

Correlates of Listening Comprehension Towards the Development of An Assessment Tool

Eloida A. Datingaling 
Mindoro State University
eloida.datingaling@deped.gov.ph

Publication Date: October 10, 2025

DOI: 10.5281/zenodo.17422492

Abstract

This study aimed to determine the level of This study examined the correlates of listening comprehension towards the development of an assessment tool in Grade 10 students. The study specifically aimed to fill that gap by exploring the factors that correlates listening comprehension and how they affect the learner's ability to grasp spoken language and propose an assessment tool. This study used descriptive correlational design. A questionnaire was used to measure the correlates of listening comprehension and a retelling through writing was administered to measure the level of comprehension skills. Using regression analysis, 120 Grade10 students who had taken English in their respective subject were selected as respondents. The results showed most students that correlates of listening

comprehension. Furthermore, the findings revealed that there is a significant relationship between correlates of listening comprehension and the level of the listening comprehension skills. The study recommended teachers provide with training on how to recognize and address the various factors influencing listening comprehension, including emotional factors such as anxiety and self-concept. Equipping educators with this knowledge will improve classroom practices and learner outcomes. It is further recommended for future research to explore and expand upon the foundation provided by this study focusing on learners' English proficiency which serve as a springboard for additional research endeavors.

Keywords: *Correlates of listening comprehension, comprehension skills, secondary students, assessment tool*

INTRODUCTION

The four key language skills such as listening, speaking, reading, and writing are essential for truly mastering a language. Listening is about understanding what others are saying, while speaking is all about expressing your thoughts clearly. Reading helps you make sense of written text, and writing allows you to communicate your ideas in a clear, organized way. These skills work together to build a solid foundation for language fluency, enabling you to understand, share, and connect with others in various situations. To communicate effectively, it's important to develop all four skills and use them in harmony.

Between 2016 and 2020, research and reports from organizations like DepEd kept highlighting listening comprehension as a major issue. National assessments like the National Achievement Test (NAT)

and the Philippine Educational Placement Test (PEPT) revealed that listening comprehension was one of the weakest areas for students. Many struggled, especially when it came to understanding spoken language in everyday conversations, where things like different factors made it even harder to follow along.

In 2025, listening comprehension remains an essential yet often overlooked skill in language education. Despite its importance for academic success and effective communication, many learners still struggle to fully understand spoken language. With the rise of digital media and technology in education, students are exposed to more spoken content than ever, yet many find it difficult to interpret and make sense of what they hear. This gap in listening skills not only impacts their grades but also limits their ability to hold meaningful conversations, especially in non-native languages.

Though educators understand the significance of listening comprehension, the factors that affect it are still not fully explored. Things like cognitive abilities, prior knowledge, vocabulary, and even cultural background could all play a role in how well a student understands spoken material. But right now, there are no comprehensive tools that assess all these different influences in one go.

Since 2016, there has been a surge in research exploring the factors that influence listening comprehension, especially as language learning adapts to new technologies and increasingly diverse student needs. Studies have started to recognize that listening comprehension is not just about hearing words—it's a complex skill shaped by many different factors, from cognitive abilities to cultural context.

Keown and Mills (2017) have shown that working memory and attention are crucial for understanding spoken language. Students with better working memory can hold and process spoken information more effectively. Similarly, Cao (2017) highlighted that cognitive overload can hinder listening comprehension. When students are bombarded with too much information or fast-paced speech, they may struggle to grasp meaning, even if they have a good grasp of the language itself.

Vocabulary knowledge also plays a major role. According to Teng (2019), students with a richer vocabulary tend to perform better in listening tests because they can more easily recognize words and grasp their meanings in context. Tsai (2020) further found that a lack of vocabulary can lead to significant difficulties in understanding spoken language, even when other cognitive abilities are strong.

On the other hand, Huang and Chen (2021) have shown that students who actively use strategies like predicting or making inferences during listening tasks tend to do better overall. These strategies help them manage the cognitive load and stay engaged with what they're hearing. Unfortunately, many learners are not taught these techniques, which could explain why some struggle with listening comprehension.

Even with these insights, there are still several important gaps in our understanding of listening comprehension. Most studies focus on individual aspects, such as vocabulary or cognitive skills, but few have examined how these elements interact to shape listening comprehension in real-world situations.

Another area that needs attention is the assessment tools used to measure listening comprehension. Many of the existing tools are outdated or do not capture the full range of factors influencing comprehension. Current tests often focus only on basic vocabulary or comprehension of clear, slow speech, overlooking more complex aspects like cultural context or the strategies students use while listening.

This study aims to fill that gap by exploring the factors that correlates listening comprehension and how they affect a learner's ability to grasp spoken language. The goal is to create a more accurate and well-rounded assessment tool that can highlight students' strengths and weaknesses in listening for Grade 10 students at Aurelio Arago Memorial National High School (AAMNHS) for the S.Y 2024- 2025.

This would help teachers to tailor their methods to better support their students, while also aligning assessments with the real-world challenges students face when listening and understanding language in a variety of contexts.

METHODOLOGY

This research employed a descriptive- correlational quantitative research design to determine the correlational of listening comprehension towards the development of an assessment tool. According to Johnson et. al (2017), descriptive correlational quantitative research refers to a research design that aims to describe and measure the relationship between two or more variables without manipulating them. The goal is to observe patterns or associations between variables, using statistical analysis to determine the strength and direction of these relationships. This type of research helps identify correlations and is often used to predict outcomes or explore connections in educational or social contexts.

In this context, descriptive correlational research used to identify and measure the relationships between various factors (e.g., vocabulary size, metacognitive strategies, working memory, anxiety, self-concept) and listening comprehension skills. By collecting data on these variables, researchers can observe patterns or associations that exist between them, without manipulating the variables themselves. This allows for a clear understanding of how these correlates impact listening comprehension.

For instance, researcher examined the correlation between vocabulary knowledge and listening comprehension performance, or explore how metacognitive awareness influences the ability to comprehend spoken language. Statistical analysis, such as correlation coefficients, would determine the strength and direction of these relationships. This research design helps in identifying which factors are most strongly associated with listening comprehension, which is essential for constructing a valid and reliable assessment tool.

Ultimately, descriptive correlational research provides the foundation for developing an assessment tool by revealing the key components (such as linguistic, cognitive, or emotional factors) that should be measured in an effective listening comprehension test. The goal of such a tool would be to assess not only how well learners understand spoken language but also how these underlying factors contribute to their listening comprehension skills, ensuring that the assessment tool is comprehensive and reflective of the multi-dimensional nature of listening comprehension.

This study was conducted in Aurelio Arago Memorial National High School in Leido, Victoria, Oriental Mindoro. It is one of the secondary schools in the Division of Oriental Mindoro with a total student population of 1,890 from Grade 7 to Grade 12. It is spearheaded by a Principal II with ninety (90) teaching and non-teaching personnel.

Aurelio Arago Memorial National High School is the largest and most populated government secondary school in the District of Victoria. As of November 2024, the institution has a population of 1,890: 1193 from the junior high school department and 697 senior high school learners. Hence, this school offers a diverse student population, making it an ideal setting to explore an assessment tool to the development of the students and the school respectively.

The respondents in this study were selected Grade 10 learners from Aurelio Arago Memorial National High School during the 2024–2025 academic year. These students were chosen because they are at a pivotal point in their educational journey, particularly in the development of language and cognitive skills. At this stage, learners often face increasing academic demands, making them well-suited for exploring constructs such as working memory, comprehension, and related learning processes. Participation was entirely voluntary, ensuring that students engaged with the study willingly and without pressure. This

approach not only upholds ethical standards but also fosters a sense of ownership among participants. The total number of respondents was determined using G- Power analysis with an effect of 0.3 and an alpha level of 0.05.

Stratified random sampling was utilized in determining the set of respondents in this study. This technique, in which the population is divided into subgroups, or "strata," that share similar characteristics, and then a sample is randomly selected from each of these subgroups. The primary goal of stratified sampling is to ensure that the sample is representative of the entire population, especially when there are distinct subgroups within the population that are important to the research.

To gather the information needed for this study, a researcher-made questionnaires was utilized. The instrument typically consists of two main sections, the correlates of listening comprehension and the level of listening comprehension skills of the respondents in English subject of Grade 10.

The Test 1 was constructed to measure various correlates of listening comprehension, such as vocabulary size, vocabulary depth, grammar knowledge, working memory, self-concept, and anxiety. It consisted of 35 items, with five items allocated to each correlate. The format of the items included multiple-choice and short response types to evaluate both recognition and recall abilities. This test aimed to capture the multidimensional nature of factors that potentially influence listening comprehension among Grade 10 learners while Test 2 was a performance-based assessment focused on evaluating students' listening comprehension through a story retelling task. The test consisted of two spoken narrative texts, which students listened to and subsequently retold in written form. This task was designed to assess students' ability to reconstruct and convey the content, structure, and meaning of what they had heard. Their written outputs were evaluated using a rubric with seven criteria: content understanding, organization and structure, vocabulary comprehension, accuracy of detail recall, critical thinking and interpretation and coherence and cohesion. Each criterion was scored on a scale from 1 to 5, with a maximum possible score of 35. The rubric ensured a consistent and objective evaluation of the learners' listening comprehension as demonstrated through their written narratives.

The result of the data from these instruments helped identify the key predictors of listening comprehension and assist in developing an assessment tool that accurately reflects the various cognitive, linguistic, and emotional components involved in listening comprehension.

The purpose of using this approach in the research design is to comprehensively measure and understand the various factors that influence listening comprehension. By employing a combination of instruments such as a listening comprehension test, metacognitive assessments, vocabulary evaluations, and anxiety scales that the study aims to capture a broad range of cognitive, linguistic, and emotional variables that contribute to listening skills. This multi-faceted approach ensures that the assessment process takes into account not only the learners' ability to understand spoken language but also the underlying factors that affect their listening performance.

The data collected from these instruments enable the identification of the key predictors of listening comprehension. Understanding these factors is crucial for developing an accurate and effective assessment tool that reflects the diverse components involved in listening comprehension. Ultimately, this approach allows for a more holistic evaluation of listening skills, leading to the creation of a comprehensive assessment tool that addresses the cognitive, linguistic, and emotional dimensions of listening.

To ensure the research tool is effective, three English teachers with master's degrees in the English Language, one as a master teacher, one as a head teacher, and one as an English teacher examined and evaluated the diversity of the research instrument, a researcher-made test, used to confirm its validity.

To ensure reliability, the instrument undergoes a test-retest procedure to assess consistency over time. Additionally, Cronbach's alpha is used to measure internal consistency, with a high coefficient indicating strong reliability in assessing listening comprehension. These reliability measures are used to ensure that the instrument provides consistent, dependable data, supporting the validity of the study's findings on the correlation of listening comprehension in Grade 10 English subject.

The responses of the respondents in terms of answering the questionnaires evaluated using the range and its description by incorporating the following criteria. The first data collected using questionnaire to assess the variables. On the other hand, the rubrics will assess the level of comprehension skills where higher scores reflect stronger comprehension skills. The scoring rubric utilized in this study is anchored in the provisions of DepEd Order No. 8, s. 2015, which outlines the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This directive underscores the importance of employing rubrics with clearly defined descriptors to promote objectivity, fairness, and consistency in the assessment of student performance. The total scores for each participant calculated by summing their responses across all relevant items.

The researcher secured an approved letter from the Schools Division Superintendent of the Division of Oriental Mindoro and the Principal of the research locale, Aurelio Arago Memorial National High School, for approval to conduct the study. The said communication letter was noted by the Dean of Graduate School and the researcher's adviser. The researcher sent a separate letter to preidentified learners who participated in the study to signify their approval as the researcher used their answers through paper and pencil as data analyzed in the study.

The researcher utilized questionnaire as serves as a guide in giving participants' responses. The data was collected through two main instruments: a structured questionnaire and a listening comprehension test. The questionnaire assessed the factors of listening comprehension, including vocabulary size, vocabulary depth, grammar knowledge, working memory, metacognition, self-concept, and anxiety. The level of listening comprehension test involved listening to a two-story and letting them retell it through writing to assess key comprehension skills in twenty to thirty minutes. There would be a rubric to present before administering the test. Both instruments were administered in a controlled classroom setting to minimize external variables. The data was gathered over a specific period, and participant confidentiality was ensured throughout the process. Once collected, the data was compiled and prepared for analysis, which included cleaning the data for completeness and accuracy before conducting statistical tests. The researcher asked permission to English teachers to check the students' answers to ensure biases.

The researcher adhered to ethical principles to ensure the study was executed appropriately. Firstly, the researcher secured an approved letter from the participants, an informed consent form, as the second ethical issue, for their approval was necessary before they participated in the different data-gathering activities in the study. An informed consent form was properly secured from all participants prior to their involvement. This was distributed to each student, clearly outlining the purpose of the research, the procedures involved, the voluntary nature of participation, and the assurance of confidentiality and anonymity. Thirdly, the researcher also promoted anonymity regarding the participant's identity. Thus, Grade 10 learners were not obliged to disclose their full names. Hence, this promoted the confidentiality. Since the researcher employed the participants' responses, these ethical principles prevented potential harm in classroom settings, as the said data were used for the study. Lastly, the paper's results using the data were presented to the participants to validate the veracity of the information they shared. This adherence to ethical principles will help foster trust and credibility in the research findings and contribute to the overall integrity of the study.

The process of statistically treating the data involved carefully examining the gathered information. To do this, a thorough analysis of the collected data was necessary. Descriptive statistics, like the mean, and frequency distribution was used. This helped the researchers to get a clearer picture.

RESULTS AND DISCUSSION

This presents the analysis and interpretation of the data gathered on the test that correlates listening comprehension and listening comprehension on retelling through writing.

1. Correlates of Listening Comprehension

1.1 Vocabulary Size

This section presents the results regarding the respondents' vocabulary size as a correlate of listening comprehension. The distribution of scores, frequencies, percentages, and corresponding descriptive ratings are summarized in Table 6 below. These results provide insight into the level of vocabulary size among the Grade 10 learners.

The results show that nearly half of the students (42.5%, or 51 out of 120) scored a 4, which falls under the “Very Good” category for vocabulary size. Around a quarter of the students (25.83%, or 31 out of 120) scored either 5 described as “Excellent” or 3 described as “Good”. A smaller number of students scored lower, with 6% (6 students) receiving a 2 described as “Fair” and only one student (0.83%) scoring 1 described as “Poor”. The overall mean score was 3.83, indicating that most students have a strong vocabulary base. This likely helped them understand and engage well with the test, particularly with items such as the question, “In the conversation, the speaker said, ‘The team was determined to prevail despite the challenges.’ What does the word ‘prevail’ mean?” — an item where students achieved the highest scores.

The results indicate that a significant proportion of the respondents possess a strong vocabulary size, as evidenced by the overall mean score of 3.83 and the concentration of scores within the “Very Good” and “Excellent” categories. This shows that the majority of Grade 10 students have established a solid foundation in vocabulary, which likely facilitates their ability to comprehend spoken language effectively. The students' ability to successfully interpret context-dependent terms—such as the word “*prevail*”—further reinforces this interpretation.

Within the scope of this study, several implications can be drawn. First, the generally high level of performance in vocabulary size implies that existing instructional strategies may be effectively supporting the development of students' lexical knowledge. Educators may consider maintaining and enhancing these approaches while also implementing targeted interventions for students who demonstrated lower levels of performance. Differentiated instruction, focused vocabulary reinforcement, and formative assessments could be beneficial in addressing these disparities.

Second, the findings affirm the role of vocabulary size as a key predictor of listening comprehension, consistent with the meta-analysis conducted by Karalık and Merc (2019). Given the established correlation, curriculum design should incorporate vocabulary enrichment activities that align with listening comprehension tasks, particularly those that emphasize contextual inference and nuanced language understanding.

Finally, while the findings are promising, they are limited to a specific cohort—Grade 10 students in a single public high school. As such, generalizations should be made with caution. Future research is encouraged to explore whether similar trends are observed across other educational levels, institutions, or demographic groups. Nonetheless, the data underscore the importance of developing students' vocabulary size as a strategic component in enhancing listening comprehension skills.

1.2 Vocabulary Depth

This section presents the students' performance on vocabulary depth, which reflects how well they understand the meanings and nuances of words—an important factor in listening comprehension. The results reveal how deeply the learners grasp vocabulary beyond just knowing the words, giving us a clearer picture of their ability to process and interpret spoken language effectively.

The results indicate that 39.17% of respondents (47 out of 120) achieved a score of 5, described as "Excellent" in their vocabulary depth test performance. Meanwhile, 33.33% (40 respondents) scored 4, described as "Very Good." Additionally, 18.33% of participants (22 students) received a score of 3, described as "Good," while 6.67% (8 students) scored 2, falling under the "Fair" category. Only 0.83% (one respondent) scored 1, which is considered "Poor." The overall mean score was 4.06, indicating a "Very Good" level of vocabulary depth among the participants.

This high level of performance implies that the students genuinely understood the test items, as exemplified by the question, "In the dialogue, the speaker mentioned, 'The artist's approach was truly innovative.' What does 'innovative' most likely mean in this context?" These results indicate that the students possess not only a solid grasp of vocabulary but also a deeper, more nuanced understanding of language.

The findings of this study reveal a clear pattern, with a significant proportion of respondents—over 70%—demonstrating strong vocabulary depth, as reflected by scores in the "Very Good" and "Excellent" categories. This level of performance indicates that the learners possess not only the ability to recognize word meanings but also the capacity to comprehend their contextual and connotative uses. Such skills are essential for processing and interpreting spoken language effectively. The respondents' ability to answer items requiring inferential understanding—such as interpreting the term "innovative" in context—further underscores their depth of lexical knowledge.

Several implications can be drawn from these results within the scope of the study. Firstly, the high performance in vocabulary depth suggests that existing language instruction strategies may be effectively supporting the development of students' lexical knowledge. It may be beneficial for educators to reinforce this foundation by integrating more listening activities that require students to engage with nuanced vocabulary and infer meaning from context.

Secondly, the results reaffirm the significance of vocabulary depth as a key factor in listening comprehension. Consistent with the meta-analysis conducted by Karalık and Merc (2019), this study highlights that learners with a more sophisticated understanding of vocabulary tend to perform better in listening tasks, particularly those involving indirect meanings or unfamiliar expressions. Thus, instructional approaches should not only focus on expanding students' vocabulary breadth but should also cultivate depth through exposure to authentic language use, idiomatic expressions, and varied grammatical structures.

1.3 Grammar Knowledge

The results reflect the respondents' performance in grammar knowledge, a fundamental correlate of listening comprehension. The distribution of scores reveals varying degrees of grammatical competence among the participants, offering valuable insights into their capacity to apply grammatical rules within listening contexts. The overall mean score provides a summary measure of the group's general proficiency in grammar knowledge.

In terms of grammar knowledge, the majority of respondents, 58.33% (70 out of 120), scored a 3, described as "Good." Meanwhile, 18.33% (22 respondents) achieved a score of 4, described as "Very Good." Additionally, 17.5% (21 students) received a score of 2, described as "Fair," while only 3.33% (4 respondents) earned the highest score of 5, described as "Excellent." A small number, 2.5% (3 students), scored 1, considered "Poor." The overall mean score was 3.03, indicating a "Good" level of grammar knowledge among the participants.

The respondents performed well on the item, "I've been waiting for over an hour. Which tense is used in this sentence?", which falls within the "Good" performance category—indicating that most students demonstrated a solid understanding of basic grammatical structures, particularly the present perfect continuous tense.

These findings imply that while many students have a solid grasp of fundamental grammatical concepts, there is variability in their proficiency. The performance on items requiring contextual understanding, such as identifying verb tenses, indicates that students can apply grammatical knowledge in straightforward contexts. However, the distribution of scores also points to the need for targeted instructional strategies to address the gaps, particularly for those in the "Fair" and "Poor" categories.

The results align with the meta-analysis by Karalík and Merc (2019), which found a positive correlation between grammar knowledge and listening comprehension in both first and second languages. Their study highlighted that grammar knowledge is a significant predictor of listening comprehension success, emphasizing the importance of grammatical competence in understanding spoken language. Therefore, enhancing grammar instruction could be a strategic focus to improve listening comprehension outcomes.

1.4 Working Memory

The following section outlines the distribution of respondents' working memory scores, a cognitive factor known to influence listening comprehension.

The results from the working memory assessment, which serves as a cognitive correlate of listening comprehension, show that out of 120 participants, the majority—65% (78 students)—achieved a score of 3, described as "Good." Meanwhile, 15% (18 students) scored 4, described as "Very Good," and an equal 5.83% (7 students) each scored 2 and 5, described as "Fair" and "Excellent," respectively. Notably, no participant scored 1, described as "Poor." The overall mean score was 3.74, indicating a "Very Good" level of performance.

The highest performance was observed in the test item assessing the ability to sequence events, as demonstrated by the statement: "In the audio, the speaker mentioned a sequence of events: 'First, they went to the park, then to the mall, and finally to the cinema.' Which of the following is the correct order?" The respondents' success in this item implies a strong capacity to utilize working memory for processing and organizing information in real-time, a crucial skill for effective listening comprehension.

These findings align with the meta-analysis conducted by Karalík and Merç (2019), which identified working memory as a significant cognitive predictor of listening comprehension in both first and second languages. Their study found a positive correlation between working memory and listening comprehension, albeit with a small effect size. This supports the notion that while working memory plays a role in listening comprehension, its influence may be less pronounced compared to other factors such as vocabulary knowledge and metacognitive skills.

In light of these results, it is recommended that instructional strategies incorporate activities designed to enhance working memory, such as exercises that involve mental recall, note-taking, and auditory processing tasks. By strengthening working memory, students may improve their ability to retain and process spoken information, thereby enhancing their overall listening comprehension skills.

1.5 Metacognition

The following data offer insights into the respondents' metacognitive abilities in relation to listening comprehension. The distribution of scores indicates varied levels of metacognitive awareness among the participants, which likely impacted their listening performance.

The results show that most respondents demonstrated strong metacognitive skills. A majority of 58.33% (70 out of 120) achieved a score of 5, described as "Excellent." Meanwhile, 21.67% (26 respondents) obtained a score of 4 ("Very Good"), and 15.83% scored 3 ("Good"). The remaining respondents were in the lower categories, with 3.33% scoring 2 ("Fair") and 0.83% in the "Poor" range. The overall mean score was 4.33, described as a "Very Good" level of metacognitive awareness among the participants.

Analysis of the test items revealed that students performed particularly well on questions requiring reflection and strategic decision-making, such as the item, "After listening to the speaker, you realize you didn't fully understand a key point. What should you do next?" This shows that most students are not only aware of their comprehension levels but are also able to apply appropriate strategies to address breakdowns in understanding—a clear indicator of metacognitive engagement. The fact that only one student answered this item incorrectly might point to either a misunderstanding of the question or a misinterpretation due to wording, rather than a lack of metacognitive skill.

The findings indicate that students with higher levels of metacognitive awareness demonstrate an enhanced capacity to regulate their listening processes, which in turn contributes to improved listening comprehension. This outcome is consistent with the meta-analysis conducted by Karalik and Merc (2019), which reported a moderate positive correlation between metacognitive awareness and listening comprehension. Their study underscores the role of metacognitive strategies—such as planning, monitoring, and evaluating—in supporting learners' listening proficiency.

The students' performance on assessment items further reinforces this relationship. In particular, high scores on tasks requiring self-monitoring and reflective evaluation show that many respondents are actively engaging with the listening content and are applying strategies that facilitate comprehension. The limited number of incorrect responses across these items implies a broad competence in navigating listening tasks effectively, especially among those who demonstrate higher levels of strategic awareness.

These findings point to clear pedagogical implications. Integrating metacognitive strategy instruction into language teaching is essential for fostering learner autonomy and adaptability. Educators are encouraged to implement practices that promote learners' capacity to consciously plan their approach to listening tasks, monitor their understanding in real time, and evaluate their comprehension post-task. Such an instructional focus not only supports improved performance in listening comprehension but also contributes to broader language learning outcomes by equipping students with lifelong learning strategies.

1.6 Self- concept

This section presents the results regarding the respondents' self-concept as a correlate of listening comprehension.

The findings reveal that the majority of respondents possess a positive self-concept regarding their listening comprehension abilities. Specifically, 51.67% (62 out of 120 respondents) were in the "Very Good" category, followed by 25.83% (31 respondents) in the "Good" category, and 14.17% (17 respondents) in the "Excellent" category. Only a small minority, 8.33% (10 respondents), fell into the "Fair" category, with no respondents rating themselves as "Poor." The overall mean self-concept score was 3.71, which corresponds to a "Very Good" level.

In the test item, "When you find listening comprehension difficult, you tell yourself, 'I am capable of improving with practice,'" most participants demonstrated strong performance, with the majority achieving a "Very Good" rating, indicating that they clearly understood the question and accurately identified it as reflecting a positive self-concept.

These findings imply a strong positive self-perception among students regarding their listening comprehension skills. The high proportion of respondents rating themselves as "Very Good" or "Excellent" indicates a general sense of confidence in their listening abilities. This positive self-concept is likely to contribute to effective listening comprehension, as students with higher self-confidence are more inclined to engage actively with listening tasks and employ strategies that enhance understanding.

The results align with the meta-analysis conducted by Karalık and Merc (2019), which found that self-concept is a significant correlate of listening comprehension, particularly in second language contexts. Their study highlighted that learners with a positive self-concept are more likely to approach listening tasks with motivation and persistence, leading to improved comprehension outcomes.

In contrast, the few respondents who rated themselves as "Fair" may experience lower levels of self-assurance, potentially hindering their ability to process spoken information effectively. This underscores the importance of fostering a positive self-concept among all learners to support their listening comprehension development.

1.7 Anxiety

This section provides a comprehensive summary of respondents' listening comprehension scores in relation to their anxiety levels. It categorizes the frequency and percentage of scores, accompanied by descriptive labels, to highlight overall performance trends and provide insight into the potential influence of anxiety on listening comprehension.

The results show that out of 120 respondents, a strong majority demonstrated high proficiency. Specifically, 42.5% (51 respondents) achieved a score of 5, described as "Excellent," while 35.83% (43 respondents) obtained a score of 4, described as "Very Good." Additionally, 14.17% (17 respondents) scored 3 ("Good"), 6.67% (8 respondents) scored 2 ("Fair"), and only 0.83% (1 respondent) received a score of 1 ("Poor"). The computed mean score of 4.11 falls under the "Very Good" category, indicating generally high performance among the participants.

These results imply that a significant majority of the respondents demonstrated strong listening comprehension skills despite the presence of anxiety. The data suggest an inverse relationship between

anxiety and listening performance—students with lower anxiety levels tended to score higher, reflecting a more effective engagement with the listening tasks. High-performing respondents likely benefited from a calm and focused mental state, which may have enhanced their ability to process and comprehend spoken information efficiently.

On the other hand, those who scored lower may have experienced heightened anxiety that interfered with their cognitive processing. Anxiety in listening tasks can divert attention, reduce working memory capacity, and hinder the ability to decode auditory input in real time. This pattern underscores the importance of addressing affective factors in language learning.

The findings align with the observations of Karalık and Merc (2019), who emphasized that affective variables, such as foreign language listening anxiety, play a crucial role alongside linguistic and cognitive factors. Their research supports the idea that high anxiety can impair listening performance by creating mental distractions and reducing learners' capacity to stay engaged. Conversely, learners in low-stress environments are more likely to perform well because they are less prone to cognitive overload and are better able to recover from minor listening lapses.

In light of these findings, educational interventions aimed at reducing classroom anxiety—such as relaxation exercises, confidence-building activities, and structured practice in a low-pressure setting—may be instrumental in improving listening comprehension. Establishing a supportive learning atmosphere could help students manage anxiety more effectively and unlock their full potential in language acquisition.

2. Level of Comprehension Skills (Retelling through Writing)

2.1 Content Understanding

This section illustrates the distribution of scores and corresponding descriptive categories for the level of comprehension skills in terms of content understanding.

The results show that the level of comprehension skills in retelling through writing among the respondents is generally high. The majority of participants, 57.5% (69 out of 120), achieved a score of 7-8, described as "Very Good," indicating strong retention and clarity in retelling. Close behind, 30% (36 respondents) scored 9-10, described as "Excellent," showcasing consistency and depth in understanding the narrative. The remaining 12.5% (15 respondents) scored 5-6, described as "Good." Notably, no respondents received scores in the lower performance categories. The overall mean score was 7.68, described as "Very Good."

The findings imply that most students demonstrated a strong ability to understand and make sense of what they read or heard, with the majority performing at "Very Good" and "Excellent" levels. This suggests that they are not just recognizing information on the surface but are also engaging in deeper levels of comprehension—such as making inferences, connecting ideas, and drawing meaning beyond what is explicitly stated. The participants predominantly demonstrated a general understanding of the content, with only minor gaps or misinterpretations of key points. Based on the observed results, it can be inferred that the participants demonstrated a solid comprehension of the stories, as evidenced by the absence of scores in the lower performance categories.

These findings imply that most students were able to effectively comprehend and communicate the key elements of the stories they read or heard. Their ability to retell narratives accurately and coherently implies not only surface-level understanding but also engagement in deeper cognitive processes such as making inferences, recognizing implied meanings, and establishing connections among ideas.

The high scores in terms of content and understanding indicate that students are capable of grasping both literal and implied messages. This supports Kintsch's (2018) model of comprehension, which outlines the process as involving the construction of a mental representation of new information and its integration with prior knowledge; the students' strong performance suggests their ability to carry out both steps, enabling them to fully comprehend the content.

2.2 Organization and Structure

The results indicate that students were generally proficient in organizing and structuring their written retellings. A strong majority of respondents demonstrated effective organizational skills, with 55% (66 out of 120) achieving a "Very Good" rating (score 7-8) and 23.33% (28 respondents) rated as "Excellent" (score 9-10). Their work reflected logical sequencing, clear paragraphing, and a coherent flow of ideas, showing an ability to present information in a well-structured manner. Another 21.67% (26 respondents) scored in the "Good" range (score 5-6). This shows that students were able to convey the story effectively, with a clear beginning, middle, and end, and logical transitions. The overall mean score was 7.41, rated "Very Good," indicating generally well-organized retellings, although possibly with minor lapses in cohesion or paragraph development.

The findings imply that most students have developed strong comprehension skills, which are essential for understanding how information is organized and structured. In other words, the students can effectively follow the flow of ideas, identify connections between them, and recognize how different parts of a text or speech fit together to create a clear, cohesive message.

Although the outputs were generally well-organized, certain sections exhibited occasional lapses in clarity or coherence in sequencing. These inconsistencies may stem from challenges in accurately processing or recalling specific portions of the auditory material, which could have contributed to confusion during the retelling process.

This observation is consistent with Field's (2018) perspective on listening comprehension, which underscores the importance of understanding the structural organization of spoken language. Field asserts that the ability to identify main ideas and supporting details significantly enhances learners' capacity to extract meaning from spoken input and to comprehend complex content more effectively. The findings of the present study indicate that the respondents demonstrate proficiency in recognizing these organizational cues and appear to utilize them to support and guide their overall listening comprehension.

2.3 Vocabulary Comprehension

This section illustrates the respondents' level of comprehension skills in the area of vocabulary comprehension, highlighting how effectively they understand and interpret word meanings in various contexts. The results not only reflect the participants' current proficiency but also help identify specific strengths and areas that may require further instructional support.

In terms of vocabulary comprehension as demonstrated in the participants' written retelling of the stories, the results indicate that the majority of the respondents exhibited a strong command of appropriate and contextually relevant word choices. The data shows that 53.3% of respondents (64 out of 120) obtained the highest rating, with a score of 7-8, verbally described as "Very Good." This shows that students from this group were able to effectively utilize vocabulary that clearly communicated the story's content with clarity and a level of linguistic sophistication. Furthermore, 22.5% (27 out of 120 respondents) achieved a score of 9-10, described as "Excellent," which reflects a solid grasp of word meanings and usage. Another 24.2% (29 out of 120 respondents) displayed commendable performance, receiving "Good" ratings with a score of 5-6. The overall mean is 7.50, described as "Very Good."

These findings imply that their retellings, while not necessarily exceptional in lexical richness, were generally well-worded and appropriate to the task. The absence of scores in the lowest categories is positive; however, the performance level in the "Good" category still indicates some limitations in the students' ability to choose precise or more nuanced words to express ideas effectively. This result may point to a need for further enrichment in vocabulary instruction for some respondents.

The respondents obtained high scores under the criterion of using appropriate vocabulary, although some instances of repetition or misuse of terms were observed. This shows that while participants were generally able to infer meanings from context, the repetition or inaccurate use of certain vocabulary items may be attributed to limited familiarity with specific terms.

The results also indicate that students have developed strong vocabulary comprehension skills, which is vital for understanding both spoken and written texts. The fact that most students are performing at a high level implies that they don't just know individual words, but are also able to understand them in context. This deeper understanding is essential for effective comprehension, allowing them to process more complex language.

Thus, the researcher agrees with Meara (2017), who emphasizes that vocabulary knowledge extends beyond the mere understanding of word meanings; it also involves an awareness of how words function within real-world contexts. This contextual understanding enables learners to interpret and decode texts more effectively, which is essential for advanced levels of listening and reading comprehension. According to Meara, the depth of vocabulary knowledge—including the recognition of connotations, word relationships, and appropriate usage—is a more reliable predictor of comprehension ability than the breadth of vocabulary alone.

2.4 Accuracy of Detail Recall

The results reveal that most participants demonstrated strong comprehension skills, effectively retaining and retelling key story details. This indicates a solid grasp of narrative understanding and the ability to express those details through writing.

The data shows that 51.7% of respondents (62 out of 120) earned a score of 7-8, described as "Very Good," reflecting a strong ability to capture most critical details from the story. Furthermore, 21.7% (26 out of 120 respondents) achieved an "Excellent" rating with a score of 9-10, indicating accurate recall of key elements with the inclusion of supporting information. Another 26.6% (32 out of 120 respondents) performed well with a "Good" score of 5-6, showing accurate recall with few omissions. Notably, no respondents received low scores. The overall mean was 7.42, described as "Very Good."

The findings imply that students generally have strong comprehension skills, particularly when it comes to recalling details from the material they've encountered. The participants' scores align with the criterion stating that they are able to recall and retell most details accurately, although some key points or facts may be omitted or misrepresented. This outcome may be attributed to the inherent challenges of retelling through writing, where discrepancies can occur between what was heard and how it is subsequently expressed. Variations in interpretation, language use, and written expression may lead to minor inaccuracies, even when listening comprehension is generally strong.

Hence, these findings are consistent with the research of Zhang and Zhang (2017) and Kormos and Csizer (2019), who emphasize the critical role of detail recall in the listening comprehension process. Their studies indicate that the ability to recall specific details not only reinforces memory retention but also facilitates the comprehension of complex ideas. The strong performance of students in recalling details suggests the development of advanced cognitive skills, enabling them to effectively retain, process, and integrate key information.

2.5 Critical Thinking and Interpretation

This section details the participants' performance in retelling through writing, specifically in terms of critical thinking and interpretation. The participants demonstrated varying levels of higher-order comprehension.

The results show that the majority of respondents, 56.7% (68 out of 120), obtained a score of 7-8, described as "Very Good," indicating strong interpretive skills and the ability to derive meaning beyond surface-level details. Furthermore, 17.5% (21 respondents) scored 9-10 ("Excellent"), while an equal 17.5% (21 respondents) scored 5-6 ("Good"), showing consistency in identifying implicit ideas and interpreting the story meaningfully. The remaining 8.3% (10 out of 120 respondents) received a score of 3-4 ("Fair"), demonstrating a moderate interpretive ability, though with possible challenges in the depth of analysis. The overall mean was 7.35, described as "Very Good."

The data from this study clearly indicates that the students exhibit strong comprehension skills, particularly in critical thinking and interpretation. A significant number of students scored in the "Very Good" range, showing that most participants have developed a well-rounded ability to analyze, evaluate, and interpret the materials they engage with. These findings imply that the participants' scores correspond to the criterion indicating that they demonstrate some critical thinking by making basic inferences and providing general analysis, though their responses may lack depth or nuanced insight. This outcome may be partly attributed to the nature of retelling through writing, where students may struggle to fully articulate deeper reflections or critical perspectives on the topic, possibly due to limitations in expressive language skills or cognitive processing during the retelling task.

Hence, the result shows that students have developed critical thinking and interpretive skills that are essential for deeper comprehension. These findings align with the work of Halpern (2018), Harp and Gallimore (2019), and King and Kitchener (2016), whose research emphasizes that comprehension is not merely about understanding the literal meaning of content but involves engaging with it critically, interpreting it in context, and applying it to broader real-world situations. The results point to the fact that students are not only able to comprehend the material, but they are also capable of analyzing, interpreting, and reflecting on it with depth.

2.6 Coherence and Cohesion

This section details the respondents' level of comprehension skills, specifically in terms of coherence and cohesion—two essential elements of effective communication and text organization. It illustrates the extent to which students are able to logically connect ideas and maintain a clear and consistent flow of information in their written retelling, thereby demonstrating their ability to structure thoughts and utilize appropriate linguistic devices to ensure textual unity.

The assessment of coherence and cohesion in the participants' written retellings indicates that the majority of respondents were able to present their ideas in a logically organized manner, effectively utilizing appropriate transitions to ensure clarity and continuity throughout their narratives.

Specifically, the data show that 50% of respondents (60 out of 120) demonstrated commendable performance, receiving "Very Good" ratings with scores ranging from 7 to 8. Additionally, 25.8% (31 respondents) achieved scores between 9 and 10, described as "Excellent," reflecting well-organized written outputs with cohesively linked ideas and maintained structural unity. Conversely, 24.2% (29 respondents) scored between 5 and 6, described as "Good," indicating a satisfactory level of paragraph organization and logical flow. The overall mean score of 7.44, also described as "Very Good," suggests that students generally exhibit strong comprehension skills in this area.

These findings imply that the respondents are proficient in organizing and connecting ideas within texts, thereby facilitating a clear and logical flow of information. Given that coherence and cohesion are fundamental to effective communication, their presence enhances the reader's or listener's ability to follow and understand the material with greater ease.

The participants' scores correspond to the criterion stating that the retelling is mostly coherent but may exhibit occasional gaps in the connections between ideas or slight awkwardness in transitions. In this regard, some lapses were observed in the retellings, where transitions between ideas appeared somewhat awkward. This may be attributed to confusion or uncertainty experienced by the participants in accurately expressing what they had heard.

This finding aligns with Liu and Zhao's (2019) research, which underscores the interdependence of coherence and cohesion in facilitating deeper comprehension. Their study highlights that learners who are more adept at recognizing cohesive devices—such as anaphora, ellipses, and transitional signals—are better equipped to understand the speaker's or writer's intent, especially within complex or academic discourse. Furthermore, they emphasize the crucial role of textual coherence in guiding the reader or listener through the logical progression of information, thereby enabling the construction of a coherent mental representation of the content.

3. Factors that predict listening comprehension skills

The result shows the regression analysis of the factors that correlate with listening comprehension skills. The analysis indicates that all the listed indicators such as Vocabulary Size, Vocabulary Depth, Grammar Knowledge, Working Memory, Metacognition, Self-concept, and Anxiety have a significant correlation with listening comprehension, as evidenced by their very low p-values (all less than 0.001) and high t-statistics. The R-values, all above 0.79, reflect strong positive correlations, while the R-squared values (ranging from 0.63 to 0.70) suggest that each factor explains a substantial portion of the variance in listening comprehension performance. Among all variables, Working Memory emerges as the strongest individual predictor, with the highest R-value (0.84) and R-squared (0.70). Vocabulary Depth and

Metacognition also demonstrate strong predictive power, both having R-values of 0.82. Additionally, Grammar Knowledge, Self-concept, and Anxiety show similar levels of influence, with nearly identical coefficients and R-values around 0.81, further confirming their significance in relation to listening comprehension skills.

Among these factors, Working Memory emerged as the most influential predictor as analyzed with the highest R-value of 0.84 and an R-squared value of 0.70, indicating that it explains 70% of the variance in listening comprehension scores.

These results show that working memory and listening comprehension performance are highly positively correlated, with working memory explaining 70% of the variation in respondents' listening results. The theoretical knowledge that listening comprehension is a complex cognitive activity requiring the temporary storage, manipulation, and integration of auditory information lends support to the significance of this link. Particularly in real-time language processing, working memory helps students to remember spoken input long enough to understand it. The essential listening skills like paraphrasing, inferencing, sustaining focus, and integrating information across clauses and discourse segments are all made possible by it.

This relationship is especially salient in second language (L2) acquisition contexts, where learners are frequently exposed to unfamiliar linguistic input and rapid speech rates that challenge their processing capacities. With empirical evidence provided by Sakai (2018) and Li Jialing (2019) underscores the pivotal role of working memory in facilitating essential processes in L2 listening comprehension. Specifically, working memory is instrumental in decoding syntactic structures, retaining and manipulating propositions, and resolving lexical or grammatical ambiguities within spoken discourse. These cognitive functions are critical for effective comprehension, particularly when learners must simultaneously interpret meaning, infer unstated information, and integrate linguistic input across extended segments of speech.

Next, Vocabulary Depth demonstrated considerable predictive power, with an R-value of 0.82 and an R-squared of 0.68. It implies that 68% of the variance in listening comprehension performance can be explained by differences in vocabulary depth alone. These values underscore its substantive role as a predictor of comprehension ability.

Hence, vocabulary depth significantly correlates with listening comprehension because it equips learners with the semantic flexibility and contextual awareness necessary for understanding spoken language in real time. The regression statistics you provided validate this by showing both statistical and practical significance in its predictive capacity. Research supports these findings that Zhao and Liu (2018) assert that vocabulary depth significantly enhances the listener's ability to decode complex input, draw inferences, and sustain comprehension across longer speech segments.

On the other hand, Metacognition, emerges as a statistically significant predictor of listening comprehension. The R-value of 0.82 reflects a strong positive correlation, while the R-squared value of 0.67 shows that metacognitive abilities explain approximately 67% of the variance in students' listening comprehension performance. This establishes metacognition as a critical cognitive factor in the development of effective listening skills.

Metacognition refers to the learner's capacity to monitor, control, and evaluate their cognitive processes. In the context of second language (L2) listening comprehension, this involves planning how to approach a listening task, monitoring one's understanding during the listening process, and evaluating comprehension afterward. These self-regulatory strategies are particularly vital given the real-time, often

unpredictable nature of auditory language input in a second language. Learners who employ metacognitive strategies are more adept at maintaining focus, recognizing comprehension breakdowns, and implementing corrective actions, all of which enhance overall comprehension.

This finding aligns with the theoretical framework proposed by Vandergrift and Goh (2012), who emphasize that metacognitive awareness transforms passive listeners into active and strategic participants in the listening process. Moreover, Teng (2021) found that learners with strong metacognitive regulation are better equipped to handle the challenges of L2 listening, including ambiguity, fast speech, and unfamiliar vocabulary. Such learners tend to manage their cognitive resources more effectively, which leads to improved performance in comprehension tasks.

The pedagogical implications of this result are substantial. Integrating explicit metacognitive strategy instruction into language teaching can empower students to become more self-regulated and autonomous in their learning. Activities that foster planning like predicting content, monitoring such as self-questioning during listening, and evaluating like post-task reflection that can cultivate students' ability to engage more deeply with listening materials. In turn, this can lead to greater comprehension accuracy and academic achievement.

In conclusion, the significant relationship between metacognition and listening comprehension underscores the importance of developing learners' metacognitive competencies. As demonstrated by the data, metacognition not only supports real-time comprehension but also equips learners with the strategic tools necessary for sustained language learning success.

Vocabulary size is demonstrated to be a statistically significant correlate of listening comprehension, underscoring its critical role in enabling learners to recognize and process spoken language effectively. The highly significant p -value (0.0001) affirms the robustness of the relationship, while the strong correlation coefficient ($R = 0.81$) and coefficient of determination ($R^2 = 0.66$) indicate that vocabulary size explains approximately 66% of the variance in listening comprehension performance among the respondents. It also reflects the breadth of a learner's word knowledge, encompassing the range of words they can recognize and understand. In the context of listening comprehension, this breadth is indispensable, as it increases the likelihood of recognizing a greater number of lexical items in continuous speech. Successful word recognition is foundational for parsing sentence structures and deriving global meaning. Conversely, when listeners encounter an excessive number of unfamiliar words, comprehension breakdowns are likely to occur, particularly in fast-paced or linguistically complex contexts.

The significance of this finding aligns with previous empirical research. Zhang and Li (2019) emphasized the importance of vocabulary breadth in both academic and authentic listening settings, suggesting that learners with a larger vocabulary are more capable of extracting essential information, drawing inferences, and maintaining comprehension throughout extended discourse. This observation is further substantiated by Nation (2013), who posits that successful comprehension of spoken texts requires knowledge of at least 95–98% of the words present in the input, thereby highlighting the necessity of extensive lexical knowledge.

In the domain of second language acquisition (SLA), vocabulary size functions as a primary indicator of learners' familiarity with the target language. It serves as a buffer against processing overload by reducing the cognitive demands associated with decoding unfamiliar terms. Therefore, limited vocabulary breadth significantly impairs the ability to follow and interpret spoken language, hindering both literal and inferential understanding.

The findings underscore the need to prioritize vocabulary instruction within language education curricula. Effective instructional strategies should aim not only to expand learners' vocabulary but also to reinforce retention and contextual use. Approaches such as thematic vocabulary instruction, content-based language learning, and extensive listening practices can facilitate incremental vocabulary growth. Additionally, integrating vocabulary recycling and repeated exposure within diverse communicative contexts can further enhance lexical retention and accessibility during listening tasks.

In conclusion, the significant relationship between vocabulary size and listening comprehension affirms the foundational role of lexical breadth in auditory language processing. Learners with an expansive vocabulary are demonstrably better equipped to decode spoken input, sustain comprehension, and engage meaningfully with spoken discourse. As such, deliberate and structured vocabulary development remains a cornerstone of effective listening comprehension instruction.

Anxiety, on the hand, with a regression coefficient (β) of 0.0072, a t-statistic of 4.00, a highly significant p-value of 0.0001, an R-value of 0.81, and an R-squared value of 0.66, is demonstrated to be a statistically significant correlate of listening comprehension. The strength of these values implies that anxiety has a meaningful and negative impact on students' performance in listening tasks, accounting for approximately 66% of the variance in their listening comprehension abilities.

The significance of anxiety as a predictor aligns with extensive literature in second language acquisition, which emphasizes the influential role of affective factors in language performance. Listening comprehension, as a real-time processing activity, demands sustained attention, cognitive flexibility, and immediate information integration—processes that are particularly vulnerable to emotional disruption. High levels of anxiety, especially in language learning contexts, can impair cognitive functions such as attention and working memory, which are crucial for decoding and interpreting auditory input.

Moreover, Gardner's (1985) Socio-Educational Model of Second Language Acquisition supports this view, proposing that affective variables like anxiety are closely linked to learner motivation and ultimately to language proficiency.

The findings of this study further reinforce the importance of addressing learners' emotional well-being in pedagogical contexts. Reducing anxiety through supportive learning environments, confidence-building activities, and mindfulness strategies may significantly enhance listening comprehension performance. Educators are therefore encouraged to incorporate affective support into language instruction, recognizing that psychological readiness and emotional regulation are essential for successful comprehension and overall academic achievement.

Self-concept, another affective dimension, exhibited a significant relationship with listening skills ($R = 0.81$; $R^2 = 0.65$). These results demonstrate the statistical reliability and substantive significance of self-concept in predicting students' performance on the tests. These findings align with the regression results, where 65% of the variance in listening performance can be attributed to the variable.

On the other hand, students possessing a positive self-concept are more inclined to exhibit initiative in their learning by employing methods such as content prediction, mental note-taking, or comprehension monitoring during auditory processing. These metacognitive behaviors enhance understanding, especially in longer or more complex texts.

It is clear that learners' self-perception affects their willingness to take risks and sustain motivation, two crucial aspects of language acquisition, as Saragih (2021) pointed out. Students' listening

comprehension performance can be significantly enhanced by cultivating a positive self-concept through the application of constructive criticism, encouragement, and autonomy-supportive teaching techniques. This is due to the fact that it inspires kids to be self-assured, driven, and engaged learners.

Lastly, Grammar Knowledge, although statistically significant, demonstrated the lowest predictive value ($R = 0.79$; $R^2 = 0.63$). This means grammar knowledge is not only statistically reliable in predicting listening performance, but also substantively important in explaining how well students comprehend spoken language. This is essential for interpreting syntactic relationships and understanding who is doing what to whom in a sentence.

It is clear that grammatical knowledge has a direct impact on a learner's capacity to transform linguistic input into meaningful intake, according to input processing theory (VanPatten, 2004). Even students with a large vocabulary may not be able to fully understand longer or syntactically diverse phrases if they lack grammar awareness.

In conclusion, the current investigation confirms that listening comprehension is a sophisticated ability impacted by a combination of affective, linguistic, and cognitive elements. The biggest predictors were shown to be working memory, vocabulary depth, and metacognitive skills, highlighting the need for teaching strategies that incorporate deep lexical engagement, metacognitive awareness, and cognitive strategy training. At the same time, affective elements like anxiety and self-concept are important, emphasizing the value of developing learners' confidence and emotional health. Despite being the least significant predictor, grammar knowledge is nonetheless a crucial component of syntactic comprehension. In order to maximize learner outcomes, these findings collectively support comprehensive and balanced language education that takes into account the various factors that influence listening comprehension.

4. Proposed Assessment Tool

The Project ALCCAT (Advanced Listening Comprehension Correlates Assessment Tool) is a modified assessment tool made by the researcher, designed to evaluate advanced listening comprehension among Grade 10 students by integrating cognitive, metacognitive, and affective correlates of listening performance. Developed in response to the evolving demands of 21st-century education, Project ALCCAT goes beyond traditional content-recall tests by assessing vocabulary size and depth, grammar knowledge, working memory, metacognitive awareness, self-concept, and listening anxiety. It utilizes authentic spoken texts, adaptive modules, and technology-enhanced items to simulate real-world listening scenarios while promoting critical thinking and reflective learning. The tool can be implemented through a four-phase process—preparation, administration, analysis, and feedback—and includes five key assessment sections. These assess literal to critical comprehension, cognitive function, vocabulary use, strategy awareness, and affective response. End-users include students, teachers, curriculum planners, school guidance counselor, and researchers, all of whom benefit from real-time analytics and personalized feedback generated through digital platforms such as Google Forms, Moodle, and Ed puzzle. With its classroom-based implementation model and strong integration of technology, Project ALCCAT offers a practical, scalable, and innovative solution that supports data-informed instruction and promotes meaningful listening comprehension in the Philippine educational context.

Conclusions

In view of the foregoing summary of findings, the following conclusions are crafted.

The test on factors that correlates listening comprehension tests attested that the respondents progressed in the tests given to them by getting the good performance. Then, the respondents performed well with the utilization of when it comes to the level of comprehension skills of the respondents by retelling through writing. The factors of vocabulary size, vocabulary depth, grammar knowledge, working memory, metacognition, self-concept, and anxiety predict students' listening comprehension skills through interconnected cognitive and affective pathways. A broader and deeper vocabulary, along with strong grammar knowledge, equips learners to decode spoken language effectively, while working memory supports the retention and integration of information over time. Metacognitive awareness allows students to monitor and regulate their understanding during listening tasks. Additionally, a positive self-concept boosts confidence and engagement, whereas low anxiety levels help maintain focus and reduce cognitive interference. These factors shape how efficiently students process, interpret, and respond to the content, with cognitive skills forming the core of comprehension and affective traits influencing performance. Since the result showed that factors that correlates listening comprehension had a significant effect on the performance of the respondents in comprehension skills the researcher proposed an assessment tool.

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