further.

#### **Stage Five: Evaluating -5**

Students evaluate their answers with other groups to determine -  
how they elicit each other's information.

Peer Evaluation: Incorporate peer evaluation and feedback in group -  
activities. This allows students to evaluate each other's listening  
skills.

#### **Stage Six: Responding -6**

Responding involves providing feedback to the students, either -  
verbally or non-verbally. Effective listening often requires active  
engagement in the form of questions, comments, or gestures to  
indicate comprehension and interest.

Elicit responses and encourages students to discuss and share their -  
responses

choose some participants to respond checks the answers and write -  
them on the board

## **2.2 Related Previous Studies:**

### **2.2.1 Aljuhani (2022)**

This study aims to investigate the impact of note-taking technique  
on EFL learners' LC. The sample of this study consists of 25 female

secondary school students from the Third Secondary School in Yanbu Industrial City, Saudi Arabia. Their ages varied from 14 to 17 years old. The instrument of this study was a pretest/posttest to collect the research data. The results of the study found that note-taking technique has a considerable influence on EFL learners' LC. The findings also help to improve our knowledge of the significance of the note-taking approach in EFL listening, with implications for successful language learning and teaching.

### Conclusion

Based on the findings of the current study, the following conclusions can be drawn:

The model contributes to creating an active and creative classroom -1 environment by offering a variety of tools for teachers to choose from, based on factors like task nature, class size, and time constraints.

Comprising six stages, each with several tools, the model expands -2 students' thinking, which in turn enhances their language skills, as language is a crucial thinking tool.



The HURIER model breaks the routine of the traditional lessons and -3  
boredom. It motivates students and encourages positive attitudes  
toward listening.

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## **Appendix A**

### **A Permission from Judi Brownell to Use the HURIER Model**



**Leqaa Ali** 11:27 AM  
to jlb18 ✓



Dear professor,  
I am a graduate student at the university of Baghdad- Iraq and doing my master degree in the Department of English at the college of Education. I would like to get your permission to work on the steps of HURIER model on students' listening skills in Iraq-Baghdad.

Yours,  
Liqaa Mahmood

Department of English  
University of Baghdad/ College of Education



**Judith Lee Brownell** 3:13 PM  
to me ✓



I am traveling at the moment so my response will be short--of course! I am delighted that you are using the HURIER model. If I can be helpful in any way please let me know. Best wishes.  
Judi

Judi Brownell, Professor of Organizational Communication  
School of Hotel Administration  
SC Johnson College of Business  
Cornell University