



An interactive Investigation of knowledge and vocabulary learning influence on EFL learners' listening improvement
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Abstract in English

Kurdish learners have experience struggle in comprehending of English language. Because of Kurdish language is the major language of knowledge, speaking and communication, they have restricted chances to training English language. The current study searched to in what method difference degrees of knowledge and vocabulary learning influence the listening aptitude of EFL learners. A group of 40 EFL private institute contributed in this Paired-samples t-test approach. Survey discovered that contributors confirmed the fact that searching for knowledge over syntactic explaining helped them to improve listening skill. These consequences support the opinion that auditors adapt their intellectual processing strategies in response to the knowledge. The results underscore the importance of knowledge and vocabulary in second language listening understanding and indicate that language learning resources emphasize on educational knowledge to promote more effective processing of EFL learning.

Paper Info

Keywords

Listening comprehension, EFL , knowledge, vocabulary learning

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1. Introduction

The method knowledge is uttered in spoken podcasts can meaningfully influence on how listeners think (Salmani S, Rahimi M, 2004). Spoken discourse is especially vital in language learning because it encourages meaningful interaction and develops communication skills (Yuan X, Balas VE, Zhu H, Maselena A, 2020). To communicate effectively in various situations, one must understand spoken language by grasping the overall context, not just the individual words (Clark HH, 2012). Podcasts are a modern learning tool that lets learners access audio or video content on portable devices at any

time (Constantine, 2007). Also podcasts offers authentic and engaging auditory that is different from traditional materials. Research (Abdous & Facer, 2009; Ahmed, 2008; Blaisdell, 2006; Chinnery, 2006) suggests that Podcasts are effective for learning languages because they are easy to access and relate to daily life. Research shows that even students with no prior experience can gain from listening to podcasts for just six minutes a day (Edirisingha et al., 2007). Podcasts provide emphasized rich knowledge and help learner to prepare for exam (Constantine, 2007). researches have confirmed that they improve input competence and improve learners' listening. These methods allow researchers to examine how people process language over time in what way dissimilar parts of language listening skill are improved in real process of EFL learning. This shows how organized rich knowledge together affect our understanding during .listening(Weissbart H, Martin AE, 2024)

Context is essential for understanding language. It helps listeners predict meanings and identify intended interpretations (Wang K, Zhang Z, Huang H, 2020). Understanding language depends significantly on context. Listeners draw on their knowledge and experiences to make sense of meanings (Boudewyn MA, 2012). researchers revealed that when knowledge and ideas comprises clear words and rich knowledge, learners try better to explain context and extract meaning based on the total discourse (Bohan J, Leuthold H, Sanford AJS, 2011). This shows that native speakers rely heavily on contextual cues, particularly when there are anomalies. Context also impacts second-language listening, but learners may not always use it well because of their limited language skills (Mekheimer M, 2022). This study looks into how people understand listening in a second language (L2). In conversations full of information, listeners might change how they process what they hear. They may pay less attention to grammar and focus more on meaning (Clahsen H, Felser C, 2006). On the other hand, when dealing with rhetorical context, learners focus more on vocabulary learning, which can make understanding harder. The study examines these mental processes and their impact on (EFL) students' comprehension. It also considers how this affects the creation of useful language teaching materials.

2. Research questions

1. Does EFL interactive Investigation of knowledge improve learners listening?
2. Does EFL vocabulary learning improve learners listening?

3. Literature review

The way knowledge is organized, especially through emotional methods, affects a person's ability to recall and understand information (Hattan C, Alexander PA, 2020). The important role of organization is evident in how listeners process and take in information (Supper IR, Bijsterveld S, 2015). Listening comprehension improves when learners are encouraged to activate their prior knowledge and connect their existing skills to new ideas (Cevasco J, van den Broek P, 2013). Although many recommend using music in the L2 classroom and teachers generally have a positive attitude toward it (Hancock, 2013; Engh, 2013), songs often get pushed aside for simple enjoyment tasks aimed at beginners (Jamouille, 2017). This misses the deeper educational advantages of music, which can support learning by creating a positive emotional atmosphere (Fonseca Mora & Herrero Machancoses, 2016). Research shows that using songs can lower student anxiety and boost motivation, making it a valuable activity

rather than just an extra option (Dolean, 2016;; Garcia Marrama, 2014 Duarte Romero & Tinjacá Bernal, & Carrero Olivares, 2012). Comprehension is enhanced when learners activate prior knowledge and connect new knowledge to what they already know (Cevasco J, van den Broek P, 2013). In addition to considering L2 listening

Comprehension improves when learners activate prior knowledge and link new information to what they already know (Cevasco J, van den Broek P, 2013). Besides looking at L2 listening factors and how they relate to listening skills, effective listening instruction is vital for developing successful L2 listening comprehension (Dalman I, Plonsky L, 2024). Also, learning strategies such as summarizing and visualizing information help with understanding and remembering. For example, methods that classify text and capture prior knowledge activation can identify students' comprehension levels. Consequently, how listeners perceive spoken discourse, along with their strategic and metacognitive involvement and confidence in listening, significantly affects how well they process and understand new information (Camblin CC, Gordon PC, Swaab TY, 2007). In meaning-focused activities, learners usually do not know that word learning or assessment is the purpose of the duty. Instead, vocabulary knowledge at different levels develops incidentally as learners encounter words (Teng, 2018; Waring & Takaki, 2003 Brown et al., 2008)

Speech imitation ability, which is the accurate perception and reproduction of fine phonetic details from a model speaker, plays a significant role in second language speech acquisition (Reiterer et al., 2013; Rojczyk et al., 2013 Abrahamsson & Hyltenstam, 2008). This ability is strictly linked to grade of foreign accent in learners' speech. Differences in this ability among learners have been tentatively linked to factors like variations in brain structure (Golestani & Pallier, 2007, 2011)

Feedback from a speaker about a learner's performance or understanding is vital for helping learners reach their goals. It provides valuable insights into learners' strengths and weaknesses, which improves learning outcomes. Similarly, effective feedback aims to bridge the gap between learners' current performance and the targeted learning goals, while considering learners' skill levels (Gheisari A, Al-Jamal D, Patra I, Alazemi A 2022).

Additionally, memory is crucial in this process since storing and retrieving semantic and syntactic information directly influence listeners' aptitude to create and obtain mental illustrations of knowledge (Clahsen H, Luck M, Hahne A, 2006). Finally, listening closely to others is key to effective communication. Feyten (2010) notes that listening plays a major role in language development, accounting for about 45% of human communication. Brown (2000, p. 7) defines teaching as providing learners with the knowledge and support needed for successful learning. Despite its significance, listening has only recently been recognized as essential for understanding spoken language and as a core part of L2 acquisition.

4. Methodology

4.1. Participants

This research involved 40 Kurdish students of (EFL) at the intermediate level, attending private English institutes. The participants were aged between 16 and 19 and

had five years of English learning experience. Their English proficiency corresponded to the intermediate level.

4.2. Research design and Material

This study employed a Paired-samples T-test and descriptive statistics for listening comprehension scores approach to investigate the impact of knowledge and vocabulary learning on EFL listening comprehension. Two podcasts knowledge and vocabulary learning in the book (Q: Skills for Success: Listening and Speaking) were adapted: These two podcasts included a detailing knowledge and vocabularies. The language of the dialogues is clear and direct. Participants could comprehend podcasts easily.

4.3. Findings

Participants listened podcasts. Descriptive statistics for the listening comprehension and listening apprehension evaluations consisted of multiple-choice questions for each podcast used for the test. These were considered to assess contributors' comprehension of both knowledge and vocabulary learning.

Listening podcasts	N	Mean	Std. Deviation	St. Error Mean
interactive Investigation of knowledge	40	10.85	1.24	0.52
Vocabulary learning	40	6.13	2.47	0.68

paired-samples t-test Difference between tests

Mean difference	SD	t	df	P(2-tailed)
4.72	1.51	14.89	37	0.001

Listening comprehension scores and response time data were subjected to statistical analysis. Specifically descriptive statistics for listening understanding grades were employed to compare participants' performance across the two listening conditions (interactive Investigation knowledge and vocabulary learning). More knowledge of the analytical procedures and outcomes are reported in the consequences. Table (1) shows the marks attained from the rich knowledge of the podcasts. The experimental of statistic revealed that contributors achieved better on the rich knowledge listening podcasts (Mean = 10.85, Std. Deviation = 1.24) than on the vocabulary learning (Mean = 6.13, Std. Deviation = 2.47).

Table (2) revealed the variance in listening understanding grades between the knowledge and vocabulary learning. The consequences, revealed in (Table2), an important difference between the (2) circumstances: contributors attained meaningfully more grades on the knowledge than on vocabulary. This test approach reveals that listening improvement was meaningfully better whereas contributors stimulated with knowledge compared to vocabulary learning.

5. Discussion of Results

This study reveals that intellectual methods involved in processing spoken language by EFL learners, particularly the roles of knowledge and vocabulary learning in the process of improving listening and speaking skills. The results suggest that language comprehension is holistic, involving the integration of meaning relationships, pragmatic knowledge, and previous information through the interaction of working memory with semantic and episodic memory. The positive effects of meaning- and context-based processing on comprehension observed in this study further support this interpretation.

The present study revealed that searching for knowledge and ideas impact on EFL students' listening understanding. The research also intended to explain that searching for meaning and enjoying knowledge influence on EFL students' listening understanding. The finding of Study Q.1, the consequences revealed that EFL contributors improve degrees of apprehension of listening while exploring knowledge than searching for vocabulary and grammar learning. The results imply that EFL listeners emphasize meaning extraction over detailed grammatical analyzing. This finding demonstrated that listeners construct meaning primarily through contextual knowledge improves listening skill. The current study extends these findings by showing that, in knowledge of contexts and L2 learners prioritize semantic over grammatical form and vocabulary learning. Previous researches propose easy writings and clear conversions promote improve listening skill. Reliable with this claim, the consequences of the research indicate that simplified input and greater attention to semantic content lead to faster listening processing and also improves speaking skill.

Regarding Study Q.2, focusing on vocabulary learning and grammatical rules make negative effect on EFL listening comprehension. Participants achieved lower listening comprehension scores and required more time to respond to vocabulary learning questions. Earlier studies did not examine differences between knowledge and vocabulary and grammatical learning, making this focus a significant extension of existing knowledge. This tendency may arise because learners prioritize grammatical and vocabulary learning rather than semantic content.

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الخلاصة

يواجه المتعلمون الأكراد صعوبة في فهم اللغة الإنجليزية المنطوقة والاستماع إليها. ونظرًا لأن اللغة الكردية هي اللغة الرئيسية للمعرفة والتحدث والتواصل، فإن فرصهم في تعلم اللغة الإنجليزية محدودة. سعت هذه الدراسة إلى تحديد كيفية تأثير مستويات المعرفة وتعلم المفردات المختلفة على مهارة الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. شاركت مجموعة من 32 معهدًا خاصًا لتعليم اللغة الإنجليزية كلغة أجنبية في هذه الدراسة التي للعينات المزدوجة. وكشفت نتائج الاستبيان أن المشاركين أكدوا أن التركيز على المعرفة t اعتمدت على اختبار بدلاً من الشرح النحوي ساعدهم على تحسين مهارة الاستماع. تدعم هذه النتائج الرأي القائل بأن المستمعين يُكيفون استراتيجياتهم الفكرية استجابةً للمعرفة. وتؤكد النتائج على أهمية المعرفة والمفردات في فهم اللغة الثانية، وتشير إلى ضرورة أن تُركز مواد تعلم اللغة على الخطاب التعليمي لتعزيز معالجة أكثر كفاءة وفعالية.

: الكلمات المفتاحية فهم الاستماع، اللغة الإنجليزية كلغة أجنبية، كثافة المعلومات، تعلم المفردات