

A Study of the Discussion Method's Impact on English Language Learners' Listening Comprehension Skills at Andhra University

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Abstract

The purpose of this research was to determine if using a discussion-based approach to teaching language helped students at English's Andhra University College improve their English listening comprehension. The study used a quasi-experimental design, and the research instrument was developed by the author specifically to evaluate listeners' capacity to understand spoken language. Sixty (60) male and female students from Andhra University College were selected at random to participate in this study for the 2019-2020 academic year. Thirty male and female students were randomly assigned to the experimental group, which studied using the discussion technique, and the control group, which studied using the status quo. Based on the results of the listening skills test, the research found that the experimental group outperformed the control group statistically. Based on the results, the researcher suggested more research into the introduction of alternative teaching techniques as well as training instructors to use the discussion style while teaching English.

Keywords: Discussion Strategy, Listening ComprehensionSkills, English Language, Andhra University College.

1. Introduction

In today's globalised society, the English language stands out above all others. Due to English's reputation as a worldwide language, it is taught in schools and colleges in almost every nation. Furthermore, English is the official language for many types of university fields of study, including science, medicine, engineering, economics, business administration, and other educational fields that many undergraduate students seek to study; thus, we must pay attention to teaching this language and learning its four skills: speaking, writing, reading, and listening, if we want to keep pace with the scientific progress.

It's no exaggeration to say that listening is a crucial part of learning any language. Because listening is such an important part of the communication process, it has been ingrained in us from a young age alongside our studies of the other two language arts (reading and writing) (Al-Naqah and Al- Eid, 2009).

One of the linguistic abilities that affects one's interaction with the environment around them is the ability to listen. Vocabulary, grammatical structures, ideas, and concepts, as well as the ability to read and write, are just some of the facets of language that a person can learn. Communicating, understanding, and working with people in a manner that allows them to advance and continue in their scientific and practical lives depends on a person's ability to differentiate linguistic voices and to know the major and secondary concepts of the issues they listen to (Abu Al-Daba'at, 2007).

Listening to a well-read material may help pupils improve their own reading proficiency since the two abilities

are intertwined. Students may improve their hearing and other language arts skills by becoming more self-aware of their own listening preferences. In addition, pupils' reading improves when teachers read aloud to them in a way that is easily audible (Kaplan & Tracey, 2007).

Accordingly, the ability to listen is intrinsically complicated. Aware of the symbols of spoken language through auditory distinction and understanding of their meaning, aware of the communicative function or "message" included in symbols or spoken speech, aware of the interaction between the experiences carried in this message and the listener's own experiences, values, and standards, critical and evaluative of these experiences, and judgement based on these experiences (Madkour, 2007).

Teacher success in imparting listening comprehension skills hinges on the former's familiarity with the latter's workings, the latter's ability to devise relevant and appropriate activities and trainings to employ these processes in learning situations, and the latter's capacity to devise linguistically receptive activities based on the transmission of the training's impact and the integration of the skills (Al-Hashemi and Al- Azzawi, 2005).

It's worth noting that students should pay some attention to the listening comprehension skill because it's crucial in developing the students' cognitive abilities, allowing them to mimic the correct pronunciation of vocabulary, acquiring advanced linguistic forms, mastering their grammar and structures, comprehending the audible material, and expressing themselves freely. Hearing and comprehension come first, then speaking, then reading and writing (Al-Juhni, 2015).

There is a pressing need to find innovative approaches to teaching listening comprehension that take into account the following factors in order to improve students' listening skills in light of indicators pointing to a low level of listening comprehension skills among students and listening's status as one of the most prominent outputs of the learning and educational processes in general and of language education in particular. Among these methods, having a talk is certainly worth noting.

Active learning strategies such as dialogue and discussion between students and teachers are used by many educators to accomplish the lesson's intended goals. Especially if it's implemented in an unusual manner that breaks away from the preconceptions, it has the potential to be one of the most effective instructional strategies for creating a good educational relationship between students and their instructor via immersing them in the lesson (Mohammed, 2018).

Education is characterised by various features of discussion. Probably the most noticeable aspect is the emphasis placed on listening in the classroom. The second benefit of focusing on skill building rather than information dissemination and payment is that it shifts the balance of power in favour of the students. Finally, students are taught to think analytically, synthetically, and evaluatively. To conclude, a large portion of students' efforts are focused on developing their own personal worldview and set of core values (Ibrahim, 2004).

Because they need comprehension, assessment, conclusion, and synthesis of ideas, dialogue and debate play an important role in the development of students' higher-order thinking abilities. Furthermore, it focuses on teaching students to listen attentively, process the information they hear, analyse it in light of their own knowledge and experience, draw valid conclusions, and act accordingly (Al- Helah, 2001).

Teachers may capitalise on these benefits while instructing their students in English via the use of questions, the pursuit of answers through student-to-student discourse, and the examination of contrasting points of view that collectively contribute to knowledge construction.

As a result, there is a pressing need to implement an effective plan to improve the English language listening comprehension abilities of students at Andhra University College.

1.1. A Problem Statement

In light of this, the Englishian Ministry of Education has prioritised the development of curriculum that focus on listening as a talent in and of itself, apart from the study of other languages. Despite its central role in education, few educators give listening skills the attention they need, either in the classroom or via additional training outside of it (Da'mas, 2008).

The issue with this research might be due to any of the following. To begin, most Andhra University College students have trouble understanding spoken language, and the current approaches to teaching listening texts don't always lead to the desired results. Second, the nature of the instructional and evaluative resources at the student's disposal. Finally, students' low performance in school is a result of instructors' reliance on the memorization and direct teaching approach and students' pessimism about their own abilities to succeed in school. The researcher, who is also an English professor at Andhra University College, has seen a deficiency in his pupils' ability to process spoken language. Their lack of capacity to summarise, assess, and make judgements on audible materials, as well as their inability to answer particular questions linked to such texts, reveal their deficiency. Research by Al-Khazaleh (2006), Al-Omouh (2008), Abu Ghazaleh (2002), and Shang (2005) supports the idea that students struggle with and do not fully acquire listening comprehension.

Traditional teaching techniques focusing on instruction may also be to blame for pupils' poor listening skills. Moreover, these approaches to education are characterised by their rigidity, their emphasis on the literal level, and the lacklustre quality of language teacher training programmes. Researchers were keen to use student-centered, 21st-century pedagogical practises to help pupils acquire these abilities (Salter & Horstman, 2002).

Therefore, it became important to look for a strategy based on a novel way to teaching the listening texts in order to enhance students' ability to understand spoken language. The researcher believes that the discussion method is one of them that may aid in the enhancement of listening comprehension abilities and academic performance. The study's fundamental question is as follows: What impact does using the discussion technique have on Shobak University College students' ability to understand spoken English?

1.2. Examining a Hypothesis

Students in the experimental group, who studied the (How's the Neighbourhood?) unit with the discussion strategy, had significantly higher post-test scores in English listening comprehension than students in the control group, who studied the same unit in the traditional manner, at the 0.05 level of significance.

1.3. Study Aims and Objectives

This research intends to provide insight into how using a conversation method might help Andhra University College students improve their English listening comprehension.

1.4. The significance of the research

The following are some examples of why this research is so crucial:

1. Teachers of English use the technique of class discussion to assist their pupils learn new material and

improve their listening skills.

2. Future researchers in the educational literature may use the framework provided by this study, and instructors who are learning English or other topics can also benefit from this research.
3. More studies and experimental research on new tactics may benefit from this work.
4. Researchers may be able to build on the findings of this study to further explore the efficacy of conversation and debate across a range of pedagogical contexts.
5. It fits well with the current pushes and educational fashions that emphasise the need of using cutting-edge methods of instruction.

1.5. The study's limitations

1. Human factors prevented us from studying more than a small subset of students at Andhra University College, and even then we split them into two groups (an experimental group and a control group) (a control group).
2. Restricted physical space: Ma'an Governorate's affiliated university, Andhra University College
3. Due to time constraints, this research was only implemented during the spring term of the 2019-2020 school year.
4. Data limitations: the scope of this research was limited to that covered in the "How's the neighbourhood?" section of the English 101 textbook.

1.6. Operational definitions

Discussion strategy: a procedure through which ideas are exchanged between the instructor and his/her pupils, and amongst the students themselves to debate a subject in order to arrive at logical answers.

Students studying the eighth unit of English Language (101) utilising the discussion technique will benefit from engaging in the mental activity of listening in order to pay close attention, concentrate on the speaker(s), and follow along with the conversation. It is evaluated based on how well students do on an in-house exam of listening comprehension abilities developed for this investigation.

English Language Course: A study course with the number (020000101) that is taught to all disciplines at Andhra University College. Its goal is to help students become more fluent communicators, both in and beyond of the classroom, by strengthening their command of grammar and the other four language skills.

2. Previous research and theoretical foundations

2.1. Methodology of the Presentation

Discussion is one of the most widely utilised techniques of instruction across all grade levels and subjects because it facilitates a structured conversation between the instructor and the class, during which students are given an opportunity to contribute to the learning process. The survey may provide the debate in a straightforward and basic fashion, but its purpose is to accomplish certain goals and objectives that can only be reached with active engagement between the parties.

To encourage students to work together intellectually and share responsibility, the discussion approach attempts to foster an atmosphere of collaboration, harmony, and understanding. By its very nature, this kind of debate promotes group consciousness, hard work, and loyalty; it also fosters individual imagination and originality by

encouraging the development of novel approaches to societal challenges. Because it requires abilities like connection, deduction, and knowledge of links between components and parts, it stimulates critical thinking in kids. In addition to encouraging students to think critically and draw connections between disparate pieces of information, this tactic also encourages students to investigate and become familiar with other perspectives on the topic at hand. The more stable and permanent it is, the more of an impact it has on students' inductive thinking, leading to a better understanding and achievement of the subject's constituent parts, and the more effective it is at fostering the exchange of ideas and information and the comparison of them to each other in order to reach new interconnections (Al-Hhusari, 2003).

The teacher's role in the discussion is emphasised by the following points: establishing objectives; facilitating learning among participants; preparing appropriate teaching aids; ensuring that all students have an opportunity to participate; keeping the discussion on track; managing the discussion; and asking questions (Omar, 2010).

There are defining characteristics of the discussion-based pedagogy. For starters, it encourages class participation. As a second point, it serves to pique their interest. Finally, it piques their curiosity. Fourth, it encourages critical thinking and discovery rather than the blind acceptance or rejection of ideas without investigation. Finally, it serves as a means of two-way communication. Sixth, it helps people develop their listening and speaking abilities as well as their enjoyment of and aptitude for organising and planning. To round things off, the student is taught proper conversational and social skills. As a result, the student becomes used to the system and learns to value other points of view (Al-Husari, 2003).

Truth from facts is arrived at via conversation and debate. The effectiveness of this strategy is predicated on the teacher's ability to generate engaging questions and discussions that encourage students to contribute actively to the job at hand while also sparking their interest and passion for the subject matter being covered. There are several variations on this central mode of communication, such as "task-oriented," "survey-centered," "free," "seminar," "panel," "bilateral," and "mountain" talks (Al-Duleimi, 2009). The discussion approach to education entails a multi-stage process that begins with introducing the issue at hand and ending with motivated students talking about the subject at hand. To do this, first the central question is posed, followed by the identification of relevant sub-questions, and last a discussion of the learners is held in the sub-questions that have been successively agreed upon. The discussion is then brought to a close, and any overarching conclusions or proposed solutions to the initial problem are confirmed before moving on to an assessment of the discussion's overall effectiveness. However, this is helpful when preparing for a fruitful discussion session so that any potential problems with the plan or any issues that may have arisen during the conversation may be avoided (Abdulraheem, 2017).

The study's author contends that classroom debate may put students in a more advantageous position as learners and teachers alike, allowing them to confront, challenge, and participate in the learning process while also elevating themselves and the course they're enrolled in.

2.2. Understanding What You Hear

One of the most crucial communication tools for acquiring a new language is the ability to listen attentively and process what is being said. One of the most potent senses, it aids in comprehension and perception and serves as a way of connection and communication within and beyond communities, therefore mastery of these abilities is essential (Khojah, 2015).

According to Kathy, Barbara, Demela, and Susan's (2004, p. 230) argument, "listening is a dynamic, interactive process that connects the audience's appropriate viewpoints, their experiences, their knowledge, and their behaviours to achieve the goals intended by listening, for it is a process of reception, meaning building, and oral/written response"

According to research by Ashour and Al-Hawamdeh (2010), effective listening requires the following set of mental abilities:

1. Accurate listening and paying close attention are predicated on appreciating the value of hearing, understanding what it means, and demonstrating an interest in the topic at hand by asking pertinent questions, maintaining eye contact, and refraining from interrupting the speaker.
2. You have a thorough understanding of the issue if you have been paying attention to the speaker, if you know what they are talking about, and if you recognise the connections between the many aspects of the topic. In order to do this,

An analysis is the process through which students draw connections between what they hear and their own experiences.

It seeks to resolve ambiguities and inconsistencies concerning what is heard by engaging in conversation and investigation to find reasons for what is heard.

When the speaker's ideas and the learner's own are compared, both are strengthened.

- Evaluation and analysis; it does so by highlighting the ways in which the information being heard is related to and different from the student's existing body of knowledge; it renders its evaluations in an objective, scientific fashion.
- A learner might establish a pattern about what they have heard, either positively by being pleased or negatively by being unsatisfied with their own knowledge, criticism, analysis, and methods.

There is a hierarchical structure to the ability to understand what is being heard. First, there's the literal level, which requires knowledge of the meaning of words, an understanding of the relationship between ideas, the ability to pick out key phrases, and an ear for nuance. Second, the degree to which the listener is able to critically analyse the information presented and draw their own judgments about the phenomenon's origins, the nature of the propaganda or bias presented, and the veracity of the information presented. Third, the level of creative listening, characterised by abilities such as proposing original ways to enhance the meaning, providing as many evocative words as possible, offering novel approaches to the challenges it faces, drawing connections between the information in the audible text and one's own knowledge and experience, anticipating the text's conclusion based on its introduction, expanding on the subject matter, and rewriting the text to give it a new literary form (Madkour, 2007).

One of the most important forms of hearing, critical listening reveals both the listener's level of self-awareness and his capacity to grasp the content of the spoken or heard communication. Therefore, unless the listener is very well-trained, they will be unable to evaluate and critique the auditory message (Engraffia, Graff, Jezuit & Schall, 1999). There are three main phases to the process of instructing listening. First, there's the phase of planning, during which the instructor chooses the listening material while keeping the students' preferences and strengths in mind. The instructor additionally sets up the listening environment and establishes the listening's purpose. Second, there is the stage of implementation, in which the instructor records and listens to the main points with the pupils, giving room for them to debate concentrating on the most relevant issues. Third, we get

information about the students' levels of comprehension via the comments they provide. This is accomplished via guided classroom conversation in which students are encouraged to reflect on and ask questions about the content they just heard (Ashour and Al-Hawamdeh, 2010).

The blackboard, television, overhead projector, films, wallcharts, video device, posters, tape and sound recordings, flash cards, language lab, computer, actual items, samples, and models are only few of the instructional materials available to an English language instructor (Alhelah, 2003).

There are several reasons why an English teacher would want to use technology tools to assist their students improve their listening comprehension. First, they aid in stimulating the learner's reaction, enhancing the learner's learning capacities, and delivering positive experiences. Second, they facilitate the student's provision of timely and accurate feedback in relation to the instructional resource. Lastly, they improve the classroom setting by adding supplementary instructional resources that cater to the learner's senses and back up the textbook. The fourth benefit is that they aid the student's capacity to make connections between the learner's existing knowledge and the new material. Fifth, they limit negative incentives like fear and punishment while eliciting good ones like a desire to learn in the student. Sixth, by enhancing the teaching tool with cognitive aspects illuminating the topic's fundamental ideas, they pique the student's interest and get them engaged (Al-Bukhari, 2008).

In light of the foregoing, it seems reasonable to conclude that good listening skills have a number of advantages, including better academic performance, enhanced concentration and attentiveness to the teacher, reduced likelihood of distraction and passivity, equal opportunity for participation and increased likelihood of others' participation and expression of opinion.

3. Previous studies

Hmeidan (2018) investigated the effectiveness of a conversation and discussion approach to teaching English as a second language on enhancing academic listening among Englishian eleventh graders. The participants were 46 female 11th graders from Wadi Al-Seir Secondary School for Girls, all of whom were recruited for the research. Nonetheless, in the eleventh grade, two groups were selected at random: the first group consisted of twenty-four female students who studied using the dialogue and discussion strategy, while the second group consisted of twenty-two female students who studied in the conventional fashion (the control group). The researcher utilised an instrument she developed herself: an essay exam measuring English listening abilities with fifteen written questions. There was a statistically significant difference between the two arithmetic means of the experimental group's performance on academic listening abilities in English, as well as on each of the six skills attributable to the teaching technique.

The purpose of the research conducted by Al-Zubaidi, Al-Haddad, and Al-Wa'eli (2012) was to show how teaching methods grounded in communication may help ninth-graders develop better critical listening abilities. The research method was considered to be quasi-experimental. After establishing its authenticity and trustworthiness, the study's training programme was devised, and a test in critical listening was created. One hundred and fifty-eight students were used for the study, split into two groups (experimental and control) and put through the test. Statistically significant differences in favour of the experimental group were found using a repeated-measures analysis of variance (MANOVA) for all measures of critical listening ability.

To further understand how the communicative method might help ESL students hone their critical listening

abilities, Ma (2009) performed a research. The research conducted by Ma (2009) used a quasi-experimental design. A total of (89) intermediate-level male and female students participated in the research. They were split into two groups, one of which studied in the conventional manner (45 students), and the other, which studied using the communicative technique (44 students). The experimental group, who were evaluated using a communicative method, exhibited statistically significant changes in the critical listening skills test.

The research conducted by Zureiqat (2009) found that the conversation approach helped Englishian students in the tenth grade improve their communication and analytical abilities. The research method was considered to be quasi-experimental. The researcher achieved her aims by developing two tests, one of which measured spoken communication and the other analytical reasoning. Sixty students were randomly assigned to one of two groups; an experimental group studied using the conversation approach, while a control group studied in the conventional fashion. It was discovered that the experimental group studied using the conversation approach outperformed the control group on average.

In order to better understand how an educational programme might help non-native speakers of Arabic improve their listening and reading comprehension, Al-Zoubi (2008) performed research in English. The research method was considered to be quasi-experimental. The study's objectives were met thanks to a standardised educational programme and two reliable and valid measures of listening and reading comprehension developed by the researcher. A total of (42) male and female students from the University of English were given these tests and split into two groups: an experimental group of twenty-one students (both male and female) and a control group of twenty-one students (both male and female) who did not speak Arabic at an advanced level. In both analyses, the experimental group outperformed the control group by a statistically significant margin.

4. Practices and Strategies

4.1. Discussion of Research Methods

The purpose of this study was to assess the effectiveness of a discussion-based technique for enhancing students' listening comprehension abilities at Andhra University College, and the researchers used a quasi-experimental design to do so. As part of this strategy, we set up two groups: an experiment group and a control group. The discussion-based approach was used to instruct the experimental group, whereas the traditional method was used with the control group. To test the study's premise, researchers first collected data before and after using the study's technique.

4.2. Examining a Selected Section of the Research

Sixty male and sixty female students from Andhra University College taking English 101 were selected at random to participate in the research. Thirty male and female students made up the control group, which received traditional instruction, and the experimental group, which received instruction in the discussion technique.

4.3. Study tool

4.3.1. Evaluation of Listening Skills

The study's author has created a listening comprehension exam for the students at Andhra University College's English 101 unit titled "How's the neighbourhood?" The researcher has taken several measures in creating the

test, including conducting a literature review on relevant studies, determining the study's purpose, locating and analysing relevant scientific literature, developing measurable behavioural objectives, and writing detailed test administration instructions. In places where there were formerly 27 paragraphs on the exam, there are now 4 possible answers, of which 1 is right. Consequently, the test's concept, wording, and scientific content were evaluated and improved.

4.3.1.1. The Test's Reliability

To guarantee that the exam was fit for its intended purpose, that its paragraphs made sense, and that its language was drafted correctly, it was given to a panel of seven arbitrators with expertise in education, assessment, and pedagogy. The arbitrators' input was used to revise the exam's vocabulary and question structure, including debating whether or not to cut or add words. The resulting 25-paragraph test now reflects the arbitrators' consensus.

4.3.1.2. The Test's Reliability

The stability indicators were confirmed in two ways: first, using a test-retest design, in which the test was administered to a sample of (20) students drawn at random from the study community and from outside its sample, and then to the same students again, two weeks later. Using the students' responses, we were able to calculate the test's stability coefficient (Pearson's correlation coefficient), and we found that it was .70 (0.77). Using the Cronbach's alpha formula, we were able to determine the paragraphs' internal consistency, and we found it to be 0.75 (0.75). Every one of the sample paragraphs was also assigned a difficulty coefficient, which fell anywhere from 0.35 to 0.80. After doing the math, we found that the discrimination coefficients fell everywhere (0.25 - 0.78).

5. Achieved Results

The results of the study corroborate the hypothesis, showing that students in the experimental group, who were taught the unit (How's the neighbourhood?) using the discussion strategy, outperformed students in the control group, who were taught the same unit using the traditional method, on a post-application test of their English listening comprehension skills.

The researcher compared the pre- and post-test scores of each group's pupils on a test of their listening comprehension abilities using arithmetic means and standard deviations to draw conclusions about the study's hypothesised relationship (experimental, control). This is seen in Table (1).

Table 1. Standard deviations and averages for the listening comprehension test scores of the research groups (experimental and control)

Group	Sample size	Pre-test		Post-test	
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation
Control	30	6.97	2.03	13.70	3.0
Experimental	30	7.40	2.03	18.77	3.65
Total	60	7.18	2.02	16.22	4.20

Table (1) shows that the arithmetic means of the students' replies on the pre- and post-tests of their listening comprehension abilities vary significantly between the two groups (experimental and control). The discussion-study group had a mean of 18.77 and a standard deviation of 3.65, whereas the comparison group, which was studied in the conventional fashion, had a mean of 13.70 and a standard deviation of 2.10. (3.0).

One-Way Analysis of Covariance (ONE WAY ANCOVA) was carried out on the results of the listening comprehension skills test taken by the female students in both of the study groups, with each group being assigned a different teaching strategy, to determine whether or not there were statistically significant differences between the groups' respective means. These findings are shown in Table 2.

Table 2. The analysis of covariance (ANCOVA) results for the examination of listeners' comprehension abilities in the current research

Source of variance	Sum of squares	Degree of Freedom	Average of squares	F Value	Significance level	Magnitude of effect
Method of Teaching	351.318	1	351.318	34.657	0.000*	0.378
Pre-test	68.220	1	68.220	6.730	0.012	
Error	577.813	57	10.137			
Total	60	16815.5000				

According to the data in Table (2), there was a statistically significant difference between the two groups when using the experimental research design. The value of (F) for the teaching technique in instructing the experimental study group was (34,657), with a level of significance of (0.000). This suggests that the approach used in the classroom has a considerable impact on students' performance on an assessment of their listening comprehension abilities. This initiative had a significant impact, with an effect size of 0.378%. This demonstrates that the discussion technique is helpful in fostering students' listening comprehension abilities and that students' listening comprehension abilities have improved.

Student answers were analysed using arithmetic means and standard deviations on the parameters of the listening comprehension skills exam for both the control and experimental groups. Our findings are shown in Table 3.

Table 3. The mean and standard deviation scores for each dimension of the listening comprehension exam taken by the control and experimental groups of students, respectively.

Dimension	Group	Number	Arithmetic mean	Standard deviation
Interpretation	Experimental	30	3.93	0.175
	Control	30	3.27	0.175
Analysis	Experimental	30	3.86	0.176
	Control	30	3.07	0.176
Deduction	Experimental	30	4.41	0.250
	Control	30	3.10	0.250

Assessment	Experimental	30	2.96	0.168
	Control	30	1.88	0.168
Comparison	Experimental	30	3.50	0.171
	Control	30	2.51	0.171

Examining the data in Table (3), we see that the arithmetic means of the students' answers on the various components of the listening comprehension skills exam vary significantly. Deduction had the highest arithmetic mean (4.41), while interpretation was close behind at (4.40). (3.93). The dimension of analysis followed in third place with arithmetic mean of (3.86), while the dimension of comparison followed in fourth place with arithmetic mean of (3.50). Overall, the assessment dimension had the lowest arithmetic mean of any dimension, coming in at (2.96).

Students' answers on the pre-aspects test's of listening comprehension abilities were subjected to a Multivariate Analysis of Covariance (MANCOVA) based on the teaching approach used in each research group. This was done to confirm the impact of the teaching techniques (discussion approach and typical strategy) on the variables measuring the participants' listening comprehension abilities. The outcomes of this investigation are shown in table (4).

Table 4. Listening comprehension test results using multivariate analysis of covariance (MANCOVA) to determine the influence of teaching approach on student replies.

Source of variance	Dimension	Sum of squares	Degree of freedom	Average of squares	F Value	Significance level
Pre-test	Interpretation	0.865	1	0.865	0.961	0.331
	Analysis	1.494	1	1.494	1.641	0.206
	Deduction	9.585	1	9.585	5.232	0.026
	Assessment	0.961	1	0.961	1.157	0.287
	Comparison	3.783	1	3.783	4.416	0.040
Method of teaching	Interpretation	6.155	1	6.155	6.837	*0.012
	Analysis	9.055	1	9.055	9.944	*0.003
	Deduction	25.142	1	25.142	13.725	*0.001
	Assessment	16.658	1	16.658	20.059	*0.000
	Comparison	13.194	1	13.194	15.404	*0.000
Error	Interpretation	47.714	53	0.900		
	Analysis	48.626	53	0.911		
	Deduction	97.083	53	1.832		
	Assessment	44.013	53	0.830		
	Comparison	45.398	53	0.857		
Total	Interpretation	58.400	59			
	Analysis	60.933	59			
	Deduction	153.250	59			

Assessment	64.583	59			
Comparison	72.983	59			

There are statistically significant differences at the (0.05) level, as shown in Table (4), where the values of F for the five test dimensions are successively (6.837), (9.944), (13.725), (20.059), and (15.404). This is in favour of the experimental research group with a higher arithmetic mean and may be ascribed to the teaching approach on the five test dimension paragraphs with each paragraph independently.

6. Discussion of the results

Discussion of the results related to the study hypothesis which states "there are statistically significant differences at the level of significance (0.05) between the mean scores of the students of the experimental group studying the unit (How's the neighbourhood?) according to the discussion strategy and the control group studying the same unit in the usual way in the post-application of the test of the listening comprehension skills in the English language in favour of the experimental group."

After application, there were statistically significant differences between the experimental and control groups on the listening comprehension skills exam, with the experimental group showing higher mean scores.

The study's author attributed these positive outcomes to the study's discussion technique, which emphasises the individual learner while simultaneously encouraging the growth of critical thinking abilities and fostering open dialogue among students. This leads to making connections between prior knowledge and current understanding. In addition, it helped the student refine their capacity for critical thinking by honing their abilities of analysis, interpretation, evaluation, and inference. The discussion strategy's use of a wide range of activities and evaluation techniques fostered an atmosphere that encouraged students to actively participate in their education, while also encouraging them to share their ideas and insights with one another and the instructor. All of these factors had a crucial role in helping the students in the experimental group hone their skills, which in turn led to greater insight and insight.

There were also statistically significant differences between the experimental and control groups, with the difference favouring the experimental group and corresponding to a larger arithmetic mean, at the level of significance of (0.05).

The strategy used to instruct the experimental group incorporated a number of stimulants—written and read texts, sound effects, images, coloured graphics, and animations, as well as links to YouTube videos and other online enrichment resources—that the researcher believes contributed to the positive outcomes observed. Therefore, these children were given chances to experience new challenges in the classroom. In addition, with the help of these tools, information was provided to students in an interactive manner, which facilitated the development of positive attitudes and learning outcomes. As a result, the students in the experimental group were better able to remember, assimilate, and apply the scientific information in novel contexts than their counterparts in the control group who did not use the experimental tools.

The study found that using the discussion strategy to teach students improved their level of acquisition of listening comprehension skills on an English language test. The magnitude of effect for the independent variable (discussion strategy) was found to be (0.378), indicating a positive effect on improving the level of students' acquisition of the skill.

This finding is consistent with the findings of Zureiqat (2009), Al-Zoubi (2008), and Hmeidan (2018), all of which found that students in the experimental group benefited significantly more from using the discussion strategy to improve their listening comprehension skills and its component dimensions.

7. Recommendations

The following are the researcher's suggestions based on the findings of the study.

1. Using the current study's findings as a starting point for developing English language curriculum at the university level.
2. The English language curriculum would benefit from include the discussion technique for the benefit of instructors.
3. To this end, we conducted a content analysis of the undergraduate English curriculum with a focus on listening comprehension.
4. More studies and research should be conducted to determine whether or not the discussion technique has any effect on other factors, such as students' ability to write, read, and think creatively.

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