THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED EDUCATION OF THE REPUBLIC OF UZBEKISTAN

RESEARCH WORK

''THE RELATIONSHIP BETWEEN LISTENING COMPREHENSION AND SPEAKING FLUENCY AMONG ADVANCED LEVEL EFL STUDENTS.''

THE UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES MA

Course

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''The Relationship between Listening Comprehension and Speaking Fluency among advanced level EFL students.''

ABSTRACT: *This study examines the connection between advanced EFL students' speaking fluency and listening comprehension abilities. Thirty master's degree candidates, all between the ages of twenty and twenty-five, who were certified in advanced language proficiency by the IELTS 7 or CEFR C1 were among the participants. A multiple-choice listening test with ten questions worth one point each and a maximum potential score of ten was used to evaluate listening comprehension. Participants were asked to describe a particular prompt in English in order to gauge their speaking fluency. Two independent raters assessed the recorded oral responses using the Speaking Fluency rubric, which has a maximum score of 16. Speaking performance and listening comprehension have a substantial positive statistically significant link, according to data analysis. With implications for language education and assessment procedures, the findings expand our understanding of how advanced learners' receptive and productive language skills interact.*

1.INTRODUCTION

Enabling learners to communicate successfully is the aim of language learning. Speaking and listening are the two fundamental abilities that form the basis of spoken communication.This study investigates the connection between advanced level EFL students' speaking fluency and listening comprehension. Our study supports the interdependence hypothesis in language learning by finding a high positive correlation between speaking fluency and listening comprehension. This strengthens the theoretical link between receptive (listening) and productive (speaking) language skills. In language development, hearing usually comes before speaking, and listening is essential for improving speaking ability. Two

viewpoints have been used to analyse this relationship. First, hearing entails mental operations that enable students to comprehend and evaluate auditory information, including meaning. Second, speaking skills are shaped and controlled in large part by listening (Demir, 2005)

As the listener actively constructs the meaning of the message being conveyed, listening is an active process. According to this viewpoint, listening is crucial for both comprehending the information and developing suitable answers (Lukong, 1998). When listening, the listener must use contextual cues and past knowledge to make sense of the information. Conversely, the ability to speak is a necessary life skill. It usually happens in interactive settings when taking turns and rapid thinking are necessary. Speaking typically takes place in real time with little preparation, in contrast to written communication (Thornbury, 2005).

According to Brown (2004), speaking and listening are two examples of language abilities that are closely associated since they use similar communication routes. Achieving complete language competency requires mastery of these four essential language skills: speaking, listening, reading, and writing. Specifically, good communication plays a big role in academic success, but poor communication can make it harder to succeed. This study aims to investigate the connection between speaking fluency and listening comprehension, particularly among advanced EFL students. The research is entitled "The Relationship Between Listening Comprehension and Speaking Fluency Among Advanced Level EFL Students."

2.Literature review

Understanding the connection between speaking fluency and listening comprehension abilities has drawn more attention, especially from advanced second language (L2) learners.In order to contribute to the field of research by demonstrating the link between receptive and productive skills, this study

attempts to determine the relationship between speaking fluency and listening comprehension. Speaking fluency and listening comprehension are frequently seen as two essential elements of language ability, and their interplay may provide important insights into how second language learners learn and utilize the language. Studies indicate that since speaking fluency and listening comprehension both need the processing of linguistic information and the capacity to react properly in real-time conversation, both can be greatly enhanced by having strong listening comprehension abilities.Tamador K. conducted the research.

Tamador K. Abu-Snoubar (2017) found a relationship between speaking fluency and listening comprehension in both males and females.According to the survey, women are more likely to be active. According to Vandergrift (2015), listening comprehension makes it easier to learn grammar and vocabulary, two things that are crucial for fluency. Furthermore, according to Kormos (2011), students who possess strong listening comprehension abilities are better able to predict conversational patterns and communicate more fluently without making needless pauses or hesitations.Additionally, research examining the relationship between speaking and listening frequently emphasizes the significance of the cognitive processes involved in both abilities.

Advanced comprehension skills enable listeners to receive and integrate incoming information more effectively, allowing for more fluent and spontaneous speech (Lynch and Maclean, 2000). In a similar vein, Tavakoli and Skehan (2005) contend that advanced learners' proficiency with complicated speech improves their speaking fluency by enabling them to control the flow of the discussion and react correctly.The link between speaking and listening fluency may involve socio-pragmatic components in addition to cognitive ones. Higher listening comprehension learners are frequently better able to understand conversational context, which helps them produce more fluent and contextually appropriate speech (Taguchi, 2011). This illustrates a crucial component of fluency, which is

the capacity to handle linguistic and contextual information with accuracy and speed.

Munro and Derwing (2006) discovered that learners who engage in more speaking practice tend to increase their listening comprehension abilities, as the two skills are interconnected in the development of overall language competency.In essence, the relationship between listening comprehension skills and speaking fluency is complex and multifaceted, incorporating both cognitive and socio-pragmatic elements. Although the exact nature of this relationship may vary depending on individual learner differences and the context in which language use occurs, prior research indicates that advanced L2 learners with strong listening skills are likely to exhibit greater speaking fluency.Our goal is to determine how speaking fluency and listening comprehension are related.To achieve this the study answer the following research question:

" Is there a relationship between listening comprehension and speaking fluency among advanced level EFL students?"

3.METHOD

3.1 Participants

The participants in this study were 30 master's degree students and their age ranged between 20 and 25. All of them had advanced English proficiency certificates (IELTS 7 or CEFR C1). First of all they were explained the main stages of the study and were given instructions on what to do. After all, the consent forms of the participants were taken before their participation.

3.2 Instrument

The scores taken from the multiple choice listening exam (10 questions = 10 points) and the speaking examination marks rated by two independent raters (out of 16 points).

3.3 Procedure

After participants were recruited, data collection process began. Both listening comprehension tasks and speaking performances were compiled. Participants did a multiple choice listening task, which consisted of 10 questions. Each answer was worth 1 point and the maximum score that participants would get was 10. Study participants were required to accomplish this task in a quiet atmosphere to do the test successfully. After listening test, they were assigned to perform a speaking task, as well. They were given a speaking prompt according to which they were supposed to speak for 1 minute or so. Their speeches were required to be recorded using audio recorders. Two independent raters evaluated speaking performances using a special criteria designed to evaluate fluency. That criteria included four parts, which were word stress, sentence stress, pronunciation and connected speech all of which were given four points.

3.4 Data collection instrument

In the study two instruments were used to collect data on listening comprehension and speaking fluency. The first instrument was listening comprehension test, which was utilized to measure participants' capacity to comprehend spoken language in different situations. In particular, multiple choice questions were given to participants to assess participants' comprehension of main idea of the audio. The second instrument was speaking fluency task, which was made use of to evaluate fluency patterns. Fluency was evaluated based on the following criteria: Pronunciation, word stress, sentence stress, connected speech all of which had their own band descriptions.

3.4 Data analysis

Participants' responses were analyzed through Jasp 0.19.1 software and correlation was used to calculate results of the EFL students. Significance level p was 0.01 for all statistical analysis which means the result is statistically
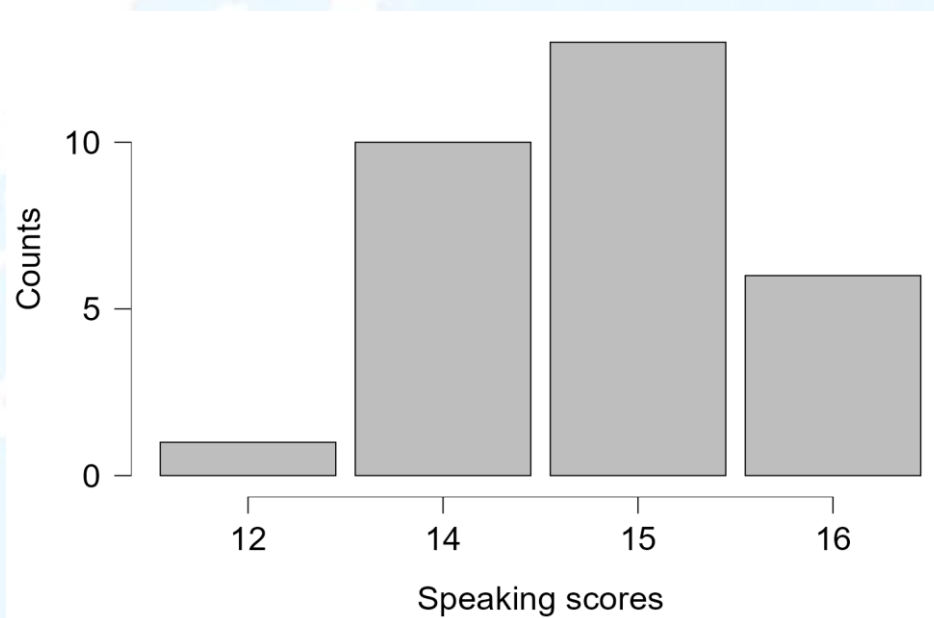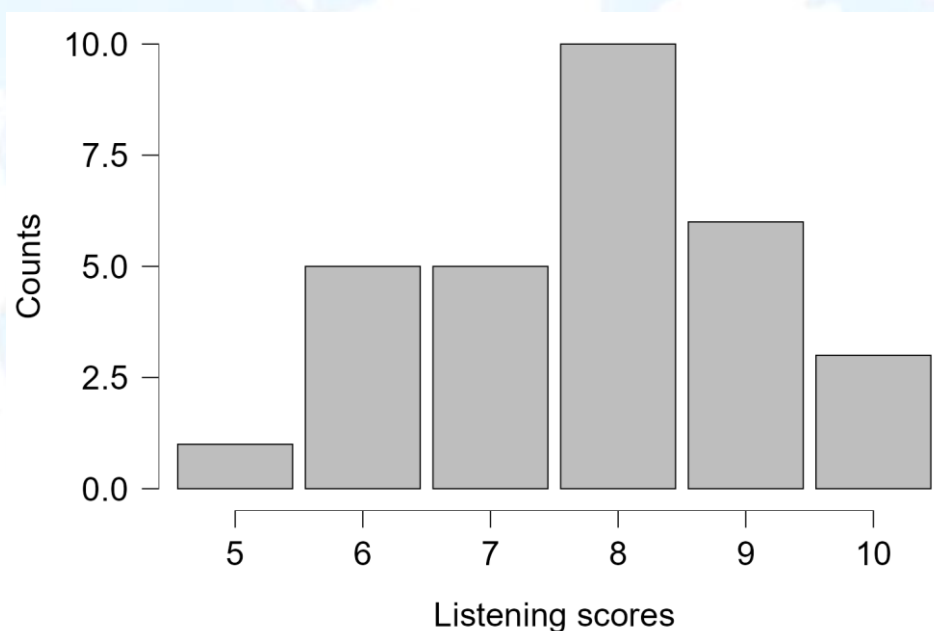
significant. First, descriptive statistics were calculated.It is clear from distribution plots ,they are normally distributed because they are bell curved.

Figure 1. Distribution Plots

Speaking scores

Listening scores

To check whether the data were normally distributed, distribution plots were used. As shown in figure 1, the data were shown as a bell curved shape, meaning that the data were normally distributed.

4.RESULTS

Research question: Is there any relationship between listening comprehention and speaking fluency among advanced level EFL students?

In order to answer this question, as well as to identify the relationship between the listening comprehention and speaking fluency among advanced level EFL master's degree students, The quantitative data were analyzed using the JASP 0.19.1 software, and we used Correlation to calculate results and scatter plots showed perfect positive correlation and tested the correlation coefficient (Pearson'r), and the level of significance was (0.01). A significant correlation was found between the listening comprehention and speaking fluency among advanced level EFL master's degree students

Figure 2 . The relationship between listening comprehention and speaking fluency among advanced level EFL students.

Correlation
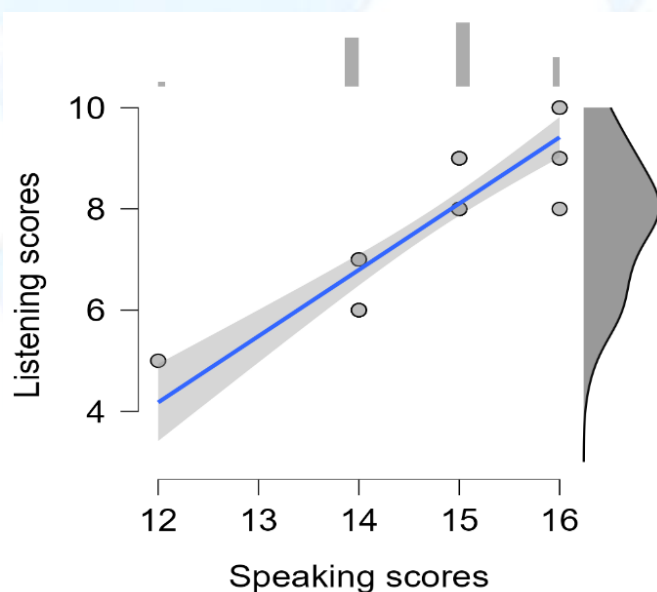
Scatter plots

FIGURE 2

Figure 2. showed that there is perfect positive correlation between listening comprehention and speaking fluency among advanced level EFL students because it is undeniable from the scatter plots two random variables have a strong correlation because the points in a scatterplot are tightly packed together.

Table 1.

Pearson's Correlations

Variable		Speaking scores	Listening scores
1. Speaking scores	n	—	
	Pearson's r	—	
	p-value	—	
2. Listening scores	n	30	—
	Pearson's r	0.888	—
	p-value	$< .001$	—

Correlation is significant at the 0.01 level.

Table 1 shows that there is a strong positive relationship between the variables of the study (listening comprehention and speaking fluency) among advanced level EFL students, where the coefficient of correlation is (0.888), which is statistically significant at level (0.01), and this correlation is positive.

Table 2.

Descriptive Statistics

	Speaking scores	Listening scores
Valid	30	30
Missing	0	0
Mean	14.767	7.800
Std. Deviation	0.898	1.324
Minimum	12.000	5.000
Maximum	16.000	10.000

As shown in Table 2 the correlation between listening comprehention and speaking fluency is statistically significant that if someone has a strong listening comprehention his or her speaking fluency will be strong. The students performed better both on speaking test, (M= 14.767, ST D=0.898) and on the listening test (M=7.800,ST D=1.324).

5.Discussion

We are teachers and from our teaching experiences we can say that teaching these two skills at a time is effective. Mainly because teaching listening as a receptive skill reinforces the development of productive skill which is speaking fluency.

We obtained a strong positive correlation ($r = 0.888$) between speaking and listening scores which means that these two language skills are interrelated in advanced EFL students. This result suggests that listening can be an indicator of

effective speaking as it facilitates the improvement of the clear pronunciation, intonation, and vocabulary, which are integral components of speaking fluency.

The mean speaking score is M=14.77 and it reflects high proficiency in oral communication simply because all participants had great command of English with C1 certificates. The mean listening score is equal to 7.80. One notable thing to mention is that students with higher speaking scores performed better listening scores as well. For example, a student who was given 16 out of 16 to their speech found 10 answers out of 10 regarding listening test. However, a student with 14 score in speaking got 6 or 7 score in listening section too.

Our study findings correspond to prior studies where relationship was found between listening comprehension and speaking fluency. Improved listening comprehension improves the learner's ability to have correct pronunciation, rhythm, and vocabulary usage, thus reinforcing speaking fluency.

Previous studies found out that improving listening comprehension may facilitate speaking fluency, conversely practicing with speaking frequently doesn't strengthen listening improvement.

The strong correlation highlights the importance of integrating listening and speaking activities in teaching EFL students. Further future studies might investigate the main causes which discovers the relationship between listening comprehension and speaking fluency.

6.Conclusion,limitations and implications.

The study is a contribution to the ongoing discussion about beliefs on the theme of relationship between listening comprehention and speaking fluency.This study has demonstrated a strong positive relationship between listening comprehension and speaking fluency among advanced-level EFL students. The significant correlation identified suggests that learners with higher listening

comprehension tend to exhibit greater speaking fluency, highlighting the interconnected nature of these two language skills. These findings emphasize the importance of integrating listening and speaking activities in language instruction to promote balanced skill development. By reinforcing the link between receptive and productive abilities, the study contributes to a deeper understanding of language acquisition processes and offers valuable insights for educators and curriculum designers aiming to enhance fluency outcomes in advanced EFL contexts.

The study has some limitations one of which concerns that we used multiple -choice task to identify listening comprehention of students and its theme does not connected to the theme of speaking task.It is likely to be more clear if other researchers do the listening task of research with a kind of descriptive task with the connected theme with speaking task.

Despite these limitations,this study shows that teachers or other educators may combine the receptive skill(listening) with productive skill(speaking) to balance their students to component of language learning.The more students understand what is spoken the more they are tend to be fluent while they are speaking in English.

7.References

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