

The Impact of Round Robin Technique on Iraqi EFL Third Intermediate School Students' Performance in Listening Skill Lec. Asaad Abdul Muhsin Abdul Wah'ab The General Directorate of Education in Karbala

أثر تقنية "Round Robin" على أداء طلبة المدارس في الصف الثالث متوسط العراقيين

دارسي اللغة الإنجليزية لغة أجنبية في مهارة الإصغاء

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الملخص

الإصغاء هو أحد المهارات المهمة التي تلعب دوراً مهماً في اكتساب اللغة الإنجليزية، طالما أن هذه المهارة تُعتبر القناة الرئيسية لتحقيق تواصل شفوي ناجح. وكذلك، مهارة الإصغاء تُعد الحجر الأساس لتطوير المهارات الأخرى، لذا، يجب أن تُعطى الأولوية في عملية التدريس، ومع هذا، يواجه المدرسون عدداً من الصعوبات في تدريس الإصغاء، وكذلك لدى المتعلمين عوائق في تطوير مهارة الإصغاء، تهدف الدراسة الحالية إلى دراسة أثر تقنية Round Robin في تدريس الإصغاء، اقتصرَت الدراسة على طلبة الصف الثالث متوسط في مدينة كربلاء للسنة الدراسية ٢٠٢٤ - ٢٠٢٥. تبني الباحث التصميم التجريبي في هذه الدراسة، تفوق أداء أفراد المجموعة التجريبية على أفراد المجموعة الضابطة في الاختبار البعدي الذي أُقيم في نهاية العمل التجريبي، لذا، فقد تم إثبات أثر تقنية Round Robin في تدريس مهارة الإصغاء، وعلى هذا الأساس، تم تقديم عدد من الاستنتاجات والتوصيات التربوية وبعض من الدراسات المقترحة.

الكلمات المفتاحية: تقنية، Round Robin، إصغاء، طلبة، عراقي، لغة، أجنبي.

Abstract

Listening is one of the most important skills that play a significant role in acquiring English since this skill is considered as the main channel for achieving a successful oral communication. Also, listening skill is regarded as a cornerstone for developing all other skills. So, it should be given priority in the process of teaching. However, teachers face a number of difficulties in teaching listening. Also, learners have obstacles in developing their listening skill. So, teachers are invited to adopt various techniques and strategies in teaching listening in order to overcome these difficulties and obstacles. The present study aims at studying the effect of Round Robin Technique on teaching listening skill. This study is limited to the students at the third intermediate classes in the city of Karbala during the academic year 2024-2025. The

researcher has adopted an experimental design in this study. The performance of the experimental group subjects in the post test administered at the end of the experimental work has surpassed that of the control group subjects. So, the effect of Robin Round Technique on teaching listening skill has been proved. According to these results, a number of conclusions and pedagogical recommendations have been presented. Also, some further studies have been proposed.

Key Words: Technology, Round Robin, Listening, Students, Iraqi, Language, Foreign.

1. Introduction

1.1 The Problem and its significant

The process of acquiring a language starts with the process of listening since listening offers the language learner rich input in the process of acquisition. Listening skill plays an important role in language communication. Also, through this skill, learners acquire a great amount of vocabulary, pronunciation, grammar and language functions. Accordingly, learners' speaking skill will be improved. So, they can converse fluently and accurately (Celce-Murcia, 2001, p. 69-70).

A large proportion of education and information can be gained through listening process. Learners' knowledge and education cannot be built and reinforced unless the learners will be attentive listeners. So, the process of listening has a great influences on the language acquisition. If the process of listening is inadequate, communication cannot be achieved effectively (ibid).

Renukadevi (2014, p. 60) indicates that language learners suffer from comprehending a listening text because they want to understand each spoken word in that text. So, they spend a lot of time focusing on translating each word in that text, but they do not realize that this process makes them fail to understand the general idea of any listening text.

Mendelsohn (1998, p. 83) states that learners do not have enough vocabulary to understand a listening text. So, this problem makes the learners struggle to interact with that text and it hinders the improvement of the listening skill. Moreover, English learners cannot comprehend the native speakers' talk through the classroom recorder because the learners have little knowledge to realize the speakers' pronunciation and accent. This problem occurs because not all the teachers expose their learners to listen to native speakers through the recorder in every English lesson.

Most of the teachers neglect listening activities. In best occasions, the teacher reads listening texts by themselves and allow their learners listen to him/ her. Accordingly, the aims behind teaching listening will not be achieved since the learners do not listen to the native speakers in the classroom through the recorder.

Flowerdew and Miller (1996, p. 62) view that learners' anxiety and stress in learning listening lead them to form an idea that it is difficult to comprehend any listening text. So, they have little concentration in listening activities as compared with

their concentration with other language activities, like reading, writing, grammar, speaking, etc. They lose their concentration during the process of listening to the text because they cannot interact with that listening text or listening activities. However, teachers can adopt a variety of listening strategies and techniques to draw learners' attention during the listening activities and make them spend enough concentration time in these activities.

On the other hand, listening is considered as one of the most important skills in acquiring English. However, there are a number of difficulties and obstacles in teaching this skill in Iraqi EFL classrooms. So, some teachers ignore teaching this important language component. Accordingly, learners' weakness at listening leads to difficulties and obstacles to communicate in English and those learners struggle to talk and interact with the native speakers. Also, they cannot have good mastery on pronunciation and they will not be fluent speakers because listening has a great influence on learners' pronunciation and fluency (Hameed, 2015, p. 11).

Another difficulty in teaching listening is the lack of listening laboratories in most of Iraqi EFL classrooms. This difficulty in teaching listening hinders learners' development of this skill. So, teachers should adopt a variety of listening strategies and techniques in teaching this language component to raise their learners' level in listening, improve their pronunciation, comprehend the listening text and develop their speaking skill since there is a strong relation between listening and speaking (Karim, 1997, p. 7).

In fact, most teachers of English pay less attention to develop their learners' oral skills. They ignored teaching listening and speaking. Also, they do not make a scientific listening and speaking tests for their learners. They focus on teaching reading, grammar, vocabulary and writing. They neglect offering their learners enough opportunities to listen to native speakers or speak with other classmates. Those teachers teach English just to enable their learners to pass the exam and get good marks at English without caring of developing their learners' other skills in English acquisition. So, listening is taught through making learners listen to their teachers while the teachers read a text and, then they present the learners some comprehension questions about that text to be answered (Al-Bermani, 2006, p. 11).

In best situations, a number of teachers prepare a recorder to the learners to make them listen to it while the native speaker reads a text and presents some comprehension questions. However, the large number of learners inside the classroom prevents them to listen to the recorder attentively. So, they cannot comprehend the listening text. Also, they cannot pay attention to the speaker's pronunciation. Accordingly, the teacher are unable to present an efficient listening lesson and the objectives of this lesson cannot be achieved (Sarhan and Tawfeeq, 2018, p. 81).

Karim (1997, p. 7), Al-Bermani (2006, p. 3), Sarhan and Tawfeeq (2018, p. 81), Shareef (2018, p. 4) and Salih (2023, p. 610) present the obstacles and problems that

Iraqi learners face in learning listening in Iraqi EFL classrooms. Also, these studies explain the difficulties that teachers face in teaching this important language components in Iraqi EFL classrooms.

In sum, learners' problems in learning listening lie in the traditional strategies and techniques that teachers adopt in teaching listening, learners' anxiety and stress to interact with listening activities, learners' unenthusiastic feeling in developing this skill and the lack of listening laboratories and sound equipments. So these poor classroom environments do not help learners improve their listening skill.

1.2 Aim

The aim of this study is to investigate empirically the influence of Round Robin Technique on Iraqi EFL third intermediate school students' performance in listening skill.

1.3 Hypothesis

It is hypothesized that there is no statistically significant difference between the mean score of the performance of the experimental group students who are taught listening by Round Robin Technique and that of the control group students who are taught listening by the traditional technique mentioned in Teacher's Guide in the listening post- test.

1.4 Limits

- 1- The present study is limited to the students of the third intermediate classes at the General Directorate of Education in Karbala during the academic year 2024-2025.
- 2- The sample of the material is taken from the listening activities in the last four units in the English Textbook for the third intermediate class (English for Iraq).

1.5 Value of the Study

This study can be beneficial for the EFL learners, teachers of English, educational supervisors of English. and English curriculum designers.

The present study can be useful for EFL learners to learn listening through teacher's implementation of Round Robin Technique to enable them to interact with listening texts. So, learners' listening skill can be reinforced. Improving learners' listening skill scaffolds their speaking skill and pronunciation. As a result, their communication ability will be enhanced.

Also, this study offers EFL teachers an adequate technique in teaching listening. That is Round Robin Technique which can raise learners' level in listening and achieve the lesson aims behind teaching listening. Moreover, this technique can help teachers break the class monotony during teaching this language component. Learners may feel bored during listening activities and they may not be enthusiastic because of the difficulties they face in learning listening. However, their teachers can make teaching listening more enjoyable and interesting through adopting this technique.

On the other hand, educational supervisors of English can make use of this study. They stress on teaching listening since it has a great effect on acquiring English. So,

they can guide EFL teachers to adopt this study to enhance teaching listening and improve their learners' listening skill.

Finally, this study can be beneficial for English curriculum designers in designing listening activities. They can involve Round Robin Technique in teaching these activates since this technique has an influence on teaching listening.

1.6 Definitions

1- Round Robin

Zaelia (2015, p. 10) defines Round Robin as a cooperative technique in which the learners work in groups to listen to the recorder presenting a text. Within group work, all the learners contribute to answer for the questions about the listening text.

Round Robin is defined operationally as a technique that helps learners improve their listening skill through working in teams. The learners work in groups to listen to a text and a number of questions presented through the recorder. All the group members cooperate to comprehend the text and try to answer the questions about this text.

2- "Technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective" (Richards and Rodgers, 2001, p. 19).

"Technique" is defined operationally as the classroom procedures that the teacher adopts to present the lesson effectively and facilitate the students' learning.

3- Listening

Vandergrift (2007, p. 192) defines listening as “a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance”.

Listening is defined operationally as one of the most important language skills through which the language user listens to the speakers' messages and information to be comprehended and interacted by that listener who will respond for these messages and information or save them as background knowledge.

4-Iraqi EFL intermediate school students

Stem (1983, p. 17) presents a definition of EFL school students as the students who are taught English as a school subject to give them a foreign language competence. Those students may use this competence for communication and for some other purposes.

Iraqi EFL intermediate school students are those who study English at Iraqi intermediate, schools for three years as a foreign language.

2. Theoretical Background

2.1 The Concept of the Listening Process

Listening is a mental skill that is an invisible process. This process is considered active and constructive. It needs the listeners to decode and interpret what they receive and realize the speaker's ideas and thoughts through their hearing sense depending on what they have already known and their background knowledge. Also, listening is the process that offers the human being's rich input to enable them to interact with the environment and help them to improve their background knowledge (Helgensen and Brown, 2007, p. 3).

Listening is a complex process. In order to comprehend the speaker's ideas effectively, the listener must distinguish the sounds decodes, the stress and intonation. Moreover, they have to comprehend vocabulary and realize grammatical structure and language functions (Brown, 2001, p. 249).

In order to comprehend the spoken messages and ideas of conversation, the listener should have knowledge about the characteristics of the spoken language, comprehend the contexts that contain these ideas and messages, realize the various kinds of verbal texts and know the differences between the accents (Spratt et al., 2005, p. 31).

Listening is seen as an effective key for a successful communication. The important role of listening skill is as significant as the role of speaking skill in any conversation. This conversation becomes meaningful when there is an effective interaction between the abilities of the speaker and listener. There must be a good partnership between the speaker and listener, otherwise there will be misunderstanding (Yang, 2015, p. 33)

Namazandost and Nasri (2019, p. 2) state that listening is considered as a passive or receptive skill because the listener does not produce language. He just receives the speaker's information and ideas. However, this skill is active because it needs the listener to interact with what the speaker is talking through discriminating sounds, comprehending words, realizing grammar and language functions, interpreting listening texts and relating the content of these texts with the background knowledge. These procedures done by the listener are very necessary to comprehend the speaker's ideas and thoughts and achieve a successful communication.

Mohamed et. al. (2007, p. 318) see listening process as "a daily relational activity, a way of being with someone and how one can make sense of what is happening in the world around".

Harry et. al. (1982, p. 27) see that the activity of listening makes the process of what we hear purposeful. This process is a conscious activity. If this process is not given sufficient time to be practiced effectively, communication is not achieved successfully. Buck (2001, p. 114) states that the listener plays a vital role in

constructing the complete meaning of the message that is eventually communicated between the listener and speaker.

Lestari (2022, p. 12) states that during the process of conversation between the speaker and listener, listening skill is involved for three tasks: to get the speaker's main ideas, comprehend the speaker's detail ideas and help the listener draw conclusion about this conversation. Concerning the first task, the listener wants to have the main ideas of what the speaker has said. The listener does not pay attention to the detail. For example, the speaker talks in detail about his routine day in the office. The listener, who gets the speaker's main idea about his/ her job, does not pay attention to other details.

Concerning the second task, there is an example about the listener who likes to know the details of what the speaker has said. The listener wants to comprehend every word when the speaker explains the instructions of operating the machine.

The third task describes how the listener gets the gist about what the speaker has said. For example, the speaker talks about the difficulties and obstacles he/ she faces in learning English. The listener concludes that the speaker will fail in acquiring this language.

Wilson (2008, p. 10) explains the process of listening comprehension as a mental process in which the meaning of the speaker's messages is reconstructed consciously by the listener through using keys from the information in certain contexts and listener's background knowledge.

The listener should realize that the speaker's messages and ideas need to involve a process of internal reproduction in the listener's mind. So, listening comprehension is a complex process. To achieve effective process of listening comprehension, learners should be trained to realize the association between sounds, vocabulary, grammatical structure, language functions and learners' background knowledge. So, the learners need to involve great mental processes in listening activities (Nation and Newton, 2009, p. 40).

2.1.1 The Role of Listening skill in Learning English

Listening skill is regarded as the first step in learning English. It plays an important role to improve the process of learning because it is a key that offers learners comprehensible input for their learning and it is considered as an effective means for the learners to understand the native English speaker's ideas and thoughts (Gilakjani and Sabouri, 2016, p. 1671). Krashen et. al. (1984, p. 262) explain that learning a language is achieved effectively when enough input is provided for the learners. So, without understandable input, learning is not achieved efficiently. In other words, without improving listening skill, the process of language learning becomes unsuccessful.

Since listening is the most widely language skill that is practiced in the learners' daily life, this skill has a vital role in acquiring English. It is considered as one of

significant indicators to the successful foreign/ second language learning when this skill is used as a tool to measure the learner's ability to listen to the native speakers through several multimedia inside the classroom. Also, this skill helps learners to enhance their speaking skill. On the other hand, the development of this skill leads to improve other language skills (Vandergrift, 2007, p. 193).

Learners of English become interested in the process of learning English when they make a remarkable achievement during the process of listening inside or outside the classroom, for example, when they listen to English native speakers in TV, radios, recorders and cinemas (Anderson and Lynch, 2003, p. 3).

Learning English is not achieved without the development of listening skill since learners spend half of their classroom time listening to the teacher, classmates and multimedia. Rost (1994, p. 141) explains that English in spoken forms needs learners to have a good mastery on the listening skill to achieve good comprehension and interaction with this form of language. On the other hand, the learners, who struggle in their interaction with the speaker in English, should realize that this disability creates imputes, obstacles and a feeling of hopeless if they want to develop their English acquisition.

Furthermore, listening exercises offers learners rich opportunities to learn various components of English such as, vocabulary, pronunciation, structures of grammar, and language functions which will be as a part of the learners' background knowledge and they will depend on them in the practice of other forms of English language (ibid, p. 142).

Improving listening skill in EFL classroom reinforces learning English. Listening texts offer learners rich subjects in language functions such as, apologizing, invitation, expressing opinions and advice, etc. Also, listening activities help teachers of English to make their learners realize the nuances between this language and the learners' mother tongue concerning the spoken language. And gradually, it will be easier for the learners to improve the other skills they have in learning English (Renukadevi, 2014, p. 59).

According to the Communicative Language Teaching, it is considered that the process of listening is the cornerstone for communicative competence since it presents the learners enough aural input to interact actively in the process of communication in spoken form. In fact, the process listening is not the base for development of speaking skill only, but, also, this process is pivotal in the whole language learning (Mendelsohn, 1998, p. 83).

2.1.2 Cooperative Learning in Teaching Listening Skill

Language is a social process that offers the language users rich opportunities to improve scaffold their language skills through the process of interaction between those users. So, the speaker cannot express his/ her ideas and feelings if he/ she does not find a good listener to him/ her and the writer, also, cannot have the intention for writing if

he/ she cannot find a good reader for his/ her writings. Accordingly, it is better for language teachers to adopt cooperative learning techniques in improving learners' language skills.

Cooperative learning is an activity for interactive learning. This kind of activity makes the process of learning successful when it is structured socially and the information is shared and exchanged between the learners. Moreover, this kind of learning helps learners, who face obstacles and difficulties in language learning, get rid of their negative feelings and frustration when they are reinforced to participate actively in the lesson activities with those who have good levels in language learning. Also, cooperative learning draws the teacher's attention to the learners' individual differences to reduce learning anxiety and create learning enthusiasm. (Tang, 2022, p. 4)

This activity is based on group work when the learners work together and help each other to achieve effective learning. Each learner has a task and he/ she works hard in the class to carry out this task and fulfill the lesson objectives. Also, the teacher encourages the learners to be responsible for their learning and their classmates' learning. In other words, cooperative learning creates learner-centered classroom instead of teacher-centered classroom.

Kirbas (2010, p. 6) states that cooperative activities create suitable learning environment. These activities have a great role in offering learners' opportunities to be cognitively and mentally active in their work groups. So, group's success in doing learning activities is attributed to each member's effort. On the other hand, group's failure in doing these activities is attributed to the weak level of each member's work. As a result, the members of each group do their best in the learning process to achieve effective learning through cooperative and enthusiastic work.

In teaching listening, cooperative activities are viewed as an effective mode of learning that reinforces learners to create mutual assistance and encourages them to participate in the lesson activities considerably. Moreover, the learners can achieve an acceptable level to comprehend the listening texts when they work jointly and cooperatively and share their listening strategies. Those learners depend on their background knowledge in their participation and cooperation in listening activities. So, they can make use of their classmates' background knowledge in improving their listening skill. Also, the learners, who struggle in doing listening activities, can improve their listening skills through their interaction with their classmates who have good level in their listening performance (Jacobs and Hall, 1994, p. 3).

Avci and Fer (2004, p. 63) view that cooperative techniques are adequate to improve learners' language skills, which are listening, speaking, reading and writing, and have a great influence on students' mental learning. Moreover, these techniques give social interaction a great role in the learning process when the learners participate and help each other to do the lesson tasks.

Yapici (2016, p. 775) states that cooperative learning techniques have significant importance in teaching listening. It supports the learners' talents and self-ground to be the foreground in leaning listening. On the other hand, these techniques enhance learner's self-confidence in comprehending listening texts. Also, these techniques develop learner's positive attitudes towards their classmates in the same group.

It is viewed that Round Robin is one of cooperative learning techniques. It focus on learner-centered classroom rather than teacher-centered classroom. This technique makes learners be responsible for their acquiring a foreign language. Moreover, this technique, which reduces the teacher's burden in the classroom, enhances learners' participations to improve and reinforce their listening skill (ibid).

Moreover, Round Robin Technique emphasizes the learners' cooperation in improving their listening skill. Those learners help each other to comprehend listening texts and overcome the obstacles that they face in their interaction with the listening activities. Also, this technique has a vital role in reinforcing cooperative listening learning and support the learners who are weak at listening comprehension through the learners' cooperation in the listening activities.

2.2 The Concept of Round Robin Technique

Round Robin is a technique that reinforces learners' background knowledge when they share to do listening exercises adopting team work activities. So, this technique enhances learners' interactions with the listening activities. It is stated that there is a similarity between this technique and Round Table technique since both techniques are built on the cooperative learning and they require the learners to sit at a round tables working in teams and making discussions. However, there is a difference between these two techniques. Round Robin technique needs the learners to present their ideas and oral answers for listening comprehension questions, whereas they write these ideas and answers on paper when the teacher adopts Round Table technique.

2.2.1 Round Robin as a Listening Cooperative Technique

Kagan and Kagan (2009, p. xii) view that Round Robin is one of cooperative learning techniques that encourage teachers to build their lessons on team work, enhance communicative teaching, improve thinking skill and support social work inside the classrooms. Moreover, This technique builds learners' knowledge, so their background knowledge will be supported.

This technique needs each learner to work effectively within classroom teams. Each learner has to participate in forming the answers of the task in the listening lessons. This technique is considered as a group sharing activity. It offers an opportunity for each learner to have a turn in the lesson and motivates him/ her to express his/ her thoughts and ideas while the other learners listen and discuss these thoughts and ideas. Moreover, this technique encourages the shy learners to participate in the lesson events. Also, it motivates the learners, who are weak at listening skill, to improve their level at this skill through a cooperative lesson.

Accordingly, this technique creates an enthusiastic atmosphere instead of competition atmosphere during a listening lesson. All the learners in each team try to help each other to improve their listening skill through listening attentively to listening texts and then they help each other to share and do the listening tasks successfully.

Round Robin is, in fact, a session of discussions and sharing opinions. The teacher divides the learners into teams to discuss what they have listened to a listening text. The participants in each team gather answers, ideas and viewpoints from the members of that team to discuss them. On the other hand, this technique helps the learners improve their experience and background knowledge when they listen to their classmates' thoughts and perspectives (Annisa, 2021, p. 18).

Round Robin Technique encourages all the team members to present their answers to the questions about the listening texts and they discuss all these answers to select the most appropriate answers. So, this technique engages all the learners to take part in the listening activities.

2.2.2 Procedures of Implementing Round Robin Technique

The teacher explains the learners the aims behind adopting Round Robin Technique and its advantages. Then he / she discuss with learners the steps of implementing of this technique. He/ she divides the learners into five or six groups. Each group consists of five or six learners. The learners in each group can sit in a circle. Each group should include a number of the learners, who have good level at listening, and a number of the learners who have obstacles in learning listening and face difficulties in comprehending listening texts. So, the good learners at listening can help their classmates in the same group. Accordingly, cooperative learning can be achieved in teaching listening through this technique.

The teacher tells the learners that they should use English in their discussion when they implement the steps of this technique. The teacher distributes the roles of the group work on the members of each group. One of the members in each group represents as a group leader. The group leader guides the work of his/ her team and declares the correct answers of the team members for the questions about the listening text.

The second role is a monitor. The member, who acts as a monitor, is responsible for his/ her team' implementation for the step of this technique. The monitor guides the team members to speak English during their discussion.

A facilitator is the third role in the team. He facilitates the difficulties the members of the group may face in comprehending the listening text.

The rest group members take the role of the receptive. They listen to the listening text attentively. The leader, the monitor and the facilitator, also, listen to this text in order to participate in the discussion about that text and the questions with the other group members. The monitor reminds their classmates to speak English during their discussion.

After each group member realizes his/ her own role, the teacher asks all the learners to listen to the recorder attentively. The teacher plays the recorder to present the listening text. Then, he/ she plays the recorder to present a number of questions about that text. The learners in each group have to listen to recorder attentively. After that, the learners in each group begin to discuss the answer of each question that they have listened through the recorder. The learners, who have good level at listening comprehension, help others to understand the listening text and answer questions. All the group members should participate to decide the correct answers.

The teacher asks leader in each group to declare the answers of the comprehension questions. The teacher writes all the answers on the board to be discussed by all the learners. The teacher decides the correct answers. Through comparing the answers of each team with the correct answers, the teacher can evaluate the general learners' level at listening comprehension, their performance in this listening activity and their participation in implementation the steps of this technique.

2.3 Previous Related Studies

Two studies, that deal with the effect of Round Robin Technique on teaching listening, are presented below.

2.3.1 Wulandari (2021)

In this study. the researcher has aimed at investigating the effect of Round Robin Technique on the students' listening skills at the English grade of spin 1 in the Lambu Kibang Tulang, Bawang Barat. The researcher has adopted quasi experimental design with pre- posttest. The researcher has chosen two classes to be represented the experimental and control groups. The researcher has selected the population of the study at the eighth grade at Spin 1 Lambu Kibang. The study instrument was easy question of narrative. The researcher has designed 20 items in each test, pre-test and posttest.

2.3.2 Liunokas (2022)

The researcher has studied the influence of Round Robin Technique on teaching speaking to EFL Indonesian students. The researcher has adopted pre - experimental method, pre-post-test design. The population of the study was the students of the English study programmer of Nusa Cendana University Kupang. The sample of the study was 24 students. The researcher has adopted a speaking test to show the effectiveness of Round Robin Technique on developing the students' speaking skill.

3. Methodology and Procedures

3.1 Experimental Design

To implement the procedures of the present study, the researcher has adopted non - randomized, pre-post-test, equivalent - group design. He has selected two groups of the third intermediate students. The first group has represented the control group, (CG for short). The second group has represented the experimental group, (EG for short). The two groups have been exposed to the same listening comprehension pre-test. At

the end of the experimental period, the two groups have been tested by the same listening comprehension post-test. (See Table 3-1).

Table 3-1 The Experimental Design

The Groups	The Test	Independent Variables	The Test
C.G.	Pre -test	Round Robin Technique	Post -test
E.G.	Pre -test	Traditional Technique	Post -test

3.2 Sample Selection

The students at Al-Siyadha intermediate school for boys in the city of Karbala have been chosen non-randomly by the researcher to be the representative sample of this study. The students at the third intermediate stage in this school is 203. The students were classified into five sections. The researcher has chosen two non-randomized sections out of the five sections namely section C, which has been represented CG, and section D which has been represented EG. The number of the students in these two sections is 70; 35 students in each section. It is found out that no students have been left out from both groups. (See Table 3-2).

Table 3-2 Sample of the Study

Groups	No. of Students
C.G.	35
E.G.	35
Total	70

3.3 Equalization of Groups

To make the equalization between the CG and EG, the researcher has controlled the following variables. He has found out that there is no statistically significant difference in the controlled variables. These variables are:

1- Academic level of the father. (See Table 3-3).

Table 3-3 Equalization in Academic Level of Father

Academic Level	Total And Retio	The Sample		Total
		CG	EG	
Primary and Secondary	Total	1	1	2
	Horizontal Ratio	50.0%	50.0%	100.0%
	Vertical Ratio	2.9%	2.9%	2.9%
Institution and College	Total	13	10	23
	Horizontal Ratio	56.5%	43.5%	100.0%
	Vertical Ratio	37.1%	28.6%	32.9%
Higher Studies	Total	21	24	45
	Horizontal Ratio	46.7%	53.3%	100.0%
	Vertical Ratio	60.0%	68.6%	64.3%
Chi-Square Tests		0.591		
d.f.		2		
Level of significance		0.05		

2- Academic level of the mother. (See Table 3-4).

Table 3-4 Equalization in Academic Level of Mother

Academic Level	Total And Retio	The Sample		Total
		CG	EG	
Primary and Secondary	Total	4	5	9
	Horizontal Ratio	44.4%	55.6%	100.0%
	Vertical Ratio	11.4%	14.3%	12.9%
Institution and College	Total	17	17	34
	Horizontal Ratio	50.0%	50.0%	100.0%
	Vertical Ratio	48.6%	48.6%	48.6%
Higher Studies	Total	14	13	27
	Horizontal Ratio	51.9%	48.1%	100.0%
	Vertical Ratio	40.0%	37.1%	38.6%
Chi-Square Tests		0.148		
d.f.		2		
Level of significance		0.05		

3- Age of the students. (See Table 3-5).

4- Students' performance at English in the Mid-year Examination. (See Table 3-5).

Table 3-5

The Equalization of Age and Students' Performance in Mid-Year Examination

	The Sample	Mean	S.D.	Computed T-test	Tabulated T-test	d.f.	sig
Age	CG	135.77	4.19	-.393	2.65	68	.695
	EG	136.20	4.90				
Students' Performance	CG	68.83	13.84	.026		68	.980
	EG	68.74	14.24				

5- The pre-test. (See Table 6).

Table 3- 6 The Equalization of the Pre-test

The Sample	Mean	S.D.	Computed T-test	Tabulated T-test	d.f.	sig
CG	6.00	1.61	.569	2.65	68	.571
EG	5.77	1.75				

3.4 Description of the Pre-test

The researcher has tested both groups, CG and EG, by the listening comprehension pre-test to achieve the equalization between these two groups. The pre-test, which is scored out of 15 scores, contains a listening passage followed by one objective question. It contains 15 T/F items. Each item is scored out of 1 score. 1 score is given if the student's answer is correct and 0 is given if the student's answer is incorrect. The time allocated to do this test is 20 minutes.

To get face validity for this test, the pre-test has been exposed to a number of jurors. The agreement percentage of the suitability of the test is 100 %. On the other hand, the researcher has adopted two independent samples t-test formula to make sure that this test is reliable. It has been found that the pre-test is reliable since the computed t-value, which is .569, is less than the tabulated t-value, which is 2.65 at 68 degree of freedom and 0.05 level of significance. (See Appendix 1).

3.5 Controlling Extraneous Factors Jeopardizing External and Internal Validity of the Experiment

Some of the extraneous factors that effect on the experimental design have been controlled. These factors are:

a-history b-maturation c-instrumentation d-the teacher e-selection bias f-experimental morality g-classroom environment

3.6 Description of the post-test

Like the pre-test, the post-test is about a listening passage followed by one objective question which contains 15 T/F items. This question is scored out of 15. 1 score is allocated for each item. 1 score is given if the student's answer is correct and 0 is given if the student's answer is incorrect. The researcher has found out that 20 minutes is enough to conduct this test. (See Appendix 2).

3.6.1 Constructed and Face Validity of the Post-test

In order to make sure that the performance of the post-test is valid, construct and face validity are suitable types. Construct validity is calculated to show that the pre-test actually measures what it has been designed to asses. Construct validity of the post-test of this study has been computed and it has been found that all the items in this test are statistically significant. (See Table 3-7).

Table 3-7 Construct Validity t of the T / F Items in the Post-test

No. Item	Correlation with the Total
1	.356**
2	.186*
3	.428**
4	.359**
5	.567**
6	.501**
7	.523**
8	.359**
9	.315**
10	.421**
11	.362**
12	.579**
13	.297**
14	.321**
15	.338**

On the other hand, the face validity has been achieved when the post-test has been presented to the jury members who agreed that this test is valid in its face and it is suitable for the purpose for which the test is used. The test has got 100% agreement of the total jury members.

3.6.2 Pilot Study of the Post-test.

The researcher has chosen non-randomly the population of Al-Thawrah intermediate school for boys to conduct the pilot study for the post-test. 150 students from this school selected non-randomly have been exposed to this test. Those students needed 18-22 minutes to do this test. So, 20 minutes is enough time for this test to be done. Moreover, the researcher has found out that the instruction of this test is clear and unambiguous.

3.6.3 Item Analysis

After the process of scoring the test sheets of the pilot study, the final scores have been arranged from the highest scores to the lowest scores. The researcher has separated two groups. The first group consists the highest 27% of the scores and the second group consists of the lowest 27% of the scores.

3.6.3.1 Difficulty Level

If the DL of the item ranks from 0.20 - 0.80, this item is decided acceptable (Ebel, 1972, p. 202). The DL of the items in this post-test ranges between 0.34 to 0.79. So, DL of the test items is acceptable. (See Table 3-8).

3.6.3.2 Discriminating Power

The items, whose DP ranges from 0.20 to 0.80, seem to be acceptable (ibid). The DP of items in this post-test ranges between 0.22 to 0.71. So, the DP of the item is acceptable. (See Table 3-8).

DL and DP Coefficients of the T / F Items in the Post-Test

No. Item	DL	DP
1	0.66	0.44
2	0.62	0.22
3	0.40	0.61
4	0.79	0.37
5	0.34	0.63
6	0.46	0.59
7	0.45	0.66
8	0.65	0.46
9	0.39	0.44
10	0.49	0.54
11	0.56	0.44
12	0.34	0.59
13	0.38	0.37
14	0.44	0.44
15	0.65	0.71

3.6.4 Reliability of the Post-test

Using Alpha - Cornbach formula, the reliability coefficient of the post-test has been computed. It has been found 0.85. It is considered acceptable since it is above 0.50 (Madsen, 1983:181).

3.7 Application of the Experiment

The period of the experiment of this study started from 15 the of February 2025 and ended in 15 the of April 2025. During this period, the researcher taught two sections of the third intermediate stage in Al-Siyadha intermediate school for boys , Section C, which was represented CG, and section D which was represented EG. At the begin of the experimental period, the researcher tested both sections by the pre-test (Appendix B). Then, he taught both groups. He adopted Round Robin Technique to teach the EG listening activities whereas he taught the CG these activities according to the procedures mentioned in the Teacher's guide book. At the end of the experimental period, the researcher tested both group by the post-test (Appendix C).

4. Data Analysis, Results, Conclusions, Recommendations and Suggestions

4.1 Data Analysis

Using the t-test formula for two groups, it has been found out that the computed t-value, which is 4.981, is greater than the tabulated t-value, which is 2.650, at 68 degree of freedom and. 0.05 level of significance. (See Table 4-1).

Table 4-1 The Mean Scores, Standard Deviation, T-test Value and Eta Squared and Effect Size for Both Groups in the Post-test

Sample	\bar{X}	SD	Computed t-value	Tabulated t-value	d.f.	Level of Significance	Eta	Eta squared
CG	6.1714	1.87060	4.981	68	2.650	.517	.517	.267
EG	8.7143	2.37104						

This proves that there is a statistically significant difference between the mean scores in favor of the EG. Accordingly, the hypothesis above is not validated and the alternative one is stated which shows that there is a statistically significant difference between the mean score of the performance of the two groups. Also, the Eta squared formula shows that the value of effect size is.267. This shows the effect of Round Robin Technique on teaching listening as compared with the traditional technique.

4.2 Discussion of the Results

The findings of previous studies, which are introduced in this study, show that adopting Round Robin Technique in teaching listening skill has certain effectiveness on the students' performance in listening skill. Likewise, the present study aims at reflecting the effectiveness of applying this technique on students' performance in listening skill.

The results of the present study have proved that Round Robin Technique adopted by the researcher in this study has a clear influence on teaching listening skill

since the performance of the experimental group subjects in the post-test administered at the end of the experiment has surpassed that of the control group subjects.

This success is attributed to certain merits concerning Round Robin Technique. The following are some of these merits as they are drawn by the researcher himself during the experimental work:

- 1-Round Robin Technique has an impact on teaching listening in EFL classrooms.
- 2-This technique encourages cooperative learning that has a vital role in learning English in EFL/ ESL classes.
- 3-Adopting this technique can break classroom monotony that may be caused because of the traditional procedures adopted by a number of the teachers in teaching listening.
- 4-This technique creates an intimate atmosphere and cooperative spirit for the learners instead of competition atmosphere.
- 5-This technique is considered as a one of communicative techniques since it encourages teachers to create a learner-centered classroom instead of teacher-centered classroom.
- 6-This technique motivates students to be active participants inside the classroom through encouraging them to take part in classroom activities.
- 7-This technique is suitable for crowded classes since it focuses on group work which has a vital role in enhancing learning through making discussions among students and creating cooperative and intimate atmosphere inside classroom.

Below, the results, that are drawn by the present research and have been asserted by the previous studies discussed in this research, show the following:

- 1-Adopting Round Robin Technique has a great influence on improving learners' listening skill.
- 2-Round Robin Technique facilitates teaching listening activities and makes the lesson more enjoyable and fruitful for the students.
- 3-Student-centered classroom is focused in teaching listening through adopting this technique.
- 4-This technique makes the learners eager to improve their listening skill.

4.3 Conclusions

Below, the researcher draws a number of conclusions:

- 1-Round Robin is an effective technique in teaching listening in EFL classrooms.
- 2-Teaching listening can be more enjoyable through adopting this technique.
- 3-This technique can help the learners who struggle in the process of listening through presenting effective procedures in developing listening skill.
- 4-This technique supports the weak learners at listening through adopting team works in learning. Team work allows good learners to help their weak classmates comprehend listening texts.

- 5-Round Robin is a good technique to stimulate students' previous knowledge to be related with new learning.
- 6-This technique enhances students imputes and self-confidence to be independent learners and autonomous.

4.4 Recommendations

- 1-Teaching listening in EFL classrooms needs to be paid more attention by the teachers by adopting a number of various techniques and strategies.
- 2-In order to improve learners' listening skill, there should be a listening laboratories in each school.
- 3-Educational supervisors of English are recommended to guide teachers of English to adopt Round Robin Technique in teaching listening skill.
- 4-Curriculum designers are invited to design enjoyable listening activities with various listening techniques and strategies to urge the learners to improve their listening skill.
- 5-It is hoped that the college students at the department of English to be aware of the importance of teaching listening in schools. So, they should study the aims behind teaching it.

Also, they should have a knowledge about the communicative techniques and strategies to improve learners' listening skill.

4.5 Suggestions for Further Studies

A number of suggestions can be presented below:

- 1-A study can be designed to investigate the influence of Round Robin Technique on preparatory school students' listening performance.
- 2-Another study can be presented to study the effect of Round Robin Technique on preparatory school students' speaking performance.
- 3-Also, a study can be proposed to find the impact of Round Robin Technique on intermediate school students' speaking performance.
- 4-Finally, a study can be suggested to study the effect of Round Robin Technique on the performance of college students/ departments of English in listening skill.

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Appendix 1

The Pre-test

Q1/ Listen to the passage carefully.

It was three weeks before Christmas, and Mrs. Ben was very busy buying Christmas cards to send them to her friends and to husband's friends. She put those cards on the table in the living-room. When her husband entered the home, she said to him "There are a number of Christmas cards on the table in the living room and there are stamps, a pen and the book of our friends' addresses. Will you write these cards, please? I am very busy in the kitchen cooking the lunch". Mr. Ben entered the living room without saying any word. He went to the study. Mrs. Ben got very angry, but she did not say any word, too. Five minutes later, he brought a box full of Christmas cards. "All these cards had addresses and stamps on them from the last Christmas" said Mr. Ben "I forgot to send them to our friends".

Now, listen to the following sentences and write "True" if the sentence is true and "False" if the sentence is false. 15 Scores

- 1- Mrs. Ben bought Christmas cards two weeks before Christmas.
- 2- Mrs. Ben put those cards on the table in the bed-room.
- 3- Mrs. Ben asked her husband to write the Christmas cards.
- 4- Mr. Ben went to the study to write the Christmas cards.
- 5- Mr. Ben became very angry.
- 6- Mrs. Ben did not write the Christmas cards because she was busy.
- 7- Mr. Ben did not send the Christmas cards.
- 8- Mrs. Ben wanted to send the Christmas cards to her parents.
- 9- Mr. Ben forgot to send them to the friends.
- 10- Mr. Ben agreed to write the Christmas cards.
- 11- The box Mr. Ben brought was full of Christmas cards.
- 12- The Christmas cards in the box had addresses and stamps on them.
- 13- Mrs. Ben put stamps, a pen and the book of our friends' addresses for her husband.
- 14- The friends did not receive Mr. Ben's Christmas cards.
- 15- Mr. Ben entered the living room to write the Christmas cards.

Appendix 2

The Post-test

Q1/ Listen to the passage carefully.

Bill was a clever student. He wanted to join the engineering college, but his parents were very poor. They could not afford to pay the fees of the college. So, he had to find a job during his spare time and holidays. He managed to get two jobs, in a butcher's shop during the daytime and in a hospital at night. In the butcher's shop, he learnt to cut the meat and do all the serving when the butcher left him in the shop. In the hospital, he had to do the simplest jobs. Both in the shop and at the hospital, Bill had to wear white clothes. One evening, Bill had to carry an old man from his bed to the operation room. The man was one of the butcher's customers and when he saw Bill, he cried "No! Not my butcher! I do not want to be operated on by my butcher" and he ran away.

Now, listen to the following sentences and write "True" if the sentence is true and "False" if the sentence is false. 15 scores.

- 1- Bill looked for a job because his parent did not give him money.
- 2- In the butcher's, Bill made simple jobs.
- 3- Bill's parents were poor.
- 4- The old man was one of the butcher's customers.
- 5- The old man left the hospital because he was afraid of being operated on.
- 6- Bill would make the operation for the old man.
- 7- In the hospital only, Bill had to wear white clothes.
- 8- Bill liked engineering.
- 9- Bill carried one of the butcher's customers to the operation room.
- 10- During the daytime, Bill worked in the hospital.
- 11- Bill found two jobs.
- 12- Because of the college fees, Bill looked for a job.
- 13- Bill was a clever engineer.
- 14- Bill was a hard-working young boy.
- 15- The old man was scared when he saw Bill.